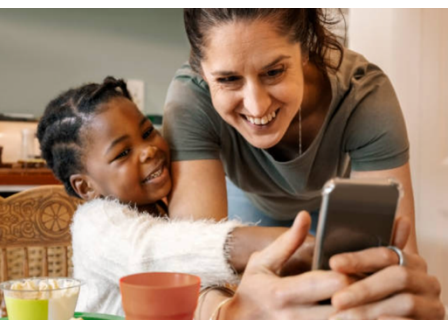




LA TRAINING



Delivering informative, engaging and interactive courses for foster carers.

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ABOUT US

The L.A. Training Story

In 2011, Lesley and Tim Bower saw a gap in foster carer training. From personal experience as foster carers themselves, they knew existing courses were often dry and didn't truly empower carers to tackle the fostering task effectively. They envisioned training that was interesting, relevant, engaging, and embraced the power of peer learning.

L.A. Training was born

Today, L.A. Training delivers dynamic courses that are both educational and rewarding. They combine the latest legislation and guidance with real-world peer insights. Lesley, the founder and senior partner, created a suite of courses and now directs the company's operations whilst Tim takes the lead on delivering training.

Together, Lesley and Tim offer an unparalleled blend of professional expertise and lived fostering experience. Their core desire is simple: for every foster carer to enjoy their training, feel confident participating, and leave sessions energised and equipped with the knowledge, confidence, and empathy needed to provide exceptional care for the children in their home.

OUR TRAINERS

Our team of trainers are all highly skilled professionals who bring a wealth of knowledge, experience, and passion to their work. Coming from a variety of professional backgrounds — including health, education, social care, and youth work — each trainer offers unique insights and practical expertise. What makes our training service truly unique is that every member of our team has first-hand experience of the foster care system. This lived understanding ensures that our training is not only informative and evidence-based, but also real, relatable, and grounded in genuine fostering experience.



MEET THE TEAM



Tim Bower

Tim is an experienced Community and Youth Worker, having studied at Goldsmiths, University of London. He has worked extensively across both the voluntary and public sectors, supporting looked-after children, care leavers, refugees, unaccompanied asylum seekers, and young offenders.

Over his career he has managed youth services, led mentoring programmes, and worked within Leaving Care and Youth Offending Teams. In these roles, Tim has helped young people develop essential life skills and re-engage in education, training, and employment.

Together with his wife, Lesley, Tim fostered for 20 years, caring for children and young people with diverse and often complex needs. They went on to adopt two brothers, aged 14 and 16, whom they had previously fostered. Tim also has three birth daughters, and his personal and professional experience has given him a deep understanding of the challenges and rewards of supporting children and young people through difficult circumstances.



Lesley Bower

Lesley trained as a Paediatric Nurse at Great Ormond Street Hospital and has extensive experience as a School Nurse across several London boroughs in mainstream and specialist settings. She has worked closely with school staff and parents to create and deliver medical care plans for children with complex medical and behavioural needs.

Within these roles, she advised staff, parents, and foster carers on a wide range of health issues and trained school personnel on asthma, epilepsy, anaphylaxis, and EpiPen use. She also taught sexual health education to secondary students. Lesley held safeguarding responsibilities and represented the nursing team at Local Authority safeguarding and child protection panels.

A mother of three daughters, Lesley, and her husband Tim fostered for 20 years, caring for children aged 2–17, and later adopted two brothers they had previously fostered. Alongside her nursing and fostering work, she has spent 25 years working and volunteering as a Youth Worker in the voluntary sector.



Chris Johnson

Chris Johnson is an experienced trainer with over 20 years of professional experience working with young people, families, and multi-agency teams. He brings a wealth of knowledge from his background as both a Primary Headteacher and a foster carer of 14 years, combining professional expertise with real-life experience to deliver engaging, practical training for foster carers.

During his time as a Headteacher, Chris led whole-school behaviour approaches, focusing on de-escalation and non-violent strategies, including emotion coaching and the Zones of Regulation framework. He has extensive experience supporting pupils with complex SEND profiles and managing challenging behaviour, including those prone to violent outbursts.

Passionate about nurturing understanding and resilience in fostering families, Chris's training sessions focus on helping carers look beyond presenting behaviours to understand the underlying needs of the children in their care. His approach blends empathy, evidence-based practice, and practical strategies that empower carers to create supportive, therapeutic home environments.



Kate Bell

Kate Bell is an experienced education professional with 14 years of experience working across a range of school settings. As a senior leader, she has specialised in safeguarding, behaviour management, special educational needs and disabilities (SEND), and reading development.

Kate also brings valuable personal insight from her background in fostering, having worked as a back-up carer for several years. This combination of professional expertise and lived experience gives her a deep understanding of the challenges and rewards faced by foster carers.

In her training role, Kate is passionate about equipping carers with the knowledge, confidence, and practical strategies they need to create nurturing, resilient home environments. Her sessions are known for being engaging, empathetic, and rooted in real-world experience, supporting carers to look beyond behaviours and understand the needs that drive them.



Jaz Potter

Jaz Potter teaches in the area of faith and spirituality; helping carers explore how faith, values and cultural identity can shape a child's sense of belonging and resilience. She brings a thoughtful and engaging approach to her sessions, drawing from her experience as a pastor and educator.

As an adoptive mum to two sons, Jaz combines professional insight with personal understanding by offering a compassionate perspective on the challenges and joys of family life. Her work encourages carers to create safe, nurturing spaces where every child feels valued and at home.

Courses



We believe learning should be dynamic and enjoyable. Every course blends a variety of interactive approaches — from group work and multimedia to quizzes, scenarios, discussion, and directed learning — to ensure an engaging and effective training experience.

Family Time

Aims

To explore the issues involved in promoting and facilitating family time between children and young people in foster care with their birth families and to consider the impact that this may have.

Learning Outcomes

On completion of the course foster carers will:

- Be aware of the legislation, policies and standards that relate to family time arrangements for children and young people in foster care.
- Have discussed practical ways of promoting and preparing children and young people for family time and for managing behaviours both prior to and after this time.
- Understand the advantages and disadvantages of family time, considering the wishes and needs of the children and young people.
- Be aware of research that strongly suggests that, in the majority of circumstances family time is 'good' for the child and helps to make sense of their relationships.
- Explore ways of managing family time, and the emotions that it can provoke for the children and young people, the birth family and also the foster carers.
- Have gained a greater understanding of the impact of social media on family time.
- Have discussed different ways in which family time can take place. E.g. Direct or Indirect and also via social media.
- Have considered the challenges and possible implementations that present when children have unplanned and unauthorized family time via social media

Safer Caring & Managing Allegations

This course is based on 'The Fostering Networks' course material 'Safer Caring – a new approach' and the Fostering Regulations Guidance & NMS 2011 (Fostering Network).

Aims

To enable participants to increase their understanding, review current practice and consider strategies to manage the risks including allegations inherent in foster care; taking into consideration the new approach to managing risk that encourages a risk sensible, rather than a risk averse attitude.

Learning Outcomes

On completion of the course foster carers will:

- Be able to review safer caring principles and practices in order to keep everyone in the foster home safe – and to identify any gaps or areas for development.
- Have identified strategies to prevent the risk of abuse, re-abuse and to minimise the possibility of allegations.
- Have gained knowledge, understanding and guidance on dealing with allegations or complaints
- Understand how to develop a safer caring policy for the child or young person in their care.
- Understand the concept of delegated authority and the importance of ensuring that this is included in the placement plan for the child or young person in placement.
- Have explored and discussed the issues surrounding the use of the Internet, in particular social media and also mobile phones; in regard to safer caring.

Health Matters

This course covers a variety of health-related topics including:

Allergies and Epipens

Incorporating how to deal with allergies, both mild and severe, using an Epipen and what to do in an emergency

Bed wetting (enuresis)

Participants will learn about the causes of bed wetting, together with strategies, treatments and services, which can help children and young people.

Diabetes

Including: What is diabetes? What is the treatment for diabetes; How to care for a child with diabetes; what to do in an emergency; what services are available for a child with diabetes.

Asthma

Including: What is asthma; what are the treatments for asthma; how to care for a child with asthma.

Epilepsy

Including: What is epilepsy; how to care for a child with epilepsy; what support services are available for children with epilepsy; exploding the myths around epilepsy

Gastrostomy feeding

Including: Why a child may have a gastrostomy; how to care for a child with a gastrostomy; what support services are available for a child with a gastrostomy.

Promoting and encouraging a healthy lifestyle

Including: Diet and exercise

Dealing with children with food issues:

Including: fussy eaters, children that hoard food, children that over eat or are reluctant to eat etc.

Health Matters continued...

General childhood illnesses and ailments

Including: Coughs & colds; Ear infections, Hand, foot and mouth, Impetigo, Chicken pox, Head lice and Slapped Cheek syndrome.

Blood borne viruses

Including: Hepatitis B and C, HIV and AIDS.

On completion of this topic, foster carers will have gained an understanding of the importance of good practice in caring for a child with a BBV including with regards to hand hygiene.

Meningitis:

Including: What is meningitis, Different types of meningitis, immunisations, together with the signs and symptoms to look out for.

Management and administration of medicines:

Including: The roles and responsibilities of foster carers in relation to the storage, management, recording and administering of medication to children and young people in foster care.

Sexual Health

We are sometimes asked to deliver this course as a single sex course to be culturally sensitive. This is because some foster carers expressed that they would not feel comfortable discussing sexual health matters in a mixed gender environment and hence would not attend sexual health training.

Aim

This course will inform and equip foster carers to enable them to educate and discuss sexual health and relationship issues with the young people they care for.

Learning Outcomes

On completion of the course foster carers will:

- Have a greater understanding of sexual health in regards to the law
- Have gained knowledge of sexually transmitted infections
- Have gained knowledge of various methods of contraception
- Have discussed ways to chat with young people about their sexual health and the importance of practicing safe sex.
- Know how to access sexual health support services for young people
- Understand the term 'Fraser Guidelines' and the implications of this piece of legislation.

Child Development 0-11 years (including neuroscience of the developing brain)

Aim

To provide foster carers with an overview of child development in the 0-11 years age group, including physical, cognitive, personal, social, emotional, moral and spiritual development; with an emphasis on the neuroscience of the developing brain.

Learning Outcomes

On completion of this course foster carers will:

- Explore the various stages of development from birth to 11 years
- Consider the factors that affect the development of children, including attachment styles, physical, sexual and emotional abuse and also neglect.
- Have explored the recent developments in neuroscience in relation to child development.
- Discuss how to promote the development of children of different ages
- Consider the sexual development of children and young people

Child Development 11-18 years (including neuroscience of the teenage brain)

Aim:

To provide foster carers with an overview of child development in the 11-18 years age group, including physical, cognitive, personal, social, emotional, moral and spiritual development, with emphasis on the neuroscience of the teenage brain.

On completion of this course foster carers will:

- Explore the various stages of development 11-18 years
- Consider the factors that affect the development of children, including attachment styles, physical, sexual and emotional abuse and also neglect.
- Have explored the recent developments in neuroscience in relation to the teenage brain
- Discuss how to promote the development of young people to help them to thrive developmentally
- Consider the sexual development of children and young people

Equality, Diversity and Identity

Aim

To explore the importance and effect of equality, diversity and identity for children and young people in foster care or who have been adopted, and to understand the effects of discrimination, prejudice and stereotyping; taking into consideration the legal framework and relevant legislation.

Learning Outcomes

On completion of the course foster carers will have:

- Explored definitions e.g. equality, diversity, discrimination, equity, prejudice, stereotyping and victimisation.
- Have gained an understanding of the legislation and legal framework surrounding equality and diversity for looked after children and those being adopted; including The Equality Act 2010, The Children Act 1989 and 2004, and The United Nations Convention on the rights of the child.
- Discussed why it is important to provide care, which provides equality of opportunity embracing each child's gender, sexuality, disability, ethnic origin, religious, cultural and linguistic background.
- Explored the reasons why some people might discriminate.
- Discussed ways to promote and celebrate children and young people's identity.
- Engaged in group work scenario's relating to discrimination and inequality and discussed how they would address these situations.
- An understanding of the role of the Equality & Human Rights Commission

Recording and Communicating Information

Aim

To appreciate the importance of recording and communicating information accurately set in the context of foster care, giving due regard to the appropriate legal framework.

Learning Outcomes

On completion of the course foster carers will:

- Be able to identify what records they are expected to keep.
- Understand the importance of safe storage of records.
- Have learnt about the law relating to record keeping.
- Be familiar with confidentiality and information sharing.
- Understand why, where and how to record information.

Health and Safety

Aim

To provide knowledge that enables carers to provide a safe environment both inside and outside the home for their foster children.

Learning Outcomes

By the end of the course foster carers will:

- Have an increased understanding of the importance of maintaining a safe environment within the home and garden and the car
- Have a basic understanding of fire safety
- Have explored the importance of kitchen safety, the safe storage of food and hand hygiene.
- Have considered possible risks in the home and garden and identified ways to minimize these risks
- Be able to identify potential hazards and what remedial action is required.
- Have increased confidence in creating safe environments.
- Have gained knowledge about accident prevention, personal safety and self-care.
- Have addressed ways to educate children and young people about safety, including keeping safe whilst using social media.

Internet Safety

Aim

To provide foster carers with information and practical guidance on using social media; with an awareness of how to protect themselves when engaging with the cyber world.

Learning Outcomes

By the end of the course foster carers will:

- Become familiar with the Internet sites and electronic communication that young people frequently visit and use e.g. Instagram, Tik Tok, Facebook, X (formally known as Twitter), Snapchat etc.
- Be equipped to recognise unsafe or unsuitable behaviour from using the Internet and be able to identify strategies to ensure safe caring.
- Have awareness of Cyber bullying, sexting and on line grooming, together with knowledge of organisations able to assist victims of these crimes.
- Have gained an awareness of the range of computer games readily available to young people and to be able to recognise the risks that some of these games can present to them.
- Have explored the issues surrounding smart phones, gaming devises etc and explored ways to make the use of these gadgets safer for young people to use. For example: by restricting the use via: ISP's, smart phone providers and home router

Safeguarding and Child Protection

Aim

To ensure foster carers have up-to-date knowledge and skills to inform safeguarding and child protection practice.

Learning Outcomes:

By the end of the course foster carers will:

- Have an understanding of the different types of abuse and how to spot them.
- Be familiar with the processes and procedures relevant to Safeguarding and Child Protection in relation to the legislative framework, which underpins it.
- Be aware that some cultural and religious practices have safeguarding implications, which will have a significant impact on the child or young person. E.g., Female Genital Mutilation, children branded as witches, demon possession, inappropriate discipline, child trafficking, forced marriages and honour killings. Carers will become familiar with the appropriate procedures to deal with these situations and their duty to inform appropriate professionals.
- Become aware of the increase of child-to-child abuse.
- Be equipped to recognise unsafe or unsuitable behaviour from using the Internet, in particular when using social networking sites and have an understanding of the dangers of cyber bullying, sexting and online grooming in today's society.

Preparation for Independence

Aims:

To provide an understanding of the complex issues of preparing young people to leave foster care and move into independence.

Learning Outcomes:

By the end of the course foster carers should:

- Understand the legislative foundation for young people leaving foster care.
- Have an understanding about their part in the Pathway Planning process
- Be able to signpost foster children to services and facilities, both locally and nationally that support transitions to independence
- Have an understanding of the developmental and complex emotional issues for young people leaving foster care.

Moving in & Moving on

Aim:

The aim of this course is to enable foster carers to develop an awareness of the need to prepare for children who are moving into their home and then to prepare them for moving on.

Learning Outcomes:

By the end of this course foster carers should be able to:

- Describe the actions they are taking to prepare themselves and their environment to support a child / young person who will be moving in to live with them.
- Demonstrate that they are able to work positively with their own children / young people to prepare them for a child who is moving in.
- Explain the strategies they use to prepare children / young people to move on in a variety of situations (return home, another foster placement, adoption).
- Show an understanding of the childcare legislation (namely the Children Leaving Care Act) and an ability to apply it to their practice.
- Demonstrate an understanding of transitions and their impact on children and young people's behaviour.

Building Resilience

Aims:

To look at ways that Foster carers can assist looked after children and young people to maintain and build their resilience.

To look at ways that foster carers can become more emotionally resilient.

Learning Outcomes:

By the end of the course foster carers should be able to:

- Understand the concept of resilience and identify resilience enhancing factors; such as identity, self-esteem, developing social roles and self-efficacy.
- Understand their role in developing self-esteem and in turn resilience in a child or young person in their care.
- Identify signs of low self-esteem and develop ways to increase their self- esteem and resilience.
- Understand that self-efficacy increases when a young person is given the opportunity to take some responsibility and to contribute to making decisions in their life.
- Recognise that Multiple social roles are crucial in developing a positive mental health and in building resilience as they allow children to 'be' someone to a variety of people in different settings or domains.
- Demonstrate practical ways that they as foster carers can embrace, which will have a positive effect on the outcomes for looked after children with regards to resilience.
- Consider strategies and techniques to assist them in strengthening their own personal resilience.

Managing Challenging Behaviour

Aim:

To provide foster carers with skills to manage general challenging behaviour including symptoms of attachment disorders and ADHD.

Learning Outcomes:

By the end of the course foster carers should:

- Have an increased understanding of the interplay of factors, which can contribute to challenging behaviour. E.g. Genetics and environmental factors. Especially Loss, separation and attachment issues.
- Have explored strategies for managing challenging behaviour including Empathic Behaviour Management techniques which is particularly effective when working with children and young people who have experienced trauma e.g. loss and separation
- Have a better understanding of how to manage the needs of children and young people presenting with challenging behaviour.

Autism (ASD)

Aims:

To increase knowledge of caring for a child with Autism

Learning Outcomes:

By the end of the course foster carers should:

- Have an understanding of the key neurological differences that need to be taken into account when supporting children with autism.
- Have an understanding of the importance of seeing each child as an individual and to recognise their profile of strengths and weaknesses.
- Have an understanding that children with autism can be unusually sensitive to every day sight, sounds, tastes and smells and that this can affect their learning and emotional wellbeing.
- Have an understanding of the positive strategies that support communication and emotional wellbeing.

Attention deficit hyperactivity disorder (ADHD)

Aims:

To increase awareness and understanding of ADHD (Attention Deficit Hyperactivity Disorder), its characteristics, and its impact on individuals across the lifespan, while providing practical strategies to support those with ADHD in various settings.

Learning Outcomes:

By the end of the course foster carers should:

- Define ADHD and understand its core characteristics, including inattention, hyperactivity and impulsivity.
- Recognise the different presentations of ADHD (e.g. predominantly inattentive, predominantly hyperactive-impulsive and combined type).
- Understand the impact of ADHD on daily life, including challenges in education, work, relationships and self-esteem.
- Understand the strengths associated with ADHD, such as creativity, resilience, and hyperfocus, and how to nurture these positive traits.
- Learn strategies to support children and young people with ADHD by fostering a positive environment
- Develop skills to support emotional regulation and social interactions for individuals with ADHD.
- Understand the importance of clear communication, consistent routines and positive reinforcement in managing ADHD challenges.
- Gain knowledge of how/where to access services regarding ADHD

Attachment, Loss and Separation

Aim:

To explore the interplay between attachment, loss and separation and its impact upon the developmental and academic needs of children and young people.

Learning Outcomes:

By the end of the course foster carers should:

- Have gained an understanding of relevant theory on attachment, loss and separation. E.g., Still face experiment and Strange situation experiment.
- Be conversant with the different attachment types; Secure, Ambivalent, Avoidant, and Disorganised
- Have developed confidence in talking to children and young people about attachments, separation and loss in relation to significant others, environments, culture and identity.
- Have explored how this might relate to the developmental and academic needs of children and young people.
- Have considered various strategies to use with caring for children and young people who are experiencing attachment, loss, separation and grief issues
- Have discussed ways to manage their own loss within the fostering context

Mental health issues

Aim:

To provide foster carers with an understanding of a range of mental health issues including depression, anxiety, eating disorders and self-harming behaviours.

Learning Outcomes:

By the end of the course foster carers should...

- Have a better understanding of anxiety and depression and how it might present in a child or young person.
- Understand the effects of parental mental health issues on their children
- Have a better understanding of eating disorders and self-harming behaviours and how they might present in children and young people.
- Have discussed their own experiences and strategies that have proved successful in caring for a child or young person with a mental health condition.
- Have gained knowledge of the support and resources available to care for children and young people with mental health issues.
- Have discussed effects of social media on mental health of children and young people using topical resources and statistics.

Dyslexia, Dyspraxia and Dyscalculia

Aim:

To provide foster carers with information on Dyslexia, Dyspraxia and Dyscalculia and offer practical strategies to support children and young people in their care with these conditions.

Learning Outcomes:

By the end of the course foster carers should:

- Have gained an understanding of Dyslexia, Dyspraxia and Dyscalculia.
- Have explored what barriers these conditions might present for children and young people in terms of their ability to access the educational curriculum.
- Have considered various strategies to support children and young people with these conditions.
- Have an increased confidence in managing the needs of children and young people in their care who have one or more of these conditions.

Faith Matters

Aim:

To provide knowledge that enables carers to possess an appropriate spiritual understanding for children of faith and non-faith backgrounds.

Learning Outcomes:

By the end of the course foster carers will:

- Have an increased understanding of the importance of maintaining the spiritual heritage of foster children
- Have a basic understanding of the five main world religions
- Have an increased understanding of religious symbols and artefacts.
- Have the opportunity to discuss any concerns regarding religious practices
- Be able to identify different religions
- Have increased confidence in creating safe spiritual environments
- Have addressed ways to educate children and young people about religious diversity.

Working with the department

This training leads on from initial preparation training and supports carers post approval and other carers to gain knowledge and understanding of how the Fostering department works. This course is for foster carers, connected foster carers and nominated foster carers.

Aim:

To provide an overview of how the fostering department works and related guidance for safe practice.

Learning outcomes:

By the end of this course participants will have...

- Considered the role of the Children's Placement team and how it works with other fostering and children's teams.
- Looked specifically at the role of the supervising social worker and statutory visits to the home.
- Understood the documentation – forms and paperwork used.
- Know how the Local Authority supports carers and what is expected from carers in return.
- The knowledge of the process for allegations and guidance within a safer caring context.
- Considered their responsibilities in terms of delegated authority, training and development and being proactive in the role to effectively work in partnership with the department.

Building Healthy Sleep Routines 0 -11

Aim:

To help foster carers understand the importance of sleep for child development and how to promote and support healthy sleep routines in younger children.

Learning outcomes:

By the end of this course participants will ...

- Understand the importance of sleep for child development
- Explain the sleep-wake cycle
- Be aware how sleep affects physical, emotional, and cognitive well-being
- Understand common sleep challenges in foster care
- Know how to create a sleep friendly environment & nurturing bedtime routines
- Understand age-appropriate sleep guidelines
- Identify when and how to find support to address sleep problems
- Recognise the importance of self-care for foster carers

Building Healthy Sleep Routines for Teens

This course equips foster carers with the knowledge and tools to address the unique sleep challenges faced by teenagers, particularly in the context of modern technology and mental health, while also emphasizing the importance of self-care for carers themselves.

Aim

To help foster carers understand the importance of sleep in child development,
To recognise the challenges posed by modern technology
To learn how to promote and support healthy sleep routines for teenagers in their care.

Learning Objectives

By the end of the course, foster carers will:

- Understand the importance of sleep for adolescent development, including its impact on physical, emotional, cognitive, and mental well-being.
- Explain the sleep-wake cycle particularly in relation to teenagers.
- Be aware of how sleep affects overall well-being, including its role in emotional regulation, academic performance, and mental health.
- Understand common sleep challenges in foster care, such as anxiety, trauma, and adjustment difficulties, and how these may impact sleep patterns.
- Recognise the impact of smartphones, gaming, social media, and online activities on sleep, including blue light exposure, overstimulation, and delayed bedtimes, and learn strategies to manage these challenges.
- Know how to create a sleep-friendly environment and establish nurturing bedtime routines that promote relaxation and security.
- Understand age-appropriate sleep guidelines and how to adapt them to meet the individual needs of teenagers in their care.
- Identify when sleep issues may indicate a potential sleep disorder (e.g., insomnia, sleep apnea, or night terrors) rather than routine or environmental factors, and know how to seek appropriate support.
- Recognise the connection between poor sleep and mental health issues, such as anxiety and depression, and understand how improving sleep can support emotional and psychological well-being.
- Understand the importance of self-care for foster carers, including managing their own sleep and well-being to better support the children and teenagers in their care.

Looking After Ourselves: Healthy Sleep, Healthy Lifestyle, and Positive Mental Health for Foster Carers

Aim

To support foster carers in prioritising their own well-being by promoting healthy sleep, a balanced lifestyle, and positive mental health practices, while recognising and addressing the impact of secondary trauma.

Learning Objectives

By the end of the course, foster carers will:

- Understand the importance of sleep for physical health, emotional resilience, and cognitive functioning.
- Recognise the impact of poor sleep on mental health, including increased stress, anxiety, and burnout.
- Learn strategies to improve sleep quality, such as creating a sleep-friendly environment, establishing a consistent bedtime routine, and managing screen time before bed.
- Identify common sleep challenges faced by foster carers, such as irregular schedules or stress-related insomnia, and develop practical solutions to address them.
- Understand the role of nutrition in maintaining energy levels, mood stability, and overall health.
- Recognise the impact of poor dietary habits on stress, fatigue, and mental health, and identify ways to make healthier food choices.
- Recognise the connection between physical activity and mental health, and how exercise can help manage symptoms of anxiety and depression.
- Learn practical self-care strategies, such as setting boundaries, practicing mindfulness, and engaging in hobbies or activities that bring joy.
- Recognise the signs of secondary trauma (compassion fatigue or vicarious trauma) and understand its impact on mental health and well-being.
- Develop tools to manage and mitigate secondary trauma, such as seeking professional support, joining peer support groups, and practicing self-compassion.

Supporting your child with the challenges of education focusing on literacy & numeracy

Aims:

To help foster carers understand how to support their foster child at home with their maths and English progress.

To help foster carers understand the typical challenges for children that are care experienced.

Learning outcomes:

By the end of this course participants will ...

- Understand the barriers to learning for looked after children and educational outcomes including the impact of lockdowns
- Be aware of engagement and disengagement and the mental health and emotional well-being of children in education
- Explain metacognition and self-regulation approaches to learning
- Be aware of common barriers to learning and how to monitor, evidence and seek help and support
- Learn practical strategies to develop strong number skills in children
- Understand how to use practical resources (manipulatives) to develop strong number sense
- Know how to promote a love of reading and literature
- Learn how to support a child with early reading and understand learning through phonics
- Understand strategies to support writing including the importance of promoting talk and language skills

Using Principles of Non-Violent Resistance (NVR) in Foster Care

Aim:

To equip foster carers with the principles and examples of practical tools of Non-Violent Resistance (NVR) to effectively manage challenging behaviours, de-escalate conflicts, and build stronger, more trusting relationships with children in care.

Please note, this is an introduction to the principles of Non-Violent Resistance and not the extended accredited training which is available through NVR UK

Learning Objectives:

- Understand the core principles of Non-Violent Resistance (NVR) as pioneered by Haim Omer.
- Explain the importance of de-escalation, presence, and persistence in managing challenging behaviours.
- Be aware of how NVR can help build trust and connection with children who have experienced trauma.
- Know how to apply practical NVR strategies, such as sit-ins, announcements, and delayed consequences.
- Understand the role of support networks in reducing isolation and sharing the emotional load of foster care.
- Learn how to use reconciliation gestures to repair relationships after conflicts.
- Identify when to seek additional support or resources to address persistent challenges.
- Recognise the importance of self-care for foster carers in maintaining emotional resilience and effective caregiving.