



Department
for Education

Training, Support and Development Standards for Family and Friends Foster Carers

Workbook

Refreshed: November 2012

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Standard 1:

Understand your role as a family and friends carer

Standard 2:

Know how to provide a safe environment and healthy care

Standard 3:

Know how to 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

Introduction

Welcome to this workbook and guide to the Training, Support and Development Standards for Family and Friends Foster Carers, produced by the sector.

These standards were developed from the Training, Support and Development (TSD) Standards for Foster Care in response to feedback from family and friends foster carers and fostering services. Feedback suggested that, given the specific circumstances that bring family and friends carers into foster care, an adaptation of the TSD Standards for foster care would be more useful.

The aim is to simplify, and to reflect the experience of a family and friends foster carer, without losing the essence of what is required to meet the standards.

In recognition of their particular circumstances, family and friends foster carers, who are approved as foster carers, have an extended period in which to complete the standards. Family and friends carers are expected to complete the standards within 18 months of approval (National Minimum Standards – Fostering Services: April 2011).

A number of fostering services have already worked with their family and friends foster carers to complete the TSD Standards for Foster Care. For some carers this will be the right approach, and fostering services will need to work with their family and friends carers to establish what is appropriate.

Further information about the TSD Standards for Foster Care can be accessed at
<http://www.education.gov.uk/childrenandyoungpeople/families/foster-care/fostercarestand>

Training, support and development standards for family and friends foster carers

These Standards have been adapted from the Training, Support and Development Standards for Foster Carers, to reflect the distinct role of family and friends foster carers. The areas that family and friends foster carers are required to evidence have been selected taking into account the nature and context of the family and friends caring role.

The Standards set out clearly what family and friends foster carers should know, understand and be able to do, and are 'proportionate' to the role and tasks of the family and friends foster carer.

There are six standards:

Standard 1: Understand your role as a family and friends carer

Standard 2: Know how to provide a safe environment and healthy care

Standard 3: Know how to 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

Family and friends foster carers must evidence that they have met **all** these standards, where these apply to the specific child they are caring for.

The workbook

The workbook explains what the Standards are and how you can show that you have met each Standard. Family and friends 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 qualified in a care related or similar field (e.g. care work, nursing, schools, relevant degree or diploma) or who have relevant NVQ units are still required to complete the Standards, as they are tailored to the friends and family fostering role. You can use your qualifications and experience as evidence against specific outcomes in the Standards.

Your supervisor¹ will help you complete the workbook and will sign off each Standard when you have provided sufficient evidence to meet the Standard.

When you have completed all the Standards you will receive a certificate to evidence successful completion.

¹ We have used the term 'supervisor' throughout the workbook but you may be more familiar with 'supervising social worker', 'link worker' or 'support worker'

How to use this workbook

Skills and knowledge

These are the pieces of knowledge or skills that you have gained. You will need to provide evidence that you meet each of these outcomes.

Evidence requirements

This section outlines what you need to do in order to provide evidence of your skills and knowledge. Your supervising social worker may ask you questions in order to check your understanding or you may prefer to write out your own response first to share with your supervisor.

Providing evidence

You should enter a summary of the evidence that you have collected to meet a particular outcome(s) in the evidence box. Try to keep these entries short. You can write or type your evidence. If you are typing your evidence, please note that the evidence boxes only allow 2000 characters (approx. the size of the box). Continuation sheets have been provided at the end of the workbook. It is good practice to keep a portfolio ring binder that contains your evidence for easy reference.

Evidence can include certificates from training you have undertaken, supervision notes, witness statements, records of observation (either you recording something you have observed or a colleague observing you at work), testimonials or references from current or previous employers or service users, reflective logs (something you have written reflecting on a piece of work you have done), reports or records you have written, videos, photos.

As a family and friends foster carer you will be demonstrating that you understand your role as a family and friends foster carer and so the evidence for the standards will be directly related to your parenting of a specific child. Therefore it is likely that specific elements of some of the standards will not apply to your situation. Where this is the case, it is appropriate with the agreement of the supervising social worker, to note this in the workbook.

Induction plan

When you start work on the standards you should draw up an induction plan with your supervisor, write down what you are going to do and find out and what evidence you are going to collect to prove you are able to meet each outcome.

Together with your supervisor, you should agree a timetable for completion of the standards. Your induction plan should be full of **actions** (i.e. things you are going to do or learn to evidence you meet the standards).

Useful sources of learning materials could include:

- Welcome-pack material you have been given by your agency
- Your handbook or manual

- Any other policy and procedure documents you have been given

Evidencing knowledge and skills

The following words are used in the workbook:

Be aware of: to know that something exists. For example, the importance of routines for children, and what it is concerned with, at a general level rather than in detail.

Know/know how to: to have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it.

Show/demonstrate/be able to: (examples of 'doing' words). To be able to provide practical evidence of an area of work (e.g. in communication) at a skill level appropriate to what is required in the role.

Understand: to grasp the meaning of a concept and to grasp its broad purpose and principles (such as with child development, policies).

Additional guidance

Guidance and supporting materials to help supervising social workers support foster carers to meet the Standards are available [here](#).

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.

Standard 1: Understand your role as a family and friends foster carer

1.1 Understand your role as a family and friends foster carer (TSD standard 2.1, 2.4)

Skills and knowledge

- 1.1a **Understand** your own role and responsibilities in relation to your fostering service
- 1.1b **Understand** the role of your supervising social worker and child's social worker
- 1.1c **Be able to** work in partnership with staff from the other organisations that support you and the child or young person in your care
- 1.1d **Know how to** contribute to planning for the child or young person including contributions to meetings and reviews

Evidence requirements

- 1.1a Describe what you do as a foster carer for your child/young person. Can you describe how the principles and values of your fostering agency relate to your role?
- 1.1b Describe what you must always inform your supervising social worker about and when e.g. child protection concerns
- 1.1c and d Explain how you work well with other important people in making plans for the child or young person in your care

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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1.2 Equality, inclusion and anti-discriminatory practice (TSD standard 1.2)

Skills and knowledge

- 1.2a **Understand** why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background.
- 1.2b **Demonstrate** how you support and encourage the child /young person in your care to develop skills to deal with discrimination, enhance self-worth and make a positive contribution

Evidence requirements

- 1.2a Describe why it is important to help a child feel good about who they are
- 1.2b Give an example of how you support the development of self worth and challenge prejudice with the child/young person in your care. This could include dealing with negative views from others to you, your family or even views expressed by the child or young person in your care to others, or as a general concept

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:

1.3 Policies, procedures

(TSD standard 2.2, 2.6)

Skills and knowledge

- 1.3a **Know about** relevant legislation, policies and procedures relating to family and friends foster care, and where you can get further information
- 1.3b **Understand** the importance of confidentiality and how it applies to your role
- 1.3c **Know how to** make a complaint on your own behalf or on behalf of the child or young person in your care

Evidence requirements

- 1.3a Describe what you understand about being a family and friends foster carer and the importance of the safety and welfare of the child or young person in your care.

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

- 1.3b Why it is important to maintain good confidentiality
- 1.3c Explain who you are accountable to as a family and friends foster carer and what to do when things go wrong.

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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Standard 2: Understand health and safety, and healthy care

2.1 Legislation, policies and procedures (TSD Standard 3.1)

Skills and knowledge

- 2.1a **Show** an awareness of the relevant health and safety legislation and guidance and your responsibilities.
- 2.1b **Know** your agency's procedures in relation to the health and safety of children and young people.

Evidence requirements

2.1a and b

Give an example of how you use the health and safety policy of your fostering service to protect the child or young person in your care.

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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2.2 Accommodation

(TSD Standard 3.2)

Skills and knowledge

2.2a Know how to keep your home safe and free of avoidable hazards that might be a risk to children and young people.

2.2b Know the importance of maintaining a good standard of hygiene and cleanliness.

2.2c Show that you and those living in your household know what to do in case of a fire.

Evidence requirements

2.2a Describe how you keep your home safe, secure and free of avoidable hazards, and keep your home clean and tidy

2.2b Describe what you would do in case of a fire in your home

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:

2.3 Healthy care and medication

(TSD Standard 3.3)

Skills and knowledge

- 2.3a Have an understanding** of the specific health and hygiene needs, including allergies and infection control procedures of the child /young person in your care.
- 2.3b Be able to** help the child /young person in your care understand about health issues and, where appropriate be able to help them with advice and information in relation to risk taking, substance abuse, relationships and sexual health.
- 2.3c Have an understanding** of first aid and know how to access emergency medical treatment
- 2.3d Know** what to do in relation to any medication or healthcare procedures required by the child or young person in your care.

Evidence requirements

- 2.3a** Describe the health needs of the child or young person you care for, and where relevant, any procedures you have to follow to meet the child's or young persons health needs.

For example, the child or young person may have asthma, a life - limiting condition that could be compromised by exposure to infection or requires a specific medical regime such as peg feeding.

- 2.3b** Explain how you help the child or young person you care for to look after their own health.

For example, could you help them to understand about sexual health, understanding positive, non-abusive relationships, or awareness of substance abuse and the associated risks

- 2.3c** Explain what you would do in response to a medical emergency concerning the child or young person you care for.

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:

2.4 Managing risk, personal safety and security

(TSD Standard 3.4, 3.5)

Skills and knowledge

- 2.4a **Be able to** identify examples of risks to the child or young person and take appropriate action
- 2.4b **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.
- 2.4c **Understand** the need to manage challenging behaviour in a way that is safe without the use of physical or other inappropriate punishment

Evidence requirements

- 2.4a Describe an example of a risk to your child or young person and how you take action to minimise this

For example, making sure a toddler is safe from an open fire helping an older child use the internet appropriately, helping a young person to understand that staying out late may be dangerous
- 2.4b Where this is relevant, describe an example of a situation where you or your family might be placed at risk. For example, this could include a risk to your safety from the child or young person you care for, or an extended family member.

What could you do to reduce or manage the risks? Where would you go for support and advice?
- 2.4c Describe how you would, with help and support if this is necessary, encourage positive behaviour with the child/young person in your care, and where necessary manage challenging behaviour

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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Standard 3: Know how to communicate effectively

3.1 Encourage communication

(TSD Standard 4.1, 4.2, 4.3)

Skills and knowledge

- 3.1a Demonstrate** how you listen to and understand the wishes and feelings of the child /young person in your care
- 3.1b Understand** some of the common difficulties in communicating with children and young people and give examples of how you try to overcome these.
- 3.1c Show** how you help the child or young person in your care to make their own decisions
- 3.1d Show** how you have promoted and supported the relationship between the child or young person, their parents or any other important relationships, where this is appropriate.

Evidence requirements

- 3.1a** Describe how you listen to and understand the wishes and feelings of the child or young person in your care. How do you help them to share these wishes and feelings and how can you ensure they are taken into account?
- 3.1b** Give an example of a common difficulty in communication with children and young people and how you try would to overcome this or describe a specific communication difficulty with the child or young person in your care and how you are working to overcome this.
- 3.1c** Give an example
- 3.1d** Give an example

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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3.2 Principles of keeping good records

(TSD Standard 4.4, 4.5)

Skills and knowledge

- 3.2a **Understand** the importance of effective communication with other organisations who are in contact with or about the child or young person in your care.
- 3.2b **Show** how you keep accurate written records in the way that your agency requires
- 3.2c **Know** how to enable the children or young people in your care to take part in record keeping and keep their important and treasured items for their life story

Evidence requirements

- 3.2a Give an example of effective communication with another organisation that is in contact with, or about, the child in your care.
- 3.2b. Give an example of recording from your diary/ log book
- 3.2c Show how you might help the child or young person you care for, to gather and record their own views, memories and feelings (as appropriate to the age and understanding of the child).

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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Standard 4: Understand the development of children and young people

4.1 Attachment and stages of development (TSD Standard 5.1)

Skills and knowledge

- 4.1a 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, abuse separation and loss.
- 4.1b Understand** the difference between chronological age and stages of development and how this may affect a child or young person

Evidence requirements

- 4.1** Describe your understanding of 4.1a and 4.1b in relation to the needs of the child/young person in your care, where this is relevant.

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?

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:

4.2 Building resilience and supporting children through change

(TSD Standard 5.2, 5.3)

Skills and knowledge

- 4.2a **Understand** how you can help the child/young person you care for overcome and cope with major difficulties and develop positive self-esteem.
- 4.2b **Understand** how to support individual child or young person through significant life changes and challenges.
- 4.2c **Be able to** work with child or young person in your care to develop skills, self-confidence and knowledge to prepare them for adulthood and independent living

Evidence requirements

4.2a and b

Explain with an example, your understanding of how children and young people learn to cope with adversity. How can you help the child/young person in your care to overcome difficulties and have a positive view of themselves (taking into account the age and understanding of the child or young person).

- 4.2c Describe how you help the child or young person to develop their self confidence, their independence and where relevant how you are helping them prepare for adulthood

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off: **Date:**

4.3 Supporting play, activities and learning

(TSD Standard 5.4)

Skills and knowledge

- 4.3a Know** how to encourage children and young people to participate in activities.
- 4.3b Explain** how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.
- 4.3c Explain** the importance of adhering to appropriate routines for children and young people

Evidence requirements

- 4.3a** Taking into account the age and understanding of the child or young person. How would you encourage the child or young person in your care to take part in activities:
- at home
 - sporting and outdoor activities
 - with friends
 - out of school activities
- 4.3b** Why are play, hobbies and interests important?
- 4.3c** How do routines benefit children and young people? What routines do you have in your household and why?

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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4.4 Supporting educational potential

(TSD Standard 5.5)

Skills and knowledge

- 4.4a **Show** how you can encourage and support the child / young person in your care with their education (including early years education) and help them overcome setbacks.
- 4.4b **Know** how to support the child or young person in your care in their further education and training, and employment.
- 4.4c **Be able to** advocate on behalf of the child/young person in your care to ensure their educational needs are met

Evidence requirements

- 4.4 Give examples in relation to child /young person in your care (this may include where a child has special educational needs)

If you are caring for a baby the focus should be on helping their early learning and development

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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4.5 Promote positive sexual health and sexual identity (TSD Standard 5.7)

Skills and knowledge

- 4.5a **Understand** how to promote good sexual health with children and young people.
- 4.5b **Understand** how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.

Evidence requirements

- 4.5 Give an example of how you help the child /young person in your care to develop their understanding as they grow up (taking into account the age and understanding of the child or young person).

For example, what advice and information should be available to children and young people to promote good sexual health? What support do children and young people need to develop their sexual identity in positive ways? Where can you get support and information from?

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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Standard 5: Keep children and young people safe from harm

5.1 Legislation, policies and procedures (TSD Standard 6.1)

Skills and knowledge

- 5.1a Have a general **understanding** of the legislation and national guidance relating to protecting and safeguarding children.
- 5.1b **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.

Evidence requirements

- 5.1a Explain how your fostering agency has helped you understand your role and responsibilities as a family and friends foster carer in protecting and ensuring the welfare of the child or young person in your care
- 5.1b Describe how you understand the role of your supervising social worker and the child or young persons social worker in ensuring that children are safe, have effective care and grow up successfully

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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5.2 Keeping children and young people safe

(TSD Standard 6.2)

Skills and knowledge

- 5.2a **Demonstrate** that you understand what children and young people want and need to feel safe.
- 5.2b **Know** how to help children and young people keep themselves safe from harm or abuse.
- 5.2c **Be aware of** the safeguarding policy of the school, pre school group, club or other activity

Evidence requirements

5.2a and b

Explain how you support the child /young person in your care to feel safe and keep them from harm or abuse

- 5.2c Can you describe the policy for the school, preschool or other activity related to the child or young person in your care?

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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5.3 Recognising and responding to abuse

(TSD Standard 6.3, 6.4, 6.5)

Skills and knowledge

- 5.3a **Understand** the different ways in which children and young people can be harmed by adults, other children and young people including the internet.
- 5.3b **Understand** signs and indicators of possible abuse and neglect.
- 5.3c **Understand** how children and young people might be bullied and know what action to take if you suspect a child or young person is being bullied.
- 5.3d **Understand** the procedures you need to follow if you suspect a child or young person is being abused or neglected, and the action you might need to take immediately

Evidence requirements

5.3 a, b and c

Explain your understanding of a, b, and c. For example, what actions you might take to support the child /young person in your care? And if they were at risk of abuse, bullying or neglect?

- 5.3d What are your agency's procedures on reporting concerns if you suspect a child or young person is being abused or neglected? Who would you contact immediately if you were worried that a child or young person was at risk of abuse, bullying or neglect?

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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Standard 6: Develop yourself

6.1 Using support and supervision to support you as a family and friends foster carer

(TSD Standard 7.3)

Skills and knowledge

- 6.1a Understand** the purpose of your personal supervision and annual review and how to make the best use of it.
- 6.1b Know** what support is available to you and the importance of asking for help and advice.

Evidence requirements

6.1a and b

Explain how you have used your personal supervision and annual review as support

Give an example of when you have asked for help or advice.

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:
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6.2 Personal development

(TSD Standard 7.4)

Skills and knowledge

- 6.2a** Be willing to take advantage of training and development opportunities to develop your knowledge and skills further. As appropriate to the child you are caring for

Evidence requirements

- 6.2a** Where appropriate, give an example of how training and development has helped you or could help you.

Evidence (summarise your evidence below)

Note: Text box below limited to 2000 characters. Please use continuation sheets at the end of the workbook, if needed

Supervisor sign off:	Date:

Continuation sheet for Standard no. _____ Outcome no. _____

Evidence (summarise your evidence below)

Supervisor sign off:	Date:
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Continuation sheet for Standard no. _____ Outcome no. _____

Evidence (summarise your evidence below)

Supervisor sign off:	Date:
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Continuation sheet for Standard no. _____ Outcome no. _____

Evidence (summarise your evidence below)

Supervisor sign off:

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Continuation sheet for Standard no.____ Outcome no. _____

Evidence (summarise your evidence below)

Supervisor sign off:

Date:

Continuation sheet for Standard no.____ Outcome no. _____

Evidence (summarise your evidence below)

Supervisor sign off:

Date



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