

TRAINING AND DEVELOPMENT OPPORTUNITIES 2026

Mandatory Training: eLearning

To be completed following approval:

- Safeguarding - Level 2
- Child Sexual Exploitation - Level 2
- Record Keeping
- Sexual Abuse and Recognising Grooming
- First Aid – online annually until the required in person training is completed

To be completed yearly:

- Safeguarding Level 2

To be completed every 2 years:

- Child Sexual Exploitation - Level 2
- Record Keeping
- Sexual Abuse and Recognising Grooming

To be completed every three years:

Paediatric First Aid in person a refresher course is available on MeLearning.

Full List of eLearning Available:

The following training courses are available in your MeLearning account. Your Supervising Social Worker will discuss which ones are most suitable for you.

Please however feel free to develop additional learning through this resource.

- Child Sexual Exploitation Level 2
- Equality & Diversity
- Female Genital Mutilation
- Keeping Good Records
- Safeguarding Level 2
- Sexual Abuse & Recognising Grooming
- Information Sharing and Consent
- Bullying and Cyberbullying
- Effective Communication with children and families

- Honour Based violence and forced marriage.
- Human trafficking and modern-day slavery
- First Aid – This course to be completed as soon as the foster carer has been approved.
- Missing Children
- Criminal Exploitation and County Lines
- LGBTQ+ Children
- Autism Awareness
- Self-Harm
- GDPR

Back Up and Support Foster Carers

All back up foster carers and support carers will be required to under-take the following training to care for a foster child. For children with identified additional needs, additional training may also need to be completed prior to caring for the child. Your SSW will discuss this with both you and your support carer.

- **Safeguarding Level 2**
- **Child Sexual Exploitation**
- **Keeping good records**
- **Sexual abuse and grooming**

These courses are available via our Me Learning portal, please discuss this with your supervising social worker so that they may organise access for you.

Mandatory Training – Interactive and Online for Newly Approved Parent and Child Parents Only

Parent & Child Training – 2 days – All approved parent and child foster carers or foster carers who would like to be considered for parent and child placements will be required to attend this course.

TRAINING CALENDAR

General Information

Nurture is working with a number of different training providers to ensure that we can offer a variety of training, as well as our own in house training that is aimed at sharing Nurture's best practice with you. This will enable you to develop a wider skill base to support the children in your care.

Certificates can and will only be issued for attendees, who arrive on time for the training and are ready to commence at the allocated time, camera's must be turned on at all times unless there is a designated break

Anyone arriving more than ten minutes late will not be permitted to attend the training.

If you have any difficulties accessing online, please speak to your supervising social worker, we usually run the training in the offices in Lewisham with the some of the social work team, if you would prefer to attend the offices please discuss with your Supervising Social Worker.

Many thanks,
We look forward to working with you

Course	Date & Location
Skills to Foster	Currently run virtually Both days need to be completed Commencing at 9.30am and concluding around 5.00pm
Skills to Foster for Transferring Foster Carers	This course will be run as and when needed and to the convenience of transferring foster carers.
IT Support	Adam is available to support with any IT issues every Thursday from 10am-12pm, you can telephone, FaceTime, email, organise a Teams meeting or make an appointment to drop in for support.

<h2>Workshops</h2>	
<p>Digital Safety</p> <p>Delivered by Adam Mead Operations Manager</p>	<p>Adam is Nurture's IT guru when it comes to protecting your home and ensuring appropriate parental controls are on your servers and on children's devices.</p> <p>He will be running a workshop to support all foster carers and answer any questions or queries regarding the digital world.</p> <p>Thursday 11th June, 10am – 12pm</p> <p>Delivered virtually – The link will be forwarded a week prior to the training.</p>
<p>Recording for foster carers: <i>Health appointments, school attendance day logs</i></p> <p>Delivered by Adam Mead, Operations Manager</p>	<p>Adam is also responsible for our in-house recording system Starlight. He has worked tirelessly with the Software developers to enhance the system.</p> <p>This workshop is designed to ensure that all foster carers understand the importance of recording vital appointments and also understand exactly where and when to record them.</p> <p>Thursday 9th July, 10am – 12pm</p> <p>Delivered virtually – The link will be forwarded a week prior to the training.</p>

<h2>Training</h2>	
<p>Hypervigilance, Dissociation, ADHD & Conduct Disorders</p> <p>Delivered by Dan Packe Social Care Training – Virtual and Interactive</p>	<p>The course gives carers an in-depth understanding of how attention deficit hyperactivity disorder affects children and young people and equips them with basic yet effective techniques for supportive care interventions.</p> <p>We delve into children's coping mechanisms in the care system, particularly through Dissociation and Hypervigilance, and introduce the concept of "the window of tolerance". Our training covers practical methods such as mindfulness, bodywork, and resilience building, effectively widening the "window of tolerance" and supporting young people in their therapeutic journey.</p> <p>Friday 23rd January 9:30am – 12:30pm</p>
<p>Mandatory First Aid To be repeated every 3 years</p> <p>Facilitated by Adam Mead</p> <p>Delivered by The Good Skills Training Company</p>	<p>These will all be run from the Rivolli Centre in Ladywell, please note that if you are more than 10 minutes late the trainer will not permit you to join the session.</p> <p>Thursday 12th February 9:30am – 4pm Saturday 21st February 9:30am – 4:30pm Thursday 10th September 9:30am – 4pm</p>
<p>Impact Of Sibling Separation</p> <p>Delivered by Nick Barwick – Insight Wellbeing</p>	<p>Explore the effects of sibling Separation in the care system</p> <p>Tuesday 24th February 10am – 1pm <i>Link will be sent out 1 week prior to the training</i></p>
<p>Logs and Language That Matters When Recording Information</p>	<p>This training will help foster carers understand the importance of accurate, reflective recording and the use of empowering language when writing fostering logs. Foster carers have a duty of care to safeguard, support and advocate for the children and young people in their care. The way information is recorded plays a vital role in meeting this responsibility and in promoting the child's welfare, rights and wellbeing.</p>

<p>Delivered by Ashleigh Hopkins and Kim Keogh – Supervising Social Workers</p>	<p>Through this training, carers will learn how daily logs, incident records and reports contribute to care planning, risk management and decision-making. It will highlight how written records may be shared with professionals, inspectors, courts and, in some cases, the child themselves. Foster carers will gain a clearer understanding of their legal and professional responsibilities when recording information and how good-quality logs demonstrate safe, attentive and child-centred care.</p> <p>The training will explore the impact of language, helping carers recognise how words can either empower or disempower a child. Foster carers will be supported to move away from judgemental or deficit-based language and towards strengths-based, respectful and trauma-informed recording. This promotes dignity, identity and positive self-esteem for foster children, while ensuring records remain factual, balanced and evidence based.</p> <p>By the end of the training, foster carers will feel more confident in writing clear, objective and meaningful logs that reflect the child's voice, experiences and progress. They will understand how empowering language supports trust, transparency and accountability, and how high-quality recording helps fulfil their duty of care by protecting children, supporting positive outcomes and upholding professional standards.</p> <p>Thursday 26th February 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Care Proceedings from a child's perspective</p> <p>Delivered by Ravellie Massamba – Team Manager & Jessica Patel – Supervising Social Worker</p>	<p>This training will offer foster carers with an in-depth understanding of care proceedings through the eyes of the child, exploring how the process can feel confusing, frightening, and overwhelming for children as adults make decisions that impact their daily lives. The course will help foster carers understand how legal processes impact the children they care for. It may explore the emotions, uncertainties, and challenges children face during proceedings, as well as ways to provide reassurance, advocacy, and emotional support.</p> <p>Tuesday 3rd March 10am – 12pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>

<p>Safer Caring for Adult Birth Children</p> <p>Delivered by Jessica Patel – Supervising Social Worker</p>	<p>Safer care is a fundamental aspect of fostering households. It not only safeguards the children placed in your care but also provides clarity, boundaries, and reassurance for your own birth children as they navigate their role within the fostering environment.</p> <p>This session aims to guide adult birth children through how they can support children in care in a safe, appropriate, and informed way. The session will explore why safer care is essential for everyone in the household, how boundaries protect all parties, and how birth children can feel confident and supported in their role within a fostering family.</p> <p>Saturday 7th March 11am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Language That Cares</p> <p>Delivered by Nick Barwick – Insight Wellbeing</p>	<p>Discover the power of words and how to communicate in a way that supports and uplifts</p> <p>Tuesday 24th March 10am – 1pm <i>The link will be sent out one week prior to the training</i></p>
<p>Placements & Respite</p> <p>Delivered by Charlotte Valenti – Placements Manager & Christian Rainbow- Laird – Placements Officer</p>	<p>This workshop will focus on Placements, the process behind placing children in your care and Nurture’s respite scheme and how this works. The workshop will give you a better understanding of the restrictions with placing, the issues we face from the Local Authorities we work with and how the respite scheme at Nurture works and operates to ensure the scheme is followed.</p> <p>Tuesday 17th March 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Attachment Styles</p> <p>Delivered by Johnette Barrett – Consultant Educational Psychologist Head- to-Head Education</p>	<p>Children and young people in foster care have often experienced early loss, neglect, abuse, inconsistent caregiving, or multiple placements moves. These experiences can profoundly shape how they view adults, relationships, and themselves. What may appear as “challenging behaviour” is frequently a child’s attempt to stay safe using survival strategies learned in unsafe environments.</p>

	<p>This training provides foster parents with a clear, compassionate, and practical understanding of attachment styles and trauma. It explains how early experiences shape a child's emotional world, behaviour, and relationships, and why traditional parenting approaches may not always work for children with attachment-related needs.</p> <p>Through a blend of theory, real-life examples, and practical strategies, carers will learn how to interpret behaviour through an attachment and trauma-informed lens, respond in ways that build safety and trust, and support children to develop healthier relational patterns over time. The training emphasises that healing happens in relationships and that foster carers play a powerful role as agents of repair.</p> <p>Wednesday 25th March 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Through The Child's Eyes</p> <p>Delivered by Nick Barwick – Insight Wellbeing</p>	<p>Gain a deeper understanding of the world from a child's perspective in care.</p> <p>Tuesday 28th April 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Working with the Corporate Parent and Professionals</p> <p>Delivered by Ashleigh Hopkins – Supervising Social Worker</p>	<p>Foster carers will learn how to work effectively with the corporate parent and a range of professionals involved in a child's care, including social workers, education, health and other partner agencies. The training will help carers understand the role and responsibilities of the corporate parent, how decisions are made, and how information is shared to promote the best outcomes for children and young people</p> <p>It will support carers to better understand their duty as a foster carer by clarifying expectations, accountability and professional boundaries, while also strengthening their confidence to advocate for the child. In terms of personal and professional development, the training encourages reflective practice, effective communication and partnership working, enabling carers to feel valued as part</p>

	<p>of the professional team around the child and to develop skills that enhance the quality of care they provide.</p> <p>Tuesday 14th April 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Safer Care & Allegations</p> <p>Delivered by Jessica Patel & Ashleigh Hopkins & Kim Keogh – Supervising Social Workers</p>	<p>Safer caring is a core responsibility within fostering and is embedded within the National Minimum Standards (NMS). It underpins everyday practice, promotes safe and nurturing environments, and supports foster carers to protect both the children placed in their care and everyone within the fostering household.</p> <p>This session will support foster carers to revisit and strengthen their understanding of safer caring, including boundaries, expectations, and shared responsibility across the household. It will explore how safer care plans should be applied in day-to-day practice, how they evolve as children’s needs change, and the role carers play in modelling safe, consistent, and reflective caring.</p> <p>Tuesday 12th May 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>The Importance of Attachment</p> <p>Delivered by Kim Keogh – Supervising Social Worker</p>	<p>This training session will introduce foster carers to the concept of attachment and its crucial importance for children and young people in foster care, particularly being those who have experienced trauma, loss, neglect or disrupted caregiving. It will explore how secure attachment supports emotional regulation, healthy relationships, self-esteem and brain development, as well as how early experiences shape behaviour and contribute to different attachment styles. The session will examine how attachment difficulties may present in everyday situations and provide foster carers with practical, trauma-informed strategies to build trust, offer emotional safety and promote secure attachments. Carers will also be encouraged to reflect on their own caregiving responses, with an emphasis on consistency, empathy and patience in helping children and young people feel safe, valued, understood and able to thrive.</p> <p>Tuesday 13th October 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>

Transitions and Moving On

Delivered by
Ashleigh Hopkins –
Supervising Social
Worker

Transitions and Moving On training will help foster carers understand the emotional, practical and developmental impact that change and endings can have on children and young people in their care. Foster carers will learn how transitions, such as moving placements, returning home, entering independence or experiencing changes in education or family contact, can trigger feelings of loss, anxiety and uncertainty. The training will support carers to recognise these emotional responses and respond in a sensitive, child-centred way, ensuring that transitions are planned, paced and managed as positively as possible.

The training will also strengthen foster carers' understanding of their duty as a carer by emphasising the importance of providing stability, emotional containment and advocacy during periods of change. Carers will learn how to work in partnership with social workers, schools and other professionals to ensure that transitions are well prepared, clearly communicated and focused on the child's best interests. This includes supporting children to understand what is happening, helping them to express their feelings, maintaining routines where possible and preserving meaningful relationships and life story memories.

In terms of personal and professional development, the training will help foster carers reflect on their own responses to change, attachment and endings, and how these can influence their practice. Carers will develop practical strategies to support children, such as using visual tools, gradual introductions, transitional objects and honest, age-appropriate conversations. They will also gain strategies to manage their own emotions, recognising that transitions can be challenging for carers as well as children.

The training promotes the importance of self-care and support networks, encouraging carers to seek supervision, peer support and training opportunities to maintain their wellbeing. Foster carers will be supported to develop resilience by recognising signs of stress, using reflective practice and setting healthy boundaries. By building confidence, emotional awareness and practical skills, Transitions and Moving On training supports foster carers to meet their responsibilities effectively while continuing to grow both personally and professionally within their fostering role.

Thursday 1st October

10am – 12pm

	<i>Delivered virtually – The link will be forwarded a week prior to the training</i>
<p>Caring for Children & Young People that have been Sexually Abused/Sexualised Behaviour</p> <p>Delivered by Flourish – Jessica Parker</p>	<p>This course emphasises positive sexual development. As well as behaviours for those caring for a sexually abused child. Moreover, we recognise that all children and young people develop at their own pace. Therefore, our course ensures that social care professionals can advise on keeping every child safe, regardless of their age. It also covers how to identify worrying signs and what actions to take if sexual abuse occurs.</p> <ul style="list-style-type: none"> • What is child sexual abuse and who are the abuser • The impact of child sexual abuse on development and attachment relationships • How child sexual abuse can affect brain development • Caring for a child who has been sexually abused • Helping a child to recover from sexual abuse • Taking care of yourself. <p>Friday 12th June 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p> <p>Full Course Contents – Pg 22.</p>
<p>De-Escalation and Positive Reinforcement</p> <p>Delivered by Flourish – Andy Privett</p>	<p>De-escalation is a mandatory training course for all foster carers, it is designed to provide strategies during heightened situations with children and enable foster carers to have a toolkit enabling them to de-escalate situations quickly.</p> <p>Thursday 24th September 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Supporting Children with Autism – The impact on Children, Physically and Mentally, Strategies to Support Foster Carers to Support Children</p>	<p>This training course is aimed at carers who look after children or young people that are on the Autistic Spectrum. Participants will gain a better understanding of Autism and the effect this has on children and young people. The course also teaches how to provide supportive care and includes key basic techniques for effective interventions.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the term ‘Autistic Spectrum Disorder (Condition)’

<p>Delivered by Social Care Training Solutions – Lindsay Parkin</p>	<ul style="list-style-type: none"> • Have more of an awareness of the challenges associated with the ASD and the triad of impairments • Effectively understand the ASD perspective • Have a better understanding of triggers and behaviours • “Think and speak autistic” (Lawson) <p>Thursday 23rd April 9:30am – 12:30pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Global Development Delay – The Impact and Effects</p> <p>Delivered by Flourish – Denise Snook</p>	<ul style="list-style-type: none"> • To learn and understand the terms Global Developmental Delay/Learning Disabilities • To learn the diagnostic criteria, who diagnoses and when diagnosis is most likely to occur • To gain an understanding of the ways in which Global Developmental Delay and LD impacts upon children, their parents/carers and their learning • To learn how to support a child with GDD and LD, including how to adapt effectively • To gain awareness of the vulnerability of pupils with GDD/Learning disabilities and understand the safeguarding legislation relevant to this group of children and young people • To look at relevant free national resources available to course participants. <p>Thursday 7th May 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>
<p>Complex Self Harming Behaviour</p> <p>Delivered by Flourish – Jessica Parker</p>	<ul style="list-style-type: none"> • Understand adaptive and maladaptive behaviours • Know how to work effectively and safely with children and young people with eating disorders • Know how to work effectively and safely with children and young people who self-harm • Know how to work effectively and safely with children and young people who misuse substances <p>Thursday 9th July 10am – 1pm <i>Delivered virtually – The link will be forwarded a week prior to the training</i></p>

<p>Mandatory First Aid Repeated Every 3 Years</p> <p>Facilitated by Adam Mead</p> <p>Delivered by Good Skills Training Company</p>	<p><u>February:</u> Thursday 12th February 9:30am – 3pm Saturday 21st February 9:30am – 3pm</p> <p><u>September:</u> Thursday 10th September 9:30am – 3pm</p>
<p>SIDS & Baby Safe Sleeping</p> <p>To be attended by all foster carers caring for children aged 0-3</p>	<p>To be organised upon approval and attended by all foster carers working with 0-3 year olds.</p> <p>Please discuss with your SSW who will book you onto the training direct with the Lullaby Trust</p>
<p>Parent & Child Training</p>	<p>This will be delivered to newly approved parent and child foster carers and there is also an advanced training for parent and child foster carers who have been approved for 3+ years.</p>

<h2 style="text-align: center;">When Does First Aid Need Refreshing?</h2>	
<p style="text-align: center;">In-Person:</p> <p style="text-align: center;">Every 3 years</p>	<p style="text-align: center;">Virtual Online:</p> <p style="text-align: center;">Annually</p>

Support Groups

Nurture would like to see as many of you as possible at our support groups, we find that many of our foster carers find strength and support from one another.

Some of these sessions will also be run virtually to allow everyone to participate.

Month	Venue
January 20th 10am – 12pm	Virtual Support Group – Focus on reflection Supported By: Aisha & Michelle – Supervising Social Workers
February 10th 10am – 12pm	Croydon Costa Coffee at the Colonnades on Purley Way Supported By: Jess & Ashleigh
March 2nd 10am – 12pm	Lewisham Support Group – Nurture’s Offices Supported By: Kim Keogh & Jess Patel
April 28th 10am – 12pm	East London – Sawmill Cafe Supported By: Aisha & Michelle
June 17th 6pm – 8pm	Virtual Evening Session Supported By: Christian and Aisha
July 21st 10am – 12pm	Lewisham – Venue to be confirmed Supported By: Kim and Jess
August 26th 12pm – 4pm	Picnic in the park, for foster carers, children and birth children to attend

September 15th 10am – 1pm	Virtual Session Supported by: Jess Patel
November 17th 10am – 12pm	Croydon Costa Coffee at the Colonnades On Purley Way Supported By: Ashleigh & Jess
December	TBC

MALE CARE GIVER SUPPORT GROUPS – organised and supported by Adam Mead and Christian Rainbow-Laird – Please save the date

Month	Date	Time	Agenda
February – Virtual Group	Thursday 5th	7pm – 9pm	This support group will have an open forum and allow carers to share any issues they are having.
April	Thursday 16th	7pm	This support group explores the realities of being a male foster carer, including navigating expectations from professionals, schools, and birth families. We'll talk about what it means to be a positive male role model for children who may not have experienced one, and how men show care, consistency, and safety in different ways. The discussion will also look at masculinity and caregiving, challenging stereotypes and redefining strength within fostering - focusing on presence, reliability, and emotional availability rather than traditional roles.
June – Virtual Group	Thursday 11th	7pm – 9pm	This support group will have an open forum and allow

			carers to share any issues they are having.
September	Thursday 3rd	7pm	This support group looks at the day-to-day challenges male foster carers face when supporting children who have experienced trauma. We'll explore how trauma can show up in behaviour, how men often respond to it, and ways to support children with attachment difficulties safely and appropriately. The discussion will also cover handling sexualised behaviours with confidence, managing the emotional impact of contact days, and navigating safe caring as a male carer - including touch, physical play, and affection - while remaining warm, consistent, and protected.
November	Thursday 12th	7pm	This support group focuses on practical skills male foster carers can use day to day. We'll share de-escalation techniques that work in the moment, explore ways to build trust with hard-to-reach children, and look at handling conflict while maintaining clear boundaries. Using real-life scenarios brought by the group, we'll problem-solve together and swap ideas. We'll also discuss supporting young people to develop everyday life skills — from independence and money awareness to practical skills that build confidence and self-belief.

Additional Training Available

The safeguarding board of every local authority provides training free of charge to its residents. In Lewisham for example the following training can be accessed by its residents and anyone caring for a Lewisham child.

We encourage all of our foster carers to access their local safeguarding board training hub to enable them to have greater access to additional training.

Examples of training available currently through the Lewisham Safeguarding Board.

- Complex Neglect of Children and Young People
- Controlling & Coercive Behaviour
- Criminal Exploitation & Modern Slavery of Children & Vulnerable Adults
- CSE Through the Lens of Contextual Safeguarding
- Effects of Domestic Abuse on Children
- Domestic Violence & Abuse Awareness
- Fabricated & Induced Illness Awareness
- Gaming & Gambling Harm Prevention Programme for children and young people
- Gangs, Exploitation & Effective Practice
- Health Improvement Programme
- Intra-familial Child Sexual Abuse
- Safeguarding Children Level 1
- Safeguarding Sexually Active Young People
- Safeguarding Vulnerable Children & Young People from Extremism
- Self-Harm & Suicide Ideations in Young People Awareness
- Sexual Violence and Exploitation Amongst Young People
- Tech Abuse of Children & Young People check.

Individual Training Available

Individualised Child led training:

Please discuss with your Supervising Social Worker if you feel you need additional training to meet the needs of the child you have in placement and Nurture can source suitable training to support you.

Alternatively, if you identify a training course that you feel will benefit you please also discuss this with your SSW during supervision and then we can support you with the training.

Please can you do this during supervision so that we are aware of your needs and can endeavour to meet them in a timely manner.

Detailed below are some examples of other training available, should you wish to attend please discuss this during supervision with your Supervising Social Worker

Child Mental Health Training: - 2-3 hours:

This course provides you with a detailed understanding of child mental health. It explains some of the common emotional, behavioural and hyperkinesia disorders, how you can identify and support a child who may be struggling, and how to promote positive mental health and wellbeing. By the end of this training, you will be confident in your ability to support any child who may need it. – Please discuss this with your Supervising Social Worker.

Adverse Childhood Experiences:

There is a growing evidence base showing that the experiences we received during childhood can significantly affect us through the course of our lives. This Adverse Childhood Experiences online training explores the evidence, including a groundbreaking study carried out in California in the mid-90s identified that children who experience a stressful and miserable quality childhood are more likely to develop self-defeating behaviours in adulthood. Their follow-up study identified that Adverse Childhood Experiences are not just a health concern, but that children who are currently experiencing ACE are more likely to perform poorly in education, become involved in antisocial behaviour and even substance use. In this lesson we support paradigms shift from "What is wrong with them?" to "What have they lived through, and how has this shaped their development?"

Child Grooming:

Child Grooming is complex. Generally, Grooming can be defined as the process an abuser uses to desensitise someone – to make them less likely to reject or report abusive or exploitative behaviour. We will assess how grooming usually happens when there is a power differential within a relationship, which the abuser exploits for their own gratification. The age difference is often a common example of a power differential. In our society children are taught to respect older children and adults, and this is fully taken advantage of through the process of child

grooming. Someone who was groomed as a child might find it hard to accept that what happened to them was a form of 'abuse'. The abuser may have taken an interest in them in a way that other adults did not or allowed them to do things other adults did not allow.

Assessing Your Strengths, Interests and Values:

How do you create a successful, fun, and personally meaningful career? The answer depends on your unique strengths, interests, and values.

This course will help you identify your professional strengths, interests, and values. What are you good at? Leveraging your strengths boosts self-confidence and performance. What tasks do you enjoy? Following your interests makes work feel fun and engaging. Finally, what's important to you? Practicing your core values infuses work with a greater sense of purpose.

Knowing your strengths, interests, and values empowers you to make career choices that align with your authentic self. And showing up as your authentic self is key to feeling more confident, passionate, and invested at work.

Attachment Disorder Training:

The parent-child relationship serves as a prototype for the child's future relationships. This Attachment disorder training explores Attachment theory as a necessary development framework for making sense of the behaviour of children who have experienced adverse childhood experiences. Complex trauma means that very often they have developed an attachment disorder and a range of maladaptive coping strategies that need to be undone so that they can relearn appropriate skills for social integration.

Attachment is the essential foundation of the therapeutic alliance that a carer needs to build with the child or young person. This relationship is crucial, as it is used by the child as a template to apply to future relationship experiences. Lack of attachment disorder training can disempower the carer and block this healing process.

This Attachment Disorder training will help you to understand attachment theory and the different attachment styles. It will help you understand some of the behaviours you see in your children. It will give you some strategies that will enable you to support children and young people to resolve their attachment disorder and develop successful relationships.

9 Simple Stress Busters You Can Do Right Now To Stay Grounded

Professional stress busting, or taking steps to manage stress in the workplace, is crucial for both employees and employers.

Some benefits for employees are:

- **Improved Health:** Chronic stress can lead to a weakened immune system, headaches, and even heart problems. By managing stress, employees can enjoy better overall health and well-being.
- **Increased Productivity and Focus:** When stressed, it's harder to concentrate and be productive. Effective stress management techniques can help employees stay focused and get more done.
- **Greater Happiness and Job Satisfaction:** Feeling constantly stressed can make you dislike your job. By reducing stress, employees can find more enjoyment in their work and feel more satisfied with their careers.
- **Reduced Absenteeism:** Stress is a leading cause of employee absenteeism. When employees are less stressed, they're more likely to come to work and be productive.

Overall, professional stressbusting is a win-win situation. It helps employees stay healthy and happy, whilst also benefitting the organisation by boosting productivity, morale, and customer satisfaction.

Combating Stigma and Misconceptions About Mental Health

Through this course, we will explore why combating stigma and misconceptions about mental health is crucial.

Here are several reasons to consider:

- **Better Client Care:** Many social care clients experience mental health issues. Stigma and misconceptions can prevent them from seeking help or adhering to treatment plans. By understanding and challenging these negative attitudes, social care workers can create a more supportive environment where clients feel comfortable talking about their mental health and engaging in necessary care.
- **Effective Communication:** Accurate information about mental health is essential for effective communication with clients. Social care workers who understand and dispel myths can better explain diagnoses, treatment options, and the overall recovery process. This fosters trust and empowers clients to make informed decisions about their well-being.
- **Reduced Social Isolation:** Stigma surrounding mental health can lead to social isolation, worsening mental health outcomes for clients. Social care workers who actively challenge these negative perceptions can help clients

feel less alone and encourage them to build positive social connections, which are vital for recovery and overall well-being.

- **Advocacy and Support:** Social care workers can play a vital role in advocating for better mental health services and support systems within their communities. By raising awareness and combating stigma, they can help create a more inclusive environment where mental health is viewed as equally important as physical health.
- **Promoting Empathy and Understanding:** Understanding and challenging stigma allows social care workers to approach their work with greater empathy and compassion. They can recognise the challenges faced by clients with mental health issues and provide more sensitive and effective support.

In conclusion, combating stigma and misconceptions about mental health is not just about raising awareness; it's about creating a more supportive environment where social care clients feel empowered to seek help, manage their mental health effectively, and live fulfilling lives.

Additional Training Offered

These can be delivered virtually via Able Training

- ADHD in Teens and Adults
- ADHD in Children
- Neurodiversity
- Eating Disorders
- Sensory Processing Disorder
- Substance Misuse

**Please can you confirm your attendance to info@nurturefostering.co.uk or confirm it with your supervising social worker in supervision.
We look forward to hearing from you.**

COURSE CONTENTS

Complex Developmental Trauma & Complex PTSD

"Trauma" refers to an event that causes intense and prolonged stress beyond what is considered normal and is exceptionally distressing. Unfortunately, children in foster care often experiences such events. This module provides a comprehensive understanding of the signs and symptoms of PTSD, which distinguish it from other trauma-related injuries. We will also explore the reasons why PTSD is frequently undiagnosed and the estimated percentages for children in care.

This training draws inspiration from the latest trauma research to reframe the behaviour of troubled children. By viewing their needs through the Developmental Trauma lens, we can identify complex difficulties that impact their sensory systems, attachment, dissociative responses, cognitive abilities, regulation, and identity. Participants will learn to recognise Developmental Trauma, engage with dysregulated children and develop a trauma-informed support plan. Consequently, they will feel hopeful and empowered to create positive change for traumatised children.

Learning Aims:

1. Common Responses to Trauma
2. Brief focus on the neurobiology of Trauma in children
3. What is Trauma, and how does developmental Trauma present itself?
4. Recognising complex PTSD
5. How does it differ from generalised PTSD and how common is it?
6. Who is most at risk?
7. What treatments are effective?
8. Practice considerations: How we can help (across systems)
9. Rethinking behaviour and zero tolerance Relationship
10. Assisting the child in calming the body/brain & supporting emotional regulation
11. Implications for trauma-informed practice and healing trauma

Caring for Children & Young People that have been Sexually Abused/Sexualised Behaviours- Advanced (Zoom)

A child is sexually abused when they are forced or persuaded to take part in sexual activities.

This is not necessarily physical contact, and sexual abuse can happen online.

Sometimes the

child will not understand that what's happening to them is abuse. They may not even understand that it's wrong. This course also covers sexualised behaviours.

One in 20 children has experienced sexual abuse (NSPCC). Sexual abuse is underreported and

all foster carers need to develop an understanding of the needs of children and young people

who have been sexually abused and how to deal with sexual abuse disclosures.

Learning Objectives:

1. Know the signs and symptoms that a child or young person may have been sexually abused and how sexual abuse impacts on their development
2. Understand usual sexual development for children and young people
3. Respond to children and young people who tell or talk about sexual abuse
4. Identify some strategies for caring for a child or young person who has, or may have been, sexually abused
5. Understand why some children display harmful sexual behaviour and how to deal with this
6. Know how to respond to children who make a disclosure of sexual abuse
7. Understanding of potential warning signs of child sexual abuse
8. Grooming cycle
9. Perpetrators and how they operate
10. Links with exploitation

PACE (Zoom)

Understanding Trauma and Its Impact on Children and Adolescents

This course is designed to help you understand the impact of trauma on children and adolescents and equip you with the essential practices needed to make a meaningful difference.

It is imperative to embrace trauma-informed care when supporting children and young people who have experienced neglect, rejection, or abuse.

You will explore relevant psychological theories and research to deepen your understanding of this crucial issue. Without appropriate support, children and young people who have experienced trauma may face neurological, developmental, and psychological challenges — even within a secure and nurturing environment.

Throughout the course, you will gain practical resources and strategies to enhance your therapeutic engagement using the techniques covered. In addition, we provide recording methods to help you effectively evidence your work to Ofsted and other partner agencies.

This is an opportunity to develop your practice and create lasting positive impact.

Why Is Acceptance Important?

Acceptance plays a vital role in trauma-informed practice. This course will support you to develop:

- **Improved understanding of trauma**
Gain insight into the different types of trauma and their impact on children and adolescents.
- **Trauma-informed care practices**
Implement strategies that promote safety, trust, and healing for children who have experienced trauma.
- **Enhanced emotional regulation skills**
Learn to use Acceptance and Commitment Therapy (ACT) techniques to manage challenging thoughts and emotions effectively.

- **Stronger relationships**
Build supportive, empathetic relationships with children and adolescents based on understanding and trust.

Key components of the training:

1. Understanding Trauma:

Types of trauma: Learning about the different types of trauma, including physical, emotional, sexual, and neglect.

Impact of trauma: Understanding the long-term effects of trauma on children and adolescents, such as anxiety, depression, PTSD, and substance abuse.

2. Trauma-informed care principles:

Safety: Creating a safe and supportive environment for children and adolescents who have experienced trauma.

Trust: Building trust with children and adolescents through open communication and respect.

Healing: Helping children and adolescents

Safer Relationship with Teenagers Including Safer Sex and LGBTQ+ - Virtual

Sexual development is an expected and natural part of the development of a child through adolescence

Learning objectives:

1. To enable foster carers to understand the law around sex and relationships.
2. To increase knowledge about areas related to sexual development in teenagers, including potential areas of risk.
3. To signpost caregivers to where teenagers can access sexual health services, including STI and contraceptive advice and also pregnancy support, meaning that they are equipped to advise their teenagers.
4. To think about how we promote positive and healthy relationships for our teenagers.
5. To increase foster carers confidence in talking about sex and relationships with their teens and overcome any barriers that may be encountered.
6. To understand how gender identity and sexual orientation may play a role in sexual development.

Social Graces: Virtual

Social Graces training is a valuable tool (developed by John Burnham and Alison Roper-Hall:1993, 1998) that helps caregivers deepen their understanding of the various elements that shape our identities and those of the individuals we care for. This training serves as a foundation for exploring the complexities of identities and how they can influence thoughts, actions, and experiences.

By fostering curiosity about how these identity elements interact, caregivers can better understand and support young people and their parents or babies. Awareness of others' identities creates space for meaningful questions and encourages examination of how these elements affect an individual's daily life and overall functioning. Our aim is that separating behaviours from those who demonstrate them will enhance relationships between you and the children you care for.

This is a very individual experience for carers, as different Social Graces will apply to you and therefore this training celebrates the difference amongst us and those we care for.

Learning objectives:

1. Familiarising participants what social graces are and some of the concepts they link to (secure base, trauma, reflection, reflexivity)
2. To be able to identify how social graces impact day to day fostering.
3. To understand how social graces are relevant to legislation and statutory guidance.
4. *To understand the heard and unheard stories which impact behaviours.*
5. *To develop reflective practice through case studies and group discussions.*

Understanding Depression and Anxiety Disorders in Children - Virtual

What does this course cover?

Learn how to recognise signs and symptoms of different emotional disorders and to list various treatment strategies within the biopsychosocial framework.

Understanding Anxiety and Depression Disorders in Children

- What are negative emotions?
- What is fear and anxiety?
- What is depression?
- What is a major depressive episode?
- What is the difference between anxiety and depression?
- What is comorbidity?
- What types of anxiety disorders are there?
- What is panic disorder, a phobia, or PTSD?
- What causes anxiety and/or depression?
- What treatments and medications are available?
- How can we promote positive thinking?

Our Understanding Anxiety and Depression Disorders in Children course will help you answer these questions and more.

Why This Course Matters

- Approximately **0.2% (8,700)** of children aged 5–10 experience depression.
- Around **2.2% (96,000)** of children aged 5–10 experience anxiety.

Understanding these conditions early can significantly improve a child's long-term mental wellbeing.

What You Will Learn

Through this course, you will:

- Understand the nature of anxiety and depression in children
- Recognise the signs and symptoms of emotional disorders
- Explore how these disorders affect children's mental development and those around them
- Learn practical strategies to improve mood and boost self-esteem
- Gain insight into treatment approaches within the biopsychosocial framework
- Identify supportive steps that promote and protect children's mental wellbeing

This course provides essential knowledge and practical tools to help you confidently support children experiencing anxiety or depression.

About Foetal Alcohol Spectrum Disorder (FASD) Training

- What is FASD?
- What is prenatal alcohol exposure?
- What are the different categories of FASD?
- How is FASD diagnosed and assessed?
- What diagnostic criteria are required?
- What are the distinguishing physical and developmental features in young children?
- How does FASD affect the central nervous system and brain development?
- What is atypical brain development?
- How are cognitive functions impacted?
- What is the difference between hyper-sensitivity and hypo-sensitivity?
- What behavioural difficulties are associated with FASD?
- How does FASD functioning differ from typical development?

Our Understanding Foetal Alcohol Spectrum Disorder course will help you answer these questions and more.

Why This Course Matters

In the UK, it is estimated that up to 1 in 13 babies born to mothers who consume alcohol during pregnancy are affected by FASD. Early identification and informed support can make a significant difference across the lifespan.

What You Will Learn

Through this course, you will:

- Gain a clear understanding of FASD and prenatal alcohol exposure
- Recognise the signs and symptoms of the disorder
- Understand screening, assessment, and diagnostic processes
- Explore how FASD affects the brain and central nervous system
- Identify key neurodevelopmental areas of assessment
- Understand how FASD impacts individuals across the lifespan
- Learn practical tools and strategies for effective support, care, and education
- Explore the different categories of FASD and their long-term implications

This course provides essential knowledge and practical strategies to confidently support individuals affected by FASD at every stage of life.

What are the learning outcomes?

By the end of the course, you will be able to...

- Discuss the differential diagnosis of FASD in children.
- Discuss the difference between normal functioning and FASD functioning.
- Recognise the different ways cognitive functions can affect an individual's development.
- Be able to understand the neurodevelopmental areas of assessment.
- Develop knowledge, skills, and strategies that will help improve knowledge about FASD.

Parent and Child Advanced Training

- Caring for a Parent and Child - a risky business
- Exploring the Framework for assessment of parenting capacity – The foster carer as an 'assessor'
- I need help discussion – parenting skills and gap exploration
- Planning and planners – addressing skill and knowledge base
- Routine planning (visual printed or electronic) – feeding, changing, appointments etc
- Child development
- Identifying and working with conflicts in Parent and Child foster placement
- Attachment and Detachment in Parent and Child Fostering
- Safer Caring
- Safeguarding
- Observations and expectations of recordings
- Checking in and feedback – share placement logs, discuss this week's strengths and areas of development
- Foster carer as expert witness in court
- Serious case reviews and YOU

Learning Outcomes

- Identify and explore risk in a parent & child placement
- Learn about the Framework for assessment of parenting capacity
- Support organic or undiagnosed need and knowledge development
- Working with conflicts
- Practice safeguarding in your home confidently
- Learn about the expectations with regards to observation and recordings
- Expert witness overview