



Online Learning Children and Young People

Training, Support & Development Standards for Foster Carers

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.

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.

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) Completion of the TSD Standards is a requirement for all approved foster carers in England and is referenced within the National Minimum Standards for Fostering Services 2011. Further information about the TSD Standards for Foster Care can be accessed at

<http://www.education.gov.uk/childrenandyoungpeople/families/fostercare/fostercarestand/b00203661/nationalstandardsforfostercarers>



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

This Standard sets out what you are expected to know about the principles and values underpinning work with children and young people, and how you should put them into practice. You will be expected to show you understand how to promote the values listed and work in a way which supports and respects diversity. You will be expected to understand the importance of confidentiality, including what you should keep confidential and what you should not. You will also be expected to know how to put into practice the policies and procedures of your fostering service about sharing information with others. The child or young person should be at the centre of all of our work. It is one of the ways you will put the principles of care into practice. You will show you understand how you put children and young people at the centre of your work by meeting the outcomes set out in this standard. This includes understanding the right of children and young people to take risks and your role in relation to that risk-taking.

1.1 Principles and values

Skills and knowledge

1.1a Show your awareness of the principles and values essential for looking after children, young people and their families.

1.1b Demonstrate how you promote these principles and values in the care you provide for children and young people.

Evidence requirements

1.1a With regard to the principles and values statements on page 6 give two examples of how you might express these in regard to the child or young person in your care.

1.1b Give an example of how you promote equality and diversity with the young people you care for.



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1.2 Equality, inclusion and anti-discriminatory practice

Skills and knowledge

1.2a Understand the different types of prejudice and discrimination which can affect children and young people.

1.2b Understand why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background.

1.2c 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.

Evidence requirements

1.2a What different types of prejudice or discrimination have you come across or are you aware of?

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

1.2c 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?

1.3 Person centred approaches

Skills and knowledge

1.3a Be able to explain how your care relates to the outcomes of ensuring that a child is supported to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.



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- Make a positive contribution.
- Achieve economic wellbeing.

1.3b Give examples of how you take account of the experiences, preferences, wishes and needs of individual children and young people, and their families.

1.3c 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 the importance of confidentiality and how it applies to your role.

Evidence requirements

1.3a What support is available in your fostering service or local authority to help children achieve the five outcomes listed? Give a practical example of how your work as a foster carer helps children and young people achieve one these outcomes.

1.3b Give an example of how you have made changes to accommodate the individual needs and expressed wishes of a child or young person.

1.3c What should you do if a child or young person wants to do something you consider as "risky" or "dangerous"? How would you approach the subject with the child or young person? Give an example where a positive challenge for a child or young person might involve an acceptable level of risk. Why is it important to allow children and young people to take measured risks?

1.4 Confidentiality and sharing information

Skills and knowledge

1.4a Understand the importance of confidentiality.

1.4b Understand how to apply your fostering service's policies and procedures about confidentiality and information sharing.

1.4c Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).



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Evidence requirements

1.4a What do you understand by the word 'confidentiality'? Why is confidentiality important?

1.4b How do you maintain confidentiality in the home? If a GP, teacher, social worker or professional from another organisation asked for information about a child or young person what would you do? If a relative, friend or neighbour asked about a child or young person what would you do?

1.4c Give one example of when and to whom you would disclose information you are given; give one example when you would not disclose information.

Standard 2: Understand your role as a foster carer

This standard sets out what you need to know about your role and responsibilities as a foster carer in relation to the law, Government policies and other professionals working with children and young people. You will be expected to know and understand the legislation, policies, values and procedures relevant to your work as a foster carer. You will be expected to know how to work well with colleagues in your fostering service and local authority and from other organisations involved in the care and education of the children and young people you foster. You will also be expected to understand the value of, and how to work with, families and carers.

2.1 Fostering role

Skills and knowledge

2.1a Know the overall aims of your fostering service.

2.1b Understand your own role and responsibilities.

2.1c Understand the role of your supervising social worker.

Evidence requirements

2.1a Explain the aims of your fostering service. Does it have a specialist role?

2.1b What are your role and your responsibilities as a foster carer? Explain three specific tasks you undertake.



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2.1c What is the role of your supervising social worker?

2.2 Legislation, policies and procedures

Skills and knowledge

2.2a Know about relevant legislation, policies and procedures relating to foster care, and where you can get further information.

2.2b Understand the importance of following your agency's policies and procedures.

Evidence requirements

2.2a Identify two important pieces of childcare law that foster carers need to know about.

For example, give an example of how your local authority explained the law and the assessment process relating to becoming foster carer. Who would you speak to in order to get clear information about the law or a procedure relating to being a foster carer?

2.2b Where can you find out about your fostering service's policies and procedures? Pick two of your fostering service's policies and explain how they affect your work? Why is it important to follow the policies?

2.3 Relationships with parents and others

Skills and knowledge

2.3a Understand the importance of families and friends for children and young people.

2.3b 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.

Evidence Requirements

2.3a What is important about family and friends for children? Why is it important to maintain links with the child's birth family?



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2.3b Explain your role as a foster carer in helping a child or young person maintain contact with their family and friends in relation to someone you have looked after? What do you do in relation to this? How would you support a child or young person where there was no parental contact or contact had a negative impact on the child?

2.4 Team working

Skills and knowledge

2.4a Understand the concept of 'the foster care team' and your contribution to effective teamwork.

2.4b Know who you are accountable to in your work as a foster carer and where to go for support.

2.4c Know how to contribute to planning for children and young people, including contributions to meetings and reviews.

Evidence requirements

2.4a Draw a diagram or make a list of the people supporting the child or young person in their placement with the child at the centre. Indicate how you work with each member of this 'team'.

2.4b Who are you accountable to in your work as a foster carer? What different types of support are available to you? What support should you receive from the child or young person's social worker?

2.4c Get feedback from your supervising social worker on how you contribute to meetings. Identify any specific help you might require in making effective contributions.

2.5 Being Organised

Skills and knowledge

2.5a Demonstrate that you are well organised, reliable and dependable.

2.5b Show that you provide activities and environments that are well organised and safe.



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Evidence requirements

2.5a Why do children and young people need carers who are organised, reliable and dependable? Give an example from your own practice and also provide witness testimony to back up your example.

2.5b Give an example of an activity that you have organised. How did you organise it and ensure it was safe?

2.6 Complaints and compliments

Skills and knowledge

2.6a Understand how complaints and compliments are dealt with in your agency and know how you can make a complaint.

2.6b Know how children, young people and their families can access the complaints procedure and how you can support them.

2.6c Know about the allegations policies and procedures of your fostering service and how to access support and legal advice.

Evidence requirements

2.6a What should happen when someone makes a complaint? How and to whom would you make a complaint or compliment?

2.6b What does the organisation do to make sure children are happy in their placement? How would you support a child or young person who wanted to make a complaint?

2.6c What should happen if an allegation is made against a foster carer? What support and advice is available?

Standard 3: Understand health and safety, and healthy care

This standard is about all the things you need to know to do your job as a foster carer safely, and not to put yourself, your family or the children and young people you look after in danger. It is also about providing 'healthy care'. You will be expected to understand health and safety laws and regulations as they apply to your role as well as the policies and procedures of your fostering



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service. You may be expected to undertake specialist training, for example, to help a child with a specific health need. You will be expected to demonstrate that you have an understanding of the health care needs of children and young people, how to promote healthy lifestyles, and what to do in case of accidents or illness. You will be expected to assess potential risks and understand how to manage challenging behaviour in line with the guidance provided by your fostering service.

3.1 Legislation, policies and procedures

Skills and knowledge

3.1a Show an awareness of the relevant health and safety legislation and guidance and your responsibilities.

3.1b Know your agency's procedures in relation the health and safety of children and young people.

Evidence requirements

3.1a Give an example of how you use the health and safety legislation to protect the child or young person in your care.

3.1b What procedures must foster carers follow in respect of the health and safety of children and young people?

3.2 Accommodation

Skills and knowledge

3.2a Know how to keep your home safe and free of avoidable hazards that might be a risk to children and young people.

3.2b Know the importance of maintaining a good standard of hygiene and cleanliness.

3.2c Show that you and those living in your household know what to do in case of a fire.



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Evidence requirements

3.2a How does your responsibility as a foster carer in relation to health and safety apply to:

- Electrical safety
- Hazardous substances
- Play equipment

Give two examples of potential fire hazards and how you can reduce the risk of fire.

3.2b How do you prevent the spread of infections in your household? How should you dispose of infected waste (e.g. bodily fluids)?

3.2c How have you made sure everyone in the house knows what to do in case of a fire? Do all members of your family know what to do in case of fire?

3.3 Healthy care and medication

Skills and knowledge

3.3a Know what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people.

3.3b Have an understanding of children and young people's health and hygiene needs, including allergies and infection control procedures.

3.3c Explain your role in promoting the health of children and young people, including giving advice and information in relation to risk taking, substance misuse, relationships and sexual health.

3.3d Have an understanding of first aid and know how to access emergency medical treatment.

3.3e Know what procedures to follow in relation to medication and health-care procedures including what consent is required.

Evidence requirements

3.3a What does provide 'healthy care' mean in relation to the children and young people you look after in terms of meeting their: physical, mental,



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emotional and sexual health needs? Give an example for at least 3 of the 4 areas.

3.3b How do you encourage children and young people to maintain personal hygiene? How do you find out about the individual health needs, allergies and medication of the children and young people you look after? What is our role in meeting these needs? How do you maintain a good standard of hygiene in your home?

3.3c What actions should foster carers take in relation to the health of all children? Give an example of how you would deal with a situation where a child or young person was putting their health at risk, related to either risk-taking, substance misuse, relationships and sexual health.

3.3d What would you do if a child or young person:

- Had an accident?
- Showed symptoms of being seriously ill?

What record should you keep of accidents or injuries?

3.3e Which of the following do you need consent for and who would be involved in giving consent?

- Taking a child to the GP
- Administering medicine
- Vaccinations/ inoculations
- Routine operation
- Emergency operation
- Contraception
- Dental treatment
- Body piercing

Think of other examples where you might need consent? What records should you keep?



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3.4 Personal safety and security

Skills and knowledge

3.4a 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.

3.4b Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.

3.4c 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.

Evidence requirements

3.4a Give two examples of situations where you or your family might be placed at risk. What could you do to reduce or manage the risks?

3.4b Describe the range of challenging behaviour that could be presented by the children and young people you look after. Give examples of ways in which you can encourage positive behaviour.

3.4c What is the policy of your fostering service or local authority on what sanctions are permissible/not permissible (including use of physical restraint)? What steps would you take to discourage challenging behaviour directed towards:

- Yourself?
- Another child or young person?
- Another adult?
- Self-harm?

3.5 Risk assessment

Skills and knowledge

3.5a Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.



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Evidence requirements

3.5a Give two examples of different types of risks to children and young people (e.g. from their own behaviour, from the environment, from other people). What have you/can you do to reduce each risk? Give an example of a way you have managed one of these risks that you could not remove? Who should be involved in this decision?

Standard 4: Know how to communicate effectively

This standard is about developing your communication skills for working with children, young people and their families, as well as with other professionals in your fostering service, and other organisations. These are fundamental skills for foster carers and are needed to achieve all the other standards. You will be expected to show that you know about communication, what helps and what hinders communication, and how to use it effectively. You will be expected to know about and use different forms of communication. You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly.

4.1 Encourage communication

Skills and knowledge

4.1a Demonstrate how you listen to and understand the wishes and feelings of children and young people.

4.1b 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.

4.1c Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.

4.1d Show how you help children and young people to make their own decisions.

Evidence requirements



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4.1a Explain how you listen to children and young people and how you know what they want and how they feel. What have you done in response to this?

4.1b Describe different ways of communicating, including non-verbal and other means, with children and young people taking into account their age, understanding, body language, use of words, any disability, cultural background and where their first language is not English. Give examples of this from your practice.

4.1c Ask your supervising social worker or someone else you have worked closely with to give you feedback on their observations of your communication with children or young people.

4.1d How do you encourage and empower children and young people to make their own decisions? Explain how you have helped children and young people contribute to planning- for example with consultation booklets. Give examples of phrases you could use which would:

- Encourage them to make their own decisions
- Discourage them from making their own decisions

4.2 Knowing about communication

Skills and knowledge

4.2a Describe effective ways of communicating with children and young people.

4.2b Understand some of the common difficulties in communicating with children and young people and give examples of how you try to overcome these.

4.2c Know how to use different communications media.

Evidence requirements

4.2a Make a list of techniques you have found to be helpful in communicating with children and young people.



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4.2b Describe some of the common difficulties in communicating with children and young people. Give two examples of difficulties you have encountered and how you have tried to overcome them.

4.3 Communication with parents, families and friends

Skills and knowledge

4.3a Show that you are aware of the procedures for arranging contact and understand your role as a foster carer.

4.3b Understand when and how to raise concerns with families and friends in an appropriate way.

4.3c Demonstrate that you understand children and young People's confidentiality when communicating with parents, families and friends, including your own family and friends.

Evidence requirements

4.3a How would you arrange contact for a child or young person with their family? What different contact arrangements might be made? For example, can you agree to extra visits or withhold visits? Where would you get information on this?

4.3b If you had to raise a sensitive subject to a parent or carer, how would you go about it? If a parent or carer became aggressive or was threatening, what would you do?

4.3c What information should you pass on to parents and carers? What should happen to information that a child or young person might pass to you or your family? Give an example of a decision where it would be appropriate to consult their parents and carers. Give an example of confidential information that it would not be appropriate for you to share.



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4.4 Communication with organisations

Skills and knowledge

4.4a Understand the importance of effective communication with other organisations who are in contact with children and young people.

4.4b Demonstrate effective communication with your supervising social worker.

Evidence requirements

4.4a 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?

4.4b How can you achieve good communication with your supervising social worker? Give an example or provide feedback from your supervising social worker.

4.5 Principles of keeping good records

Skills and knowledge

4.5a Understand the importance of keeping accurate records.

4.5b Know the record keeping policy of your fostering agency, and how information is shared with others, including children and young people and their families.

4.5c Know how to record understandable, relevant, clear and concise, factual information, which can be checked.

4.5d Know how to enable children and young people to participate in record keeping and keep their own records and memorabilia.

Evidence requirements

4.5a Make a list of the reasons why your records might be needed now or in the future.



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4.5b What is the record keeping policy of your fostering agency? What should you record? How and when do you share information with others?

4.5c Examine an example of a report or a record that you have written (e.g. for a LAC Review or from your foster carer diary). Is it:

- Understandable?
- Relevant?
- Factual?
- Clear and concise?

What does a record need to contain so that it can be checked? What is meant by the following and how they differ from each other:

- An observation?
- A fact?
- An opinion?
- Information from others?

4.5d How can children and young people contribute to records kept about them? How do you ensure that they have recorded memories of their stay?

Standard 5: Understand the development of children and young people

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 normal child development and how children develop attachments, and the impact of interrupted development, loss and separation. You will be expected to know how to help children develop 'resilience' and self-esteem and how to support them through changes in their lives. You will be expected to know how to help children achieve their full potential and promote their learning and development at different stages of their childhood. You will be expected to know how to promote positive sexual health and sexual identity. You will be expected to understand how to support children with disabilities and special educational needs.



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5.1 Attachment and stages of development

Skills and Knowledge

5.1a Understand the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss.

5.1b Understand child development and the developmental needs of children and young people.

5.1c Understand the difference between chronological age and stages of development, and how this may affect a child or young person.

Evidence requirements

5.1a How do children form attachments? How might the experiences of looked after children affect their ability to form attachments? How can you help children to build caring relationships following the impact of interrupted development, trauma, separation and loss?

5.1b What are the main stages of a child's development? Give two examples of the developmental needs of children and young people you look after.

5.1c Describe the stages of development and relate these to the child or young person you look after. Give examples of the difference between chronological age and stages of development.

5.2 Resilience

Skills and Knowledge

5.2a Understand how foster carers can help children and young people develop 'resilience' and self-esteem.

Evidence requirements

5.2a How can you encourage children and young people to have increased ability to overcome difficulties and develop a positive view of themselves?



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5.3 Transitions

Skills and knowledge

5.3a Explain significant milestones that mark transition in the lives of children and young people, and the range of responses to them.

5.3b Understand how to support individual children and young people through significant life changes and challenges.

5.3c Be able to work with young people to develop skills, self-confidence and knowledge to prepare them for adulthood and independent living.

Evidence requirements

5.3a Think about your own life and what significant milestones (transitions) you experienced as a child. What helped you through these? What significant milestones have you seen children and young people experience? Give examples of different responses to these milestones.

5.3b Select an example of a child or young person who is going through a significant period of their life (e.g. starting a new school, separation from their birth family). What have you done to support them with these changes?

5.3c What helped you prepare for adulthood and to live independently of your family? Give examples of specific help the children and young people you look after might need with skills, self-confidence and knowledge. Give examples of the different areas of support you will need to cover.

5.4 Supporting play, activities and learning

Skills and Knowledge

5.4a Know how to encourage children and young people to participate in activities.

5.4b Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.

5.4c Explain the importance of adhering to appropriate routines for children and young people.



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Evidence requirements

5.4a How would you encourage children and young people to take part in activities:

- At home?
- Sporting and outdoor activities?
- With friends?
- Out of school activities?

5.4b Why are play, hobbies and interests important for development?

5.4c How do routines benefit children and young people? What routines do you have in your household and why?

5.5 Supporting educational potential

Skills and knowledge

5.5a Show how you can encourage and support children and young people with their education (including early years education) and help them overcome setbacks.

5.5b Be able to actively work with families, social workers and teachers to help children and young people achieve.

5.5c Know how to support young people in their further education and training, and employment.

5.5d Be able to advocate on behalf of children and young people to ensure their educational needs are met.

Evidence requirements

5.5a Describe active ways in which you can provide support for children and young people and how you can enable them to achieve in their education. Give examples of how you can help pre-school children with their learning and development. What setbacks have the children and young people in your care experienced with their education? How did you help them to overcome these?



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5.5b Show how you have worked with others e.g. those listed to support a child or young person's education.

5.5c Make a list of resources and support available for young people who have left school. How would you assist a young person to access further education or find employment?

5.5d What would you do if you felt that a child or young person's educational needs were not being met?

5.6 Understanding contexts

Skills and knowledge

5.6a Understand children and young people in the context of their wider family, caring or social network.

5.6b Understand the contribution family, caring and social networks make to the development of children and young people.

5.6c Understand the impact of abuse, separation and loss on the behaviour of children and young people.

Evidence requirements

5.6a Why are wider family, caring and social networks important to children's wellbeing and development? Draw a diagram or make a list of a child or young person's family, friends and wider social networks.

5.6b Give an example of how family, caring or social networks can affect the development of a child or young person positively or negatively.

5.6c What types of behaviour would you expect to see in a child or young person who has experienced abuse, separation or loss? For example, if the child or young person in your care has been/ is affected by separation, loss, trauma or abuse how are you helping them to overcome this?



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5.7 Promote positive sexual health and sexual identity

Skills and knowledge

5.7a Understand how to promote good sexual health with children and young people.

5.7b Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.

Evidence requirements

5.7a What advice and information should be available to children and young people to promote their sexual health, and when? What is your role as a foster carer?

5.7b What help do children and young people need to develop their sexual identity in positive ways? How would you respond to a child or young person telling you that he or she is gay/lesbian or bi-sexual or who was unsure of their sexual identity?

5.8 Supporting disabled children and children with special emotional needs

Skills and knowledge

5.8a Understand the 'social model of disability' and what it means in relation to your work as a foster carer.

5.8b Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties.

5.8c Understand the need to adapt activities and experiences so individual children and young people can take part.

5.8d Understand how you might support children and young people with special educational needs, and their families.



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Evidence requirements

5.8a Explain what is meant by the 'social model' of disability (see glossary). What do you understand about disability? How has your fostering agency explained this to you?

5.8b Give two examples of needs that may be specific to children and young people who are disabled or have a learning disability.

5.8c Think of a game or activity you might use with a child or young person. How can you adapt it so a disabled child or young person can join in?

5.8d Think of an example of a special educational need. How would you support the child or young person and their family with this?

Standard 6: Keep children and young people safe from harm

This standard sets out what you need to know and do to keep children and young people safe and protect them from harm. You will be expected to show you understand the relevant laws, policies and local safeguarding arrangements to protect a child or young person from harm or abuse. You will be expected to show you understand how to recognise that a child or young person is being abused or neglected and what action you should take working alongside other agencies who have a child protection role. 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.

6.1 Legislation, policies and procedures

Skills and knowledge

6.1a Know about legislation and national guidance relating to protecting and safeguarding children.

6.1b 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.



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Evidence requirements

6.1a Look at and then summarise a piece of legislation or guidance that relates to protecting and safeguarding children.

6.1b Give examples of the multi-agency safeguarding policies in your local area related to protecting children from abuse.

6.2 Keeping children safe

Skills and knowledge

6.2a Demonstrate that you understand what children and young people want and need to feel safe.

6.2b Be aware of what contributes to a safe environment for children and young people.

6.2c Know how to help children and young people keep themselves safe from harm or abuse.

6.2d Develop and maintain 'safer caring' guidelines for you and your household.

Evidence requirements

6.2a What do children and young people say they want and need in order to feel safe from harm? What aspects of staying safe might children and young people not understand or are aware of when coming from an unsafe situation? How can you help meet these needs?

6.2b How can children and young people be unsafe in a foster home?

6.2c Give a practical example of how a child or young person can protect themselves and stay safe?

6.2d How have you applied these guidelines in your household?



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6.3 Recognising and responding to abuse

Skills and knowledge

6.3a Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet.

6.3b 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

6.3c Understand signs and indicators of possible abuse and neglect.

6.3d Understand how children might be bullied and know what action to take if you suspect a child or young person is being bullied.

6.3e 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 requirements

6.3a Give an example of how children and young people could be harmed by each of the following:

- Adults
- Other children and young people
- Individuals through the internet

What are the risks of the Internet and mobile phones and what can you do to reduce the risks?



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6.3b Find out about two areas of abuse and describe how children and young people may be placed at risk.

6.3c Make a list of signs and indicators for the two types of abuse you found out about for 6.3b. How can parental problems (e.g. domestic violence or drug and alcohol misuse) increase the risk to the child or young person?

6.3d In what different ways might children and young people be bullied? What action should you take if you suspect that a child or young person is being bullied?

6.4 Working with other agencies

Skills and knowledge

6.4a Know about your local Safeguarding Board and the responsibilities of your fostering service and other agencies in keeping children safe from harm.

6.4b Know who the designated child protection worker is at the school, pre-school group, club or other activity.

6.4c Be aware of the safeguarding policy of the school, pre-school group, club or other activity.

Evidence requirements

6.4a What local agencies are involved in safeguarding children and young people? Describe the role of your local Safeguarding Children Board. Outline the responsibilities of one of these agencies for keeping children safe from harm. Explain your fostering agency's policy on safeguarding.

6.4b Find out who the designated staff are.

6.4c Read a copy of the Safeguarding Policy of a children or young people's organisation you have contact with.



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6.5 'Whistle-blowing'

Skills and knowledge

6.5a Know when and how to refer a concern about child protection, the child's welfare or any other instance of malpractice, negligence or unprofessional behaviour which might not be in the child's best interests or pose a risk to the child.

6.5b Know how and to whom to report your concern about unsafe practice of others.

6.5c 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.

6.5d Identify what to do when you do not get a satisfactory response from other organisations or agencies.

Evidence requirements

6.5a Describe the 'whistle blowing' policy of your fostering service/agency. If you had a concern about a child or young person's welfare or any instance of malpractice, negligence or unprofessional behaviour what should you do?

6.5b What would you do if you consider the practice of another person is unsafe or inappropriate?

6.5c What would you do if you had reported abuse or unsafe behaviour, but no action was taken by the person you reported it to?

6.5d What would you do if you didn't receive a satisfactory response from another organisation or agency after reporting a child protection or child welfare concern?

Standard 7: Develop yourself

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



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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. Skills and knowledge

Skills and knowledge

7.1a Understand the implications of your approval as a foster carer for yourself and your family.

7.1b Understand how being a foster carer may affect you personally and where you can get support.

7.1c Be aware of the particular issues for male, black and minority ethnic, gay and lesbian foster carers and the support available.

Evidence requirements

7.1a What changes have you and your family had to make since becoming foster carers? What have you found challenging? What fit in easily?

7.1b What are the biggest challenges you have had to face? Where would you go for support if your supervising social worker was unavailable or if a situation arose outside of office hours?

7.1c What are the issues for you in your role as a foster carer? What issues might male, black and minority ethnic, gay and lesbian foster carers face? What support is available in your fostering service or the wider community for these carers?



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7.2 Being aware of the impact of fostering on your sons and daughters and extended family

Skills and knowledge

7.2a 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.

Evidence requirements

7.2a How has fostering affected your own children or family members? What issues have arisen and what training and support is needed or has been provided? Where would you access this support?

7.3 Using support and supervision to develop your role

Skills and knowledge

7.3a Understand the purpose of your personal supervision and annual foster carer review and know how to make the best of these opportunities.

7.3b Know what additional support and training is available to you. **7.3c** Be able to recognise when you need support and the importance of asking for help and advice.

7.3d Develop knowledge, skills and understanding pertinent to your foster care role (e.g. treatment foster care, fostering teenagers).

7.3e Develop knowledge, skills and understanding to enable you to "broaden" your foster care role.

Evidence requirements

7.3a Why is supervision necessary? What do you expect to gain from supervision? How have you used supervision and support from your supervising social worker? Why is your annual review necessary?

7.3b Describe the training and support that is available to foster carers. **7.3c** What aspects of your role do you find more difficult? Give an example of when



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you have asked for help. Give an example of some advice you have been given as a carer.

7.3d Identify current changes and developments in fostering and children's services. What specialist roles and key areas of learning are you interested in developing for yourself? What knowledge and skills have you gained that enables you to do your particular type of fostering?

7.3e What new skills or knowledge would help you in your current role? Suggest an activity (e.g. reading, a visit, specialised training) that would broaden your role.

7.4 Meeting learning needs as part of continuing professional development (CPD)

Skills and knowledge

7.4a Understand the need for continuing professional development and the ways in which it can improve your practice.

7.4b 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.

7.4c Work with your supervising social worker or other relevant person to agree and follow a personal development plan.

7.4d Be willing to continually improve your practice and understand how to do this.

Evidence requirements

7.4a Why do you need to develop and improve your skills and knowledge? How does this improve your work?

7.4b Give two examples of when you have received compliments or criticisms from the children, young people and families you work with. How did you change the way you work as a result of the feedback you received? If you did not change the way you work, explain the reasons why not.



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7.4c What is a personal development plan? How has your personal development plan helped you? Are there ways in which it could be improved?

7.4d Explain methods you can use to improve your work as a foster carer. Which do you think will be most useful and why?

7.5 Meeting learning needs as part of continuing professional development (CPD)

Skills and knowledge

7.5a Understand the career opportunities available to foster carers and who can help you identify your needs and make the most of these opportunities.

7.5b Work with your supervising social worker/provider to access further or higher-level training, development and qualifications.

Evidence requirements

7.5a Describe the career opportunities that are available to you as a foster carer, both within and beyond your current role? Who is able to help you make the most of these career opportunities?

7.5b Which people or organisations can help you in higher-level training, development and qualifications? Have you discussed this with your supervising social worker?

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