



Department
for Education

Setting the standards

**Using the Training, Support and
Development Standards with support
carers**

Practice Guidance

Refreshed: November 2012

Introduction and background

This guidance has been published to assist support care providers in the implementation of The Training, Support and Development (TSD) standards. The guidance has been developed in response to feedback from providers requesting guidance about which TSD standards to use with support carers. This guidance has been developed following consultation and input from key stakeholders.

The decision about whether to use the TSD standards for foster care, or the TSD standards for short break care with support carers depends on the nature of the support care provision. The provider should determine agency policy in relation to which standards to use with support carers, using the guidance in this document as a framework for making the decision.

Appendix A provides a detailed mapping of the requirements for support carers completing the TSD Standards for Foster Care. Appendix B maps the requirements when using the TSD Standards for Short Break Care. This document should be read in conjunction with the appendices.

The document is aimed at support care providers, Supervising Social Workers, Link Workers and Training Officers, though it will also be of interest to support carers.

The guidance has been produced to reflect the fact that support care:

- Provides short-term, preventative foster care to support families in crisis with a view to avoiding a child or young person being taken into care long-term and achieving long-term changes in families
- Provides care that is part of a package of intensive support
- Is time limited; typically no longer than one night or a couple of weekends a month over 6-9 month period
- Delivered by carers who have been trained, assessed and panel approved in exactly the same way as mainstream foster carers
- Requires specialist knowledge and skills for work with children and young people and families
- Provides care to children and young people, who live at home with their parents who have full time involvement in their upbringing and education
- Provided by carers who often work full-time elsewhere and may only offer care for a few days per month

What do we mean by 'support care'?¹

Under Section 20 of the Children Act 1989 local authorities can provide a series of planned short breaks with foster carers, to help safeguard or promote the welfare of children. These breaks are defined as no more than four weeks at a time or 120 days over a year. The majority of such placements are used to support disabled children and their families, providing opportunities for children to spend time away from their primary carers. For disabled children and their families, such arrangements are likely to be regular and long-term. (Aldgate and Bradley, 1999)

Support Care takes this concept and applies it to supporting other vulnerable children and their families, where stress within the family could result in breakdown and the need for children to be accommodated. Support Care takes us back to the core principle of the Children Act 1989, emphasising that wherever possible children should be supported to remain with their own families (Howard, 2005).

The key difference from services provided for disabled children is the expectation that Support Care is generally time-limited and focussed on promoting change within a family. Support Care sits at the interface of fostering services and family support services. It is a voluntary provision designed to empower families to find their own solutions to difficulties – i.e. families have to be in agreement with a placement and can choose not to send their child to support care.

A planned, time-limited series of short breaks away from home is combined with family support work to promote change. Support Care offers a preventative intervention that avoids families becoming separated long-term. Resources offered are flexible and tailor-made to suit family circumstances, providing day, evening, overnight or weekend breaks that meet the needs of individual families.

Who does this guidance apply to?

This guidance applies to new and existing support carers (see definition above), who are regulated by the Fostering Services Regulations 2002. Childminders who provide support care are not required to complete the TSD standards, as they are subject to different regulations and requirements.

Short break carers of disabled children and young people and those with complex health needs who provide day or overnight stays primarily in the carer's home should complete the Training, Support and Development Standards for Short Break Care.

Full time foster carers, including family and friends carers, should complete the Training, Support and Development Standards for Foster Care.

¹ Taken from 'Support Care: The Preventative Face of Foster Care 2008', the Fostering Network

Using the Training, Support and Development Standards with Support Carers

Deciding which standards are appropriate for your support care service

The Standards were developed to help to ensure that Foster Carers and Short Break Carers are safe to take on the appropriate level of responsibility for the children and young people they look after. Ensuring that carers are safe to take on the responsibility involves ensuring that they are fit to practice, suitably qualified, competent and experienced. All carers should undertake appropriate training, supervision and appraisal.

The skills, knowledge and experience required to be a foster carer differ, in some ways, from those required to be a short break carer of children and young people with disabilities. The two sets of standards have been developed to reflect this, as well as reflecting the time-limited nature of the short break role.

In making a decision about which standards to use with your support carers, it is important to give careful consideration to skills, knowledge and experience required by carers in provision of your support care service in addition to the time-limited nature of the role.

Support care providers will need to determine which TSD Standards to use with their support carers. Decisions about which standards to use should be based on:

- The skills, knowledge and experience required by carers in provision of your support care service, as discussed above.
- Service provision. Evidence indicates that service provision differs across the country – some services only provide support care services and others have short break carers offering care to children, young people and families with different needs, including those with and without disabilities. Some providers use child minders to provide support care.
- Existing practice. Some agencies are already implementing the TSD Standards for Foster Care with support carers, so introduction of new guidance around using the short break standards may undermine existing carers; create additional work or conflict with existing practice.
- The role of support carer within your service. One of the key differences between carers providing short breaks to children and young people with disabilities and support carers is that short break carers are providing the children and their family with a break from a demanding caring role. Support carers provide a preventative service, offering a break to children and families where the family is in need of additional support and the child is at risk of entering the 'looked after system'. Support care is offered in conjunction with other family support services to achieve positive changes within the family.

The mapping documents (Appendix A and B) identify the specific outcomes which will need to be evidenced when using either the TSD Standards for Foster Care or for Short Break Care. It is important to read through both these documents when making a decision, to ensure that the necessary skills, knowledge and experience are being assessed for your support carers.

Summary of guidance for using standards

▪ **Appendix A: Using the foster care standards with support carers.**

In using the TSD Standards for Foster Care, the main principle is around proportionality to reflect the more time-limited (but no less valuable) role of the support carer.

All standards must be evidenced and priority should be given to evidencing Standards 1-4 and 6. A proportional approach to evidencing should be considered, for example:

1. Where an outcome asks a carer to 'show or demonstrate', replace this with 'an awareness or understanding'
2. Some outcomes will not require evidence or evidencing will be minimal. This is identified in the mapping document – Appendix A
3. Some outcomes will only be relevant to certain support care 'placements', depending on the reason for the support care intervention. For example, Standard 3.3c is about promoting health. Where this is part of the intervention, carers will be expected to provide specific evidence. Where it isn't or hasn't been, carers will be expected to show an awareness
4. Some additional evidencing will be required around family support.

- **Appendix B: Using the short break standards with support carers.**

In using the TSD Standards for Short Break Care, the main principle is around ensuring that the outcomes will reflect the responsibilities and specialism of the support carer role. Support carers using the Short Break Care Standards, will need to evidence some additional outcomes from the TSD Standards for Foster Care. These additional requirements are outlined in the mapping document – Appendix B.

Implementing the Standards in your support care service

Tips for successful implementation

Feedback from foster care providers about the implementation of the TSD Standards indicates that the following practices support successful implementation:

- Having a clear plan for implementation.
- Briefing everyone involved in the process.
- Preparation for Supervising Social Workers is the key.
- Phasing your implementation and roll out.
- Holding group sessions for carers.
- Using experienced carers to support/mentor other carers.
- Making the workbooks user and service-friendly.

For detailed guidance on implementation, download a copy of the practice guidance from

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

Implementation is likely to be most successful where support care services integrate the standards with existing processes for assessing, training, supervising and reviewing their careers. It is recommended that services make explicit the links between these standards and those processes (e.g. mapping preparation training, assessment and initial and annual reviews to the standards)

Timeframe for completion of the Standards

Foster carers must complete the standards within twelve months of approval.

Who in the household should complete the Standards?

- Where the caring role is a shared responsibility (e.g. with the partner of the main carer or other family member), both should contribute to completing the workbook and participate in learning opportunities together.
- Only one workbook per household is required but there may be circumstances where carers opt to each complete a separate workbook.

A proportionate approach to assessment

- Detailed guidance on the 'Delivery of training and development' and 'Assessing Learning' can be found in the Guide for Managers, Supervising Social Workers and Trainers accompanying the Training, Support and Development Standards for Foster Care. These are available to download here: [Guidance for Managers, Supervising Social Workers and Trainers](#)
- The assessment process designed for staff who work in children's services and for full-time foster carers may not be appropriate for support carers who offer a more limited (but no less valuable) service.
- Time constraints on support carers, many of whom have other employment can make it difficult for them to attend training or support groups, and supervision occurs less regularly. In addition, providers have more limited resources (staff and time) to commit to the learning and assessment process.
- The Standards that have been developed are at an induction or foundation level (may require an awareness of or understanding of rather than an in- depth knowledge). As such they do not require the same amount of evidence as, for example, an NVQ Level 3. The manager of the service who signs off all the completed workbooks should ensure that there is sufficient evidence and, at the same time, highlighting examples of over-assessment.

Carers with related qualifications and experience

- Support carers who have qualifications and experience in related fields (e.g. care work, nursing, schools, relevant degree or diploma) or who have relevant NVQ units still have to complete the Standards as they are tailored to the foster carer role. They can use their qualifications and experience as evidence against specific outcomes in the Standards.
- Supervisors should note that carers may need to update their training or experience. If the prior learning or experience is over 5 years old, the carer will need to demonstrate to the supervisor that they have kept up to date and are likely to need refresher training.
- It is recommended that supervisors and carers identify relevant prior learning and experience that can be used to evidence specific outcomes during the initial assessment or in the induction plan.

Appendix A

Using the foster care standards with support carers

APPENDIX A:

Using the foster care standards with support carers

This document shows all the main areas and outcomes for the TSD standards for foster care in table format. The end column shows (in blue) the requirements when using TSD standards for foster care with support carers.

The training, support and development standards for foster care

Standard 1:

Understand the principles and values essential for fostering children and young people

Standard 2:

Understand your role as a Foster Carer

Standard 3:

Understand health and safety, and healthy care

Standard 4:

Know how to communicate effectively

Standard 5:

Understand the development of children and young people

Standard 6:

Safeguard children and young people

Standard 7:

Develop yourself

Using the TSD Standards for Foster Care with Support Carers

Support carers must evidence that they have met all the standards; however there are certain standards which are more applicable than others.

The standards which are most applicable to the support carer role are standards 1, 2, 3, 4 and 6 and more emphasis should be placed on evidencing these.

Mapping of outcomes against support care role

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

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Principles and values	<p>a Show your awareness of the principles and values essential for looking after children, young people and their families.</p> <p>b Demonstrate how you promote these principles and values in the care you provide for children and young people.</p>	Emphasis on awareness rather than need to demonstrate
2 Equality, inclusion and anti-discriminatory practice	<p>a Understand the different types of prejudice and discrimination which can affect a 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>	Emphasis on awareness and understanding rather than need to demonstrate

<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 people's views about risk and safety, and show how you take these into account in your role as a Support Carer.</p>	<p>Emphasis on outcome a. and b.</p>
<p>4 Confidentiality and sharing information</p>	<p>a Understand the importance of confidentiality.</p> <p>b Understand how to apply your fostering service's 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>	

Standard 2: Understand your role as a Foster Support Carer

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Fostering role	<p>a Know the overall aims of your fostering service.</p> <p>b Understand your own role and responsibilities.</p> <p>c Understand the role of your supervising social worker.</p>	<p>Carers to demonstrate how their role fits within the package of support offered to the family.</p>
2 Legislation, policies and procedures	<p>a Know about relevant legislation, policies and procedures relating to support care, and where you can get further information.</p> <p>b Understand the importance of following your agency's policies and procedures.</p>	
3 Relationships with parents and others	<p>a Understand the importance of families and friends for children and young people.</p> <p>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.</p>	<p>Substitute 3.b with: Carers to demonstrate how they have maintained a positive working relationship with parents and other significant people in the child or young person's life</p>
4 Team working	<p>a Understand the concept of 'the support care team' and your contribution to effective teamwork.</p> <p>b Know who you are accountable to in your work as a Support 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</p>	

	and reviews.	
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>	Carers to show how they make arrangements, plan and prepare for placements
6 Complaints and compliments	<p>a Understand how complaints and compliments are dealt with in your agency, and know how you can make a complaint.</p> <p>b Know how children, young people and their families can access the complaints and compliments procedure and how you can support them.</p> <p>c Know about the allegations policies and procedures of your fostering service and how to access support and legal advice.</p>	

Standard 3: understand health and safety, and healthy care

Main areas	Outcomes	Comments re: using standards with support carers
1 Legislation, policies and procedures	<p>a Show an awareness of the relevant health and safety legislation and guidance and your responsibilities.</p> <p>b Know your agency's procedures in relation to the health and safety of children and young people.</p>	
2 Accommodation	<p>a Know how to keep your home safe and free of avoidable hazards that might be a risk to children and young people.</p> <p>b Know the importance of maintaining a good standard of hygiene and cleanliness.</p> <p>c Show that you and those living in your household know what to do in case of a fire.</p>	

<p>3 Healthy care and medication</p>	<p>a Know what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people.</p> <p>b Have an understanding of children and young people's health and hygiene needs, including allergies and infection control procedures.</p> <p>c Explain your role in promoting the health of children and young people, including giving advice and information in relation to risk taking, substance abuse 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 healthcare procedures including what consent is required.</p>	<p>Outcome 3c.</p> <p>Ability to evidence this outcome will depend on the reason for the support care intervention.</p> <p>If a carer is expected to provide this kind of support, the carer would be expected to evidence this outcome.</p>
<p>4 Personal safety and security</p>	<p>a 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.</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</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>	

Standard 4: know how to communicate effectively

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Encourage communication	<p>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.</p> <p>c Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.</p> <p>d Show how you help children and young people to make their own decisions.</p>	
2 Knowing about communication	<p>a Describe effective ways of communicating with children and young people.</p> <p>b Understand some of the common difficulties in communicating with children and young people and give examples of how you try to overcome these.</p> <p>c Know how to use different communications media.</p>	

<p>3 Communication with parents, families and friends</p>	<p>a Show that you are aware of the procedures for arranging contact and understand your role as a Foster Carer. b Understand when and how to raise concerns with parents, 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>Replace 3a with: Show how you have promoted and supported the relationship between the child or young person and their family</p>
<p>4 Communication 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>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 and young people and their families. c Know how to record understandable, relevant, clear and concise, factual information that can be checked. e Know how to enable children and young people to participate in record keeping and keep their own records and memorabilia.</p>	

Standard 5: understand the development of children and young people

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Attachment and stages of development	<p>a 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, 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>	
2 Resilience	<p>a Understand how Support Carers can help children and young people develop 'resilience' and self- esteem.</p>	
3 Transitions (Transitions are milestones in children's lives – some are general, some are individual)	<p>a Explain significant milestones which 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 young people to develop skills, self-confidence and knowledge to prepare them for adulthood and independent living.</p>	<p>Ability to evidence these outcomes will depend on the reason for the support care intervention. If a carer is expected to provide this kind of support, the carer would be expected to evidence this outcome.</p> <p>If not, a general awareness and understanding of transitions and the support carers role in this, rather than an in depth understanding is required</p>

<p>4 Supporting play, activities and learning</p>	<p>a Know how to encourage children and young people to participate in activities. b Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities. c Explain the importance of adhering to appropriate routines for children and young people.</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 years education) and help them overcome setbacks. b Be able to actively work with families, social workers and teachers to help children and young people achieve. c Know how to support young people in their further education and training, and employment. d Be able to advocate on behalf of children and young people to ensure their educational needs are met.</p>	<p>Outcomes a - d Ability to evidence these outcomes will depend on the reason for the support care intervention.</p> <p>If a carer is expected to provide this kind of support, the carer would be expected to evidence this outcome.</p>

<p>6 Understanding contexts</p>	<p>a Understand children and young people in the context of their wider family, caring or social network. b Understand the contribution family, caring and social networks make to the development of children and young people. c Understand the impact of abuse, separation and loss on the behaviour of children and young people.</p>	<p>Additional outcome Understand the impact of the support care placement on the child or young person, in relation to separation from their family</p> <p>Explain how you communicate to the child or young person the boundaries of the support care placement and how you plan and prepare for the ending of the placement</p>
<p>7 Promote positive sexual health and sexual identity</p>	<p>a Understand how to promote good sexual health with children and young people. b Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.</p>	<p>Ability to evidence these outcomes will depend on the reason for the support care intervention. If a carer is expected to provide this kind of support, the carer would be expected to evidence this outcome.</p>

<p>8 Supporting disabled children and children with special educational needs</p>	<p>a Understand the 'social model of disability' and what it means in relation to your work as a Support 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</p>	
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Standard 6: safeguard children and young people (keep them safe from harm)

Main areas	Outcomes	Requirements when using foster care standards with support carers
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 and young people 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 or abuse.</p> <p>d Develop and maintain 'safer caring' guidelines for you and your household.</p>	

<p>3 Recognising and responding to abuse</p>	<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, for example:</p> <ul style="list-style-type: none">• physical abuse• sexual abuse• emotional abuse• exposure to domestic abuse• neglect• faltering growth• institutional abuse• self- harm <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 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>	
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<p>4 Working with other agencies</p>	<p>a Know about your local Safeguarding Board and the responsibilities of your fostering service and other agencies in keeping children and young people safe from harm.</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>5 'Whistle-blowing' (reporting failures in duty)</p>	<p>a Know when and how to refer a concern about child protection, the child or young person's welfare or any other instance of malpractice, negligence or unprofessional behaviour which might not be in the child or young person's best interests or pose a risk to the child or young person.</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 service's 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>	

Standard 7: develop yourself

Substitute Standard 7 with Standard 6 from Short Break Standards

Main areas	Outcomes	Comments re: using standards with support carers
1 Your role and approval as a Foster Carer	a Understand the implications of your approval as a Foster Carer for you 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.	Not required
2 Being aware of the impact of fostering on 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.	Not required
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 use of these opportunities. b Know what additional support and training is available to you. c Be able to recognise when you need support and the importance of asking for help and advice. d Develop knowledge, skills and understanding relevant to your foster care role e.g. Treatment Foster Care, fostering teenagers e Develop knowledge, skills and understanding to enable you to “broaden” your foster care role.	Only required to evidence 3.a, b and c

<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>Outcome 4b - d not required</p>
<p>5 Career progression</p>	<p>a Understand the career opportunities available to Foster Carers and know who can help you identify your needs and make the most of these opportunities.</p> <p>b Work with your supervising social worker/provider to access further or higher level training, development and qualifications.</p>	<p>Not required</p>

Appendix B

Using the short break standards with support carers

This document shows all the main areas and outcomes for the TSD standards for short break care in table format. The end column shows (in blue) the requirements when using TSD standards for short break care with support carers.

The training, support and development standards for short break care

Standard 1:

Understand your role as a short break carer

Standard 2:

Provide a safe environment and healthy care

Standard 3:

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

Using the TSD Standards for Short Break Carers with Support Carers

Where it says short break carers replace with support carers and delete references to disability.

Some outcomes have been added to reflect the role of support carer

Mapping of outcomes against support care role

Standard 1: Understand your role as a short break carer

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Principles and values for work with children and young people	<p>a Understand the principles and values essential for caring for children and young people</p> <p>b Demonstrate how your care relates to the five Every Child Matters outcomes</p>	<p>Add the following outcome from foster care standards:</p> <p>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.</p>

<p>2 Equality, inclusion and anti-discriminatory practice</p>	<p>a Know about 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 or young person's ethnic, religious, cultural and linguistic background and sexual orientation.</p> <p>c Understand the 'social model' of disability and how society creates barriers to inclusion for disabled people, and demonstrate a positive attitude towards disability</p> <p>d Show how you might respond to discrimination directed at a disabled child or young person</p>	<p>Evidence outcome c. if relevant</p>
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<p>3 The role of the short break carer.</p>	<p>a Understand your role as a short break carer and to whom you are responsible</p> <p>b Understand your role as part of the short break service working with the child or young person and how you contribute to their development</p> <p>c Be able to work in partnership with families and understand the pressures of caring for a (disabled) child or young person</p> <p>d Be able to work in partnership with staff from the other organisations that support the child, young person and their family</p>	<p>As part of evidencing these outcomes:</p> <p>Carers to demonstrate how their role fits within the package of support offered to the family.</p> <p>Carers to demonstrate how they have maintained a positive working relationship with parents and other significant people in the child or young person's life</p> <p>Carers to show how they make arrangements, plan and prepare for placements</p>
<p>4 Policies, procedures and good practice for the short break role</p>	<p>a Understand how to apply your agency's policies, procedures and good practice relevant to short break carers</p> <p>b Understand the importance of confidentiality and how it applies in your work</p> <p>c Know how to make a complaint on your own behalf or on behalf of the children and young people you care for</p>	<p>Add the following outcome from foster care standards:</p> <p>1.4 c Understand the limits of confidentiality (for example, when it is necessary to share information to safeguard a child or young person).</p>

Standard 2: Provide a safe environment and healthy care

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Health and safety	<p>a Know your responsibilities under your agency's procedures for the health and safety of children and young people in your care</p> <p>b Demonstrate how you keep your home or care setting safe, secure, free of avoidable hazards and that you maintain a good standard of hygiene and cleanliness</p> <p>c Know what to do in case of a fire</p>	
2 Healthy care, medication and clinical procedures	<p>a Understand what 'healthy care' means for the physical, mental, emotional and sexual health of children and young people</p> <p>b Be aware of the child or young person's health care needs and the implications for their care (including hygiene needs, allergies, and infection control procedures)</p> <p>c Be aware of the child or young person's moving and handling plan and the implications for their care (if applicable)</p>	Only need to evidence c, d, e and f if relevant

	<p>d Successfully undertake specific training in clinical procedures and carry them out in accordance with the training (if required)</p> <p>e Know how to safely administer medication, implement health care plans, and understand the importance of obtaining consent and in what circumstances to contact those with parental responsibility</p> <p>f Know how to use equipment and aids safely and be willing to undertake any relevant training</p> <p>g Know how to carry out basic first aid and when and how to access emergency medical treatment</p> <p>h Know what records to keep of a child's health and administration of medication in line with agency procedures and medical advice</p>	
3 Personal care	<p>a Be able to provide personal and intimate care in line with agency guidelines and which respects the rights of children and young people to privacy, respect and dignity and encourages their independence</p> <p>b Be able to provide care which is responsive to the specific needs and impairments of the children and young people you look</p>	Only need to evidence these outcomes if relevant

	after and respects their right to make choices	
4 Personal safety and managing risk	<p>a Understand potential risks to the safety of yourself and family and what you can do to reduce and manage the risks</p> <p>b Be aware of the range of challenging behaviours which may be presented by children and young people and know how to manage challenging behaviour in a way that is both safe and respectful while in accordance with the child or young person's behaviour management plan where one exists</p> <p>c Identify examples of risks to the personal safety of children and young people, know how to access information and training, and the appropriate action to be taken to reduce the risk</p>	

Standard 3: Communicate effectively

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Communication with children and young people	<p>a Use and be willing to undergo relevant training in the child or young person's preferred method of communication, and demonstrate that you respond appropriately</p> <p>b Show how you enable (disabled) children to make their own decisions and exercise choice</p> <p>c Demonstrate an ability to advocate on behalf of (disabled) children and young people</p>	<p>Replace these outcomes with the following outcomes from foster care standards</p> <p>4.1a Demonstrate how you listen to and understand the wishes and feelings of children and young people.</p> <p>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.</p> <p>c Demonstrate that you respond appropriately to children and young people in clear, jargon-free language, without being patronising.</p> <p>d Show how you help children and young people to make their own decisions.</p>
2 Communication with parents/carers and organisations	<p>a Be able to communicate effectively with parents and carers and raise any concerns in an appropriate way</p> <p>b Be able to communicate effectively with other organisations which are involved with disabled children and young people</p>	<p>As part of evidencing these outcomes:</p> <p>Needs to be an emphasis on ability to work with, parents, other professionals and an understanding of other support that exists in the community</p>

<p>3 Record keeping</p>	<p>a Be able to keep accurate written records in line with your agency's requirements and to use a variety of materials to record progress.</p> <p>b Be able to gather and record the child or young person's views and feelings about their short breaks placement in line with their chosen method of communication</p>	<p>Replace outcome b with with: 4.5 e (from foster care standards) Know how to enable children and young people to participate in record keeping and keep their own records and memorabilia.</p>
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Standard 4: Understand the development of children and young people

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Child and adolescent development	<p>a Demonstrate a basic understanding of child and adolescent development and the developmental needs of children and young people</p> <p>b Understand the difference between chronological age and stages of development, and how this may affect a (disabled) child or young person</p> <p>c Be able to work with (disabled) children and young people in developing independence, self-confidence, resilience and self esteem</p> <p>d Understand the importance of transitions in the life of (disabled) children and young people and your contribution to the transition process</p>	
2 Needs of disabled children and young people and those with complex health needs	<p>a Know how to promote the child or young person's independence (as far as is possible) in all aspects of their life</p> <p>b Know how to encourage disabled children and young people's participation and inclusion in play, activities and learning</p> <p>c Show that you provide age appropriate activities and experiences both within and outside of the home to take</p>	<p>Replace outcome 2 with the following outcomes from the foster care standards</p> <p>5.4 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</p>

	<p>account of the child or young person's disability</p> <p>d Be aware of the importance of providing safe and predictable routines for disabled children and young people</p> <p>e Understand how to enable (disabled) children and young people to develop a positive sexual identity regarding their own sexuality</p>	<p>routines for children and young people.</p> <p>5.6 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>Plus additional outcomes: Understand the impact of the support care placement on the child or young person, in relation to separation from their family</p> <p>Explain how you communicate to the child or young person the boundaries of the support care placement and how you plan and prepare for the ending of the placement</p> <p>And, if relevant: 5.5 a Show how you can encourage and support children and young people with their education (including early years education) and help them overcome setbacks.</p> <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</p>
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Standard 5: Keep children and young people safe from harm

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Safeguarding policies and procedures	<p>a Be aware of 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> <p>b Know your responsibilities as a short break carer for protecting and safeguarding children and how to follow your agency's procedures on reporting concerns on child protection issues</p>	
2 Keeping children safe	<p>a Be able to create a safe environment for children and young people</p> <p>b Know how to help children and young people keep themselves safe from harm or abuse</p> <p>c Develop, maintain and implement 'safer caring' guidelines for you and your household and provide care that minimises the risk of allegations</p>	

<p>3 Recognising and responding to abuse</p>	<p>a Understand the different ways in which children and young people can be harmed with particular regard to factors that make (disabled) children and young people more vulnerable to abuse. Different types of abuse are:</p> <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Neglect • Institutional abuse • Sexual abuse • Exposure to domestic violence • Faltering growth • Self-harm <p>b Know about the signs and indicators of possible abuse and neglect and how these relate to (disabled) children and young people</p> <p>c Understand how (disabled) children and young people might be bullied and know what action to take if you suspect a child is being bullied</p> <p>d Know what action to take if you suspect a child or young person is being abused or neglected, and when immediate action may be necessary to ensure their safety</p>	
<p>4 Whistle- blowing (reporting failures in duty)</p>	<p>a Know your agency's policies and procedures on reporting concerns on safeguarding issues, unsafe practice of others and what to do if you do not get a satisfactory response from your own or other organisations</p>	

Standard 6: Develop yourself

Main areas	Outcomes	Requirements when using foster care standards with support carers
1 Using support and supervision to develop your role as a short break carer	<p>a Understand the purpose of your personal supervision and how to make the best use of it</p> <p>b Know what support is available to you and the importance of asking for help and advice</p>	
2 Personal development	<p>a Be willing to take advantage of training and development opportunities to further develop your knowledge and skills</p>	



Department
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