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Short Break/Respite

Foster Carers

Department of Education Training, Support and Development Standards

Workbook

Working in partnership with:

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Introduction

Foster carers play an extremely important role, providing much needed support and security for often very vulnerable children, and enabling their successful transition into independent adult life. Fostering is a challenging role and requires skills and dedication

The Training, Support and Development (TSD) standards form part of a foster carer's induction in the role. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within the first 12-18 months after being approved

These standards were developed by the sector and were introduced in 2007 and apply to all approved foster carers in England

They form part of a national strategy, supported by the Department for Education, to raise the profile of foster carers as valued professionals and to improve and standardise service provision for looked after children.

All foster care providers are expected to engage with their foster carers to support them in achieving the TSD Standards. This ensures that the Standards are delivered in a way which allows carers to understand how the standards support them in their caring role, encouraging them to build on any areas for development identified in their assessment.

It is the government's view that all foster carers who are approved under the Fostering Services Regulations should complete the TSD Standards, which are designed to equip all foster carers with the skills and knowledge to provide high quality care to the children they look after. The TSD Standards are also now a requirement of the National Minimum Standards (Fostering)

Training Support and Development Standards

There are seven TSD standards:

Standard 1: Understand your role as a short break carer

Standard 2: Provide a safe environment and healthy care

Standard 3: Communicate effectively

Standard 4: Understand the development of children and young people

Standard 5: Keep children and young people safe from harm

Standard 6: Develop yourself

Foster carers must evidence that they have met **all** these standards, where these apply to the child(ren) they are caring for.

In each of the six standards there are a number of topics that you will need to know about.

Evidencing the Standards

This workbook has been developed to help you to evidence your TSD standards through a range of questions and activities. The activities below that you completed during your Skills to Foster training can be used as evidence.

No.	Activity	TSD Standards Covered
1	Typical Ages & Stages	4.1a 4.1b
2	What do Foster Carers Do?	1.1, 1.2, 1.3,
3	Being Someone	1.2
4	Something Precious	1.2b, 3.3b
5	Life Chances	1.2, 4.2b 5.2b 5.2c
6	Case Study - Megan	1.3 3.1 & 3.2
7	Managing Contact - Case Study Barry & Mark	1.3c, 1.3d 3.1a, 3.1b, 3.1c, 3.2a, 3.2b 3.2c
8	You Should Be In My Shoes	1.3a, 1.3b 1.3c, 1.3d
9	Case Study - Jamil & Ellie	2.4b 4.1a, 4.1b 4.2d 5.2a, 5.2b, 5.2c.
10	Clear & Fuzzy	2.2h 3.3a, 3.3b
11	Case Study - Naomi & Richard	5.2b, 5.3a 5.3b
12	Risky Business	5.2a, 5.2b 5.2c
13	Case Study - Jessie & Tim	4.1c 4.1d

Although the amount of evidence will vary with each outcome, it should be short and simple, use bullets points where appropriate. Essays are not required! The evidence box in the workbook is meant to be guidance and is not an indication of amount of evidence expected. In some cases, this may be reference to another document with a short accompanying paragraph or witness statement. Other outcomes may require a short

reflective piece of writing, giving an example of when a task was carried out or when an incident occurred.

The exemplars given below indicate the maximum amount.

Exemplar: Standard 2.1a Provide a safe environment and healthy care

We have read our agency procedures and have completed a safe care plan.

We have both completed a basic first aid course and I have attended a safeguarding course.

Y has a Short Breaks Care Plan and once, when his father, who lives apart but sees him regularly, called to collect him, we phoned his mother to check that this was OK. We also talked to our support worker about this and she spoke to Y's mother and father.

Y's mother wrote to confirm that she wanted the plan changed so his father could collect Y and she agreed to always tell us who was collecting Y in the future. Our support worker told us Y's mother was delighted that we were so diligent and his father also understood our actions. This is recorded in our supervision notes

There should be at least one piece of evidence per outcome. Please note: one piece of evidence can be used as the basis for a number of different outcomes. For example, in the exemplar below the evidence has been cited for Standard 5.5b. This evidence could also be used as the basis for Standard 2.4a, 4.4a and also for Standard 3.4b. TSD Standards for Foster Carers – Guidance 6

Exemplar: Standard 3.1a Use and be willing to undergo training in, the child or young person's preferred method of communication and demonstrate that you respond appropriately.

1. In 2008, I attended a Makaton course at the school where I work as a learning support assistant.
2. Once a term, I meet with the class teacher and a speech and language therapist where we talk about the progress of each child. I have also contributed to making communication passports for the children in the class.
3. When we were introduced to X, we took pictures of our home and family to add to her communication passport.
4. During introductions, I spent time with X and her family to learn her chosen method of communication. I got to know her individual signs and I took pictures of her family, home and pets. We keep these pictures at our home to use as communication tools.

The guidance

The guidance explains what the Standards are and how you can show that you have met each Standard. Foster carers who have previous experience of working with children and young people can use their prior learning and experience as evidence to show that they can meet the Standards.

Experienced carers who may also be professionally qualified in health or care or any other similar field (e.g. care work, nursing, schools, youth work) or who have a relevant NVQ or level 3 Diploma units are still required to complete the Standards, as they are tailored to fostering. You can use your qualifications and experience as evidence against specific outcomes in the Standards.

To note: If you are undertaking the social care pathway and optional foster care units in the level 3 diploma working in the children and young people's workforce you should have completed the TSD standards before embarking on the optional foster care units.

Your supervising social worker or support worker will help you complete the Evidence Workbook and will sign off each Standard when you have provided sufficient evidence to meet the Standard.

At the end, a manager or the training officer in your fostering service will check to ensure that the Evidence Workbook has been completed satisfactorily, and will issue you with the Certificate of Successful Completion

Principles and values statement

The same principles and values underpin all the induction standards for staff and carers who work with children, young people and their families.

Principles

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

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 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 and young person's development.
- ❖ Confidentiality and agreements about confidential information are respected as appropriate unless a child or young person's protection and well-being are at stake.
- ❖ Professional knowledge, skills and values are shared appropriately in order 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 UN Convention on the Rights of the Child.

What to expect from Gateshead Fostering Service

We have a duty to arrange for you to learn about the different areas within the standards and to make sure that you know enough to meet the outcomes for each area. We will also provide you with learning opportunities and support through your supervising social worker and Workforce Development Adviser. Before you were approved, you will have attended the Skills to Foster course. You will be able to use the knowledge you gained from this training to help you complete this workbook. You will have been given a list showing which activities and handouts can be used for which standard.

As an approved foster carer you are required to complete several mandatory training courses which need to be repeated on a three yearly basis. This can be found in the Training Directory at <https://www.gateshead.gov.uk/article/10734/Foster-carer-training>

If you move and are approved as a foster carer in a new area after you have successfully completed the Training, Support and Development Standards, your new foster care provider will want to see your Certificate of Successful Completion. You may still need to undertake some further induction or training to familiarise you with your new fostering service, but you will not need to repeat the standards. Similarly, if you decide to take up a job working with children you will be able to use your Certificate of Successful Completion to indicate that you have met the Training, Support & Development Standards for Foster Care.

Standard 1: Understand Your Role as a Short Break

Carer

Summary: This standard sets out what you are expected to know about the principles and values underpinning your work with children and young people, and how you should put them into practice. You will be expected to show that you understand how to promote these values and put them into practice in a way that supports and respects diversity. You should also show that you have an understanding of the social model of disability.

The child or young person should be at the centre of all our work. This approach is the key to achieving successful outcomes for each child and supporting them to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

To complete this standard, you will need to have a good understanding of your role and responsibilities as a short break carer. You will also be expected to know what constitutes good practice in working with disabled children and young people, and how to put into practice the policies and procedures of your agency. You will be expected to know how to work with families and carers, with colleagues in your short breaks service and other agencies involved in the care, health and education of the children and young people you care for.

1.1 Principles and values for working with children and young people

1.1a Read the Principles and Values Statement on page 7 of this workbook.

Use a highlighter to indicate which principles and values you think are important in caring for children.

Why are these principles and values important to you?

Evidence:

Please detail the evidence you have used for this outcome below, i.e Principles and Values Statement from the TSD Standards Guidance, UNCRC document, Certificate of attendance Equality and Diversity Training for Foster Carers and a reflective account.

Supervisor sign off:

Date:

What Every Child Outcomes mean:

Be healthy	Physically healthy Mentally and emotionally healthy Sexually healthy Healthy lifestyles Choose not to take illegal drugs Parents, carers and families promote healthy choices
Stay safe	Safe from maltreatment, neglect, violence and sexual exploitation Safe from accidental injury and death Safe from bullying and discrimination Safe from crime and anti-social behaviour in and out of school Have security, stability and are cared for Parents, carers and families provide safe homes and stability
Enjoy and achieve	Ready for school Attend and enjoy school Achieve stretching national educational standards at primary school Achieve personal and social development and enjoy recreation Achieve stretching national educational standards at secondary school Parents, carers and families support learning
Make a positive contribution	Engage in decision-making and support the community and environment Engage in law-abiding and positive behaviour in and out of school Develop positive relationships and choose not to bully and discriminate Develop self-confidence and successfully deal with significant life changes and challenges Develop enterprising behaviour Parents, carers and families promote positive behaviour
Achieve economic well-being	Engage in further education, employment or training on leaving school Ready for employment Live in decent homes and sustainable communities Access to transport and material goods Live in households free from low income Parents, carers and families are supported to be economically active

1.1b Activity - Read through the Every Child Matters Outcomes (table above). How do you encourage the child/children in your care meet these outcomes.

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Achieve Economic Wellbeing

Evidence:

Please detail the evidence you have used for this outcome below, i.e date of a diary entry, certificates, information from the fostering service or the local authority.

Supervisor sign off:

Date:

1.2 Equality, inclusion and anti-discriminatory practice

1.2a What different types of prejudice and discrimination have you come across?

List 3 things which might make someone discriminate or be prejudice against another person. Give an example of each one listed, for example gender discrimination may be that girls or boys are not given the opportunity to participate in particular sporting activities or are not able to apply for certain qualification courses, hair dressing or bricklaying.

One

Two

Three

Evidence:

Please detail the evidence you have used for this outcome below, i.e Certificate of attendance Equality and Diversity Training for Foster Carers and a reflective account.

Supervisor sign off:

Date:

1.2b Why is respecting and preserving a child's background important?

Additional information:

<http://www.scie.org.uk/publications/guides/guide07/needs/minority/>

Where can you get advice about the care needs of a child or young person who has a different racial, cultural or religious background from your own?

Evidence:

Please detail the evidence you have used for this outcome below, i.e Information from the internet or from an organisation who can provide information, advice and guidance.

Supervisor sign off:

Date:

The social model of disability

What is it and why is it important?

The social model of disability says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

Disabled people developed the social model of disability because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living.

An impairment is defined as long-term limitation of a person's physical, mental or sensory function.

Changing attitudes to disabled people

Barriers are not just physical. Attitudes found in society based on prejudice or stereotype, or disablism, also disable people from having equal opportunities to be part of society.

Medical model of disability

The social model of disability says that disability is caused by the way society is organised. The medical model of disability says people are disabled by their impairments or differences.

Under the medical model, these impairments or differences should be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness.

The medical model looks at what is 'wrong' with the person, not what the person needs. It creates low expectations and leads to people losing independence, choice and control in their own lives.

Social model of disability: some examples

A wheelchair user wants to get into a building with a step at the entrance. Under a social model solution, a ramp would be added to the entrance so that the wheelchair user is free to go into the building immediately. Using the medical model, there are very few solutions to help wheelchair users to climb stairs, which excludes them from many essential and leisure activities.

A teenager with a learning difficulty wants to live independently in their own home but is unsure how to pay the rent. Under the social model, the person would be supported so that they can pay rent and live in their own home. Under a medical model, the young person might be expected to live in a communal home.

A child with a visual impairment wants to read the latest best-selling book, so that they can chat about it with their sighted friends. Under the medical model, there are very few solutions. A social model solution makes full-text audio recordings available when the book is first published. This means children with visual impairments can join in cultural activities with everyone else.

SCOPE

1.2c Read the information about medical and social models of disability on the previous page.

What do you think this means for your role as a foster carer?

What is your own attitude towards disability?

Give three examples of needs that may be specific to children and young people who are disabled or have a learning disability.

1. _____

2. _____

3. _____

Think of a game/activity that you might use with a child or young person. How can you adopt it so a disabled child or young person can join in?

1.2d What skills might children and young people need to develop to deal with discrimination?

How can you challenge prejudice and discrimination or help other people to challenge them?

How would you enhance their self-worth and encourage children and young people to make a positive contribution? How can you support them in this?

Evidence:

Please detail the evidence you have used for this outcome below, i.e Certificate of attendance Equality and Diversity Training for Foster Carers and a reflective account.

Supervisor sign off:

Date:

1.3 The Role of the Short Break Carer

1.3a– Read the Gateshead Fostering Service Statement of Purpose you will find this at:
<https://www.gateshead.gov.uk/article/3939/Fostering-for-Gateshead>

What is the overall aim of the Gateshead Fostering Service:

<https://www.gateshead.gov.uk/article/3939/Fostering-for-Gateshead> - Statement of Purpose

List and briefly explain three tasks that you undertake as a short break carer, for example support educational potential:

Task 1

Task 2


Task 3

Supervisor sign off:

Date:



- Consider the diagram above and complete the diagram on the previous page to show:
- The people who you work with to support the child/ young person in your care, i.e Contact Worker
 - How you work with each member of the team, i.e provide information, liaise with etc.

Supervisor sign off:

Date:

1.4 Policies, Procedures and Good Practice for the Short Break Carer

Identify two important pieces of childcare law that foster carers need to know about?

Activity – Research **two** of the following pieces of legislation and write a short overview:

The Children Act 1989

The Fostering Service Regulations 2011

Children and Young People Act 2008

<https://www.legislation.gov.uk/>

Supervisor sign off:

Date:

1.4a Where can you find out about Gateshead Fostering Services Policies and Procedures?

Pick **two** of Gateshead's Fostering Services Policies, how do these policies support you in your role as a short break carer?

One

Two

Why is it important to follow the fostering services policies?

Supervisor sign off:

Date:

1.4b Read the Fostering Services Confidentiality Policy within the Foster Carer Handbook.

What do you understand by the word 'confidentiality'? Why is confidentiality important?

1.4b How do you maintain confidentiality in the home? Where and how do you store documents relating to the child in your care?

If a GP, teacher, social worker or professional from another organisation asked for information about a child or young person what would you do? Are you able to share all information about a child with all professionals?

If a relative, friend or neighbour asked about a child or young person what would you do?

Evidence:

Please detail the evidence you have used for this outcome below, i.e research of the definition of the work confidentiality, details of the location within the Foster Carer Handbook of the Confidentiality Policy.

Recording Skills Training

Supervisor sign off:

Date:

1.4c Read the Foster Caring and Local Authority policy on complaints.

How and who would you make a complaint to if:

- It was about the fostering service
- The child's supervising social worker
- Another Professional
- The child's birth family
- Another foster carer

How would you support a child or young person that wanted to make a complaint?

Supervisor sign off:

Date:

Standard 2 – Provide a Safe Environment and healthy care

Summary: This standard is about the things you need to know to do your job as a short break carer safely, and not to put yourself, your family or the children and young people you look after in danger. You will be expected to understand health and safety requirements as they apply to your role.

It is also about providing ‘healthy care’, promoting healthy lifestyles and meeting the health-care needs of disabled children and young people, and those with complex health needs, including administration of medication or undertaking clinical procedures after training from a health professional.

You will be expected to know what to do in case of accidents or illness, including what action to take in emergency situations. You will be required to undertake basic first aid training. You may also need additional specialist training to equip you to care for a specific child; for example, in how to use equipment and aids safely, and in moving and handling.

You will be expected to provide personal care that respects the privacy, respect and dignity of the child or young person.

You will be expected to assess potential risks and understand how to manage challenging behaviour in line with guidance, training and support provided by your agency.

2.1 Health and Safety

2.1a Give an example of how you use health and safety legislation to protect the child or young person in your care.

Section 7.3 of Foster Carer Handbook. First Aid Training

Supervisor Sign off:

Date:

2.1a What procedures must foster carers follow in respect of the health and safety of children and young people?

Look at the following sections in the handbook and briefly explain how you follow these policies when caring for children or young people you care for:

Section 6.3 Responding to Children and Young People Missing from Placement

Section 6.5 Internet Safe Use Policy Guidance:

Section 7.3 Health and Safety Guidance:

Section 7.4 Transporting Children and Young People:

First Aid Training

Supervisor sign off:

Date:

2.2a How do you minimise the following hazards in your home:

Electrical:
Hazardous Substances:
Play Equipment:
Disposal of hazardous waste:

2.2a

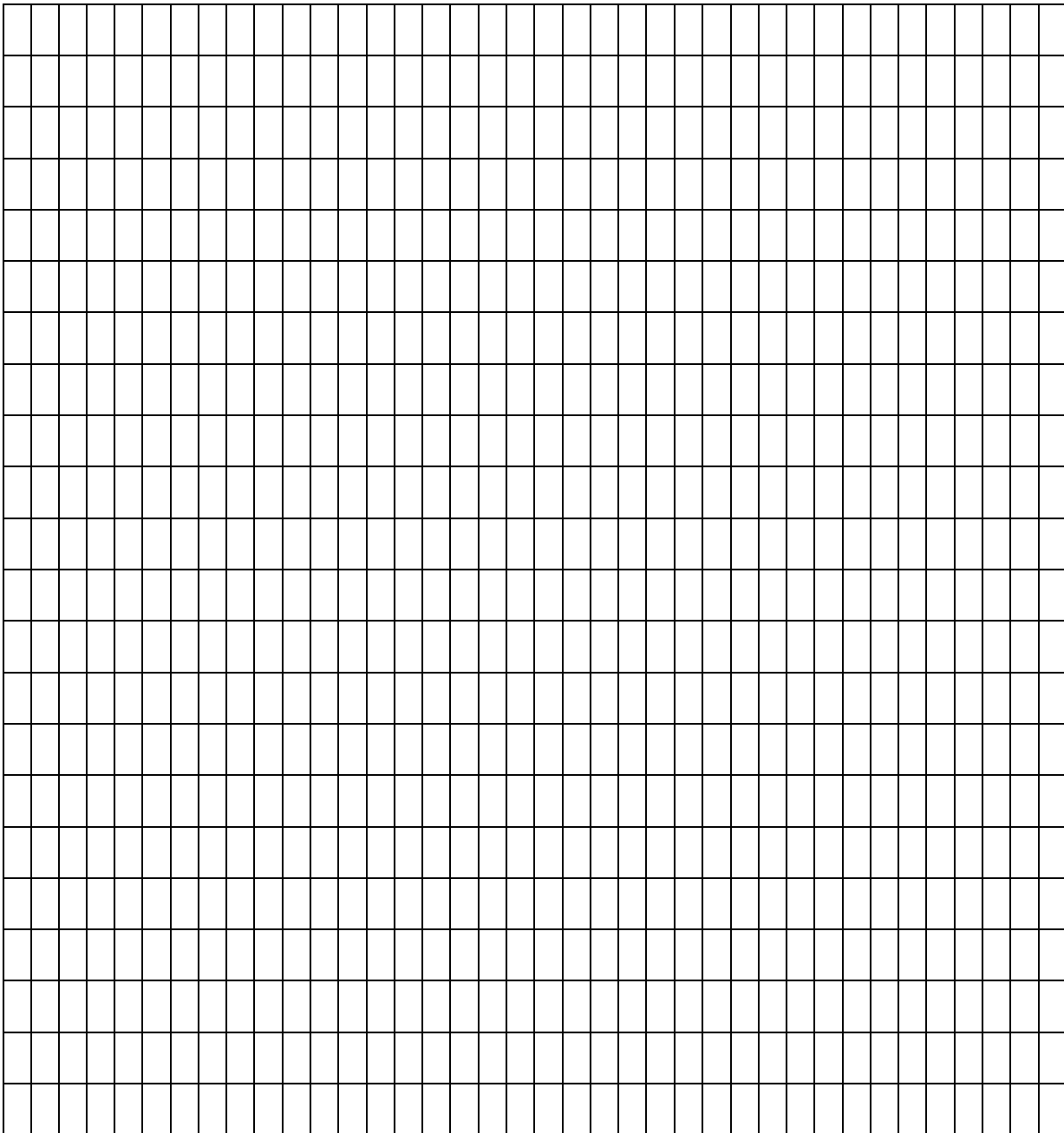
How do you prevent the spread of infections in your household:

Supervisor sign off:

Date:

2.1c Know what to do in case of a fire

On the grid below draw a diagram of your home detailing all of the fire exits:



2.1c How have you explained what to do in case of a fire to the members of your household:

Health and Safety Training

Evidence: Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used.

Supervisor sign off:

Date:

2.2 Healthy Care, Medication and Clinical Procedures

What training have you completed in relation to the healthy care and medical needs of the child/ren/young person you care for?

Healthy Care, First Aid, Living with FASD, Autism Awareness, or Dyslexia Awareness Training

Give three examples of how you provide 'healthy care for the children and young people you look after?

1. _____
2. _____
3. _____

How do you find out about the individual needs, allergies and medication of the children and young people in your care? What is your role in meeting these needs?

How do you encourage children and young people in your care to maintain their physical care and diet, exercise choice and develop independence in their self-care?

Briefly describe an example where you have successfully dealt with a difficult situation in meeting the care needs of a disabled child or young person.

Where a child or young person has moving and handling needs, detail that plan, list the training you have received and what have you learnt when caring for the child or young person?

What guidance do you follow when covering medication and health-care procedures? Who would you ask for help if you were unsure what you are able to do in your role as a short break carer?

If you are administering medication or carrying out health-care procedures what records should you keep?

Supervisor sign off:

Date:

2.3 Personal Care

Describe the skills you use in the personal care you give to one of the children or young people you look after? (help with eating, mobility, toileting, behaviour)

What do you do to ensure that the child or young person is treated with dignity and respect whilst you are carrying out personal care tasks?

What consideration do you need to give to the safety of the public if you are out in the local community and how would you manage this risk?

Supervisor sign off:

Date:


2.4 Personal Safety and Managing Risk

2.4a Give two examples of potential risk to yourself or your family arising from your work as a short break carer and say what you could do to minimise the risk

1. Risk




Method to reduce or manage



2. Risk



Method to reduce or manage



Evidence:


Please detail the evidence you have used for this outcome below

--

Supervisor sign off:

Date:

2.4c - Give an example of challenging behaviour presented by a child or young person you care for.




Give two examples of how you can encourage positive behaviour.

1. _____

2. _____

Describe the diversionary or de-escalation strategies that you have used and that have worked with a child or person with challenging behaviour



Describe how you work with other key people to maintain consistency in how a child or young person's behaviour is managed

Supervisor sign off:

Date:

Standard 3: Communicate Effectively

Summary: This standard is about developing your communication skills for working with disabled children, young people and their families, as well as with other professionals. These are fundamental skills for short break carers and are needed to achieve all the other standards.


You will be expected to show that you understand about communication, what helps and what hinders communication, and how to communicate effectively.

You will be expected to know about and use different forms of communication, both verbal and non-verbal, to enable you to communicate with the child or young person using their chosen method of communication.


You will be expected to understand the importance of good record-keeping and how you can make, use and keep records properly. You will be expected to find out and

3.1 Communicating with Children and Young People

How would you show a child or young person that you were interested in their wishes and feelings?



How would you communicate with a child or young person who found it difficult to express their wishes and feelings or whose first language was not English?



Identify three ways in which you would encourage and empower disabled children and young people to make their own decisions

1. _____

2. _____

3. _____

Give evidence of any courses you have attended or one-to-one training sessions to learn about the child's preferred method of communication.

Give an example of a communication method you have introduced and how it has worked with child/young person you care for

Supervisor sign off:


Date:

3.1b Give two examples of **difficulties** in communicating with children you have encountered:

1. _____

2. _____

How would you try to overcome this.



Give two examples of communication you have used:

1. _____

2. _____

Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

3.2 Communicating with Parents/Carers and Organisations

List 3 skills you need to have effective communication with other adults?

- 1.
- 2.
- 3.

If a parent or carer became aggressive or was threatening, what would you do?

If you had to raise a sensitive subject with a parent or carer, how would you go about it?

Give an example of an agency (e.g. school, CAMHS) you have contact with. What was the purpose of your contact and how has it benefited the child or young person?.

How can you achieve good communication with your supervising social worker?

Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

3.3 Record-keeping

Make a list of reasons why your records might be needed in the future

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

With reference to your Records and Record Keeping Policy of your Fostering Service what are:

1. Your roles and responsibilities
2. The importance of keeping records



Fact or Opinion Quiz

- | | |
|--|-----------------|
| 1 Jen has a brother and two sisters | FACT Or OPINION |
| 2 That piece was written by Mozart | FACT Or OPINION |
| 3 Ms. Walker is the best teacher. | FACT Or OPINION |
| 4 Seven times three equals twenty-one | FACT Or OPINION |
| 5 J. K. Rowling wrote the Harry Potter books | FACT Or OPINION |
| 6 Katie's new room is wonderful. | FACT Or OPINION |
| 7 Carlos is a great ball-player. | FACT Or OPINION |
| 8 We are going to Disneyland this summer. | FACT Or OPINION |
| 9 My father has black hair. | FACT Or OPINION |
| 10 My teacher is nicer than the one I had last year. | FACT Or OPINION |
| 11 My little sister just learned how to walk. | FACT Or OPINION |
| 12 The human body is 55% to 78% water. | FACT Or OPINION |
| 13 Planet Earth orbits the sun. | FACT Or OPINION |
| 14 The sunset was beautiful last night. | FACT Or OPINION |
| 15 That was really unfair! | FACT Or OPINION |

Supervisor sign off:

Date:

Standard 4 – Understand the Development of Children and Young People

Summary: This standard sets out what you need to know about the development, behaviour and special needs of the children and young people you look after.

You will be expected to show that you understand the stages of child and adolescent development.

You will be expected to know how a child's disability or health condition can affect their development and understand how to support a child or young person who is disabled, has a disabling health condition or special educational needs.

You will be expected to understand your role as a short break carer in supporting children and young people in their learning and development.

You will be expected to know how to promote positive sexual health and sexual identity.

4.1 Child and Adolescent Development

What are

1. The main stages of development
2. The difference between chronological age and stages of development

Give two examples of developmental needs of children or young people you look after.

1.

2.

Fill in the table below for a child or young person that you know

Chronological Age	Intellectual Age
Social Age	Emotional Age

Think of a disabled child or young person you look after. How far do you see their needs as being similar or different from those of others of a similar age?

Give two examples of how you encourage a child to have a positive view of themselves

1

2

If you look after older children, what could you do to ensure that a disabled young person's transition* into adulthood is a positive experience?

Evidence:

Please detail the evidence you have used for this outcome below:

Supervisor sign off:


Date:

4.2 Needs of Disabled Children and Young People and Those with Complex Health Needs

Give an example of when you have encouraged a child or young person to take part in activities.



How did you ensure the experience was fun and positive?



How have you adapted activities to enable a child or young person to take part?



Describe how you might go about enabling a disabled child or young person to take part in a youth or community activity that did not appear to cater for their disability.



How have you had to adapt your household routines in order to accommodate the child/young person



What help do disabled children and young people need to develop their sexual identity in positive ways?



Evidence:

Please detail the evidence you have used for this outcome below:

Supervisor sign off:

Date:

Standard 5 – Keep Children and Young People Safe From Harm

Summary: This standard sets out what you need to know and to do to keep children and young people safe and to protect them from harm or abuse.

Disabled children and young people are at an increased risk of suffering significant harm, and the presence of multiple disabilities appears to increase the risk of both abuse and neglect.

You will be expected to show that you understand the local safeguarding policies and procedures for protecting children.

You will be expected to show that you are aware of the signs of possible abuse or neglect and know what to do if you suspect that a child or young person is being abused or neglected.

You will be expected to know what to do if you have concerns about a child or young person's welfare, instances of malpractice, negligence or unprofessional behaviour.

You will be expected to know how to promote positive sexual health and sexual identity.

5.1 Keep Children and Young People Safe From Harm

5.1 a Visit <https://www.gatesheadsafeguarding.org.uk/>

What are the procedures for protecting children in your area?

Describe your responsibilities as a short break carer for protecting and safeguarding children?

Supervisor sign off:

Date:

Attendance certificate and reflective accounts for child protection training would cover this.

5.2 Keeping Children Safe

5.2a *Imagine that you have been asked to foster two girls aged six and four. They have always lived with their parents who have agreed that they are accommodated in foster care. This is the first time they have been in foster care. Social workers know that they have been very neglected and there was a high level of domestic abuse and alcohol abuse by both parents.*

What can you do as a foster carer to help these children feel safe in your home? What might you want to ask the social worker about the children coming into your care?



5.2b How could you create a 'safer' environment for fostered children and young people?



5.2c How can you help fostered children and young people keep themselves safe from harm or abuse?



5.2d How have you applied these guidelines in your home?



5.2a What can you do as a foster carer to help these children feel safe in your home? What might you want to ask the social worker about the children coming into your care?



How could you create a 'safer' environment for fostered children and young people?



5.2b How can you help fostered children and young people keep themselves safe from harm or abuse?



Develop, maintain and implement 'safer caring' guidelines for you and your household, and provide care that minimises the risk of allegations.

A copy of your safer caring policy could be used as evidence here.

Supervisor sign off:

Date:

5.3 Recognising and Responding to Abuse

5.3a Give an example of how children and young people could be harmed by each of the following:

<ol style="list-style-type: none">1. Adults –2. Other children/young people –3. Individuals through the internet -
--

In what ways are disabled children and young people more at risk of abuse and how can you deal with these additional concerns?



5.3b Give the definition of two areas of abuse; Physical, Emotional, Sexual, Neglect



List the signs and indicators for the types of abuse you defined above



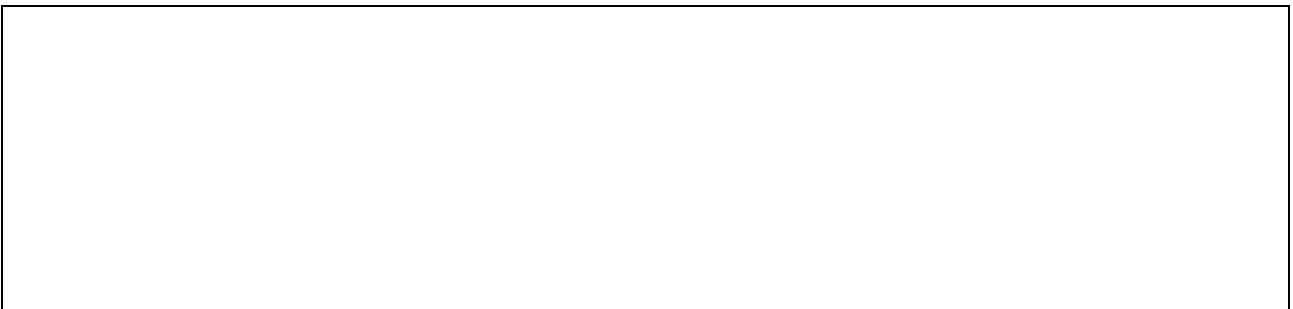
5.3c In what different ways children and young people might be bullied and what action would you take to stop or prevent bullying.



Section 7.10 of the Foster Carer Handbook

Evidence:

Please detail the evidence you have used for this outcome below:



Attendance certificate and reflective account for Impact of Neglect training

Supervisor sign off:

Date:

5.3d Read and highlight the key points of the Whistle blowing policy set out in section 6.7 of the Foster Carer Handbook.

- 1) What are the main points of the Whistle blowing policy
- 2) If you were concerned about a child or young person's welfare or any instance of malpractice, negligence or unprofessional behaviour what would you do?



What would you do if you consider the practice of another person is unsafe or inappropriate?



What would you do if you had reported abuse or unsafe behaviour but no action was taken by the person you reported it to?



What would you do if you didn't receive a satisfactory response from another organisation or agency after reporting a child protection or welfare concern?



Evidence:

Please detail the evidence you have used for this outcome below:

Attendance certificate and reflective account for Recording skills& disclosure training

Supervisor sign off:

Date:

Standard 6 – Develop Yourself

Summary: This standard is to help you make the most of the support and development opportunities that are available to you. This is important for developing your skills as a foster carer, for your own well-being, and to help you provide the highest standard of care. You will be encouraged to think about how fostering has affected you and your family, in particular the impact on your own sons and daughters. You will be expected to show that you know how to access and use information and supervision sessions, and use the support and supervision provided by your fostering service. You will be expected to show that you are committed to improving your practice as a foster carer through training opportunities and continuing professional development. You will be encouraged to think about how you can develop your career, either by remaining as a foster carer or through other career opportunities.

6.1 Using Support and Supervision to Develop your Role

6.1a Why is supervision necessary? What do you expect to gain from supervision?

How have you used supervision and support from your Supervising social Worker?

Give an example of when you have asked for help.



Give an example of some advice you have been given as a carer



Supervisor sign off:

Date:

6.2 Personal Development

6.2a Why do you need to develop and improve your skills and knowledge?

How does your training improve your work?

Evidence:

Please detail the evidence you have used for this outcome below:

You may be able to prove this outcome by including extracts from your supervisions with your supervising social worker and evidence of your attendance at training.

Supervisor sign off:

Date: