

# CWDC Outcomes Workbook

## Standard 2:

## Understand Your Role as a Foster Carer



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

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

# A Day in the Life of a Foster Carer

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2.1b

Use this page to brainstorm all the different parts of your carer role. Include tasks you do around the home, daily routines, meetings and appointments you attend, support you provide to the children you care for and to your own family, and ways you maintain contact with the family and friends of the children you care for.

Add any additional thoughts from the group.



## Organising Contact

2

2.5a; 2.5b

- Think of planning a contact visit between a child/young person you care for, and their parents. Write dot points on all the considerations you must make, all the information you need (including plans for cancelled contact), and where or who you must get this information from. If it helps, think of the very first time you had to arrange contact. 4.3a

- What considerations did you have to make regarding safety, and what exactly is the safety issue?



## Part of Being a Foster Carer

3

2.5a

- Write down brief definitions from the group on these three topics:
  - Organised:
  - Reliable:
  - Dependable:
- Why is it that children and young people require carers to be organised, reliable and dependable?



## Legislation

4

2.2a; 6.1a

Read the Introduction and review the Contents page of the National Minimum Standards. Highlight three (3) Standards you would be interested in learning more about.

Next, read the Introduction, highlighting key points, and answer the below questions:

- What are the National Minimum Standards for Foster Care?
- How do these Standards effect your role as a carer?
- Sections 47, 31, and 23 of the Children Act 1989 are important. What are they, and why are they important? (To find out, go to [http://www.opsi.gov.uk/Acts/acts1989/Ukpga\\_19890041\\_en\\_1.htm](http://www.opsi.gov.uk/Acts/acts1989/Ukpga_19890041_en_1.htm))
  - 47
  - 31
  - 23



## Being Involved with Families and Friends

5

- Take a minute or two to consider how your life would change if you could no longer see any of your family, nor anyone you currently consider a friend. Write your thoughts below.



- What do you think this would be like for a child or young person?

## Being Involved with Families and Friends

6

2.3a; 2.3b

- Why, then, is it important to maintain a child or young person's contact with their family and friends?
- What are some things the group suggested that foster carers can do to maintain connections between a looked after child and their family and friends. (Write a list of all your ideas, then circle the ones you currently do).



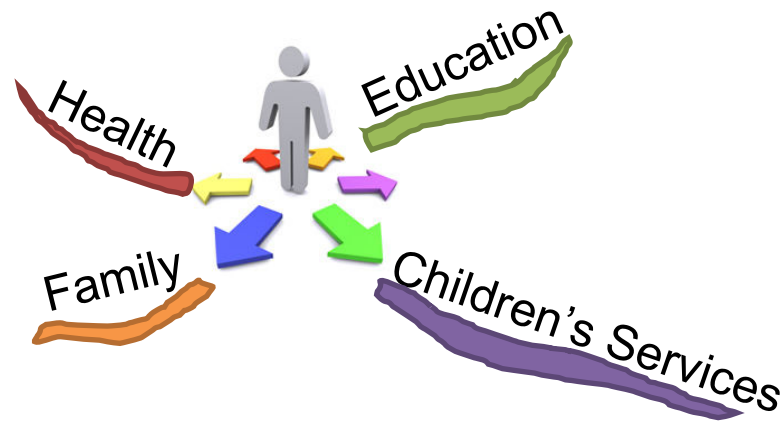


## Team Work

7

2.4a; 2.4b

- Draw an eco-map of people involved in the life of a looked after child. Some general categories have been added to get you started. Circle those you consider yourself to be accountable to.



# Complaints and Compliments

- Read the leaflet “Complaints Service for Children, Young People and Families” and highlight any information you find interesting. Then answer these questions:

- How can you lodge a complaint or compliment? Tick those which apply:

Posted Letter

Telephone

Text phone

Email

Fax

Online application

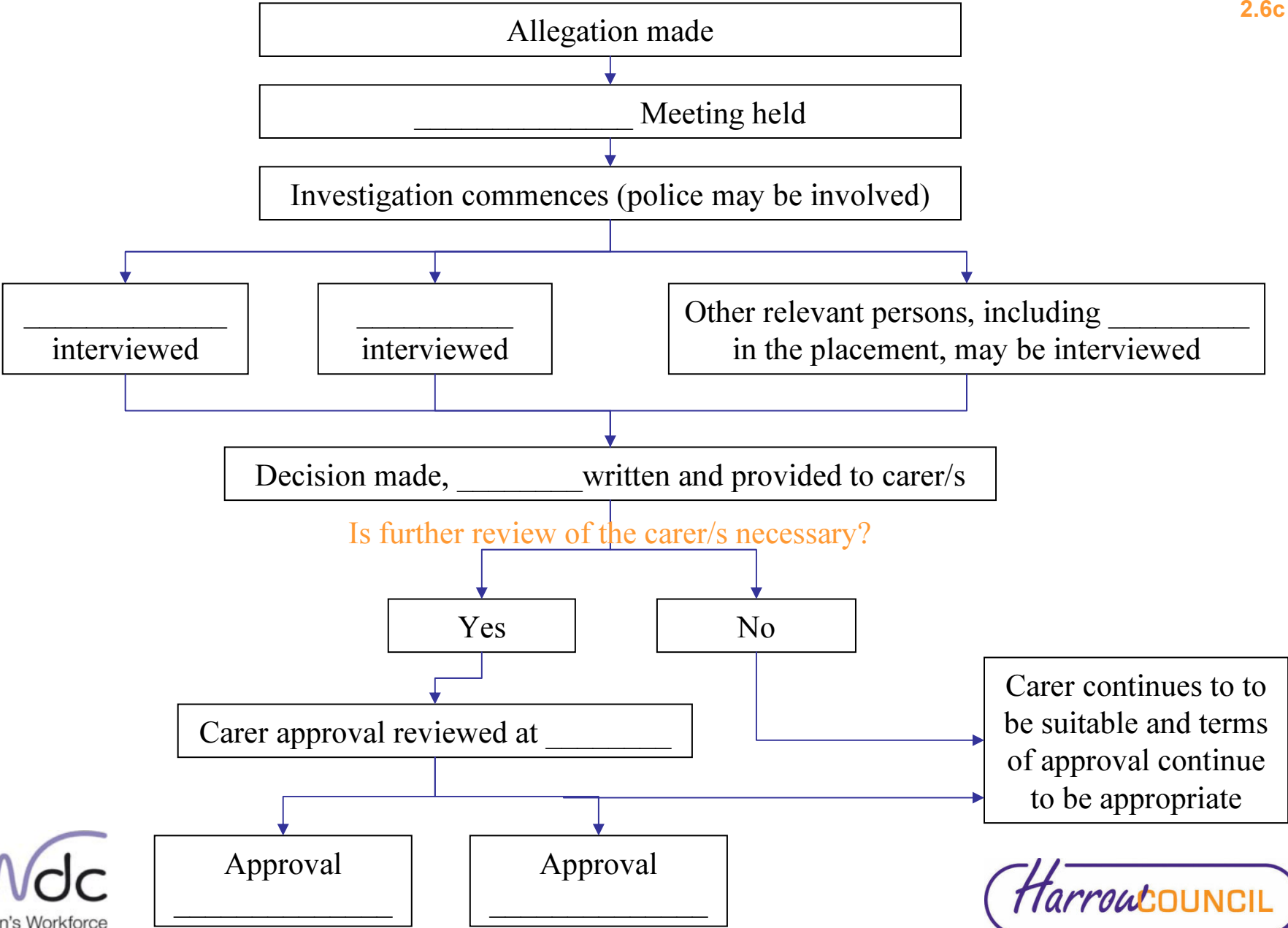
- What are the stages of resolution for complaints?



- Who can access these procedures?



# Procedures for Allegations Against Carers



## Procedures for Allegations Against Carers

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2.6c

Read the below information, highlighting anything you consider to be important. Use this information to fill in the blanks on the flow chart on the previous page.

- An allegation or complaint is made.
- A strategy meeting is held within 2 days. This is chaired by an off-line manager (that is, a manager without line responsibility for any SW or SSW involved with the carer).
- Investigation (including interviewing) commences within 5 working days of the complaint being made. The person making the complaint (the Complainant) and the carer/s are interviewed. Other people, such as other children in (or who have previously been in) the placement may also be interviewed.
- An officer from the Duty and Assessment team will conduct the investigation. That is, they will not be the carer's SSW or the SW of any of the children in the placement.
- A report is written, summarising the allegation/complaint and the investigation process. This report should be given to the carer/s to check for accuracy of content.
- An outcome of the investigation is decided by the Team Manager of the Fostering Placement Service or the Adoption Support and Kinship Team. A written report is produced, and copies given to the carer and placed on their file. This report will outline the outcome of the investigation and any further actions required.
- If the investigation recommends a review of the carer/s approval status, the matter will be discussed at the Fostering Panel. If the matter is discussed at panel, the carer will receive a letter outlining the outcome and decisions made.
- Foster carers have the right to know the full extent of any allegation/complaint made against them.

## Homework

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- ❑ Have a discussion with your SSW about the Eco Map you created (page 7). Ask them to explain their role and how it fits in with the other people you identified on your eco map. Also talk about the different ways you are accountable to the people you circled. Is there anyone else your SSW believes you are accountable to? Have your SSW complete a witness statement for you about this conversation. Use the witness statement and your work from the activity as evidence for **2.1c** and **2.4b**.
- ❑ Read the Aims and Objectives from the Harrow Statement of Purpose (handout), highlighting key concepts (words or sentences) that you consider to be interesting or important. Include this document in your portfolio as evidence for **2.1a**.
- ❑ Have a discussion with your SSW about how you contribute to planning for children and young people. Ask how you can make more effective contributions during planning meetings. Make notes during the discussion, then at a later time, write a personal reflection summarising your discussion. This only needs to be a short paragraph. Use this as evidence for **2.4c**.

