



This is how *WE* do it

(Level 2 Workbook)

Name

Date submitted

Why is this needed?

This workbook describes a little bit of the journey you have gone on alongside the children to help them settle and grow in your care. Achieving Level two as a foster carer shows you have gained experience and can put that into words. By the end of the booklet you will have taken a bit of time out to think and explain some of the ways you have been planned and intentional in your approach to giving your foster children the loving care they need and deserve.

“The children are doing well with us, it wasn’t by accident it was through hard work and never giving up”. (Jess Parr)

“Seeing it all written down, I can see the children have done well and realise we have done a lot together”

When should I fill this in?

When you have a plan to work towards Skills Level Two. The children need to have been living with you for some time so you can speak about their experience

How do I fill it in?

Please jot down examples of how you have been caring for the children you foster. Ideas are provided to prompt you. You may have other ideas. These prompts are just to assist.

Do I need fostering experience to fill it in?

To complete the Level 2 portfolio you will need to have completed Level 1 - Training Support and Development Standards and have a good level of fostering experience.

Who needs to fill it in?

The booklet should reflect the views of both carers if you are. Noting who has put forward the view in brackets would be useful.

What if I get stuck?

Your supervising Social Worker can help you think of examples as they will have an understanding of what you have been doing. Some carers try filling in a section and then send it off to the Training Development Officer to look over and advise. Some carers prefer to attend one of the workbook workshops to begin working through the booklet. Others prefer to complete the document and send. Angela Siteo (Training Development Officer) is very happy to advise and support you with completing it.

Who will sign off the workbook?

It will then be checked and signed off by the Training Development Officer.

What was it like filling it in?

"My partner and I got through the level 1 workbook and found it quite enjoyable to fill in. You don't realise how much you've accomplished and achieved with your looked after children until questions are asked. When we looked at workbook 2, it was a lot more detail oriented, to be honest, we found it quite daunting. We kept putting it off and putting it off. Eventually, we had some free time, a rare thing, and we both sat down and read through each question and thought about our answers carefully. Workbook 2 is more in depth definitely, but it just makes you think about each stage and scenario of your looked after children differently. It took us quite a while to fill in, but it was rewarding to do so. In a way, it made us question different methods we were using to raise our looked after children and think differently. Once we got started answering the questions, we flew through it! Now we've completed it, it's a relief. We can focus on the courses provided now and look forward to attaining level 2 pass." (Chris Gwynne)

Example One Working with others

Working with others to organise their education

J has just started nursery on the 22/2/21, we eased him into it with a shorter week then he went up in time to 18 hours a week in preparation to his full time government funded 30 hours which starts 12/04/21.

We have liaised with the council and the Nursery to ensure this was completed in the appropriate time frame as expected.

We have a work book for J's nursery that tells us what he has been doing day by day, and challenge when it's not been recorded, as this gives us a better idea of how he's doing. We have a very good relationship with the staff and inform them if he has not slept too good the night before, on the very rare occasion he needs a nap. H is not at nursery yet, we have spoken to her health visitor to see if she can attend after she turns 2. Until she does we ritually do numbers colours and ABC's.

Example Two Working with others

Working with others to organise their education

When the children were first placed in our care they were in a school around 12 miles away from our home, with a commute which took around 40 mins each morning at night. One child was only 3 years old and attending nursery, the other had just turned 4 and was in reception. This meant long journeys with young children in busy traffic. This was very tiring for them and they often fell asleep in the car on the way home after a busy day in school. This was interfering with their bedtime routine so we had to look at schools closer to us.

Once we knew the children were not going back to birth parents we found a school around 5 minutes from us. We worked closely with the children to plan to introduce them to their new teacher and class mates. With close work with the school and social workers the children are now settled and love their new school and friends. We have annual PEP meetings and make sure the children's needs are met.

1. Health



How are you addressing these aspects of parenting?

Please give examples (or how you have an understanding of them)

1.1 Bringing about significant improvements in daily routines and healthy living

- Supported children with their sleep / bedwetting / soiling / obesity

1.2 Monitoring and supervising diets

- Monitored special diets e.g. coeliac, allergies / intolerances etc.

1.3 Dealing with serious health issues

- **Managed** significant episodes of ill health or ongoing medical conditions or physical disability
- **Supported** a child to manage their condition?
- **Monitored** their medication or symptoms?

4. Supporting their mental & emotional wellbeing

- **Worked** with counsellors/school mentors/CAMHS/
- **Supported** children with low mood/self-harm

5. Key tasks of foster/carers to promote health

- **Taking** practical steps to promote their health
- **Registered** children for services?
- **Gained** advice/spoken to/emailed medical professional?
- **Recorded** advice given and actions taken?

2. Education



How are you addressing these aspects of parenting?

Please give examples (or how you have an understanding of them)

2.1 Working with others to organise their education

- **Transported** the child to school
- **Informed** teaching and pastoral staff about the child's need
- **Attend** school events
- **Supported** a school/nursery /playgroup transition
- **Worked** with learning mentors, portage, educational psychologist
- **Challenged** decisions/plans about your child's education

2.2 Supporting improvements in attendance

- **Prepared** child for school
- **Supported** child to establish a routine to help them
- **Identified** reasons child struggled at school
- **Considered** needs of preschool children to support attendance and involvement in playgroup

2.3 Promote achievement

- **Supported** child's access to personalised services
- **Spotted** and highlighted areas of developmental delay
- **Planned** for use of grant money e.g. pupil premium grant
- **Considered** what toys/books/equipment is are needed to promote learning at home



3. Social Emotional and Behavioural Development



How are you addressing these aspects of parenting?

Please give examples (or how you have an understanding of them)

3.1 Identifying delay in their social & emotional development

- **Reported** to other professionals about the children's emotional needs
- **Sought** advice from speech and language service
- **Discussed** progress with Health visitors

3.2 Managing emotional and behavioural difficulties

- **Supported** children who have been neglected/ abused

3.3 Praise

- **Reflected** on the role of praise and reward in encouraging positive behaviour

3.4 Promoting activities

- **Supported** child to attend activities sport, play, music, drama, art etc



4. Identity



How are you addressing these aspects of parenting?

Please give examples (or how you have an understanding of them)

4.2 Helping them to understanding their story

- Spoke to workers about explanations to offer and agreed shared language
- Answered questions about their family and why they live with you
- Answered questions about their future plans
- Supported them to call previous foster parents
- Listened to and reassured child as they talk about traumatic memories

4.2 Gathering memories

- Helped children and young people to collect, understand and value special items to cement memories or relationships
- Noted down stories /comments

4.3 Seeking out specialist support

(support with life story work, play therapy, counselling)

- **Sought out** organisations that can help a young person with their identity issues
- **Supported** children or young people with their racial, sexual or birth family identity

4.5 Challenging discrimination

- **Supported** foster child who are experiencing discrimination
- **Supported** a child who was targeted at school for being looked after or being different?
- Public attitudes to children in care & care leavers



5. Contact /Family time



How are you addressing these aspects of parenting?

Please give examples (or your understanding of them)

5.1 Supporting contact

- Offered transport for time between foster children and parents (or significant others).
- Observed contact
- Recorded child's behaviour and comments
- Reported findings

5.2 Reviewing plans

- Considered the balance between children's and birth parents rights
- Considered the balance between children's immediate and long-term needs
- Captured the wishes and feelings of the child in relation to contact
- Recognised the competing needs of children in a sibling group

5.3 Managing expectations

- **Prepared** children for contact (prepared activities, photos etc)
- **Prepared** adults for contact
- **Drawn up** contact plans/agreement
- **Discussed** expectations for virtual/online contact

5.4 Managing challenges

- **Sought** support or mediation where there was a difficulty in contact or arranging contact
- **Ended** contact (when supervising) when not in child's best interest
- **Requested** care planning meeting to resolve complex issues
- **Reported** issues of risk where birth family are not keeping to the agreed plans for the child



6. Selfcare / Developing independence



How are you addressing these aspects of parenting?

Please give examples (or your understanding of them)

6.1 Promoting independence

- **Helped** children to gain skills in decision making and negotiation; practical household skills budgeting and managing money; cooking, cleaning etc.
- **Supported** children with Pathway planning
- **Supported** children young people in transition from being looked after

6.2 Promoting decision making

- **Encouraged** children in placement to become involved in decisions e.g. holidays, days out, clothing, decorating, house rules, celebrations, events etc

6.3 Helping child's voice to be heard

- **Helped** a child have their say in a meeting or at school
- **Acted** as an informal advocate
- **Accessed** an independent advocate for a child in your care
- **Supported** children to become involved in consultation
- **Encouraged** child to fill in questionnaires or share their views for their looked after children review, foster carers annual review or service reviews



7 Joint working



How are you addressing these aspects of parenting?

Please give examples (or your understanding of them)

7.1 Maintaining good communication

- **Written** records which separate fact from opinion
- **Written** records which indicate triggers for behaviour
- **Passed** on information to social workers about significant incidents or difficulties experienced by children
- **Used** professional meetings to air disagreements
- **Used** support from fostering service/ children's social worker to resolve sensitive matters

7.2 Decision Making

Used the Decision Making tool (delegated authority) to clarify roles in relation to decisions.

7.3 Support for yourself /others

- **Asked** for support
- **Reflected** on opinion of birth parents needs and responses
- **Offered** support to another carer
- **Taken** an active role in support groups

7.4 Supporting development of the Fostering service

- **Replied** to Annual Fostering Service Survey
- **Shared** your experience at skills to foster training or information sessions,
- **Attended** working groups
- **Attended** recruitment events



8 Attachment



How are you addressing these aspects of parenting?

Please give examples (or your understanding of them)

1. Responding to attachment behaviour

- **Planned** for and managed a child's separation anxiety from you

2. Being sensitive to a child's emotional needs

- **Identified** a child's hidden emotional need
- **Recognised** when 'attention seeking' behaviour is based in a child's sense of insecurity

3. Managing emotions

- **Helped** a child regulate or manage their emotions
- **Soothed** a child to calm down and gain control of their emotions

4. Repairing the relationship

- **Taught** child it is OK to say sorry
- **Reminded** child that you will take good care of them even if you do not agree with an action they have taken
- **Helped** them cope with their sense of shame



9 Self Development

How are you addressing these aspects of parenting?

Please give examples (or your understanding of them)

9.1 Self Care

- **Sought** help to support you or a child
- **Seeking** out ways to you can support your own mental wellbeing

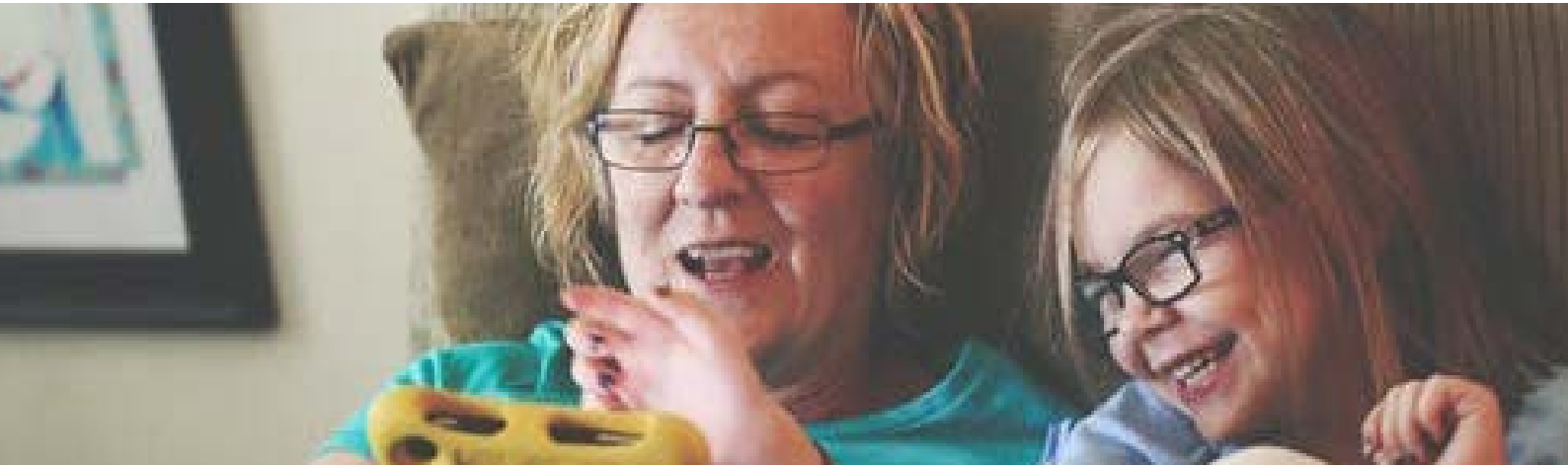
9.2 Continuing to learn

- **Identified** training you would benefit from
- **Put into practice** an idea from a training course
- **Developed** your understanding of children's needs

9.3 Supporting your family/friends to adjust to life as fostering family

- **Recognised** the impact that fostering has had on your family
- **Helped** your family to integrate a new child into your unit
- **Support** your family/friends to balance their own needs with those of a child or young person
- **Taken** steps to take to address conflict and disagreements

10 Safeguarding Children/safer care



How are you addressing these aspects of parenting?

Please give examples (or your understanding of them)

1. Being proactive in health and safety issues

- Put in place plans to reduce risk in your home

2. Understand that is vital quality information/planning

- Promoted a child's wellbeing by requesting further information/meetings to take place

3. Promoting children's skills to keep themselves safe

- Educated child on risks and how to manage them

4. Being aware of key policies

- Refreshed my understanding of Missing policy/ Recording Policy/ Confidentiality policy

5. Protecting children from abuse

- Recognised possible occurrence of abuse
- Identified a potentially abusive or risky situations
- Taken measures to protect the child/YP

6. Accessing advice internet safety

- Find information for the Child exploitation and Online protection agency
- Share messages about online safety
- Put on blocks on devices
- Agreed digital agreement for the family
- Play educational games with children to support their knowledge of online safety



