

Appendix 2

Training, Support and Development Standards for Foster Care

The information in this section is applicable to fostering services in ENGLAND ONLY.

Learning that underpins the *Training, Support and Development (TSD) Standards for Foster Care* is found throughout *The Skills to Foster*, both in the face-to-face training sessions and in the *Record and Resource Book*.

The table that follows references those activities in the *Record and Resource Book* that, when completed, can be used as evidence against the standards.

Not all of the *TSD Standards* are covered within the course. However, completion of *The Skills to Foster* is an important first step and will provide a firm foundation for ongoing professional development.

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

	Evidence
1 Principles and values	
a) Show your awareness of the principles and values essential for looking after children, young people and their families.	Activity 1.7 Activity 1.8
b) Demonstrate how you promote these principles and values in the care you provide for children and young people.	Activity 1.7 Activity 1.8
2 Equality, inclusion and anti-discriminatory practice	
a) Understand the different types of prejudice and discrimination which can affect a children and young people.	Activity 2.10
b) Understand why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background.	Activity 1.7 (Jason) Activity 2.10
c) Demonstrate how you support and encourage children and young people to develop skills to deal with discrimination, enhance self-worth and make a positive contribution.	Activity 1.7 (Jason) Activity 2.10
3 Person-centred approaches	
a) Be able to explain how your care relates to the five outcomes in Every Child Matters.	
b) Give examples of how you take account of the experiences, preferences, wishes and needs of individual children and young people, and their families.	Activity 1.7 (Alex, Jason and Amy)
c) Explain why it is important to listen to children and young people's views about risk and safety, and show how you take these into account in your role as a foster carer.	
4 Confidentiality and sharing information	
a) Understand the importance of confidentiality.	Activity 3.6
b) Understand how to apply your fostering service's policies and procedures about confidentiality and information sharing.	Activity 3.6
c) Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).	Activity 3.6

Standard 2: Understand your role as a Foster Carer

	Evidence
1 Fostering role	
a) Know the overall aims of your fostering service.	Activity 1.5
b) Understand your own role and responsibilities.	Activity 1.7 Activity 1.8 Activity 3.3 Activity 3.5 Activity 5.10 Activity 6.2 Activity 6.3 Activity 6.4 Activity 6.5
c) Understand the role of your supervising social worker.	Activity 1.8
2 Legislation, policies and procedures	
a) Know about relevant legislation, policies and procedures relating to foster care, and where you can get further information.	
b) Understand the importance of following your agency's policies and procedures.	
3 Relationships with parents and others	
a) Understand the importance of families and friends for children and young people.	Activity 1.7 Activity 2.2 Activity 2.10 Activity 3.3 Activity 3.5
b) Demonstrate how you involve families and others in the lives of children and young people and the important role of foster carers in helping a child maintain contact.	Activity 3.3 Activity 3.5
4 Team working	
a) Understand the concept of 'the foster care team' and your contribution to effective teamwork.	Activity 3.8
b) Know who you are accountable to in your work as a foster carer and where to go for support.	Activity 3.8
c) Know how to contribute to planning for children and young people, including contributions to meetings and reviews.	Activity 3.8
5 Being organised	
a) Demonstrate that you are well-organised, reliable and dependable.	Activity 3.1
b) Show that you provide activities and environments that are well-organised and safe.	

	Evidence
6 Complaints and compliments	
a) Understand how complaints and compliments are dealt with in your agency, and know how you can make a complaint.	
b) Know how children and young people can access the complaints and compliments procedure and how you can support them.	
c) Know about the allegations policies and procedures of your fostering service and how to access support and legal advice.	Activity 5.5

Standard 3: Understand health and safety, and healthy care

	Evidence
1 Legislation, policy and procedures	
a) Show an awareness of the relevant health and safety legislation and guidance and your responsibilities.	
b) Know your agency's procedures in relation to the health and safety of children and young people.	
2 Accommodation	
a) Know how to keep your home safe and free of avoidable hazards that might be a risk to children and young people.	
b) Know the importance of maintaining a good standard of hygiene and cleanliness.	
c) Show that you and those living in your household know what to do in case of fire.	
3 Healthy care and medication	
a) Know what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people.	Activity 2.10
b) Have an understanding of children and young people's health and hygiene needs, including allergies and infection control procedures.	
c) Explain your role in promoting the health of children and young people, including giving advice and information in relation to risk-taking, substance misuse and relationships and sexual health.	
d) Have an understanding of first aid and know how to access emergency medical treatment.	
e) Know what procedures to follow in relation to medication and health care procedures, including what consent is required.	
4 Personal safety and security	
a) Understand potential risks to the safety and security of yourself and members of your family and what you can do to reduce or manage the risks.	Activity 5.6 Activity 5.8 Activity 5.10
b) Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.	Activity 4.9
c) Understand the need to manage challenging behaviour in a way that is safe without the use of physical or other inappropriate punishment and give examples from your work as a foster carer.	Activity 4.2 Activity 4.3 Activity 4.4 Activity 4.9
5 Risk assessment	
a) Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.	

Standard 4: Know how to communicate effectively

	Evidence
1 Encourage communication	
a) Demonstrate how you listen to and understand the wishes and feelings of children and young people.	Activity 1.7
b) Understand the need to use appropriate means of communication with children and young people including non verbal and other means, and give examples from your practice.	Activity 1.7 (Neela)
c) Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.	
d) Show how you help children and young people make their own decisions.	Activity 1.7 (Alex, Jason and Amy)
2 Knowing about communication	
a) Describe effective ways of communicating with children and young people.	
b) Understand some of the common difficulties in communicating with children and young people and give examples of how you try to overcome these.	Activity 1.7 (Neela)
c) Know how to use different communications media.	Activity 5.1
3 Communication with parents, families and friends	
a) Show that you are aware of the procedures for arranging contact and understand your role as a foster carer.	Activity 3.5 Activity 3.8
b) Understand when and how to raise concerns with parents, families and friends in an appropriate way.	Activity 3.5 Activity 3.8
c) Demonstrate that you understand children and young people's confidentiality when communicating with parents, families and friends, including your own family and friends.	Activity 3.6
4 Communication with organisations	
a) Understand the importance of effective communication with other organisations who are in contact with children and young people.	Activity 3.8
b) Demonstrate effective communication with your supervising social worker.	
5 Principles of keeping good records	
a) Understand the importance of keeping accurate records.	Activity 3.2 Activity 4.4
b) Know the record keeping policy of your fostering agency, and how information is shared with others, including children and their families.	Activity 3.2
c) Know how to record understandable, relevant, clear and concise, factual information, that can be checked.	
d) Know how to enable children and young people to participate in record keeping and keep their own records and memorabilia.	

Standard 5: Understand the development of children and young people

	Evidence
1 Attachment and stages of development	
a) Understand the basic principles of how children and young people of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss.	Activity 2.4 Activity 4.8 Activity 4.9
b) Understand child development and the developmental needs of children and young people.	Activity 4.1 Activity 4.8 Activity 4.9
c) Understand the difference between chronological age and stages of development and how this may affect a child or young person.	Activity 4.1 Activity 4.9
2 Resilience	
a) Understand how foster carers can help children and young people develop resilience and self-esteem.	Activity 4.8 Activity 6.9 Activity 4.9
3 Transitions (transitions are milestones in children’s lives – some are general, some are individual)	
a) Explain significant milestones which mark transition in the lives of children and young people, and the range of responses to them.	Activity 6.1 Activity 6.9
b) Understand how to support individual children and young people through significant life changes and challenges.	Activity 6.2 Activity 6.3 Activity 6.4 Activity 6.5 Activity 6.8 Activity 6.9
c) Be able to work with young people to develop skills, self-confidence and knowledge to prepare them for adulthood and independent living.	Activity 6.8 Activity 6.9
4 Supporting play, activities and learning	
a) Know how to encourage children and young people to participate in activities.	
b) Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.	
c) Explain the importance of adhering to appropriate routines for children and young people.	

	Evidence
5 Supporting educational potential	
a) Show how you can encourage and support children and young people with their education (including early years education) and help them overcome setbacks.	Activity 1.7 Activity 2.10
b) Be able to actively work with families, social workers and teachers to help children and young people achieve.	
c) Know how to support young people in their further education and training, and employment.	Activity 6.8
d) Be able to advocate on behalf of children and young people to ensure their educational needs are met.	Activity 1.7
6 Understanding contexts	
a) Understand children and young people in the context of their wider family, caring or social network.	Activity 1.7 Activity 2.10 Activity 3.3 Activity 3.5
b) Understand the contribution family, caring and social networks make to the development of children and young people.	Activity 3.3 Activity 2.10
c) Understand the impact of abuse, separation and loss on the behaviour of children and young people.	Activity 4.8 Activity 4.9 Activity 5.6 Activity 5.10
7 Promote positive sexual health and sexual identity	
a) Understand how to promote good sexual health with children and young people.	Activity 1.7 (Amy)
b) Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.	Activity 1.7 (Alex)
8 Supporting disabled children and children with special educational needs	
a) Understand the social model of disability and what it means in relation to your work as a foster carer.	Activity 2.5
b) Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties.	Activity 2.10 Activity 5.4
c) Understand the need to adapt activities and experiences so individual children and young people can take part.	
d) Understand how you might support children and young people with special educational needs, and their families.	Activity 1.7 (Jason) Activity 2.10

Standard 6: Safeguard children and young people (keep them safe from harm)

	Evidence
1 Legislation, policies and procedures	
a) Know about legislation and national guidance relating to protecting and safeguarding children.	Activity 5.1
b) Understand your local multi-agency safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.	
2 Keeping children and young people safe	
a) Demonstrate that you understand what children and young people want and need to feel safe.	Activity 5.6 Activity 5.8 Activity 5.10
b) Be aware of what contributes to a safe environment for children and young people.	Activity 5.6 Activity 5.8 Activity 5.10
c) Know how to help children and young people keep themselves safe from harm or abuse.	Activity 5.6 Activity 5.8 Activity 5.10
d) Develop and maintain 'safer caring' guidelines for you and your household.	Activity 5.6
3 Recognising and responding to abuse	
a) Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet.	Activity 5.3 Activity 5.4 Activity 5.10
b) Understand the different ways in which children and young people can be placed at risk, for example: physical abuse, sexual abuse, emotional abuse, exposure to domestic abuse, neglect, faltering growth, institutional abuse, self-harm.	Activity 5.3 Activity 5.4 Activity 5.10
c) Understand signs and indicators of possible abuse and neglect.	Activity 4.3
d) Understand how children might be bullied and know what action to take if you suspect a child is being bullied.	
e) Understand the procedures you need to follow if you suspect a child is being abused or neglected, and the action you might need to take immediately.	

	Evidence
4 Working with other agencies	
a) Know about your local safeguarding board and the responsibilities of your fostering service and other agencies in keeping children and young people safe from harm.	
b) Know who the designated child protection worker is at the school, pre-school group, club or other activity.	
c) Be aware of the safeguarding policy of the school, pre-school group, club or other activity.	
5 'Whistle-blowing' (reporting failures in duty)	
a) Know when and how to refer a concern about child protection, the child or young person's welfare or any other instances of malpractice, negligence or unprofessional behaviour which might not be in the child or young person's best interests or pose a risk to the child or young person.	
b) Know how and to whom to report your concern about unsafe practice of others.	
c) Know what to do if you have followed your own fostering service's policies and procedures on reporting concerns and you are not satisfied with the response.	
d) Identify what to do when you do not get a satisfactory response from other organisations.	

Standard 7: Develop yourself

	Evidence
1 Your role and approval as a foster carer	
a) Understand the implications of your approval as a foster carer for yourself and your family.	Activity 1.8 Activity 3.7 Activity 3.8 Activity 5.10
b) Understand how being a foster carer may affect you personally and where you can get support.	Activity 1.8 Activity 5.10
2 Being aware of the impact of fostering on sons and daughters and extended family.	
a) Understand the impact of fostering on your own children and other members of your family, their support and training needs and how to access these.	Activity 3.7 Activity 3.8 Activity 5.10
3 Using support and supervision to develop your role	
a) Understand the purpose of your personal supervision and annual foster carer review and know how to make the best of these opportunities.	
b) Know what additional support and training is available to you.	Activity 1.6 Activity 2.7 Activity 2.9 Activity 3.4 Activity 4.5 Activity 5.9 Activity 6.7
c) Be able to recognise when you need support and the importance of asking for help and advice.	Activity 1.7
d) Develop knowledge, skills and understanding relevant to your foster care role, eg treatment foster care, fostering teenagers.	
e) Develop knowledge, skills and understanding to enable you to 'broaden' your foster care role.	
4 Meeting learning needs as part of continuing professional development	
a) Understand the need for continuing professional development and the ways in which it can improve your practice.	Activity 1.7
b) Understand and be able to reflect on how your day-to-day work as a foster carer is influenced by feedback from people you come into contact with and from children, young people and their families.	
c) Work with your supervising social worker or other relevant person to agree and follow a personal development plan.	
d) Be willing to continually improve your practice and understand how to do this.	

	Evidence
5 Career progression	
a) Understand the career opportunities available to foster carers and know who can help you identify your needs and make the most of these opportunities.	
b) Work with your supervising social worker/provider to access further or higher level training, development and qualifications.	