Fostering
Foster Carers’ Manual
www.kentfostering.co.uk
Dear Foster Carer,

I am pleased to introduce you to the latest edition of foster carer Training and Development opportunities available to Kent County Council foster carers. As a fostering service we recognise the important role that you play in caring for children and young people. We have provided you with a range of training and development opportunities to develop your skills in meeting the needs of looked after children.

This training manual can also be accessed via www.kentrustweb.org.uk/children/carers/training.cfm.

I would encourage you to look through the pages and plan your training and attendance with your fostering worker as part of your Personal Development Plan. There are a range of opportunities for both new and experienced carers and a number of new courses available.

The training courses are designed to support your completion of the evidence workbook for the Training, Support and Development Standards for Foster Care. All existing carers need to complete the standards and newly approved carers should complete them within twelve months of their approval.

I look forward to you taking up the learning opportunities available to you.

Teresa Vickers
County Fostering Manager

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Meeting the needs of looked after children

Key facts about looked after children

On 31 March 2011, there were 65,520 children who are looked after in England, an increase of 9% since 2007- (Department for Education (DfE) 2011).

Children enter care for many different reasons. The main reason why social care services first became involved with children who started to be looked after was because of abuse or neglect (54%). This percentage has increased since 2006. Other reasons may be due to parental illness, disability, family relationship breakdown, families experiencing “acute stress” and absent parenting. There were 1568 children in care in Kent (August 2010). From: www.kent.gov.uk website

74% of children who were looked after as at 31 March 2011 were in a foster placement. There were 3,050 children placed for adoption nationally as at 31 March 2011 - DfE.

Short breaks for disabled children

Families with disabled children told the Government that their number one priority is regular and reliable short breaks from caring. Funding for Aiming High for Disabled Children (AHDC) has been made available and spent on short break fostering schemes, to recruit foster carers who were prepared to offer overnight and day care.

From April 2011, local authorities have been under a duty to provide short breaks to carers of disabled children.

Educational achievement and attainment for looked after children

In 2011 Educational achievement, attainment and outcomes for children in care remain poor compared to their peers. At Key stage 4, 13.2% of Looked after Children achieved 5+ A-C at GCSE or equivalent including English and Maths. The attainment gap between Looked after Children and non-Looked after Children achieving the basics grade A-C in GCSE or equivalent in English and Maths is 44.7%. On 31st March 2011 72.8% of school aged children looked after continuously for 12 months has some form of special educational needs (DfE 2011).

In secondary schools 18.7% of Looked after Children had 1 fixed exclusion compared to 8.6%.

The Virtual School in Kent was developed in 2010. The virtual school has taken the organisational structure of a traditional school and used it to enable achievement and levels and promote wider outcomes for looked after children. It has been created to encourage the effective co-ordination of educational services at a strategic and operational levels for looked after children. The virtual school kent website aims to be a one stop portal for professionals working with looked after children and young care leavers (YCL).

www.virtualschool.lea.kent.sch.uk

At the end of Year 11 66.6% of children in care remained in full time education, compared to 80% of all school leavers. Looked after children aged 10 or over are more than twice as likely as other children to be cautioned or convicted for an offence. In the long term, those who have been in care are over-represented among teenage parents, drug users and prisoners. Outcomes are poor even when compared to other children with roughly comparable backgrounds and problems.

While most children who are looked after return home there are some who need longer term care and permanence. Foster carers therefore, need to have a range of skills to meet the diverse needs of children and young people looked after by Kent County Council.

We know that looked after children and young people represent one of the most vulnerable groups in society and many experience early disadvantage, abuse and loss, and some also face changes of home and school placement. These factors can affect learning, social and emotional development and we need to recognise their importance of risk factors that may predispose them to other difficulties. For example, a national survey for the Department of Health found that looked after children and young people were four to five times more likely to have mental health problems than those in the general population and where behaviour, emotional and social difficulties represented the main category of need.

While children will undoubtedly have a range of different needs there has been some interesting research into the characteristics of a successful foster carer. Wilson (2006) investigated the characteristics of successful foster carers and found that one component is the foster carers experience, understanding and child centeredness. The quality of the relationship with a child is very important in helping them feel secure, having a sense of belonging and developing a positive relationship.

The training and development opportunities available to you are aimed at helping you to meet the child’s different needs and continue to provide high quality care in a family setting.
Listening to children and young people

It is also important to listen to the views of children and young people in foster care. Richard Morgan, the Children’s Rights Director for England has a number of legal duties which include asking children and young people for their views about how they are looked after in England. In a report, Having Corporate Parents (2010), he reports that children discussed how they had different experiences of care.

Some children have good care for a long time in the same placement and are well settled, while others have had many different carers and found it hard to settle down. The Sinclair (2005) study sought the views of looked after children about being in care. They identified five main requirements:

- normality,
- a family that accepts them,
- respect for their origins,
- an important voice in decisions about them; and
- a springboard to a better life.

Children need foster carers who can provide them with an experience of good parenting, support for developing or maintaining attachments, encouragement to enjoy school and do well there, and support for developing a sense of identity.

National and local developments to improve fostering standards and the experiences of children in care

The last decade has seen some interesting patterns and themes emerge in foster care in England. The proportion of children in foster care has grown. There has been a shift towards the professionalisation of fostering, and a number of changes have been made to support foster carers in their challenging role in caring for children. Over time, it has become apparent that a new set of standards, regulations and guidance were needed to take into account all recent initiatives and to improve outcomes for fostered children in the future.

These were implemented in April 2011. The key themes will need to be considered in the future in planning and addressing children’s needs and when considering the support needs of foster carers. The most significant new themes are the notion of the foster carer as a parental figure and the expectation that foster carers should be empowered to take on parenting tasks on a day-to-day basis. There is repeated emphasis upon the importance of the foster child feeling like a member of the family and of the family home rather than living in a ‘placement’ in the care system.

Other more emphasised themes are understanding the child as an active agent of change. There is a heightened commitment to listening to and involving children through consultation and participation. The importance of relationships between the foster carers and the child is emphasised, and is one of the ‘values underpinning’ the revised standards:

‘The central importance of the child’s relationship with their foster carer will be acknowledged and the work of the wider team around the child will be undertaken in a way that strengthens and supports the role of the foster carer’. (Statutory guidance para 2.5).

Over the last few years there has been increasing recognition on a national level about the crucial role that foster carers play in supporting looked after children and recognition of the foster carer’s role as part of the wider children’s social care workforce. There has also been a continued focus on corporate parenting which aimed to deliver a range of national initiatives in ways that sought to ensure the voice of the child was included.

Some of these initiatives have included the introduction of the Training, Support and Development Standards for Foster Care and changes to the Qualification Credit Framework which will be discussed in more detail later.

Corporate Parenting

This is an important principle that outlines that the local authority is the Corporate Parent of children in care and has a legal and moral duty to provide the kind of support that any good parent would provide for their own children. This includes enhancing children’s quality of life as well as keeping them safe. Foster carers play a vital and crucial role in improving the lives and achievements of looked after children.

Kent County Council takes its corporate parenting responsibilities very seriously and has set up a Children’s Champion Board to ensure that the interests of looked after children are understood and considered at the highest level. Kent County Council recognises it has a duty to act as a good parent to children and young people in care and those in the process of leaving care.

As a Corporate Parent, Kent strives for these children to have the outcomes that every effective parent would want for their own children. Sometimes a local authority will share parental responsibility with a child’s parents. Effective corporate parents make decisions and behave in ways that promote education and health for looked after children, material wellbeing, encourage leisure and continuing interests, help the child develop personal skills and preferences, provide a sense of security and belonging and listen to children who are preparing to leave care.

Every Child Matters (ECM)

ECM is a set of reforms supported by the Children Act 2004. Its aim is for every child, whatever their background or circumstances, to have the support they need to achieve the five outcomes:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.

This means every local authority working with its partners, through children’s trust partnerships has to find out what works best for children and young people in its area and act on it. They will need to involve children and young people in this process. Everyone working with children and young people, including foster carers, are expected to work in a way which promotes these outcomes. Foster carers have a key role in improving the life chances of looked after children especially by providing stability and helping children to achieve at school.

Care Matters and the pledge

In 2007, the government published a White Paper called Care Matters (Time for Change) with a core proposal that each local authority should develop a pledge for its children and young people in care. The Kent Pledge is central to improving corporate parenting. It has been widely welcomed, particularly by children and young people. The pledge tells children and young people what they can expect from KCC as a child in care, encourages best practice, promotes better outcomes and reinforces our corporate parent relationships.

The Kent Pledge includes six themes:

- a sense of belonging;
- an adult who is always there for you while you are in care;
- a good education;
- good memories for the future;
- getting ready for being an adult;
- championing your needs and interests.

Further information about the Kent Children in Care Council can be found at www.ylf.org.uk.

National Standards for Foster Carers - Training, Support and Development (TSD) Standards for Foster Care

The National Standards provide a national minimum benchmark that sets out what foster carers should know, their understanding and be able to do within the first 12-18 months after being approved.

The Training Support and Development (TSD) Standards form part of a foster carers induction in the role. The standards help to ensure foster carers are equipped with the knowledge and skills they need to do their very best for the children in their care. Foster carers can also work to improve their knowledge, skills and think about their own training and development needs whilst they complete their workbook.

Family and friends foster carers

Family and friends foster carers will come into foster care not so much to become professional foster carers, but because they want to make sure that the children in their care remain within the extended family. Their development needs, therefore, are likely to be different to those of other foster carers (Butler: Prepared to Care, 2006). This is now recognised in the new statutory guidance to local authorities which has been implemented in April 2011.

All foster carers who are approved under the Fostering Services Regulations should complete the TSD Standards. Family and friends foster carers who are approved as foster carers are also expected to complete these standards.

Completion of the standards should be seen as an opportunity for family and friends foster carers to gain support for their caring role and to access specific training and meet with other foster carers to share experiences.

In recognition of their individual circumstances, family and friends foster carers who are approved, have an extended period in which to complete the standards - for current carers by April 2012, or within 18 months of approval (National Minimum Standards – Fostering Services: April 2011).

There are six Training Support and Development Standards for family and friends foster carers. The aim is to support friends and family carers in their caring role, encouraging them to build on any areas for development identified in their workbooks. More information can be found on www.education.gov.uk/childrenandyoungpeople/families/fostercare.
Standards and workbooks for foster carers

The Training, Support and Development Standards aim to provide foster carers with:

• a clearer understanding of their role
• greater confidence and clarity
• an outline of essential knowledge and skills
• recognition for their developing professionalism
• a pathway to further learning and development

An evidence workbook is provided as a tool to help foster carers plan, gather and record evidence of their learning and development. It takes you through each standard, and gives a summary of what each one covers and what you will be expected to know and able to do in practice. To summarise, foster carers record and provide evidence for what they do everyday and highlight their existing practice. For example every training course they have attended, meetings they have attended such as Looked After Children Reviews and almost all fostering tasks are evidence of the role and standards achieved. It is an opportunity for carers to demonstrate their skills and to identify areas for learning and development in the future.

Your training folder should also be used to gather evidence i.e. learning logs, certificates etc. You will need to evidence what you have learned and this could be in a variety of ways, including attending training, reading, practical experience, support groups with foster carers, discussion with your worker or other foster carers and other activities.

Many foster carers in Kent have completed their workbooks. Some carers took great pride in these and completing them.

Each fostering team in Kent will give you advice and support about how to start your evidence workbook, and local support available in your area, as many foster carers have now completed their workbooks.

The seven standards cover the main areas of the foster care role and set out what foster carers should know, understand and be able to do. The standards are:

**Standard 1** - understand the principles and values essential for fostering children and young people

**Standard 2** - understand your role as a foster carer

**Standard 3** - understand health and safety, and healthy care

**Standard 4** - know how to communicate effectively

**Standard 5** - understand the development of children and young people

**Standard 6** - safeguard children and young people (keep them safe from harm)

**Standard 7** - develop yourself

As an alternative to the printed workbook, there is also an online version to help foster carers work through the standards in a more flexible way.

**Editable PDF workbook** enables you to type or paste in evidence into the relevant sections and save your work without the need for an internet connection. You can access the editable PDF version of the foster care standards induction workbook at the via [http://media.education.gov.uk/assets/files/pdf/1/foster%20care%20stds%20standards%20-%20evidence%20workbook.pdf](http://media.education.gov.uk/assets/files/pdf/1/foster%20care%20stds%20standards%20-%20evidence%20workbook.pdf).

**Short break carers**

Training, Development and Standards also apply to short break carers. The TSD Standards for Short Break Carers provide a structured approach to the assessment and training of short break carers. They cover their preparation and assessment in the 12 months following their approval as carers or from taking up their role. New short break carers will be expected to complete the standards within 12 months of approval.


**Training and development opportunities**

The training and development opportunities for foster carers include:

• pre-approval
• induction
• training for all carers
• foster carer development (including qualification based training)

**Training Flowchart (Appendix One)**

The training and development opportunities for foster carers provide a career pathway for carers. They include TSD Standards for Foster Care. They are designed to promote foster carers’ professional development from pre-approval, induction and ongoing development. Each course has a course flyer (see Appendix Two) outlining the aims of the course and learning outcomes.

The courses are aimed at the different types of fostering that the service provides including:

• Emergency placements
• Short term
• Long term/permanency
• Respite
• Short break scheme for disabled children
• Parent and child
• Therapeutic re-parenting foster care
• Treatment foster care
• Day care
• Specific placements

We also have a number of specialist fostering schemes that have specific training and support for foster carers. Foster carers who wish to apply for these specialist schemes need to have completed preliminary training or be able to evidence previous learning. The schemes include:

**Short break scheme for disabled children**

The service provides regular breaks for disabled children within a family setting. This opportunity enables children to enjoy a range of activities independently from their parents or carers, whilst allowing family members time to recharge their batteries and take time out for themselves and/or their other children.

Short break foster carers become part of the child’s support network and may build long lasting relationships with both the child and their family. Some foster carers can be linked to more than one child. The foster carers receive individual support and supervision access to training opportunities including specific training related to disability issues.

**Therapeutic re-parenting (TRP) Programme**

This programme is aimed at meeting the needs of children between the ages of 4 to 13 who have experienced significant trauma and whose development and ability to form attachments have been significantly affected. They are children whose behaviour has made it hard for families to care for them and who have struggled to be part of a family or be cared for. They may also struggle within the school environment and all of this can lead to moves and placement breakdowns that contribute to the trauma and rejection for the child.

Carers need to be able to offer a placement to a child for approximately two years. They will need to be the youngest by a number of years and any other looked after child is settled and living within the family long term. We generally require any other children in the family to be aged 12 years or older and to demonstrate maturity.

All members of the family need to be able to cope with a new addition that will need a very safe, secure predictable world and feel that they are the primary focus of the adults.

Carers need to be willing to work as part of a multi-agency team. This team will work together, around the child, to gain an in-depth emotional and psychological understanding of them and promote their ability to form a secure attachment. They will then prepare the child to move on to a permanent family via adoption or long-term fostering, or in some circumstances remain with the TRP family long term.

TRP carers are part of monthly network meetings for their child which are facilitated by either a clinical psychologist or psychiatrist. Carers must also attend monthly carers groups that are also facilitated by a clinical psychologist. We ask that both carers make themselves available for the majority of these meetings.

**Treatment foster care**

Treatment foster care provides intensive, individualised treatment, support and supervision in a family setting to young people between the ages of 10 to 18 years who are displaying severe levels of challenging/anti-social behaviour. The programme has been adapted from the Oregon Social Learning Model and the Kent programme is one of the largest in the country. Kent’s programme is also currently the only fully accredited programme in the UK.
The aim is to decrease problem behaviours and increase socially acceptable behaviour so that within an 18 month period, the young person can return to his/her parents, relatives or other suitable arrangement after the Treatment Foster Care Placement.

Foster carers are specially trained to implement a system of points and levels and receive 24/7 support. They also attend weekly carers meetings and form part of the team around the child.

Parent and Child Fostering

We also offer parent and child placements which provide a comprehensive assessment of the parent and child relationship in a foster placement setting.

Foster carers contribute to the assessment alongside other professionals as part of a multi-agency team. They assist with the development of parenting skills and may provide outreach work after placement. Carers will receive specific training on Parent and Child placements and support groups/learning sets are being developed.

Induction training

Induction training must be completed by all new carers. This offers newly approved carers and experienced carers wishing to refresh their knowledge, a series of courses that provide the opportunity to learn more about the fostering task and what it involves. We would expect the ‘main’ carer to have completed the induction training listed below within the first twelve months of approval.

New carers induction

Newly approved foster carers will be invited to a New Carers Induction session shortly after approval which they will be expected to attend. This will provide them with the opportunity to learn more about Kent County Councils Fostering Service, meet members of the fostering teams and existing carers, hear about the Kent Foster Carer Association and be introduced to the training and development opportunities available to foster carers in the county. New foster carers will also be offered a ‘Buddy’ by their Fostering Team to support them through the initial months of becoming approved. Each Fostering Team has established New Carers Groups and more details are available from your Fostering Worker. Courses include:

Caring for Other People’s Children

- To explore the differences in caring for another person’s child and how this may impact upon carers own families and support networks.
- To explore the probable impact of separation and loss of the child’s own family upon their development and consequently their behaviour.
- To consolidate and extend carers understanding of attachment and the likely impact upon the child.
- Promoting strategies for welcoming and engaging with the child from the moment of arrival.
- To encourage carers to explore implications for good parenting and promoting positive growth in emotional, behavioural and social aspects of children’s development.
- To encourage carers confidence in caring well for other peoples children when in public care.

Making foster placements work

This course focuses on how we can make placements more effective, and to build on achievements that are made. Also to gain an understanding about what helps foster placements to work and what factors contribute to making placements fail. Some of these are because of factors outside the placement i.e. birth family/school, and others are within it i.e. the children and carers. The course will follow three themes:

- Placing children in foster care (how placements are made; how different parties feel about the process; how are they consulted/involved; how does it affect outcomes)
- Meeting children’s needs
- Contact – an introduction to issues that arise.

Safe care

- Understand what is meant by safe care and how to put this into practice
- Explore why children sometimes make false allegations and how carers can help protect themselves from this happening
- Understand how carers can support their own children sharing their own home with children who have suffered abuse, neglect and multiple moves and the trauma associated with this
- Familiarisation with signs and symptoms of child abuse and impact upon the child
- Develop strategies for safer care

Safeguarding

To provide foster carers with an introduction on safeguarding and their role in keeping children safe.

- Describe the different types of abuse
- Recognise the signs, symptoms and indicators of abuse
- Identify the roles, responsibilities and processes in place locally and nationally for safeguarding children
- Understand local safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse
- Know how to recognise, record and refer child protection concerns
- Respond effectively when children want to tell

Foundation First Aid

The course will provide foster carers hands-on practical training of:

- Management of an incident
- Building confidence in your own abilities
- Recovery position
- CPR (baby/child)
- Diagnosis and treatment of:
  - bleeding
  - burns
  - choking

Learning Outcomes:

- Build confidence
- Basic knowledge of first aid
- How to manage a situation

Training available for all carers

The Training Steering Group has agreed the following list of courses to be completed by all carers, these include:

- Education and beyond (14-19 Education and Planning for LAC)
- Effective communication to get the best out of meetings
- E-Safety workshop
- Foundation first aid
- Health and wellbeing for children
- Helping your child with education and learning
- Learning through play
- Making the most of supervision
- Personal Education Plans (PEPS)
- Record keeping
- Recording, storing and administering medication
- Safe care for experienced carers
- The role of men in foster care
- Transitions

Further courses may be advised.

Foster carer development

Carers wishing to access further training need to have completed the induction training, these include:

- Attachment – an introduction (Part 1)
- Child development and attachment (Part 2)
- Secondary trauma (Part 3)
- Court skills
- Drugs awareness (Part 1)
- Drugs awareness (Part 2)
- Fostering changes
- Life story work
- Managing and supervising contact
- Moving to adoption
- Positive behaviour management
- Parent and child
- Preparation for independence (16 plus)
- Relationships and sex education
- Sexual abuse – working effectively with children and young people
- Self esteem
- Seminars arranged for experienced carers

Disability carers training

Alongside the above training there is also specific training available for short breaks and disability carers. These will include disability awareness, paediatric moving and handling, first aid, caring for children with autism and other courses focussing on disability that will be arranged during the course of the year. Further information will be distributed throughout the year.

Qualification based training

Level 3 Diploma for the Children and Young People’s Workforce

There have been some developments in qualification based training for the social care workforce and the introduction of a new framework for recognising and accrediting qualifications in England, Wales and Northern Ireland (Qualification Credit Framework and Integrated Qualification Framework).

In 2010, the new single Level 3 Diploma for children’s social care was introduced which replaced the current National Vocational Qualifications. Some of Kent’s foster carers started this course early in 2012 and are in the process of completing their studies. The existing NVQ Level 3 Health and Social Care (children and young people) will still be recognised.
Level 3 courses have one intake per year and usually commence in the autumn term. Candidates who have previously undertaken the Level 3 award have found it to be rewarding and to have given them the opportunity to reflect on their practice.

If you are interested in applying to undertake the Level 3 award you should have first completed initial, core and any other relevant training including the CWDC standards. You must have been fostering with Kent County Council Fostering Service for a minimum of two years (one year if recent continuous service and experience/training with an Independent Fostering Agency IFA/other local authority of an equivalent level). The application must form part of your Personal Development Plan, and supported by your Fostering Worker and endorsed by the Team Leader.

Further details and applications will be made available at the ‘Thinking of doing a level 3’ future workshops. Please look out for flyers and information including dates for future workshops, which are sent via email. Your fostering worker should also attend.

Foster carers who have completed the Level 3 award (including NVQ) and consolidated their learning from this course into their fostering practice may wish to apply for the Level 4 BTEC Certificate – Expert Practice in Working with Traumatised Children an online distance learning training programme.

The programme involves a notional 150 hours of study and provides flexibility for students to work online. It requires a level of computer literacy and access to a computer.

For further information look out for workshops later this year giving information about the Level 4 BTEC course and the application process.

Other training and development opportunities

It has been agreed that experienced foster carers who want to develop more in-depth knowledge about particular topics can apply for some courses for social workers. Application for this training needs to be part of your Personal Development Plan and discussed with your Fostering Social Worker. (Appendix Three)

There are also other events/conferences that may take place locally, run by your local fostering team i.e. new carers group, regular support groups, you can find more information by contacting your area fostering team.

How does it work?

Most courses take about 30-60 minutes to view then you’ll complete 20 review questions online. You’ll also have unlimited access to the course-related discussion board to ask questions, offer suggestions or share experiences with other parents. You can print and keep the viewer’s guide, questions and answers and many courses have additional handouts. When you finish the course you can print out your Certificate of Completion.

How do I get started?

If you would like to access a course please discuss this with your Fostering Worker and discuss how this fits in to your Personal Development Plan. They will need to approve the application form and send this to Training and Development. On receipt of the completed application form you will then receive an email, normally within five working days, that tells you how to log onto the website and get started on the course you have selected. Only one course can be selected at a time.

What do I need to do after the course?

After completing the course you will need to complete a learning log and send this to sue.douglas@kent.gov.uk. Further units can only be applied for once you have discussed your completed learning log with your Fostering Worker and given enough time to reflect upon your learning.

Resource Library

There are a variety of learning resources available to support the training courses and develop your skills and understanding including books, DVDs/videos and useful websites. Some books include:

- A child’s journey through placement
- Fostering attachment
- Attachment trauma and resilience
- Working with anger and young people
- Care stories
- Life Story work – a practical guide to helping children understand their past
- Helping children to improve their communication skills
- How to detect development delay and what to do next
- Communication skills for working with children and young people
- Parenting a child with Aspergers Syndrome 200 tips.

These are available for loan from the training and development section and provide both pre-reading for courses and more detailed research. You can find more details in the resource library (Appendices Four and Five). For further information please contact sue.douglas@kent.gov.uk.

Support groups

Support groups for foster carers are well established across the County and provide a valuable opportunity for foster carers to meet together, share concerns and ideas, and develop their learning. Most of the local fostering teams have developed new carers groups, details of which are available from your fostering team.

We expect regular attendance at support groups for new and existing foster carers. For further information please liaise with your local fostering team.

Each newly approved foster carer will be given dates and times of their local support group.

Kent Foster Care Association – an introduction

Kent Foster Care Association (KFCA) is a voluntary organisation set up and run by KCC foster carers. Its aims are to:

- provide mutual support to KCC foster carers
- promote working partnerships
- represent foster carers as individuals and as a group both locally and nationally
- develop awareness, knowledge and skills
- encourage foster carer participation
- create opportunities for children and young people to meet together and build confidence and skills
- undertake projects aimed at improving processes and awareness of issues relating to fostering

Membership is free and all KCC registered foster carers are automatically members. KFCA is an independent organisation but it values the working relationship with KCC. Working together has brought real benefits to the fostering community.

KFCA gives foster carers a chance to meet and socialize with others who understand what it is like to foster. It provides opportunities for foster carers to talk safely to colleagues and enables them to meet foster carers from different areas.
KFCAs projects have included:

- Basic computer awareness: working with KCC to provide training for foster carers.
- Exclusion Project: addressing educational issues, processes and support sources.
- Preventing Placement Breakdown: identifying why placements fail, how to prevent and where to get support.
- Allegations and Complaints Project: looked at this highly emotive issue, identified processes, areas where carers felt exposed and unsupported. We worked with KCC to find ways to improve this and KCC has now provided membership to FosterTalk as a direct result of this project.
- Mental Health Project 2010: reviewed the services available to looked after children in Kent and provided a conference for foster carers which included Brian and Kate Caims’ presentation on providing emotional stability.
- Transition to Independence 2011: reviewed services available to looked after children and foster carers, changes to legislation including taxation issues for supported lodgings, and how to promote independence. A conference was held in January 2012.

These projects are run co-operatively with KCC and have resulted in benefits to all carers. Not least of these is the provision of FosterTalk membership to all KCC foster carers. More information on the projects can be found on the KFCA website (www.kfcc@org.uk).

In 2012, the KFCA will work with KCC to prepare an agreed Foster Carer Charter for Kent carers. Once a draft has been produced, workshops will be held with carers.

Looking at areas aimed at the children we care for, activities have included literacy clubs, fun days, Christmas parties and events and the drama club. We hosted a major fun day in 2012.

KFCA is here to advocate for all KCC foster carers. Please help us to support you.

Visit our website at www.kfcc@org.uk for latest news. Use the links on our contact page to share your views with us. Get involved!

Together, we make a difference.

How does the training link to the Every Child Matters (ECM) agenda and helping children achieve more?

The training and development folder follows the five ECM outcomes and links them to the Training, Support and Development Standards for foster care.

dysfunction (DFES 2003) and may have experienced considerable trauma before being placed in care. They may also display a high number of risk factors that predispose them to developmental, health and mental health problems and show a higher level of health needs than their peers.

You should ensure that you have holistic information about a child’s health to ensure the child’s basic health needs are also met i.e. dentist, optician, regular health checks. If problems in the child’s physical and mental health do not receive timely attention, they can affect other aspects of their physical, social and behavioural development, which may show up in their behaviour. Health assessments and plans will promote the current and future health of the child or young person who is looked after and not focus solely on the detection of ill-health. Health assessments will cover a range of issues beyond those of physical health which include developmental health and emotional wellbeing.

Several factors contribute to the markedly poor health of children and young people in care. Around two thirds of children who come into care do so because of abuse and neglect, and these experiences can have a long term impact on their health and development, physically and mentally. Health inequalities arising from poverty have a disproportionate impact on children in care. It is known that children in care are much more likely than the general population to have missed immunisations and the general development checks that are designed to identify health problems at an early stage. Their health records are more likely to be incomplete and difficult to trace.

Separation from family can itself cause emotional trauma, vulnerability, and impaired ability to form trusting relationships with adults; factors which may then be compounded by placement breakdowns and frequent moves while in care.

Factors such as secure attachment, friendships and engagement in positive leisure activities also promote health and wider wellbeing.

It is important to have a range of suitable carers who can maintain health, safety and security and there are a range of courses available including:

- Autism
- Drugs awareness - days one and two
- Children and parental mental health issues – AKAMAS online learning
- Eating disorders – Foster Parent College (online)
- Foundation first aid
- Health and wellbeing
- Paediatric manual handling
- Relationships and sex education
- Sleep problems - Foster Parent College
- Wetting and soiling – Foster Parent College

The health and wellbeing for children course is delivered by the local looked after children’s nurses.

Full training and development book list available (Appendix Four)

ECM – Stay Safe

Training, Support & Development Standards (TSD) standards for Foster Care: Standard 1 – Understand the Principles and Values for Working with Children and Young People; Standard 6 - Keep Children and Young People Safe

Every Child Matters: Change for Children emphasises the shared sense of responsibility across agencies for safeguarding children and protecting them from harm. The need to keep children safe is well recognised and foster carers have a key role in ensuring children’s safety both within and outside the home. Recent child death enquiries have highlighted the need for safeguarding children and the importance of communication between agencies. The Children Act 2004 makes it clear that safeguarding is everybody’s responsibility and that local councils with their partners should have established a Local Safeguarding Children Board (LSCB) by April 2006. In Kent this is called the Kent Safeguarding Children Board (KSCB).

The Kent Safeguarding Children Board brings together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect. It is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children throughout Kent and, for making sure that arrangements work effectively in bringing about better outcomes for children.

Children and young people are looked after for a number of reasons and many of these relate to the need for safety. As a foster carer you need to understand the legislation and policies on safeguarding children both
within and outside your home and your role in caring for children who may have suffered abuse. This may include dealing with disclosures.

It is important that you have a Safe Care Plan which is regularly updated and that your diary records are kept up to date and secure.

There are a range of courses that foster carers must undertake including:

- Court skills
- Drug awareness day one and two
- e-safety workshop
- Safeguarding children and young people – an introduction
- Record keeping
- Safe Care
- Safe Care for experienced carers
- Safe Parenting – Foster Parent College

Working with disabled children and young people – AKAMAS online training

For disability carers safeguarding disabled children training is available

ECM – Enjoy and Achieve

Training, Support & Development Standards (TSD) standards for Foster Care: Standard 5 – Understand the Development of Children and Young People

Children and young people need to be given the opportunity to enjoy and achieve regardless of their age, understanding and development. Foster carers should be able to recognise and meet the different stages of children’s development and promote their learning in different environments. We know that for some looked after children and young people there may be barriers that they face and foster carers need to understand the impact that their pre-care experiences may have had upon them and possible difficulties with making attachments.

Foster carers play a key role in helping children develop resilience and ‘resilience theory’ highlights a list of ‘protective factors’ thought to increase the chances of good outcomes amongst children. These include the presence of a good attachment, the opportunity to make a good start and a good educational experience. Resilient children are likely to do better than their past circumstances might predict and Gilligan (2001) suggests a list of protective factors influencing the development of resilience and states that children will become more resilient to adverse circumstances if they have the following:

- Supportive relationships with at least one person
- Supportive relationships with siblings
- A committed adult other than a parent who takes a strong interest in the young person and serves as a long term mentor and role model
- A capacity to develop and reflect on a coherent story about what has happened and is happening to them
- Talents and interests
- Positive experiences in school.
- Positive friendships
- A capacity to think ahead and plan their lives

Schools are very important in helping children build self-esteem, self-efficacy, and resilience and the connection between carers and schools is crucial.

Research has also highlighted the key role that carers have in promoting placement stability and the factors associated with fewer disruptions. Each placement breakdown causes more disturbance for already unsettled children, which then makes the next placement even harder to maintain. Preventing placement breakdowns and unplanned moves is fundamental to ensuring that children attain stability.

Matching is very important and the need for you to consider whether children will be best placed with you/ your family. Children need foster carers who can provide warmth and commitment and the quality of care provided has a crucial effect not just on stability of relationships but also on the health, wellbeing and education of children. This includes ensuring they have positive friendships.

Your preparation for a placement is also important and making sure you have the information you need about the child/young person and how you will meet their needs. Children’s views, wishes and feelings should be acknowledged and reflected in all aspects of their care where possible. Viewpoint should be used to encourage children to talk about their experience in care and views on the future. It is important that you are able to listen to children and help them communicate their wishes and feelings.

Every Parent Matters (DFES 15 March 2007) highlights the important role of parents in improving their child’s life chances and includes a number of areas where foster carers can help looked after children to achieve. These include being role models, helping with homework and promoting reading.

Developing strong attachments is key for every child, especially children in care and foster carers are really important as you are the people who have the most impact on their day to day experiences.

Foster carers also have a key role in promoting positive behaviour and helping children understand their behaviour and responding to children appropriately. Further details can be found in the Positive Parenting Policy and the Corporate Parenting Policy. The training and development opportunities will help you look at children’s emotional and development age, successful ‘parenting’ styles and dealing with contact issues and talking to young people about their past and difficulties in family relationships.

The 2012-2013 fostering manual is available online and can be accessed by going to the fostering website including the fostering manual, training and development folder and the foster carers’ newsletter can be found in Appendix Six. The fostering manual provides other suggestions on how you can help children enjoy and achieve including keeping good memories.

Some of the courses available include:

- Attachment an introduction – Part One
- Child development and attachment
- Secondary trauma – part three
- Education and beyond
- Caring for other people’s children
- Learning through play
- Making placements work
- Personal education plan workshops
- Positive behaviour management
- Special educational needs – supporting children with education and learning

ECM – Achieve Economic Well being

Training, Support & Development Standards (TSD) standards for Foster Care: Standard 5 – Understand the Development of Children and Young People

Looked after children and young people are known to come from disadvantaged backgrounds that are associated with poorer life chances, and high quality care is essential to good outcomes.

Caring for other people’s children
- Helping your child with education and learning
- Moving to adoption
- Positive behaviour management
- Preparing for independence - 14-18 years
- Valuing diversity

ECM – Make a Positive Contribution

Training, Support & Development Standards (TSD) standards for Foster Care: Standard 1 – Understand the Principles and Values for Working with Children and Young People; Standard 2 – Understand Your Role as a Foster Carer

Foster carers should support children in making effective transitions at key times in their lives i.e. between schools and support them in coping with traumatic events. To enable children to make a positive contribution children need to be in a climate that is free from bullying and discrimination. Their views need to be heard and young people need to be engaged in decision making. Carers have an important role in helping children develop positive relationships and helping develop their self-confidence by giving them the tools to successfully deal with significant life changes and challenges. Looked after children and their carers can make a positive contribution by participating in planning, placement and review meetings.

It is also important that to help children make a positive contribution you are able to work as part of a team and ensure information is shared appropriately. Kent’s Pledge to children includes monies to promote children’s leisure and social activities, help children develop a range of skills and interests and to help children develop and widen their experiences.

Although the overall numbers are small, children in care are disproportionately likely to be brought into contact with the youth justice system and to enter into custody. In 2007, looked after children aged 10 or over were more than twice as likely to be convicted or subject to a final reprimand or warning as other children of this age. Looked after children are, in general, more likely to have been exposed to the risk factors associated with youth offending, such as lack of parental support and poor attendance at school, and can exhibit challenging behaviour as a reaction to the circumstances that led to them becoming looked after.

Some of the courses available include:

- Caring for other people’s children
- Helping your child with education and learning
- Moving to adoption
- Positive behaviour management
- Preparing for independence - 14-18 years
- Valuing diversity
To achieve economic wellbeing children and young people need to be encouraged to engage in further education, employment or training. This will help make them ready for employment and have access to goods, materials and resources within their communities. We know that some young people find this transition difficult and foster carers can help young people by helping them have and achieve their aspirations and provide opportunities for them to do this.

Helping children and young people develop their self-confidence can be done a number of ways, through praise, providing opportunities for learning and general encouragement. It is important for carers to be involved in parent/carer evenings, school events and in career planning so young people can make informed decisions. The Children (Leaving Care) Act 2000 provides two of the most important forms of support for young people which are ‘pathway plans’, and the provision of a Personal Adviser for each young person leaving care, to co-ordinate a package of support and assistance for them. The Act imposes a duty on local authorities to keep in touch with care leavers until they are at least 21, and to assess and meet their needs up to that age.

Some of the courses include:

• Supporting children with special educational needs
• Education and beyond
• Communicating with children
• Positive behaviour management
• Preparation for independence – 14-18 years

Payments for Skills/Foster Carer Competency Assessment Framework

Payments for Skills (P4S) is a fee based system for foster carers. It offers a tiered payment level based on foster carers’ knowledge and skills, training and development completed and improving outcomes for looked after children. Payments are based on foster carers’ skills and abilities to meet the needs of children who are fostered and their commitment to training and skill development.

Payment 4 Skills works in conjunction with the Foster Carer Competency Assessment Framework (FCAF) Appendix Seven which was launched in March 2006 and updated in March 2008 to reflect the introduction of the CWDC TSD Standards for Foster Care. The FCAF provides a set of performance criteria and identifies the expected outcomes of achieving those criteria. It is based on the CWDC Standards for foster care and the National Standards for Foster Care and includes behaviours that carers can demonstrate to show how they are fulfilling their role.

Payment 4 Skills for KCC foster carers has been introduced in recognition of the changing role of foster carers as part of the wider children’s workforce and providing them with opportunities for training and skills development to meet the increasingly complex needs of looked after children and young people. The FCAF clarifies the expectations the fostering service has about the tasks that foster carers should undertake and is aimed at improving the outcomes for looked after children.

Foster carers moving through the payment levels need to demonstrate continuous professional competence and ongoing training and development. The completion of training course(s) does not automatically provide entry to a higher payment level but is based on demonstration of learning into practice. Recent changes to the Qualification Credit Framework have required some changes to be made to the eligibility for P4S payment levels:

- **Level 1** - carers will need to complete the Training, Support and Development Standards for Foster Care and initial training.
- **Level 2** - carers will need to have completed their Training, Support and Development Standards for Foster Care; the relevant Level 3 Diploma for the Children and Young People’s Workforce or equivalent from 2011/2012; (previously NVQ L3 Health and Social Care – children and young people).
- **Level 3** - carers will need to have completed their Training, Support and Development Standards for Foster Care; the relevant Level 3 Diploma for the Children’s Workforce. The previous qualification was NVQ L3 Health and Social Care (children and young people); the BTEC Level 4 Working with Traumatised Children (or from 2010 the BTEC Level 4 Expert Practice in Traumatised Children: consolidation of learning into practice).

- The FCAF level should be demonstrated for the payment level being applied for including support group attendance; ongoing learning involvement in the fostering service.

**Foster Carer Folder/Portfolio**

Each approved foster carer will have their own folder/portfolio which should be used to store evidence of the development of your skills and knowledge using the headings from the seven Training, Support & Development standards (TSD) Standards. The portfolio should include your Personal Development Plan, copies of your learning logs and certificates of attendance alongside any other evidence of your skills i.e. feedback forms.

**Appendix Eight** provides some guidance on compiling a portfolio.

**Personal Development Plans (PDP)**

Every newly approved foster carer should have a Personal Development Plan (Appendix Three) completed as part of their Form F home study assessment and presented to the Fostering Panel. The Personal Development Plan should be completed by ALL carers with your fostering worker and reviewed annually highlighting individual training needs for the next twelve months and how this will be achieved.

An Individual Training Record of training undertaken will also be completed and form part of your Annual Foster Carer Review.

**Learning logs**

On the completion of each course you will need to complete a learning log (Appendix Nine). The learning log is a reflective account of your own learning, and will include how you are applying this to your care of children and young people. While you can add to your learning log after the course, the learning log should initially be handed in at the end of the training so that a copy can be taken and given to your supervising fostering worker.

The learning log should be discussed with your supervising fostering social worker at your next supervision meeting (or planned in for discussion) and will go towards developing a portfolio of training completed and evidence of ongoing learning and development.

**Applying for training**

**When and where are the courses held?**

The training programme has been designed to avoid school holidays and is generally based around school times. Foster carers can apply for training not just within their local area but across the county depending on availability.

**How do I apply for a course?**

Each approved foster carer will have a Personal Development Plan identifying their training and development needs.

You then need to complete your training application form (Appendix Ten) and have this endorsed by your Fostering Worker. The application should be returned to your Area Training Administrator (Appendix Eleven). This will be photocopied and returned to you for your records.

Please advise your Training Administrator of any dietary/specific needs you may have to ensure you can make the most out of the training.

Training will be held at a variety of venues across the county. Most training is locally based with some others being held in central venues to facilitate participation. A list of the regular venues used can be found in Appendix Twelve. Assistance with childcare costs can be applied for where necessary and agreed with your fostering social worker (Appendix Thirteen). Claim forms must be returned within 28 days of completion of the course. Usually ten days before the course date a confirmation letter and directions/map will be sent to you usually by your local Training Administrator.

**Attendance at training**

You should only attend the training if your place has been confirmed and if you have any queries please check with your Training Administrator.

You should not bring anyone else with you to the course unless they are also booked on the course.

**Non-attendance at training**

If you are unable to attend a course that you have applied for it is important that you let your Fostering Team/Training Administrator know as soon as possible. Non-attendance at a course may be stopping another foster carer receiving training that they need and also has financial implications for future foster carer training. The cost of not attending each course will clearly be indicated on the course flyer. Payment for non-attendance (without informing the team) will be followed up and recorded on your Individual Training Record.

Any unplanned non-attendance will be considered as part of your supervision and form part of your Annual Review.

It is important that you arrive for training on time and make the most out of the training. Please advise your Training Administrator of any specific needs you may have to ensure you can make the most out of the training.

At the end of each course you need to complete a learning log, a copy of which will be sent to your Fostering Worker.
After each fully completed course you will receive a certificate of attendance. Please retain your Learning Logs and Certificate of Attendance in your Portfolio of training and development.

Evaluating training
As part of our ongoing evaluation and to respond to any developments both locally and nationally it is important that we undertake a continual evaluation of the training and development opportunities available to carers. At the end of each course you will be given a Course Reaction Form (Appendix Fourteen) which should be completed on the day. Course Reaction Forms will be regularly reviewed by the Training Steering Group and will help shape future training.

You can also contact your local Training Steering Group representative with any comments or suggestions and/or your fostering worker. The Training Steering Group will continue to meet regularly to evaluate and plan all foster carer training.

We hope that you enjoy attending the training and development opportunities available to you and look forward to working with you.

Lisa Fitzpatrick
Training and Development Manager, Fostering and Adoption (On behalf of the Training Steering Group)

Appendix One
Training flowchart
Foster carers induction training - within 12 months
- New carers induction
- Caring for other peoples children
- Making placements work (managing contact)
- Safe care
- Safeguarding
- Foundation first aid

Foster Carer Development Training includes - within 12-36 months
- Attachment courses (Attachment an introduction Part 1, child development and attachment Part 2 and secondary trauma part 3)
- Court skills
- Drugs awareness day 1 and 2
- Fostering changes
- KEEP training programme for carers caring for Adolescents over 12 years
- Life story work
- Managing a supervising contact
- Moving to adoption
- Parent and child fostering
- Positive behaviour management
- Preparation for independence
- Relationships and sex education
- Self esteem
- Self harm
- Sexual abuse

All carers includes - within 12-36 months
- Caring for children with autism
- Communicating with disabled children
- Disability awareness
- Education and beyond (14-19 education and planning for looked after children)
- Effective communication to get the best out of meetings
- E-safety workshop
- Foundation first aid
- Health and wellbeing for children
- Helping your child with education and learning
- Learning through play
- Making to most of supervision
- Mediation training
- Record keeping
- Recording, storing and administering medication
- Safeguarding
- Safer care for experienced carers
- The role of men in foster care
- Transitions

Qualification Based Training
- Level 3 Diploma Health & Social Care (Children & Young People)
- Level 3 NVQ Health & Social Care (Young People)
- Level 3 NVQ Social Care Workforce (Young People)
- NVQ Level 3 in Supporting Children with Special Educational Needs
- NVQ Level 3 in Supporting Children with Disabilities
- NVQ Level 3 in Caring for Other People’s Children
- NVQ Level 3 in Support Work for Children
- NVQ Level 3 in Leadership & Management in Health & Social Care
- Level 3 Certificate in Expert Practice in Working with Traumatised Children

Foster carer can apply:
- After attending Foster Carers Induction, all carers and development training
- Attendance at local support groups
- Minimum two years approval as KCC foster carer or minimum one year approval as KCC foster carer (if previously employed by IFA and minimum 2 years’ experience and evidence of appropriate training and experience)
- BTEC Level 4 Certificate in Expert Practice in working with Traumatised Children

Foster Carer can apply:
- Completion of Level 3 Diploma / NVQ Level 3
- Evidence of learning into practice and evidenced through supervision after Level 3 Diploma / NVQ Level 3
- Evidence of learning into practice and evidenced through supervision after Level 3 Diploma / NVQ Level 3
- Evidence of learning into practice and evidenced through supervision after Level 3 Diploma / NVQ Level 3
- Evidence of learning into practice and evidenced through supervision after Level 3 Diploma / NVQ Level 3

Appendix Two
Course flyers

Course Name | Page No.
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Caring for other peoples’ children | 33
Court skills | 34
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Drugs awareness day 2 | 36
Education and beyond | 37
e-safety workshop | 38
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Living through disruption seminar | 41
Makaton | 42
Making foster placements work | 43
Making the most of supervision | 44
Moving to adoption | 45
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Attachment - an introduction part 1 | 47
Child development and attachment part 2 | 48
Secondary trauma part 3 | 49
Positive behaviour management | 50
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Safe care | 53
Safe care for experienced carers | 54
Safeguarding children and young people | 55
School admissions and transitions | 56
Self esteem | 57
Supervising contact | 58
Supporting children with special educational needs | 59
The role of men in foster care | 60
Valuing diversity | 61
- Other development opportunities include
- Support groups
- Regular attendance at local support groups
- Short breaks scheme training
- Disability awareness
- Communicating with disabled children
- First aid
- Paediatric moving and handling
- Local area training events
- Specialist scheme training
- Joint training with social workers
- Additional training and development opportunities
Building Resilience Seminar
FOR EXPERIENCED CARERS WITH OVER 3 YEARS EXPERIENCE

Aims of course
This course enables participants to understand current research on resilience and implications for practice.

Content
To focus on building resilience when caring for and supporting children.

The course will consider how to create strategies for helping children and young people to develop and thrive through building individual and social resilience.

Learning outcomes
By the end of this seminar, you will:
• Develop your understanding of the current research on resilience.
• Evaluate needs and interventions
• Describe transitions and vulnerability; promoting resilience through the network
• Identify implications for practice: applying knowledge and understanding in practice

Trainer: Kate Cairns, is an author, speaker and trainer with an international reputation for her work around attachment, trauma and resilience. She has previously been a foster carer and a social worker for forty years, and a trainer for twenty years.

Time: 9:15am registration 9:30am start to 1:00pm
Registration and Refreshments will be available fifteen minutes before the course is due to commence
Venue: Kent Invicta Chamber of Commerce, Ashford Business Point, Waterbrook Avenue, Sevington, Ashford, Kent. TN24 OLH

To book a place – please contact your Training Administration Officer – closing date 2012

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to Unit accreditation R/601/1436, L/601/1693, Y/601/1695

Caring for other peoples children

Aims and Objectives
• To explore the differences in caring for another person’s child and how this may impact upon carers’ own families and support networks.
• To explore the probable impact of separation and loss of the child’s own family upon their development and consequently their behaviour.
• To consolidate and extend carers’ understanding of attachment and the likely impact upon the child; and promote strategies for welcoming and engaging with the child from the moment of arrival.
• To encourage carers to explore implications for good parenting; and promoting positive growth in emotional, behavioural and social aspects of children’s development.
• To encourage carers’ confidence in caring well for other people’s children when in public care.

Learning Outcomes
• Carers will know, understand and demonstrate in practice the key concepts in promoting good outcomes for children in foster care.
• Carers can explain their methods for safeguarding and promoting the personal and social behaviour of young people, for welcoming them to their homes and engage with them effectively.
• Carers will be confident in building trust in children who have learned not to trust when adults are not consistent and reliable.
• Carers will increase knowledge, understanding and contribution to the care planning process.

Content
Carers will develop ideas and examine current practice within the context of contemporary guidance and practice. Carers will be expected to participate in discussion, experiential learning and reflection upon current knowledge, attitudes and practice. Individual, small group and whole group activities will be offered to stimulate positive learning outcomes and agreement on effective practice.

Reading List
• Fahlberg - A Child’s Journey Through Placement
• Bond - ‘If you don’t stick with me, who will?’
• Cairns - Fostering Attachments

The workshop will be facilitated by Dave Yandell – Independent Educational Psychologist and Specialist in Residential Childcare

Course time: 9:30am to 2:30pm
Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 2.3, 2.4, 3.4, 4.1, 5.1, 5.2, 5.4c, 5.6c

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accred 2012
**Court skills**

This one day training course is an opportunity for carers who are / may be involved in court proceedings to explore the court process.

**Aims**

This practical one day course aims to demystify the court process and give delegates an understanding of what to expect as a witness in care proceedings.

**Content**

- Court structure
- Who’s who
- Orders that can be made under the Children Act / Adoption and Children Act
- Report writing - dos and don’ts
- Attending court
- Who asks the questions and what they might be looking for?
- Techniques for cross-examination
- Diary keeping

**Learning outcomes**

- Develop an understanding of the legal process involving looked after children.
- Understand the importance of record keeping, preparing to give evidence and attending court
- Explore how to work with birth families and other professionals including Guardians

This course will be led by experienced child care solicitors.

**Course time:** 9:30am to 2:30pm

**Maximum number of attendees:** 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

**CWDC Standards:** 1, 2, 4

*Level 3 Diploma of the Children and Young Peoples Workforce – knowledge linked to unit accredit (054) R/601/1436*

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**Drugs awareness - day one**

**Aims and objectives**

The course is designed to provide a basic knowledge of the most commonly misused drugs, their effects, street names and legal status. It will explore the impact that a drug / alcohol misusing parent has on children, and familiarisation with national treatment agencies and helplines.

**Content**

- The course will consist of quizzes and teaching / discussion sessions
- Demonstration and handouts on the culture of substance use for young people
- Drugs and alcohol knowledge and effects
- Development of dependency and how to approach young people about drug and alcohol use
- To increase participants’ knowledge of the purpose of screening and assessment
- To increase participants’ understanding of drug issues affecting young people
- To increase participants’ knowledge of the pattern of local services and where to refer young people who have substance misuse problems

**Learning outcomes**

By the end of the course participants should be able to:

- Dispel some myths associated with drug and alcohol use and raise awareness of how attitudes impact on an individual’s ability to work effectively with young people who use drugs.
- Gain a greater understanding of the issues facing children of substance misusing parents.
- Identify early warning indicators in children of substance misusing parents.
- Work more effectively with children of substance misusing parents.
- Recognise and know how to deal with triggers to drug related aggressive behaviour.
- Protect the individual, self and others, and defuse the situation.
- Understand own feelings and behaviour.
- Manage fears associated with drug overdose and identify strategies for harm reduction.
- Utilise the tools to raise the issue of drug misuse with young people.

The course incorporates mixed learning techniques including didactic presentations, group exercises, group discussion and information sharing.

Day two should not be attended for approximately three months after completing Day One. The workshop will be facilitated by KCA/DUST Training.

**Course time:** 9:30am to 2:30pm

**Maximum number of attendees:** 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

**CWDC Standards:** 2.2, 3.5, 4.3, 4.4

*Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695*
Drugs awareness - day two

Introduction
This training event is designed for all KCC carers who have completed the Drugs awareness - day one training programme and who may be caring for children with substance misuse related issues.

Aims and objectives
It aims to take participants through all of the area identified through day one training with the KCC carers and the carers’ team and includes:
- stereotyping
- working with children of substance misusing parents
- strategies for managing / diffusing drug related situations
- health issues related to substance misuse in young people
- drug overdose and most commonly used substances.

Learning outcome
By the end of the course participants should be able to:
- Dispel some of the myths associated with drug and alcohol use and raise awareness of how attitudes impact on an individual’s ability to work effectively with young people who use drugs
- Gain a greater understanding of the issues facing children of substance misusing parents
- Recognise signs of Foetal Alcohol Syndrome and Neonatal Abstinence Syndrome in babies and small children
- Identify early warning indicators in children of substance misusing parents
- Work more effectively with children of substance misusing parents
- Recognise and know how to deal with triggers to drug related aggressive behaviour
- Protect the individual, self and others, and defuse the situation
- Understand own feelings and behaviour
- Manage fears associated with drug overdose and identify strategies for harm reduction
- Utilise the tools to raise the issue of drug misuse with young people

The course incorporates mixed learning techniques including didactic presentations, group exercises, group discussion and information sharing.

The workshop will be facilitated by KCA/DUST Training

Course time: 9:30am to 2:30pm

Maximum number of attendees: 15

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 3, 4, 5, 6
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695

Education and beyond - 14-19 education and planning for looked after children

Supporting looked after children through the changes
All children who started secondary school in September 2008 not only have a new curriculum to follow but they will have to continue their learning until they are 17.

All those who start in 2010 will continue until they are 18.

If you care for teenagers then this half day course is for you.

We will examine what is on offer now and will be on offer in the coming years. Also how carers can support their children to make the right choices and remain engaged in their learning.

The workshop will be facilitated by Claire Tanner, West Kent LAC Education Adviser.

Course time: 9:30am to 1:00pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 5
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (030) M/601/1699
e-Safety workshop

An information session about using new technology in your home with looked after children.

- Do you know what social networking is?
- Have you heard of blogs, wiki’s, file sharing or im?
- Do you have a computer, laptop, mobile phone or games console in your home?
- Would you like to know more?

This session is aimed at anyone who wants to gain awareness into how young people are using the internet and new technology, what dangers could affect them, and what measures can be put in place to safeguard them in your home/care.

What is e-Safety?

e-Safety is concerned with safeguarding young people (and indeed adults) in the digital world. It is not about restricting young people, but educating both them and ourselves about the risks as well as the benefits so they can be confident and happy online.

Aims of the session

- To explain the dangers and the steps we can take to minimise the risk in relation to our own and others internet personal safety.

Objectives

By the end of this session you will be able to:

- Understand how young people are using new technology
- Recognise the risks and understand the potential threats posed by the internet
- Be aware of what measures can be put in place to safeguard yourself and young people

This course is facilitated by Rebecca Avery – Kent County Council’s e-Safety Officer

Course time: 10:00am to 12:00pm

Maximum number of attendees: 30

A fee of £25.00 will be charged for places reserved and non attendance on the day.
Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standard: 6.2
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695

Fostering and adoption - foundation first aid course

1 in 3 dads and 1 in 5 mums have been in an emergency situation when they did not know how to help their child. Trying to ensure a child’s safety is a big responsibility and this three hour course is designed to provide hands-on practical training and build confidence in your own abilities.

Aims

The course will provide foster carers hands-on practical training of:

- Management of an incident.
- Building confidence in your own abilities.
- Recovery position.
- CPR (baby/child).
- Diagnosis and treatment of:
  - bleeding.
  - burns.
  - choking.

Learning outcomes

- Build confidence
- Basic knowledge of first aid
- How to manage a situation

(NB: this is a non-accredited course)

The workshop will be facilitated by Kent Adult Education

Course time: 9:30am to 1:00pm – refreshment break at 10:30am

Maximum number of attendees: 15

A fee of £25.00 will be charged for places reserved and non attendance on the day.
Registration and refreshments will be available fifteen minutes before the course is due to commence.

To book a place on this course please contact your Training Administrator.

CWDC Standards: 3.3
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695
Fostering relationships in the home

Building, repairing and restoring relationships with looked after children

This dynamic one-day training course is facilitated by Project Salus. It is aimed at foster carers and other workers in fostering teams. It looks at the use of restorative justice approaches to help promote placement stability by developing more positive responses to dealing with behavior. This can help to reduce tension and conflict in the family home.

Aims and objectives:

- To explore alternative methods of behavior management that avoids confrontation
- To learn de-escalation language and explore the role of mediation
- To provide attendees with additional tools to help looked after children to deal better with conflict

Learning outcomes:

- To consider the significance of the different approaches to dealing with behaviour and to explore which approach is the best at promoting more positive outcomes
- To be able to understand restorative language and effective questioning
- Develop further skills for damage limitation in conflict situations
- To develop skills in active listening

This one-day interactive course is a taster in restorative approaches and will use a variety of materials including DVD, PowerPoint, role-play and group work activities. A restorative justice approach is a dynamic and exciting concept, dealing with conflict at all levels and is currently being used by schools, care homes, police, prisons and youth offending services. It will provide foster carers with extra tools to enhance their management of troubled children.

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

CWDC Standards: 2,4,5,7

Learning through play

The Early Years Foundation Stage (EYFS), what does this mean for the child/children in your care?

This course is for foster carers caring for children under 5.

Aims

The Virtual School Kent is offering half day courses to help you make the most of your talents to support your child’s education by understanding and promoting the Early Years Foundation Stage principles:

- Unique child – learning through play
- Positive relationships – partnership working
- Enabling environments – welfare, learning and all round child development
- Learning and development – plotting progress

Foster carers can and do make a real difference in raising educational achievement for looked after children. The session is fun, hands-on and full of practical ideas.

Learning outcomes

The Early Years Foundation Stage means that wherever your child is being cared for or educated between 0-5 years, they will be following the same set of principles. They will be offered a ‘principled play based approach to learning and development’. Young children learn best through play and Early Years Practitioners will be able to provide your child with appropriate play and learning experiences for their stage of development and help them develop new skills. This course aims to give you up to date information about the EYFS and how you can support your child to make the most of the opportunities it offers.

Course time: 9:30am to 2:30pm

A fee of £25.00 will be charged for places reserved and non attendance on the day.

CWDC Standards: 2.5.7
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (022) L/601/1693 (030) M/601/1699
LIVING through DISRUPTION
Seminar
FOR EXPERIENCED CARERS – (WITH OVER 3 YEARS EXPERIENCE)

Aims of course
When placements break down and placements disrupt, everyone involved can feel devastated. This course enables foster carers to make sense of this painful experience and to develop strategies to turn disruptions into growing points and enable those affected to survive and thrive.

Content
- Attachment and brain development: Why traumatised children often experience or provoke disruption of placement
- Understand why children with unmet attachment needs often experience or provoke disruption of placement
- Bereavement and loss: The making and breaking of affectional bonds

Learning outcomes
By the end of this seminar, you will
- Develop your understanding of the impact of bereavement and loss on children and young people
- Think more about recovering from disruption: Turning endings into growing points
- Develop skills in helping yourself and others to recover from disruption
- Identify implications for practice: Building resilience throughout the network
- Trainer: Jo McAndrews, Therapist, trainer and consultant (Cairns Associates)

Time: 9:15am registration 9:30am start to 1:00pm
Registration and refreshments will be available fifteen minutes before the course is due to commence.
Venue: Kent Invicta Chamber of Commerce, Ashford Business Point, Waterbrook Avenue, Sevington, Ashford, Kent. TN24 OLH
To book a place – please contact your Training Administration Officer – closing date
Level 3 Diploma for the Children and Young People’s Workforce – knowledge linked to unit accreditation R/601/1436, L/601/1693, T/601/169

MAKATON workshop
Overview
A half day workshop exploring Makaton – how it works, why it is used and how this can help develop the communication needs of disabled children

Aims
- To learn about the origins of Makaton
- To learn some basic signs and symbols
- To develop confidence in using signing
- To have some fun learning some basic Makaton

The course will be facilitated by Robert Attwell Short Break Service

Course time: 9:30am to 12:30pm

Maximum number of attendees: 25

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards for Short Break Carers: 3.1a, 3.2b and 3.2c.
Making foster placements work

**Aims**
- Develop an understanding of the factors that contribute to making placements work, particularly in relation to contact with birth parents / family
- Understand the role of contact in foster care, and working with parents and birth families
- Explore models of ‘good practice’ in working with other professionals including care planning and reviews
- Understand the impact of children’s previous experiences upon their current needs when contact takes place

**Learning outcomes**
- Understand the importance of contact including the legal position
- Explore how you can help prepare a child for contact and support the arrangements (when/how/where contact takes place)
- Explore how to work with birth families and other professionals to achieve the care plan and working in partnership
- Explore what factors promote the success of placement stability

The course will be facilitated by Diane Butler

**Course time:** 9:30am to 2:30pm

**Maximum number of attendees:** 1

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 2.3, 4, 5.1, 5.6, 6.1

Level 3 Diploma for the Children & Young Peoples Workforce – knowledge linked to unit accredit (022) L/601/1693 (030) M/601/1699 (033) F/600/9777

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Making the Most of Supervision

This course is for all foster carers

**Introduction**

As part of the requirement of the National Standards for Foster Carers all foster carers must have regular and agreed supervision.

This half day training workshop will provide foster carers with the opportunity to discuss the role, purpose and function of supervision.

**Aims**
- To reflect on experiences of supervision
- Look at what “good” supervision should look like
- Explore providing evidence
- Discuss how to make the most of supervision including preparation, planning, learning styles etc

**Content**

Workshop will use a variety of small group and large group discussion.

**Learning Outcomes**
- Increase your awareness of the role, purpose and function of supervision in foster care
- Identify ways you can contribute and prepare for supervision
- Understand how the competency assessment framework, supervision meetings and annual reviews contribute to your development as a foster carer
- Be able to identify what ‘good’ supervision should look like

The course will be facilitated by the Training Manager and a member of the Fostering Team.

**Course time:** 9:30am to 12:30pm

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 1, 2, 7

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (054) R/601/11436
Moving children to adoption

A two day training course for foster carers who may be involved in moving children to adoption

Aims and objectives

- To enable carers with children who have an adoption plan to understand the process and procedures
- To help carers to develop skills in preparing children to move on to their adoptive family
- To recognise the feelings of those involved in the process and develop strategies to help the child move on

Course time: 9:30am to 2:30pm

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 2.3, 5.1, 5.2, 5.3, 5.6

Level 3 Diploma for the Children and Young People’s Workforce – knowledge linked to unit accredit (054) R/601/1436 (030) M/601/1699

New carers induction

All newly approved foster carers shall attend this day.

Aims of the induction

- Opportunity to meet other foster carers and hear about the fostering service and its principles and values
- Understand how foster carers can promote positive outcomes for looked after children and young people
- Find out about current legislations, policy and guidance that impacts on your role as a foster carer
- Learn about the role of support groups including the Kent Foster Carers Association
- Find out about the post approval training and development opportunities available

The training session will be facilitated by Lisa Fitzpatrick - Training and Development Manager, a representative of the Kent Foster Carer Association and will be opened by Teresa Vickers - County Fostering Manager.

Course time: 10:00am to 2:00pm - 9:45am for coffee and registration

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 1.2.7
Attachment – introduction - part one

Aims

This training will enhance participants’ understanding of the importance of early nurturing in the building of quality attachments, and the effect these early relationships have on child development. It will give an overview of what can happen to children’s development if they lack the security of a safe and secure base.

Content

- Overview of the bonding and attachment process and the role of parenting figures - demonstration, handouts and group discussion
- Video of the child’s early needs in relation to attachment
- Understanding our attachments and the development of friendships and support systems
- Overview of the effect of poor attachments on child development
- Identifying some of the things that can go wrong - relating theory to practice
- Helping children who are experiencing difficulties

Important note - could all participants bring along a toy or item that has been special to them?

This session will be followed by another day on more advanced research and techniques.

This will be facilitated by Bev Hodson / Steve Goodburn - Independent Trainers

Course time: 9:30am to 2:30pm

Maximum number of attendees:

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 4.1, 4.2, 5.1, 5.3

Level 3 Diploma for the Children and Young People’s Workforce – knowledge linked to unit accredit (022) L/601/1693 (030) M/601/1699

Child development and attachment - part two

Please note that participants must have attended the attachment an Introduction Part 1 Training

Introduction

This one day training follows on from the training session attachment – an introduction part one and further explores the effects of poor attachments on children’s ordinary development.

Caring for these children can bring frustrations in that their worlds can be very different to that of ordinary children. Therefore, time will be given to exploring a range of difficulties these children can face and opportunity to map out their needs.

Aim

- To consider the relevance of attachment in ordinary development
- To consider the difficulties children and adolescents may face when their traumatic state has affected their attachment or attachment has been available to them
- To explore what individual children find difficult
- To consider research based methods of helping children through their difficulties

Content

- A reminder of the attachment cycle – reflections on the previous day’s training – shared observations
- The effects of trauma on children
- Identifying some of the difficulties children and young people may face when they have attachment difficulties (video and demonstration)
- Relating theory to practice, mapping out individual needs and identifying the help that they require
- Rebuilding the cycle, current research and techniques to enhance children and young people’s ability to improve both their social and emotional relationships and a more secure mental health
- Recognition that some children and young people need additional professional help; ways of working together
- Effects on the carers, looking after ourselves

Could participants bring along some observation on a child or young person that they have some concern about. This will be facilitated by Bev Hodson / Steve Goodburn - Independent Trainers

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 5.2

Level 3 Diploma for the Children and Young People’s Workforce – knowledge linked to unit accredit (022) L/601/1693
Secondary trauma - part three

Please note that participants must have attended the training session attachment an introduction part one and child development part two.

Introduction

This one day training follows on for the training session attachment an introduction part one and child development part two and explores the affects of secondary trauma on carers and their families.

Aims

• To explore how we ‘catch’ secondary trauma
• How to define how trauma can affect us as individuals and out families
• Explore ways of helping both the children and ourselves move through some of the difficulties

Content

• Recognise traumatic stress in both themselves and children
• Explore some helpful self caring techniques
• Look at ways to support yourself / family in dealing with secondary trauma
• Explore the effects of secondary trauma on behaviour – social and emotional wellbeing

This will be facilitated by Bev Hodson / Steve Goodburn - Independent Trainers

Course time: 9:30am to 2:30pm

Maximum number of attendees: 15

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence

CWDC Standards: 3.4a, 3.4a, b, 7.1b, 7.2a, 7.3

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (022) L/601/1693

Positive behaviour management: Promoting positive behaviour

Aims of the Induction

• To explore the implications for positive management within the guidelines for carers and staff known as ‘Effecting Positive Responses’
• To explore ways of understanding and managing children’s behaviours when living in a new family
• To ensure carers are aware of strategies for managing children’s challenging behaviour safely and to promote growth in children’s personal and social behaviour
• To encourage carers to explore implications for good parenting and effective listening to children when their behaviour is challenging in its messages
• To encourage carers confidence in managing challenging behaviour with full support from the Directorate

Learning Outcomes

• Carers will know, understand and demonstrate in practice the key concepts within national and local authority expectations regarding the management of the behaviour of children in the public care
• Carers can explain their methods, approaches and practices for safeguarding and promoting the personal and social behaviour of young people, for welcoming them to their homes and for engaging with them effectively
• Carers will be confident in approaching children’s challenging behaviour and remaining versatile, effective and most of all, positive
• Carers will increase knowledge and understanding of the framework for safe practice in managing and supporting behavioural challenges from young people in their care

Content

Carers will be developing ideas and examining current practice within the content of contemporary guidance and practice. Carers will be expected to participate in discussion, experiential learning and reflection upon current knowledge, attitudes and practice. Individual, small groups and whole group activities will be offered to stimulate positive learning outcomes and agreements on effective practice.

This will be facilitated by Dave Yandell - Independent Educational Psychologist and Specialist in Residential Childcare

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 3.1, 3.4, 4.1, 4.2

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695 (030) M/601/1699 (035) M/601/2884
A preparation for independence course – by Catch 22 Service

This one day training course is facilitated by the Catch 22 - 16 Plus Service – who deliver leaving care services on behalf of Kent County Council.

The course will explore how foster carers can promote independence and support for young people in preparation for adulthood.

This course is mainly suitable for foster carers who are fostering young people aged 14 years and upwards.

Aims and objectives

• Explore the role of the Catch 22 16 Plus Service in its work with young people
• To explore how foster carers can contribute to the Pathway Plan and work in partnership with the young person, and the Catch 22 16 Plus Service
• To provide attendees the opportunity to think about the transitions and experiences of young people, such as leaving school, preparing for the world of work and/or further education, supporting young people to develop practical skills such as cooking, personal self-care, and health care and financial capability, knowledge and skills
• To consider the skills needed to care for young people

Learning outcomes

To be able to explain the role of the Catch 22 16+ service and its role in working with young people and foster carers

Develop further understanding of the foster carers role in working collaboratively with the Catch 22 16 Plus Service.

Identify key stages of transition and the impact on the young person.

To recognise the range of knowledge and skills that young people need to learn and develop, and how the foster carer can support young people to prepare for independence.

The workshop will be facilitated by: Catch 22 16 Plus.

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 2, 4, 5

Record keeping

This workshop is for all foster carers

Aims

This full day training session looks at record-keeping in foster care, exploring the ‘why’, ‘what’ and ‘how’ of good recording and the importance of providing an accurate and balanced picture of events.

Objectives

At the end of this workshop, you will be able to demonstrate a knowledge and understanding of:

Why we need to record information
What needs to be recorded
How we should record it

This will be facilitated by Pauline Franklin – Independent Trainer

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 1.4, 3.4, 4.5

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (054) R/601/1436
Safeguarding children and young people – an introduction

This course forms part of the Safer Care and Recording training available to ALL carers

Aims
To provide foster carers with an introduction to safeguarding and their role in keeping children safe.

Objectives
By the end of the training you will be able to:
• Describe the different types of abuse
• Recognise the signs, symptoms and indicators of abuse
• Identify the roles, responsibilities and processes in place locally and nationally for safeguarding children
• Understand local safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse
• Know how to recognise, record and refer child protection concerns
• Respond effectively when children want to tell

Course time: 9:30am to 12:30pm
Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 6

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695 (033) F/600/9777

Safer care

Aims
This one day training session looks at Safe Care in Foster Care and explores how foster carers can provide a safe and secure environment for both themselves and their families.

Learning outcomes
• Understand what is meant by safe care and how to put this into practice
• Explore why children sometimes make false allegations and how carers can help protect themselves from this happening
• Understand how carers can support their children sharing their own home with children who have suffered abuse, neglect and multiple moves, and the trauma associated with this
• Familiarisation with signs and symptoms of child abuse and the impact upon the child
• Develop strategies for safe care

This will be facilitated by Pauline Franklin - Independent Trainer

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 1.1, 1.4, 2.6, 3, 4, 5, 5.6

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695
Safer care for experienced carers

Aims and objectives

The course is designed to help experienced foster carers understand more about the impact of caring for traumatised children and aims to increase foster carers skills in identifying, assessing and managing risk.

Carers should have completed the Safer Care Training before applying for this course

Content

The course will include whole group discussions, small group work and a case study, to facilitate an exploration of:

• The impact of trauma on the physical, emotional and intellectual development of the child.
• The process and impact of secondary traumatic stress on foster carers. There will be an opportunity for experienced practitioners to reflect on and share their experience, using this to contribute to the knowledge base of all present.

This will be facilitated by Pauline Franklin - Independent Trainer

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695 (022) L/601/1693

School admissions and transitions

Event description:

Starting school for the first time, moving up to 'big' school or even getting to know a new class teacher should be an exciting but often is an anxious time for any child and parent. For looked after children these ‘admission and transition’ times can be particularly overwhelming and difficult. Foster carers play a crucial role in supporting the child to adjust to new surroundings, people and routines by ensuring that the child’s needs, wishes and feelings are considered in any plans or decisions that are made. The Virtual School Kent and Kent Admissions Team are offering a half days training course to help you better understand and effectively participate in the process of choosing and supporting new school places for looked after children. Throughout the course you will cover:

• The LAC Admissions process and the roles of those in the team around the child
• What to look for in finding the ‘school that best meets the needs of your child’
• How to support your child to be well prepared for key transition times
• What you should expect from schools in supporting your child to settle in, make progress and achieve
• Making that first PEP count!
• This course will equip you with the knowledge and skills to ensure that your looked after child can make their transition successfully and ultimately reach their potential in whatever school or setting they attend.

Training objective:

• To clearly understand the admissions process for LAC and the timescales that are worked to
• To learn which key people should be involved when planning to support a child through an admission or transition
• To consider the types of questions you should be asking when visiting potential new schools or settings
• To know the best ways in which a child can be prepared for an admission or transition
• To understand how schools and the VSK can provide additional support for looked after children who may find starting school or making a transition more difficult
• To help you to improve the effectiveness of the first Personal Education Plan that is in place for the child once started or having moved schools

The workshop will be facilitated by: Nigel Cates

Course time: 9:30am to 1:00pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.
Self esteem

Course aims
For social workers and foster carers who are concerned about a child or adolescent's poor self image and low self esteem. These children and young people are often hard to reach, and these techniques can often be helpful in enabling them to recognise some strengths instead of difficulties. The trainer will use different techniques, some based on CBT. This day will require participants to relax and enjoy some 'hands-on' practice.

Outcomes
• To understand some of the roots of low self esteem, i.e. poor early experiences, early neglect and separation, plus difficulties with attachments
• To understand the world from their point of view, their perceived threats and challenges, understanding what they find difficult
• To understand how the child or adolescent communicates, and how to approach their pain
• To provide an opportunity to practice different enabling techniques, designed to help them recognise positives and grow in confidence

The workshop will be facilitated by Judy Jefferies - Independent Trainer

Course time: 9:30am to 12:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 4, 5

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accred (022) L/601/1693

Supervising contact workshop

Aims
• To explore the purpose of supervised contact inside and outside the foster home and the role of foster carers in supporting this
• Understand the regulatory/legal framework and the importance of contact
• Consider the role of referral, matching and contact agreements/reviews in planning and undertaking supervised contact and working with children, birth families and other professionals
• Explore risk assessment and support carers need in supervising contact

Learning outcomes
• Carers will be more confident in understanding the purpose and role of supervised contact and understand its role as part of an assessment framework
• Understand how to prepare and plan for undertaking supervised contact both in and outside the home
• Feel confident in contributing to matching discussions, recording observations and the contact agreement

Maximum Numbers 20

Course time: 9:30am to 12:30pm

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 2, 3, 4, 5

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Supporting the child with special educational needs through school and at home

Helping your child with education and learning

Foster carers can and do make a real difference in raising educational achievement for looked after children and a child with Special Educational Needs (SEN) should be given the same high realistic expectations as any other.

This course is for all foster carers

The Education LAC Advisors are offering one day courses to help you make the most of your talents in supporting the child with SEN through education.

Aims

- To understand the school SEN systems
- To know what kind of provision is available to schools
- To understand the statutory assessment process
- To have an awareness of various SEN difficulties including ASD, speech and language and dyslexia
- To be given some strategies to support the child with SEN at home

All in one day!

This workshop/training day could make a real difference for you and the child you look after. The day is fun, hands-on and full of excellent ideas.

Learning Outcomes

- Explore how to support children/young people with SEN to do well at school and improve outcomes.
- Work with the schools, LAC advisors and multi-agency partners to ensure your child is given the correct support.
- Understand the role of Personal Education Plans for children with SEN and working together.

Don’t miss this opportunity - see the attached list of dates and venues and book in as spaces are limited.

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 5.4a, b, c, 5.5a, b, c, d
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) L/601/1693 (030) M/601/1699

The role of men in foster care

This course for all foster carers

Aims

The role of men in foster care has been the subject of increased debate. There is concern about how best to work with children who have been sexually abused, worries about abuse by carers, and unsubstantiated allegations of abuse in foster care. This training course explores the particular issues for men as carers, particular vulnerabilities regarding safe care and the stereotypical perceived role of male foster carers.

The course is appropriate for both male and female carers including new and experienced carers.

Objectives

- To consider the role of men in society taking into consideration cultural and religious beliefs
- To consider the idea of the ‘positive male role model’ to identify ways in which men can be more effective carers
- To examine the dynamics of male foster carers as single carers and as a couple
- To consider the risk issues for men in fostering
- To examine how gender influences child care work
- To consider the role of men working with children who have been sexually abused
- To help identify why sexism must be challenged and how to do this effectively
- To challenge the myths and stereotypes surrounding black men and gay men and to promote anti-discriminatory practice
- To consider safe care strategies and practice

This course is facilitated by Steve Goodburn, a male trainer with over 25 years experience in the social care field and is designed for both male and female carers.

Course time: 9:30am to 2:30pm

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 1, 2, 3, 4.5, 6
Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (025) Y/601/1695

Level 3 Diploma for the Children and Young Peoples Workforce – knowledge linked to unit accredit (022) L/601/1693 (030) M/601/1699

National Minimum Standards Fostering Regulations: Standard 7.4, 9.2, 23.4, 23.6
Valuing diversity

This one day training event will explore the importance of valuing diversity in foster care. The course will use a variety of small / large group discussions to explore valuing diversity and what this means for caring for children and young people.

Aims

The course will provide foster carers with an opportunity to:

- Explore issues relating to power in society and how these impact on us all, particularly foster children including the social model of disability
- Have a better understanding of the theory, language and terminology used in addressing equalities issues
- Be more aware of your own thoughts and feelings and how these affect your approach to working with difference
- Feel more confident in using skills to promote equalities throughout your practice

Learning Outcomes

- Develop an understanding about local and national policy / legislation including KCCs position on diversity
- Develop an understanding of how to promote children / young people’s individual needs and sense of identity in foster care
- Develop awareness of their own attitudes to difference including work with birth families

The workshop will be facilitated by Lisa Fitzpatrick - Training and Development Manager and Yolaine Jacquelin - Training Consultant, Human Resources

Course time: 9:30am to 2:30pm

Maximum number of attendees: 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration and refreshments will be available fifteen minutes before the course is due to commence.

CWDC Standards: 1.2, 1.1a, 1.1b, 2, 4, 5.1, 5.4, 5.8

Appendix Three

Personal Development Plan

An individual foster carer Personal Development Plan is to be completed by all newly approved and existing foster carers, reviewed on an ongoing basis through supervision and formally reviewed at the annual review.

Name of carer: ...................................................................................................................................................................................

Date of approval: ..............................................................................................................................................................................

Carer registration: .............................................................................................................................................................................

- What are your learning and development needs over the next twelve months? (and how do these relate to the CWDC Standards)?

1. Understand the principles and values essential for fostering children and young people
2. Understand your role as a foster carer
3. Understand health and safety and healthy caring
4. Know how to communicate effectively
5. Understand the development of children and young people
6. Safeguard children and young people
7. Develop yourself

- How will these learning and development needs be met by the foster carer training programme and other activities (please list)?
• Are there any learning and development needs not identified in the foster carer training programme and how will these be met?

Signed by:

Foster carer ............................................................................ Date ............................................................................

Fostering worker .................................................................... Date ....................................................................

Appendix Four

Training and development book and visual media catalogue

<table>
<thead>
<tr>
<th>Book</th>
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<tbody>
<tr>
<td>A child’s journey through placement</td>
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<tr>
<td>A child’s journey to recovery</td>
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<tr>
<td>A non-violent resistance approach with children in distress</td>
</tr>
<tr>
<td>Achieving permanence in foster care</td>
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<tr>
<td>ADHD - living without brakes</td>
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<tr>
<td>Adolescence: Positive approaches for working with young people</td>
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<tr>
<td>Adolescent substance misuse</td>
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<tr>
<td>Adopting or fostering a sexually abused child</td>
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<tr>
<td>Adoption &amp; fostering promoting children’s health</td>
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<tr>
<td>Approaching fatherhood: a guide for adoptive dads and others</td>
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<tr>
<td>Asperger’s Syndrome</td>
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<tr>
<td>Attachment - the fostering network</td>
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<tr>
<td>Attachment for foster care and adoption</td>
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<tr>
<td>Attachment, trauma &amp; resilience</td>
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<tr>
<td>Attachments handbook for foster care and adoption</td>
</tr>
<tr>
<td>A-Z of genetic factors in autism</td>
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<tr>
<td>Bereavement loss and learning disabilities</td>
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<tr>
<td>Black &amp; white</td>
</tr>
<tr>
<td>Building identity - a training programme</td>
</tr>
<tr>
<td>Care or control? foster care for young people on remand</td>
</tr>
<tr>
<td>Care stories</td>
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<tr>
<td>Care stories - a training film and book for those working with LAC and YP</td>
</tr>
<tr>
<td>Caring for children and teenagers with attachment difficulties</td>
</tr>
<tr>
<td>Caring for myself</td>
</tr>
<tr>
<td>Child and adolescent mental health today</td>
</tr>
<tr>
<td>Children exposed to parental substance misuse</td>
</tr>
<tr>
<td>Children living with domestic violence</td>
</tr>
<tr>
<td>Communication skills for working with children &amp; young people</td>
</tr>
<tr>
<td>Competence in social work practice</td>
</tr>
<tr>
<td>Contact - the fostering network</td>
</tr>
<tr>
<td>Contact in adoption and permanent foster care</td>
</tr>
<tr>
<td>Conversation in autism from insight to good practice</td>
</tr>
<tr>
<td>Costs and outcomes of non-infant adoptions</td>
</tr>
<tr>
<td>Dad, David, Baba, Chris and Me</td>
</tr>
<tr>
<td>Developing parenting programmes</td>
</tr>
<tr>
<td>Direct work - social work with children and young people in care</td>
</tr>
<tr>
<td>Disability and impairment</td>
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<td>Disabled children and the law</td>
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<tr>
<td>Drug addiction and families</td>
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</tbody>
</table>
The new life work model
The primal wound - understanding the adopted child
The protectors handbook - reducing the risk of child sexual abuse and helping children recover
The rhp companion to foster care
The social workers guide to child and adolescent mental heath
Transitions & endings - a training programme
Transitions toolkit - a framework for managing change and successful transition
planning for children and young people with autism spectrum conditions
Trauma & recovery
Unaccompanied asylum seeking children
Understanding attachments and attachment disorders
Understanding dyspraxia
Understanding looked after children
Understanding looked after children - an introduction to psychology for foster care
We are fostering
What does adopted mean? - a young childs guide to adoption
What the standards say about… fostering
What works for parents with learning disabilities?
What works in building resilience?
Whatever happened to Adam? Stories of disabled people who were adopted or fostered
Who cares about drugs?
Who cares about education? – your guide to getting the most out of school
Who cares about feeling good?
Who cares about health?
Working with anger and young people
Working with black young people
Working with children of mixed parentage
Young people in foster & residential care
Your teenager (thinking about your child during the secondary school years)

Appendix Five

Foster Carer
Adopter
Training and Development

Mr / Mrs / Miss / Ms / Other (please delete)

First name: ............................................................... Surname: ...............................................................  

Area: MK / WK / EK1 / EK2 Foster Carer / Adopter / Staff

Address: ........................................................................................................................................

...................................................................................................................................................

...................................................................................................................................................

...................................................................................................................................................
Postcode: ...........................................................

Email address: ..............................................................................................................................

I agree with the Terms and Conditions outlined in the Book, Video and DVD Library Guidelines.

Signature: ............................................................... Date: ...............................................................  

Extending period: ............................................................................................................................

Official use only

Date request received: ............................................................... Extending period: ...............................................................  

Date resource dispatched: ............................................................... Date chased: ...............................................................  

DATE DUE BACK: ............................................................... Date received back: ...............................................................  

DVD / Video

ADD, ADHD, & ODD
Anger outbursts
Attachment for foster care and adoption
Dying to eat
Eating disorder
Festivals
Festivals 2
Finding a way through (video)
Fire setting
Forgotten voices
Fostering voices
Appendix Six

www.kenttrustweb.org.uk

Under the web page title 'Kent Trust Web' second box along 'Specialist Children’s Services'.

Click once on the Specialist Children’s Services box to open the dropdown menu.

From the menu that will appear on the left hand side of the screen - titled Specialist Children’s Services.

Under the title ‘Service Provision’ click on the title Adoptive Parents and Foster Carers.

This will take you into the Adoptive Parents & Foster Carers: Home Page.

From this page you will be able to select from the different subject menus.

Appendix Seven

Foster Carer Competency Assessment Framework

CWDC Training, Support and Development Standard

<table>
<thead>
<tr>
<th>Standard 1: understand the principles and values essential for fostering children and young people</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> (working to level 2)</td>
</tr>
<tr>
<td>1. Principles and values</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Equality, inclusion and anti-discriminatory practice</td>
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</tbody>
</table>
### 3. Person-centred approaches

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Be able to explain how your care relates to the Five Outcomes in Every Child Matters.</td>
<td>a) Provide stable and predictable responses, routines and relationships.</td>
<td>a) Demonstrate a consistent commitment to the child, even in difficult circumstances.</td>
</tr>
<tr>
<td>b) Give examples of how you take account of the experiences, preferences, wishes and needs of individual children and young people, and their families.</td>
<td>b) An awareness of the factors that contribute to disruption and ability to work through them to avoid placement breakdown and minimise placement moves.</td>
<td>c) Sustain a positive attitude and behaviour towards a child/young person’s family in times of difficulty.</td>
</tr>
<tr>
<td>c) Explain why it is important to listen to children and young peoples views about risk and safety, and show how you take these into account in your role as a foster carer.</td>
<td>c) An ability to use different methods of communication with children appropriate to their age and understanding.</td>
<td>d) Deal sensitively and have a good understanding of a combination of difficult behaviours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Promote the Fostering Service on a countywide/ national level.</td>
</tr>
</tbody>
</table>

### 4. Confidentiality

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a) Understand the importance of confidentiality.</td>
<td>a) Understand how to apply your fostering services policies and procedures about confidentiality and information sharing.</td>
<td>a) Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).</td>
</tr>
<tr>
<td>b) Understand how to apply your fostering services policies and procedures about confidentiality and information sharing.</td>
<td></td>
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<tr>
<td>c) Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).</td>
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</table>

### Standard 2: understand your role as a foster carer

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fostering role</td>
<td>a) Know the overall aims of your fostering service.</td>
<td>a) Willingness/ability to contribute to service reviews/planning and ongoing participation in different local/county groups.</td>
</tr>
<tr>
<td></td>
<td>b) Ability to ‘step-back’ from situations of conflict.</td>
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<td></td>
<td>c) Understand the role of your supervising worker.</td>
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</tr>
<tr>
<td>2. Legislation, policies and procedures</td>
<td>a) Know about relevant legislation, policies and procedures relating to foster care, and where you can get further information.</td>
<td>a) Demonstrate knowledge of fostering regulations, policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>b) Understand the importance of following your agencies’ policies and procedures.</td>
<td>a) Actively promote existing and new policies and procedures</td>
</tr>
</tbody>
</table>
### 3. Relationships with parents and others

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the importance of families and friends for children and young people.</td>
<td>a) An ability to assist children/young people whose future is uncertain, maintain a sense of identity through contact or otherwise.</td>
<td>a) Set appropriate boundaries and maintain relationships with family members where the department’s plan is being challenged.</td>
</tr>
<tr>
<td>b) Demonstrate how you involve families and others in the lives of children and young people and the important role of foster carers in helping a child maintain contact.</td>
<td>b) An ability to prepare the child/young person and facilitate regular contact with birth family and significant others.</td>
<td>b) Deal effectively with conflict between child/young person and birth family members.</td>
</tr>
<tr>
<td>c) An ability to deal with some levels of distress in relation to contact visits.</td>
<td>c) An ability to deal with some levels of distress in relation to contact visits.</td>
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<tr>
<td>d) An ability to deal with the effects of some conflict between child and family members.</td>
<td>d) An ability to deal with the effects of some conflict between child and family members.</td>
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</tr>
<tr>
<td>e) Actively work to improve relationships between children/young people and their families e.g. parenting skills teaching, supervision of contact.</td>
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### 4. Team working

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the concept of “the foster care team” and your contribution to effective teamwork.</td>
<td>a) An ability to supervise contact, observe and pass information on as part of a Care Plan.</td>
<td>a) Work in partnership with other professionals to understand wider issues and plans.</td>
</tr>
<tr>
<td>b) Know who you are accountable to in your work as a foster carer and where to go for support.</td>
<td>b) Work actively and constructively in returning a child/young person home if agreed by the Care Plan.</td>
<td>b) Demonstrate ability to work with the department and other professionals.</td>
</tr>
<tr>
<td>c) Know how to contribute to planning for children and young people, including contributions to meetings and reviews.</td>
<td>c) Work with other professionals to implement behaviour programmes.</td>
<td>c) Contribute positively and effectively to meetings in the interest of the child/young person.</td>
</tr>
<tr>
<td>d) Be open and consistent in dealings with other professionals.</td>
<td>d) Be open and consistent in dealings with other professionals.</td>
<td>d) Contribute positively and effectively to meetings in the interest of the child/young person.</td>
</tr>
<tr>
<td>e) Work closely with other professionals to provide an environment for children to recover and heal.</td>
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</table>

### 5. Being organised

<table>
<thead>
<tr>
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<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Demonstrate that you are well organised, reliable and dependable.</td>
<td>a) An ability to supervise contact, observe and pass information on as part of a Care Plan.</td>
<td>a) Work in partnership with other professionals to understand wider issues and plans.</td>
</tr>
<tr>
<td>b) Show that you provide activities and environments that are well organised and safe.</td>
<td>b) Work actively and constructively in returning a child/young person home if agreed by the Care Plan.</td>
<td>b) Demonstrate ability to work with the department and other professionals.</td>
</tr>
<tr>
<td></td>
<td>c) Work with other professionals to implement behaviour programmes.</td>
<td>c) Contribute positively and effectively to meetings in the interest of the child/young person.</td>
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<td>d) Be open and consistent in dealings with other professionals.</td>
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<td>e) Work closely with other professionals to provide an environment for children to recover and heal.</td>
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</tbody>
</table>
6. Complaints and compliments

- Understand how complaints and compliments are dealt with in your agency, and know how you can make a complaint.
- Know how children, young people and their families can access the complaints procedure and how you can support them.
- Know about the allegations, policies and procedures of your fostering service and how to access support and legal advice.

**Standard 3: Understand health and safety, and healthy care**

<table>
<thead>
<tr>
<th>Level 1</th>
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<td>(working to level 2)</td>
<td>(working to level 3)</td>
<td>(working to specialist schemes)</td>
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</table>

1. Legislation, policies and procedures

- a) Show an awareness of the relevant health and safety legislation and guidance and your responsibilities.
- b) Know your agencies’ procedures in relation to the health and safety of children and young people.

2. Accommodation

- a) Know how to keep your home safe and free of avoidable hazards that might be a risk to children and young people.
- b) Know the importance of maintaining a good standard of hygiene and cleanliness.
- c) Show that you and those living in your household know what to do in case of a fire.

3. Healthy care and medication

- a) Know what “healthy care” means for the physical, mental and sexual health of children and young people.
- b) Have an understanding of children and young people’s health and hygiene needs, including allergies and infection control procedures.
- c) Explain your role in promoting the health of children and young people, including giving advice and information in relation to risk taking, substance misuse and relationships and sexual health.
- d) Have an understanding of first aid and know how to access emergency medical treatment.
- e) Know what procedures to follow in relation to medication and healthcare procedures including what consent is required.
- f) Provide specific opportunities for children or young person to progress any developmental delay.
- g) An ability to care for a child or young person needing regular medical attention (e.g. physiotherapy; special therapy; specific diet).
- h) An ability to care for children or young person with an eating disorder or who is likely to self-harm.
- i) Show understanding and ability to work with HIV and Aids.
- j) Care for a child or young person with mental health problems.
- k) Understand and work with a child who misuses alcohol or other substances or exhibits repetitive obsessive behaviour.
- l) Ability to undertake complex and specialist work with a child as part of a transient plan.
- m) Understanding of the misuse of alcohol or other substance and associated issues.
- n) Care for child or young person with an eating disorder or who is likely to self-harm.
- o) Show understanding and ability to work with HIV and Aids.
- p) Care for a child or young person with mental health problems.
- q) Understand and work with a child who misuses alcohol or other substances or exhibits repetitive obsessive behaviour.
4. Personal safety and security

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 (working to specialist schemes)</th>
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</thead>
<tbody>
<tr>
<td>a) Understand potential risks to the safety and security of yourself and members of your own family and what you can do to reduce or manage the risks.</td>
<td>a) Manage risks in relation to self-care e.g. some drug/substance misuse.</td>
<td>a) Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.</td>
</tr>
<tr>
<td>b) Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.</td>
<td>b) Work with children who present as vulnerable in matters of self-care and personal presentation.</td>
<td>c) Provide consistency and mutual support between adults where child/young person is challenging.</td>
</tr>
<tr>
<td>c) Understand the need to manage challenging behaviour in a way that is safe without the use of physical or other inappropriate punishment and give examples from your work as a foster carer.</td>
<td>c) Provide consistent responses from all adults in supporting and managing challenging behaviour.</td>
<td>d) Provide consistent responses from all adults in supporting and managing challenging behaviour.</td>
</tr>
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</table>

5. Risk assessment

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.</td>
<td>a) Identify risk factors and enlist assistance from others to enable child/young person to remain in placement.</td>
<td>a) Describe effective ways of communicating with children and young people.</td>
</tr>
<tr>
<td>a) Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.</td>
<td>a) Identify risk factors and enlist assistance from others to enable child/young person to remain in placement.</td>
<td>a) Describe effective ways of communicating with children and young people.</td>
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Standard 4c: know how to communicate effectively

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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 (working to specialist schemes)</th>
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</thead>
<tbody>
<tr>
<td>1. Encourage and communicate</td>
<td>a) Demonstrate how you listen to and understand the wishes and feelings of children and young people.</td>
<td>a) Demonstrate responsiveness through expressed warmth, emotional involvement and sensitivity.</td>
</tr>
<tr>
<td>a) Demonstrate how you listen to and understand the wishes and feelings of children and young people.</td>
<td>b) Understand the need to use appropriate means of communication with children and young people including non-verbal and other means, and give examples from your practice.</td>
<td>a) Help the child to acquire skills to deal with stressful history and relationships.</td>
</tr>
<tr>
<td>b) Work with children who present as vulnerable in matters of self-care and personal presentation.</td>
<td>c) Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.</td>
<td>b) Work long-term with child/young person who finds it difficult to express emotionally.</td>
</tr>
<tr>
<td>c) Provide consistency and mutual support between adults where child/young person is challenging.</td>
<td>d) Show how you help children and young people to make their own decisions.</td>
<td>c) Know how to use different communications media.</td>
</tr>
<tr>
<td>d) Provide consistent responses from all adults in supporting and managing challenging behaviour.</td>
<td>d) Show how you help children and young people to make their own decisions.</td>
<td>d) Show how you help children and young people to make their own decisions.</td>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Ability to use identified behaviour programmes.</td>
<td>a) Shows responsiveness and expresses warmth and sensitivity with child/young person who seems to give little in return.</td>
<td>a) Ability to use identified behaviour programmes.</td>
</tr>
<tr>
<td>a) Ability to use identified behaviour programmes.</td>
<td>b) Work long-term with child/young person who finds it difficult to express emotionally.</td>
<td>b) Work long-term with child/young person who finds it difficult to express emotionally.</td>
</tr>
</tbody>
</table>
### 3. Communication with parents, families and friends

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a) Show that you are aware of the procedures for arranging contact and understand your role as a foster carer.</td>
<td>a) An ability to develop an appropriate relationship with prospective adopters or subsequent foster carers.</td>
<td>a) Deal sensitively and have a good understanding of a combination of difficult behaviours.</td>
</tr>
<tr>
<td>b) Understand when and how to raise concerns with families and friends in an appropriate way.</td>
<td>b) An ability to prepare the child/young person and facilitate regular contact with birth family and significant others</td>
<td></td>
</tr>
<tr>
<td>c) Demonstrate that you understand children and young people’s confidentiality when communicating with parents, families and friends, including your own family and friends.</td>
<td>c) An ability to deal with the effects of some conflict between child and family members.</td>
<td></td>
</tr>
<tr>
<td>d) Demonstrate skills in working and engaging with parent and significant others.</td>
<td>d) Demonstrate skills in working and engaging with parent and significant others.</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Communicating with organisations

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the importance of effective communication with other organisations who are in contact with children and young people.</td>
<td>a) Work actively and constructively in returning a child/young person home if agreed by the Care Plan.</td>
</tr>
<tr>
<td>b) Demonstrate effective communication with your supervising social worker.</td>
<td>b) Demonstrate how you have communicated effectively.</td>
</tr>
</tbody>
</table>

### 5. Principles of keeping good records

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the importance of keeping accurate records.</td>
<td>a) Contribute to managing assessments of complex contact situations.</td>
<td>a) Contribute to managing assessments of complex contact situations.</td>
</tr>
<tr>
<td>b) Know the record keeping policy of your fostering agency, and how information is shared with others, including children, young people and their families.</td>
<td>b) Observe and assess child/young person, record development.</td>
<td>b) Observe and assess child/young person, record development.</td>
</tr>
<tr>
<td>c) Know how to record understandable, relevant, clear and concise, factual information, which can be checked.</td>
<td>c) An ability to keep daily record which may contribute to evidence in criminal/care proceedings.</td>
<td>c) An ability to keep daily record which may contribute to evidence in criminal/care proceedings.</td>
</tr>
<tr>
<td>d) Know how to enable children and young people to participate in record keeping and keep their own records and memorabilia.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standard 5: understand the development of children and young people

<table>
<thead>
<tr>
<th>1. Attachment and stages of development</th>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma and separation and loss.</td>
<td>a) Manage risks in relation to self-care e.g. some drug/substance misuse.</td>
<td>a) Understand and work with children/youth who may have attachment difficulties.</td>
<td>a) Understand how to support individual children and young people moving towards independence.</td>
</tr>
<tr>
<td>b) Understand child development and the developmental needs of children and young people.</td>
<td>b) Work with children who present as vulnerable in matters of self-care and personal presentation.</td>
<td>b) Understand and cope with a child’s stressful attachment to his/her own family where relationships are confused or abusive.</td>
<td>c) Call on a range of skills to help children/youth people move on to a ‘new’ family.</td>
</tr>
<tr>
<td>c) Understand the difference between chronological age and stages of development, and how this may affect a child or young person.</td>
<td>c) Encourage children who may have attachment difficulties.</td>
<td>c) Demonstrate knowledge of the causes of difficult behaviour.</td>
<td>d) An ability to undertake bridging placement.</td>
</tr>
<tr>
<td>d) Shows responsiveness and expresses warmth and sensitivity with child/youth person who seems to give little in return.</td>
<td>d) Shows responsiveness and expresses warmth and sensitivity with child/youth person who seems to give little in return.</td>
<td>d) Care for a child/youth person displaying levels of attachment disorder; with a history of offending, difficult behaviour.</td>
<td>e) An ability to develop an appropriate relationship with prospective adopters or subsequent foster carers.</td>
</tr>
<tr>
<td>e) Understand rejecting behaviour and its cause.</td>
<td>e) Understand rejecting behaviour and its cause.</td>
<td>e) Undergraduate specific tasks where children’s development is delayed or not consistent across age appropriate milestones.</td>
<td>f) An ability to support children and young people to develop skills, self confidence and knowledge to prepare them for adulthood and independent living.</td>
</tr>
<tr>
<td>f) Undertake specifically agreed tasks where children’s development is delayed or not consistent across age appropriate milestones.</td>
<td>f) Undertake specifically agreed tasks where children’s development is delayed or not consistent across age appropriate milestones.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Resilience

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) An ability to address problems associated with a child’s low self-esteem and help a child/youth person towards a more positive self-image.</td>
<td>a) Provide stimulation to a child with complex emotional or health needs.</td>
<td>a) Work with others to promote positive ending for a child.</td>
</tr>
<tr>
<td>b) Work closely with other professionals on individual programmes regarding issues around identity and self-esteem.</td>
<td>b) Be able to deal with the impact of change and loss on a child/youth person and enable the child to cope better.</td>
<td>b) Be able to deal with the impact of change and loss on a child/youth person and enable the child to cope better.</td>
</tr>
</tbody>
</table>

### 3. Transitions

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Explain significant milestones that mark the transition in the lives of children and young people, and the range of responses to them.</td>
<td>a) Develop strategies to promote positive endings for a child.</td>
<td>a) Work with others to promote positive ending for a child.</td>
</tr>
<tr>
<td>b) Understand how to support individual children and young people through significant life changes and challenges.</td>
<td>b) Teach self care skills to young people moving towards independence.</td>
<td>b) Be able to deal with the impact of change and loss on a child/youth person and enable the child to cope better.</td>
</tr>
<tr>
<td>c) Be able to work with children and young people to develop skills, self confidence and knowledge to prepare them for adulthood and independent living.</td>
<td>c) Call on a range of skills to help children/youth people move on to a ‘new’ family.</td>
<td>c) Call on a range of skills to help children/youth people move on to a ‘new’ family.</td>
</tr>
<tr>
<td>d) An ability to undertake bridging placement.</td>
<td>d) An ability to undertake bridging placement.</td>
<td>d) An ability to undertake bridging placement.</td>
</tr>
<tr>
<td>e) An ability to develop an appropriate relationship with prospective adopters or subsequent foster carers.</td>
<td>e) An ability to develop an appropriate relationship with prospective adopters or subsequent foster carers.</td>
<td>e) An ability to develop an appropriate relationship with prospective adopters or subsequent foster carers.</td>
</tr>
</tbody>
</table>
5. Supporting educational potential

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Show how you can encourage and support children and young people with their education (including early years education) and help them overcome setbacks.</td>
<td>a) Care for a child with learning difficulties including those with SEN/in special education.</td>
<td>a) Participate in a specific programme with a child/youth person excluded from school.</td>
</tr>
<tr>
<td>b) Be able to actively work with families, social workers and teachers to help children and young people achieve.</td>
<td>b) An ability to liaise 'intensively' with education professionals.</td>
<td>b) Support children and young people to reintegrate/succeed in education.</td>
</tr>
<tr>
<td>c) Know how to support young people in their further education and training, and employment.</td>
<td>c) Contribute to education programmes working closely with other professionals.</td>
<td>c) Understand the impact of abuse, separation and loss on the behaviour of children and young people.</td>
</tr>
<tr>
<td>d) Be able to advocate on behalf of children and young people to ensure their educational needs are met.</td>
<td>d) Care for a child or young person who is at risk of exclusion from school or who has been excluded from school while an alternative package is arranged.</td>
<td></td>
</tr>
</tbody>
</table>

6. Understanding contexts

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand children and young people in the context of their wider family, caring or social network.</td>
<td>a) Meet the needs of children/youth people to ensure full participation in family activities.</td>
<td>a) Continue to work with rejection of boundaries.</td>
</tr>
<tr>
<td>b) Support children and young people to reintegrate/succeed in education.</td>
<td>b) Work with others to establish acceptable boundaries in social interaction.</td>
<td></td>
</tr>
<tr>
<td>c) Understand the contribution family, caring and social networks make to the development of children and young people.</td>
<td>c) Work with the rejection of boundaries and be persistent.</td>
<td></td>
</tr>
<tr>
<td>d) Work with child/youth person to understand appropriate social behaviour and to enable them to work towards it.</td>
<td>d) Work with child/youth person to understand appropriate social behaviour and to enable them to work towards it.</td>
<td></td>
</tr>
<tr>
<td>e) Understand rejecting behaviour and its cause.</td>
<td>e) Understand rejecting behaviour and its cause.</td>
<td></td>
</tr>
<tr>
<td>f) Understand behaviours linked to multiple rejections/placement boundaries and seek support to work with this.</td>
<td>f) Understand behaviours linked to multiple rejections/placement boundaries and seek support to work with this.</td>
<td></td>
</tr>
<tr>
<td>g) An ability to help the child/youth person cope with their feelings and emotions regarding plans for the future, especially where there may be some uncertainty.</td>
<td>g) An ability to help the child/youth person cope with their feelings and emotions regarding plans for the future, especially where there may be some uncertainty.</td>
<td></td>
</tr>
</tbody>
</table>
### 7. Promote positive sexual health and sexual identity

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand how to promote good sexual health with children and young people.</td>
<td>a) Provide additional requirements where children have identified need e.g. physical or sensory equipment.</td>
<td>a) Care for a child with severe learning difficulties.</td>
</tr>
<tr>
<td>b) Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.</td>
<td>b) Help child/young person to become more independent, giving them necessary advice, information and opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

### 8. Supporting disabled children and children with special educational needs

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the &quot;social model of disability&quot; and what it means in relation to your work as a foster carer.</td>
<td>a) Provide additional requirements where children have identified need e.g. physical or sensory equipment.</td>
<td>a) Care for a child with severe learning difficulties.</td>
</tr>
<tr>
<td>b) Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties.</td>
<td>b) Help child/young person to become more independent, giving them necessary advice, information and opportunities.</td>
<td></td>
</tr>
<tr>
<td>c) Understand the need to adapt activities and experiences so individual children and young people can take part.</td>
<td>c) Good knowledge of CP and respond appropriately.</td>
<td></td>
</tr>
<tr>
<td>d) Understand how you might support children and young people with special educational needs, and their families.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard 6: keep children and young people safe from harm

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Legislation, policies and procedures</td>
<td>a) Know about legislation and national guidance relating to protecting and safeguarding children.</td>
<td>a) Identify risk factors and enlist assistance from others to enable child/young person to remain in placement.</td>
</tr>
<tr>
<td></td>
<td>b) Understand your local multi-agency safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.</td>
<td>a) Contribute to ongoing assessment of risk.</td>
</tr>
<tr>
<td>2. Keeping children safe</td>
<td>a) Demonstrate that you understand what children and young people want and need to feel safe.</td>
<td>b) Organise the environment as far as possible, to provide a level of protective care for the child/young person and others.</td>
</tr>
<tr>
<td></td>
<td>b) Be aware of what contributes to a safe environment for children and young people.</td>
<td>c) To work appropriately with child/young person who may pose a risk to others and themselves.</td>
</tr>
<tr>
<td></td>
<td>c) Know how to help children and young people keep themselves safe from harm and abuse.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Develop and maintain &quot;safer caring&quot; guidelines for you and your household.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Provide adequate supervision and monitoring of interactions between child/young person and others where there is potential for harm.</td>
</tr>
</tbody>
</table>
### 3. Recognising and responding to abuse

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet.</td>
<td>a) Work with child/young person to achieve age appropriate, acceptable social behaviour.</td>
<td>a) Manage assessment risk in relation to sexually abusive behaviour.</td>
</tr>
<tr>
<td>b) Understand the different ways in which children and young people can be placed at risk e.g. physical abuse; sexual abuse; emotional abuse; exposure to domestic violence; neglect; faltering growth; institutional abuse; self-harm.</td>
<td>b) Work with child/young person to understand appropriate social behaviour and to enable them to work towards it.</td>
<td></td>
</tr>
<tr>
<td>c) Understand signs and indicators of possible abuse and neglect.</td>
<td>c) Understand the nature and effects of abuse and neglect including sexual abuse in order to help the child/young person make sense of the experience and deal with feeling/behaviour, which results.</td>
<td></td>
</tr>
<tr>
<td>d) Understand how children might be bullied and know what action to take if you suspect a child or young person is being bullied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Understand the procedures you need to follow if you suspect a child is being abused or neglected, and the action you might need to take immediately.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Working with other agencies

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Know about your local Safeguarding Board and the responsibilities of your fostering service, and other agencies in keeping children safe from harm.</td>
<td>a) Follow guidance concerning a child’s emotional capacity and needs.</td>
<td>a) Contribute to planning for children at risk of sexual abuse.</td>
</tr>
<tr>
<td>b) Know who the designated child protection worker is at the school, pre-school group, club or other activity.</td>
<td>b) To ensure close liaison with the Department and other professionals about significant events.</td>
<td></td>
</tr>
<tr>
<td>c) Be aware of the safeguarding policy of the school, pre-school group, club or other activity.</td>
<td>c) Demonstrate a commitment to multi-agency working.</td>
<td></td>
</tr>
</tbody>
</table>

### 5. “Whistle-blowing” (reporting failures in duty)

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Know when and how to refer a concern about child protection, the child’s welfare or any other instance of malpractice, negligence or unprofessional behaviour which might not be in the child’s best interests or pose a risk to the child.</td>
<td>a) Know when and how to refer a concern about child protection, the child’s welfare or any other instance of malpractice, negligence or unprofessional behaviour which might not be in the child’s best interests or pose a risk to the child.</td>
<td></td>
</tr>
<tr>
<td>b) Know how and to whom to report your concern about unsafe practice of others.</td>
<td>b) Know how and to whom to report your concern about unsafe practice of others.</td>
<td></td>
</tr>
<tr>
<td>c) Know what to do if you have followed your own fostering services policies and procedures on reporting concerns, and you are not satisfied with the response.</td>
<td>c) Know what to do if you have followed your own fostering services policies and procedures on reporting concerns, and you are not satisfied with the response.</td>
<td></td>
</tr>
<tr>
<td>d) Identify what to do when you do not get a satisfactory response from other organisations or agencies.</td>
<td>d) Identify what to do when you do not get a satisfactory response from other organisations or agencies.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 7: develop yourself

#### 1. Your role and approval as a foster carer

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the implications of your approval as a foster carer for yourself and your family.</td>
<td>a) Show insight into how personal experiences can assist in meeting the needs of child/young person placed.</td>
<td>a) Begin to support other foster carers and assist with foster carer training (e.g. support groups, skills to foster, interview panels; buddying).</td>
</tr>
<tr>
<td>b) Understand how being a foster carer may affect you personally and where you can get support.</td>
<td></td>
<td>b) Enable others to benefit from your expertise.</td>
</tr>
<tr>
<td>c) Be aware of the particular issues for male, black and minority ethnic, gay and lesbian foster carers and the support available.</td>
<td></td>
<td>c) Participate in providing training to other carers/staff/groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Provide buddying/mentoring to other carers.</td>
</tr>
</tbody>
</table>

#### 2. Being aware of the impact of fostering on your sons and daughters and extended family

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the impact of fostering on your own children and other members of your family, their support and training needs and how to access these.</td>
<td>a) Work actively and constructively in returning a child/young person home if agreed by the Care Plan.</td>
<td>a) Good awareness and ability to manage the impact of difficult behaviour on own family.</td>
</tr>
<tr>
<td>b) Provide adequate supervision and monitoring of interactions between child/young person and others where there is potential for harm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Recognise and are able to need to end placements well.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### 3. Using support and supervision to develop your role

#### Level 1 (working to level 2)

- a) Understand the purpose of your personal supervision and annual foster carer review and know how to make the best of these opportunities.
- b) Know what additional support and training that is available to you.
- c) Be able to recognise when you need support and the importance of asking for help and advice.
- d) Develop knowledge, skills and understanding pertinent to your foster carer role (e.g. treatment foster care, fostering teenagers).
- e) Develop knowledge, skills and understanding to enable you to “broaden” your foster carer role.

#### Level 2 (working to level 3)

- a) Understand rejecting behaviour and its cause.
- b) Understand behaviours linked to multiple rejections/placement boundaries and seek support to work with this.
- c) Manage a child’s/young person’s negative reactions and behaviours including attention seeking, withdrawal, refusal to co-operate.
- d) Effectively use support mechanisms to identify and develop knowledge and skills.
- e) Regularly update knowledge and skills.

#### Level 3 (working to specialist schemes)

- a) To act as a mentor/support to other foster carers in caring for a sexually abused child/young person.
## Appendix Eight

### Portfolio building

**What is a portfolio?**

A portfolio is a "purposeful" collection of your work and achievements. It should include reflections on your experiences of fostering and how you have applied new skills and knowledge to your fostering role.

**What should a portfolio include?**

A portfolio should provide a structure for you to reflect on your learning and development as a foster carer. It should include:

- what you do and why you do it
- how others experience what you do
- your learning from the above

Your training manual can be used as your portfolio and may include:

- Your personal development plan
- Learning logs to show your reflections on training undertaken and examples of how you have applied this to your practice
- Your individual training profile of in-house training you have undertaken. (your fostering team will have a copy of this)
- A training profile of other relevant training/qualifications including when/where achieved
- Links to the CAF including those made in supervision/annual reviews
- Evidence from other professionals/others that you work with about how they have seen/experienced your care
- Any special recognition you have received i.e. QSA award letters from other professionals
- Your own evaluation of your skills, learning and development and future learning needs

A portfolio is never ‘finished’ – it is an ongoing process.

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### Levels of Support Groups

<table>
<thead>
<tr>
<th>Level 1 (working to level 2)</th>
<th>Level 2 (working to level 3)</th>
<th>Level 3 (working to specialist schemes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the need for continuing professional development and the ways in which it can improve your practice.</td>
<td>a) An ability to use different methods of communication with children appropriate to their age and understanding.</td>
<td>a) Maintain a commitment to further training and development.</td>
</tr>
<tr>
<td>b) Understand and be able to reflect on how your day-to-day work as a foster carer is influenced by feedback from people you come into contact with and from children, young people and their families.</td>
<td>b) Actively seek out training that will develop fostering knowledge.</td>
<td>b) Reflect on and develop practise.</td>
</tr>
<tr>
<td>c) Work with your supervising social worker or other relevant person to agree and follow a personal development plan.</td>
<td>c) Attend 75% of support groups a year.</td>
<td>c) Attend and develop 75% of support groups a year.</td>
</tr>
<tr>
<td>d) Be willing to continually improve your practice and understand how to do this.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Career Progression

<table>
<thead>
<tr>
<th>5. Career progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Understand the career opportunities available to foster carers and who can help you identify your needs and make the most of these opportunities.</td>
</tr>
<tr>
<td>b) Work with your supervising social worker/provider to access further or higher-level training, development and qualifications.</td>
</tr>
<tr>
<td>a) Provide ‘outreach’ support to a child/young person.</td>
</tr>
</tbody>
</table>

---

* Level 1 carers are also expected to 75% of Support Groups a year.
Appendix Nine

Families and Social Care - Specialist Children’s Services
Fostering and Adoption Training and Development

Course learning log

Please complete your details:

Name: ...........................................................................................................................................................................................................................................................................................................................

Area/team: WK / MK / EK1 / EK2 / other ...........................................................................................................................................................................................................................................................................................................................................................

Foster carer / adopter / staff / other local authority / other (please specify) ...........................................................................................................................................................................................................................................................................................................................................................

Social worker’s name (for foster carers and adopters) ...........................................................................................................................................................................................................................................................................................................................................................

Course details: ...........................................................................................................................................................................................................................................................................................................................................................................................

Course title: ...........................................................................................................................................................................................................................................................................................................................................................................................

Trainer name(s): ...........................................................................................................................................................................................................................................................................................................................................................................................

Date(s): ...........................................................................................................................................................................................................................................................................................................................................................................................

Venue: ...........................................................................................................................................................................................................................................................................................................................................................................................

Duration: ...........................................................................................................................................................................................................................................................................................................................................................................................

Learning log – your learning log is an initial reflection on how you will apply your learning from the course into your care of looked after children. A copy will be retained by your worker and used for discussion in supervision. You can make additional comments to your learning log at anytime. The learning log should be placed in your Foster Carer Training Folder/portfolio.

What did you hope to learn from attending this course?

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What do you think that you have learnt from attending this course?

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How will you apply this learning from the course to your fostering role? (please relate to the Standards)

1. Understand the principles and values essential for fostering children and young people

2. Understand your role as a foster carer

3. Understand health and safety and healthy living

4. Know how to communicate effectively

5. Understand the development of children and young people

6. Safeguard children and young people

7. Develop yourself

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Appendix Ten

Training application form

This should be discussed with your fostering social worker and returned to your local fostering team.

Name of foster carer: .................................................................................................................................

Address: ...........................................................................................................................................................

........................................................................................................................................................................

Postcode: ..........................................................................................................................................................

Telephone number: .........................................................................................................................................

Email address: ..................................................................................................................................................

Date of approval: ...............................................................................................................................................  

Fostering Team: ................................................................................................................................................  

Fostering Worker: .............................................................................................................................................

I would like to apply for the following course(s):

<table>
<thead>
<tr>
<th>Course title</th>
<th>Course date</th>
<th>Is this course part of your Personal Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Please advise if your local training administrator of any special needs i.e. dietary/other.

Foster carer signed: .................................... Date: ................................................

Fostering worker signed: .................................... Date: ................................................

---

Appendix Eleven

Training Administrator contact details

Training is co-ordinated on a centralised basis and each fostering team has a local training administrator.

Contact details:

<table>
<thead>
<tr>
<th>Team</th>
<th>Covering Venues</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>West / North Kent</td>
<td>Kings Hill Community Centre Aylesford Priory Riverside Resource Centre</td>
<td>Stella Brown 01732 525349</td>
</tr>
<tr>
<td>South 1&amp;2</td>
<td>Ashford Business Centre Aldington ECO Centre The Julie Rose Stadium Lenham Community Centre</td>
<td>Gladys Lopoto 01233 898634</td>
</tr>
<tr>
<td>East 1 Canterbury / Swale</td>
<td>Sealsalter Christian Centre The Community College Whitstable</td>
<td>Lynn Sharp 01227 598588</td>
</tr>
<tr>
<td>East 2 Thanet</td>
<td>East College (Training Solutions) Aylesham Community Project</td>
<td>Anne Lawrence 01843 570003</td>
</tr>
<tr>
<td>East 2 Thanet</td>
<td>East College (Training Solutions) Aylesham Community Project</td>
<td>Lisa Barnsley 01843 570003</td>
</tr>
<tr>
<td>East 2 Thanet</td>
<td>East College (Training Solutions) Aylesham Community Project</td>
<td>Annette Davies 01843 570003</td>
</tr>
<tr>
<td>Short Breaks</td>
<td>N/A</td>
<td>Debbie Packham 01233 898681</td>
</tr>
<tr>
<td>Treatment</td>
<td>N/A</td>
<td>Sue Last 01233 660987</td>
</tr>
</tbody>
</table>
Appendix Twelve

Venue details

- Kings Hill Community Centre
  70 Gibson Drive,
  Kings Hill, West Malling
  ME19 4LG

- Ashford Business Hub
  The Ray Allen Centre,
  Stanhope Road, Ashford,
  Kent TN23 5RN

- Training Solutions
  4-5 Invicta Way,
  Manston Park, Ramsgate,
  Kent CT12 5FD

- Aldington Eco Centre
  Goldwell Lane,
  Aldington,
  Kent TN25 7DX

- The Community College
  Whitstable, Bellevue Road
  Whitstable, Kent
  CT5 1PX

- Seasalter Christian Centre
  49 Faversham Road,
  Seasalter, Whitstable
  CT5 4AX

Appendix Thirteen

Childcare invoice

If you have not provided childcare before and you are not a registered foster carer please provide bank account, sort code and e-mail address for payment.

<table>
<thead>
<tr>
<th>Name of foster carer(s) attending training:</th>
<th>Team:</th>
<th>Address:</th>
</tr>
</thead>
</table>

Payable to (person providing childcare): Relationship to foster carer i.e. child minder / foster carer / respite carer etc.

<table>
<thead>
<tr>
<th>Payable to</th>
<th>Relationship to foster carer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(person providing childcare)</td>
<td>foster carer i.e. child minder / foster carer / respite carer etc.</td>
</tr>
</tbody>
</table>

Signed by foster carer / Other:

<table>
<thead>
<tr>
<th>Signed by foster carer / Other:</th>
<th>Date:</th>
<th>Invoice Attached:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Number of children looked after:

<table>
<thead>
<tr>
<th>Number of children looked after:</th>
<th>Are the children attending school:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Amount: Full day: £20.00 Half day: £10.00

Total amount of claim:

Official use only

Training admin signature – attendance check and verified: 

Foster Team Leader’s signature: Date:
Appendix Fourteen

Families and Social Care - Specialist Children’s Services
Fostering and Adoption
Training and Development

Course reaction form

Please complete your details:

Name: ........................................................................................................................................................................................................................................

Area/team: WK / MK / EK1 / EK2 / Other ........................................................................................................................................................................................................................................

Foster carer / adopter / staff / other local authority / other (please specify) ........................................................................................................................................................................................................................................

Social Worker’s name (for foster carers and adopters) ........................................................................................................................................................................................................................................

Course details

Course title: ........................................................................................................................................................................................................................................

Trainer name(s): ........................................................................................................................................................................................................................................

Date(s): ........................................................................................................................................................................................................................................

Venue: ........................................................................................................................................................................................................................................

Duration: ........................................................................................................................................................................................................................................

To ensure our training courses/workshops are effective, we would appreciate your co-operation in completing this course reaction form.

Pre-course information

<table>
<thead>
<tr>
<th>Joining instructions/map</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue/facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refreshments/breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Trainer(s)

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course notes/handouts (if provided)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were the course aims met? (If no, please specify) Yes □ No □ ........................................................................................................................................................................................................................................

What elements of the course were most useful for you?
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What elements of the course were least useful for you and why?
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What future training would you like to undertake?
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Overall course appraisal

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
</table>

Any other comments or suggestions
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Thank you for completing this form. It will help us to maintain and improve the quality of the service provided.

Your comments will be collated and shared with the Training Steering Group.

Please remember to complete your learning log.

Trainer: please return to: *******************@ **************