Further copies and other formats
Further copies of this document are available in large print or other formats if required.
Background

The Care Council for Wales is the regulatory body for social care workers and for social work training in Wales, and became operational on 1 October 2001.

The Care Council for Wales is also one of the five organisations that make up Skills for Care & Development (SfC&D), which is the sector skills council for people providing social work, social care and children’s services to the people of the UK.

In this role the Council has the role of the workforce development for the sector, identifying appropriate qualifications and standards and development for the workforce.

This Induction pack is the first national framework for Wales for the induction of foster carers.

Introduction

Induction is essential for you as a new foster carer to help you to understand the crucial role you play in supporting children and young people during their formative years, when their parents are unable to do so. Induction is also important in helping you understand the roles and responsibilities of the various individuals, agencies and organisations that also deliver services and work with children and young people in Wales.

The Induction Framework is not in itself a learning programme; it is based around a set of outcomes that, once you have met them, will ensure you have the knowledge and skills you need to carry out your responsibilities safely, as the first step in developing expertise. It is important to recognise that you will not be expected to meet all the outcomes within the framework before you are approved as a foster carer; the learning associated with progress will take time because induction is a process, and the first step to proficiency.

At the end of the induction period you will be able to continue your development by working towards obtaining the necessary qualifications for further practice if you wish.

The Induction Framework for Foster Carers incorporates the seven core aims that represent the distillation of the UN Convention on the Rights of the Child (UNCRC).

These aims have been adopted by the Welsh Government as the basis for all work with children and young people in Wales.

This workbook and guide has been designed to help and support you as you learn how to become an effective foster carer. This guidance will explain how to use the Induction Framework and how to meet the required outcomes. The Induction Framework links with National Occupational Standards, other quality standards and codes of practice relevant to work with all children and young people.
Your agency is responsible for making sure you learn about the different aspects of your work with looked after children and young people so that you are safe to practise and can care for them effectively. They will provide you with opportunities to learn and apply what you have learned, so that you are able to meet the outcomes.

Support and planning
You will be allocated a supervisor, who will support you, and you may also have a mentor; your supervisor may be a social worker. Your agency may also have a training officer, who will arrange suitable training programmes. It is likely that your agency will also have some policies and procedures you need to follow whilst working as a foster carer and they will give you copies of these, together with a copy of any other materials you need to have.

Working with your supervisor, you will discuss your induction programme to decide what knowledge and skills you already have and draw up a plan to help you learn what else you need to know to meet the outcomes. This will form the basis of your induction plan, which will need to be reviewed and amended regularly as you make progress.

Learning and assessment
Because people learn in different ways, such as watching people, looking up or being given information, or discussing things with others, using a mixture of learning activities can be the best way to become competent. Competence means having the knowledge and understanding to be able to apply it to different work activities e.g. with different children or in different situations.

Learning activities might include, for example:

- Attending a training programme specially designed for foster carers
- One-to-one discussions about specific situations with your supervisor or a more experienced foster carer acting as your mentor
- Undertaking a distance learning programme
- Reading recommended books or articles
- Attending a general training programme e.g. first aid
- Keeping a reflective diary in which you record what you did, the outcome and what, if anything, you would do differently next time
- Using e-learning programmes to learn specific skills
- Specific training
You will need to discuss how you learn with your supervisor and build this into your plan, together with arrangements for how you will be assessed.

Assessment is not like an exam, it is not a single event. Rather, your supervisor will arrange to see you and assess the work you have been doing, or observe how you do your work from time to time.

Other ways you may be assessed include your supervisor reading your reflective accounts and looking at evidence of the work you have done.

How to use this workbook
The workbook shows you how to demonstrate that you have met the outcomes of the Induction Framework. This is called evidence and you will be able to provide a lot of this during your everyday work as a foster carer. You will need to show this evidence to your supervisor, who will assess (make a decision) whether you have met the outcomes and sign off the outcomes when you have completed the Induction Framework.

Each section in the workbook provides information to help get you started, which includes:

- A summary explanation that tells you what the outcome is about
- The main areas of knowledge, understanding and skills you will need to meet the outcome
- Guidance that is intended to help you think about how you will apply this knowledge, understanding and skills to your work with children and young people
- Sample questions or suggested activities that you can do to check your knowledge or understanding, or practise a skill
- Evidence - detailed examples of how you can show that you have met the outcome

It is a good idea to keep all your evidence together, for example, in a ring binder. Evidence might include things such as certificates from training you have attended, for instance, first aid training; written accounts or diary entries of your work, observation records of something you saw during your work with the child or young person, or a record of a colleague or someone observing you during your work.
Other types of evidence could include your written or audio-taped account of something that happened – a reflective account, or reports you have written and copies of records you have completed. Photos and videos can be used as evidence, as long as you make sure that the child or young person you are looking after is not photographed or videoed. This would be a breach of the child’s or young person’s right to confidentiality.

When using the workbook, you will come across some words that have a special meaning to describe how and what you need to learn. Here are the definitions:

- **Be aware of** – knowing that something exists, without necessarily knowing the details
- **Know** – this is about the learning of facts, having information about something but not necessarily knowing how to use the information
- **Understand** – this is learning about process, grasping the meaning of something. Once you understand something, you are able to apply the knowledge to different situations
- **Recognise** – knowing the implications of applying knowledge
- **Be able to** – this is learning about skills, showing you can do something

You need to make sure that you discuss anything you feel unsure about with your supervisor, as they are there to help and support you.
The Outcomes

The outcomes in the Framework are linked to the National Occupational Standards for Health and Social Care and are based on the functions undertaken by a range of childcare workers. They also make reference to the seven core aims distilled from the UNCRC, which are the basis for all the Welsh Government’s work with children and young people in Wales.

Outcome 1 – The principles and values essential for working with children and young people in Wales
Outcome 2 – Understanding your role in the children’s workforce
Outcome 3 – Health, safety and security
Outcome 4 – Listening and communication
Outcome 5 – Understanding development and behaviour
Outcome 6 – The rights of children and young people
Outcome 7 – Keeping children and young people safe from harm
Outcome 8 – Developing yourself and your skills

The outcomes are organised into main areas, which are broad areas of knowledge that you will need to learn about, and which could form the basis of a formal or informal learning programme. These main areas are then further broken down to show what you need to know, understand and be able to demonstrate. Associated guidance provides further details of what you need to know. There are sample questions provided for you to test your knowledge and understanding, together with suggested evidence examples of how you can show you have met the requirements in your work.
The principles and values essential for working with children and young people in Wales.

**Summary**
Principles and values mean the main beliefs we hold about children and young people, their parents and families. These beliefs direct the way we work with children and young people and are an important basis of practice, however they can only have an impact if they are used within everyday work.

The principles and values underpin the whole induction framework, and reflect the importance children’s rights and listening to what children and young people have to say. They apply to all care work with children, young people and their families and carers and because they are so important they are also expressed in other standards that apply to work with children and young people. The principles and values can be found in full at Appendix 1.

**Main areas**

1. **Principles and values**
   1.1 Understand why the needs, rights and views of the child or young person must be at the centre of all practice and provision.
   1.2 Understand the importance of being reliable, truthful and keeping promises to the children and young people you care for.
   1.3 Recognise the importance of agreeing household routines, rules, guidelines and behaviour boundaries to the well-being of children and young people in your care.
   1.4 Understand why it is important to respect and support children’s cultural, religious and linguistic background.
   1.5 Understand the need to promote the value and use of the Welsh language with children and young people, their parents and carers.
   1.6 Understand the need to actively promote equal opportunities for children and young people.

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1 See for example the Children’s Care, Learning & Development National Occupational Standards Foster Care Standards Induction Workbook
Guidance
In order to meet these requirements, you will need to learn what the principles and values are and describe what they actually mean to your practice, e.g. the importance of treating children and young people and their families fairly and equally.

Sample questions
1. Are you able to describe the principles and values essential for looking after children and young people and explain what they mean?
2. Can you give practical examples of how you use the principles?
3. Can you show how the needs, rights and views of the child or young person inform your actions?
4. Can you give examples of how lack of support and prejudice can affect children and young people?
5. You should be able to explain the intellectual, cultural and developmental advantages of bi-lingualism for children and young people
6. Can you explain how and why you treat children and young people of all abilities and backgrounds with equality?

Evidence examples
- Your evidence for this might include your reflective account (written or audio) of what the principles and values mean.
- A statement (testimony) from the child or young person of how you treated them as an equal family member and accepted them unreservedly.
- Written records, or diary accounts by you or the child you care for of an instance when you took their views into account or respected their opinion.

1.2 Confidentiality
1.2.1 Understand the importance of confidentiality
1.2.2 Understand the limits to confidentiality
1.2.3 Understand your organisation or agency’s policy on sharing information

Guidance
You need to be able to demonstrate that you understand why it is important to keep information about children and young people and their families private and the ways in which you do this. You also need to understand that there are certain circumstances in which information that would normally be confidential must be shared with others. You also need to be aware of how this links with the rights of children and young people.
Sample questions

1. Can you explain what is meant by confidentiality and describe how you keep information confidential?
2. Are you able to explain under what circumstances you would or would not share information?
3. Can you demonstrate that you know when and when not to share information and the type of information you should and should not share?

Evidence examples

- A written or audio account saying what sort of information should be kept confidential or private and how you make sure that it is.
- A written, audio or video account explaining the policies your organisation has to help you keep information confidential – this may include showing the policies and explaining them.
- An account of an occasion when you would not disclose certain information, and the reasons why and another occasion when it would be necessary to disclose particular information, and why this would be necessary. If these are accounts of real situations you need to make sure that no names are used – to keep it confidential.

1.3 Child and young person centred approaches

1.3.1 Understand the importance of the seven core aims in the care of children and young people

1.3.2 Take account of the experiences, preferences, wishes and needs of individual children and young people, and their families

1.3.3 Know why it is important to listen to children and young people's views about risk and safety

1.3.4 Understand why it is important to involve the child or young person when plans are made that affect them.

1.3.5 Recognise and respect the child or young person's right to privacy.

Guidance

Person centred approaches are concerned with making sure that children and young people's rights are upheld in your work. All those who work with children and young people in Wales must make sure that the seven core aims form the basis of what they do. You will need to know these aims.

Sample questions

1. Can you explain how your care relates to the seven core aims for children and young people in Wales?
2. Can you show how your actions are informed by the preferences, wishes and needs of the child or young person and their families?
3. Can you show how you take these into account in your role as a foster carer?
Evidence examples

- You need to be able to give actual examples of how you have contributed to meeting the aims – verbal or written accounts, records e.g. of visits to play centres or how you helped the young person access sporting activities.

1.4  Equality and inclusiveness in practice

1.4.1 Understand the different types of prejudice and discrimination which can affect children and young people

1.4.2 Support and encourage children and young people to develop skills to deal with discrimination, enhance self-worth and make a positive contribution

1.4.3 Recognise the importance of being as positive as possible about the child or young person’s family to their self-image and self esteem

Guidance

You need to know what prejudice is, how people demonstrate their prejudices and how this can lead to deliberate or unintentional discrimination. You need to understand the effect of prejudice and discrimination on children and young people – this is likely to be demonstrated differently depending on the age of the child.

Once you understand this you can begin to think about strategies for helping children and young people deal with discrimination, including managing their feelings.

Sample questions

1. Can you give examples of different types of prejudice, and how you would challenge these?

2. Can you describe some of the actions you have taken to support children and young people in this area?

Evidence examples

- Evidence can be either documented accounts or witness testimony of actual situations in which you challenged prejudice and discrimination or statements of how you would do this.

- You need to be able to describe what you did to help the child or young person you care for develop strategies for dealing with discrimination. You need to explain what you did to help the child you care for improve their self-esteem. Evidence might include the child’s account of what you did and how it helped.
Outcome 2

Understanding your role in the children’s workforce.

Summary
The people who work in the children’s workforce spend the main part of their time working directly with children and young people; as a foster carer you are a part of the children’s workforce. There are many different roles and responsibilities, however many people are likely to be working with the same children or at least, in the same geographical area. It is important that, as a foster carer, you are aware of the job roles and responsibilities of the various people employed by different agencies to work with children and young people in your local area as you may be required to share information with them.

Main areas

2.1 The children’s workforce and the fostering role
2.1.1 Understand the different types of organisations, agencies and individual workers that make up the children’s workforce
2.1.2 Understand your legal and organisational responsibilities as a foster carer
2.1.3 Know the overall aims of your fostering services
2.1.4 Understand the role of your supervising social worker.

Guidance
You need to be broadly aware of the different organisations providing services for children and young people, the type of work they do and who works in them. You need to know more details about the organisations and people you are likely to come across regularly in your local area. This includes your fostering service and the arrangements under which you carry out your work and the importance of working in partnership with other professionals, colleagues, parents and others.

Sample questions
1. Can you describe what the organisations, agencies or individuals do and the age of the children they work with?
2. Can you describe the main legal requirements of your job and your responsibilities as a foster carer?
3. Can you explain the overall aims of your fostering service?
4. Are you able to explain the role of your supervising social worker?
5. Can you describe the roles of other workers, individuals, parents and agencies that you meet regularly and explain how and why you work in partnership with them?
Evidence examples

- Evidence for your knowledge of those involved in the children’s workforce could be a picture or map of the local area with children’s agencies marked, together with a written explanation of their roles.

- You may have documents or policies describing roles and responsibilities of a range of people you come into contact with, together with your agreement with your fostering agency. You must be able to describe your role, including the limits of your responsibility.

You should be able to explain why it is important to work in partnership and give some examples of how you have done this. Evidence might include, transcripts of phone conversations signed by both parties, letters or verified reports of conversations. You must make sure information is anonymous.
Outcome 3

Health, safety and security.

Summary
As a foster carer, you are acting in the role of primary carer for the child you foster. As such, you have the responsibility for ensuring you protect them from danger and harm. You are expected to take the same level of care as would a loving parent in relation to ensuring the child’s health, safety and well-being, e.g. caring for them when they are sick, making sure they visit the dentist and engage with and make use of the local child health services. You need to help them learn how to be healthy and be a good role model yourself. It is especially important to understand the laws about health and safety and how they relate to your work with children and young people e.g. how to move a disabled child and how to safely and legally use physical intervention with a child in danger of hurting themselves or others.

You also need to be able to work with the child’s family in line with your responsibilities and your agency’s policy.

Main areas
3.1 Hazard and risk
3.1.1 Be aware of the main health and safety laws relating to your role
3.1.2 Understand your organisation or agency’s policy in relation to the health and safety and emergency procedures
3.1.3 Be aware of the security measures that need to be in place to ensure the safety of the children and young people with whom you work

Guidance
You need to show that you have created a safe environment, appropriate to the age and developmental capabilities of the children in your care. You need to demonstrate that what you have done complies with the policies of your organisation and how health and safety laws inform this.

Sample questions
1. Can you explain your responsibilities for health and safety under the law?
2. Can you demonstrate that you and others in your home can apply the rules on health and safety in your work e.g. in relation to gas, electricity, water, fire and the storage, use and disposal of substances harmful to health?
3. Are you able to describe the security measures that are in place and explain why they are important to the safety of children and young people?
Evidence examples

- You are likely to have copies of the policies, which will count as evidence if you add your own explanation of how they link to the law.
- Evidence might be written or oral accounts of examples of when you have followed the policies in your work and how this has helped to keep the children you care for safe.
- You could provide video evidence of safety measures in your home or a written account of something you did.

3.2 Health and wellbeing

3.2.1 Understand the importance of routines to the health and wellbeing of children and young people

3.2.2 Understand what children and young people need to stay healthy and act as a source of information

3.2.3 Understand the links between child and young person development, safety and risk taking behaviours

3.2.4 Understand children and young people’s health needs, recognise common illnesses and what action to take

3.2.5 Recognise and act in an emergency situation

Guidance

You need to make sure that you take action to support the physical, mental, social and emotional health and wellbeing of the children you care for. This means having full information about the health of the child you care for and understanding what particular health issues they may have.

Physical issues may include things like eczema and allergies, but it is also likely that the child has experienced some trauma that will have an impact on their emotional health and wellbeing in the short or long term. You need to be able to encourage the child to adopt a healthy lifestyle and promote healthy behaviours.

Sample questions

1. Are you able to explain how routines can help children and young people feel safe?

2. Can you explain how you encourage children and young people to adopt a healthy lifestyle and what this means for the children or young people you work with?

3. Are you able to explain how you support the children and young people you work with to reduce or manage risk and keep themselves safe, giving examples?

4. You need to show you can recognise illness in children and young people, when to get consent and how to take appropriate action within the organisational or agency's policy and the boundaries of your role

5. Can you demonstrate you have an understanding of first aid, including how and when to access emergency medical treatment?
Evidence examples

- Evidence that you provide routines for the child you care for documented in your records, how these contributed to a more settled behaviour.
- Your evidence about healthy lifestyles might include menus you have planned with the child or young person, or the child’s account of hygiene routines and why these are important.
- Evidence for this might be accounts or records of road safety discussions or the child’s account of how you encouraged them to think about safe behaviours in whatever context this would be appropriate. For example, in an older child this may be sexual health and wellbeing.
- Evidence of attendance at a GP surgery, together with evidence that you have obtained appropriate consent or letters to school explaining absence due to illness, together with your reflective account showing you recognise the signs and symptoms of childhood illness and understand what to do.
- Evidence that you have attended an appropriate First Aid course.

Guidance

The rules around moving and positioning are intended to protect those doing the moving and handling as well as those being moved. You must be aware of your organisation’s policies and guidance on physical intervention.

Sample questions

1. Can you show that you follow these rules when moving and positioning objects or individuals, including the use of any equipment?
2. Can you give examples of how you apply these policies in your daily work, including what you are and are not allowed to do?

Evidence examples

- Evidence that you follow the rules may be a reflective account of what you did or a video of you demonstrating moving and handling equipment (without the child) or your assessor observing you.
- Records of what procedures you followed to show you carried out moving and handling safely.
- An account of how you would restrain a child or young person safely and under what circumstances you might need to do this.

3.3 Moving and positioning individuals and objects

3.3.1 Understand the laws that apply to all moving and positioning activities and how they are applied through the policies of your organisation or agency

3.3.2 Understand the policies of your agency or organisation in relation to moving and positioning when working with children and young people, including physical intervention
3.4 Accommodation

3.4.1 Know the importance of maintaining a good standard of hygiene and cleanliness.

3.4.2 Show that you and those living in your household know what to do in case of a fire.

Guidance

You need to show you understand the link between hygiene and good health and that you have fire safety procedures for your home and why this is important.

Sample questions

1. Can you show you know how to prevent the spread of infections in your household and how you should dispose of infected waste?
2. Can you give three examples of potential fire hazards and explain how you reduce the risk of fire?
3. Are you able to ensure that all members of your family know what to do in case of fire?

Evidence examples

- Evidence could include written agreements you have made with the family about hygiene in the kitchen, waste disposal and effective hand washing.
- Evidence could be a video showing potential fire hazards and documenting your fire safety arrangements.

3.5 Health care and medication

3.5.1 Understand the health care principles for the physical, mental, emotional and sexual health of children and young people.

3.5.2 Have an understanding of children and young people’s health and hygiene needs, including allergies and infection control procedures.

3.5.3 Explain your role in promoting the health of children and young people, for example giving advice and information in relation to risk taking, substance misuse and relationships and sexual health.

3.5.4 Know what procedures to follow in relation to medication and health care procedures including what consent is required.
Guidance
You will need to show you understand what good physical, emotional, mental and sexual health means and how you promote this in your work. You also need to show that you are aware of what you need to do if a child in your care has health needs or is on medication.

Sample questions
1. Can you provide examples of the importance of health care in relation to the children and young people you look after?
2. Can you give examples of how to encourage children and young people to maintain personal hygiene?
3. Are you able to explain how you find out about the individual health needs, allergies and medication of the children and young people you look after? Can you explain your role in meeting these needs? Can you explain what actions foster carers should take in relation to the health of all children?
4. Can you explain which of the following you need consent for and who would be involved in giving consent:
   • Taking a child to the GP
   • Administering medicines
   • Vaccinations/inoculations
   • Routine operation
   • Emergency operation
   • Contraception
   • Dental treatment
   • Body piercing
5. Can you give other examples where you might need consent and what records you should keep?

Evidence examples
• Evidence for these questions is likely to be found in any records you keep about the health and wellbeing of the child in your care, together with accounts of discussions and information exchanges with your supervisor and fostering agency responsible for placing the child in your care.
• Evidence that you can influence young people to recognise the importance of personal hygiene may be a testimonial or verbal account from the child or young person themselves.
• A video simulation or written account of how you would give medicine and what you need to be aware of, or your assessor observing you giving medicine.
• Evidence that you understand the issues around consent could be in your records, showing where and in what circumstances consent was obtained.
Listening and communication.

Summary
Listening to children and young people is one of the most important skills you can master as a foster carer. It forms the basis of meaningful communication, helps the young person to feel valued and important and builds trust, which is crucial if the young person has been experiencing difficulties in their lives.

Some children and young people have difficulty in communicating, especially with adults, so you will need to know ways that you can start to engage with the young person and overcome some of the difficulties.

You will also be required to communicate with a range of other people, including professionals, other foster carers, parents and carers of the young person and others involved in their lives. You will need to make records of the work you are doing and keep records about the young person you are caring for. It is important that you understand why the young person should be involved in the record keeping and how they may be encouraged to keep their own records and personal accounts.

Main areas
4.1 Engage with children and young people
4.1.1 Understand what motivates individual children and young people to engage in communication
4.2 Listen to children and young people
4.2.1 Recognise the importance of actively listening to children and young people, to hear what they say and understand what they mean

Guidance
You will need to show that you understand how a trusting relationship and a genuine interest in the child and young person can encourage them to engage in communication. You need to demonstrate the importance of active listening to the emotional wellbeing and self-esteem of children and young people.

Sample questions
1. Are you able to show that you can engage and communicate with different children and young people, giving examples from your work, or being observed by your assessor?
2. Are you able to describe how you can demonstrate active listening when communicating with children and young people and explain why it is important?
Evidence examples

- Evidence would be examples of discussions with children and young people, including their friends and peers. This may be written or recorded or an account provided by the child may demonstrate your communication skills.
- A reflective account of an occasion when you used active listening or a demonstration for your assessor.

4.3 Communicate with children and young people

4.3.1 Understand the need to use appropriate ways of communicating with children and young people, including verbal and non-verbal

4.3.2 Recognise some of the common difficulties that can occur when communicating with children and young people

Guidance

You need to understand that the type of language and the methods of communication will depend on the age and developmental capability of the child or young person, as well as taking into account any sensory or other disability that might affect how they are able to communicate with you.

Sample questions

1. Can you show that you know how to communicate with children and young people in non-patronising ways that are appropriate to their age, experience and level of understanding?

2. Can you show that you are aware of the potential communication difficulties, the likely or possible reasons for these and methods you might use to overcome such difficulties?

Evidence examples

- Evidence of the effectiveness of your communication could be an account by you of how you approached communication with a particular child, a transcript of the conversation and a reflective commentary on the outcome, or observation by your assessor.
- An account of the different ways of communicating that you are aware of, how you would communicate with a child with specific issues or an overview of any training you have been on e.g. Makaton.

4.4 Communication with parents, families and friends

4.4.1 Be aware of the procedures for arranging contact and understand your role as a foster carer in relation to this

4.4.2 Understand when and how to raise concerns with families and friends in an appropriate way

4.4.3 Understand how to put forward the child or young person’s views on their behalf and the importance of acting as an advocate
Guidance
You need to be aware of who has parental responsibility for any child you are caring for and show that you understand what your agencies procedures for arranging contact with the child’s family might be. You also need to know how to exchange information with families and how to raise concerns in a non-threatening way.

Sample questions
1. Can you explain how you would make arrangements for contact, and give examples of different situations?
2. Can you give examples of how you would deal sensitively with any concerns you wished to raise?
3. Can you explain how you would approach this with a child or young person?

Evidence examples
- Evidence could be your assessor observing you making arrangements and an account of what you would do in different situations.
- Accounts of actual situations in which you have had to raise concerns and the outcome.

4.5 Record keeping

4.5.1 Understand the principles of good record keeping and the policy of your agency or organisation

4.5.2 Understand the importance of records and your role in keeping records

4.5.3 Know how to enable children and young people to participate in formally recording their progress and how to keep their own memorabilia to remember key and special events

Guidance
Record keeping is an integral part of your role and you need to understand the importance of clear and unambiguous records, the purpose of records and why it is important to involve the child or young person. You must understand the purpose of children keeping diaries or records of their activities and why they may be reluctant to do this.

Sample questions
1. Can you describe the policies that you follow for record keeping and explain the purpose of keeping records for children and young people?
2. You need to demonstrate that you can keep records that are understandable, relevant to their purpose, including as a legal document, clear, concise, factual and checkable
3. Can you demonstrate how you involve children and young people in keeping formal and informal records and memorabilia?
Evidence examples

4.6 Complaints and Compliments

4.6.1 Understand how complaints and compliments are dealt with in your agency or organisation and know how you can make a complaint.

4.6.2 Know how children, young people and their families can access the complaints and compliments procedure and your role in supporting this.

4.6.3 Know about the allegations policies and procedures of your fostering service and how to access support and legal advice.

Guidance

You must understand how people can make complaints, including yourself, how you can support people who wish to make a complaint in an unbiased way and what support might be available to you personally. Your agency will have a complaints policy and procedures for making complaints which you need to understand and follow if this arises.

Sample questions

1. Can you describe what is in place in your agency / organisation and how you would use it?

2. Can you describe how you would support a child or young person to make a complaint?

3. Can you demonstrate an understanding of the policies and procedures and describe how you would access support and legal advice in the case of an allegation?

Evidence examples

- Evidence would be copies of your agency's policy and your account of the associated procedures.
- You could demonstrate your understanding by using a scenario and explaining what you would do, where you would get advice from and how you would follow the correct procedures. This could be a written or audio account or a videotaped account.
Understanding development and behaviour.

Summary
Children’s all round development and behaviour can be affected by their life experiences. Often the effects are short lived but sometimes the young person may have significant developmental and behavioural issues that will take time, effort and patience to overcome.

As a foster carer, you are in a unique position to help the young person begin to overcome any disadvantages associated with their development or behaviour. So it is really important that you understand how children and young people usually make progress, what might cause them to behave in an unusual or difficult way, and what you can do to help them manage their behaviour and overcome any difficulties.

Main areas

5.1 Child and young person development
5.1.1 Understand child development and the development needs of children and young people
5.1.2 Understand the basic principles of how children and young people form attachments, how these attachments affect their development
5.1.3 Understand and recognise the impact that negative experiences can have on a child or young person’s development and behaviour

Guidance
To be effective as a carer, it is important that you have a broad understanding of a child’s and young person’s physical, emotional, social and intellectual development, and the difference between growth, chronological age and expected developmental progress through the phases and areas of development. This will give you a clear understanding of what to expect from the child or young person you are caring for, in relation to their age and capabilities, as well as an understanding of those children who may not follow the usual pattern of development.

You need to understand that early child development is significantly affected by the way in which attachments with those who provide primary care for the child are formed and the implications for development if such attachments are weak or impaired.

Sample questions
1. Can you describe the key phases of development in children and young people?
2. Can you describe how attachments are formed and the impact of these upon development?
3. Can you describe some of the negative experiences a child or young person might have had and how these could have affected them?
Evidence examples

- Evidence of your knowledge and understanding is likely to come from references to development and behaviour in any records you keep about the child you are caring, for example age of appropriate activities you have arranged.
- Discussions with your supervisor about the child’s progress could be recorded in written or audio form, maintaining confidentiality at all times.
- Evidence would be provided by your account of how the child or young person has made attachments whilst in your care and a description of how attachments are linked to emotional development.

5.2 Behaviour

5.2.1 Understand the importance of your behaviour on children’s development

5.2.2 Understand the link between emotional resilience and self esteem and how as a foster carer you can promote this

5.2.3 Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour

Guidance

You need to be aware that you and your family will be acting as role models for acceptable and unacceptable behaviour and that a child’s self esteem and emotional resilience affects their behaviour and can be affected by your responses to their behaviour. It is important that you understand the possible or likely reasons for a child expressing challenging behaviour, and the triggers for such behaviour. This will provide a firm basis for you to develop effective strategies for managing challenging behaviour.

Sample questions

1. You should be able to explain how children and young people are influenced by those in regular contact with them, including other children, young people and adults

2. Can you explain why resilience is important to children and young people’s emotional health and wellbeing and give examples of how you can help support children and young people in this area?

3. Can you describe some of the challenging behaviours that children and young people in your care may present and explain how you would use non-physical methods to support the development of more appropriate positive behaviour?
Outcome 5  

Guidance

You will need to understand that transitions refers to both developmental changes and life events that impact on the child or young person and can affect their perception of themselves. You should be aware of what you, as a carer, can do to help ensure that this perception is a positive one and the transition period progresses smoothly. You also need to understand how you can promote independence in the child or young person through giving them responsibility and rewarding their efforts towards independence whilst providing support, advice and guidance.

Sample questions
1. Can you describe the significant milestones in transition for children and young people?
2. Can you show how you have supported children and young people through life changes and challenges?
3. Can you explain how you would do this?

Evidence examples
- Evidence may be provided from your reports on the child’s ability to settle into foster care and how you facilitated this. Documented progress in any developmental area and examples of how you have supported life changes would also provide evidence.
- Additional evidence in the form of an audio testimony from the child or young person if appropriate.

5.3  Transitions

5.3.1 Explain significant milestones which mark transition in the lives of children and young people

5.3.2 Understand how to support children and young people through significant life changes and challenges

5.3.3 Know how to work with young people to develop skills, self-confidence and knowledge, to prepare them for adulthood and individual living

Evidence examples
- Evidence is likely to be from a written or oral account of an incident in which the child’s behaviour has clearly been influenced by others e.g. peers or family members, together with your explanation for the behaviour that shows your understanding.
- Evidence that you understand what is meant by resilience could be demonstrated by providing an example of how you helped a child or young person cope with something that upset them. This could be a written or audio account supported by testimony and validation from the child or young person if appropriate.
- A written or audio reflective account of how you managed an incident involving challenging behaviour would provide evidence.
5.4  Play
5.4.1 Explain how play, hobbies and interests are important to social and personal development
5.4.2 Understand the importance of adhering to appropriate routines for children and young people

Guidance
You need to show that you understand the link between social development and self-esteem and the importance of peers in this process. For younger children, you should show how age appropriate play routines encourage development.

Sample questions
1. Can you explain the importance of play, hobbies and interests on the development of children and young people?
2. Can you explain the importance of adhering to appropriate routines for children and young people?

Evidence examples
• Evidence of how you have helped the young person engage in play activities, hobbies and interests, supported by e.g. tickets to events or books, hobby kits or other things you have provided.
• Evidence through written or oral accounts that you understand the role of routines in supporting children’s emotional security so they are able to pursue activities.

5.5  Educational Potential
5.5.1 Understand how to work with families, social workers and teachers to help children and young people achieve
5.5.2 Know how to support children and young people in their education, training and employment
5.5.3 Be able to advocate on behalf of children and young people to ensure their educational needs are met

Guidance
You need to be aware of what educational achievement means in relation to individual children and how you can work with teachers and others to support achievements. You also need to understand what things you can do to support a child with their learning, including when and how to act as the child’s advocate.

Sample questions
1. Can you show how you have worked with others to help children and young people achieve?
2. Can you give some examples of how you have supported children and young people in education, training or employment?
3. Can you describe how you would advocate on behalf of children and young people in relation to this, if needed?
Evidence examples

- Accounts of discussions with teachers or the school e.g. parent evenings or school events will provide evidence, which you can comment upon to show how you work together as well as accounts of supervision meetings with your social worker.
- Evidence of your support is likely to be an account of what you have done, including when you would advocate on behalf of a child.

5.6  Sexual Health and sexual identity

5.6.1 Understand how to promote good sexual health with children and young people

5.6.2 Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality

Guidance

You need to understand what is meant by sexual health and wellbeing and that, whilst sexual health and wellbeing is an aspect of overall health, you need to be aware that this area of development may be particularly problematical for some young people, due to life events, cultural background, personal circumstances, sexual orientation etc. It is important that you have as much information as possible and that you develop the sort of trusting relationship with the young person that enables such discussions to take place.

Sample questions

1. Can you describe how you may do this?
2. Can you explain why it would be important for children and young people to develop a positive sexual identity?

Evidence examples

- Evidence in the form of a written account of actions you have taken to promote good sexual health and wellbeing appropriate to the young person you care for. This may include copies of information or other products you have provided.
- Evidence of your understanding of the diversity and range of human sexual behaviour and an explanation of how you would approach a discussion on sexual identity.
Outcome 6

The rights of children and young people.

**Summary**

This section is about the rights of the child or young person as expressed in the UNCRC. You are expected to promote these rights throughout your work with children and young people, including raising their awareness of their rights and helping them to express their views.

**Main areas**

6.1 **Understanding rights and respect**
- 6.1.1 Understand the importance of the UN Convention on the Rights of the Child (UNCRC) to your work with children and young people
- 6.1.2 Understand the importance of giving respect to the development of trusting relationships

**Guidance**

You need to understand how the UNCRC influences work with children and young people in Wales and how you implement these rights in your work. One of the aspects of the UNCRC is concerned with treating children and young people with respect and you need to understand how this can influence the development of relationships.

**Sample questions**

1. Can you list these rights and explain how they link to the values and principles and how they underpin your work with children and young people?
2. Can you demonstrate how you show respect to a child or young person and how this can encourage them to engage in relationships and develop trust?

**Evidence examples**

- Evidence would be a documented account giving examples in which children’s rights have been supported and promoted or, on the other hand, overridden.
- It is likely that you will have evidence from some of the other outcomes that will contribute to showing you understand the rights of children and young people and can apply them in your everyday work.

6.2 **The right to self determination**
- 6.2.1 Understand that children and young people have a right to express their views and influence the things that affect them using their preferred language
- 6.2.2 Understand that children and young people have a right to make informed decisions about their lives
This is about children and young people having the right to hold and express their own opinions, which may be different from yours. You need to understand that this may challenge your views and whilst you may not agree with the young person, they have a right to their own opinions. It is also about young people being fully involved in decisions that affect them and having sufficient information to influence such decisions.

**Sample questions**
1. Can you show how you have helped the children and young people you work with express themselves and listen to their account of their experiences, preferences, wishes and views in your actions?
2. Can you explain how you can help a child or young person make decisions based on reliable information?

**Evidence examples**
- You may have evidence for this from when you have communicated with the young person in your care, if not, you need to make sure that your records show how you provided impartial and reliable information to help the young person make a decision and listened to their views. It would be helpful if the young person concerned could provide evidence e.g. by audiotape. If your supervisor is present or involved in the decision making then that will be sufficient evidence.

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**Guidance**

You need to show you understand what is meant by self-directed play and how this links to development.

**Sample questions**
1. Can you demonstrate how you provide an environment in which children and young people are encouraged to participate and engage in play activities?

**Evidence examples**
- This is another aspect of the rights for which you may already have evidence, if not, a reflective account of actual events or situations would provide good evidence.

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**6.4 The right to education and learning**

**6.4.1 Understand that children learn in different ways and why it is important to support and encourage children and young people with their education and learning**
Guidance
You need to show that you have a broad understanding that everyone learns in a range of different ways, through formal and informal learning. You need to recognise that the children you care for may not have engaged fully with formal learning or may have had their schooling interrupted and recognise what you can do to support and encourage them.

Sample questions
1. Can you demonstrate how you support and encourage children and young people with their learning and help them overcome setbacks?

Evidence examples
- This is likely to come from examples of what you have done to engage the child or young person with learning through activities and hobbies and how you have engaged with the child’s school and acted as the child’s advocate.

6.5 The right to be safe
6.5.1 Understand that children and young people have a right to expect protection from those responsible for their care

Guidance
This is fundamental to your role as a foster carer and you must understand and be able to explain your responsibilities clearly.

Sample questions
1. Can you explain the ‘duty of care’ that you have as a foster carer?

Evidence examples
- You are likely to be able to draw on evidence you have showing how you have met the other outcomes, particularly Outcomes 3 and 7.
Outcome 7

Keep children and young people safe from harm.

Summary
As a foster carer you must know the laws, policies and procedures that are intended to protect children and young people and safeguard them from harm, including neglect, exploitation and abuse. You must be able to recognise the signs that a child or young person may be in danger of abuse and know what action to take, as well as the scope of your responsibilities.

Main areas

7.1 Safety and safeguarding
7.1.1 Understand the laws that are in place to protect and safeguard children and young people
7.1.2 Understand your local multi-agency safeguarding policies and procedures for identifying and protecting children who have been abused or who are in danger of abuse and your responsibility in relation to this
7.1.3 Understand the procedures you need to follow if you suspect a child is being abused or neglected and the action you may need to take immediately
7.1.4 Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet
7.1.5 Recognise the signs and symptoms of abuse
7.1.6 Understand the nature and effects of neglect and abuse on children and young people
7.1.7 Understand how children might be bullied and what action to take if you suspect this is taking place
7.1.8 Understand what makes children feel safe
7.1.9 Know how to help children and young people keep themselves safe from harm or abuse

Guidance
You should have a thorough understanding of the ways in which children and young people can be abused and the effects of this on the child or young person. You need to clearly understand your responsibilities for protecting children and young people under the law, together with the safeguarding policies and procedures of your agency and local safeguarding arrangements. It is likely you will have attended safeguarding and child protection training.
Sample questions

1. Can you demonstrate your understanding of the law and how it applies to your work area?
2. You need to explain your role and responsibility for protecting the children or young people you work with and demonstrate you know what action to take where there is actual or suspected abuse of a child in your care.
3. Can you describe what you would need to do in this instance?
4. Can you describe the different ways in which children and young people can be harmed?
5. Can you demonstrate that you understand the different forms that abuse and neglect can take and how you would recognise that a child or young person had been abused or neglected?
6. Can you explain how abuse and neglect can affect the development of the whole child and how this would influence the way you work with a child or young person?
7. Can you explain how children in your care may be bullied and describe what you would do if this were occurring?
8. Can you show you are aware of what children regard as a safe environment and explain how you would provide such an environment?
9. Can you describe the methods you would use to raise awareness with the children and young people you work with and what actions they can take to protect themselves?

Evidence examples

- Evidence could be a written or audio summary you have prepared of the key points of the law relating to child protection and safeguarding, together with an explanation of how these are implemented through local safeguarding arrangements and your agency’s policies and procedures and your role and responsibility.
- Your understanding of the ways in which children and young people can be abused, how you would recognise this and what action you would take could be evidenced through a planned video presentation using props, or a written explanation with illustrations.
- Evidence of your knowledge of how abuse affects children and young people would also be a written or verbal account, with examples and an explanation of how you would work with a child or young person who had been abused, including how you could provide a safe environment.
- Written or audio explanations of how you support children and young people in learning about child abuse in an age appropriate way, and how they can help to protect themselves and each other.
- A description of how you would recognise if a child in your care was being bullied, why they may be more likely to be bullied and what you would do.
7.2 Whistle blowing

7.2.1 Know how and to whom to report concern about the unsafe practice of others.

7.2.2 Know when and how to refer a concern about child protection, the welfare of children and young people or any other instance of malpractice, negligence or unprofessional behaviour that might not be in the child’s / young person’s best interests or pose a risk to the child / young person.

7.2.3 Know what to do if you have followed your own fostering services policies / procedures on reporting concerns and you are still not satisfied with the response.

Guidance

This is about putting the child at the centre of your practice and making sure you safeguard children’s welfare if you are concerned about another’s practice. Your agency will have procedures in place and you need to be clear what these are and be able to explain what you would do and under what circumstances.

Sample questions

1. You should know about your service’s ‘whistle blowing’ policy, and describe how you would use it.

2. Can you describe when, where and how you would report a concern?

3. Can you explain what you would do in this instance?

Evidence examples

- You need to provide evidence in the form of a written, video or audio account that clearly demonstrates you understand the chain of accountability and could use it in appropriate circumstances.
Developing yourself and your skills.

Summary
This section is concerned with your personal development as a foster carer and knowing what support is available to help you to develop within the role, together with the role of your supervisor. You will need to know where to get information and understand your responsibility for gaining knowledge and practising the skills you will need to be effective as a foster carer. It is important that you understand the demands of the role on yourself and your family, so that you can prepare.

Main areas
8.1 Knowledge and skill development
8.1.1 Know how to get advice, information and support for your role as a foster carer
8.1.2 Understand your responsibility for gaining skills and knowledge relevant to your work

Guidance
You need to show that you are able to find and use appropriate information and that you know where to go for support. You need to show that you are aware of the skills you have and areas that need to develop further. You need to demonstrate you are actively prepared to seek out training and development opportunities.

Sample questions
1. Can you show how you access sources of information and use them to support your work?
2. Can you demonstrate that you identify your ongoing learning needs and use a range of formal and informal learning opportunities to develop these?

Evidence examples
- You can include sources of information in your portfolio as evidence that you know how to access information; you can also provide an account of local and national sources of help, advice and information.
- Your learning plan, agreed with your supervisor will provide evidence that you are taking up training opportunities that meet your identified learning needs.

8.2 Support and supervision
8.2.1 Understand the arrangements for supervision and the purpose of this
Guidance
You need to understand that supervision is intended to provide access to professional support for you in your role so that you can provide high quality care for any child or young person placed with you. Your agency will have policies and arrangements for supervision that you and your supervisor need to follow.

Sample questions
1. Can you explain how you access and participate in supervision?

Evidence examples
- Evidence will be records of your supervision visits together with your explanation of what you believe is the purpose of supervision and a reflective account of your experiences. You will need to ensure that you show you have followed procedures for arranging supervision.

8.3 Role and approval as a foster carer
8.3.1 Understand the implications of your approval as a foster carer for yourself and your family
8.3.2 Understand how being a foster carer may affect you personally and where you can get support
8.3.3 Be aware of the particular issues for male, black and minority ethnic, gay and lesbian foster carers and the support available

Guidance
You will need to show that you fully understand the implications of having a child or young person placed with you and your family.

Sample questions
1. Can you describe the changes you and your family have had to make since becoming carers?
2. Can you explain how you can get the support that you need?

Evidence examples
- This evidence may come from other family members as well as yourself, in the form of a documentary video for example, explaining how you made the decision to foster, what changes you have made to your family life or circumstances and what individual family members feel are the advantages and disadvantages.
- You will need to provide examples, written or audio, of when you have asked for support and the types of support you have received from others, this is likely to include formal and informal support.
What next?
Completion of the Induction Framework demonstrates that you have the basic skills to work safely and effectively with the children and young people in your care. However, there will be some tasks and activities that require ongoing practice over time to become really skilled e.g. dealing with children with complex needs and whose behaviour can be challenging or seen as difficult; others that will require additional learning, such as giving medication or carrying out clinical tasks. It is important for you to continue to develop skills and knowledge in order to progress into a professional role as a qualified childcare practitioner. This will open up career opportunities and at the same time benefit children, young people and their families.

Additional training and development can also allow you to move from one area of childcare practice to another more easily as you build on the foundations provided by induction and continuing development.

Resources
The Fostering Network (tFN)
www.fostering.net
This is the UK’s leading charity for anyone with a personal or professional interest in fostering. tFN provides a wide range of publications, training and resources to support foster carers and fostering services. It also produces The Skills to Foster, training materials for prospective carers, key policy and recruitment materials, the Signpost series and essential good practice guides, and a wide range of training programmes.

British Association for Adoption and Fostering
www.baaf.org.uk
This is a UK organisation made up of fostering and adoption agencies that provides a range of books and other resources, including training. It also publishes attractive books for children.
Appendix 1

The principles

• The welfare of the child or young person is paramount.
• Childcare workers contribute to children and young people's care, learning and development, and safeguarding. This is reflected in every aspect of practice and service provision.
• Childcare workers support parents and families who are partners in the care, learning, development and safeguarding of their children, recognising they are the child's or young person's first, and in most situations, their most enduring carers and educators.

The values

• The needs, rights and views of the child or young person are at the centre of all practice and provision.
• Individuality, difference and diversity are valued and celebrated.
• Equality of opportunity and anti-discriminatory practice are actively promoted.
• Children and young people's health and well-being are actively promoted.
• Children and young people's educational needs are given high priority to ensure that they reach their full potential.
• Children and young people's personal and physical safety is safeguarded, whilst allowing for risk and challenge, as appropriate to the capabilities of the child or young person.
• Self-esteem and resilience are recognised as essential to every child or young person's development.
• Confidentiality and agreements about confidential information are respected as appropriate unless a child or young person's protection and wellbeing are at stake.
• Professional knowledge, skills and values are shared appropriately to enrich the experience of children and young people more widely.
• Social inclusion and advancement of children and young people are actively promoted as specified in the UNCRC.

The principles and values are aimed at practitioners to inform their work.
The seven core aims
The seven core aims for children in Wales have been distilled from the UNCRC. They form the basis of government policies for children and young people in Wales to ensure that the UNCRC applies at all levels. The seven core aims are focused on implementing children’s and young people’s rights, whereas the principles and values are focused on what practitioners need to do.

The seven core aims ensure that children and young people:
1. Have a flying start in life and the best possible basis for future growth and development
2. Have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
3. Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
4. Have access to play, leisure, sporting and cultural activities
5. Are listened to, treated with respect, and are able to have their race and cultural identity recognised
6. Have a safe home and a community that supports physical and emotional wellbeing
7. Are not disadvantaged by child poverty
## Glossary

<table>
<thead>
<tr>
<th><strong>Attachments</strong></th>
<th>A warm, affectionate and supportive bond between child and carer that enables the child to develop secure relationships and which promotes emotional development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capabilities</strong></td>
<td>The range of natural abilities and learned skills</td>
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<tr>
<td><strong>Children's social worker</strong></td>
<td>This is the social worker allocated to the child being looked after</td>
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<tr>
<td><strong>Development</strong></td>
<td>Process of change – increase in complexity and maturity; children gaining skills and competence</td>
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<tr>
<td><strong>Disability</strong></td>
<td>A physical or mental impairment which has a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities</td>
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<tr>
<td><strong>Environment</strong></td>
<td>All aspects of the indoor and outdoor environment for which you are responsible</td>
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<tr>
<td><strong>Families</strong></td>
<td>Includes parents and carers together with chosen individuals who contribute significantly to the wellbeing of individual children and who may have legal responsibility</td>
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<td><strong>Growth</strong></td>
<td>Increasing in size – getting bigger in height and weight</td>
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<td><strong>Healthy living</strong></td>
<td>Adopting ways of life that help to maintain or bring about good health and extend life expectancy</td>
</tr>
<tr>
<td><strong>Key phases of development</strong></td>
<td>The general physical, social, emotional and cognitive changes that take place during infancy, up to 1 year; toddlerhood, 1–3 years; early childhood, 3–8 years; later childhood, 8–11 years; early, middle and late adolescence (11–13; 14–16; 17–19 years respectively)</td>
</tr>
</tbody>
</table>
### Patterns of development
The sequence in which development takes place e.g. rolling over, sitting, crawling, walking, in the context of physical development. Examples of intellectual development might be progressing from infantile speech patterns to more complex speech, for example, understanding and telling jokes, understanding abstract ideas.

### Resilience
The ability to withstand normal everyday disappointments, hurt feelings and assaults on one's confidence without it affecting self-esteem.

### Security
Taking precautionary measures to maintain safety and feel reassured.

### Self-determination
Making decisions on one's own behalf, or influencing decisions made by others that affect you.

### Supervisor
This term has been used in this document to refer to the person allocated to support the foster carer. This person may also be called a supervising social worker, a fostering link worker or family placement officer.
Induction Framework for Foster Carers in Wales
Introduction

This Induction Framework outlines areas of knowledge that are essential for foster carers to know, understand and be able apply consistently to their work with children and young people before they can safely practise. Foster care training reflects the appropriate Qualification and Credit Framework (QCF).
### Principles and Values essential for working with children and young people in Wales.

<table>
<thead>
<tr>
<th>Main Areas</th>
<th>Outcomes</th>
<th>Guidance</th>
<th>Links to National Minimum Standards (NMS)</th>
<th>UK National Standards for Foster Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Principles and values</strong></td>
<td>1.1.1 Understand why the needs, rights and views of the child or young</td>
<td>Can you show how your actions are informed by the needs, rights and</td>
<td><strong>Standard 11: Consultation</strong>&lt;br&gt;11.1 – The fostering service ensures that children’s opinions, and those</td>
<td><strong>2 – Assessment of the child or young person’s needs</strong>&lt;br&gt;2.1 - Before entering public care, a child has</td>
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<td></td>
<td>person must be at the centre of all practice and provision</td>
<td>views of the child or young person</td>
<td>of their families and others significant to the child, are sought over all issues which are likely to affect</td>
<td>an assessment made of her or his needs, including issues of health, education, identity, family and</td>
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<td></td>
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<td>their daily life and their future</td>
<td>social relationships, social presentation, emotional and behavioural development and self-care skills;</td>
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<td>11.2 – the fostering service ensures that all foster carers understand the importance of listening to</td>
<td>particular attention is paid to the child’s needs and preferences in relation to race, culture,</td>
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<td>the views of the children in their care, and are trained and supported in listening and responding</td>
<td>language, gender, disability and sexuality, and to the placement of siblings</td>
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<td>to children’s views</td>
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<td></td>
<td>1.1.2 Understand the importance of being reliable, truthful and keeping</td>
<td>Can you explain what this means and why it is important to your</td>
<td>No direct coverage</td>
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<td></td>
<td>promises to the children and young people you care for</td>
<td>relationship with the child or young person</td>
<td>No direct coverage</td>
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<td>1.1.3 Recognise the importance of agreeing household routines, rules,</td>
<td>Can you explain why this is important and how it can help children and</td>
<td><strong>Standard 14: Preparing for adulthood</strong>&lt;br&gt;14.4 The fostering service ensures that foster carers</td>
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<td>guidelines and behaviour boundaries to the well-being of children and</td>
<td>young people</td>
<td>understand that they need to provide all children in their care with age and developmentally</td>
<td><strong>12 – Preparation for adult life</strong> Each child or young person in foster care is helped to</td>
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<td></td>
<td>young people in your care</td>
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<td>appropriate opportunities for learning independence skills.</td>
<td>develop the skills, competence and knowledge necessary for adult living; she or he receives</td>
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<td>appropriate support and guidance for as long as necessary after being in foster care</td>
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</table>
| 1.1.4 | Understand why it is important to respect and support children's cultural, religious and linguistic background | Can you give examples of how lack of support and prejudice can affect children and young people | **Standard 7: Valuing diversity**  
7.4 – the fostering service ensures that their foster carers provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background. Foster carer’s preparation and training cover this  
7.5 – the fostering service ensures that their foster carers support and encourage each child to develop skills to help her/him to deal with all forms of discrimination. Foster carer’s preparation and training cover this | 1 – **Equal opportunities and valuing diversity**  
Children and young people, and their families, are provided with foster care services which value diversity and promote equality  
1.1 – Each child and her or his family have access to foster care services which recognise and address her or his needs in terms of gender, religion, ethnic origin, language, culture, disability and sexuality  
1.3 – Each child's ethnic, religious, cultural and linguistic background is accurately recorded, understood, respected and preserved: the child's care plan and all placement agreements and reviews include details of support work in this area |
| 1.1.5 | Understand the need to promote the value and use of the Welsh language with children and young people, their parents and carers | You should be able to explain the intellectual, cultural and developmental advantages of bi-lingualism for children and young people | No direct coverage | No direct coverage |
| 1.1.6 | Understand the need to actively promote equal opportunities for children and young people | Can you explain how and why you treat children and young people of all abilities and backgrounds with equity | **7.6** – each child with a disability receives specific services and support to help her/him to maximise her/his potential and to lead as full a life as possible, including appropriate equipment and, where necessary, appropriate adaptation of the carer’s home and/or vehicle | 1 – **Equal opportunities and valuing diversity**  
1.5 – Each child with a disability receives specific services and support to help her or him maximise her or his potential and lead as full and normal a life as possible including appropriate equipment and, where necessary and appropriate, adaptation of the carer’s home and/or vehicle |
## Outcome 1 Continued

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<tr>
<td></td>
<td>1.2.1 Understand the importance of confidentiality</td>
<td>Can you explain what is meant by confidentiality and describe how you keep information confidential</td>
<td>Standard 24 – Case records for children 24.8 - The fostering service ensures that their carers store information in a secure manner and understand what information they are expected to keep and what information needs to be passed on to the fostering service.</td>
<td>6 – A safe and positive environment 6.12 – The foster carer provides an environment in which the child is encouraged and helped to understand and value her or his racial, ethnic, cultural, religious and sexual identity</td>
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<tr>
<td></td>
<td>1.2.2 Understand the limits to confidentiality</td>
<td>Are you able to explain under what circumstances you would or would not share information</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<tr>
<td></td>
<td>1.2.3 Understand your organisation or agency’s policy on sharing information</td>
<td>Can you demonstrate that you know when and when not to share information and the type of information you should and should not share.</td>
<td>Standard 24 – Case records for children 24.8 - The fostering service ensures that their carers store information in a secure manner and understand what information they are expected to keep and what information needs to be passed on to the fostering service.</td>
<td>8.3 – The child, her or his parents and foster carer know the nature of the records maintained, the arrangements for their safe storage and confidentiality, and which records they may access and the procedures involved</td>
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<tr>
<td><strong>1.3 Child and young person centred approaches</strong></td>
<td>1.3.1 Understand the importance of the seven core aims in the care of children and young people?</td>
<td>Can you explain how your care relates to the seven core aims for children and young people?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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</table>
|           | 1.3.2 Take account of the experiences, preferences, wishes and needs of individual children and young people, and their families. | Can you show how your actions are informed by the preferences, wishes and needs of the child or young person and their families? | Standard 11 – Consultation  
11.1 – The fostering service ensures that children's opinions, and those of their families and others significant to the child, are sought over all issues which are likely to affect their daily life and their future  
11.2 – The fostering service ensures that all foster carers understand the importance of listening to the views of the children in their care, and are trained and supported in listening and responding to children's views. | 1 – Equal opportunities and valuing diversity  
1.7 – Each child is able to exercise her or his rights to participate in decisions related to the care she or he receives and plans for her or his future according to her or his age, experience and understanding and is provided with advocacy and support where necessary to exercise those rights |
|           | 1.3.3 Know why it is important to listen to children and young people’s views about risk and safety. | Can you show how you take these into account in your role as a foster carer? | Standard 6 - Providing suitable foster carers  
6.6 – The home and immediate environment are free of avoidable hazards that might expose a child to risk of injury or harm and contain safety barriers and equipment appropriate to the child's age, development and level of ability. | 6 – A safe and positive environment  
6.5 – The carer provides the child with guidance on safety in relation to hazardous materials, electrical equipment and fire risk |
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<tr>
<td>1.3.4 Understand why it is</td>
<td>Can you describe the type of plans that might be made in relation to a</td>
<td>Standard 11 – Consultation</td>
<td>11 – Care planning and reviews</td>
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<td>important to involve the child</td>
<td>child or young person when plans are made that affect them</td>
<td>11.3 – The fostering service ensures that the opinions and views of children</td>
<td>A written care plan is prepared for each child or young person placed in foster care; all aspects of the plan are implemented, it is</td>
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<td>or young person when plans</td>
<td>and how you would involve them?</td>
<td>on all matters affecting them, including day-to-day matters are            reviewed regularly and any changes are made only as a result of a review meeting</td>
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<td>are made that affect them</td>
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<td>ascertained on a regular and frequent basis and not taken for granted</td>
<td>3.8 – The child, the child’s family, the child’s social worker, the foster carer and the carer’s supervising social worker are fully</td>
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<td></td>
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<td>involved in the review process; any other agencies and professionals involved in the care, protection and development of the child</td>
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<td>1.3.5 Recognise and respect</td>
<td>Are you able to give examples of how you respect the privacy of the</td>
<td>Standard 6 – Providing suitable foster carers</td>
<td>6 – A safe and positive environment</td>
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<td>the child or young person’s</td>
<td>children or young people with whom you work, whilst keeping them safe?</td>
<td>6.4 – Each child placed has her/his own bed and accommodation arrangements</td>
<td>6.3 – Each child placed has her or his own bed and accommodation arrangements reflect the child’s assessed need for privacy and space</td>
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<td>right to privacy</td>
<td></td>
<td>which reflect the child’s assessed need for privacy and space or for any</td>
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<td>specific need resulting from a disability</td>
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<td>1.4 Equality and inclusiveness</td>
<td>Can you give examples of different types of prejudice, and how you would</td>
<td>Standard 7 – Valuing diversity</td>
<td>7 – Safe caring</td>
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<tr>
<td>in practice</td>
<td>challenge these?</td>
<td>7.5 – The fostering service ensures that their foster carers support and</td>
<td>Each child or young person in foster care is protected from all forms of abuse, neglect, exploitation and deprivation</td>
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<td></td>
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<td>encourage each child to develop skills to help her/him to deal with all</td>
<td>7.9 – Foster carers, social workers and teachers are aware of the particular vulnerability of looked after children and their</td>
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<td>forms of discrimination. Foster carer’s preparation and training cover</td>
<td>susceptibility to bullying; procedures are in place to recognise, record and address any instance of bullying</td>
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**Outcome 1 Continued**
### Outcome 1 (Continued)

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<tr>
<td>1.4.2</td>
<td>Support and encourage children and young people to develop skills to deal with discrimination, enhance self-worth and make a positive contribution.</td>
<td>Can you describe some of the actions you have taken to support children and young people in this area?</td>
<td>7.5 – The fostering service ensures that their foster carers support and encourage each child to develop skills to help her/him to deal with all forms of discrimination. Foster carer’s preparation and training cover this</td>
<td>1 – Equal opportunities and valuing diversity</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Recognise the importance of being as positive as possible about the child or young person’s family to their self-image and self-esteem</td>
<td>Can you show how you would do this and what effect a negative view of their family would have on your relationship with the child or young person</td>
<td>Standard 24 – Case records for children 24.5 – The foster carer encourages the child to reflect on and understand her/his history, according to the child’s age and ability, and to keep appropriate memorabilia. The fostering service makes this role clear to their foster carers. 24.6 – The fostering service gives the foster carer access to all relevant information to help the child understand and come to terms with past events. (Where necessary information is not forthcoming from the responsible authority, a copy of the written request for information is kept.)</td>
<td>6 – A safe and positive environment 6.12 – The foster carer provides an environment in which the child is encouraged and helped to understand and value her or his racial, ethnic, cultural, religious and sexual identity</td>
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### Outcome 2

**Understanding your role in the Children’s Workforce**

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<tbody>
<tr>
<td>2.1 The children’s workforce and the fostering role</td>
<td>2.1.1 Understand the different types of organisations, agencies and individual workers that make up the children’s workforce</td>
<td>Can you describe what the organisations, agencies or individuals do and the age of the children they work with?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<tr>
<td></td>
<td>2.1.2 Understand your legal and organisational responsibilities as a foster carer.</td>
<td>Can you describe the main legal requirements of your job and your responsibilities as a foster carer?</td>
<td>Standard 3 – Monitoring and controlling 3.1 – Any persons carrying on or managing the fostering service are suitable people to run a business concerned with safeguarding and promoting the welfare of children</td>
<td>13 – Assessment and approval of foster carers Each foster carer is subject to and participates in a comprehensive assessment of her or his ability to carry out the fostering task and must be formally approved by the appropriate authority before a child or young person is placed in her or his care.</td>
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<td></td>
<td>2.1.3 Know the overall aims of your fostering services</td>
<td>Can you explain the overall aims of your fostering service?</td>
<td>Standard 1 – Statement of purpose 1.1 – There is a clear statement of the aims and objectives of the service and of what facilities and services they provide</td>
<td>13.4 – Information to prospective carers includes a list of the competences she or he will be expected to demonstrate, the support, allowances and rewards available and explanation of the commitment to equal opportunities and anti-discriminatory and anti-sectarian practice required</td>
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*Care Council for Wales / Induction Framework for Foster Carers in Wales*
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| 2.1.4 Understand the role of your supervising social worker. | Are you able to explain the role of your supervising social worker? | **Standard 22 - Supervision of carers**  
22.2 – Foster care agreements ensure foster carers have a full understanding of what is expected of foster carers, the agency and/or the local authority. |  
22.3 – Each approved foster carer is supervised by a named, appropriately qualified social worker and has access to adequate social work and other professional support, information and advice to enable her or him to provide consistent, high quality care for a child or young person placed in her or his home. The supervising social worker ensures each carer she or he supervises is informed in writing of, and accepts, understands and operates within, all standards, policies and guidance agreed by the fostering service. | Each approved foster carer is supervised by a named, appropriately qualified social worker and has access to adequate social work and other professional support, information and advice to enable her or him to provide consistent, high quality care for a child or young person placed in her or his home. |
| 2.1.5 Understand the roles of others and the importance of working in partnership | Can you describe the roles of other workers, individuals, parents and agencies who you meet regularly and explain how and why you work in partnership with them? | No direct coverage | No direct coverage | No direct coverage |
### Health, Safety and Security.

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<tr>
<td>3.1 Hazard and risk</td>
<td>3.1.1 Be aware of the main health and safety laws relating to your role</td>
<td>Can you explain your responsibilities for health and safety under the law?</td>
<td>Standard 6: Providing suitable foster carers&lt;br&gt;<strong>Outcome:</strong> The fostering service promotes and safeguards the child/young person’s physical, mental and emotional welfare</td>
<td>6 – A safe and positive environment&lt;br&gt;The foster home provides a safe and nurturing environment for the child or young person</td>
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<td>6.1 – The fostering service makes available foster carers who provide a safe, healthy and nurturing environment&lt;br&gt;6.7 – The foster carer’s preparation and training cover health and safety issues and the carer is provided with written guidelines on their health &amp; safety responsibilities</td>
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<td>3.1.2 Understand your organisation or agency’s policy in relation to the health and safety and emergency procedures</td>
<td>Can you demonstrate that you and others in your home can apply the rules on health and safety in your work e.g. in relation to gas, electricity, water, fire and the storage, use and disposal of substances harmful to health?</td>
<td>6.6 – The home and immediate environment are free of avoidable hazards that might expose a child to risk of injury or harm and contain safety barriers and equipment appropriate to a child’s age, development and level of ability</td>
<td>6.4 – The home and immediate environment are free of avoidable hazards that might expose a child to risk of injury or harm and contain safety barriers and equipment appropriate to a child’s age, development and level of ability</td>
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<td>3.1.3 Be aware of the security measures that need to be in place to ensure the safety of the children and young people with whom you work.</td>
<td>Are you able to describe the security measures that are in place and explain why they are important to the safety of children and young people?</td>
<td>Standard 9: Protecting from abuse and neglect&lt;br&gt;9.8 – The fostering service makes sure that the foster carer has a clear written procedure for use if the foster child is missing from home.</td>
<td>7 – Safe Caring&lt;br&gt;7.4 – The child’s social worker ensures that she or he is taught appropriate self-care and self-protection skills</td>
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<td><strong>3.2 Health and wellbeing</strong></td>
<td><strong>3.2.1 Understand the importance of routines to the health and wellbeing of children and young people</strong></td>
<td><strong>No direct coverage</strong></td>
<td><strong>6 – A safe and positive environment</strong></td>
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<td>Are you able to explain how routines can help children and young people feel safe?</td>
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<td><strong>6.11 – The foster carer provides an environment in which the child is valued and supported and her or his emotional and developmental needs are met</strong></td>
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<td><strong>3.2.2 Understand what children and young people need to stay healthy and act as a source of information</strong></td>
<td><strong>Can you explain how you encourage children and young people to adopt a healthy lifestyle and what this means for the children or young people you work with?</strong></td>
<td><strong>Standard 12 -Promoting development and health</strong></td>
<td><strong>10 – Healthcare and development</strong></td>
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<td><strong>12.1 – The fostering service ensures that it provides foster care services which help each child or young person in foster care to receive health care which meets his/her needs for physical, emotional and social development, together with information and training appropriate to her/his age and understanding, to enable informed participation in decisions about her/his health</strong></td>
<td></td>
<td><strong>10.3 – The child’s social worker, in consultation with the foster carer, ensures that each child is registered with a GP and receives access to appropriate health care, including counselling and therapy, dental and eye care, a healthy diet and information essential for promoting a healthy lifestyle and sexual health</strong></td>
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<td><strong>3.2.3 Understand the links between child and young person development, safety and risk taking behaviours</strong></td>
<td><strong>Are you able to explain how you support the children and young people you work with to reduce or manage risk and keep themselves safe, giving examples?</strong></td>
<td><strong>No direct coverage</strong></td>
<td><strong>No direct coverage</strong></td>
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<tr>
<td>3.3 Moving and positioning individuals and objects</td>
<td>3.3.1 Understand the laws that apply to all moving and positioning activities and how they are applied through the policies of your organisation or agency</td>
<td>Can you show that you follow these rules when moving and positioning objects or individuals, including the use of any equipment?</td>
<td>No direct coverage</td>
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<td>3.3.2 Understand the policies of your agency or organisation in relation to moving and positioning when working with children and young people, including physical intervention.</td>
<td>Can you give examples of how you apply these policies in your daily work, including what you are and are not allowed to do?</td>
<td>No direct coverage</td>
<td>7 – Safe caring</td>
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<td>7.3 – The authority ensures that its policy on corporal punishment is implemented and that each child in foster care is protected from all forms of corporal punishment (smacking, slapping, shaking) and all other humiliating forms of treatment</td>
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<td>10.13 – Each foster carer receives basic training on health and hygiene issues and first aid, with a particular emphasis on health promotion and communicable diseases</td>
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<tr>
<td>12.5 – Each carer is given basic training on health and hygiene issues and first aid, with particular emphasis on health promotion and communicable diseases</td>
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| **3.4 Accommodation**       | 3.4.1 Know the importance of maintaining a good standard of hygiene and cleanliness. | Can you show you know how to prevent the spread of infections in your household and how you should dispose of infected waste? | 12.5 – Each carer is given basic training on health and hygiene issues and first aid, with particular emphasis on health promotion and communicable diseases | 10 – Healthcare and development  
10.13 – Each foster carer receives basic training on health and hygiene issues and first aid, with a particular emphasis on health promotion and communicable diseases |
|                             | 3.4.2 Show that you and those living in your household know what to do in case of a fire. | Can you give three examples of potential fire hazards and explain how you can reduce the risk of fire?  
Are you able to ensure that all members of your family know what to do in case of fire? | No direct coverage                                                                 | 6 – A safe and positive environment  
6.5 – The carer provides the child with guidance on safety in relation to hazardous materials, electrical equipment and fire |
| **3.5 Health care and medication** | 3.5.1 Understand the health care principles for the physical, mental, emotional and sexual health of children and young people. | Can you provide examples of the importance of health care in relation to the children and young people you look after? | 12.1 – The fostering service ensures that it provides foster care services which help each child or young person in foster care to receive health care which meets his/her needs for physical, emotional and social development, together with information and training appropriate to her/his age and understanding, to enable informed participation in decisions about her/his health | 10 – Healthcare and development  
Each child or young person in foster care receives health care which meets her or his needs for physical, emotional and social growth, together with information and training appropriate to her or his age and understanding, to enable informed participation in decisions about her or his health needs  
10.3 – The child’s social worker, in consultation with the foster carer, ensures that each child is registered with a GP and receives access to appropriate health care, including counselling and therapy, dental and eye care, a healthy diet and information essential for promoting a healthy lifestyle and sexual health |
### Outcome 3 Continued

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<tr>
<td>3.5.2</td>
<td>Have an understanding of children and young people’s health and hygiene needs, including allergies and infection control procedures.</td>
<td>Can you give examples of how to encourage children and young people to maintain personal hygiene? Are you able to explain how you find out about the individual health needs, allergies and medication of the children and young people you look after? Can you explain your role in meeting these needs? Can you explain what actions foster carers should take in relation to the health of all children?</td>
<td>12.5 – Each carer is given basic training on health and hygiene issues and first aid, with particular emphasis on health promotion and communicable diseases.</td>
<td>10.4 – Each child in foster care is an active, informed participant in the process of her or his own health care, appropriate to her or his age and understanding; he or she is offered healthcare that incorporates confidentiality and choice.</td>
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<tr>
<td>3.5.3</td>
<td>Explain your role in promoting the health of children and young people, for example, giving advice and information in relation to risk taking, substance misuse and relationships and sexual health.</td>
<td>Give an example of how you would deal with a situation where a child or young person was putting their health at risk?</td>
<td>12.5 – Each carer is given basic training on health and hygiene issues and first aid, with particular emphasis on health promotion and communicable diseases.</td>
<td>10.4 – Each child in foster care is an active, informed participant in the process of her or his own health care, appropriate to her or his age and understanding; he or she is offered health care that incorporates confidentiality and choice.</td>
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### Main Areas

3.5.4 Know what procedures to follow in relation to medication and health care procedures including what consent is required.

### Guidance

Can you explain which of the following you need consent for and who would be involved in giving consent:

1. Taking a child to the GP
2. Administering medicines
3. Vaccinations/inoculations
4. Routine operation
5. Emergency operation
6. Contraception
7. Dental treatment
8. Body piercing

Can you give other examples where you might need consent and what records you should keep?

### Links to National Minimum Standards (NMS)

12.6 – The fostering service makes clear to the carer their role in terms of helping to promote the health of any child in their care.

- Ensuring each child in a foster placement is an active, informed participant
- Registering a child with a doctor or dentist when necessary
- Taking the child to any health appointments, including dental and optician appointments when required
- Helping him/her access the services that he/she needs
- Giving attention to health issues in everyday care of the child including diet, personal hygiene, health promotion issues etc
- Acting as an advocate on the child’s behalf

### UK National Standards for Foster Care

10.3 – The child’s social worker, in consultation with the foster carer, ensures that each child is registered with a GP and receives access to appropriate health care, including counselling and therapy, dental and eye care, a healthy diet and information essential for promoting a healthy lifestyle and sexual health

10.13 – Each foster carer receives basic training on health and hygiene issues and first aid, with a particular emphasis on health promotion and communicable diseases
## Outcome 4

**Listening and communication.**

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</table>
| 4.1 Engage with children and young people | 4.1.1 Understand what motivates individual children and young people to engage in communication | Are you able to show that you can engage and communicate with different children and young people, giving examples from your work, or being observed by your assessor? | **Standard 11 - Consultation**  
11.4 – Suitable means are provided, frequently, for any child with communication difficulties to make their wishes and feelings known regarding their care and treatment. | No direct coverage |
| 4.2 Listen to children and young people | 4.2.1 Recognise the importance of actively listening to children and young people, to hear what they say and understand what they mean | Are you able to describe how you can demonstrate active listening when communicating with children and young people and explain why it is important? | **11.2 –** The fostering service ensures that all foster carers understand the importance of listening to the views of the children in their care, and are trained and supported in listening and responding to children's views | No direct coverage |
| 4.3 Communicate with children and young people | 4.3.1 Understand the need to use appropriate ways of communicating with children and young people, including verbal and non-verbal | Can you show that you know how to communicate with children and young people in non-patronising ways that are appropriate to their age, experience and level of understanding? | **11.2 –** The fostering service ensures that all foster carers understand the importance of listening to the views of the children in their care, and are trained and supported in listening and responding to children's views  
11.4 – Suitable means are provided, frequently, for any child with communication difficulties to make their wishes and feelings known regarding their care and treatment. | No direct coverage |
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<tbody>
<tr>
<td></td>
<td>4.4 Communication with parents, families and friends</td>
<td>4.4.1 Be aware of the procedures for arranging contact and understand your role as a foster carer in relation to this.</td>
<td>Can you show that you are aware of the potential communication difficulties, the likely or possible reasons for these and methods you might use to overcome such difficulties?</td>
<td>11.4 – Suitable means are provided, frequently, for any child with communication difficulties to make their wishes and feelings known regarding their care and treatment.</td>
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<tr>
<td></td>
<td>4.4.2 Understand when and how to raise concerns with families and friends in an appropriate way.</td>
<td>Can you give examples of how you would deal sensitively with any concerns you wished to raise?</td>
<td>Standard 10 – Promoting contact 10.1 – The fostering service makes sure that each child or young person in foster care is encouraged to maintain and develop family contacts and friendships as set out in her/his care plan and/or foster placement agreement 10.2 – There are clear procedures setting out how appropriate contact arrangements for each child in foster care are to be established, maintained, monitored and reviewed 10.5 – In assessment and training of carers, the fostering service stresses the importance of foster carers helping a child to maintain appropriate contacts and covers the skills required to encourage and facilitate such contacts.</td>
<td>9 – Contact between children and their families and friends Each child or young person in foster care is encouraged to maintain and develop family contacts and friendships as set out in her or his care plan and/or placement agreement 9.3 – The views of the child are sought and – wherever possible – given priority in determining any contact arrangements 9.7 – The assessment and continuous training of each carer stresses the importance of helping a child in her or his care to maintain appropriate contacts and covers the skills required to encourage and facilitate such contacts</td>
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<td></td>
<td>4.3.2 Recognise some of the common difficulties that can occur when communicating with children and young people</td>
<td>Can you explain how you would make arrangements for contact, and give examples of different situations?</td>
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**Key:**

- **Outcome 1:** Introduction
- **Outcome 2:** Outcome 1
- **Outcome 3:** Outcome 2
- **Outcome 4:** Outcome 3
- **Outcome 5:** Outcome 4
- **Outcome 6:** Outcome 5
- **Outcome 7:** Outcome 6
- **Outcome 8:** Outcome 7

**Links to National Minimum Standards (NMS):**

- **Standard 10 – Promoting contact**
  - 10.1: The fostering service makes sure that each child or young person in foster care is encouraged to maintain and develop family contacts and friendships as set out in her/his care plan and/or foster placement agreement.
  - 10.2: There are clear procedures setting out how appropriate contact arrangements for each child in foster care are to be established, maintained, monitored and reviewed.
  - 10.5: In assessment and training of carers, the fostering service stresses the importance of helping a child to maintain appropriate contacts and covers the skills required to encourage and facilitate such contacts.

- **Standard 11 – Consultation**
  - 11.5: The fostering service ensures that children in foster care know how to raise any concerns or complaints, and ensures that they receive prompt feedback on any concerns or complaints raised.
## Outcome 4  
*Continued*

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<td></td>
<td>4.4.3 Understand how to put forward the child or young person's views on their behalf and the importance of acting as an advocate</td>
<td>Can you explain how you would approach this with a child or young person?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<td>4.5 Record keeping</td>
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<td></td>
<td>4.5.1 Understand the principles of good record keeping and the policy of your agency or organisation</td>
<td>Can you describe the policies that you follow for record keeping and then explain the purpose of keeping records for children and young people?</td>
<td>Standard 24 – Case records for children</td>
<td>8 Recording and access to information</td>
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<td>24.8 The fostering service ensures that their carers store information in a secure manner and understand what information they are expected to keep and what information needs to be passed on to the fostering service</td>
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<td>Standard 26 – Administrative records</td>
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<td>26.12 Children and foster carers are encouraged to access their records, make additions and comments and record personal statements, including any dissent.</td>
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<td>4.5.2 Understand the importance of records and your role in keeping records</td>
<td>You need to demonstrate that you can keep records which are understandable, relevant to their purpose, including as a legal document, clear, concise, factual and checkable</td>
<td>Standard 10 – Promoting contact</td>
<td>9 – Contact between children, their families and friends</td>
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<td>10.9 – The fostering service ensures that the carer records outcomes of contact arrangements and their perceived impact on the child; this information is fed back to the child's social worker</td>
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### Main Areas

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<tr>
<td>4.5.3知如何使儿童和年轻人参与正式记录他们的进步，以及如何保存自己的纪念品来记住重要的和特殊事件。</td>
<td>Can you demonstrate how you involve children and young people in keeping formal and informal records and memorabilia?</td>
<td><strong>Standard 12 – Promoting development and health</strong>&lt;br&gt;12.4 – The carer is provided with a written record for each child placed in their care; this is updated during the placement and moves with the child. Depending upon age and understanding, the child has access to and understands the health record kept by the fostering service.</td>
<td><strong>9.11</strong> The carer records outcomes of contact arrangements and their perceived impact on the child; this information, together with the views of the child on contact arrangements are considered at review meetings.</td>
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<tr>
<td>4.6.1了解投诉和赞美是如何处理的，并且你知道你如何才能提出投诉。</td>
<td>Can you describe what is in place in your agency / organisation and how you would use it?</td>
<td><strong>Standard 24 – Case records for children</strong>&lt;br&gt;24.5 - The foster carer encourages the child to reflect on and understand her/his history, according to the child’s age and ability, and to keep appropriate memorabilia. The fostering service makes this role clear to their foster carers.</td>
<td><strong>8 – Recording and access to information</strong>&lt;br&gt;8.10 – Both the child’s social worker and foster carer encourage the child to reflect on and understand her or his history, according to the child’s age and ability, and keep appropriate memorabilia.</td>
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</table>

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- **9.11** The carer records outcomes of contact arrangements and their perceived impact on the child; this information, together with the views of the child on contact arrangements are considered at review meetings.
- **8 – Recording and access to information**
  - **8.10** – Both the child’s social worker and foster carer encourage the child to reflect on and understand her or his history, according to the child’s age and ability, and keep appropriate memorabilia.
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<tr>
<td>4.6.2</td>
<td>Know how children, young people and their families can access the complaints and compliments procedure and your role in supporting this</td>
<td>Can you describe how you would support a child or young person to make a complaint?</td>
<td>26.7 – There is a written policy and procedural guidance for staff for the keeping and retention of case files ensuring that foster carers, fostered children and their parents know the nature of the records maintained and how to access them.</td>
<td>Children and young people, their parents, foster carers and other people involved are able to make effective representations, including complaints, about any aspect of the fostering service, whether it is provided directly by an authority or by a contracted authority or agency. 25.4 – Each authority has procedures and provides information to enable foster carers to make representations or complaints both on their own behalf and on behalf of a child in their care in respect of plans, decisions and services provided by the authority.</td>
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<td>4.6.3</td>
<td>Know about the allegations policies and procedures of your fostering service and how to access support and legal advice</td>
<td>Can you demonstrate an understanding of the policies and procedures and describe how you would access support and legal advice in the case of an allegation?</td>
<td>Standard 18 – Fair and competent employer 18.5 – There is a comprehensive health and safety policy for carers, children and staff, which covers all legal requirements. 18.6 – For agencies, there is a public liability and professional indemnity insurance for all staff and carers. The insurance policy covers costs arising as a result of child abuse claims against any staff or carers.</td>
<td>14 – Supervision, support, information and advice for foster carers 14.13 – Each carer is provided with specific written information on procedures to be followed if an allegation of abuse or neglect or other complaint is made against her or him; the carer receives full details of available support and these are also discussed with her or him by the supervising social worker.</td>
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### Outcome 5

**Understanding development and behaviour.**

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<tr>
<td>5.1 Child and young person</td>
<td>5.1.1 Understand child development and the development needs of children and young people</td>
<td>Can you describe the key phases of development in children and young people?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<tr>
<td>development</td>
<td>5.1.2 Understand the basic principles of how children and young people form attachments, how these attachments affect their development</td>
<td>Can you describe how attachments are formed and the impact of these upon development</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<td>5.1.3 Understand and recognise the impact that negative experiences can have on a child or young person's development and behaviour</td>
<td>Can you describe some of the negative experiences a child or young person might have had and how these could have affected them?</td>
<td>No direct coverage</td>
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<tr>
<td>5.2 Behaviour</td>
<td>5.2.1 Understand the importance of your behaviour on children's development</td>
<td>You should be able to explain how children and young people are influenced by those in regular contact with them, including other children, young people and adults</td>
<td>No direct coverage</td>
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### Outcome 5

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<td></td>
<td>5.2.2 Understand the link between emotional resilience and self esteem and how as a foster carer you can promote this</td>
<td>Can you explain why resilience is important to children and young people’s emotional health and wellbeing and give examples of how you can help support children and young people in this area?</td>
<td>No direct coverage</td>
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<td>5.2.3 Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour</td>
<td>Can you describe some of the challenging behaviours that children and young people in your care may present and explain how you would use non physical methods to support the development of more appropriate positive behaviour?</td>
<td>No direct coverage</td>
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<tr>
<td>5.3 Transitions</td>
<td>5.3.1 Explain significant milestones which mark transition in the lives of children and young people</td>
<td>Can you describe the significant milestones in transition for children and young people?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<td></td>
<td>5.3.2 Understand how to support children and young people through significant life changes and challenges</td>
<td>Can you show how you have supported children and young people through life changes and challenges?</td>
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## Outcome 5 *Continued*

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| 5.3.3      | Know how to work with young people to develop skills, self confidence and knowledge to prepare them for adulthood and individual living | Can you explain how you would do this? | **Standard 14** – Preparing for adulthood  
14.3 – Foster carers receive training and support to enable them to provide effective support and guidance to a young person preparing to move into independent or semi-independent living.  
14.4 – The fostering service ensures that foster carers understand that they need to provide all children in their care with age and developmentally appropriate opportunities for learning independence skills. | 12 – Preparation for adult life  
Each child or young person in foster care is helped to develop the skills, competence and knowledge necessary for adult living; she or he receives appropriate support and guidance for as long as necessary after being in foster care  
12.4 – Each carer receives training and support to enable her or him to provide effective support and guidance to a young person preparing to leave care |
| 5.4 Play   | 5.4.1 Explain how play, hobbies and interests are important to social and personal development | Can you explain the importance of play, hobbies and interests on the development of children and young people? | **Standard 7** – Valuing diversity  
7.7 – The fostering service ensures that their foster carers give each child encouragement and equal access to opportunities to develop and pursue her/his talents, interests and hobbies. This is set out in the information provided to foster carers. Disabled children are provided with services and supports which enable them to access as wide a range of activities as is possible for them. | 6 – A safe and positive environment  
6.13 – The carer is actively involved in stimulating and developing the child's play and learning; the child is provided with age appropriate play and learning materials which avoid racist, sexist and other stereotypes |
<p>|            | 5.4.2 Understand the importance of adhering to appropriate routines for children and young people |  |  |  |</p>
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| 5.5 Educational Potential   | 5.5.1 Understand how to work with families, social workers and teachers to help children and young people achieve | Can you show how you have worked with others to help children and young people achieve? | Standard 13 – Promoting educational achievement  
13.1 – The fostering service gives a high priority to meeting the educational needs of each child or young person in foster care and ensures that she/he is encouraged to attain her/his full potential  
13.3 – The fostering service requires foster carers to contribute to the assessment of the child's educational needs and progress for the planning and review process. The fostering service helps the foster carer to contribute to the delivery of any personal education plan | 11 – Educational needs  
The learning and educational needs of each child or young person in foster care are given high priority and she or he is encouraged to attain her or his full potential  
11.4 – The roles of the child's social worker, foster carer and parent in promoting the child's education are clearly defined in the placement agreement; individual responsibility is clearly assigned and accepted for all contact with the school |
|                             | 5.5.2 Know how to support children and young people in their education, training and employment | Can you give some examples of how you have supported children and young people in either education, training or employment? | 13.4 – The foster carer's role in school contact, e.g. parents evenings, open days, discussions with teachers, in conjunction with the birth parent where appropriate and in line with the care plan, is clearly laid out in the placement agreement  
13.5 – The fostering service ensures that their foster carers provide an environment in which education and learning are valued; and that the foster carer establishes an expectation of regular attendance at school, and supports the child's full participation through provision of necessary uniform and equipment, support for completion of homework, and financial and other support for attending school trips and after school activities | 11.5 – The foster home provides an environment in which education and learning are valued; the foster carer establishes (with the support of the authority) an expectation of regular attendance at school and supports the child's full participation through provision of necessary uniform and equipment, support for completion of homework and financial and other support for attending school trips and after school activities |
<p>|                             | 5.5.3 Be able to advocate on behalf of children and young people to ensure their educational needs are met | Can you describe how you would advocate on behalf of children and young people in relation to this, if needed? | No direct coverage | No direct coverage |</p>
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</table>
| 5.6 Sexual Health and sexual identity | 5.6.1 Understand how to promote good sexual health with children and young people | Can you describe how you may do this?                                     | Standard 12 – Promoting development and health  
12.1 – The fostering service ensures that it provides foster care services which help each child or young person in foster care to receive health care which meets his/her needs for physical, emotional and social development, together with information and training appropriate to her/his age and understanding, to enable informed participation in decisions about her/his health | 10 – Health care and development  
Each child or young person in foster care receives health care which meets her or his needs for physical, emotional and social growth, together with information and training appropriate to her or his age and understanding, to enable informed participation in decisions about her or his health needs  
10.3 – The child’s social worker, in consultation with the foster carer, ensures that each child is registered with a GP and receives access to appropriate healthcare, including counselling and therapy, dental and eye care, a healthy diet and information essential for promoting a healthy lifestyle and sexual health |
|                                  | 5.6.2 Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality | Can you explain why it would be important for children and young people to develop a positive sexual identity? | Standard 7 – Valuing diversity  
7.2 - Each child and her/his family have access to foster care services, which recognise and address her/his needs in terms of gender, religion, ethnic origin, language, culture, disability and sexuality.  
7.4 - If a foster placement has to be made in an emergency and no suitable placement is available in terms of the above, then steps are taken to achieve the above within 6 weeks. | 1 – Equal opportunities and valuing diversity  
1.1 - Each child and her or his family have access to foster care services which recognise and address her or his needs in terms of gender, religion, ethnic origin, language, culture, disability and sexuality  
6 – A safe and positive environment  
6.11 – The foster carer provides an environment in which the child is valued and supported and her or his emotional and developmental needs are met  
6.12 – The foster carer provides an environment in which the child is encouraged and helped to understand and value her or his racial, ethnic, cultural, religious and sexual identity |
The rights of children and young people.

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<td>6.1 Understanding rights and respect</td>
<td>6.1.1 Understand the importance of the UNCRC to your work with children and young people</td>
<td>Can you list these rights and explain how they link to the values and principles and how they underpin your work with children and young people?</td>
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<td>6.1.2 Understand the importance of giving respect to the development of trusting relationships</td>
<td>Can you demonstrate how you show respect to a child or young person and how this can encourage them to engage in relationships and develop trust?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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</table>
| 6.2 The right to self determination   | 6.2.1 Understand that children and young people have a right to express their views and influence the things that affect them using their preferred language | Can you show how you have helped the children and young people you work with express themselves and listen to their account of their experiences, preferences, wishes and views in your actions? | **Standard 11 – Consultation**  
11.1 – The fostering service ensures that children’s opinions, and those of their families and others significant to the child, are sought over all issues which are likely to affect their daily life and their future  
11.2 – The fostering service ensures that all foster carers understand the importance of listening to the views of the children in their care, and are trained and supported in listening and responding to children’s views. | 1 – Equal opportunities and valuing diversity  
1.7 – Each child is able to exercise her or his rights to participate in decisions related to the care she or he receives and plans for her or his future according to her or his age, experience and understanding and is provided with advocacy and support where necessary to exercise those rights |
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<tr>
<td><strong>6.2.2</strong> Understand that children and young people have a right to make informed decisions about their lives</td>
<td>Can you explain how you can help a child or young person make decisions based on reliable information?</td>
<td><strong>Standard 11 – Consultation</strong>&lt;br&gt;11.1 – The fostering service ensures that children’s opinions, and those of their families and others significant to the child, are sought over all issues which are likely to affect their daily life and their future&lt;br&gt;11.2 – The fostering service ensures that all foster carers understand the importance of listening to the views of the children in their care, and are trained and supported in listening and responding to children’s views.</td>
<td>2 – Assessment of the child or young person’s needs&lt;br&gt;2.1 – Before entering public care, a child has an assessment made of her or his needs, including issues of health, education, identity, family and social relationships, social presentation, emotional and behavioural development and self-care skills; particular attention is paid to the child’s needs and preferences in relation to race, culture, language, gender, disability and sexuality, and to the placement of siblings</td>
<td><strong>2 – Assessment of the child or young person’s needs</strong>&lt;br&gt;2.1 – Before entering public care, a child has an assessment made of her or his needs, including issues of health, education, identity, family and social relationships, social presentation, emotional and behavioural development and self-care skills; particular attention is paid to the child’s needs and preferences in relation to race, culture, language, gender, disability and sexuality, and to the placement of siblings</td>
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<tr>
<td><strong>6.3 The right to play</strong></td>
<td>6.3.1 Understand that children and young people have a right to self-directed play</td>
<td>Can you demonstrate how you provide an environment in which children and young people are encouraged to participate and engage in play activities?</td>
<td>No direct coverage</td>
<td><strong>6 – A safe and positive environment</strong>&lt;br&gt;6.13 – The carer is actively involved in stimulating and developing the child’s play and learning; the child is provided with age appropriate play and learning materials which avoid racist, sexist and other stereotypes</td>
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<td><strong>6.4 The right to education and learning</strong></td>
<td>6.4.1 Understand that children learn in different ways and why it is important to support and encourage children and young people with their education and learning</td>
<td>Can you demonstrate how you support and encourage children and young people with their learning and help them overcome setbacks?</td>
<td><strong>Standard 13 – Promoting educational achievement</strong>&lt;br&gt;13.1 – The fostering service gives a high priority to meeting the educational needs of each child or young person in foster care and ensures that she/he is encouraged to attain her/his full potential</td>
<td><strong>11 – Educational needs</strong>&lt;br&gt;The learning and educational needs of each child or young person in foster care are given high priority and she or he is encouraged to attain her or his full potential</td>
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### Outcome 6  *Continued*

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<td>6.5  The right to be safe</td>
<td>6.5.1 Understand that children and young people have a right to expect protection from those responsible for their care</td>
<td>Can you explain the ‘duty of care’ that you have as a foster carer?</td>
<td>13.5 – The fostering service ensures that their foster carers provide an environment in which education and learning are valued; and that the foster carer establishes an expectation of regular attendance at school, and supports the child’s full participation through provision of necessary uniform and equipment, support for completion of homework, and financial and other support for attending school trips and after school activities</td>
<td>11.5 – The foster home provides an environment in which education and learning are valued; the foster carer establishes (with the support of the authority) an expectation of regular attendance at school and supports the child’s full participation through provision of necessary uniform and equipment, support for completion of homework and financial and other support for attending school trips and after school activities</td>
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| 7 – Safe caring | Each child or young person in foster care is protected from all forms of abuse, neglect, exploitation and deprivation | Standard 9 - Protecting from abuse and neglect | 9.1 – The fostering service protects each child or young person from all forms of abuse, neglect, exploitation and deprivation |  |
# Outcome 7

**Keep children and young people safe from harm.**

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</table>
| 7.1 Safety and safeguarding | 7.1.1 Understand the laws that are in place to protect and safeguard children and young people | Can you demonstrate your understanding of the law and how it applies to your work area | Standard 9 – Protecting from abuse and neglect  
9.3 – Safe caring guidelines are provided, based on a written policy, for each foster home, in consultation with the carer and everyone else in the household. The guidelines are cleared with the child’s social worker and are explained clearly and appropriately to the child | 7 - Safe Caring  
7.2 – The supervising social worker provides safe caring guidelines, based on the authority’s policy, for each foster home, in consultation with the carer and everyone else in her or his household |
|                             | 7.1.2 Understand your local multi-agency safeguarding policies and procedures for identifying and protecting children who have been abused or who are in danger of abuse and your responsibility in relation to this | You need to explain your role and responsibility for protecting the children or young people you work with and demonstrate you know what action to take where there is actual or suspected abuse of a child in your care | 9.2 – Training for foster carers includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse and on ways of boosting and maintaining the child’s self-esteem  
9.7 – Each foster carer is provided with full information about the foster child and her/his family to enable the carer to protect the foster child, their own children, other children for whom they have responsibility and themselves | 7.1 – Foster carer preparation includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse |
# Outcome 7 Continued

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<tr>
<td>7.1.3</td>
<td>Understand the procedures you need to follow if you suspect a child is being abused or neglected and the action you may need to take immediately</td>
<td>Can you describe what you would need to do in this instance?</td>
<td>9.7 – Each foster carer is provided with full information about the foster child and her/his family to enable the carer to protect the foster child, their own children, other children for whom they have responsibility and themselves</td>
<td>7.2 – The supervising social worker provides safe caring guidelines, based on the authority’s policy, for each foster home, in consultation with the carer and everyone else in her or his household</td>
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<tr>
<td>7.1.4</td>
<td>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>Can you describe the different ways in which children and young people can be harmed?</td>
<td>9.2 – Training for foster carers includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse and on ways of boosting and maintaining the child’s self-esteem.</td>
<td>7.1 – Foster carer preparation includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse</td>
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<tr>
<td>7.1.5</td>
<td>Recognise the signs and symptoms of abuse</td>
<td>Can you demonstrate that you understand the different forms that abuse and neglect can take and how you would recognise that a child or young person had been abused or neglected?</td>
<td>9.2 – Training for foster carers includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse and on ways of boosting and maintaining the child’s self-esteem.</td>
<td>7.1 – Foster carer preparation includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse</td>
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<tr>
<td>7.1.6</td>
<td>Understand the nature and effects of neglect and abuse on children and young people</td>
<td>Can you explain how abuse and neglect can affect the development of the whole child and how this would influence the way you work with a child or young person?</td>
<td>9.2 – Training for foster carers includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse and on ways of boosting and maintaining the child’s self-esteem.</td>
<td>7.1 – Foster carer preparation includes training in caring for a child who has been abused, safe caring skills, managing behaviour and recognising signs of abuse</td>
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<td>7.1.7</td>
<td>Understand how children might be bullied and what action to take if you suspect this is taking place</td>
<td>Can you explain how children in your care might be bullied and describe what you would do if this was occurring?</td>
<td>9.6 – The fostering service ensures that foster carers are aware of the particular vulnerability of looked after children and their susceptibility to bullying and procedures are in place to recognise, record and address any instance of bullying and to help foster carers to cope with it.</td>
<td>7.9 – Foster carers, social workers and teachers are aware of the particular vulnerability of looked after children and their susceptibility to bullying; procedures are in place to recognise, record and address any instance of bullying.</td>
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<tr>
<td>7.1.8</td>
<td>Understand what makes children feel safe</td>
<td>Can you show you are aware of what children regard as a safe environment and explain how you would provide such an environment?</td>
<td>No direct coverage</td>
<td>6 – A safe and positive environment 6.11 – The foster carer provides an environment in which the child is valued and supported and her or his emotional and developmental needs are met</td>
</tr>
<tr>
<td>7.1.9</td>
<td>Know how to help children and young people keep themselves safe from harm or abuse</td>
<td>Can you describe the methods you would use to raise awareness with the children and young people you work with and what actions they can take to protect themselves?</td>
<td>No direct coverage</td>
<td>7 – Safe Caring 7.4 – The child’s social worker ensures that she or he is taught appropriate self-care and self-protection skills</td>
</tr>
<tr>
<td>7.2</td>
<td>Whistle blowing</td>
<td>7.2.1 Know how and to whom to report concern about the unsafe practice of others</td>
<td>You should know about your service’s ‘whistle blowing’ policy, and describe how you would use it</td>
<td>Standard 18 – Fair and competent employer 18.7 – There is a whistle blowing policy, which is made known to all staff and carers.</td>
</tr>
</tbody>
</table>

### Guidance

- **Can you explain how children in your care might be bullied and describe what you would do if this was occurring?**
- **Can you show you are aware of what children regard as a safe environment and explain how you would provide such an environment?**
- **Can you describe the methods you would use to raise awareness with the children and young people you work with and what actions they can take to protect themselves?**
- **You should know about your service’s ‘whistle blowing’ policy, and describe how you would use it.**
### Outcome 7 (Continued)

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<td>7.2.2</td>
<td>Know when and how to refer a concern about child protection, the welfare of children and young people or any other instance of malpractice, negligence or unprofessional behaviour which might not be in the child's / young person's best interests or pose a risk to the child / young person</td>
<td>Can you describe when, where and how you would report a concern?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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<tr>
<td>7.2.3</td>
<td>Know what to do if you have followed your own fostering services policies / procedures on reporting concerns and you are still not satisfied with the response</td>
<td>Can you explain what you would do in this instance?</td>
<td>No direct coverage</td>
<td>No direct coverage</td>
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Developing yourself and your skills.

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| 8.1 Knowledge and skill development | 8.1.1 Know how to get advice, information and support for your role as a foster carer. | Can you show how you access sources of information and use them to support your work | Standard 21 – Management and support of carers  
21.2 – There is a clear strategy for working with carers that is documented and understood. This includes:  
• arrangements for training and development  
• encouragement for self help groups  
• supervision  
• support services  
• information and advice  
• assistance in dealing with other relevant services, such as health and education  
• out-of-hours support  
• respite care  
• arrangements for reviews.  
Standard 22 – Supervision of carers  
22.3 - Each approved foster carer is supervised by a named, appropriately qualified social worker and has access to adequate social work and other professional support, information and advice to enable her or him to provide consistent, high quality care for a child or young person placed in her or his home. The supervising social worker ensures each carer she or he supervises is informed in writing of, and accepts, understands and operates within, all standards, policies and guidance agreed by the fostering service. | 14 – Supervision, support, information and advice for foster carers  
Each approved foster carer is supervised by a named, appropriately qualified social worker and has access to adequate social work and other professional support, information and advice to enable her or him to provide consistent, high quality care for a child or young person placed in her or his home  
14.11 – The foster carer receives written information on independent support available to her or him from local carer groups and the National Foster Care Association  
14.12 – The authority encourages and supports carer support networks and the use of existing experienced carers in training and supporting new carers |
### Outcome 8 Continued

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|                    | 8.1.2 Understand your responsibility for gaining skills and knowledge relevant to your work | Can you demonstrate that you identify your ongoing learning needs and use a range of formal and informal learning opportunities to develop these | Standard 2 – Skills to carry on or manage  
2.1 The people involved in carrying on and managing the fostering service possess the necessary business and management skills and financial expertise to manage the work efficiently and effectively and have the necessary knowledge and experience of childcare and fostering to do so in a professional manner. | 15 - Training of foster carers  
Each foster carer is provided with the training necessary to equip her or him with the skills and knowledge to provide high quality care for each child or young person placed in her or his care.  
15.10 – Training is organised to encourage and facilitate attendance by foster carers, including convenient times and venues, provision of childcare and payment of reasonable expenses  
14.12 – The authority encourages and supports carer support networks and the use of existing experienced carers in training and supporting new carers |
|                    | 8.2 Support and supervision                                              | Can you explain how you access and participate in supervision?           | 22.6 – Supervising social workers meet regularly with foster carers. Meetings have a clear purpose and provide the opportunity to supervise the foster carers’ work.  
Foster carers’ files include records of supervisory meetings. There are occasional unannounced visits, at least one each year. | 14 – Supervision, support, information and advice for foster carers  
Each approved foster carer is supervised by a named, appropriately qualified social worker and has access to adequate social work and other professional support, information and advice to enable her or him to provide consistent, high quality care for a child or young person placed in her or his home  
14.1 – The supervising social worker ensures each carer she or he supervises is informed of, accepts, understands and operates within, all standards, policies and guidance agreed by the approving authority for the foster care of children |
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<td>8.3 Role and approval as a foster carer</td>
<td>8.3.1 Understand the implications of your approval as a foster carer for yourself and your family.</td>
<td>Can you describe the changes you and your family have had to make since becoming carers?</td>
<td>Standard 23 – Training of carers</td>
<td>14.6 – The supervising social worker ensures adequate time is allocated to meeting with any sons or daughters of each carer</td>
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<td>8.3.2 Understand how being a foster carer may affect you personally and where you can get support.</td>
<td>Can you explain how you can get the support that you need?</td>
<td>23.6 Appropriate training on safe caring is provided for all members of the foster household. 23.7 Specific consideration is given to any help or support needed by the sons and daughters of foster carers.</td>
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<td>8.3.3 Be aware of the particular issues for male, black and minority ethnic, gay and lesbian foster carers and the support available.</td>
<td>Can you explain how you can get the support that you need</td>
<td>Standard 21 – Management and support of carers</td>
<td>14.11 – The foster carer receives written information on independent support available to her or him from local carer groups and the National Foster Care Association</td>
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<td>21.2 – There is a clear strategy for working with carers that is documented and understood. This includes:</td>
<td>14.12 – The authority encourages and supports carer support networks and the use of existing experienced carers in training and supporting new carers</td>
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Outcome 8 *Continued*