

Knowing and understanding Fostering



Training Support & Development Standards (Level 1 Workbook)

Name

Date submitted

Guidance Notes

Fostering is a very rewarding but demanding role. This workbook is designed to act as an induction tool and to make sure you have the knowledge and skills to make a positive difference to the lives of children and young people.

The Government (Department of Children Schools and Families) states that as foster carers play such an important part of many children's lives, they are key players in the **Children's Workforce**. The 'Children's Workforce Development Council (CWDC) were tasked with developing an induction process that will encourage fostering services to maintain high standards of care for the children they look after. This is a requirement for all Foster carers in the UK.

When should I fill this in?

This work book can be completed as soon as your application to foster has begun. Standard 20 of the National Minimum Standard for Fostering 2011 requires that it should be completed within 12 months of becoming a carer. The last section of the booklet names 'Your Fostering Experience' is to be completed after you have begun fostering. If you are an existing foster carer you can complete the full document

How do I fill it in?

- You can write or type your answers.
- Heading: Training Support and Development Standards Workbook- your name
- Begin each answer with the number of the questions e.g. 1.1a
- If the questions is broad e.g. 'Why do children need families?', we are not looking for a lengthy response. Try and make three independent points.
- The Fostering Handbook contains much information. Links to other documents that will provide information are included.

Who needs to fill it in?

If you are fostering with a partner, both parties in the household need to contribute in a significant way. Indicating who has put forward the view in brackets would be useful.

Who will sign off the workbooks?

Once you submit your workbook The Training Development Officer will check and advise if further information is needed and ultimately sign off the workbook. If you would like some advice or support or wish to submit your workbook please email angela.siteo@sefton.gov.uk or text / call 07814156492.

Standard 1 Understand the principles & values essential for fostering

1.1 Principles & values

a) Select 3 values that you consider to be important when looking after a child in foster care

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/192705/NMS_Fostering_Services.pdf p3

b) How do you promote these values?

1.2 Equality, inclusion & anti discriminatory practice

a) List the types of prejudice and discrimination which can affect children and young people

b) How can you support children's cultural identity?

HINT: Focus on the importance of their ethnic background, language, religion to their identity (p42 Fostering Handbook)

c) How do you support children to deal with discrimination and promote a positive self-image?

1.3 Person Centred Approaches

a) Foster carers are support children to

- Be healthy
- Stay Safe
- Enjoy & Achieve
- Make a positive contribution HINT: Contribute to the community, be law abiding and positive behaviour in and out of school, develop positive relationships & self-confidence, develop enterprising behaviour
- Achieve economic wellbeing HINT: Be ready for higher education or employment, access transport, manage money

How do you promote the wellbeing of the children in your care? Give two examples under each outcome

b) Give an example of how you allow for the previous experiences, wishes and needs of children and their families.

c) Explain why it is important to listen to children's views about risk and safety. How do you take this in to account as a foster carer?

1.4 Confidentiality & sharing information

a) Why is confidentiality important in Fostering? *HINT: Confidentiality is the protection of personal information*

b) Highlight a key theme from Sefton Fostering Services Confidentiality Policy (p28 *Fostering Handbook*)

c) Give one example of when you would share information and when you wouldn't. *NOTE: Foster carers cannot keep secrets if a child or someone else may be at risk of harm.*

Standard 2 Understand your role as a foster carer

2.1 Fostering Role

a) What are the responsibilities of foster carers in relation to education? (p53 Fostering Handbook)

b) What is the role of your supervising social worker? (p31 Fostering Handbook)

2.2 Legislation and Policies

a) Highlight 5 of National Minimum Standards for Foster Carers? (p7-11 Fostering Handbook)

b) Why are they important for Foster carers?

c) Explain Sefton's Pledge for Children? https://www.sefton.gov.uk/media/237299/sefton_pledge.pdf

2.3 Relationship with parents and others

a) Why are families important to children? Hint: Promoting their development and identity, understanding relationships.

b) Why is it important for foster carers to support children to see their birth family? (p42 Fostering Handbook)

c) How do foster carers practically and emotionally support contact?

2.4 Team Working

a) Who are the important people in the team looking after a child in foster care? How does the foster carer work with them?

b) What support is available to foster carers? (p30-37 Fostering Handbook)

c) How do foster carers contribute to review meetings for a child's care plan?

2.5 Being organised

a) Why do you think it is important for foster carers to be organised and reliable?

b) Give an example of an activity you have planned in terms of keeping children in your care safe?

2.6. Complaints and Compliments

a) Summarise Sefton's Council's three stage complaint procedure

<https://www.sefton.gov.uk/your-council/consultations,-complaints-feedback/compliments,-comments-and-complaints.aspx> (See Section Making a complaint about Children's Services)

b) How would you support a child who wanted to make a complaint?

Standard 3 Understand Health and safety and healthy care

3.1 Legislation, policies and procedures

a) Identify 3 key facts from the guidance on Foster carers and smoking (p50 Fostering Handbook)

b) Identify 3 good practice points for working with children and the area of blood borne virus's (p48 Fostering Handbook)

3.2 Accommodation

a) What steps have you taken to keep your home safe for looked after children? HINT: play equipment, hazardous substances (See your health and safety check)

b) Name 3 ways you could prevent the spread of infection if one of your household became ill?

c) Name three ways you plan to keep children safe in the event of a fire? (p50 Fostering Handbook & Fire Safety Leaflet)

3.3. Healthy care and medication

- a) What does healthy care mean? HINT: Include physical, emotional, sexual health needs
- b) How would you encourage a child to maintain their personal hygiene?
- c) What is a foster carers role with regard to children's allergies?
- d) What record should you keep of accidents or injuries? (p60 *Fostering Handbook*)
- e) What would you do if a child had signs of being seriously ill?
- f) Name 3 things Foster carers need to do in relation to medication. (p61 *Fostering Handbook*)

3.4 Personal safety & security

a) Give two examples where you or your families safety and security may be placed at risk. What could you do to reduce the risks?

b) Describe challenging behaviour children may present.

c) How can you encourage positive behaviour?

c) How do you promote positive approach to handling of aggressive behaviour from a child

3.5 Risk assessment

a) Give an example of how you would deal with a situation where a child or young person was putting their health at risk HINT: relating to substance misuse and sexual health?

Standard 4 Know how to communicate effectively

4.1 Encourage communication

a) How can foster carers help children communicate their wishes and feelings?

b) Please give examples of when non-verbal communication with children is important? HINT: Body language, preverbal, disabilities

c) How do you encourage children to make their own decisions?

4.2 Knowing about communication

a) What can get in the way of clear communication with children? HINT: Jargon, patronising, language barriers

4.3 Communication with parents families & friends

a) Please give an example of where it would be appropriate to consult with a child's parents? How would you approach this?

4.4 Communication with organisations

a) How is good communication achieved with your supervising social workers and other professionals?

4.5 Principles of good record keeping

a) Make a list of the reasons why your records may be needed now or in the future. Why might records be important in the future?

b) Name 3 things you should record on a diary sheet

c) What should you record significant incident form? (See Recording Policy)

d) How can young people contribute to their records?

Standard 5 Understand the development of children & young people

5.1 Attachment and stages of development

a) How does trauma, neglect and separation affect looked after children's ability to form attachments? (p56 Fostering Handbook)

b) How can you help children build caring relationships? (p57 Fostering Handbook)

c) Looked after children may have delayed development. What may be difficult about this for a person caring for them? (p56 Fostering Handbook)

5.2 Resilience (a quality that helps young people resist and recover from difficulties)

a) How can foster carers help children have a positive view of themselves? (p59 Fostering Handbook)

5.3 Transitions

a) Moving house, changing school, moving away from your birth family are key 'milestones' in a child's life. What helped you to manage major periods of change in your life?

b) How can foster carers help them to children to cope with loss/change? <https://youngminds.org.uk/find-help-for-parents/parents-guide-to-support-a-z/parents-guide-to-support-grief-and-loss/>

c) What steps are necessary to help a child prepare for adulthood? Please consider a 10 year old and 16 year old?

5.4 Supporting play, activities and learning

a) How to encourage children to take part in activities- at home? at school? with friends?

b) Why is play important for children? <https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/>

c) What is the benefit of providing children with routines?

5.5 Supporting educational potential

a) How do foster carers create a positive learning environment? (See p54 Fostering Handbook)

b) How do foster carers take a positive interest in children's education

c) Describe how you have worked with others to support a child's education?

5.6 Understanding contexts

a) Who are people important to the child you are looking/ or have looked after?

b) Give an example of where family and wider social networks have helped or hindered a child's development?

c) What sorts of behaviour would you expect to see in a young person who has experienced loss?
<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-grief-and-loss/>

5.7 Promote positive sexual health or identity

a) What advice should be available to a child aged less than 10 to promote their understanding of sex and relationships? (See *Sex and Relationships education policy for looked after children*)

b) How would you respond to a child or young person who tells you that he or she gay/lesbian/bisexual or was unsure of their sexual identity? (See *Sex and Relationships education policy for looked after children*)

5.8 Supporting disabled children with special educational needs

a) What is meant by the 'social model' of disability?

<https://www.scope.org.uk/about-us/social-model-of-disability/>

b) Give three examples of needs that may be specific to young people who are disabled or have a learning disability?

c) Think of a game you could adapt to include a child with mobility difficulties?

d) Think of an example of a special educational need? How could this be addressed at home and at school?

Standard 6 Keep children and young people safe from harm

Legislation, policies and procedures

a) What does the document 'Working together to Safeguard children' cover? <https://www.fosterline.info/news/working-together-to-safeguard-children-2018/>

b) What is the role of Sefton safe guarding board? <https://seftonlscb.org.uk/lscb/about-us/sefton-local-safeguarding-children-board-lscb-published-arrangements#>

6.2 Keeping children safe

a) What do children need to feel safe?

b) How can children and young people be unsafe in a foster home?

c) Give an example of how you have helped a child or young person protect themselves and stay safe?

d) How have you adapted your safe care policy to meet the needs of an individual child?

6.3 Recognising & responding to abuse

a) Give an example of how a child or young person has been harmed by an adult, by another child or on the internet?

b) What are the categories of abuse most commonly used to describe how children are harmed by adults. <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

c) Describe 2 possible signs that a child may be being abused <https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>

d) What should you do if you suspect a child is being bullied?

e) What should you do if you suspect a child is being abused? (p29 Fostering Handbook)

6.4 Working with others

a) Who are the partners in your local safeguarding board? <https://seftonlscb.org.uk/lscb/about-us/sefton-local-safeguarding-children-board-lscb-published-arrangements>

b) Each school or voluntary club has a named child protection worker. Find out the name of the 'designated child protection worker' of your local school, playgroup or uniformed group. Ask them for a description of what they do and their safeguarding policy.

6.5 Whistle blowing procedures

a) How would you report malpractice if you witnessed it? <https://www.sefton.gov.uk/social-care/compliments,-comments-and-complaints.aspx>

b) What would you do if you were not happy with the services response?

Standard 7 Develop Yourself

7.3 Using supervision to support your role

a) What is the purpose of your supervision sessions?

b) What training and support is available to foster carers?

7.4 Meeting learning need as part of Continuing Professional Development

a) Why do you need to develop and improve your skills and knowledge?

c) What training has been identified for you to in your personal development plan?

d) Name ways that you can learn about fostering other than training course?

7.5 Career progression

a) Name some of the development opportunities for foster carers in Sefton

Our Fostering experience

Please fill this in when you have begun fostering so you can reflect on your learning and practice.

Knowing about communication

Please provide an example of a factual recording.

Please provide an example of a recording which expresses an opinion but provides evidence

Communication with organisations

Can you provide an example of how you have achieved good communication with your supervising social worker/the child social worker and how it has benefitted the child

Keeping children safe

c) Give an example of how you have helped a child or young person protect themselves and stay safe? How have you adapted your safe care policy to meet the needs of an individual child? (Your safe care policy)

Your role and approval as a foster carer

a) What changes have you had to make since becoming foster carers

b) What are the biggest challenges your family have had to face?

Being aware of fostering on sons and daughters and extended family.

a) How has fostering affected your own children or extended family?

Meeting learning need as part of Continuing Professional Development

a) Give an example of feedback you have had from a child or family. Did this change the way you work?

If you require support or guidance completing this workbook or you wish to submit your answers please contact Angela on **07814156492** or **angela.siteo@sefton.gov.uk**