

Foster Carer Competency Assessment Framework

CWDC Training, Support and Development Standard	Level 1 (working to level 2)	Level 2 (working to Level 3)	Level 3 (working to specialist schemes)
<u>Standard 1: understand the principles and values essential for fostering children and young people</u>			
1. Principles and values	<p>a) Show your awareness of the principles and values essential for looking after children, young people and families.</p> <p>b) Demonstrate how you promote these principles and values in the care you provide to children and young people.</p>	<p>a) Describe how you have improved the outcomes for children and young people you care for.</p>	<p>a) Demonstrate how you have shared your knowledge and skills with others.</p>
2. Equality, inclusion and anti-discriminatory practice	<p>a) Understand the different types of prejudice and discrimination which can affect children and young people</p> <p>b) Understand why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background.</p> <p>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.</p>	<p>a) Describe how you have provided culturally competent care with the child and young person you look after.</p>	<p>a) Demonstrate how you have shared your knowledge and skills with others.</p>

<p>3. Person-centred approaches</p>	<p>a) Be able to explain how your care relates to the Five Outcomes in Every Child Matters.</p> <p>b) Give examples of how you take account of the experiences, preferences, wishes and needs of individual children and young people, and their families.</p> <p>c) Explain why it is important to listen to children and young peoples views about risks and safety, and show how you take these into account in your role as a foster carer.</p>	<p>a) Provide stable and predictable responses, routines and relationships.</p> <p>b) An awareness of the factors that contribute to disruption and ability to work through them to avoid placement breakdown and minimise placement moves.</p> <p>c) An ability to use different methods of communication with children appropriate to their age and understanding.</p>	<p>a) Demonstrate a consistent commitment to the child, even in difficult circumstances</p> <p>b) Ability to ‘step-back’ from situations of conflict.</p> <p>c) Sustain a positive attitude and behaviour towards a child/young person’s family in times of difficulty.</p> <p>d) Deal sensitively and have a good understanding of a combination of difficult behaviours.</p> <p>e) Promote the Fostering Service on a county wide/national level.</p>
<p>4. Confidentiality</p>	<p>a) Understand the importance of confidentiality.</p> <p>b) Understand how to apply your fostering services policies and procedures about confidentiality and information sharing.</p> <p>c) Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).</p>		

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Standard 2: understand your role as a foster carer			
1. Fostering role	a) Know the overall aims of your fostering service. b) Understand your own role and responsibilities. c) Understand the role of your supervising worker.	a) Involvement in local area fostering initiatives / promotions.	a) Willingness/ability to contribute to service reviews/planning and on-going participation in different local/county groups.
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 agencies policies and procedures.	a) Demonstrate knowledge of fostering regulations, policies and procedures.	a) Actively promote existing and new policies and procedures
3. Relationships with parents and others	a) Understand the importance of families and friends for children and young people. 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.	a) An ability to assist children/young person whose future is uncertain, maintain a sense of identity through contact or otherwise. b) An ability to prepare the child/young person and facilitate regular contact with birth family and significant others. c) An ability to deal with some levels of distress in relation to contact visits d) An ability to deal with the effects of some conflict between child and family members.	a) Set appropriate boundaries and maintain relationships with family members where the Department's plan is being challenged. b) Deal effectively with conflict between child/young person and birth family members.

		e) Actively work to improve relationships between children/young people and their families e.g. parenting skills teaching, supervision of contact	
4. Team working	<p>a) Understand the concept of “the foster care team” and your contribution to effective teamwork.</p> <p>b) Know who you are accountable to in your work as a foster carer and where to go for support.</p> <p>c) Know how to contribute to planning for children and young people, including contributions to meetings and reviews.</p>	<p>a) An ability to supervise contact, observe and pass information on as part of a Care Plan.</p> <p>b) Work actively and constructively in returning a child/young person home if agreed by the Care Plan.</p> <p>c) Work with other professionals to implement behaviour programmes.</p>	<p>a) Work in partnership with other professionals to understand wider issues and plans.</p> <p>b) Demonstrate ability to work with Department and other professionals.</p> <p>c) Contribute positively and effectively to meetings in the interest of the child/young person.</p> <p>d) Be open and consistent in dealings with other professionals.</p> <p>e) Work closely with other professionals to provide an environment for children to recover and heal.</p>
5. Being organised	<p>a) Demonstrate that you are well organised, reliable and dependable.</p> <p>b) Show that you provide activities and environments that are well organised and safe.</p>		
6. Complaints and compliments	a) Understand how complaints and compliments are dealt with in your agency, and know how you can make a complaint.		a) Provide support to other carers i.e. allegations.

b) Know how children, young people and their families can access the complaints 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.

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<u>Standard 3: understand health and safety, and healthy care</u>			
1. Legislation, policies and procedures	a) Show an awareness of the relevant health and safety legislation and guidance and your responsibilities. b) Know your agencies 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 a fire.		
3. Healthy care and medication	a) Know what “healthy care” means for the physical, mental and sexual health of children and young people. b) Have an understanding of children and young peoples 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	a) Provide specific opportunities for children or young person to progress any developmental delay. b) An ability to care for a child or young person needing regular medical attention (e.g. physiotherapy; special therapy; specific diet). c) An ability to monitor illness and administer specialist treatment	a) Ability to undertake complex and specialist work with a child as part of a transient plan. b) Understanding of the misuse of alcohol or other substance and associated issues. c) Care for child or young person with an eating disorder or who is likely to self-harm. d) Show understanding and

	<p>relation to risk taking, substance misuse and relationships and sexual health.</p> <p>d) Have an understanding of first aid and know how to access emergency medical treatment.</p> <p>e) Know what procedures to follow in relation to medication and health-care procedures including what consent is required.</p>	<p>d) Ability to work with the Department/other professionals on related health matters e.g. bed-wetting.</p>	<p>ability to work with HIV and Aids.</p> <p>e) Care for a child or young person with mental health problems.</p> <p>f) Understand and work with a child who misuses alcohol or other substances or exhibits repetitive obsessive behaviour.</p>
<p>4. Personal safety and security</p>	<p>a) Understand potential risks to the safety and security of yourself and members of your own family and what you can do to reduce or manage the risks.</p> <p>b) Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.</p> <p>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.</p>	<p>a) Manage risks in relation to self-care e.g. some drug/substance misuse.</p> <p>b) Work with children who present as vulnerable in matters of self-care and personal presentation.</p> <p>c) Provide consistency and mutual support between adults where child/young person is challenging.</p> <p>d) Provide consistent responses from all adults in supporting and managing challenging behaviour.</p>	
<p>5. Risk assessment</p>	<p>a) Identify examples of risks to children and young people and appropriate action to reduce or manage the risks.</p>	<p>a) Identify risk factors and enlist assistance from others to enable child/young person to remain in placement.</p>	

Standard 4: know how to communicate effectively			
1. Encourage and communicate	a) Demonstrate how you listen to and understand the wishes and feelings of children and young people. 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. 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 to make their own decisions.	a) Demonstrate responsiveness through expressed warmth, emotional involvement and sensitivity.	a) Help the child to acquire skills to deal with stressful history and relationships.
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. c) Know how to use different communications media.	a) Shows responsiveness and expresses warmth and sensitivity with child/young person who seems to give little in return. b) Work long-term with child/young person who finds it difficult to express emotionally.	a) Ability to use identified behaviour programmes.
3. Communication with parents, families and	a) Show that you are aware of the procedures for arranging	a) An ability to develop an appropriate relationship	a) Deal sensitively and have a good understanding of a

<p>friends</p>	<p>contact and understand your role as a foster carer. b) Understand when and how to raise concerns with families and friends in an appropriate way. c) Demonstrate that you understand children and young people's confidentiality when communicating with parents, families and friends, including your own family and friends.</p>	<p>with prospective adopters or subsequent foster carers. b) An ability to prepare the child/young person and facilitate regular contact with birth family and significant others c) An ability to deal with the effects of some conflict between child and family members. d) Demonstrate skills in working and engaging with parent and significant others.</p>	<p>combination of difficult behaviours.</p>
<p>4. Communicating with organisations</p>	<p>a) Understand the importance of effective communication with other organisations who are in contact with children and young people. b) Demonstrate effective communication with your supervising social worker.</p>	<p>a) Work actively and constructively in returning a child/young person home if agreed by the Care Plan. b) Demonstrate how you have communicated effectively</p>	<p>a) Demonstrate how you have communicated effectively in complex situations.</p>
<p>5. Principles of keeping good records</p>	<p>a) Understand the importance of keeping accurate records. b) Know the record keeping policy of your fostering agency, and how information is shared with others, including children, young people and their families. c) Know how to record understandable, relevant, clear and concise, factual information, which can be</p>	<p>a) Contribute to managing assessments of complex contact situations. b) Observe and assess child/young person, record development. c) An ability to keep daily record which may contribute to evidence in criminal/care proceedings.</p>	

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

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Standard 5: understand the development of children and young people			
1.Attachment and stages of development	<p>a) 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 and separation and loss.</p> <p>b) Understand child development and the developmental needs of children and young people.</p> <p>c) Understand the difference between chronological age and stages of development, and how this may affect a child or young person.</p>	<p>a) Manage risks in relation to self-care e.g. some drug/substance misuse.</p> <p>b) Work with children who present as vulnerable in matters of self-care and personal presentation.</p> <p>c) Encourage children who may have attachment difficulties.</p> <p>d) Shows responsiveness and expresses warmth and sensitivity with child/young person who seems to give little in return.</p> <p>e) Understand rejecting behaviour and its cause.</p> <p>f) Undertake specifically agreed tasks where children’s development is delayed or not consistent across age appropriate milestones.</p>	<p>a) Understand and work with children/young people who display challenging behaviour.</p> <p>b) Understand and cope with a child’s stressful attachment to his/her own family where relationships are confused or abusive.</p> <p>c) Demonstrate knowledge of the causes of difficult behaviour.</p> <p>d) Care for a child/young person displaying levels of attachment disorder; with a history of offending, difficult behaviour.</p>
2. Resilience	<p>a) Understand how foster carers can help children and young people develop “resilience” and self-esteem.</p>	<p>a) An ability to address problems associated with a child’s low self-esteem and helps a child/young person towards a more positive self-image.</p>	<p>a) Provide stimulation to a child with complex emotional or health needs.</p> <p>b) Work closely with other professionals on individual programmes regarding issues around identity and self-esteem.</p>

<p>3. Transitions</p>	<p>a) Explain significant milestones that mark transition in the lives of children and young people, and the range of responses to them.</p> <p>b) Understand how to support individual children and young people through significant life changes and challenges.</p> <p>c) Be able to work with children and young people to develop skills, self confidence and knowledge to prepare them for adulthood and independent living.</p>	<p>b) Develop strategies to promote positive endings for a child.</p> <p>c) Teach self care skills to young people moving towards independence.</p> <p>d) Call on a range of skills to help children/young people move on to a 'new' family.</p> <p>e) An ability to undertake bridging placement.</p> <p>f) An ability to develop an appropriate relationship with prospective adopters or subsequent foster carers.</p>	<p>a) Work with others to promote positive ending for a child.</p> <p>b) Be able to deal with the impact of change and loss on a child/young person and enable the child to cope better.</p>
<p>4. Supporting play, activities and learning</p>	<p>a) Know how to encourage children and young people to participate in activities.</p> <p>b) Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.</p> <p>c) Explain the importance of adhering to appropriate routines for children and young people.</p>	<p>a) Help children 'learn' using play and other activities.</p> <p>b) Undertake specifically agreed tasks where children's development is delayed or not consistent across age appropriate milestones.</p>	<p>a) Guide children towards acceptable behaviour at age appropriate levels whilst accepting individuality.</p>
<p>5. Supporting educational potential</p>	<p>a) Show how you can encourage and support children and young people with their education (including early year's education) and help them overcome setbacks.</p>	<p>a) Care for a child with learning difficulties including those with SEN/in special education.</p> <p>b) An ability to liaise 'intensively' with education</p>	<p>a) Participate in a specific programme with a child/young person excluded from school.</p> <p>b) Support children and young people to</p>

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	<p>b) Be able to actively work with families, social workers and teachers to help children and young people achieve.</p> <p>c) Know how to support young people in their further education and training, and employment.</p> <p>d) Be able to advocate on behalf of children and young people to ensure their educational needs are met.</p>	<p>professionals.</p> <p>c) Contribute to education programmes working closely with other professionals.</p> <p>d) Care for a child or young person who is at risk of exclusion from school or who has been excluded from school while an alternative package is arranged.</p>	<p>reintegrate/succeed in education.</p>
<p>6. Understanding contexts</p>	<p>a) Understand children and young people in the context of their wider family, caring or social network.</p> <p>b) Understand the contribution family, caring and social networks make to the development of children and young people.</p> <p>c) Understand the impact of abuse, separation and loss on the behaviour of children and young people.</p>	<p>a) Meet the needs of children/young people to ensure full participation in family activities.</p> <p>b) Work with others to establish acceptable boundaries in social interaction.</p> <p>c) Work with the rejection of boundaries and be persistent.</p> <p>d) Work with child/young person to understand appropriate social behaviour and to enable them to work towards it.</p> <p>e) Understand rejecting behaviour and its cause.</p> <p>f) Understand behaviours linked to multiple rejections/placement boundaries and seek support to work with this.</p>	<p>a) Continue to work with rejection of boundaries.</p>

		g) An ability to help the child/young person cope with their feelings and emotions regarding plans for the future, especially where there may be some uncertainty.	
7. Promote positive sexual health and sexual identity	<p>a) Understand how to promote good sexual health with children and young people.</p> <p>b) Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.</p>		
8. Supporting disabled children and children with special educational needs	<p>a) Understand the 'social model of disability' and what it means in relation to your work as a foster carer.</p> <p>b) Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties.</p> <p>c) Understand the need to adapt activities and experiences so individual children and young people can take part.</p> <p>d) Understand how you might support children and young people with special educational needs, and their families.</p>	<p>a) Provide additional requirements where children have identified need e.g. physical or sensory equipment.</p> <p>b) Help child/young person to become more independent, giving them necessary advice, information and opportunities.</p> <p>c) Good knowledge of CP and respond appropriately.</p>	<p>a) Care for a child with severe learning difficulties.</p>

Standard 6 : keep children and young people safe from harm			
1. Legislation, policies and procedures	<p>a) Know about legislation and national guidance relating to protecting and safeguarding children.</p> <p>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.</p>		
2. Keeping children safe	<p>a) Demonstrate that you understand what children and young people want and need to feel safe.</p> <p>b) Be aware of what contributes to a safe environment for children and young people.</p> <p>c) Know how to help children and young people keep themselves safe from harm and abuse.</p> <p>d) Develop and maintain “safer caring” guidelines for you and your household.</p>	<p>a) Identify risk factors and enlist assistance from others to enable child/young person to remain in placement.</p> <p>b) Teach levels of self-protection to children, appropriate to their age, ability and understanding.</p> <p>c) Contribute to managing assessments of complex contact situations.</p> <p>d) Work with a child/young person to discourage learned patterns of unacceptable behaviour.</p> <p>e) Provide adequate supervision and monitoring of interactions between child/young person and</p>	<p>a) Contribute to on going assessment of risk.</p> <p>b) Organise the environment as far as possible, to provide a level of protective care for the child/young person and others.</p> <p>c) To work appropriately with child/young person who may pose a risk to others and themselves.</p>

		others where there is potential for harm.	
3. Recognising and responding to abuse	<p>a) Understand the different ways in which children and young people can be harmed by adults, other children and young people including the internet.</p> <p>b) Understand the different ways in which children and young people can be placed at risk e.g. physical abuse; sexual abuse; emotional abuse; exposure to domestic violence; neglect; faltering growth; institutional abuse; self-harm.</p> <p>c) Understand signs and indicators of possible abuse and neglect.</p> <p>d) Understand how children might be bullied and know what action to take if you suspect a child or young person is being bullied.</p> <p>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.</p>	<p>a) Work with child/young person to achieve age appropriate, acceptable social behaviour</p> <p>b) Work with child/young person to understand appropriate social behaviour and to enable them to work towards it.</p> <p>c) Understand the nature and effects of abuse and neglect including sexual abuse in order to help the child/young person make sense of the experience and deal with feeling/behaviour, which results.</p>	<p>a) Manage assessment risk in relation to sexually abusive behaviour.</p>
4. Working with other agencies	<p>a) Know about your local Safeguarding Board and the responsibilities of your fostering service and other agencies in keeping children safe from harm.</p>	<p>a) Follow guidance concerning a child's emotional capacity and needs.</p> <p>b) To ensure close liaison with the Department and</p>	<p>a) Contribute to planning for children at risk of sexual abuse.</p>

	<p>b) Know who the designated child protection worker is at the school, pre-school group, club or other activity.</p> <p>c) Be aware of the safeguarding policy of the school, pre school group, club or other activity.</p>	<p>other professionals about significant events.</p> <p>c) Demonstrate a commitment to multi-agency working.</p>	
<p>5. “Whistle-blowing” (reporting failures in duty)</p>	<p>a) 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.</p> <p>b) Know how and to whom to report your concern about unsafe practice of others.</p> <p>c) Know what to do if you have followed your own fostering services policies and procedures on reporting concerns, and you are not satisfied with the response.</p> <p>d) Identify what to do when you do not get a satisfactory response from other organisations or agencies.</p>		

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Standard 7: develop yourself			
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. b) Understand how being a foster carer may affect you personally and where you can get support. c) Be aware of the particular issues for male, black and minority ethnic, gay and lesbian foster carers and the support available.	a) Show insight into how personal experiences can assist in meeting the needs of child/young person placed.	a) Begin to support other foster carers and assist with foster carer training (e.g. support groups, skills to foster, interview panels; buddying). b) Enable others to benefit from your expertise. c) Participate in providing training to other carers/staff/groups. d) Provide buddying/mentoring to other carers.
2. Being aware of the impact of fostering on your 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.	a) Work actively and constructively in returning a child/young person home if agreed by the Care Plan. b) Provide adequate supervision and monitoring of interactions between child/young person and others where there is potential for harm. c) Recognise and are able to need to end placements well.	a) Good awareness and ability to manage the impact of difficult behaviour on own family.
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	a) Understand rejecting behaviour and its cause b) Understand behaviours linked to multiple rejections/placement boundaries and seek	a) To act a mentor/support to other foster carers in caring for a sexually abused child/young person.

	<p>support and training that is available to you.</p> <p>c) Be able to recognise when you need support and the importance of asking for help and advice.</p> <p>d) Develop knowledge, skills and understanding pertinent to your foster carer role (e.g. treatment foster care, fostering teenagers).</p> <p>e) Develop knowledge, skills and understanding to enable you to “broaden” your foster carer role.</p>	<p>support to work with this.</p> <p>c) Manage a child/young person’s negative reactions and behaviours including attention seeking, withdrawal; refusal to co-operate.</p> <p>d) Effectively use support mechanisms to identify and develop knowledge and skills.</p> <p>e) Regularly update knowledge and skills.</p>	
<p>4. Meeting learning needs as part of continuing professional development (CPD)</p>	<p>a) Understand the need for continuing professional development and the ways in which it can improve your practice.</p> <p>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.</p> <p>c) Work with your supervising social worker or other relevant person to agree and follow a personal development plan.</p> <p>d) Be willing to continually improve your practice and understand how to do this.</p>	<p>a) An ability to use different methods of communication with children appropriate to their age and understanding.</p> <p>b) Actively seek out training that will develop fostering knowledge.</p> <p>c) Attend 75% of support groups a year.</p>	<p>a) Maintain a commitment to further training and development.</p> <p>b) Reflect on and develop practise.</p> <p>c) Attend and develop 75% of support groups a year.</p>
<p>5. Career progression</p>	<p>a) Understand the career opportunities available to foster</p>		<p>a) Provide ‘outreach’ support to a child/young person.</p>

	carers and 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.		
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* Level 1 carers are also expected to 75% of Support Groups a year.

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