



Caldecott Fostering



Caldecott Fostering Statement of Purpose 2026 – 2027

Introduction

This Statement of Purpose has been developed in line with the Care Standards Act 2000, the Fostering Services (England) Regulations 2011, and the National Minimum Standards for Fostering Services. It provides children, young people, foster carers, staff, local authorities, and other professionals with a clear overview of Caldecott Fostering and the services we deliver.

A copy is available to:

- Ofsted
- Placing authorities
- Foster carers and staff
- Any child placed with Caldecott (subject to age/understanding)
- Parents or guardians of children placed with Caldecott.

The Statement is reviewed annually by the Registered Manager, Jackie Neil and the Responsible Individual, Clair Chamberlain.

Background

Caldecott Fostering was established in 2008 to extend the Caldecott Foundation's commitment to providing outstanding care for children and young people. In 2018, we introduced our Relational Model of Care, which underpins all practice and emphasises reparative, nurturing, developmentally informed and trauma responsive relationships.

We remain committed to safeguarding, emotional wellbeing, and the highest standards of therapeutic fostering. Positive, respectful relationships form the core of our organisational ethos.

2. Vision, Mission, Status and Governance

2.1 Vision

Helping Children Build a Future

Our Relational Model of Care supports this vision through consistent, trauma-informed and responsive, transformative practice.

2.2 Mission

We care for children who have often experienced significant trauma, loss and neglect. Our mission is to provide therapeutic reparenting that promotes healing, resilience, and long-term wellbeing. We draw on the Caldecott Foundation’s extensive resources, including therapy, education, HR, finance and quality assurance.

2.3 Status and Constitution

Caldecott Fostering Ltd
Company Registration: 07389373
Ofsted Registration: SC420507

Registered Office:
Caldecott House, Hythe Road, Smeeth, Ashford, Kent, TN25 6SP

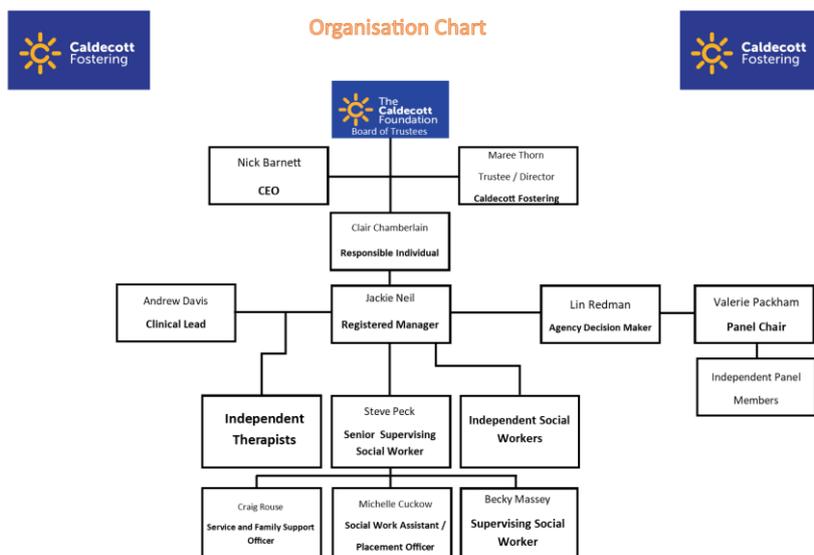
We comply fully with statutory frameworks governing fostering provision. Our most recent Ofsted inspection (September 2023) rated the agency Outstanding.

Governance

- Maree Thorn, Director
- Nick Barnett, Chief Executive Officer/Director

The Board of Trustees meets quarterly to review strategic vision, quality assurance, business planning, financial performance, legal compliance, and organisational culture.

2.4 Organisational structure



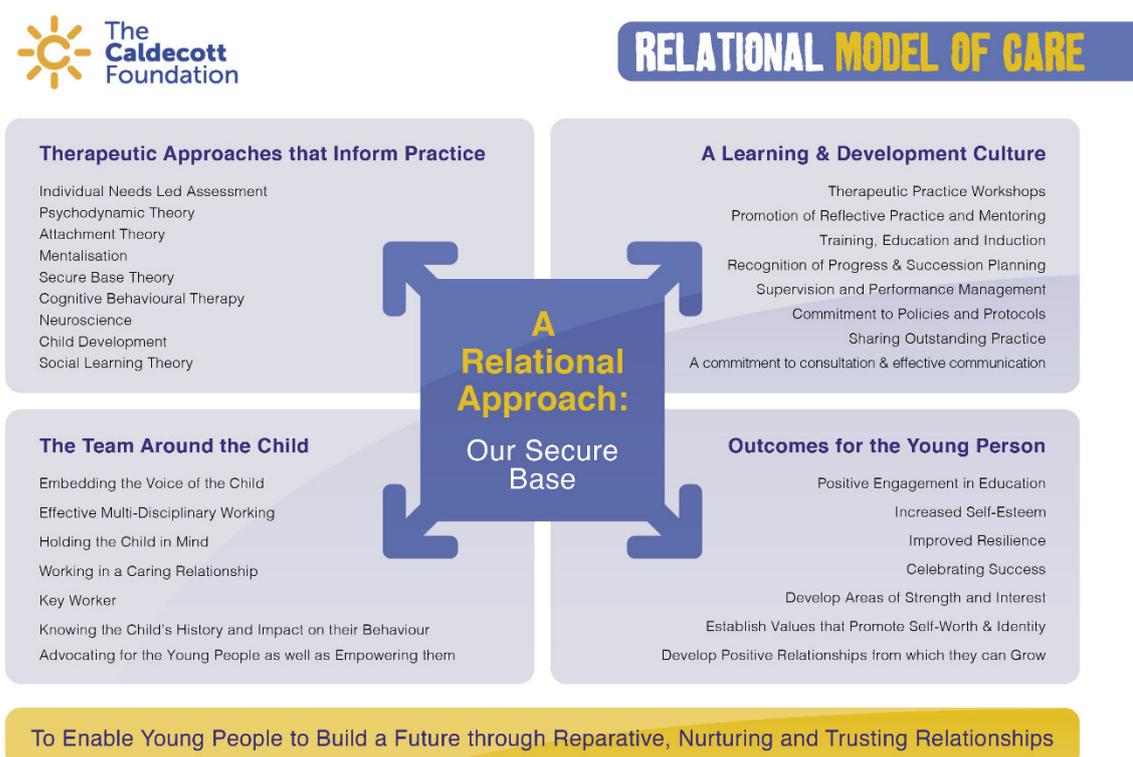
3. Relational Model of Care

3.1 Overview

Our model comprises four key components:

1. Therapeutic Approaches
2. Learning and Development Culture
3. Team Around the Child
4. Outcomes for the Young Person

This relational model offers a consistent framework and a set of values to inform interactions and decision-making processes whilst still while valuing and encouraging creativity, individuality, and the strengths of each child.



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The model draws on a range of evidence-based theories, including psychodynamic approaches, attachment and secure-base theory, child development, neuroscience, CBT, social learning, mentalisation, and the PACE approach (Playfulness, Acceptance, Curiosity and Empathy). These principles underpin our commitment to providing reparative, attuned and developmentally informed care.

Our framework reflects the core elements of trauma-responsive practice: creating safety, offering choice, fostering collaboration, building trust, and promoting empowerment. The integration of PACE further supports carers and staff to respond to children with curiosity and empathy, reducing shame and strengthening emotional connection.

This consistent, trauma-informed and trauma-responsive approach helps staff, foster carers and children to:

- Develop greater self-awareness, enabling a reduction in distress-driven or reactive behaviours
- Understand how past experiences and trauma shape current emotions, thoughts and behaviours, promoting insight and emotional understanding
- Engage more confidently in education, training and personal development through predictable, attuned and supportive relationships
- Recognise that accepting care, support and guidance is a normal and healthy part of healing, especially within trusting PACE-based interactions
- Express feelings safely and appropriately, with increasing capacity for emotional regulation and co-regulation
- Communicate needs clearly, knowing responses will be empathic, accepting and grounded in psychological safety
- Build safe, trusting, nurturing relationships with adults and peers that enhance growth, security and resilience
- Value relationships, maintain connection and repair ruptures through reflective, attuned and emotionally literate communication
- Experience adults who consistently use PACE principles—remaining playful, accepting, curious and empathic—to strengthen connection, reduce fear responses and support recovery from trauma

3.2 Learning and Development Culture

All staff and carers engage in reflective, evaluative and continuous learning practices. Embedded practice includes:

- Therapeutic reparenting training
- Reflective supervision
- Group clinical supervision
- Induction and ongoing development
- Mandatory and specialist training
- Case discussions
- Succession planning and recognition of achievement

3.3 Team Around the Child

We recognise the complexity of our work and the emotional demands of supporting children with histories of trauma. No professional or carer works in isolation.

We operate a collaborative, multidisciplinary approach, ensuring consistent communication between carers, supervising social workers, therapists, support staff, local authorities, and partner agencies.

3.4 Achieving Positive Outcomes

We recruit emotionally intelligent, resilient carers and provide strong professional supervision and therapeutic support. Each child receives a baseline assessment, ongoing progress monitoring, and care promoting emotional, social, educational, and physical development.

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.

Health and Emotional Wellbeing

We closely monitor each child's physical and emotional wellbeing and ensure they have timely access to a skilled therapeutic team who provide safe, compassionate, and developmentally informed interventions.

Education

We advocate strongly for trauma-informed educational support, monitor attainment, and recognise achievements regularly. Supervising social workers, support workers and foster carers attend all education meetings and work collaboratively to ensure carers feel confident, supported and equipped to promote children's education.

Social and Recreational Opportunities

We provide a range of social activities for children and young people (as well as foster carers, their children and grandchildren) 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

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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

We consider referrals for children aged 0–17, including:

- Short-term and long-term care
- Permanence
- Task-centred care
- Sleepovers (respite)
- Parent and child
- Shared care arrangements

Matching is needs led and collaborative, involving carers, staff, and placing authorities.

We also support Staying Put and Shared Lives arrangements where appropriate.

5. Foster Families

Our foster families are primarily based in Kent. Each family is supported by a supervising social worker and may also receive support from a support worker, psychotherapist, occupational therapist, speech and language therapist, the registered manager, and administrative staff.

Our foster families access a high-quality, innovative, and fully accessible training programme that is both extensive and responsive, equipping carers with the trauma-informed knowledge and skills required to meet the complex and evolving needs of children.

We provide:

- Competitive fees
- Monthly support groups
- Monthly supervision (or more frequently as required)
- 'Help-to-work-things-out' meetings (therapeutic consultations)
- Out of hours support 24 hour /365 days
- Paid sleepover (respite) allowance (21 days)
- Holiday/clothing/festival/birthday/moving in allowances
- Membership of FosterTalk
- Education adviser support
- Training programme/attendance and mileage fees

- Regular social events

6. Children and Young People

All children are registered with local health services and receive a personalised welcome gift box. Supervising social workers and support workers meet children regularly to develop relationships and to understand their views and promote their wellbeing.

We encourage family holidays, support family time and maintaining life-long links, and meaningful participation in service planning, development and feedback.

Arrangements are in place to ensure savings are accumulated weekly for each child

7. Services for Children

Children living with Caldecott foster carers are provided with:

- Therapeutic, relationship-based care that prioritises safety, emotional regulation, and a secure base for healing.
- Pocket money and savings arrangements that promote dignity, autonomy, and long-term financial wellbeing.
- Clothing and moving in allowances to ensure each child feels welcomed, prepared, and cared for from the outset.
- Support to maintain safe and meaningful relationships with important people in their lives, in line with their wishes and care plan.
- Access to social, recreational and enrichment activities that build confidence, identity, and positive experiences.
- Independence skills development, helping children build practical and emotional readiness for future transitions.
- Opportunities to contribute to the Young People's Panel, ensuring their voice directly shapes practice, culture, and decision-making.
- Life story work, supporting understanding of past experiences and developing a coherent sense of identity.
- Access to psychological or specialist assessments, where needed, to inform tailored, trauma responsive support.
- Recognition of achievements, including awards and annual gifts that promote self-esteem and celebrate progress.

8. Voice of the Child

Children's views are central to learning, reflection, and continuous improvement within the agency. We actively seek and listen to their feedback through:

- Regular home visits that offer safe, familiar opportunities to share their thoughts
- Support worker sessions that provide additional space for children to express their experiences and feelings
- Contributions to foster carer annual reviews, ensuring their voice informs practice
- Participation in the Young People’s Panel, where their perspectives help shape decision-making
- Direct work sessions that support children to communicate in ways that feel safe and comfortable for them
- Involvement in training activities where appropriate, recognising the value of their lived experience

We use child centred, developmentally appropriate language at all times. We have recently adopted the Five Good Communication Standards developed in partnership by the Royal College of Speech & Language Therapists and Giving Voice. These standards are designed to remove barriers to communication and highlight the reasonable adjustments that children with learning disabilities or autism might require. Children are provided with welcome books and opportunities to meet carers before they move to their new home whenever possible, helping children feel prepared, informed, and supported.

9. Complaints, Child Protection & Safeguarding

Caldecott Fostering maintains robust safeguarding and complaints procedures that meet the requirements of the Fostering Services (England) Regulations 2011 and the National Minimum Standards. Our trauma-informed, relational approach enables concerns to be identified early, responded to promptly, and resolved in a way that prioritises the child’s safety, voice, and emotional wellbeing.

We work collaboratively with multi-agency safeguarding partners to ensure all safeguarding concerns are managed in line with statutory guidance. Every child has access to independent advocacy, supporting them to express their wishes and feelings safely and ensuring their rights are upheld.

Data relating to complaints and their outcomes is recorded, monitored, and available on request in accordance with regulatory requirements.

10. Recruitment and Assessment of Foster Carers

We actively welcome applications from individuals and families of diverse backgrounds, identities, and life experiences. Recruitment is values led and trauma-informed, with a consistent focus on children’s safety, stability, and voice. Each stage

below is designed to ensure applicants can provide a nurturing, developmentally sensitive, and resilient family environment.

1) Initial Enquiry and Screening

- **Information & expectations:** Prospective carers receive clear information about the role, standards, time commitments, and support available.
- **Values based conversation:** An initial discussion explores motivation, personal and family circumstances, capacity to provide trauma-informed care, and availability.
- **Eligibility check:** Basic criteria (space, residence, availability, and stability) are reviewed before proceeding to a home visit.

2) Home Visit (Preapplication)

- **Safety and suitability snapshot:** A social work professional visits the home to understand family dynamics, daily routines, and the environment from a child safety perspective.
- **Trauma-informed readiness:** We discuss the impact of caring for children who have experienced abuse, neglect, loss, and disrupted attachments, including carers' support networks and resilience.
- **Pathway guidance:** Where appropriate, applicants are invited to submit a formal application and proceed to preparation training.

3) Mandatory Checks and References

- **Disclosure and Barring Service (DBS):** Enhanced checks for all adult household members and significant regular visitors.
- **Medical assessment:** A GP completed medical to ensure applicants can meet the physical and emotional demands of fostering.
- **Personal and employment references:** Verification of integrity, reliability, and relevant experience, including any roles involving children or vulnerable adults.
- **Local authority checks:** Safeguarding history and previous involvement are reviewed to ensure children's safety remains paramount.

4) Home Environment and Pet Assessments

- **Health & Safety assessment:** A structured review of the property (including bedrooms, fire safety, vehicles, and outdoor areas) with practical guidance to address any actions.
- **Pet assessments (where relevant):** Consideration of animal temperament, care routines, and risk reduction measures to promote safe, positive relationships between children and pets.

5) Preparation to Foster (Pre Panel Training)

- **Curriculum:** Core topics include safeguarding, safer caring, trauma and attachment, therapeutic/relational parenting (e.g., PACE), education, equality and diversity, online safety, and recordkeeping.
- **Format:** Training is innovative, accessible, extensive, high quality, and responsive—combining group learning, reflective exercises, and scenario based practice including Virtual Reality videos to build confidence and competence.
- **Outcome:** Applicants evidence learning, insight, and readiness to care for children with complex needs.

6) CoramBAAF Form F Assessment (Stage Two)

- **Comprehensive assessment:** A qualified social work assessor undertakes in-depth interviews, checks, and analysis of parenting capacity, attachment style, resilience, support networks, and family history.
- **Trauma-informed focus:** Assessment explores capacity to coregulate, promote safety and trust, and maintain connection during periods of dysregulation or placement stress.
- **Matching considerations:** Carer strengths, preferred age range, needs they can meet (including siblings, disability, and cultural/religious considerations), and any limitations are clearly identified including foster carers own children.
- **Report quality assurance:** The assessor's report is reviewed and quality assured prior to panel submission.

7) Young People's Panel (Consultative)

- **Children's voice:** Applicants meet members of our Young People's Panel, who share lived experience perspectives and provide structured feedback on applicants' readiness, communication style, and attunement.
- **Integration into assessment:** The panel's observations are considered alongside Form F evidence to strengthen recommendations and ensure practice remains child centred.

8) Fostering Panel

- **Independent scrutiny:** The multidisciplinary panel reviews the full evidence base (Form F, checks, training feedback, Young People's Panel input) and meets the applicants and assessor.
- **Recommendation:** Panel makes a clear recommendation regarding approval, terms (e.g., number/age of children, placement types), and any conditions or additional training needs.
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9) Agency Decision Maker (ADM)

- **Final decision:** The ADM considers the panel's recommendation and the full documentation before making the agency's decision.
- **Communication & next steps:** Applicants are informed in writing. Where approved, a supervising social worker is allocated, and an induction plan is agreed.

10) Post Approval Induction and Compliance

- **Induction:** New carers receive policies, safer caring guidance, recording expectations, and supervision schedules.
- **Training pathway:** A personalised training and development plan ensures ongoing, responsive learning aligned to children's needs, National Minimum Standards, and agency requirements.
- **Support & supervision:** Regular supervision, access to therapeutic consultation, support groups, and 24/7 on call ensure continuous professional support.
- **Review:** The first annual review (and every third thereafter) is presented to panel for additional oversight and quality assurance. Reviews are carried out by an independent reviewing officer appointed by the agency.

Our Commitment

Throughout recruitment and assessment, we maintain a transparent, respectful, and relational approach. We balance rigorous safeguarding with compassionate engagement, ensuring applicants are well-prepared and children are placed with carers who can offer safety, stability, and healing relationships.

11. Young People's Panel

Established in 2018, the Young People's Panel plays a formal role in the assessment of prospective carers. It also contributes to staff recruitment and review of children's guides.

12. Training for Foster Carers

Mandatory post approval training includes:

- Safeguarding (annual refreshers)
- Attachment
- CSE
- Online safety
- Medication
- Equality and diversity

- Health and safety
- Safer caring
- First aid
- PMCB (biannual)
- Radicalisation, FGM, trafficking

A wide range of additional training is available. Therapeutic training includes topics such as:

- Relational Model of care
- Attachment and secure base
- Emotionally intelligent parenting
- Trauma and neuroscience
- Selfcare and preventing burnout
- Autism, ADHD, and developmental needs

13. Review of Foster Carers

Annual reviews include contributions from the team around the child, local authorities, parents (where appropriate), the child/ren and IROs.

First reviews and every third review are presented to Panel. Recommendations are made by the reviewing officer and scrutinised by the Agency Decision Maker.

14. Meet the team

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 ASD, 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, supporting 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 as Registered Manager. 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 before an internal promotion to the post of Responsible Individual. Clair is also an expert witness in the family court in undertaking parenting assessments as is co-author of the CUBAS Dynamic Parenting Assessment model. 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 and a qualified therapeutic counsellor (MBACP). 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 and team members are well supported.

Steve Peck - Senior Supervising Social Worker



Steve qualified as a social worker in 1992 from Bryn Mawr Graduate School of Social Work and Social Research in Bryn Mawr, Pennsylvania, USA. Prior to becoming a qualified social worker, Steve gained experience as a psychiatric technician working at West Pines Psychiatric Hospital in Wheat Ridge, Colorado, USA, providing care and support to children, adolescents and adults within a therapeutic milieu environment.

From 1992 until 2005, Steve worked within a private, non-profit fostering organisation as a supervising social worker, supporting foster carers working with children within fostering placements. In 1995, Steve transitioned into the Therapeutic Family Program, an intense level of care for foster children who were who had experiences numerous breakdowns of placements within traditional foster care settings. The aim of this program was to recreate the levels of care and support available in traditional residential programs within a family environment. In 2000, Steve became the Program Supervisor, responsible for program development, performance monitoring, and coordinating both foster carer training and the coordination of the foster children's family visitation schedules.

In 2010, Steve relocated with his family to the United Kingdom to pursue a social work opportunity with Kent County Council within the fostering team. Steve worked for KCC for 9 years before leaving to work for a number of Independent Fostering Agencies within Kent beginning in 2019 to the present date, where he currently works as the Senior Practitioner for Caldecott fostering services. Steve has embraced the relational model of care, the focus on a PACE style of therapeutic fostering, and the overall ethos of Caldecott that emphasises the children's wishes, feelings and emotional needs above all else.

Becky Massey - Supervising Social Worker



Becky qualified as a social worker in 2012 from the University of Derby. Whilst completing her degree Becky worked with Staffordshire County Council supporting children in care having visits with their families. In addition to this, Becky trained as a Counselling Therapist to assist in her communication and relation building with young people. Prior to completing her degree, Becky also worked as a carer to the elderly for 9 years.

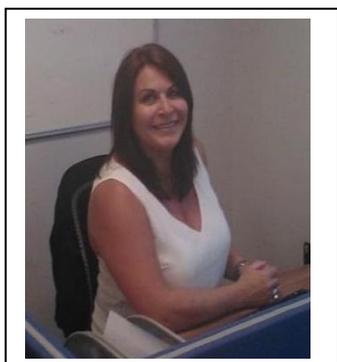
Becky has worked for Stoke County Council, Staffordshire County Council, Taunton Council, Kent County Council and

Medway Council, all as a front-line social worker, but in both generic Children's Services and Children's Learning Disabilities Teams. Before Becky left Medway Council in 2019, she worked for nearly 2 years in the Fostering and Adoption Service.

Becky then moved in 2019, into working for a private fostering agency that covered Kent, Essex and London, and was with the organisation for 3.5 years.

In May 2023, Becky joined Caldecott Fostering as a move to enhance her knowledge within fostering in the charity-based sector. The therapeutic approach and the relational model of care appealed hugely to Becky, as she could see how her skills could be maximised to support the children, foster carers and agency. Becky is very determined and passionate about supporting children and their carers in achieving their true potential.

Michelle Cuckow – Social Work Assistant / Placements Officer

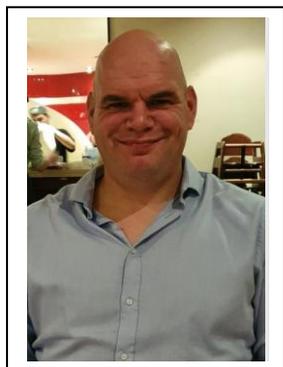


Michelle began her fostering career in 2008 when she was invited to become an independent panel member for an independent foster agency. As a care leaver herself, she had a natural interest in fostering and discovered that her passion was contributing towards the process of making a difference to children 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 and enjoyed this role so much, that she decided to focus on developing her skills in this regard. Michelle takes a lead on considering referrals, as well as recruitment of foster carers.

Craig Rouse – Service and Family Support Officer



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 and knowledge in this area comes from caring for his two disabled sons, who both have Autism and other coexisting conditions such as Ehlers-Danlos syndrome, Epilepsy and ADHD.

He enjoys sharing his knowledge and expertise in this area to help everyone in the Caldecott Community reach their potential. Craig is a trained Makaton practitioner, up to level 3.

Craig volunteers and fundraises for the Special Needs and Advisory Project (SNAAP), providing support and advice to its users and their families. Craig completed a SEN Teaching Assistant course in early 2021.

Valerie Packham - Independent Panel Chair



Valerie has worked for over 20 years as a qualified Social Worker in various settings, including with Ofsted as a Social Care Inspector, in an Independent Fostering Agency, and in a Local Authority Fostering Disability Team. For the past few years, she has chosen to focus upon independent work, largely in the fostering sector.

Recently, she has been a Reviewing Officer, a Panel member, and provided support to foster carers who have had allegations made against them.

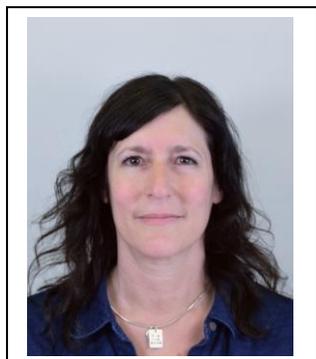
Valerie feels passionate about children and young people having a right to live in safe environments, where their individual needs can be met to a high standard by child-centred and dedicated therapeutic carers.

Valerie views being a Panel Chairperson for Caldecott as a privilege, and she is humbled by prospective foster carers who wish to make a difference to children and young people. Valerie ensures all prospective foster carers receive a warm welcome at Panel, where they will be treated with the utmost courtesy and respect.

Valerie's professional interests include mental health, disability, therapeutic care, quality assurance, and the application of legislation and policy to fostering practice.

Outside of work, she loves to spend time with her young grandchildren, who bring her great joy.

Lin Redman - Agency Decision Maker



Lin has been working with Caldecott Fostering since 2021 as a Panel Member and from January 2023 has taken on the role of Agency Decision Maker. Initially Lin trained and worked as a nanny in the early 80's and became a young parent herself in 1984. Around this time, she became a founder member of a group of teenage parents and subsequently went on to run this as a drop-in centre

three days a week in Canterbury. At the same project, she also worked with homeless young people who were under 21. So many of these young people had been in the care system and had no ongoing contact or support from their previous foster families.

Lin studied, nannied, parented her son and ran the drop-in centre until qualifying in 1996 with a Master of Arts degree in Social Work. She worked within youth justice, supervising young people on probation orders, running offending behaviour and handling conflict groups and specialised in working with fire setters and representing the service in Court. She also supported and trained remand foster carers.

In 2000, Lin joined a 'not for profit' fostering service and remained working within fostering until 2020, firstly as a Senior Practitioner and then Registered Manager. Lin has sat as Vice Chair for The Fostering Network forum and chaired best practice groups set up to help inform local and national policy and procedures. Lin also provides guidance and support to other services as a consultant and acts as Chair for another service, as well as providing training and supervision to service managers. Most importantly she is still part of 'the family' for many children, young people and carers she has been privileged to know over the years.

15. Facilities

Caldecott Fostering operates from:
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Tel: 01303 760430

Email: info@caldecottfostering.co.uk

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