

## Module Outline Guidance for trainers - Module 4

### Module 4

#### Sustaining Permanence

##### Introduction

The focus of this final module in the 'Achieving Permanence' programme is on sustaining and maintaining permanence; a long-term plan for a child/young adult's upbringing. Planning, achieving, and sustaining permanence represents an underpinning framework for all social work with children/young adults and their families to ensure that children/young adults have:

*'A secure, stable and loving family to support them through childhood and beyond and to give them a sense of security.'*

(CA'89 Guidance and Regulations Vol II: care planning, placement and case review' HM Government June 2015

This module consolidates and builds on the work undertaken in the first three modules to identify and sustain best practice, supported by a systematic understanding of current research and theory. It addresses planning, managing, reviewing, and supporting children/young adults in their placements and families.

Participants will be encouraged to explore the application of ethical social work principles in practice with children/young adults and their families throughout this module. Issues of culture and identity are woven into the whole of this module.

The expectation is that participants already have practical experience of assessment and planning in the context of social work with children/young adults and families, but not all will have opportunities within their context to play an active role in sustaining permanence. All participants are expected to have participated fully in the first three modules of Achieving Permanence.

##### Module Outcomes

This module explores:

- effective direct practice, care and services that meet the needs of all children/young adults including: those with specific physical, learning, and emotional needs, or those who may have experienced harm or trauma, loss, and change
- direct work with all children/young adults to build strengths, including, in relation to their identity and self-esteem, resilience and recovery; to ascertain and consider the child/young adult's voice, wishes and feelings and, enable them to understand decisions that others have made 'in their best interests'

- effective work with carers and families to ensure that they understand, plan, and meet the needs of all children/young adults in their care and beyond (promoting both early permanence and post-18 care); understand and develop appropriate parenting styles and strategies, manage contact, recognise factors that can put a strain on relationships, develop ways to prevent disruption, manage change and transition, and work effectively with other professionals
- effective work with other professionals
- the importance of a child/young adult's informal and professional network, and promoting supportive and positive continuing relationships and services

### **Questions for Participants**

Participants will be asked to consider a series of questions:

- what are the hallmarks and characteristics of permanent care arrangements and placements for children/young adults?
- what factors contribute to sustaining permanent care arrangements and placements for children/young adults?
- what factors jeopardise or contribute to the disruption/breakdown of permanent care arrangements and placements for children/young adults?
- what experience and expertise (knowledge, skills, and values) do you bring to your work to sustain permanent care arrangements and placements for the children/young adults with whom you work?
- how can you work effectively with children/young adults, carers, parents, and families to sustain permanence?
- how can you work effectively with others to sustain permanence?
- what further learning and development will help you to act effectively to sustain permanence for the children/young adults you work with? What and who could support and help you in this?
- how will you put what you have learned into practice? What and who could support and help you in this?
- what happens when you put what you have learned into practice?
- how has your work developed?

### **Module Outcomes**

Participants will be offered opportunities to:

- evaluate how to plan, manage, support and review placements in complex and unpredictable situations
- demonstrate effective working with children/young adults, their carers, wider family and, informal and professional networks to ensure all placements are stable, safe, and loving
- create relationships with children/young adults that help them come to terms with their past and present experiences (including loss and transitions)

- employ effective communication, play, life story work and other relevant interventions to build a strong identity and develop resilience (and recognise when/how to access appropriate therapeutic support where required)
- develop relationships with a range of carers to understand and meet the needs of the specific children/young adults in their care and beyond
- identify appropriate contact arrangements that meet the needs of children/young adults, and support all involved to manage the child/young adult's practical and emotional experience with sensitivity and care
- determine risk factors in relation to placement breakdown and work effectively with children/young adults and, with their carers and families to prevent disruption where possible
- illustrate how to manage any disruption and change as effectively as possible
- review learning during the programme, draw up CPD plan, and reflect on achievements

## **Week One**

### **Sustaining Permanence: Avoiding Disruption**

*Explores the characteristics of permanence, how placements are sustained, and how they are jeopardised.*

*Learning Outcomes - Participants will be offered opportunities to:*

- evaluate how to plan, manage, support and review placements in complex and unpredictable situations
  - demonstrate effective working with children/young adults, their carers, wider family and, informal and professional networks to ensure all placements are stable, safe, and loving
- determine risk factors in relation to placement breakdown and work effectively with children/young adults, and with their carers and families to prevent disruption where possible

*Week One Essential Tasks/Activities - Participants will be asked to:*

- watch Josh Shipp on YouTube "Every kid is one caring adult away from being a success story"
- read part 5 of the programme case study "Permanence Planning" and complete tasks in the participant workbook
- review the work they have undertaken in relation to their own case study and update the genogram, ecomap, therapeutic relationship tree and permanence plan that they created during modules one and two
- consider the issues, insights, lessons for practice, dilemmas or questions relating to work to sustain permanence that may have emerged in discussions within the programme cohort

## **Week Two**

### **Sustaining Permanence in Practice**

*Review the participants' contribution to achieving permanence for children/young adults (personal qualities, core beliefs, values, knowledge, expertise, self-regulation, approach to continuing professional development and skills in working alongside others) to sustain permanence.*

*Week Two Learning Outcomes - Participants will be offered opportunities to:*

- evaluate how to plan, manage, support and review placements in complex and unpredictable situations

*Week Two Essential Tasks/Activities - Participants will be asked to:*

- read part 6 of the programme case study "Planning for Chloe" and complete tasks in the participant workbook
- prepare for Workshop Four by writing up brief details of the 'policy and practice briefing' topic, using headings provided in the Module Workbook
- compile useful references and resources relating to the 'policy and practice briefing' topic

## **Week Three**

### **Essential Reading Week**

- The Fostering Network (2017) *Staying Put Guidance for Children and Young People Services, Fostering Services, and Leaving Care Services. What must be in place to ensure continuity of care for young people in England.*
- Baginsky, M., Gorin, S. and Sands, C. (2017) *The Fostering System in England: Evidence Review Research Report.* King's College, London and Quest Research and Evaluation Ltd.

## **Week Four**

### **Workshop Four: Sustaining Permanence**

*Learning Outcomes - Participants will be offered opportunities to:*

- evaluate how to plan, manage, support and review placements in complex and unpredictable situations
- employ effective communication, play, life story work and other relevant interventions to build a strong identity and develop resilience (and recognise when/how to access appropriate therapeutic support where required)
- identify appropriate contact arrangements that meet the needs of children/young adults, and support all involved to manage the child/young adult's practical and emotional experience with sensitivity and care

- determine risk factors in relation to placement breakdown and work effectively with children/young adults, and with their carers and families to prevent disruption where possible
- illustrate how to manage any disruption and change as effectively as possible
- review learning during the programme, draw up CPD plan, and reflect on achievements.

### **Workshop Timetable**

09:30 – 11:00	Review learning Planning for the future
11:00 – 11:10	Break
11:10 – 13:05	Health, development, and well-being
13:05 – 13:45	Break
13:45 – 15:00	Understanding need and capacity
15:00 – 15:10	Break
15:10 – 16:30	The professional dimension

**See session plan with notes for trainers for further detail of workshop content and process**

### **Week Five**

#### **Transformational Practice**

*Considers how to put learning into practice and looks ahead to plans for future professional development*

*Learning Outcomes - Participants will be offered opportunities to:*

- review learning during the programme, draw up CPD plan, and reflect on achievements.

*Essential Tasks/Activities - Participants will be asked to:*

- use the “professional component” model to identify areas for further development in relation to their own practice, their agency/service and multi-professional practice
- answer a series of questions in their workbooks about how they will put learning into practice

## **Week Six**

### **Appreciative Enquiry**

*Invites participants to recognise and celebrate the positive influence their work has had on the experience of children/young adults for whom they have responsibility.*

*Learning Outcomes - Participants will be offered opportunities to:*

- review learning during the programme, draw up CPD plan, and reflect on achievements.

*Essential Tasks/Activities - Participants will be asked to:*

- notice how they have contributed to the effectiveness of parents/carers/colleagues in working to achieve permanence for children/young adults
- prepare a brief reflective account (500 words) about what happens when they put what they have learned into practice, using a series of structured questions provided in the participants’ workbook.

## **Week Seven**

*Essential Tasks/Activities - Participants will be asked to:*

- complete practice and policy briefing and draw up plan for sharing/implementing their findings and recommendations.