



Caldecott Fostering



Caldecott Fostering Statement of Purpose 2024 – 2025

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, foster 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 January 2018 Caldecott Fostering launched its Relational Model of Care in order to enable young people to build a future through reparative, nurturing, 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 our foster 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 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 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 reparenting in order to heal these emotional wounds. The Caldecott Foundation has numerous resources available to the fostering service including therapy services, educational services, finance department, human resources and quality assurance.

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 September

2023 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.

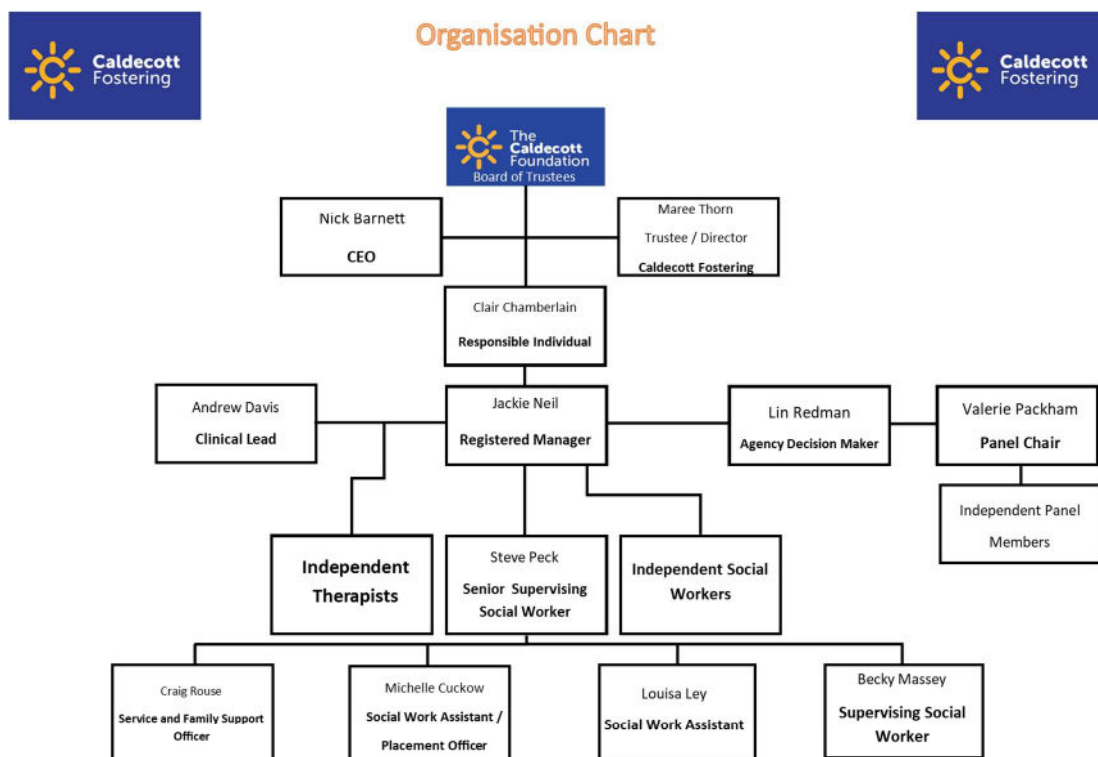
Maree Thorn – Director

Nick Barnett – Chief executive officer

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



The Caldecott Foundation Services including: - Finance; Human Resources, Education, Multi-Disciplinary Team (Therapists, Clinical Psychologists, Occupational Therapist, Speech & Language & QA Dept).

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 challenges and vulnerabilities the children and young people may face because of their early life experiences. It is equally important to acknowledge the strengths (resilience, courage and tenacity) all 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

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
- 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 everyone’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.



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3.4 Achieving Positive Outcomes for Children

Caldecott Fostering conducts 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 a 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 psychotherapists 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 join Caldecott foster families, 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 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.

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 short term and long-term care which encompasses emergency, permanence, bridging and respite care. From May 2024 we have increased our capacity to offer parent and child arrangements. We accept referrals for shared care arrangements, i.e. for children residing in residential schools and requiring a foster home for school holidays and weekends. Some of our children have previously lived in children's homes (including in Caldecott Foundation children's homes) and have successfully transitioned to living in a foster family.

Caldecott Fostering aims to promote best practice so as to ensure that care experienced individuals 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. Due to some of our young people's complex needs, a 'shared lives' arrangement is deemed necessary to continue to offer the high level of care they will need following their 18th birthday. In this instance we support foster carers to consider whether they are able to offer a 'shared lives' home to the young person and we advocate for all the necessary assessments to be completed within timescales.

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 living in their care. Fostering arrangements 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 therapists
- Highly commended training programme
- Open door access to fostering team and supervising social worker
- Organisational policies and procedures available online to all foster carers
- 21 days paid sleepover ('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*)
- 24 hour/365 days out of hours on call service from a Caldecott supervising social worker or support 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

6. CHILDREN & YOUNG PEOPLE

Upon joining our foster families, all children and young people are registered by their foster carers with a local GP, dentist and optician.

The Caldecott team around the child works 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 joins a Caldecott foster family, they are visited by a member of the support team who provides them with a personalised 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). A Caldecott Fostering support worker undertakes direct work and life story work with children and young people where this is agreed as part of the child's care plan. This work is guided by an experienced therapist.

Caldecott Fostering encourages foster carers to include children in family holidays. Sleepovers (respite) with other foster families is only used when it is either in the best interest of the child/young person or the foster carer. Caldecott Fostering pays foster carers 21 days sleepover ('respite care') allowance regardless of whether they use their allowance.

All children and young people receive regular pocket money from their foster carers. The appropriate amounts and frequency are discussed at living arrangements meetings and form part of the child's 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 living arrangements (placement planning) meeting. Pocket money and clothing allowances are monitored and reviewed in supervision meetings.

Caldecott Fostering ensures 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 fostering arrangements either at 18 years, or the end of the fostering arrangements (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 living with foster carers in the agency ranges from five years to seventeen years. Caldecott Fostering supports foster carers who wish to pursue special guardianship orders in respect of their looked after children.

We pride ourselves on stability for children and young people as well as achieving permanence. If fostering arrangements are at risk of ending prematurely, we act proactively to arrange 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 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 situations, 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 and other assessments, such as speech and language, ADHD assessments are 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 registered manager, supervising social worker and support worker appraisals
- Young person's fostering panel membership
- 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 we have used in our therapeutic training programme and Skills to Foster Course. The staff team and foster carers are mindful to use language that carers in talking about children and young people, as well as in how we record information about children and young people.

Colourful, child centred welcome books are shared with children before they join their new foster family. Whenever possible, children have the opportunity to meet or speak to their new family before they join their household.

9. COMPLAINTS, CHILD PROTECTION & SAFEGUARDING

Caldecott Fostering is committed to providing the highest level of childcare 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 the number and outcomes of complaints are available upon request.

10. RECRUITMENT AND APPROVAL OF FOSTER CARERS

Caldecott Fostering seeks 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 supported to complete preparation to foster training.

We welcome applications to foster from a wide range of individuals. Within our group of approved foster carers 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 foster homes to children and young people.

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. Preparation training 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 PEOPLE'S PANEL

In 2018 Caldecott Fostering held its first young people'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 our 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.

The young people's panel also contributes to wider organisational processes, such as agreeing questions to be asked during the interviews of new staff members and consultation with regards to the review of the children's guides.

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 has invested in therapeutic training and embedded learning sessions 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 include:

- 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
- Self-care
- Non-violent resistance (NVR)
- Global developmental delay
- The drama triangle
- Autism and ADHD awareness

The training programme 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 or video calls, 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. All first annual reviews and every third review thereafter is presented to the fostering panel for additional scrutiny.

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 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, 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

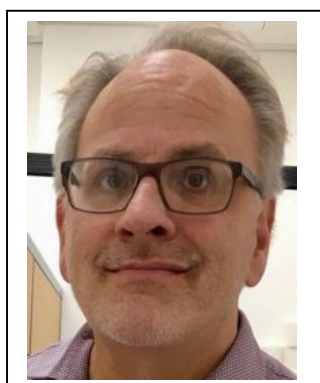


Jackie is a qualified, SWE registered, social worker and a qualified therapeutic counsellor (MBACP). She holds a Level 5 diploma in leadership and management. Since 1997 she has worked in a range of social work settings including preventative and statutory services; a specialised secure unit for young 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 are well supported.

Steve Peck - Senior Supervising Social Worker



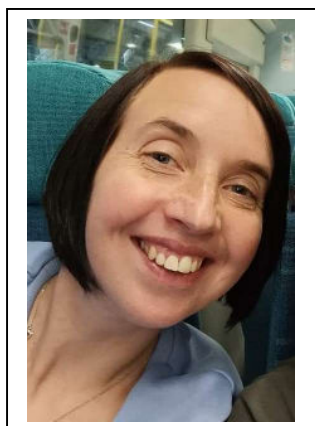
Steve qualified as a social worker in 1992 from Bryn Mawr Graduate School of Social Work and Social Research in Bryn Mawr, Pennsylvania, USA. Prior to becoming a qualified social worker, Steve gained experience as a psychiatric technician working at West Pines Psychiatric Hospital in Wheat Ridge, Colorado, 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



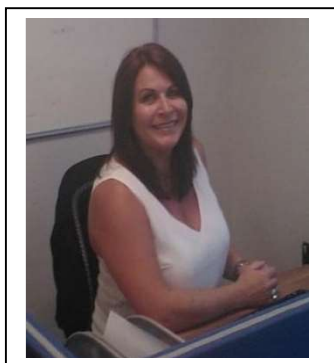
Becky qualified as a social worker in 2012 from the University of Derby. Whilst completing her degree Becky worked with Staffordshire County Council supporting children in care having contact with their families. In addition to this, Becky trained as a Counselling Therapist to assist in her communication 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

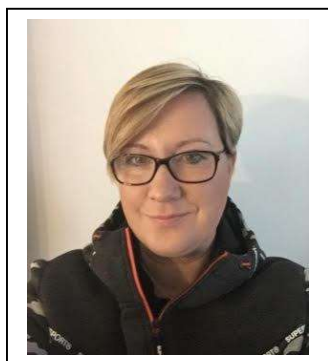


Michelle began her fostering career in 2008 when she was invited to become an independent panel member for an independent foster agency. As a care leaver herself, she had a natural interest in fostering and discovered that her passion was contributing towards the process of making a difference to children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

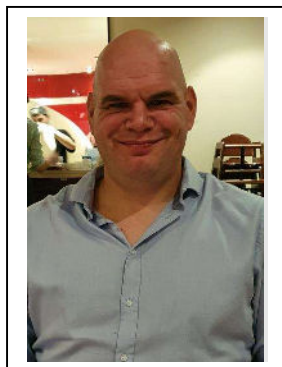
Louisa Ley – Fostering Support Worker



Louisa has worked with children and young people for over 23 years, working for various groups including charities, churches, both primary and secondary schools and businesses. Louisa has arranged youth camps, festival holidays, events, away days, as well as workshops and sessions for young people. Louisa was a foster carer for 12 years working with children and teenagers, after fostering Louisa worked as a Youth Hub Project Leader and set up a Youth Hub for teenagers.

Louisa is passionate about equipping children and young people with the ability to look forward to a bright future and have the independent skills they need to look after themselves. Having been a foster carer, Louisa is keen to support carers and their families and be part of their support network. Louisa was supported by Caldecott Fostering to complete a Foundation Degree in Childhood Studies.

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.

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.

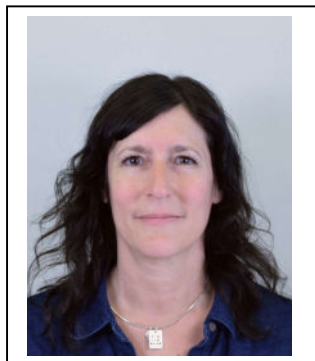
Recently, she has been a Reviewing Officer, a Panel member, and provided support to foster carers who have had allegations made against them.

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

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