

Public Accounts Committee

Inquiry into Care Experienced Children and Young People: Additional information from the Fostering Network Wales

Best practice examples of measuring the impact of fostering

Details of a project that has been running in England and is now starting to work in Wales are below. The project is run by Coram Voice together with the University of Bristol and is called Bright Spots. It helps local authorities to understand better the well-being of their children in care (aged 4–18) and care leavers (18–25).

The programme started because currently official statistics provide only a partial picture of children in care and care leavers' lives. Data focuses on areas such as where children live, how many moves they have and how they are doing in terms of education and employment. None of this information tells us about the experience of care from children's own viewpoints: are they happy, safe and feel they are doing well?

The [Bright Spots programme](#) directly addresses these gaps in our knowledge. The project has created a set of well-being indicators to allow services to design their work around what young people say is important to them. The indicators are measured by two new online surveys – 'Your Life, Your Care' (YLYC) and 'Your Life Beyond Care' (YLBC). The tools are strongly evidence based, they were developed with young people and have been carefully tested and piloted. The design process involved gathering the views of nearly 200 looked after children and care leavers, literature reviews, cognitive interviews and we also included the perspectives of professionals and policy-makers ([Wood & Selwyn, 2017](#) and [Baker, 2017](#)).

Bright Spots is currently working with the Children's Commissioner for Wales on a pilot to run the survey with six local authority areas in Wales, funded by the Welsh Government.

The Pilot areas are:

- Flintshire
- Rhondda Cynon Taff

- Cardiff
- Swansea
- Pembrokeshire
- Caerphilly

The pilot will be completed by the summer of 2018.

Also attached are the two latest reports from the programme.



Our Lives Our Care
2017 full report.pdf



Our Lives Our Care
2017 summary.pdf

Additional information Fostering Wellbeing Masterclasses

It is envisaged that Foster Carers, supervising social workers, children's social workers, 16+ and YOS, Health and Education staff across Cwm Taf come together to take part in this programme.

The Fostering Wellbeing Programme

What is Fostering Wellbeing?

The Fostering Network has been funded by Welsh Government to work in partnership with Cwm Taf Social Services and Well-being Partnership Board over the next 2 years. This work is part of the 'Improving Outcomes for Children' ministerial advisory groups work programme and aims to test and evaluate social pedagogy principles (focused on education and the upbringing of children) in a foster care environment.

What are Social Pedagogy Principles?

Good relationships are at the centre of a person's wellbeing and **what has happened cannot be undone, but can be understood to provide lessons for the future. Shared values and attitudes** of all those involved with a child/young person being looked after, need to be made explicit and underpin decisions that are made about their wellbeing. These are key principles of social pedagogy, as is the need for all those involved with a child/young person being looked after, including

the foster carers and the children/young person, having **equality of status** in the relationship.

What will the programme deliver?

The Fostering Network will work directly with foster carers and co-professionals in the Merthyr and Rhondda Cynon Taf areas, delivering learning, bringing people together and sharing best practice across service boundaries.

How will this be achieved?

There will be **five core masterclasses** and these will be delivered three times in various venues across the region. The classes will bring health, social care and education professionals together with foster carers and those who are or have been looked after, for shared learning and development. The first series of masterclasses was completed in December 2017 and the second will complete in March 2018. Both series have been very well received by all participants. They found it particularly challenging at times but by entering wholeheartedly into an authentic and shared enterprise to improve the wellbeing of our most vulnerable children and young people, have gained both professionally and personally.

Masterclass Series Three – Dates and Venues

Course Title and Facilitator	Learning Outcomes	Date Time and Venue
Fostering Wellbeing Programme Masterclasses Facilitated by The Fostering	Masterclass 1 – Knowing and Meeting Needs All the child's needs have to be met i.e. it is essential to understand and respond to the whole child/young person to improve his/her wellbeing.	Central South Consortium Tŷ Dysgu, Nantgarw CF15 7QQ 18.04.18

<p>Network</p> <p>Participants should attend all five classes.</p>	<p>Each person’s view of life and the wider world will differ, arising from their background, experiences and own mind-set.</p> <p>Masterclass 2 – Living and Growing What has happened cannot be undone but can be understood and provide lessons for the future. Encouraging aspiration and ambition is essential in the development of positive attitudes.</p> <p>Masterclass 3 – Me, You, Us and Them Good relationships are at the centre of a person’s wellbeing. Those working with a child/young person being looked after need to know the difference between the behaviours of the professional self, personal self and private self and in what situations the appropriate behaviour applies</p>	<p>Central South Consortium Tŷ Dysgu, Nantgarw CF15 7QQ</p> <p>25.04.18</p> <p>University South Wales Conference Centre, Llantwit Road, Treforest, Pontypridd CF37 1DL</p> <p>14.05.18</p> <p>University South Wales Conference Centre, Llantwit Road, Treforest, Pontypridd CF37 1DL</p> <p>24.05.18</p> <p>University South Wales Conference Centre, Llantwit Road, Treforest,</p>
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	<p>Masterclass 4 – Hands On Positive values and attitudes are best nurtured through practical activities shared between child/young person and carer. Learning to help oneself is just as important as learning to build relationships with others.</p> <p>Masterclass 5 – Working as One The shared values and attitudes of all those involved with a child/young person being looked after need to be made explicit and underpin decisions about their wellbeing. All those involved with a child/young person being looked after, including the foster carers and the children/young person, have equality of status in the relationship.</p>	<p>Pontypridd CF37 1DL</p> <p>12.06.18</p> <p>All Masterclasses run from 9.30am – 1.30pm (registration and coffee at 9.00am)</p> <p>Lunch will be served at 1.30pm for those who are able to stay</p>
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Masterclass Outline

Masterclasses	Title	Principles (based on	Masterclass outline	What participants from series one
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		social pedagogy)		said about the day.....
1	<i>Knowing and Meeting Needs</i>	<p>All the child's needs have to be met i.e. it is essential to understand and respond to the whole child/young person to improve his/her wellbeing.</p> <p>Each person's view of life and the wider world will differ, arising from their background, experiences and own mind-set.</p>	<ul style="list-style-type: none"> • What children and young people who are looked after want us to know. • The what and why of the Fostering Wellbeing Programme 10 principles. • Wellbeing and meeting the needs of children and young people. • Life stories – those in care, foster carers, social workers, health professionals • Engaging with children and young people – the PACE model • Person centred planning • Reflecting, learning and 	<ul style="list-style-type: none"> – “10 principles and 5 needs, hearing from a range of agencies, importance of reflection were all really useful.” (Deputy headteacher) – “Fantastic speakers – well chosen” (Foster carer) – “The stories of the care leaver and foster carer, it's a reminder of why I do my role” (Registered manager) – “I enjoyed it all, listening to the speakers sharing their personal experiences was so powerful” (LSA) – “Speakers were fabulous” (Kinship carer) – “All of it was enjoyable – very

			applying lessons	<p>informative on lots of topics including PACE & PCP in schools.” (Headteacher)</p> <p>– “I understand better how a child may feel, being more aware of what my role is and should be.” (Social worker)</p> <p>– “I found the health presentation to be very informative.” (Foster carer)</p>
2	<i>Living and Growing</i>	<p>What has happened cannot be undone but can be understood and provide lessons for the future.</p> <p>Encouraging aspiration and ambition is essential in the</p>	<ul style="list-style-type: none"> • Understanding loss and trauma—more than just theory • The Four Fs • Turning points 1: Emotion coaching, nurturing trust and confidence • Turning points 2: a foster carer’s 	<p>– “Once again, as with last week, the whole day was both useful and enjoyable” (Social worker)</p> <p>– “great information, I enjoyed listening and will do further research at home...” (Foster carer)</p> <p>– “I enjoyed it all again. The</p>

		development of positive attitudes.	<p>story</p> <ul style="list-style-type: none"> • Turning points 3: raising aspiration – a young person looked after • Reflecting, learning and doing 	<p>personal stories are inspirational” (Early Years LSA)</p> <ul style="list-style-type: none"> – “Excellent speaker about loss and trauma left me wanting more.” (Social worker) – “Emotion coaching – a really useful tool I can use going forward.” (Foster carer) – “Emotion coaching, brain science, – Fantastic!” (Wellbeing Officer, Special school)
3	<i>Me, You, Us and Them</i>	<p>Good relationships are at the centre of a person’s wellbeing.</p> <p>Those working with a child/young person</p>	<ul style="list-style-type: none"> • What are the characteristics of a ‘good’ relationship? • The psychology of identity and relationships • The 3 Ps and appropriate behaviours; 	<ul style="list-style-type: none"> – “Another fantastic masterclass” (Talk and Play co-ordinator) – “Inspirational...time out from office to pause and reflect on current practice and how we can do things

		<p>being looked after need to know the difference between the behaviours of the professional self, personal self and private self and in what situations the appropriate behaviour applies.</p>	<p>setting and crossing boundaries; attitudes to risk.</p> <ul style="list-style-type: none"> • Communication and behaviour • Developing positive relationships in the school and at home – the ELSA effect • Reflection, learning and doing 	<p>differently” (CLA team manager).</p> <ul style="list-style-type: none"> – “The variety of speakers all bring a wealth of information and experience” (Headteacher) – “ I enjoyed everything...the combination of topics keeps it fresh” (Foster carer)
4	<i>Hands On</i>	<p>Positive values and attitudes are best nurtured through practical activities shared between child/young person and carer.</p> <p>Learning to help oneself is just as</p>	<ul style="list-style-type: none"> • The Common Third – a practical approach to building relationships • Educational context in Wales – a freeze-frame insight • A good school experience: (a) foster carer (b) senior 	<ul style="list-style-type: none"> – “...fantastic, real life stories [from a foster carer] are always a great learning frame” (Registered manager RCT) – “Hearing schools ideas and experiences of promoting the education and emotional wellbeing of CLA was very useful” (Senior

		<p>important as learning to build relationships with others.</p>	<p>leaders in school and Learning Support Assistants</p> <ul style="list-style-type: none"> • Building self-sufficiency and resilience; learning to learn and The Learning Zone • School based play therapy – lessons to carry over into the home • Reflecting, learning and doing 	<p>social worker)</p> <ul style="list-style-type: none"> – “I enjoyed the activities and speakers, play therapy great” (Foster carer) – “Practical tips to take back to the setting” (LSA secondary school) – “Everyone is working towards improving the best outcomes for our children, not feeling like you are on your own.” (Foster carer) – “Every child matters, importance of recognition, self regulation. Ensure the common third is prominent to enhance togetherness, time and space, side by side experiences and emotional growth.” (Deputy
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				headteacher)
5	<i>Working as One</i>	<p>The shared values and attitudes of all those involved with a child/young person being looked after need to be made explicit and underpin decisions about their wellbeing.</p> <p>All those involved with a child/young person being looked after, including the foster carers and the children/young person, have equality of status in the</p>	<ul style="list-style-type: none"> • Roles and responsibilities of foster carers and co-professionals . • Values and attitudes of foster carers and co-professionals – perceptions and reality; barriers and bridges; status and equality. • What works and what needs to change for the better? – insider views from a care leaver, foster carer, social worker, teacher, family court solicitor, director of education and director 	<ul style="list-style-type: none"> – “Very useful listening to various roles of the speakers” (LSA) – “Another fantastic masterclass, despite the snow disruption” (Talk and Play co-ordinator) – “Reflecting on the experiences of Sam as a care leaver, he is an inspiration to us all” (ACM Fostering) – “Table discussions with social workers and foster carers – sharing the same vision.” (Advisory teacher) – “Inclusion and shared minds – focus on resilience.” (Care leaver)

		relationship.	of social services. <ul style="list-style-type: none">• The Fostering Wellbeing Programme 10 principles<ul style="list-style-type: none">- how can they work in practice?• Reflecting, learning and applying lessons	<ul style="list-style-type: none">- "Loved it all, best day so far" (Education officer and foster carer)- "Sam!! Amazing speech! Inspirational! What he said will help us look at what we do and make changes that will benefit looked after children" (Social worker)
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