



phoenix
fostering



Statement of Purpose
2024

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Mission Statement

Phoenix was founded on the belief that, with the right therapeutic environment and support, severely traumatised children can recover from trauma, form secure attachments and reach their full potential within family environments.

We recognise that a high level of expertise, support, resources and training is necessary to achieve these outcomes for children and young people, and provide this as standard for all of our placements.

We are continually developing and improving the Phoenix Model, based in complex trauma, attachment and positive behaviour support theory and practice. This is a therapeutic approach to parenting and working with traumatised children in order to promote recovery and attachment formation, as well as enabling foster carers and other professionals to acquire the skills and knowledge to manage very complex behaviours of concern.

Our ultimate goal is to achieve the best possible outcomes for the children and young people placed in our care, and to build upon our reputation for excellence.

At Phoenix, we believe that high quality care for looked after children and young people should be the starting point, not the final objective. The final objective is positive, permanent change in all aspects of the lives and futures of our children and young people.

However traumatised a child or young person has been, we believe that there is always the potential for healing, growth, achievement, successful relationships and the rediscovery of joy.



“Children make exceptional progress; the external professionals who are involved with the service unanimously describe children’s outcomes as ‘excellent’.”

Introduction

Status & Constitution

Phoenix Fostering is an independent fostering agency providing highly supported, therapeutic family placements for children and young people with complex needs.

The agency was established in 2007, and is a privately funded partnership. Phoenix is registered with Ofsted (registration number SC357652) and is a member of CoramBAAF Adoption & Fostering Academy and the Fostering Network.

Phoenix is based in Wigmore, Herefordshire, and recruits and supports foster carers in the West Midlands and mid-Wales regions.

Aims & Objectives

- To offer looked after children and young people who have suffered complex (developmental) trauma and associated attachment difficulties the opportunity to experience a therapeutic family environment.
- To comply with, and wherever possible to exceed, the regulatory and best practice frameworks for fostering services in all aspects of the functioning and work of the agency.
- To promote the development of secure attachments and recovery from trauma in our children and young people.
- To recruit a diverse group of foster carers with the capacity to successfully parent children and young people with complex needs.
- To build a team of managers, social workers, family support workers, positive behaviour support workers, therapeutic professionals, administrative staff, panel members and independent professionals with a range of experience, backgrounds and skills in order to offer the best possible service to our partner agencies and our service users.
- To provide a high level of social work, therapeutic, behavioural and family support for our foster carers, their families and our young people, including a 24 hour on call service.
- To provide a comprehensive and ongoing training and professional development programme for the staff team and foster carers working with the agency.
- To match referred children and young people with the foster carer/s best able to meet their individual needs, and taking into account their wishes and feelings.
- To promote all aspects of children's development within the five outcomes described by Every Child Matters: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Well-being.
- To work in partnership with local authorities and other external agencies in order to develop a service that is responsive to service purchasers, and to safeguard and promote the welfare of children and young people placed with Phoenix.
- To provide training and support to schools, education professionals and other professionals working with our children and young people, in order to ensure the best possible outcomes for children and enable them to reach their full potential.
- To develop an effective therapeutic model of working with traumatised children and young people that incorporates the regulatory and best practice frameworks for looked after children.



“One professional said ‘the service is as truly child-centred as it is possible to be’; this was supported by all the other professionals who were consulted.”

Theoretical Framework & DDP

At Phoenix, the model we work to is not restricted to one therapeutic theory or approach. We are continuously learning about trauma, attachment, neurological development and the benefits of a variety of interventions with traumatised children.

Our model has a strong affiliation with dyadic developmental psychotherapy (DDP) and practice, so we provide continuous training in DDP and the PACE model of parenting.

This approach is family-based and is designed to help children achieve a sense of trust and safety, develop secure and positive attachments to their carers, promote recovery from trauma and the accompanying benefits in the child's social, emotional and educational life.

Organisations wishing to become more trauma informed may focus their training and practice on DDP. The DDP model needs to do more than simply provide instruction on the model. If professionals, parents and practitioners want to embed the DDP principles into their practice, then the model must also be experienced. DDP is a relational model, and its training and supervision needs this same focus.

DDP is a model that needs to run throughout an organisation if carers are going to parent children from a trauma informed perspective. DDP informed group supervision helps practitioners and management to develop their skills through modelling, reflection and instruction. We achieve this through the use of DDP Informed Supervision, 'Reflective Groups'(held throughout the year in separate groups for foster carers and their supporting professionals from Phoenix).

DDP informed group supervision following DDP principles, follows a similar process to DDP work with families. Safety and relationship building are a prerequisite to any successful supervision. DDP informed supervision recognises the importance of slowing down, discovering stories together, and emotional co-regulation. Ensuring safety and privileging the relationship allows a deeper experience.



Diversity, Equality, Equity & Inclusion

Phoenix is committed to valuing diversity, promoting equality, equity and inclusion throughout the agency and in respect of all our children and young people, their families, our foster carers, staff team and in our work with external professionals and service purchasers.

The Equality Act (2010) makes it illegal to discriminate against anyone on the basis of protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe that all children and young people should be celebrated, kept safe, loved, and have the support and opportunities for them to reach their full potential in life. Our diversity and equality policies are available to anyone on request.

The Phoenix Model

The Phoenix Model incorporates four broad areas of work with children and young people:

- Behaviour
- Self-esteem/Self-regulation
- Social Skills
- Child's Narrative

These areas are based on trauma, attachment and child development theory, as well as an underpinning theme of emotional intelligence. It is also vital to understand the biological and environmental factors that can contribute to behaviours of concern in order to work effectively within a positive behaviour support framework.

Where specific pieces of formal therapeutic work need to take place with a child or young person, this is negotiated between Phoenix and the child's placing authority.

The Phoenix Model is based on 3 central tenets:

- Understand the Child
- Understand Yourself
- Provide a Therapeutic Response

Understand the Child

Foster carers and staff members are provided with regular training in the areas of trauma and attachment, the four therapeutic themes of the Model, as well as in other aspects of child development, positive behaviour support and safeguarding, enabling them to understand and effectively manage the behaviours presented by children who have had adverse experiences during their early lives.

Understanding concerning or apparently maladaptive behaviours involves understanding the impact of trauma, abuse and disorganised attachment on the developing brain, including cognitive, social, emotional and physical functioning.

This level of understanding is an essential aspect of the foster carer's capacity to create a therapeutic environment for children and young people.

Understand Yourself

It is important that adults who care for traumatised children have the insight and reflective ability to recognise the impact that caring for such children can have on their own emotional and physical functioning (including secondary trauma), and to be able to plan and manage their own responses to the child.

Caring for looked after children often means caring for children who have experienced separation and loss, different forms of abuse, and disrupted, inadequate or dysfunctional attachments.

Developing an awareness of our own anxieties, stressors and 'pressure points' when caring for traumatised children, often for significant periods of time, enables us to strengthen our resilience and provide consistent therapeutic responses to the child.

Provide a Therapeutic Response

The provision of a therapeutic response refers to a range of approaches and areas of work with children and young people. Creating an environment in which children experience safety, stability, consistency and clear boundaries is a fundamental fostering task, and this is built on in many ways both via foster carers, the Phoenix team and external professionals.

Positive Behaviour Support is an important part of our framework for responding therapeutically to children and young people, and this is explored more fully in the Service Provision section.

Therapeutic Placement Planning

The therapeutic placement planning system that we operate at Phoenix essentially consists of the child's care plan, which forms the basis of placements for all looked after children, expanded to incorporate the areas of concern and work described by the Phoenix Model.

The system will also allow local authorities to gain a comprehensive overview of assessment and planning processes, the high level of support and work undertaken with each child in placement, and the areas in which progress or desired outcomes have been achieved.

The individual placement plan of each child and young person in placement with Phoenix is reviewed and updated every eight to twelve weeks at therapeutic placement review meetings.

These meetings are chaired by Phoenix social workers, and are attended by foster carers (and respite carers as required), family support workers, and the positive behaviour support specialist where necessary. Children's social workers are invited to these meetings, and always receive the minutes.

While the therapeutic placement planning system incorporates the assessment and therapeutic work that we feel traumatised children and young people require, it also fully incorporates the '5 outcomes' described in Every Child Matters as being essential for the healthy and productive development of all children and young people, regardless of their circumstances: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Well-being.

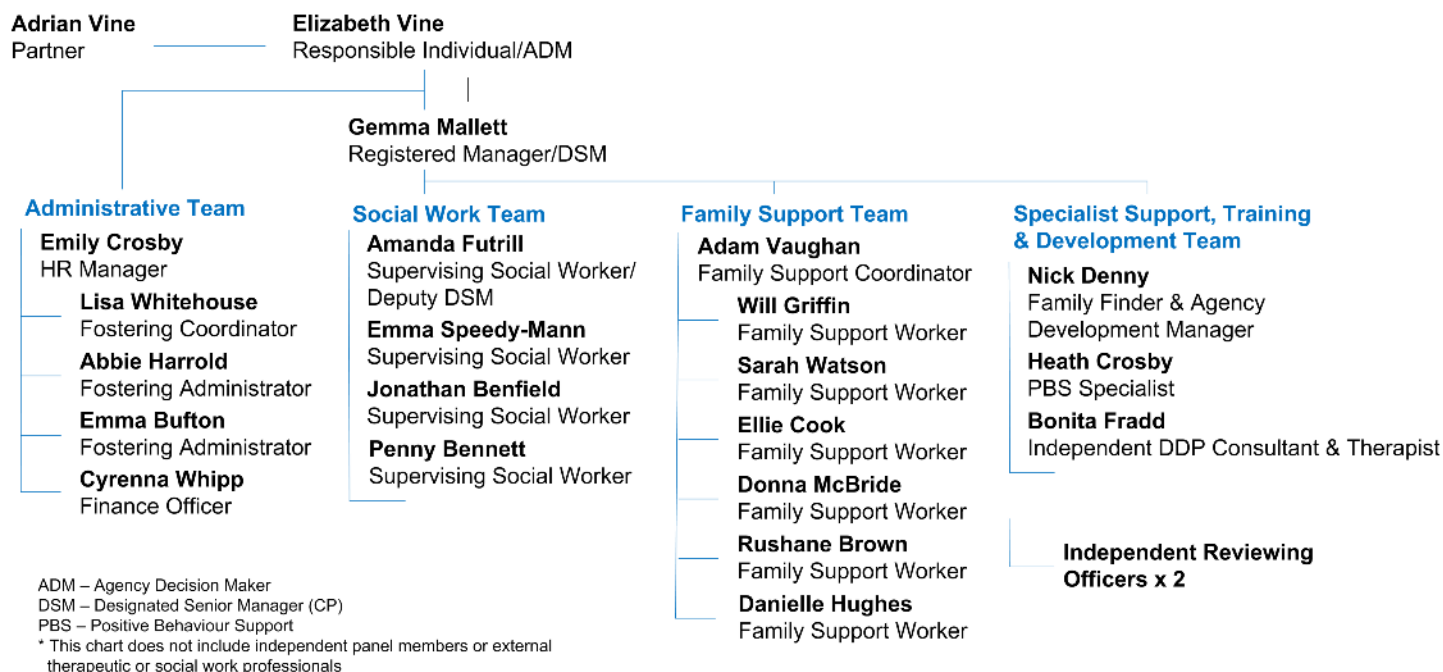
Therapeutic placement reviews also provide a regular opportunity for risk assessments and positive behaviour support plans to be reviewed and updated, placement issues such as contact, family support work and formal therapeutic interventions to be discussed, and advice and individualised behaviour support strategies to be shared with foster carers.



“Children are effectively engaged in understanding their journeys. This is based on highly secure relationships with their carers and exceptionally few disruptions. They consider the service to be exceptional, compared to the large number of others they have experienced. Older children in particular are able to describe the progress they have made with immense clarity and articulate how it was achieved.”

Organisational Structure

Phoenix Organisational Chart :



The Phoenix Team

The Phoenix team is made up of both full-time and independent professionals, with a diverse set of backgrounds, qualifications and skills (details available on request).

Personal and professional development is actively promoted and supported within the agency, and examples of some of the qualifications and areas of specialist training that members of the staff team and foster carers have recently undertaken or are currently undertaking are as follows:

- BA(Hons) in Training Practice & Human Resource Management
- Postgraduate Certificate Leadership & Management in Social Work
- Level 5 diploma in Leadership for Health and Social Care and Children and Young People's Services
- BSc(Hons) Behaviour Analysis and Intervention
- Speakeasy facilitator training
- CEOP Ambassador training
- DDP (Dyadic Developmental Psychotherapy) training Levels 1 & 2
- PhD in Social Work
- Masters in Working with Children, Young People and Families - A Psychological Approach
- Level 2 & Level 3 Certificate in Counselling Skills
- Level 2 & Level 3 Certificate in Understanding Autism in Children and Young People
- Level 2 Certificate in Understanding Mental Health in Children and Young People

Our Positive Behaviour Support Specialist is qualified as a CBT practitioner and is a member of BILD and UK-SBA.

Members of the team also attend a range of conferences and external training opportunities in relation to the work that we do and the support that we offer to foster carers and their families.

Phoenix Fostering Panel

Phoenix has an experienced panel and established a Central List in accordance with the Fostering Services (England) Regulations 2011 (Regulation 23). Panel members receive training and information on at least an annual basis with regard to their specific role and responsibilities, current regulatory framework and best practice guidance. Panel members are also able to access Phoenix training programmes and several have attended preparation training. An annual review of the panel is conducted by the panel chair and the responsible individual.

The current independent members of the panel include:

Panel Chair (Retired Police Inspector, adopter, current foster carer)

Vice Chair (Independent Mental Health Act Manager, PCT; Independent Lay Assessor, PCT; Non-executive Director Project Link; previously non-executive Director PCT)

Vice Chair (Independent Social Worker with 32 years experience, extensive experience of panel membership and chair roles)

Panel Member (Health and Safety & Training Manager; previously a foster carer & Registered Manager, children's residential care)

Panel Member (Independent Social Worker, 23 years qualified; Assessing Social Worker; Trainer; previously Supervising Social Worker)

Panel Member (Independent Social Worker, 12 years qualified; Assessing Social Worker; previously Registered Manager, children's residential care)

Panel Member (Social Worker, over 9 years qualified, Practice Educator)

Panel Member (Social Worker with over 40 years experience, extensive experience of team management roles in fostering, adoption, and children with disabilities teams)

Panel Member (Independent panel member and trainer, over 10 years lived experience of the care system)

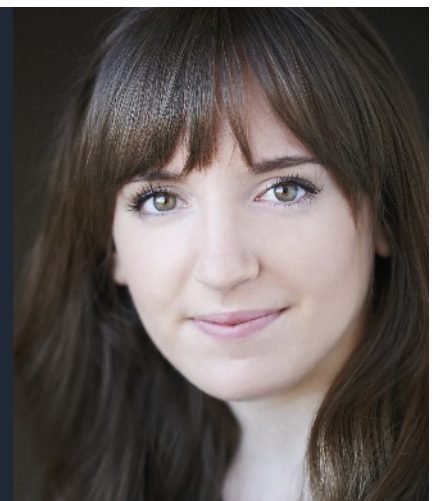
Foster carer applications and reviews are managed as follows:

Applications: all applications of prospective foster carers are brought before the Phoenix Panel by the assessing social worker.

Annual Reviews: annual reviews commence 12 months from a successful application. Annual reviews are carried out by an independent reviewing officer, and returned to Phoenix Panel periodically (approximately every 3 years).

Exceptional Reviews & Deregistration: where there is a major change of circumstances, terms of approval or recommendation for deregistration of a foster carer, an exceptional review is brought before the Phoenix Panel.

“Panel members feel a high degree of commitment to the service and the model of care it applies. They offer a useful quality assurance function too and have a good understanding of the service through attending training events and receiving regular feedback.”



Service Provision

Placements

Phoenix offers emergency, short-term, long-term and respite placements to looked after children and young people referred by local authorities. Placement offers are subject to foster carer availability in terms of skills and abilities, family environment, experience and assessed capacity to meet the needs of an individual child or young person.

The majority of Phoenix placements are solo placements. We generally place single children (or small sibling groups) in each family placement we offer. A small number of experienced carers have been approved to provide additional placements. This only takes place after extensive consultation with, and express agreement of, the placing local authorities, and these placements often have two full time foster carers.

The Phoenix ethos is child-centred, and this is reflected in the therapeutic placement plans of our children and young people, the high expectations of, and support for, our foster carers and the outcomes we are managing to achieve for children and young people who have previously been thought too challenging or traumatised to place successfully within a family environment.

All children and young people placed with Phoenix are allocated their own family support worker. Family support workers generally carry a caseload of 4 young people, allowing for a high level of support and direct work for each of our placements.

Phoenix foster carers are supervised by social workers who generally carry a maximum caseload of 12 fostering households.

A 24 hour on call service is provided to all of our fostering families and young people. There are 2 members of the staff team on call at all times outside of office hours - a member of the family support/behaviour support team and a member of the management/social work team.

At least one foster carer in each fostering household works for Phoenix on a full-time basis (with the exception of respite carers). We generally insist upon this due to the demands on foster carers of our training programmes and other agency activities, appointments, meetings and a high level of availability and support for the children and young people in their care.

We expect a great deal from our foster carers, and they are viewed within the agency as fully participating members of a professional team. The fees and allowances paid to our foster carers are equivalent or higher than those recommended by the Fostering Network. High levels of staffing and support is necessitated by the extremely challenging and demanding task of caring for our children and young people. All of our full-time foster carers receive a (time-limited) retainer, so that they are guaranteed an ongoing income in the event of 'gaps' between placements. All foster carers are entitled to 14 days respite annually at the expense of the agency.

All children and young people placed with Phoenix have a therapeutic placement plan, which essentially consists of their statutory care plan and additional (and complementary) assessment, direct and therapeutic work. Therapeutic placement review meetings take place every 8 to 12 weeks (in addition to statutory placement reviews). Children's social workers are always invited to attend these meetings, and always receive the minutes.

In addition to overseeing the therapeutic placement plans of our children and young people, the agency consultant therapist and DDP practitioner provides direct work with, and support for, our foster carers and members of the social work and family/behaviour support teams.

Where additional therapeutic work is required for individual children and young people, independent professionals are engaged to provide this.

Foster Carers

All prospective Phoenix foster carers undergo the BAAF Form F assessment process, including statutory checks and references, undertaken by a qualified social worker. During this process, prospective foster carers also prepare portfolios, safer caring policies and household/family guidelines.

All prospective Phoenix foster carers undergo a three-day preparation training course which is delivered by a combination of Phoenix staff, foster carers, young people and independent professionals.

All primary (and wherever possible, secondary) foster carers and staff undergo a three-day Positive Behaviour Support course, either before or as soon as practically possible after approval. This training is delivered by the Positive Behaviour Support Specialist.

All Phoenix foster carers are automatically given membership of the Fostering Network following their successful approval.

All Phoenix foster carers have a comprehensive induction and are supported to complete the Training, Support and Development Standards for Foster Care within 12 months of their approval.

All Phoenix foster carers undertake the Phoenix mandatory and core training programmes, and several are undertaking, or have undertaken, specialist training that has been sourced when the need has arisen, such as when a child or young person in placement has a particular difficulty, condition or disability. Training is also offered to the birth children of fostering families.

All Phoenix foster carers are able to access foster carer support groups, both formally and informally arranged, within the agency. Foster carers often participate in recruitment and fund raising activities along with staff team members.

“They have, in my view, done and continue to do the most amazing job of therapeutically parenting J. They are very reflective and consider everything they do carefully before they do it. They always have J's best interests at the forefront of all they do.

They advocate for him, cheer him on, support and advise him but most of all love him and embrace him as part of their family. They have repaired what was severely broken in J by their loving acceptance of him.

I have worked with some fantastic carers over the years but they go way beyond. They have taken J into their hearts. Who could ask for more?

They have been a joy to work with.

Independent therapeutic professional regarding one of our fostering families.



Training Programmes

Preparation Training

All of our staff members attend the three-day preparation training course that is undertaken by our prospective foster carers, and several of our independent panel members have also attended. We have found this to be of benefit to all staff in terms of their understanding of the ethos and the work of the agency, and in strengthening the close relationships necessary to ensure that the whole team communicates effectively and works in partnership.

The preparation training course is delivered by members of the staff team, foster carers and young people, and independent professionals. It consists of the following modules:

- Role of the therapeutic foster carer/Phoenix model of working
- Attachment and Trauma Theory
- Safeguarding & The Child's Journey (the looked after system)
- Allegations
- Health & Hygiene
- Transition to Independence
- Health & Safety (Safer Caring & Risk Assessments)
- Child Exploitation & Online Protection
- Positive Behaviour Support and the therapeutic approach
- The role of the supervising social worker & the family support worker
- Equality & Diversity
- Foster carer & young person led discussion and reflection sessions

All prospective foster carers attending preparation training give us feedback on the course, its delivery and constitution. This allows us to continually adapt and improve its delivery.

Mandatory Training & Core Training (Years 0 - 2, ongoing)

The following is intended as a guide to annual training programmes and is not definitive, as programmes are adapted on an annual basis to the current fostering and staff teams, as well as current legislation, guidance and best practice.

Group Learning

- Positive Behaviour Support
- Allegations
- Bereavement, Separation & Loss
- Safer Caring & Risk Assessment
- Attachment & Trauma
- Building Self-Esteem - Phoenix Model
- Understanding Yourself
- Understanding the Child
- Reflective Practice Workshop
- Contextual Safeguarding
- Child Exploitation and Online Protection
- Child Sexual Exploitation (CSE)
- County Lines
- Therapeutically re-parenting with PACE

Online Learning

A comprehensive online learning programme (over 80 modules) is available through AC Education)

External & Additional Training

- Paediatric First Aid
- Sexual Health & Relationships
- Attachment-based Play
- Safeguarding
- DDP Levels 1 & 2
- Theraplay Level 1
- Through the kid's eyes
- TSD Standards Workshop
- Radicalisation

Specialist Training

Ongoing personal and professional development is a fundamental part of the ethos of our agency, and we invest a great deal in every foster carer and member of staff. This is evidenced by the range of opportunities we have facilitated, or are facilitating, in order to promote the learning and skills of individuals, as well as benefiting the agency as a whole. Please see the Organisational Structure section for examples of specialist training currently being undertaken by foster carers and other members of the staff team.

Education

Education is an area in which many children and young people in the looked after system fail to achieve their full potential. This can be for many reasons, such as frequent placement moves and subsequently disrupted education, and a lack of consistent support.

Children and young people who have been exposed to abusive and traumatic environments for sustained periods of time can exhibit a range of learning difficulties. They might also present behaviours of concern that cannot be managed in mainstream educational settings. Some of our young people find it difficult to cope and to regulate their behaviour when in groups or during unstructured parts of the school day.

Education is an important part of the placements and plans of our children and young people and it is an area in which the team has both experience and expertise. The family finder & agency development manager (a qualified EBD teacher) can support education-related issues for all children from referral point onwards. A number of children are not in school at point of referral and/or placement, and this can present challenges in terms of appropriate educational provision for individual children, together with geographical issues. This is particularly the case when children are placed in an area outside their placing authority. We have managed to successfully resolve these issues for almost all of the children placed with Phoenix.

In the cases of several of our young people, family support workers and the positive behaviour support specialist have been able to support them within educational settings in order to help them regulate their feelings and behaviours, manage social situations and uncertainties and sustain educational placements that might otherwise have become untenable for both the young people and the schools.

Foster carers are also pivotal in this area, in terms of the relationships they build with education professionals, the information they hold regarding their foster children, their ability to advocate for children and the support they offer children and young people within the home.

We encourage all of our foster carers to act as 'pushy parents' and advocates on behalf of the children and young people they foster, in line with the Foster Carer's Charter launched by the government in March 2011. We believe our foster carers to be outstanding in this respect.

“... there are very few changes in school placements; extremely high levels of attendance, and exceptional progress from individual starting points. Exclusions of any sort are minimized. Some children reported progressing from being permanently excluded to now undertaking mainstream examinations. Most children achieve far more than expected, with some attaining university placements. Their formal educations are supplemented well by wide-ranging recreational opportunities that facilitate their social inclusion.”



Phoenix Training for Schools

Positive relationships with many schools within the geographical area covered by Phoenix have already been established, including the provision of training to several schools in attachment, trauma and positive behaviour support for individual young people.

Schools have requested that new staff joining the school receive the same training by Phoenix. Our family finder & agency development manager has also delivered training to the parents of children within the same class as our young people to help them understand the needs and behaviours of our young people, and so that they can better manage any impact that these behaviours might have on their children.

On several occasions schools have experienced behaviours of concern from children and young people placed with them. As part of our extended service, we have provided support both informally and formally to schools when needed. This has included training, coaching, functional assessments, developing support plans and strategies and their implementation.

Our positive behaviour support specialist also visits schools in order to complete assessments of children within the education environment, and create and support plans and strategies for managing and responding to children therapeutically within school.

This work has also taken the form of the mentoring of individual teachers and teaching assistants in order to sustain a child's placement at school and enable education professionals to manage that child's behaviour effectively.

In all of our work, the needs and wishes of individual children and young people will be paramount, and this will equally be the case in the area of education. By working effectively and in partnership with local schools, the agency and the schools concerned should be able to gain a greater understanding of specific children's needs, feelings, behaviours of concern and difficulties.



“Exceptional and innovative support is provided directly to schools, which helps to sustain important educational placements by training teachers about the impact of trauma on children. One such example was described by a headteacher as the best of its type he had ever seen. The service maintains clear evidence of the marked improvements such input provides, for example, to substantial reductions in exclusions. As a result, children feel greater self-confidence and benefit from improved integration with their peers.”

Positive Behaviour Support

Positive behaviour support (PBS) is underpinned by a conceptual model that views behaviours of concern as functional, rather than maladaptive. Behaviours of concern should be primarily understood as learnt behaviour that develops and is maintained as a result of a child's environment, experiences and particular abilities, disabilities and needs.

PBS is a multicomponent framework, underpinned by human rights with an overall aim of improving quality of life and wellbeing for the child and those supporting them. Positive behaviour support is part of a three-tiered approach model consisting of improving the following areas: knowledge that all behaviour has a function, a total communication environment, trauma informed practice, active support, community presence, positive risk taking and capable environments.

PBS is entirely consistent with a therapeutic approach to parenting and is extremely valuable in the context of fostering for a number of reasons. For example, assumptions are often made regarding the underlying reasons for certain behaviours of concern exhibited by children who have experienced trauma, attachment difficulties or experience biological vulnerabilities. Therefore, the bio-psychosocial model of disability provides us with further understanding of why behaviours of concern may occur.

Sometimes, a formal functional assessment may need to be completed to help us to further understand the contingencies both triggering and maintaining behaviours of concern. A plan is then developed based on information the team around the child has gathered in order to meet these needs or functions.

The positive behaviour support specialist undertakes a number of functions within the agency, including:

- Creating, reviewing and maintaining positive behaviour support plans for those children and young people that are in need of this support;
- Providing guidance and strategies, both formal and informal, and support to those working directly with children and young people;
- Training staff members and foster carers in Tier 1 positive behaviour support;
- Undertaking functional assessments and using these to inform positive behaviour support plans;
- Delivering training and support services to schools where requested or appropriate;
- Working directly with foster carers and young people when required;

The positive behaviour support specialist delivers expertise and training in many areas of positive behaviour support, sex & relationships education and therapeutic themes.

[The service] . . . “facilitates highly personalised attention to children’s complex and challenging needs.

In many cases their successes not only exceed expectations but are exceptional by any standard.

. . . outcomes for children are remarkable. This reflects the unusually concentrated focus of the whole service on meeting the individual needs of each child.”



Family Support Work

The Phoenix family support team is an invaluable resource, and the work that the team undertakes is an integral part of the service we provide to our children and young people.

Each family support worker usually holds a caseload of 4 young people to ensure that a high level of support is maintained throughout a child's placement with the agency.

The primary role of the family support team is to engage in direct work with children and young people, focusing on specific issues and identified difficulties and needs under the guidance of therapeutic professionals, the positive behaviour support specialist and the social work and management teams.

In addition to direct work, emotional support and advocacy, family support workers have also been pivotal in terms of sustaining and promoting the education of young people, facilitating and supervising contact between children and members of their families, supporting foster carers in areas such as positive behaviour support, respite and transitions, contributing to placement planning and review meetings, and support during times of crisis.

The family support team forms the first tier response of our 24 hour on call service for our fostering families and children and young people.

Our family support workers have also remained a supportive presence in the lives of young people who have left the care system but remain with their foster carers as young adults.

The family support team has developed into a highly skilled, experienced and valued team, individual members of which are pursuing specific areas of interest and expertise, such as counselling, play therapy, life story work and dyadic developmental psychotherapy (DDP).

Complaints

You can make a complaint by email or in writing to our registered manager, Gemma Mallet, at the following address:

Phoenix Fostering
Queens Meadow
Wigmore
Herefordshire HR6 9UZ

Alternatively, you can email her at gemmamallet@phoenixfostering.co.uk.

Ofsted is the organisation responsible for ensuring that our agency complies with current regulations, standards and best practice guidance. If you want to make a complaint directly to Ofsted, the contact details are as follows:

Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD

0300 123 1231
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Ofsted Whistleblower Hotline: 0300 123 3155
whistleblowing@ofsted.gov.uk