



Caldecott Fostering



# **Caldecott Fostering Statement of Purpose 2020 - 2021**

## INTRODUCTION

This Statement of purpose has been developed in accordance with the appropriate legislation and regulations, including:

- The Care Standards Act 2000
- The Fostering Services Regulations (England) 2011
- The National Minimum Standards for Fostering Services

Through this document we aim to provide children, young people, parents, carers, staff and other professionals with information about Caldecott Fostering and the services that we provide, including:

- A statement of our aims and objectives
- Information about the services and facilities that we provide

A copy of the statement of purpose is made available upon request to:

- Ofsted
- Purchasers of the service
- Any person working for or with Caldecott Fostering
- Any child (subject to age and understanding) placed with Caldecott Fostering
- Any parent or guardian of any child placed with Caldecott Fostering

Children and young people are also provided with age appropriate welcome guides which are in more suitable formats for them to understand.

The statement of purpose will be reviewed at least annually by the responsible individual, Clair Chamberlain and the registered manager, Jackie Neil.

## BACKGROUND

The Caldecott Foundation established its own fostering agency in 2008, having recognised the vitally important role that good foster families can play in the journey of children in care.

In 2012 the Caldecott Foundation and Stone Soup project jointly set up a new fostering agency called Caldecott Fostering. In July 2018, Stone Soup left this partnership so that the service could be delivered under the full control of the Caldecott Foundation.

In January 2018 Caldecott Fostering launched its Relational Model of Care in order to enable young people to build a future through reparative, nurturing and with loving and safe relationships. We see this model as providing the organisation's secure base and the foundation upon which all our work is based.

We are proud of our organisation and our aspiration to provide care that impacts positively upon children and young people's lives. We remain committed to safeguarding and promoting the welfare of children and young people and we expect the same from all of our carers and others that we commission work from.

We are proud to deliver this service as a *"family that respects one another."* Positive relationships and a commitment to provide outstanding care for all of our children and young people are at the heart of everything we do.

## 2. VISION, MISSION, STATUS, CONSTITUTION AND ORGANISATIONAL CHART

### 2.1 Vision

*“Helping Children Build a Sustainable and Fulfilling Future”.*

The Relational Model of Care demonstrates how the organisation and all the staff and foster carers within it, aim to achieve this vision through transformational practice and how this will impact on the young people we care for.

Our Code of Ethical Conduct promotes Core Values for all staff working in Caldecott. These are:

**Maintain Integrity in Everything We Do**

**Commit to Continual Development Through Learning**

**Build Positive Relationships Based on Mutual Respect**

**Be Socially Responsible in Our Actions**

### 2.2 Mission

We recognise that we are in the main caring for children and young people who may have experienced trauma and neglect and we are therefore committed to a programme of therapeutic re-parenting in order to heal these emotional wounds. The Caldecott Foundation has a number of resources available to the fostering service including therapy services, educational services, finance department, human resources and a quality assurance department.

## **2.3 Status and Constitution**

Caldecott Fostering Ltd is a Fostering Provider established in 2008.

Registration Number 07389373

The company's registered office is:

Caldecott Fostering Ltd  
Caldecott House  
Hythe Road  
Smeeth  
Ashford  
Kent  
TN25 6SP

The company is registered and inspected by Ofsted and complies with the standards and expectations identified in the Fostering Services Regulations 2011 and Amendments 2013; the National Minimum Standards 2011 and Fostering Services and Care Standards Act 2000. Our most recent inspection in January 2019 resulted in a judgement of "Outstanding." Our Ofsted Registration number is SC420507.

Our Board of Directors are actively involved in the day to day business.

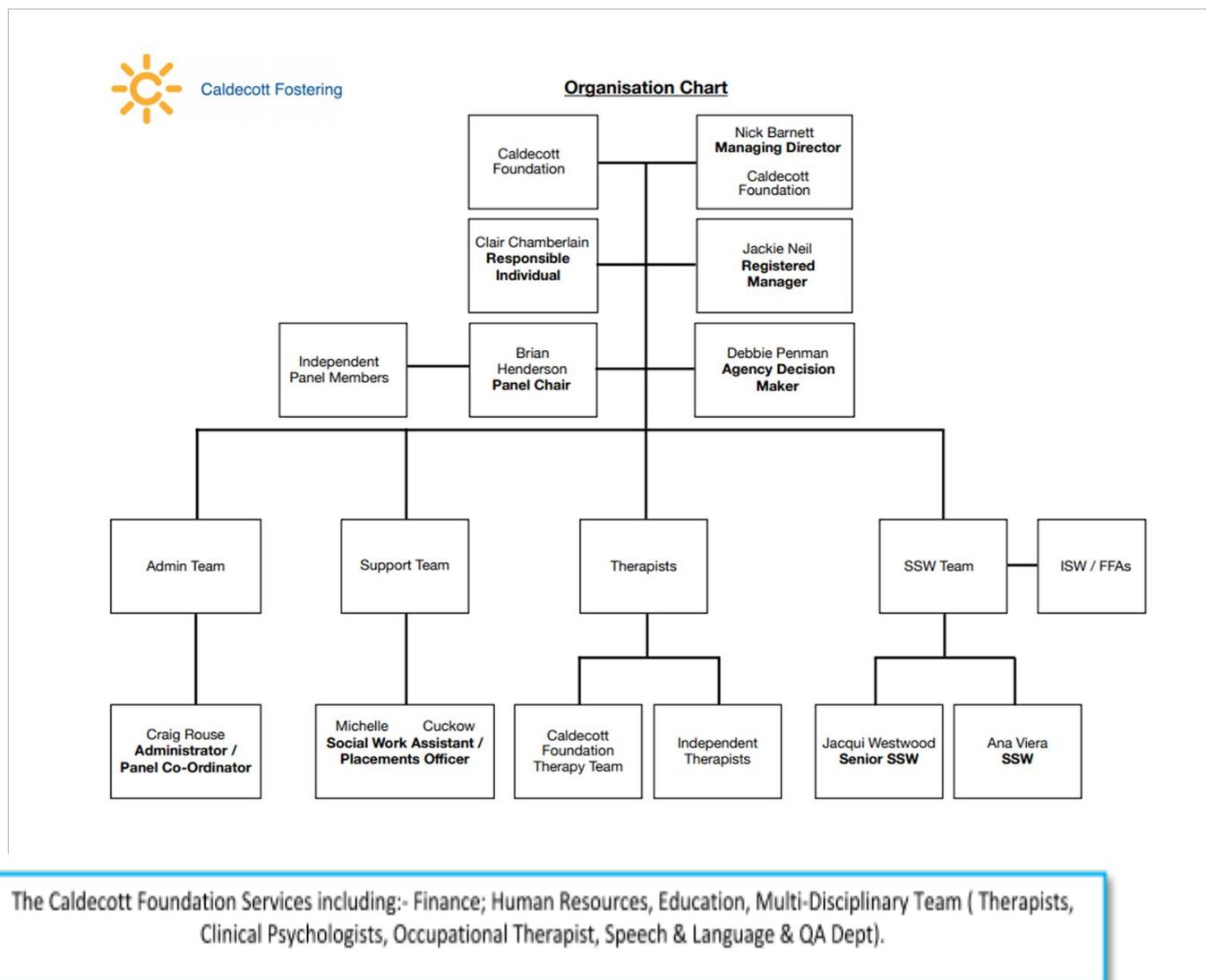
Mr Colin Green – Director

Mr Nick Barnett – Managing Director

The two Directors meet on a quarterly basis with the Caldecott Foundation Board of Trustees; they are responsible for the corporate governance of the company, as well as determining and reviewing the following:

- Strategic Vision
- Quality Assurance
- Annual Business Plan
- Financial Management & Performance
- Policies & Procedures
- Legal Compliance
- Culture, Values, Vision & Mission

## 2.4. Organisational Chart



## 3. THE RELATIONAL MODEL OF CARE

### 3.1 The Relational Model of Care has four components:

1. Therapeutic Approaches that Inform Practice
2. A Learning and Development Culture
3. The Team Around the Child
4. Outcomes for the young person (which are reflected in our mission)

The Relational Model is an approach which provides a framework and a set of values to inform interactions and decision-making processes whilst still allowing and encouraging creativity and innovation by staff, foster carers, children and young people.

It is important to recognise that this model is not solely focussed on the deficits the children and young people may have as a result of their early life experiences. It is equally important to acknowledge the strengths (resilience, courage and tenacity) all of the children and young people possess and the potential within them.

By having a model of care, staff and foster carers are able to create an ethos and approach, which is the most helpful to the children and young people in their care.

This consistent approach will support staff, foster carers and children to:

- 'Act out' less by understanding themselves better
- Acknowledge that their experiences have influence on them now
- Engage in education/training/development
- Accept that people need care and support
- Verbalise/appropriately communicate feelings
- Verbalise/appropriately communicate needs
- Develop safe, trusting, growth promoting therapeutic relationships with adults and children
- Invest in and value relationships and repair and heal ruptures when they occur

Our therapeutic model draws upon a range of evidenced based approaches which include:

- Psychodynamic Theory
- Attachment Theory
- Secure Base Theory
- Cognitive Behavioural Therapy
- Neuroscience
- Child Development
- Social Learning Theory

- Mentalisation
- PACE (Playfulness, attachment, curiosity, empathy)
- Compassion Fatigue
- Dyadic Developmental Practice (Family Meetings)
- Adverse Childhood Experiences Study (Neurobiology of stress and trauma)

### **3.2 Learning and Development Culture**

At the heart of all that we do at Caldecott Fostering is a belief in and practice of a learning and development culture.

This means that all stakeholders (responsible individual, registered manager, supervising social workers, support workers, therapists, administration officers, foster carers) are continually curious, reflective and evaluative and constantly seeking to improve their practice.

In order to ensure that this is the case, we have embedded the following practices into our work:

- Therapeutic re-parenting training and workshops
- Promotion of reflective practice through mentoring
- Training, education and induction
- Recognition of progress and succession planning
- Supervision and performance management
- Commitment to policies and protocols
- Sharing and celebrating outstanding practice and progress
- Promotion of emotionally intelligent staff, foster carers, children and young people
- Reflective supervision
- Support groups for foster carers
- Group supervision facilitated by a psychotherapist
- Case discussion meetings

### **3.3 Team Around the Child**

The nature of the work we do is complex, challenging and demanding on many levels (physically, emotionally, intellectually, socially). This is because we are fundamentally engaging with dealing with fragmented and chaotic relationships and situations, abuse, insecure attachments and neglect.

No one should be left feeling that they are solely responsible for this complex work without multi-layered support. Our concept of the team around the child reflects this reality.

At the core of the Relational Model of Care is the development and sustenance of quality relationships. Therefore, we strive to do all we can, to ensure that all relationships are healthy, empathic, congruent and ultimately for the benefit of our children and young people.

Caldecott Fostering has a shared vision across all areas which is the focus of our work – ‘Helping Children Build a Future’. For this to be achieved, all areas of the organisation must be aligned with one another, with a shared approach and clear plans, aims and objectives for each child/young person. Consultation with key stakeholders such as placing authorities, parents/families, schools, advocates and health professionals is essential for the development of the organisation and the opportunities we provide for children and young people to achieve their goals and succeed in building a future.

The Relational Model of Care also promotes communication and where necessary, appropriate challenge of decisions or actions taken in relation to the wellbeing of children and young people. This is an important part of everybody’s role in advocating for looked after children and young people and ensuring that their needs are understood and met to the best of our ability.

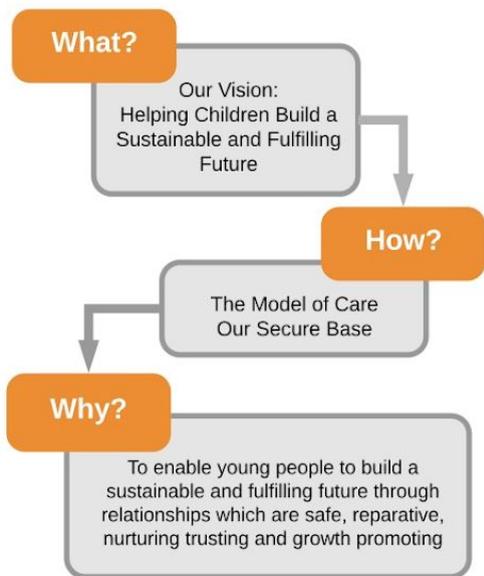
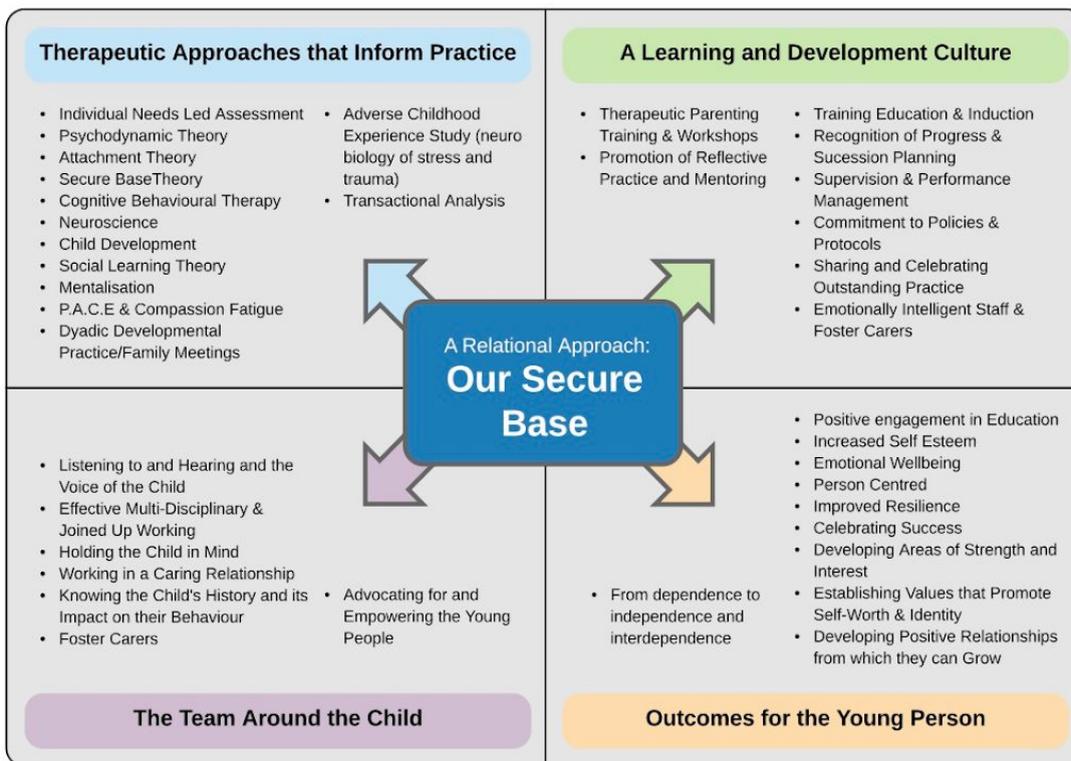
Caldecott Fostering staff and foster carers are proactive in communicating with external agencies to secure the services and expertise of other professionals and to identify resources which may or may not be available internally at Caldecott Fostering.



Caldecott Fostering

## Relational Model of Care

To Enable Young People to Build a Future through Reparative, Nurturing, and Growth Promoting Relationships



The Relational Model of Care has been written to support Caldecott Foster Carers to meet the needs of children and young people placed in their family.

To do this it has been written to acknowledge and address the common deficits that many of the children and young people in care share, whilst holding in mind that they are all individuals, with their own unique set of experiences and needs. The deficits identified can be broadly defined as:

- Psychological
- Attachment
- Social
- Emotional
- Educational
- Health

The Relational Model of Care seeks to support and promote development in these areas.

This Relational Model is an approach. It provides a framework and a set of values to inform interactions and decision making processes whilst still allowing and encouraging creativity and innovation by staff, foster carers, children and young people

The Relational Model of Care identifies how we can achieve our Vision and Mission, using an approach which focusses on the development of healthy interpersonal relationships and draws continually on the concept and importance of a Secure Base

### **3.4 Achieving Positive Outcomes for Children**

Caldecott Fostering conduct rigorous assessments of potential foster carers in order to achieve the best outcomes for children and young people. We seek foster carers who are emotionally intelligent and have the capacity to be reflective, self-aware and resilient. This capacity enables carers to be attuned to the needs of the foster child and the ways in which they communicate their needs through their behaviour. This therapeutic approach enables carers to provide a stable and emotionally containing secure base.

Once foster carers are approved, we allocate an experienced supervising social worker who supports and supervises the carers' practice while they provide a nurturing, therapeutic parenting environment in which a child/young person can experience quality of life and build a fulfilling future.

Ongoing supervision with support from our own psychotherapist provides the space and opportunity for carers to safely explore any difficult situations and identify appropriate responses.

Our Relational Model of Care is the organisation's secure base and has been developed to support our foster carers to meet the needs of children and young people placed in their family. The Relational Model is an approach which provides a framework and a set of values to inform interactions and decision-making processes whilst still allowing and encouraging creativity and innovation by our staff, foster carers, children and young people.

When children are placed with Caldecott foster carers we complete a baseline assessment of each child's needs from which we continue to monitor and track their progress, experiences and outcomes in their placement.

Underpinning the work of our foster families is the commitment to and understanding that training and professional development is crucial for understanding the complex behaviours that looked after children can present, often based on experiences of trauma, separation and loss. Our pre-panel training and extensive post approval mandatory training is complemented by a range of therapeutic and other specialist courses. We require foster carers to reflect on training they have attended and evidence the application of training to their practice. We do this because we commit to a learning and development culture and with the aim of improving outcomes for children and young people.

We use our database (CHARMS) to capture and monitor the progress of our children, young people and families and this enables us to evidence the attainment of agreed outcomes.

In order for our children to be supported to achieve their maximum potential, we adopt a holistic approach which includes giving attention and focus to the physical, emotional, cognitive and social dimensions of their development. This contributes directly and indirectly to positive outcomes for children and young people in a variety of ways. All of our foster carers have access to CHARMS to record important daily information about children and young people.

### **Health**

We promote and monitor the physical health development of children and young people closely and intervene (where necessary, to advocate) and ensure the best physical outcomes for our children and young people are achieved. We train our foster carers to deliver and sustain quality care and closely monitor how foster carers maintain this standard on a day to day basis.

### **Emotional and Mental Health**

Children and young people looked after, who have experienced abuse and neglect are statistically far more likely to experience emotional and mental health difficulties. Whenever these are identified, therapeutic intervention is provided by a small team of well qualified and experienced psychotherapists who between them, are trained in a variety of different therapeutic approaches including psychoanalytic, art psychotherapy, person centred, EMDR (Eye Movement and Desensitisation Reprocessing) and cognitive behavioural therapy.

### **Cognitive development**

Neuroscience has made clear that trauma and neglect have a hugely significant and detrimental impact on the child's ability to learn effectively (and their capacity to develop health problems in later life). We are mindful that not all educational establishments are trauma informed. We aim to fill this gap in knowledge and understanding by providing educational establishments, schools and colleagues with information in the form of letters (promoted by the National Association of Therapeutic Parents - NATP) and information, education and training about the effects of trauma on the child's behaviour and positive educational outcomes.

We monitor and track the educational achievements of all our children and young people and recognise, celebrate and reward their achievements on a regular basis.

Supervising social workers/support workers and foster carers attend all education meetings and we monitor and support our foster carers to meet the Training Support and Development Standards relevant to promoting good educational outcomes. In 2018 Caldecott Fostering set up a youth mentoring apprenticeship for a care leaver within the organisation.

### **Social opportunities**

We provide a range of social activities for children and young people (as well as foster carers and their sons and daughters) which are inclusive, fun, educational, physically challenging and which promote emotional wellbeing and the development of social relationships.

These include water sports, visiting historic parks and buildings, beach BBQ's, campfires, games, trampolining, bowling. These activities are well organised, well received and provide evidence of enhanced self-esteem, social interaction skills and personal achievement.

We support children and young people to pursue activities, personal interests and hobbies and provide foster carers with funding towards an annual holiday for each foster child.

## **4. REFERRAL CRITERIA**

Caldecott Fostering will consider referrals for children and young people aged 0-17 years. Our foster carers are approved for emergency, short term, permanence, bridging and respite care. We are increasing our capacity to offer parent and child placements. We accept referrals for shared care arrangements, i.e. for children residing in residential schools and requiring a foster placement for school holidays and weekends.

Caldecott Fostering aim to promote best practice so as to ensure that care leavers are provided with the maximum possible opportunity to thrive and achieve as adults. We assist and support our foster carers who take on the role of 'staying-put carers', and help foster carers and young people to understand what is expected of them in relation to 'staying put,' including the support available to them.

We consider each referral carefully to ensure the best and most appropriate match for the child’s background, circumstances, needs and presentation. When a referral is received, a needs-driven assessment is initiated whereby the needs of the child are considered by the team. A collaborative approach to matching and decision making takes place, where all parties are involved in looking at how best to meet the child's needs and identifying what additional or specialist support is required.

We train, support and supervise all our foster carers to work therapeutically with the children and young people placed in their care. Placements are by definition, dynamic and through the work of the supervising social workers are kept constantly under review.

## 5. FOSTER FAMILIES

Currently our Caldecott Fostering families live in Kent; many within close proximity to the Ashford office.

Foster families are supported and supervised by a team which may include a supervising social worker, a support worker, a psychotherapist, administration officer and registered manager.

Our foster families are provided with the following:

- Competitive rate of payment
- Monthly foster carer support groups
- Monthly (or more frequently if required) supervision with an experienced qualified social worker
- Weekly telephone contact from the fostering team
- Consultancy with our qualified psychotherapists
- Highly commended training programme
- Open door access to fostering team and supervising social worker
- Organisational policies and procedures available online to all foster carers
- 14 days paid respite care allowance
- Membership of “FosterTalk” (*a not for profit leading provider of independent support for foster carers - including free tax and legal advice and discounts on goods and services*)

### *Caldecott Fostering – Helping Children Build a Sustainable and Fulfilling Future*

- 24 hour/365 days out of hours on call service from a Caldecott supervising social worker
- Annual review meetings
- Mileage allowance for attendance at training and support groups
- Paid training attendance fee
- Annual holiday allowance payment for each child placed
- Clothing allowance
- Festival allowance
- Birthday allowance
- Moving in allowance
- Regular social events
- Education advisor
- Investment in foster carer professional development
- Foster carers' charter

## 6. CHILDREN & YOUNG PEOPLE

Caldecott Fostering currently have 12 young people placed with our foster families.

When placed, all children and young people are registered by their foster carers with a local GP, dentist and optician.

The Caldecott team around the child work with local authorities and virtual school teams to identify and secure education for the child/young person (where necessary) and/or identify and advocate for tuition while plans are in transition.

When a child is placed with Caldecott foster carers, they are visited by a member of the support team who provides them with a Caldecott 'welcome pack,' a young person's guide and information about advocacy, activities and our young person's panel.

Our experienced supervising social workers visit foster carers at least monthly to discuss, review and evaluate the progress of the child/young person and also meet with the young person regularly to ascertain their views, wishes and feelings. Any concerns, complaints or allegations are immediately acted upon.

Our supervising social workers also undertake and enjoy direct work with children and young people (where appropriate). Caldecott Fostering support worker undertakes life story work with children and young people where this is agreed as part of the child's care plan.

Caldecott Fostering do not encourage foster carers to use their respite allowance to take holidays without foster children. Rather, respite is only used when it is either in the best interest of the child/young person or the foster carer. Caldecott Fostering pay foster carers 14 days respite allowance regardless of whether they use their respite allowance.

All children and young people receive regular pocket money from their foster carers. The appropriate amounts and frequency are discussed and agreed at placement agreement meetings and form part of the child's placement plan. Foster carers agree and ensure a weekly clothing allowance amount is available for each foster child which they (or the child dependent on age) may choose to use to purchase clothing. This amount is discussed, agreed and recorded at the placement planning meeting. Pocket money and clothing allowances are monitored and reviewed in supervision meetings.

Caldecott Fostering ensure that money is saved weekly for every foster child for when they leave care, at which time their savings are made available to them. We encourage our foster carers to save at least £5 per week from their fostering allowance in a savings account. Caldecott Fostering also set aside £10 per week for each foster child. At the end of the placement either at 18 years, or the end of the placement (whichever is sooner) the foster carer is required to close the savings account and provide the local authority with the total savings amount, as is Caldecott Fostering.

The current age range of children placed in the agency ranges from eight years to seventeen years. Caldecott Fostering support foster carers who wish to pursue special guardianship orders in respect of their looked after children.

We pride ourselves on placement stability and achieving permanence for our young people. If placements are at risk of disrupting, we act proactively to arrange placement stability meetings and are responsive and flexible in providing additional support and services where this may be appropriate.

If a decision is made to end a placement, we ensure that children are moved in a planned and sensitive way. We hold disruption meetings with foster carers and local authorities to review any placement end, planned or unplanned, to

identify learning and continuous improvement for all parties and to inform the child's care plan.

## 7. SERVICES FOR FOSTER CHILDREN

The following services are available to all children and young people placed with Caldecott Fostering:

- Therapeutic care from suitably trained therapeutic foster parents
- Weekly pocket money
- Savings account for post 18 years
- Clothing allowance
- Moving in allowance fee (*for emergency placements, to purchase clothing etc*)
- Support to have contact with their families
- Regular organised activity events
- Independence skills workshops
- Young person's panel
- Young person's guide
- Annual holiday allowance
- Annual festival allowance
- Birthday allowance
- Opportunities for young people to engage with and influence the continuous improvement of the agency
- Life story work
- Psychological assessment available through Caldecott Foundation
- Achievement rewards
- Christmas presents from Caldecott Fostering

## 8. VOICE OF THE CHILD

The children and young people and our relationships with them are central to everything we do. In order to develop these relationships, we continuously evaluate not only how we hear and listen to the views, wishes and feelings of children and young people, but also what we do with that information. It must be recognised that the children and young people are “living” the foster care

experience, so their views are valid and vital to us in providing an outstanding level of care and in recruiting the right foster carers for our agency.

Some children referred to us have previous experience of fostering. They may have opinions as to what makes a foster family good or otherwise. These opinions are listened to, respected and used to improve our service. For other children and young people fostering may be their first experience of being looked after away from their family home. As such, we ensure we seek out and use their views, wishes and feelings, to inform our practice in looking after them and to make their experience as positive as possible.

There are a range of mechanisms in place which help us gather these views from children and young people:

- Regular home visits from a Caldecott Fostering supervising social worker
- Regular visits and contact from a Caldecott Fostering support worker
- Young person's feedback for foster carer annual reviews
- Young person's feedback for supervising social worker and support worker appraisals
- Young person's fostering panel membership
- Regular young people's social events committee
- Young person's engagement and influence plan
- Direct work

We have produced a training video of a care experienced young person's view of fostering, which is regularly used in our therapeutic training programme and Skills to Foster Course.

## 9. COMPLAINTS, CHILD PROTECTION & SAFEGUARDING

Caldecott Fostering is committed to providing the highest level of child care and services to children and young people, their foster families and the responsible authorities. We have established policies and procedures in place to respond to complaints effectively and to safeguard the welfare of children through well-developed, timely, proactive and effective safeguarding policies, procedures and proactive risk assessments.

As a small fostering agency with its primary focus on our Relational Model of Care, we pride ourselves that any dissatisfaction is picked up at a very early

stage and early intervention can almost always resolve situations, before it reaches a stage where any formal complaints system is instigated.

We expect and encourage all our stakeholders to feel that their views and voices are an integral part of our fostering agency. This means that we encourage our foster carers, children and staff to come forward either individually or collectively, in order to influence the continuous improvement and development of the agency. We actively promote a culture of collaboration, cohesion, transparency, trust and mutual respect.

We liaise closely with safeguarding children multi-agency partnerships and other agencies and all children are provided with a young person's guide containing our complaints procedure. Up to date statistics on number and outcomes of complaints are available upon request.

## 10. RECRUITMENT AND APPROVAL OF FOSTER CARERS

Caldecott Fostering seek to recruit foster carers that have the energy, commitment, knowledge, skills, experience and self-reflective capacity to enable them to fulfil a challenging and important role in the lives of vulnerable children and young people.

Potential foster carers are asked to contact the agency as part of an initial discussion. Following an initial screening process, we may arrange to undertake a home visit. This is undertaken by a member of the social work/support team to identify the potential suitability of the applicant's personal and family circumstances and to discuss Caldecott's service and facilities. Should this home visit be positive, the applicants are invited to formally apply. Once their written application has been accepted by Caldecott Fostering, the applicants are invited to a 3-day Skills to Foster course facilitated by our supervising social workers and approved foster carers. We believe this course is enhanced by interactive discussion and debate with approved Caldecott foster carers and with attendance from a member of the young person's panel.

We welcome applications to foster from a wide range of individuals. Within this group there is considerable diversity in age range, cultural, religious and ethnic backgrounds, sexual orientation, single foster carers, carers who can accommodate 1, 2 or 3 children, or siblings, foster carers with and without birth children and blended families, all of which have led to successful placements.

Statutory and optional checks are carried out early in the assessment process including disclosure and barring service, medical examination, local authority checks, home health and safety assessment, pet assessments, personal and employment references including any that involve previous work with children or vulnerable adults.

We have a pool of qualified, experienced social work trained Form F assessors that we draw upon to undertake stage two of this rigorous assessment. Skills to Foster training course observations and the process and outcome of statutory checks and references form part of the overall CoramBAAF Form F fostering assessment.

On completion of this rigorous assessment, the applicants and their assessing social worker attend our independently appointed Caldecott Fostering panel. The panel members have the opportunity to consider the assessment report and supporting documents and to pose questions to the applicants and assessing social worker. The written views and observations from the young person's panel is also fed into the Form F assessment and made available to the panel members.

## 11. YOUNG PERSON'S PANEL

In 2018 Caldecott Fostering held its first young person's panel. A group of young people participated in training workshops in preparation to meet with applicants in assessment and to form a view on their potential suitability.

Following its success, this panel now forms an important and integral part of the fostering assessment process and enables young people to play a part in the influence, recruitment and approval of Caldecott foster carers. It would seem that this experience was of great benefit to the young people who participated, in terms of enhancing their sense of belonging, empowerment and increased their confidence, self-esteem, learning and social skills.

## 12. TRAINING FOR FOSTER CARERS

Caldecott foster carers are required to undertake a range of post approval mandatory training courses. Topics include:

- Safeguarding
- Attachment
- Child sexual exploitation
- Online safety and data protection
- Health and safety
- Equality and diversity
- Safe handling of medication
- Good recording practice
- Safer caring
- PMCB (Positive Management of Challenging Behaviour)
- First aid
- Radicalisation
- FGM (Female Genital Mutilation)
- Trafficking

Mandatory courses have a three-year compliance validity with the exception of safeguarding and online safety, where additional annual refresher courses are required for all foster carers and PMCB courses which are valid for two years. The agency monitors mandatory training compliance robustly to ensure that all foster carers have the required training and updates they need to care for vulnerable children.

In addition, in order to support and embed the Relational Model of Care the agency have invested in therapeutic practice workshops for all foster carers. This focuses specifically on supporting and embedding the Relational Model of Care and all its theoretical values, perspectives and approaches. Supervising social workers use supervision meetings to help their foster carers relate the training directly to their particular circumstances and children and young people in their care.

Included in this training, is a clinical element where foster carers can bring challenges and concerns to the training group and training consultant for reflection and exploration.

Topics covered in included:

- The Relational Model - our secure foundation
- Attachment - the secure base
- A counselling approach
- Emotionally intelligent parenting

- Therapeutic approaches
- Lessons from neuroscience - trauma and the teenage brain
- Self-image, self-esteem and self-efficacy
- Transactional analysis
- A cognitive behavioural approach
- Understanding and managing stress and burnout - carer fatigue
- Nurturing and pampering
- Non violent resistance (NVR)
- Global developmental delay
- The drama triangle
- Autism and ADHD awareness

The training programme handbook is available on request. All therapeutic training is delivered by a qualified psychotherapist or psychologist. Other specialist courses are also made available to foster carers either face to face or online.

### 13. REVIEW OF FOSTER CARERS

Post panel successful applicants will join a team of other Caldecott foster families who are supervised, guided and supported by a dedicated team around the child. This team includes an experienced allocated supervising social worker, support worker, psychotherapist, registered manager and administrator who will respond according to the needs of the child and foster carer(s.)

As well as formal support mechanisms which include monthly (or more frequent) supervision visits, the nature of the agency is family and relational oriented. Therefore this enables informal, needs led, responsive and flexible contact with foster families and foster children, face to face, over the telephone, via email and text messaging.

A review of the foster carer's suitability and practice takes place annually. In depth reports are completed by a supervising social worker with input and feedback from the team around the child, education, parents/family (where appropriate), local authority social workers and independent reviewing officers.

From this meeting the Caldecott Fostering reviewing officer completes a summary report that is submitted along with the social worker's review report

to the Caldecott Fostering panel chair for recommendations including quality assurance. The review documents are then reviewed by the agency decision maker for final decision making.

## 14. TEAM PROFILES



### **Clair Chamberlain- Responsible Individual**

Clair is a qualified and registered social worker with a Level 7 NVQ Diploma in Management (QCF) and a trained facilitator in the Fostering Changes Programme at the Institute of Psychiatry at the Maudsley & Kings College London University.

Clair began her career managing a small home for young adults with learning disabilities and Asperger's Syndrome, helping them to live independent lives in the community. She went on to work with children and young people in specialist residential care services for several years, with children diagnosed with disordered attachment and who were unable to manage the experience of living as part of a foster family.

Later, she worked for the local authority in a pilot project assessing and working with concurrent foster carers, (approved to adopt and foster) who were caring for babies whose parents were in court proceedings, undertaking parenting capacity assessments. Clair also joined an independent fostering agency and this work inspired her to pursue a degree in social work. Once qualified, she set up a residential family assessment centre for parents undergoing court-directed parenting capacity assessments due to serious safeguarding concerns. Clair then returned to fostering services in 2012; firstly as a Fostering Service Manager for a large independent fostering agency covering Kent and London.

Clair joined Caldecott Fostering in June 2015. Her passion is transforming children and young people's lives and supporting foster carers to create the right conditions for children and young people to really thrive and succeed. Clair held the position of registered manager of Caldecott Fostering between June 2015 and March 2019. Having Clair as the responsible individual from April 2019 has provided consistency and oversight to the agency.



**Jackie Neil - Registered manager**

Jackie is a qualified, SWE registered social worker. She holds a Level 5 diploma in leadership and management. Since 1997 she has worked in a range of social work settings including preventative and statutory services; a specialised secure unit for young people in conflict with the law; family group conference service and fostering. She has extensive and current experience in the field of fostering and working with children who have suffered developmental trauma.

In 2010 Jackie joined a local authority fostering service as a supervising social worker/senior practitioner before moving to a specialist therapeutic community in 2015, where she worked as a senior practitioner. Following an internal promotion in June 2016, she held the role of registered manager of the fostering service which formed part of this therapeutic community. This service achieved an 'Outstanding' judgement from Ofsted in March 2018.

Jackie joined Caldecott Fostering as the registered manager in September 2019. She is passionate about ensuring children have safe, nurturing experiences of living in a foster family and foster carers are well supported.



**Jacqui Westwood - Caldecott Fostering Senior Supervising Social Worker**

Jacqui started her social work career in voluntary work / play scheme leadership, and youth work with children with disabilities. She then moved into residential work in 1993 with children who had been sexually abused, before going to university, as a mature student in 1997, to train as a Social Worker. After spending time working in an Adoption Team completing Form F assessments, Step Parent Adoptions, and access to birth records, Jacqui knew she wanted to work in the field of 'substitute families'.

After qualifying as a Social Worker in 1999, Jacqui worked for a local authority in the assessment and planning team, before moving to fostering. Jacqui was

responsible for setting up a complete respite foster care scheme for children on the edge of care to prevent accommodation into the looked after children's system. The scheme involved recruiting, training, and assessing foster parents. They remained linked (long-term) to particular families and children as extended family member type support.

Jacqui's interest in autistic spectrum disorders continues, especially as she has a son with Asperger's Syndrome and another with adult ADHD. Jacqui left the LA in 2004 and moved to the independent sector, where she has remained ever since, working for an organisation in her home town of Shropshire before moving to Kent in 2012. Jacqui's passion has remained in supporting foster families working with attachment disordered children and those on the autistic spectrum. Jacqui is passionate about working with Foster Parents and in enhancing / changing the lives of traumatised and abused children.



**Ana Viera - Caldecott Fostering Supervising Social Worker**

Ana qualified as a social worker in 2007 from the Universidade Lusíada de Lisboa, Portugal. Whilst completing her degree Ana worked with homelessness and substance abuse users in a community based project which aimed to support the individuals towards making positive changes within their lifestyles.

In 2010 Ana moved to the United Kingdom looking for an opportunity to work as a social worker. Ana initially volunteered for two organizations, one as a contact facilitator and the other as a support worker with adults with learning disabilities at a centre for independent living and learning. From November 2010 Ana worked as a social work assistant at the London Borough of Havering Fostering Team prior to joining Kent County Council, Child Protection Team in March 2011. Ana worked as a frontline practitioner for two years prior to moving to Kent County Council, South Kent Fostering Team where she worked as a senior practitioner for six years. Ana is also trained as a Fostering Changes Facilitator.

In July 2019 Ana joined Caldecott Fostering as a move to enhance her knowledge within fostering in the private sector. The therapeutic approach and the relational model of care appealed to Ana, as she could see how her skills

could be maximised to support the children, foster carers and agency. Ana is very passionate about supporting children and their carers in achieving their true potential.



**Michelle Cuckow – Social Work Assistant / Placements Officer**

Michelle began her fostering career in 2008 when she was invited to become an independent panel member for an independent foster agency. As a care leaver herself, she had a natural interest in fostering, and discovered that her passion was contributing towards the process of making a difference to children and young people in the care system.

Michelle has worked for many local authorities and independent foster agencies over the years as an independent panel member, making recommendations for approval of foster carers as well as annual reviews, complaints and allegations, and de-registrations.

Michelle embarked on a career in social work and, in 2015, she began her social work degree with the Open University. Whilst studying, Michelle joined Caldecott Fostering as a social work assistant.



**Craig Rouse – Administration officer/ panel administrator**

Craig joined Caldecott Fostering as an administrator in March 2019. Craig has over 20 years of administrative experience in numerous roles within the private sector, but feels that he has found his home in the social care sector.

Craig is a keen advocate for the rights of disabled people. His interest in this area comes from caring for his two disabled sons, who both have Autism and other coexisting conditions. Craig volunteers and fundraises for the Special Needs and Advisory Project (SNAAP), providing support and advice to its users and their families.



**Peter Hopgood - Child and Adolescent Psychotherapist**

Peter is a Child and Adolescent Psychotherapist working within the multi-disciplinary team within the Caldecott Foundation. Prior to becoming a psychotherapist he worked for many years within residential care; the last ten years as a qualified Registered Manager. His role as a Child Psychotherapist is to provide an efficient, effective, comprehensive and highly specialist psychotherapy assessment and treatment service for children/adolescents within the Caldecott Foundation, including Caldecott Fostering. Some of his responsibilities include, individual psychotherapy and consultation with foster carers and supervising social workers. Peter also provides group supervision to our fostering team on a regular basis. Peter is directly involved in the creation and presentation of specialist training for the induction and ongoing training needs of staff, these include therapeutic practice workshops and supervision within residential care and foster care.

Peter is a UKCP registered Child and Adolescent Psychotherapist with certificates in Counselling skills and Adolescent Mentalisation-based Integrative Therapy. He has diplomas in The Therapeutic and Educational Application of the Arts, Applied Group Analytic Skills and Integrative Child Psychotherapy.

Peter has a Master of Arts in Integrative Child Psychotherapy.



**Brian Henderson - Independent Panel Chair**

Brian is the Chairperson of the Caldecott Independent Fostering Panel. Brian has been involved in fostering for about 30 years with his partner. Together they established and ran their own fostering agency for approximately 12 years. They are both still involved in the care sector as providers of independent living services to young adults with learning disabilities.



### **Debbie Penman - Agency Decision Maker**

Debbie was raised in a family who fostered. She has been a respite foster carer herself and so knows how demanding - as well as rewarding - fostering can be for the whole family, as well as for a looked after child. For 21 years she ran residential units for teenage boys with behavioural difficulties. After studying for a social work degree she became a supervising social worker for an independent fostering agency and, later, became a senior practitioner for three further agencies before joining Caldecott Fostering as Agency Decision Maker.

## 15. FACILITIES

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