Children and Young People’s Workforce
Learning and Development Programme
Foster Carers

April – September 2017
Calderdale MBC’s new April 2017 to September 2017 Learning and Development Programme for Foster Carers continues to provide the high quality fully funded learning opportunities offered by the Council.

The programme aims to cover the wide range of knowledge underpinning the key skills relevant to all those working with children, young people and families.

For training requests, suggestions or feedback
Maureen Coogan-Williams Fostering Training Co-ordinator can be contacted if you want to discuss the courses in detail or your particular needs.
Maureen.cooganwilliams@calderdale.gov.uk 01422 266064

Or

Leoni Craigie, Social Care People Development Advisor
leoni.craigie@calderdale.gov.uk 01422 288451

Terms and Conditions
How to Book
Please indicate in the right hand column which events you would like to attend and email the form to your social worker for signing off, your social worker will then email your application form to workforce development and Maureen Coogan-Williams who will process your form for the relevant courses and will email you if you are successful in gaining a place. By submitting an emailed booking form or email request you are agreeing to the bookings and our terms and conditions on behalf of the fostering team and workforce development.

Submission of an application form does not guarantee a place on an event. Course places are offered on a first come first served basis.

All bookings received are confirmed by email. If you do not think you have received confirmation, please check your junk mailbox, then contact us before your first requested course, or you will be charged for all training not attended.

Cancelling a place on a course or event
If you need to cancel a booking contact workforcedevelopment@calderdale.gov.uk if it is a workforce development course and Maureen.cooganwilliams@calderdale.gov.uk if it is an in-house fostering course with the following information

- Course Title
- Date
- Reason for cancelling

Different departments process different courses, in all instances please copy in your supervising social worker.

Cancellation and Non-Attendance Fees
If you do not attend a booked event, or you cancel without good reason within 3 working days before the event, a fee of £50.00 will be charged.
**Venues and Training Times**

Candidates must ensure they arrive promptly for training as many of the venues will not be accessible once the training has started. Registration for all training is 15 minutes before the stated start time. All times listed are the times the training delivery will commence and not the time you should arrive. If you are late for a session and the venue is not accessible your training record will be marked as not attended and non-attendance charges are applicable.

We understand at times emergencies will arise, please see below for venue addresses and emergency contact details. You must contact Maureen Coogan-Williams and Workforce development direct if you wish to cancel **and not the venue** as you will still be charged. It would be advisable to inform your supporting social worker as well.

Maureen Coogan-Williams [Maureen.Cooganwilliams@calderdale.gov.uk](mailto:Maureen.Cooganwilliams@calderdale.gov.uk)
Workforce development [workforcedevelopment@calderdale.gov.uk](mailto:workforcedevelopment@calderdale.gov.uk)

MBi Shay Stadium, Shaw Hill, Halifax, HX1 2YS. Telephone: 01422 264747. **Please see the blue board inside the main entrance for the room your training is being held in.**

Orangebox, 1 Blackledge, Halifax, HX1 1AF. Telephone: 01422 433200

Halifax Town Hall, Crossley Street, Halifax, HX1 1UJ, Telephone: 01422 393037
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Foster carers play an extremely important role, providing much needed support and security for often very vulnerable children, and enabling their successful transition into independent adult life. Fostering is a challenging role and requires skills and dedication. The Training, Support and Development (TSD) standards form part of a foster carer's induction in the role. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within the first 12-18 months after being approved. These standards were developed by the Department of Education and were introduced in 2007 and apply to all approved foster carers in England.

The TSD Standards provide a national minimum benchmark to set out what all foster carers should know, understand and be able to do within the first 12 months of approval. They form part of a national strategy, supported by the Department for Education, to raise the profile of foster carers as valued professionals and to improve and standardise service provision for looked after children. All foster care providers are expected to engage with their foster carers to support them in achieving the TSD Standards. This ensures that the Standards are delivered in a way which allows carers to understand how the standards support them in their caring role, encouraging them to build on any areas for development identified in their assessment. It is the government’s view that all foster carers who are approved under the Fostering Services Regulations should complete the TSD Standards, which are designed to equip all foster carers with the skills and knowledge to provide high quality care to the children they look after. The TSD Standards are also now a requirement of the National Minimum Standards (Fostering).

Completion of the TSD Standards is a requirement for all approved foster carers in England and is referenced within the National Minimum Standards for Fostering Services 2011. It should be noted that it is the service providers’ responsibility to demonstrate that they meet National Minimum Standards. Foster carers must complete the Training Support and Development Standards.

- Standard 1 - NMS 1, NMS 10
- Standard 2 - NMS 9, NMS 10, NMS 11, NMS 12, NMS 21
- Standard 3 - NMS 6, NMS 10
- Standard 4 - NMS 1 NMS 9, NMS 11, NMS 21, NMS 26
- Standard 5 - NMS 2, NMS 3, NMS 8, NMS 7, NMS 10, NMS 12
- Standard 6 - NMS 4, NMS 5, NMS 26
- Standard 7 - NMS 3, NMS 20, NMS 2

We don’t want you to worry about the workbook, support is on hand from your supervising social worker, the training co-ordinator and other experienced carers who have completed the workbook. All training provided in the programme is designed to support you gathering your evidence, It is preferred that you complete the workbook online but if you have any difficulty and would rather complete manually this is fine, just let your supervising social worker know.

Good Luck!
Foster Carers TSD 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

Links to the TSD Workbook and Guidance Mainstream Carers

Evidence Workbook

Guidance and Questions

Family and Friends TSD Standards

Standard 1: Understand your role as a family and friends carer
Standard 2: Know how to provide a safe environment and healthy care
Standard 3: Know how to communicate effectively
Standard 4: Understand the development of children and young people
Standard 5: Keep children and young people safe from harm
Standard 6: Develop yourself

Links to the family and Friends TSD Workbook and Guidance

Evidence Workbook

Guidance

Experienced carers who may also be professionally qualified in health or care or any other similar field (e.g. care work, nursing, schools, youth work) or who have a relevant NVQ or level 3 Diploma units are still required to complete the Standards, as they are tailored to fostering. You can use your qualifications and experience as evidence against specific outcomes in the Standards. Once you have completed your TSD workbook you will be eligible to apply for the level 3 Diploma in Health and Social Care for Children and Young People. The evidence you produce for your TSD workbook can be used in part for the level 3 diploma.
All carers are required by the national minimum standards for fostering to keep a portfolio of their training records including certificates. Training gaps will be identified through your personal development plan in your supervision with your supervising social worker.
Code of Conduct for Delegates

Our four values and eight behaviours underpin an extensive programme of development to bring the best out of our people all designed to reward and encourage the type of behaviour and action required to meet our ambition.

We want to make the learning experience enjoyable and beneficial for all. Please treat others with respect, arrive on time and be prepared to participate for the duration of the event.

Care
- turn off your phone or switch to silent. If absolutely necessary, please take any calls outside the training room
- respect confidentiality; do not name colleagues or people who use your service and do not repeat sensitive information outside the training room
- respectfully challenge discriminatory attitudes and behaviour. British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"; delegates are encouraged to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Create
- actively listen and respect other people’s views
- contribute to discussions

Improve
- complete a feedback form and tell us how we can improve the course content.
- take the initiative to achieve positive outcomes by implementing the training and contributing to additional evaluations on impact.

Invest
- ask questions
- request an explanation of any acronyms or language you do not understand.
- tell us if you have any special requirements before the session or as soon as possible so that we can try our best to meet your needs

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Therapeutic Crisis Intervention Training for Family Care Providers (TCIF) Edition 4
Mandatory for Skill Based Group 2, 3 and 4 Carers

Target Group/Audience
Foster Carers, Fostering Supervising Social Workers Children’s Social Workers and Adopters.

Aims
One of the most critical skills for families who are caring for challenging children in their homes is to teach children to manage their feelings of frustration, anger and loss in more socially and developmentally appropriate ways. Therapeutic Crisis Intervention for Families (TCIF) stresses crisis prevention and crisis de-escalation in ways that help children learn to avoid losing control. The training programme teaches crisis prevention strategies and crisis intervention techniques to adults who care for children in their homes.

Outcome of the learning – Skills and Knowledge
• To present strategies for dealing with upset children to prevent and de-escalate potential crises;
• To know how to avoid power struggles through self-awareness and regulation and enlist a child’s cooperation;
• To show how a crisis can be an opportunity for the child to learn new coping skills;
• To have awareness and understanding of pain based trauma and the effects of this on behaviour.

Trainer
Maureen Coogan-Williams- Fostering
Victoria Walsh-Fostering

Dates and Venues

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<th>Dates</th>
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<td>Thursday 27th – Friday 28th April 2017 &amp; Thursday 4th – Friday 5th May 2017</td>
<td>9.30am – 2.30pm</td>
<td>The Shay Stadium Halifax</td>
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- Links to all of TSD workbook standards - Mainstream carers
- Links to all of TSD workbook standards - Connected carers

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Therapeutic Crisis Intervention (Refresher Update)  Mandatory for Skill Based Group 2, 3 and 4 Carers

Target Group/Audience
Foster Carers, Fostering Supervising Social Workers  Children’s Social Workers and Adopters.

Aims
• Refresh and review core training addressing slippage of information
• Give examples of practice, how you have implemented your TCIF training
• To revisit the Life Space Interview process
• Update on new material-conflict resolution
• Study a case history and practice writing up an incident report.
• Update on policies and procedures with regards to managing challenging behavior and incident reporting.

Outcome of the learning – Skills and Knowledge
• To engrain and evaluate the TCIF core training
• Learn from each other giving real examples of TCIF in practice
• Have an understanding around the context of the conflict resolution process
• Have an awareness of the behavior management policy and procedures
• To know how to write up an incident report and who to send it to.

Trainer
Maureen Coogan-Williams, Fostering

Dates and Venues

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<tr>
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• Links to TSD workbook standards 1 3 4 5 and 7   Mainstream carers
• Links to all of TSD workbook standards 1,3 4 and 6  Connected carers

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Attachment and Child Development  Mandatory for Skill Based Group 2, 3 and 4 Carers

Target Group/Audience
Foster Carers

Aims
- To understand what attachment means
- The importance of Ages and Stages’ of child development.
- What supports and prevents a secure attachment.
- Helping children and young people build resilience
- To evidence your learning for the TSD workbook standards.

Outcome of the learning – Skills and Knowledge
- Understand the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss.
- Understand child development and the developmental needs of children and young people.
- Understand how foster carers can help children and young people develop ‘resilience’ and self-esteem.
- Reflect and use the learning towards standard 5 of you TSD workbook

Trainer
Julia Permain

Dates and Venue

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<td>Wednesday 24th May 2017</td>
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Additional Date from CTS team -details on page 29

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<tr>
<td>Monday 4th September 2017</td>
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- Links to Standard 5 of TSD workbook standards for mainstream carers
- Links to Standard 4 of TSD workbook standards for connected carers

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Introduction to Paediatric First Aid  Mandatory for Skill Based Group 2, 3 and 4 Carers

Target group/Audience
Foster Carers and Extended Family Members

Aims
- To Practice and carry out CPR on baby, children and adult manikins
- To discuss how you will recognise illness and take appropriate action
- Demonstrate confidence to act effectively in an emergency
- Respond to accidents and treat injuries effectively
- Know about recording and reporting procedures relating to medical issues

Outcome of the learning-Skills and knowledge
- Have an understanding of first aid and know how to access emergency medical treatment
- Know how to perform CPR
- Know what to do if a child is choking
- Know about allergies and anaphylactic shock
- Know about health recording and reporting procedures

Trainer
Whitelee First Aid

Dates and Venue

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- Links mainly to Standard 3 of TSD workbook standards -Mainstream
- Links to mainly Standard 2 of TSD workbook standards -Connected carers

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Paediatric Emergency First Aid Level 3 Award

Target group/Audience
This course is ideal for anyone who works with or comes into contact with infants and children in their working or voluntary roles. This course is also ideal for parents and families with young children.

Aims
This course is designed for anyone wanting to become qualified in administering first aid to children and infants. For the purposes of child carers within England, Wales and Northern Ireland, this qualification partly fulfils the legal obligations under the statutory framework for the Early Year’s Foundation Stage issued by the Department for Education and Skills.

Outcome of the learning-Skills and knowledge
This qualification consists of one unit:
1. Emergency Paediatric First Aid D/615/3434

Please note: If a learner is required to fulfil the full first aid requirements as set out by the EYFS then the learner will be required to complete the Level 3 Award in Paediatric First Aid course (2 days).

Trainer
Whitelee First Aid

Dates and Venue

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Participants must attend both days

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Family First Aid

Target Group/Audience
For Carers and Children over the age of 8yrs

Aims
To provide families with a relaxed environment within which to explore some basic first aid together. This is taught through a combination of theoretical and practical activities.

Outcome of the learning-Skills and knowledge
Whilst learner led there are a few core aspects we cover.
- Calling for help
- Placing an unconscious casualty into the recovery position
- CPR
- Dealing with a choking casualty
- Management of a bleeding casualty

Additional topics
We aim to try and allow some exploring by, especially, children. One topic that a lot of children (and adults) like to know about is using a defibrillator and we carry 10 trainer defibrillators that allow plenty of opportunity to use.

Equipment
On this course we aim to have manikins for CPR on a 121 basis, dependent upon the age of the learner. We have 10 adult and 10 junior manikins and 10 baby manikins available.

Each adult learner receives a professionally produced course book for them to take away. This allows them to look back and reflect upon the course and if necessary use the information within the book for real.

The children receive a pack that has activities for them to do after the class, we are more than happy that teenagers have the adult book.

Because of some of the ‘real-life’ pictures contained within the adult book we do not recommend it being given to younger children, however, we will always be led by parents.

Accreditation
There is no formal accreditation for this course. It is for enjoyment. All those who attend are awarded a certificate of attendance, this is always popular with the children.

Trainer
White Lee First Aid Training

Dates and Venues
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Safer Caring Workshop for Foster Carers *Mandatory for Skill Based Group 2, 3 and 4 Carers*

**Target Group/Audience**
Foster Carers newly approved and experienced

**Aims**
To reflect on current practices within your own home and to identify sources of harm with the intention of increasing awareness of how you can minimize risk, this course will look at safety within the fostering home and how carers can keep children and young people safe in a modern world with new technology through basic safer caring and completion of individual safer care policies, we will look new policies and procedures in relation to safer care and discuss all aspects of foster care recording duties.

**Outcome of the learning-Skills and knowledge**
- Carers will by the end of the workshop should have an understanding about basic safeguarding skills and have the ability to complete a safer care policy for the child in placement,
- Carers will have an understanding of policies and procedures around foster care recording with regards to daily logs/medication/incidents and accidents and child based information.
- Foster carers will know how access further safeguarding training including internet safety.
- Carers will encourage children in placement to be involved in their recordings.

**Trainer**
Kirsty Michael

**Dates and Venues**

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- Links to Standard 1, 2, 3, 4, 6, 7 of TSD workbook standards-Mainstream
- Links to Standard 1, 2, 3, 5, and 6 of TSD workbook standards-Connected carers

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Supporting and Understanding Teenagers  *Mandatory for Skill Based Group 2, 3 and 4 Carers who are likely to care for teenagers*

**Target Group/Audience**
Mandatory only for foster Carers who are likely to care for a teenager

**Aims**
This course is for carers with children in placement who are approaching the teenage years or who have already reached that milestone, the aim is to break down some of the barriers surrounding teenagers and provide information on how foster carers can support the young person to express themselves appropriately and develop life skills for the future. We will look at the neurological changes in the teenage brain and how this affects behaviour and decision making, We will discuss and reflect on our own past experiences and reflect how this affects present behaviours. You will have an opportunity to listen to a care leaver talking about her personal journey through to adulthood. Relevant speakers from other agencies will be in attendance on the day and you will be signposted to other training to support you with caring for teenagers.

**Outcome of the learning-Skills and knowledge**
- To identify the importance of self-awareness and how carers can have a positive impact on the young person’s life.
- Develop an understanding regarding the neurological changes in the teenage brain and how this impacts on teenager’s decision making and behaviour.
- To identify the teenager’s needs and support them to develop life skills using the life skill profile questionnaire to help you.
- To support the young person to express themselves appropriately using different communication techniques.
- To be hopeful for the future caring for the teenager in your home.

**Trainer**
Maureen Coogan-Williams

**Dates and Venues**

<table>
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- Links to Standard 1, 3, 4, 5, 6 and 7 of TSD workbook standards-Mainstream Carers
  Mainly to standard 5

- Links to Standard 1, 3, 4, 5 and 6 of TSD workbook standards -Connected carers
  Mainly to standard 4

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Managing Allegations and the Protection of Children

Target Group/Audience
Foster Carers newly approved and experienced

Aims
We all hope never to have an allegation made against you or someone in your family, but this sometimes happens to those who work closely with children. This training day will explain what happens when allegations are made, the process and approach. It aims to help you, as a foster carer, to contribute to the creating an even safer environment for children you care for to minimise the chances of allegations being made. There will be opportunity to ask questions, share your knowledge with other carers and look at wider issues of managing children in your own home.

Outcome of the learning-Skills and knowledge
- Understand the procedures in relation to the allegation process and the reason for this.
- Understand why children looked after sometimes make allegations
- How to create a safer environment for you and the children you care for
- Know who to go to for support in the case of an allegation made against you.

Trainer
L.A.D.O. Officer Cheryl Baxter
Louise Horne – Fostering Network

Dates and Venue

| Friday 9th June 2017 | 10.00am – 2.30pm | The Shay |

- Links to Standard 1, 6 and 7 of TSD workbook standards - Mainstream Carers
- Links to Standard 1, 5 and 6 of TSD workbook standards - Connected carers

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Education Training from the Virtual School

**Target group/Audience**
Foster Carers newly approved and experienced

Attendance at least on one of the courses below is Mandatory for Skill Based Group 2, 3 and 4 Carers

**Education Matters**

**Aims**
The training will cover key areas of the education system including:
The role of the Virtual School; School Admissions; School Attendance; Special Educational Needs and the Education Health Care process;
Exclusion Law and the changing world of assessments.

**Outcome of the learning-Skills and knowledge**
Foster Carers will have a basic understanding of the key points of education to assist them looking after foster children placed with them.

**Foster Carers Guide to Secondary Education**

**Aims**
The training will look at; how do Secondary Schools differ from Primary School; Transitions; Support; Homework; the importance of communication; Options; Qualifications and assessments; Work permits and Post 16 education options.

**Outcome of the learning-Skills and knowledge**
Foster Carers will learn how to support a foster child in Secondary School.

**Trainer**
The Virtual School Team

**Dates and Venue**

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<th>Event</th>
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<td>Foster Carers Guide to Secondary Education</td>
<td>Wednesday 10th May 2017</td>
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**All Virtual School training**
Links to TSD standard 5 Mainstream Carers/ TSD standard 4 Connected Carers

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Keep on Caring – Supporting Young People from Care to Independence

Target group/Audience
Foster Carers newly approved and experienced

Overview
A good corporate parent should have the same aspirations for a child in care or care leaver as a good parent would have for their own child. It means providing them with the stability and support they need to make progress; and helping them to access new opportunities and experiences that inspire them to set ambitious goals for themselves. It means celebrating their successes, but also recognizing that they will sometimes make mistakes and need help to get back on track. It also means supporting them to gain the skills and confidence to live independent lives, while letting them know that they have someone to call on for help if the going gets tough.

Outcome of the learning-Skills and knowledge
- To have awareness of the new legislation in relation to young people leaving care
- Know who is involved in the leaving care process
- Know your role as a care in supporting the young person to develop life skills for independence.
- Know about the legal entitlements of a care leaver
- Know about the support network for the care leaver

Trainer
Simon Goulding – New Belongings

Dates and Venue

| Monday 8th May 2017 | 9.30am – 12.30pm | MBi Shay Stadium |

- Links to TSD standards 1, 5, 6, and 7 Mainstream Carers
- Links to TSD standard 1, 4, 5, and 6 Connected Carers
Good Recording Workshop *New*

**Target group/Audience**
Everyone working with looked after children and their families are involved in recording in different ways. Foster carer recording is an essential part of the service provided to children and families. This workshop will look at different areas in relation to foster care recording and their importance.

**Purposes of recording**
Recording for carers and all involved in the care of a looked after child/young person has a number of important purposes including:
- maintains history for the child - a ‘coherent narrative’.
- provides continuity for the child when social workers unavailable or change
- protects a foster carer from allegations
- provides an opportunity to reflect on the placement and learn from mistakes and good ideas
- highlights a carer’s training and development needs
- underlines issues for the child
- saves time and energy by providing a future reference for carers and staff
- allows analysis of patterns of behaviour and to spot improvements and problems early on
- recording policies and procedures are adhered to
- helps towards building evidence for fostering TSD workbook standards

**Trainer**
Kirsty Michaels

**Dates and Venue**

<table>
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<tr>
<th>Thursday 11th May 2017</th>
<th>10.00am – 1.00pm</th>
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- Links to all TSD standards Mainstream Carers
- Links to TSD standards Connected Carers

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Training Support and Development Standards – Workbook Workshops

Target group/Audience
This workshop is for all carers who are just starting or in the process of completing the workbook. Please come along so you can be supported through to completion.

Aims
The workshop will cover the following:
- How to evidence the TSD workbook standards
- How to access the online policies and procedures
- How to use the policies and procedures to help with evidence gathering
- How to use your training to evidence the standards
- What support is on offer to help you with the workbook
- A chance to ask any questions you may have
- Share ideas with other carers on how to gather evidence
- See examples of completed workbooks

Trainer
Maureen Coogan-Williams

Dates and Venue

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<tr>
<td>Thursday 6th April</td>
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<td>Tuesday 23rd May</td>
<td>9.30am</td>
<td>Orangebox</td>
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<tr>
<td>Friday 23rd June</td>
<td>9.30am</td>
<td>Shay Stadium</td>
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Back to Menu
Restorative Practice Workshop

Target group/Audience
For foster carers.

Aims
These approaches give those harmed an opportunity to be heard, whilst allowing those responsible for causing the harm an opportunity to understand how their behaviour affects others and away to put things right in agreement with those affected.

They can help to reduce the need for exclusion and can be used to address a wide range of issues from truancy right through to disruptive and anti-social behaviour.

It helps the participants...
- Be responsible for one’s own actions and their impact on others
- Respect other people, their views and feelings
- Be fair
- Be committed to equitable processes
- Help everyone to be actively involved in decisions about their own lives
- Be willing to create opportunities for reflective change

Outcome of the learning-Skills and knowledge
- The theoretical knowledge and practical skills required to underpin this approach in a wide range of environments
- An understanding of how the different restorative approaches can be used to create an ethos where everyone takes responsibility and accountability for maintaining a harmonious environment
- An understanding of the possible resistance and barriers to participating in Restorative approaches
- Within the education environments systematic consistent approaches responding to Ofsted’s emphasis on “pupils’ behaviour around the school and in lessons, including the extent of low-level disruption” as well as “pupils’ behaviour towards, and respect for, other young people and adults

Trainer
Christine Savage- McMahon

Dates and Venue

| Wednesday 17th May 2017 | 9.30am – 1.00pm | MBi Shay Stadium |

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Story Telling Workshop

Target group/Audience
For any carers new or experienced

Aims
This workshop explores the value of storytelling in its various forms. Strengthening relationships through storytelling, telling local stories to strengthen a sense of identity and how to build your confidence in remembering and telling stories. There will of course be opportunities to relax, sit back and listen to stories.

Trainer
Christine Savage- McMahon

Dates and Venue

| Thursday 18\textsuperscript{nd} May 2017 | 10.00am – 12.00pm | MBi Shay Stadium |

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Caring for Sanctuary Seeking Young People

Target group/Audience
For any carers new or experienced

Aims
The training we are planning to deliver will cover the following

- Our numbers in Calderdale – ages, origins, care planning
- Placement planning / risk assessment and risk management
- Financial issues – support, interpreters, allowances, payments to traffickers/agents
- Roles and responsibilities – foster carers / supervising fostering social workers / UASC social workers
- Home Office process – Leave to Remain; Asylum Status
- Age assessments

Trainer
Simon Goulding

Dates and Venue

| Monday 5<sup>th</sup> June 2017 | 9.30am – 1.00pm | MBi Shay Stadium |

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Calderdale Foster Carer’s Support Group Agenda

All carers new and experienced. Regular get-togethers Guest speakers, special presentations, and plenty of time to network. Contact your supporting social worker for more information.

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<tr>
<th>DATE</th>
<th>VENUE</th>
<th>SUBJECT/GUEST SPEAKERS</th>
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<tbody>
<tr>
<td><strong>Tuesday 4\textsuperscript{th} April 2017</strong></td>
<td>The Orangebox Halifax HX1 1AF</td>
<td>Calderdale Therapeutic Services TBC SSWs Rosie Cooke and Sally Greenwood</td>
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<tr>
<td>9.30 am for Refreshments and an informal chat</td>
<td>10.00 - 12.00</td>
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<tr>
<td><strong>Thursday 8\textsuperscript{th} June 2017</strong></td>
<td>The Orangebox Halifax HX1 1AF</td>
<td>Overview of Therapeutic Parenting SSWs Sarah Hancock and Karen Ketley</td>
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<tr>
<td>9.30 am for Refreshments and an informal chat</td>
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<tr>
<td><strong>Tuesday 26\textsuperscript{th} September 2017</strong></td>
<td>The Orangebox Halifax HX1 1AF</td>
<td>Therapeutic Storytelling Christine Savage SSWs Rosie Cooke and Sally Greenwood</td>
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<tr>
<td>9.30 am for Refreshments and an informal chat</td>
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<tr>
<td><strong>Thursday 7\textsuperscript{th} December 2017</strong></td>
<td>The Orangebox Halifax HX1 1AF</td>
<td>Christmas Get Together SSWs Sarah Hancock and Karen Ketley</td>
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<tr>
<td>9.30 am for Refreshments and an informal chat</td>
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National Minimum Standards for Fostering

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Skills to Foster Training for Connected Carers

Target group/Audience
For Connected Carers.

Outcome of the learning-Skills and knowledge
The programme is specifically for connected carers and is an element of the mandatory training that carers are required to attend in order to receive a fee for fostering. It is a four week programme of four two and a half hour sessions and covers the following:

Week 1
What do foster carers do, what is my role as a connected carer? Expectations of foster carers, team around the child, why do children become looked after

Week 2
Understanding children who are looked after, impact of abuse, separation and loss, attachment difficulties, expected developmental milestones and impact of trauma on these

Week 3
Understanding and managing behaviour, behaviour management techniques, safe base and how to promote secure attachments, well being and resilience

Week 4
Safer caring – how to care safely for a child including safer caring policies, record keeping and what to report. Allegation management

Trainer
Vicky Walsh and Bev Janes-Hurst

Dates and Venue

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Participants must attend all 4 dates

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<td>Thursday 28&lt;sup&gt;th&lt;/sup&gt; September 2017</td>
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Participants must attend all 4 dates

- Links to all the TSD standards- Connected Carers

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Alcohol Brief Interventions Training (ABI)

Target group/Audience
Suitable for anyone who works with individuals or families e.g. Social Workers, Teachers, Early Intervention Team, Foster Carers, Adult Health and Social Care staff.

Aims
Talking to our clients, citizens, service users or the families in our care about alcohol can be difficult. Boost your skills and confidence with the new interactive specialist training.

Screening and Alcohol Brief Interventions (ABI) have been proven to be both effective and cost-effective in reducing alcohol misuse. A brief intervention is a short evidence-based, structured conversation about alcohol consumption to motivate individuals to reduce their drinking to safer levels.

The aim of the ABI training is to understand the impact on health and on wider society of alcohol misuse, upskill your knowledge of current government guidance on units, effectively use an evidence based-screening tool, and increase your confidence to deliver a brief intervention in your role.

Intended Learning Outcomes
- An understanding of brief interventions and how to apply in your role
- The new Government guidance on units introduce from April 2016 and safe drinking levels
- Increased knowledge of the effects of alcohol use on health and the wider determinants
- Use of AUDIT-C as a screening tool for identifying and reducing alcohol levels to safer consumption
- The knowledge of referral pathways and where and who to signpost on to for support services

This training is recognised by the CPD Certification Service as meeting the principles of Continuous Professional Development.

Trainer
Calderdale Council – Public Health Team

Dates and Venue
Training can be tailored and arranged to suit specific teams. There is a minimum of 10 attendees required to run a training session.

Please express your interest in attending this course using the attached booking form

Back to Menu
Anxiety in Young People

Target group/Audience
Suitable for anyone who works with young people.

Aims
This one day course provides an overview of the signs and symptoms of anxiety in young people and ways to best support and respond to their behaviours and needs.

Intended Learning Outcomes
- Be able to identify the key features of anxiety in children and young people
- Explore the differing types of anxiety and understand potential causes
- Have learnt practical strategies that can be applied to their practice
- Have a basic understanding of cognitive behavioural therapy and its use with anxious children and young people
- Feel more confident when working with young people who experience anxiety
- Know where to source useful material to support direct work with children and young people experiencing anxiety
- Recognise when and how to consult or refer to child mental health services

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venue

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Attachment and Child Development – *Mandatory for Skill Based Group 2, 3 and 4 Carers*

**Target group/Audience**  
Anyone involved in planning for permanence and supporting children looked after.

**Aims**  
To increase the understanding of attachment and developmental trauma and how this impacts upon a child's development.

**Intended Learning Outcomes**
- Have knowledge of attachment theory
- Understand how attachment patterns are formed and how they impact on development
- Be able to assist a child to regulate their emotions
- Be able to provide a child with a secure base to form more helpful attachment patterns
- Be able to use ‘attachment informed parenting’ models, approaches and techniques to provide aspects of therapeutic care

**Trainer**  
Calderdale Therapeutic Services

**Dates and Venue**

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<tr>
<td>Monday 4th September</td>
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Autism Spectrum – An Introduction E-Learning

Target group/Audience
Suitable for anyone who works with children and young people.

Aims
With 1 in 100 children on the total autism spectrum, it is important that anyone who may encounter someone on the autism spectrum has an understanding of the condition.

This e-learning module aims to provide learners with a basic awareness of the autism spectrum and help to dispel many of the myths associated with the condition.

You work at your own pace, but as a guide it should take you approximately 1-2 hours to complete. Each E-Learning licence expires 6 weeks from issue.

For more in depth knowledge please also see Understand How to Support Individuals with Autism Spectrum Conditions

Intended Learning Outcomes
- An increased awareness of the main characteristics of behaviour for people on the autism spectrum
- Knowledge of the Triad of Impairment
- An understanding of the range of the spectrum

Cost
This course is fully funded through DCATCH. Licences are subject to availability so failure to complete will result in individual carers being billed £15.00 for the full cost of the course.

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Autism Spectrum – Understand How to Support Individuals E-Learning

Target group/Audience
Suitable for anyone who works with children and young people. *N.B Candidates must have completed An Introduction to the Autism Spectrum or have a working knowledge.*

Aims
Building on the knowledge gained in the Introduction this e-learning module aims to provide learners with an increased understanding of the autistic spectrum and offer strategies to support those on it.

You work at your own pace, but as a guide it should take you approximately 1 - 2 hours to complete. Each e-Learning licence expires 6 weeks from issue.

Intended Learning Outcomes
- Recognise the main characteristics of behaviour for people on the autistic spectrum
- Understand the triad of impairment
- Understand the range of the spectrum
- Appreciate the particular differences of understanding language with people on the autistic spectrum
- Understand the need to backup spoken language visually to help understanding
- Appreciate the importance of routine and predictability for people on the autistic spectrum
- Understand the complexity of social interaction
- Appreciate the sensory differences of people on the autistic spectrum

Cost
This course is fully funded through DCATCH. Licences are subject to availability so failure to complete will result in individual carers being billed £15.00 for the full cost

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Babies Brains: Neurological Development in the Early Years - Foundation

Target group/Audience
Multi-agency practitioners working with children, young people and families.

Aims
The first 3 years of life are the most important in brain development! This interactive course aims to provide participants with a basic understanding of how the brain develops.

Intended Learning Outcomes
- Have an awareness of ‘critical/sensitive’ periods during this development
- Recognise the importance for a parent and child to be emotionally in tune with each other
- Have an awareness of the impact of external influences on the developing brain
- Explore how parent/carer and early intervention services are essential in a child’s early brain development

Trainer
Family Intervention Team

Dates and Venue

| Thursday 6th July 2017 | 9.30am – 12.30pm | Halifax Town Hall |

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Babies Brains: Neonatal Development and Infant Observation – Advanced

Target group/Audience
Social Workers, Contact Supervisors, Foster Carers, and Supervising Social Workers.

Aims
To support participants with developing a greater understanding of the current research base around neonatal development, provide ideas around the process of infant observation, and use the knowledge base to support our thinking around risk, assessment, and intervention with families.

Intended Learning Outcomes
- To be aware of current research around neonatal development
- Be clear about the brain infrastructure
- Be familiar with the process of infant observation, and develop some awareness of appropriate models
- Be able to consider the relationship between infant observations and attachment

How the Learning is Delivered
We will deliver a day’s training, split into areas around infant observation and neo-natal development. We will present slides and video evidence, encourage reflective discussion, alongside the provision of a clear evidence base. We will also encourage experiential learning through a range of techniques and exercises.

Trainer
Calderdale Therapeutic Services

Dates and Venue
| Tuesday 5th September 2017 | 9.30am – 4.00pm | Halifax Town Hall |

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Capturing the Voice of the Child in the Early Years

Target group/Audience
Suitable for anyone who works with children 0-5 years.

Aims
“Asking children what they think, but taking it no further will send a message that there is little real interest in their view”
(Mooney and Blackburn, 2002).

There has been increasing attention to the importance of listening to children’s voices and perspectives. This has been influenced by several agendas, notably the United Nations Convention on the Rights of the Child (United Nations, 1989), which recognises children’s rights to be consulted and heard on matters that affect them. This course aims to support and empower the input from the child, young persons and the family. Explore communication support tools and provide opportunities for practitioners to reflect on their own communication styles when working with families and children.

Intended Learning Outcomes
- Describe their legal duty to consult with children
- Provide opportunities for children to participate by recognising a child’s many visual and verbal languages
- Create an accessible environment that enables children to express their views, choices, concerns, experiences and aspirations and to take these seriously
- Identify socially inclusive adult - child relationships where young children know they will be heard

Trainer
Nicky Everett – People Development Advisor

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Depression in Young People

Target group/Audience
Suitable for anyone who works with young people.

Aims
This one day course aims to increase participants’ knowledge and understanding of low mood and depression in young people and enable them to be more confident in their role.

Intended Learning Outcomes
- Be able to identify the key features of low mood and depression and how they manifest in children and young people
- Be equipped to carry out an initial assessment of children and young people who may be depressed
- Know which factors to consider when assessing and managing potential risk
- Be able to plan interventions to support young people experiencing low mood and depression including a basic understanding of cognitive behavioural therapy and its use with depressed children and young people
- Explore the value of inter-agency and inter-disciplinary working in providing for the mental health needs of young people
- Know when and how to consult and refer to child mental health services

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

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<td>Wednesday 13th July 2017</td>
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Depression Equality, Diversity and Inclusion

Target group/Audience
Applications are welcomed from all people who work with or care for adults and children including carers, independent and voluntary providers and Adult Health and Social Care Staff.

Aims
To provide an intermediate session in relation to equality, diversity and inclusion issues and to help participants identify how these need to be acknowledged in the workplace. This session should build on knowledge acquired through either e-learning or an introductory workshop.

During the session participants will explore and understand individual perceptions of equality. It will allow participants to explore their own feelings and behaviours. We will also look at appropriate and sensitive strategies that support equality, diversity and inclusion in the workplace.

Intended Learning Outcomes
- How to challenge and reflect on our own feelings, beliefs and how these affect practice
- How discrimination and prejudice can have an impact on practice.
- How discrimination affects other groups and people.
- Our individual behaviours in context of larger social systems

Trainer
CMBC Workforce Development Team

Dates and Venue

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<td>Wednesday 12th July 2017</td>
<td>1.00pm – 4.00pm</td>
<td>North Bridge Leisure Centre</td>
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Hidden Sentence Support for Prisoners Families

Target group/Audience
Multi-agency practitioners working with children, young people and families.

Aims
This course gives a clear overview of the issues that face prisoners’ families and provides a range of strategies to help support them. Participants will be aware of the context of the current criminal justice system and the offender's journey.

Intended Learning Outcomes
- Explore the impact of imprisonment on prisoners’ families
- Explore the current prison system
- Discuss the support needs of prisoners’ families
- Evaluate the use and importance of knowledge about the needs and wishes of prisoners’ families
- Discuss how to improve the coordination of services to provide more effective support for those affected by the imprisonment of a family member
- Reflect on how to improve your own practice in supporting prisoners’ families

Trainer
Calderdale Safeguarding Children’s Board

Expressions of interest ½ day

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Support for Introduction to Child Mental Health

Target group/Audience
Suitable for anyone who works with young people.

Aims
This course aims to increase awareness of child mental health and explore factors which can affect children’s mental health and wellbeing.

Intended Learning Outcomes
- Be able to identify factors which contribute to healthy psychological wellbeing
- Be able to describe factors which have a detrimental effect upon the mental health of children and young people
- Have an awareness of common mental health difficulties
- Know how to respond to initial concerns
- Know when and how to consult or refer on to child mental health services

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venue

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Introduction to Developing Therapeutic Relationships with Children and Young People

Target group/Audience
This is a foundation course which is particularly relevant for staff who work directly with children and young people.

Aims
This half day course aims to provide and opportunity for participants to gain knowledge, understanding and skills to assist the development of therapeutic relationships with children and young people who experience difficulties in their lives which are impacting on their wellbeing.

Intended Learning Outcomes
- Participants will;
- Have learnt practical strategies they can apply to their practice to strengthen relationships and improve communication with children and young people
- Reflected on their own practice and be able to recognise own strengths, limitations and support needs
- Be aware of safe working practices
- Know when and how to consult or refer on to specialist therapeutic services
- Feel more competent and confident in their role

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

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<tr>
<td>Wednesday 20th September 2017</td>
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Introduction to Restorative Approaches

Target group/Audience
This training is available to staff across services and all key stages including, teachers, seniors leaders and support staff.

Aims
These approaches give those harmed an opportunity to be heard, whilst allowing those responsible for causing the harm an opportunity to understand how their behaviour affects others and away to put things right in agreement with those affected.

They can help to reduce the need for exclusion and can be used to address a wide range of issues from truancy right through to disruptive and anti-social behaviour.

It helps the participants...
- Be responsible for one’s own actions and their impact on others
- Respect other people, their views and feelings
- Be fair
- Be committed to equitable processes
- Help everyone to be actively involved in decisions about their own lives
- Be willing to create opportunities for reflective change

Intended Learning Outcomes
- The theoretical knowledge and practical skills required to underpin this approach in a wide range of environments
- An understanding of how the different restorative approaches can be used to create an ethos where everyone takes responsibility and accountability for maintaining a harmonious environment
- An understanding of the possible resistance and barriers to participating in Restorative approaches
- Within the education environments systematic consistent approaches responding to Ofsted’s emphasis on “pupils’ behaviour around the school and in lessons, including the extent of low-level disruption” as well as “pupils’ behaviour towards, and respect for, other young people and adults

Trainer
Youth Offending Team

Expressions of interest ½ day

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Life Story Forums

Calderdale Therapeutic Services will be holding Monthly Life Story Forums in Northgate House on the following dates:

- 7th April at 1.00pm – 2.30pm
- 12th May at 1.00pm – 2.30pm
- 9th June at 1.00pm – 2.30pm
- 14th July at 1.00pm – 2.30pm
- 11th August at 1.00pm – 2.30pm

The aim of the Monthly Life Story Forum is to discuss:

- Sharing good practice examples
- Difficulties and dilemmas
- Experiences of completing Life Story work
- Research
- Individual cases
- Consistent approaches
- Resources

If you have worked on a Life Story Book which you feel is a good example, please bring it along. To book a place or if you have any queries please contact Diane Bates on 01422 39 2367 / 01422 39 6077

Please book your place by contacting Diane Bates on 01422392367 or 01422396077

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**Strengths and Difficulties Questionnaires (SDQS) for Practitioners**

**Target group/Audience**
All professionals working with children and young people from 2 years to 16 wishing to ensure the Voice of the Child is at the heart of its service delivery.

**Aims**
To raise awareness of the Calderdale commissioned on-line Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 2-16 year olds. The SDQ is a tried and tested system which enables professional to quickly assess the needs of the child/young person through triangulating completed questionnaires, which provides evidence of the Voice of the Child for Ofsted inspections.

**Intended Learning Outcomes**
The session will run in two parts:

The first part will be to provide online training:
- Accessing the system and navigating the site
- Creating accounts and monitoring
- Effectively using the SDQ’s to plan and monitor progress
- Sharing SDQ’s with other professionals

The second part will be used to advice on:
- Why Calderdale commissioned this online tool
- How services can use the tool effectively – efficiency and monitoring
- Evidence based planning and monitoring

**Trainer**
Multi Agency - (ReSURV Ltd, Early Intervention Service Manager – Jeff Rafter, Family Intervention Team and Workforce Development)

**Dates and Venue**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Tuesday 25th April 2017</td>
<td>10.00am – 11.30am</td>
<td>Customer First, Horton Street</td>
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<tr>
<td>Tuesday 13th June 2017</td>
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Supporting Parents through Change and Building Resilience

Target group/Audience
Suitable for anyone who works with young people and families.

Aims
To raise awareness of change models, indicative behaviours associated with change, and strategies to support and boost resilience in families and individuals.

Intended Learning Outcomes
- Explore Prochaska and DiClemente’s change model identifying key behavioural indicators
- Review effective strategies to support families at different stages of the model
- Define the term resilience and identify factors preventing and promoting resilience
- Recognise the skills and qualities that boost resilience and consider strategies to support families in building these skills and qualities

Trainer
Nicky Everett – People Development Advisor

Dates and Venue
| Thursday 14th September 2017 | 9.30am – 12.00pm | Halifax Town Hall |

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Understanding and Responding to Anger in Children and Young People

Target group/Audience
Any frontline professional who works with children and young people who express anger.

Aims
This half day course aims to increase participants’ knowledge and understanding of anger in children and young people and enable them to be more competent and confident in their role.

Intended Learning Outcomes
- Have a general understanding of the relationship between anger and emotional and physical health
- Be able to recognise the differences between healthy and destructive anger
- Be able to plan interventions to support young people who express anger
- Have an increased awareness of one’s own emotional and behavioural responses when exposed to a young person’s anger
- Know where to access support and resources to aid practice

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venue

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<tr>
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<tr>
<td>Wednesday 10th May 2017</td>
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<tr>
<td>Tuesday 1st August 2017</td>
<td>9.30am – 4.30 pm</td>
<td>MBi Shay Stadium</td>
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Young People and Self-Harm

Target group/Audience
Suitable for anyone who works with young people.

Aims
This one day course will provide an opportunity for participants to increase their knowledge and skills in relation to working with and supporting young people who self-harm.

Intended Learning Outcomes
- Understand what constitutes self-harm
- Be equipped to carry out an initial assessment of young people who self-harm
- Have explored the key areas to be considered when assessing potential risk
- Be able to apply strategies for engaging and supporting young people who self-harm
- Feel more confident when working with young people who harm themselves
- Know where to access support and guidance

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venue
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<td>Wednesday 5th July</td>
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