

CWDC Competency Workbook

Standard 1:

Understand the Principles and Values essential
for fostering children and young people



This series of workbooks and the associated workshops were designed by Aaron Fennell,
Training and Development Officer at Harrow Council Children's Services.

For more information about the workbooks and workshops,
contact the Harrow Family Placement Duty Worker

Telephone: 020 8736 6971
Email: fpu.duty@harrow.gov.uk

*This workbook and associated materials have been distributed within the North West London
Fostering Consortium, of which Harrow Council is a member.*

Introduction

Welcome to the first Standard of the CWDC Training Support and Development (TSD) Standards. This workbook is the first of seven, designed to help you identify and produce evidence to complete your TSD portfolio for sign off.

These Standards and the evidencing process have been introduced by the CWDC to ensure that all carers are adequately equipped for the challenging task of caring for looked after children, and to ensure that looked after children receive the best possible care service that can be offered.

You may think that there is a lot of work needed to complete the evidence portfolio. To an extent that's true. But it's probably not as much work as you think. From working with you, we know how much you already do on a daily basis, and it's exactly that fact that will make evidencing the outcomes even easier for you. The purpose of this workbook, and others in the series, is to help you through that process and make it as easy for you as possible.

This workbook can be completed independently by you at home, or by discussing the questions and exercises with a group of other carers. (If you do form a group with other carers to discuss this content, you must ensure that your answers are in your own words and express your own views and understanding of each outcome.) Alternatively, your local authority may be running workshops based on this material, which will make the process easier and more enjoyable.

Whether you choose to complete the Standards by yourself, in a group, or by attending workshops, you can always contact your Supervising Social Worker or the Training and Development Officer if you would like more information on the evidencing process.

Background to the CWDC Training Standards



25 February 2000
Victoria Climbié dies, aged 9



12 January 2001
Victoria's carers convicted of murder and an inquiry made into her death



25 January 2003
Victoria Climbié report
Every Child Matters



2005
CWDC setup to support EMC implementation



2008
CWDC publish the Training, Support and Development Standards for Foster Care

The CWDC Standards have been introduced to ensure all carers are adequately equipped for the challenging task of foster care, and to ensure looked after children get the best care possible.

This process for showing evidence of learning the basic knowledge and skills of caring is not a matter of just giving carers something to do.

The need for this process has come from serious events which have occurred in the past, including the Victoria Climbié tragedy.

Things that Carers Do

Feedback from the workshops is that carers forget just how much they do, and how varied their tasks are. Here is a list of tasks that carers undertake on a regular basis...

- Attend meetings – PEP, LAC, Annual Review
- Attend appointments – with doctors and other medical professionals (dentist, occupational therapist, psychologist, etc), teachers, Social Workers, Supervising Social Workers
- Family contact – supervise visits, organise phone calls, help children write letters and maintain life story work;
- Oversee children's daily care needs, such as diet (by packing lunches, cooking varied meals), hygiene (including washing clothes), and routine (eg. regular bed and bath times)
- Transport – to school, sports events, medical appointments, family contact;
- Maintain a safe, clean and caring home environment.
- Support children with – education, physical development, speech development
- Support children by – listening to them, encouraging them, talking with them, showing them and being a model for positive behaviour, developing their confidence and self-esteem;
- Teach children about – personal hygiene, relationships, sexual health, decision making and consequences, independent living (cooking, cleaning, budgeting skills), healthy diet, social skills (table manners, sharing), motor skills (eg. Tying shoe laces, catching a ball)
- Keep children safe – managing physical home environment (eg. Installing safety gates for stairs, keeping medicines locked away), creating safety plans (eg. Arranging a time for a teenager to call you when they are out with friends, to check in on whereabouts and safety);
- Keep records (eg. Carer diaries, meeting minutes)
- Maintain confidentiality by locking away documents around the home, and being aware of what information can and can't be disclosed to other professionals or members of the public
- Attend training courses

Being Specific

The list on the previous page is not exhaustive (that is, it doesn't cover every aspect of caring). There will be many other things that you do as a carer that are not on the list that you should keep in mind when evidencing an outcome.

However, some of the tasks on the previous page are quite general (eg. Supervising family contact, encouraging children, teaching child how to tie shoes, creating a safety plan). When providing evidence (either by writing, or having a discussion with your SSW), it is important to focus on the actual behaviour that you do. So for example...

Instead of just saying...	Include something like...
Supervising family contact	by watching how the parent interacts with the child/young person, listening to their conversations and stepping in during any inappropriate conversations or activities by (give example of what you do or say) ...
Encouraging child to participate in a game	by talking positively about the game (eg. "Look how much fun the other children are having") and getting involved to show the child how to play while they learn the rules.
Teaching child how to tie shoes	by using a rhyme to help them remember the steps; or, by breaking the process down into steps like "Cross over; Loop; Swoop; and Pull", or by making "bunny ears".
Creating a safety plan	by agreeing a time for the young person to phone to check-in when they are out with their friends.

CWDC Principles and Values Statements

Read the below principles and think about what each one means to you as a carer. Select one and answer the questions on the following page.

Principles

- The welfare of the child or young person is paramount.
- Foster 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.
- Foster 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.
- Foster carers are integral to the professional team supporting children and young people in public care.



Personal Reflection - Principles

2

1.1a; 1.1b

Circle one of the principles on the previous page and answer the below questions:

What does this principle mean for you as a foster carer? (That is, how does it affect your role as a carer and the care you provide?)



Why do you think this principle is important?

How would you promote this principle in the care you provide to children?

CWDC Principles and Values Statements

Read the below values and think about what each one means to you as a carer. Select one and answer the questions on the following page.

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 educational needs are given high priority to ensure that they reach their full potential.
- 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 or 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.



Personal Reflection - Values

4

1.1a; 1.1b

Which of the values stands out most for you? Circle that value on the previous page and answer the following questions:

- How does this value impact on your role as a carer?

- How do you promote this value in the care you provide?



Every Child Matters

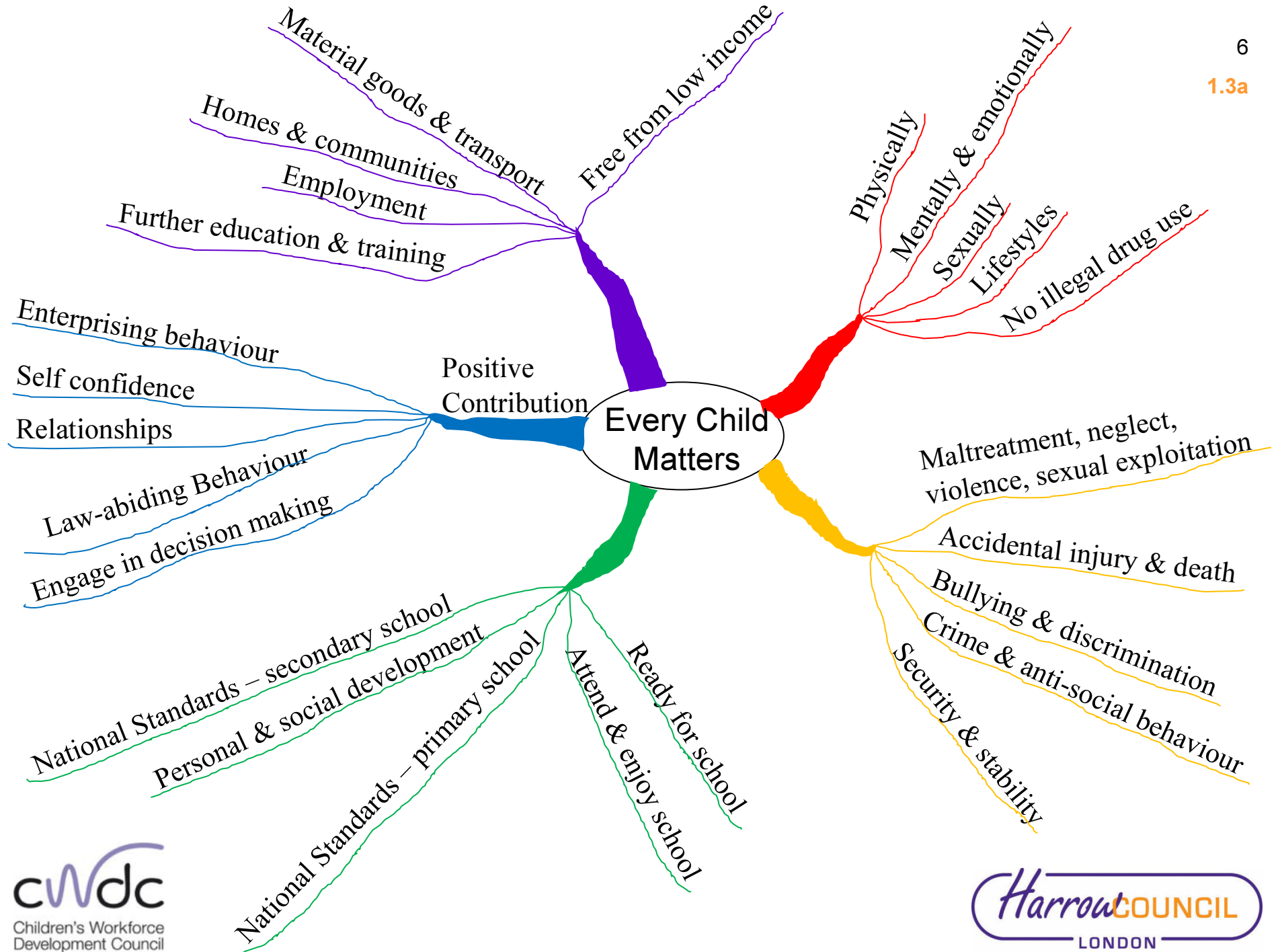
Every carer should know the five Every Child Matters outcomes, and how the care they provide relates to these outcomes. Here is a simple way to help you remember what the five outcomes are:

- stay safe
- be healthy
- enjoy and achieve
- economic wellbeing
- make a positive contribution



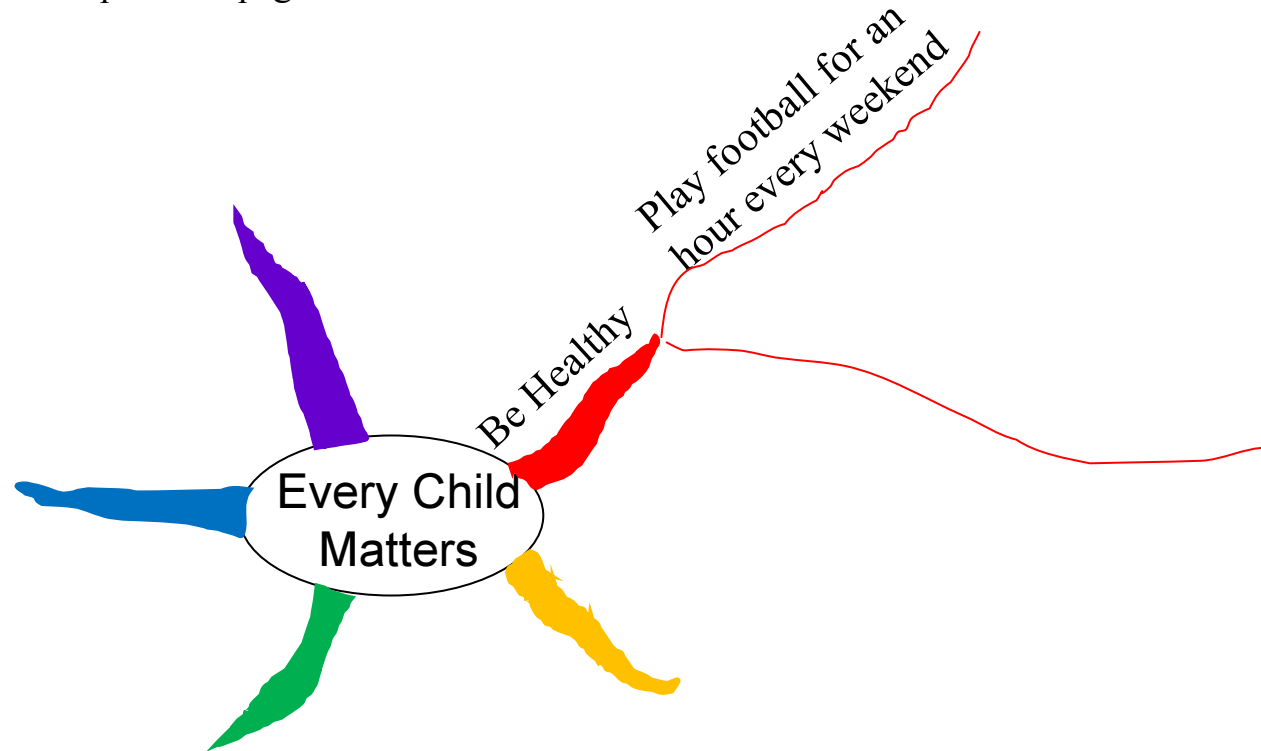
Page 6 lists some more specific information on each of the outcomes, but the associated outcome is missing. Write each of the main outcomes (above) on the main branch of the 'web' diagram that matches the additional information. One has been given to you already.

Page 7 asks you to consider how your care relates to these outcomes. More instructions are on that page.



Care That Meets the 5 Outcomes

Think about how the care you provide helps children and young people meet each outcome. What are you already doing to achieve this? What else could you do? Write two or three thoughts branching off each outcome, to create a 'web' like the one on the previous page.



Equality, Inclusion and Diversity

8

1.2a; 1.2c

1. What are some types of prejudice and discrimination that can affect children and young people?
List as many as you can think of.

2. What is a general definition of discrimination?

3. Write down some ways that children/young people develop skills to:
 - a) deal with discrimination

 - b) develop self-worth

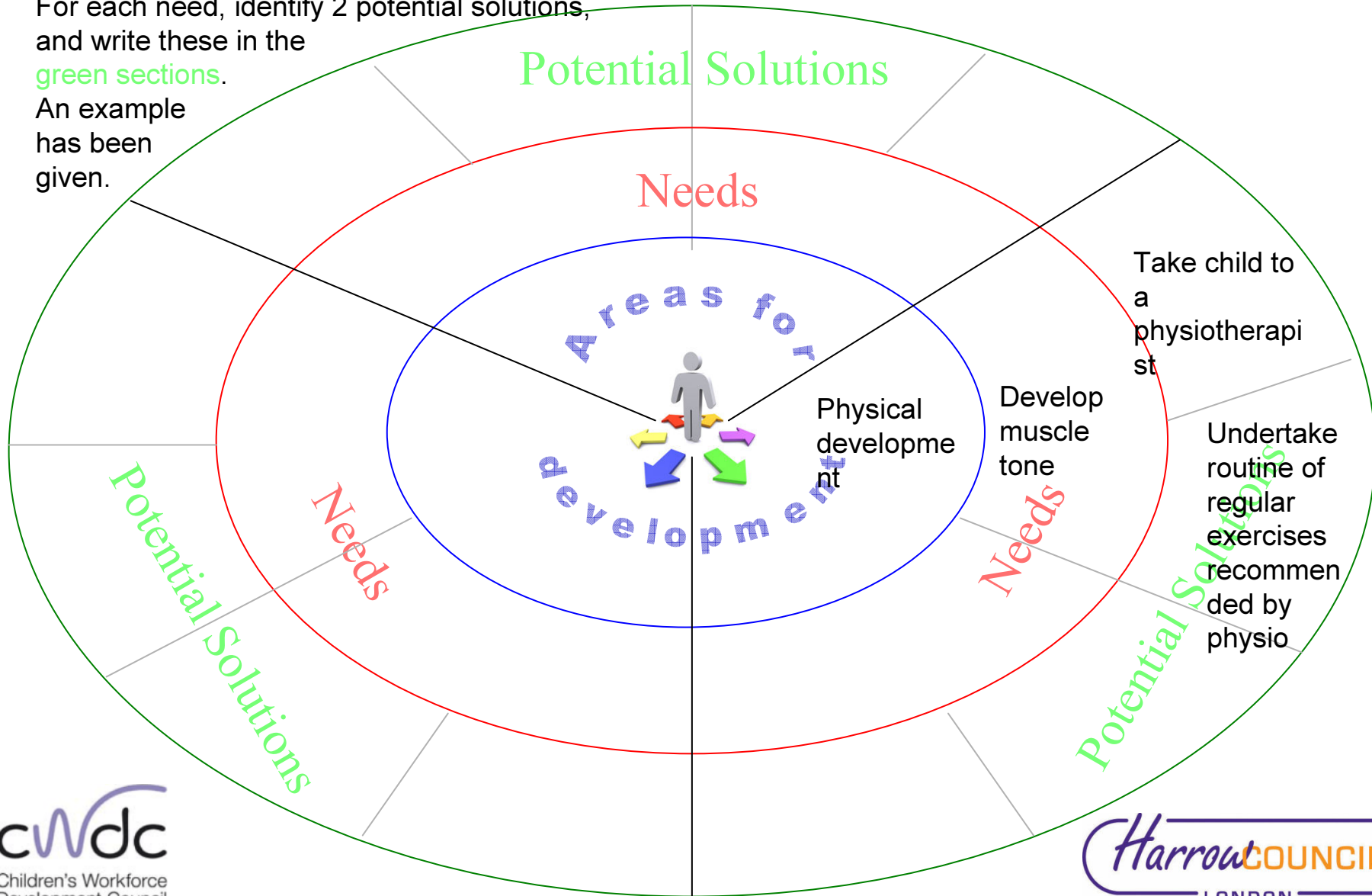


Being Child Focussed

1.3b; 5.1b

Consider a child you currently, or previously care/d for. Complete the Development Target by writing one Area for Development in each of the 3 blue sections. For each of these, identify 2 needs (red sections). For each need, identify 2 potential solutions, and write these in the green sections.

An example has been given.



Confidentiality

10

1.4a; 1.4b

Read the extract from Harrow's Confidentiality Policy. Highlight any information you consider to be important for carers to know.

- Circle three concepts/statements from this document do you think are the most important. (Be sure to include this document in your portfolio as evidence.) Now answer the below questions.
- Why do you consider these points to be important? / What is the importance of confidentiality?

- How do you maintain confidentiality in your home?



Homework

Complete Standard 1

- ❑ Have a discussion with your SSW about why it is important to provide care which respects and preserves each child's ethnic, religious, cultural and linguistic background. Ask your SSW to write a witness statement for you about this conversation. Add it to your portfolio as evidence for competency **1.2b**.
- ❑ Think about the question, "Why is it important to listen to children and young people's views about risk and safety?" In the space below, write a brief answer (3-4 sentences) to this question. Mark it off your Standard 1 matrix as evidence for **1.3c**.

- ❑ Have a conversation with your SSW about the limits of confidentiality. To guide your conversation, think about one instance when you would disclose information someone has given you, and one instance when you would not disclose information. Ask your SSW to write a witness statement for you about this conversation. Add it to your portfolio as evidence for competency **1.4c**.

