

A guide for **Hull City Council**  
**foster** carers and supported  
lodgings providers



**FOSTER**®  
**FOR HULL**



# FOSTER<sup>®</sup> FOR HULL Handbook

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## Introduction

### Dear Colleagues,

I am delighted to introduce you to our handbook for foster carers.

I would like to take this opportunity to thank you for all that you do to support our children and young people who are looked after.

It is important to us that we provide a family environment, wherever this meets a child needs. We are proud of the fact that the majority of our children looked after, and young people are in local placements.

We recognise that the care and support you provide can be challenging but rewarding in equal measure and can literally change a vulnerable child's life.

Thank you also to those of you who have assisted in the development of this handbook. I do hope that if you are a new or experienced carer that you find the handbook a useful reference document.

Our Fostering Team are also always on hand to provide any further advice and support.

Thank you for all that you do to support children, young people, and families in Hull.



Kind regards

Pauline

**Pauline Turner**  
**Director of Children and Young**  
**People's Services**  
**Hull City Council**

# Hull Fostering Statement of Purpose

It is a requirement of the National Minimum Standards for fostering services and the fostering services regulations that each fostering service produces a statement of purpose, which includes its aims and objectives.

The Statement of Purpose sets out what services are provided for children who are placed by the fostering service. It also provides information regarding the principles and standards of care expected of the fostering service.

The Statement of Purpose will be reviewed and revised annually. OFSTED will be notified regarding any such revision within 28 days.

A copy of the Statement of Purpose is available to any person working for the fostering service, any foster parent or prospective foster parent, any child who is being fostered or the parent of the child. It is published on the Hull City Council website.

<https://www.hull.gov.uk/children-and-families/adoption-and-fostering/fostering-statement-purpose>

# The Charter for Foster Care

## Children come first

Children and individuals in foster care deserve the same chances to enjoy family life and childhood and should be treated in the way that loving parents treat their own children.

Children are individuals and must be supported to develop their own identity and aspirations, fulfil their potential, and take advantage of all opportunities to develop their talents and skills.



# National Minimum Standards for Foster Care

The Charter for foster care is included in Hull City Council Statement of Purpose.

The National Minimum Standards for fostering services are issued by the Secretary of State under Section 23 of the Care Standards Act 2000. The Secretary of State will keep the standards under review and may publish amended standards as appropriate.

They are 'minimum' standards, rather than 'best possible' practice and we will aspire to exceed them

in many ways. Minimum standards do not mean standardisation of provision.

Although the standards are issued for use by Ofsted in regulating fostering services providers, they will also have other important practical uses. Hull Fostering use these to self-assess its service, they form a basis for the induction and training of staff, they can be used by parents, children, and young people as a guide to what they should expect a fostering service to provide and do.

Standard	Statement of the outcome to be achieved
1.	The child's wishes and feelings and the views of those significant to them
2.	Promoting a positive identity, potential and valuing diversity through individualised care
3.	Promoting positive behaviour and relationships
4.	Safeguarding children
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# Being A Foster Carer

Section 1

## Different types of foster care

Hull Fostering recruits, trains, and assesses prospective foster carers and connected person's carers. Carers are prepared for the fostering task, and once approved, they continue to be supported, trained, and assisted in their development by Hull Fostering.

The service works closely with the childcare social work teams in localities, the children looked after's team including the Pathway and Leaving Care Team, Children with Disabilities Team, residential workers in children's homes, health, education, and others. We all work to ensure that children are placed as appropriately as possible and that the care offered, is of as high a standard as possible, according to the needs of individual children.

There are foster carers and supported lodgings providers offering a wide range of support and care to children looked after and children in need.

Other registered carers offer support and care on a more limited basis, this often being more compatible with their lifestyle. These carers are a valuable and nurturing resource for children looked after and those living with their families.

### Mainstream

A large proportion of the carer population is what is currently referred to as mainstream foster carers. These carers are approved and registered for a particular number, age, and gender of children and are paid an allowance for the care, nurturing and maintenance of the children living with them. In addition, Hull Fostering operates Fostering Excellence, which is a payment for skills scheme offering a fee to each carer according to their skills and experience.

### Respite

Respite carers provide support to fostering households in several ways. They may offer regular planned breaks to fostered children. They may offer day care to children living with other foster carers either on a planned basis or in an emergency, or they could provide a temporary home for children who become looked after for a short period. Carers can be approved as both mainstream and respite carers and this is reflected in their approval.

### Support Care

This scheme offers places for children who primarily live at home with their families. Support care is offered with local registered foster carers who by offering support, help to keep children and families together. The support care team aims to provide a positive experience for children and families by offering choice, respect, and dignity. The emphasis is to work together in partnership in a safe and child centred way.

## Connected Persons (also known as Family and Friends)

The purpose of connected persons fostering is to enable children to be cared for by people they already know (usually extended family but sometimes other significant people known the child or their family). Connected persons foster carers are fully assessed and approved as foster carers. We work with family and connected carers to build links for them in the local community and develop appropriate support for both the carers and children; this includes specific support groups and training. Someone may be a connected person foster carer for a short time whilst the child's parents are helped to improve things at home, or it may be the steppingstone towards the carers' being granted a legal order to give them responsibility for the child long-term i.e., a Child Arrangement Order or Special Guardianship Order.

## Parent and Child Assessments

Hull Fostering also provides foster homes or supported lodgings homes that are part of the wider, multi-disciplinary Parenting Assessment and Support Team (PAST). Family based care options are considered when a more intensive assessment of parents' ability to care for their child/ren is needed. The foster carers are trained to observe interaction between the parent and the child alongside offering practical guidance to the parents and care to the child staying with them. Foster carers' assessments form part of the overall assessment that is presented to the Court as part of legal proceedings.

## Supported Lodgings and staying put

Supported lodgings is the provision of support for a young person within a private household. This service and supports the national "staying put" policy, offering children in the care of the Local Authority (LA) the opportunity to remain in their foster home after they become 18 years old. Their foster carers then become supported lodgings providers for the formerly fostered child. This change of status would be discussed with the carer by their fostering social worker (FSW) and/or in the annual fostering review. We also recruit providers to offer supported lodgings homes for a young person you have not previously known.

## Mockingbird Family Programme

Mockingbird is based on an extended family model, centred on a constellation. Each constellation is made up of between 6-10 satellite foster carers, and one Hub Home foster carer/s. Relationships are central to Mockingbird. The hub home carer builds strong relationships with everyone in the constellation, empowering families to support each other and overcome problems before they escalate or lead to a relationship breakdown, which increases protective factors around the children. The model nurtures the relationships between children, young people, and foster families, supporting them to build a resilient and caring community.

## **Hull Fostering will hold your hand every step of your fostering journey so you can hold theirs.**

We are extremely proud of our carers and children.

By caring for our children together, you and your family will be confident in welcoming a child into your home knowing you feel supported, listened to and an integral part of our team.

To make this happen we promise:

### **1) Training**

You will feel confident, skilled, and capable in your role as a foster carer.

We believe by passing on our knowledge and professional experience to you, through dynamic and flexible training you will be able to make an even bigger difference to children in your care. Your skills will be the cornerstone of supporting our children in greatest need to feel loved and important.

### **2) Allowances**

A career in fostering is a professional role and one we recognise through our financial package. You will be paid a competitive rate for each child in your care, an additional weekly skills payment given based on your experience and continuous learning development, £500 annual bonus, mileage, babysitting and setting up costs. You will be given additional allowances for providing experiences for the children in your care to go on holiday, cover Birthday and Christmas presents. Your whole family will receive heavily reduced leisure membership passes, Max card, special discounts and local benefits. We also pay your annual Fostering Network membership.

### **3) Support**

You will be part of a wonderful community of foster carers and our team. By caring for our children together, you will feel supported whatever the time of day. You will have your own dedicated fostering social worker, 24-hour support 365 days a year and another team covering out of hours support for emergencies. We will always be available to help you. You will be invited to attend any of the six fostering support groups held each month and given access to stress, legal and financial support lines specifically for foster carers. New carers will also be partnered with an experienced foster carer mentor for the first 12 months.

### **4) Two Way Communication**

As part of our team, you steer the future direction of Hull Fostering. You are invited to be part of our monthly consultation group chaired by Hull Fostering managers, given access to a private Hull Fostering carers Facebook group and sent monthly newsletters. Based on our community approach, we are continually striving for improvement, development and progress for you, our children and the department. You will have a great relationship with your dedicated Fostering Social Worker and can speak to any of the team or managers when needed.

### **5) Keeping Things Local**

All our carers live within 30 miles of Hull, meaning our children still get to live in the city they know. We know this is very important to our children and by staying local they have more chances of staying in contact with their friends, school and support network. Hull Fostering are based in Hull city centre and means when you need us in person, we are never far away.

### **6) Professionalism**

You are the cornerstone of our children's futures, progress, and development and your voice will be heard when professional decisions need to be made. You know the children in your care, and we support you in making day-to-day decisions. You are an integral part of our team, and we encourage your opinions, recommendations, and professional curiosity. We will encourage you like all our team to continually develop through training opportunities and may ask you to become a mentor for new carers joining our family.

### **7) Celebrating Success**

To show our appreciation and caring for our children together, Hull Fostering organise several fun activities throughout the year for the whole family to enjoy. From visiting the Pantomime, holding summer and Christmas parties, we also thank our carers for continual service to our children with ceremonies, awards, and gifts. Hull Fostering work closely with local businesses, allowing us to put on weekly sporting sessions, after school clubs and activities for your entire household and more opportunities to meet our community of carers in the city.

### **8) Whole Family Approach**

We recognise it takes the whole family to successfully accept other children into your home and lives. We thank your birth children for sharing you by organising specific fun activities and regular talking groups exclusively for your birth children. Their voice is just as important, and any feedback will be given to the consultation members for actioning.

### **9) Recruitment**

We offer six types of fostering to suit you and your family. Depending on your commitments there are a multitude of different types of fostering you can provide to help a child needing care. Hull Fostering are continually trying to recruit new foster carers to ensure we have enough families to meet the needs of the children coming into care. It is important our assessment process is thorough, and training is given to new potential carers prior to approval to ensure they fully understand the role and responsibilities before inviting a child to live with them.

### **10) Mockingbird Family Model**

We support the 'Mockingbird family model'. Mockingbird is a support network like no other. Up to 10 fostering households come together and provide an extended family network to one another. Children are allowed to stay over at each other houses, lifetime friendships are made and as an extended family problems are resolved quickly

## Recruitment and retention of foster carers

### Role of the Marketing, Recruitment, and Information Officer

Hull Fostering have a Recruitment, Marketing and Information Officer who organises activities to support the recruitment of new foster carers and the retention of existing carers.

The Marketing Officer co-ordinates the ongoing fostering and supported lodgings recruitment campaigns and media activity throughout the year, as an ambassador for Hull Fostering. We are very open to new suggestions or recruitment ideas if you have any.

You can get involved with any of these activities by contacting the marketing and information officer on 01482 612800 or email [Fostering@hullcc.gov.uk](mailto:Fostering@hullcc.gov.uk)

## Retention

### Fostering Celebration Events

Hull Fostering hosts a calendar of fun recognition events for all fostering families. We believe strongly in acknowledging the hard work and commitment of our carers. Please let us know if you would like to be involved in planning these events.

### Summer Party

Hull Fostering hold a gathering for all fostering households and children during the summer, including children's activities, party food and a chance to catch up with your fellow foster carers and fostering staff.

### Retention bonus

Mainstream foster carers receive a yearly retention bonus of £500

### Other events

From time-to-time fostering will arrange social events for carers and/or fostering households. These will be announced through email, the text club and Face.

Again, you can get involved with any of these activities or submit any ideas you may have by contacting your social worker or Marketing and Information Officer on 01482 612800 or email [Fostering@hullcc.gov.uk](mailto:Fostering@hullcc.gov.uk)

## Recruitment

The following is a summary of our foster carer recruitment activity. Information is easily available and understandable for people to make an informed choice, and is available from a variety of sources including:

- Community groups
- Local hospitals, doctors and dentists' surgeries and clinics
- Other social services and council premises
- Colleges, schools, and universities
- Housing offices, places of worship
- Shopping malls and supermarkets, leisure centres and libraries
- Current approved foster carers

Information is currently available in standard leaflet format and other information packs. If required it can also be made available in large print, audio, and Braille for those with special needs and a variety of languages other than English.

Hull Fostering produces marketing material that clearly evidences our commitment to equalities and removing the barriers to accessing our services by all families in the community.

## Hull Fostering website and contact methods

There is a fostering website, [www.HullFostering.co.uk](http://www.HullFostering.co.uk) The fostering website provides information about different types of fostering, help and support and allows those wishing to make further enquiries to apply for information online. This request is then fed through to a fostering support worker who sends out an information pack within 24 hours. The enquirer's details are logged and followed-up with a telephone call within three working days.

E-mail addresses have also been set up to contact Hull Fostering online and for when people complete the application form on the website. The e-mail address is [Fostering@hullcc.gov.uk](mailto:Fostering@hullcc.gov.uk)

Furthermore, Hull Fostering have a Facebook page, Twitter, and Instagram accounts, which allows members of the public to receive information about fostering and supported lodgings in Hull and allows them to ask basic questions or request an information pack.

Follow us [@HullFostering](https://www.instagram.com/HullFostering)

## Foster Care Fortnight

Foster Care Fortnight usually takes place for two weeks in mid-May. It is a national campaign supported by the Fostering Network, which assists with recruitment of foster carers and raises public awareness about the work done by foster carers and related staff.

## News Bulletins and communication to carers

Hull Fostering produces a monthly newsletter for all carers. This includes information about any changes relevant to carers, advice, guidance, and up-coming events.

Foster carers are welcome to submit suggestions for content.

## Volunteering

Carers are particularly welcome to help with fostering events and volunteering gives carers valuable evidence to support your training portfolio and progression through Fostering Excellence levels (see Training section).

Foster carers are an essential part of the recruitment process – there is nothing more valuable to a prospective foster carer, than speaking to a current carer. You can volunteer to attend or be part of at any of our future events or campaigns by contacting the Marketing, Recruitment, and Information Officer or by mentioning it to your social worker.

We need carers to support us at;

- Information and recruitment events: a standalone information stall or as part of a community event which involves handing out leaflets, speaking to interested members of the public and taking their details.
- Publicity: Stories in the media about carers are a very powerful way of changing perceptions of foster care and encouraging potential foster carers to come forward. If you would like to share your story or a success for a child, please contact the Marketing and Information Officer. You will be supported throughout telling your story including media training if necessary.
- Open evenings and school events: if one of your children's schools is holding an event please let fostering know. We can contact the school and see if we can have an information stand.

## Approving and reviewing foster carers

### Enquiry stage

Enquirers are initially given brief information about the process and criteria required to become foster carers. They are encouraged to ask questions, told their contact will be logged on our data system (Liquid Logic) and are sent an information pack within 24 hours. The information covers facts about fostering, including the different types of fostering, who can foster, checks that will be carried out and the type of help and support given to foster carers.

Prospective foster carers are then contacted for a more in-depth telephone call within 3 working days to answer their key queries, explain more about fostering and determine if they will meet the basic criteria to proceed.

If they wish to continue with their application to foster, this will be followed by an initial visit by one of our fostering support workers or social workers.

This initial visit is an opportunity for the enquirer to ask any questions they have about fostering and find out more information on the process of becoming an approved foster carer. The visit also gives us the opportunity to meet the potential foster carer in person, look at the accommodation and assess their existing family commitments. We ask to see identification in support of the application and get written permission to carry out Disclosure and Barring Service (DBS) checks, medical and other mandatory checks. This forms part of our stage 1 information gathering process.

These checks are then initiated, and the enquirer is progressed to the full Fostering Assessment (stage 2) where appropriate to do so and allocated to a qualified social worker to undertake this assessment. On progressing to full assessment all applicants will receive a copy of Hull Fostering GDPR statement. This notice explains what personal data (information) we hold about you, how we collect this, how we use and may share information about you. Applicants will also receive an assessment agreement setting out the assessment process and timescales.

Prospective carers will attend the pre-approval training course (see below).

They will be helped and supported throughout this process and given feedback at all stages.

In the case of connected persons who have put themselves forward to care for children who they are related to or know in some other way, there is a viability assessment which is completed by the child's social worker to assess if this arrangement may be a feasible option before the fostering team make contact regarding checks etc. as above and progress to full assessment.

## Preparation and Assessment

The pre-approval training gives prospective mainstream and connected carers the "building blocks" for fostering and allows the opportunity to meet and speak to other prospective and approved carers.

The social worker working with the prospective carers will meet with the applicants, all members of the household, applicant's children and will undertake visits to referees. This process is interactive and should help applicants consider their experience, skills, emotional resilience, and suitability for the task of fostering. The detail of checks, references and information gathered is recorded on a document referred to as the Skills to Foster Assessment form which you will be able to read and check when complete.

The "Skills to Foster" tool is used by Hull Fostering under license from the Fostering Network who devised this format. Carers also participate in providing a competence portfolio in relation to the experience and skills that they can demonstrate. It is Hull Fostering's aim to complete a full assessment with prospective mainstream carers within 6 months of the initial contact. If you are a connected person, the timescale is usually within four months but may be different if the court are involved and set timescales.

The Fostering Assessment (containing both Stage 1 and 2 information) is presented to our foster panel which makes a recommendation regarding the suitability of the applicants to be foster carers. This recommendation is then put to our Agency Decision Maker, who has the final decision on approval, considering all the information. Prospective carers should attend the foster panel so your views and hopes can be presented and considered.

## After Approval as a Foster Carer

All foster carers are allocated a qualified social worker as their key contact with Hull Fostering. The fostering social worker has frequent contact with the carers and carries out supervision looking at issues around their practice, offering advice (and sometimes challenge), support and discussion about training needs through the Fostering Excellence Scheme. All carers are enrolled on induction training which can take up to 18 months to complete. This training is evidenced through a portfolio which has been designed to reflect exactly the standards set for foster carers in by the Training Support and Development Standards (TSDS). Carers are encouraged to participate in identifying their support and development needs, helping to shape the fostering service's training and development programmes. Experience and participation in training will increase skill and confidence in our foster carers and ensure they are better able to understand and respond to the complex needs of children looked after and their families. They will work closely with their fostering social worker and participate in meeting and anticipating the needs of children in their care.

## Fostering Reviews

All foster carer households are reviewed on an annual basis. This will include obtaining written information from children's social workers about the carers practice over the past year, written information from any children living in the household and information from the foster carers regarding the past years fostering. The review will also consider the training and development needs of the foster carers and their family. An Independent Fostering Reviewing Officer (IFRO) chairs the review. The IFRO's are responsible for the coordination and chairing of the fostering reviews. The dates and venue for review meetings will be agreed by the supervising social worker in consultation with the foster carer and IFRO. Most reviews take place at the carers home if appropriate and acceptable to the carer.

Progress through the Fostering Excellence scheme is recommended by the fostering social worker and will be discussed at the carers annual review. Training plans consistent with the Fostering Excellence fee payments scheme will be considered at every review; however, there is an expectation that foster carers will refresh their core training every three years in line with their Foster Carer Three Yearly Review.

Every three years the fostering review will include updated DBS and medical checks plus written reference requests and reference visits.

Reviews can take place at an earlier point if initiated by the supervising social worker or foster carer in the event of a significant change in circumstances affecting the carers' ability or capacity to foster. This might be a change in the composition of the household, a significant health issue, concerns about standard of care provided by the foster carer, a complaint or allegation made about the carer resulting in a child safeguarding enquiry or investigation, concerns because of information from updated DBS checks or a recommendation for a change of approval. These are referred to an "ad hoc" reviews.

All first annual and ad hoc reviews are presented to our foster panel for a recommendation on continued registration to the Fostering Agency Decision Maker (ADM). All other reviews and their recommendations are progressed for approval by the ADM but do not go to the foster panel.

Prior to the formal review meeting, the IFRO will collate all information relevant to the foster carers' suitability to foster, including the number of children cared for during the last year, any extensions or exemptions that have been agreed in the previous year, supervision records, the children's social worker's reports and records of any complaints or allegations made against the foster carers or members of their household.

The views of the foster carers, all members of the household, any foster children living with them since the last review, their parents (where appropriate) and their social workers, and any other professional whose views are relevant will be sought and considered at the review. Wherever possible these views should be provided to the review in writing.

The formal review is usually chaired by the IFRO and attended by the foster carer and their fostering social worker.

As well as considering the information gathered in advance, the supervising social worker will also consider the foster carers Safe Caring Policy, training and development plan and any risk assessment in relation to the children living with them. A health and safety checklist will also be completed.

The review will also consider all the available information and views and reach the following conclusions whether: -

- the foster carer/s continues to be suitable to foster children
- the terms of approval continue to be suitable (type of fostering, ages, and genders of the children)
- the foster carer has met the threshold for any of the Fostering Excellence skills payments
- the foster carer, if in receipt of a Fostering Excellence payment, continues to meet the criteria to receive the fee
- What training and development needs the foster carer has, how these needs will be met and who will be responsible
- What support needs the carer has and how these needs will be met
- Any difficulties or concerns since the last review

The IFRO will prepare a review report covering the above areas. This report should include a summary of the fostering work undertaken so far and how this relates to the development of the foster carers' skills. Any recommendations for change in the foster carers approval should be highlighted.

A copy of the review report will then be sent to the foster carers and a copy placed on the foster carers Liquid Logic record and the Fostering Team Manager will determine whether the recommendations are accepted and if so, the review report will then be progressed to the Fostering Panel or the ADM depending on the type of review. If the Fostering Team Manager does not agree with the IFRO's recommendations, they will resolve this with the IFRO, the fostering social worker and foster carer as applicable.

## The role of the Fostering Panel

### Purpose and Function

The fostering panel monitors the range and type of foster carers available to the local authority in comparison with the needs of children and plays a key role in the improvement of standards within the fostering service.

As part of this function, the panel oversees the conduct of assessments and some reviews of approved foster

carers, advises on any relevant matters in relation to the fostering service and makes recommendations to Children's Services about quality issues and performance standards. Foster panel also consider re assessments, following a change in household composition or changes in circumstances as required.

The panel makes recommendations on the following:

- The suitability of applicants to be approved as foster carers and the terms of their approval (including connected persons foster carers)
- The continued suitability of foster carers and whether the terms of the approval remain appropriate (after the first annual review of foster carers and ad hoc reviews where significant changes or termination of approval is recommended).

## Membership of the Foster Panel

The members must include two social workers, one of whom has childcare expertise and the other with experience of fostering, and at least four independent members one of whom is or has been, within the two previous years, an approved foster carer for a different fostering agency.

The Chair will be appointed by the Group Manager for Fostering and will be a senior manager or an independent person.

The Group Manager for Fostering must also appoint a Vice Chair, whose role is to chair the panel when the Chair is unavailable.

All panel members must have had a satisfactory DBS check before taking up their appointment. Personal and work references will also be obtained in writing and must be satisfactory.

Each member will be asked to sign an agreement with the fostering service, in relation to his or her membership, covering the service expectations (including the requirement to report any involvement in criminal proceedings), confidentiality issues, to declare any conflicts of interest and their commitment to anti-discriminatory practice.

## Significant changes to your family and household

The Fostering Regulations require that you notify the fostering service in writing of any significant changes in your family and household as per your Foster Carer Agreement. We also expect you to inform your fostering social worker of any changes at the earliest opportunity.

For your guidance, below are examples of the types of changes we consider significant and need to know about:

- Any planned or actual change of address
- If any immediate and significant family member dies
- If any family member, partner, friend or relative, joins your household, either planned or at short notice
- If anyone is planning to stay or comes to stay in your household who has a criminal record involving offences against children, or violence against a person
- If your working hours change significantly, e.g., part time to full time or to evening and weekend work
- Any change in your employment status e.g., if you start or stop working
- Any application to foster or adopt children or to take on any other formal caring role i.e., childminding
- Any severe marital difficulties, including one partner leaving the home (even temporarily)
- A diagnosis of a serious illness or deterioration in the health of any significant family member, including any contagious diseases in the household
- The birth of a child to any immediate family member
- Anyone leaving the household
- Any involvement with the police concerning any member of the fostering household
- A new pet in the home or a dog that becomes registered under the Dangerous Dogs Act
- Any other significant event that you think is important to share.

Following notification, your fostering social worker will then discuss the change with his/her manager to decide on the relevance to your fostering role and whether a fostering review would be appropriate.

If a person intends joining your household, you must notify your fostering social worker before the person moves in or at the earliest opportunity. This could be a new partner, relative, friend, lodger or anyone who will have substantial access to the children living with you.

The fostering service's responsibility to ensure the safety and protection of 'looked after' children means that checks will need to be carried out on the person. Consideration will be given as to whether the proposed change in your household will affect your approval as a foster carer.

Having made the necessary checks, there may need to be a fostering review of your approval, which will assess the effect of the proposed change on your family's relationships and will look at the implications this may have for meeting the needs of the children in your household.

If the person is a new partner, it is likely that this will include a full approval assessment and training for him/her.

## Resignations from Fostering

When a fostering household has decided to cease to foster for Hull Fostering, they must submit a written resignation letter. This resignation should be recorded formally by the fostering service as the termination of the foster carers' approval will then automatically take effect 28 days from the date when written notice has been received from the foster carer. Resignation cannot then be withdrawn once it has been received by Hull Fostering.

When there is a child in your care, the foster carer must inform the fostering service of their intention to cease fostering in sufficient time to enable an alternative home to be identified and for introductions to take place.

## De-registration of Foster Carers

There are rare occasions where Hull Fostering consider foster carers to be unsuitable to continue fostering. This may be due to a substantiated allegation, conduct that is not in accordance with our standards of care and behaviour, a breakdown in professional working relationships, or not fulfilling the required role of a foster carer including undertaking training and development.

These issues may have come to Hull Fostering's attention through the following procedures:

- Fostering review
- Allegation, complaint, or concerns raised by a third party
- Supervision
- Visits or telephone calls to a foster carers home.

Any recommendation to de-register a foster carer will be detailed in a report which is submitted for consideration by the fostering panel. Foster carers have a right to attend the panel and to submit their views in writing.

The panel's recommendation, for continued approval or de-registration, then proceeds to the Agency Decision Maker (ADM) for a decision. If this is for de-registration then the foster carers will receive notice that they have 28 days during which time they can lodge an appeal against this decision to the Independent Review Mechanism, Independent Review Mechanism - GOV.UK ([www.gov.uk](http://www.gov.uk)) which will hear their case independently and then make their recommendation to the ADM either concurring or recommending further review of the decision. The ADM's decision is then final.

## Exit Interviews

On leaving the service foster carers will be offered an exit interview, this will enable carers to share their views and reasons for leaving the service. This will help provide us with important information to improve our service.



## Moving a Child into a Foster Family

### Matching

When preparing for any child, Hull Fostering will make every effort to find the most appropriate match between the child/young person and the foster carer who is best able to meet their needs.

The child's social worker will contact Hull Fostering to request a foster home. The Placement and Commissioning Team (PACT) will consider potential carers and contact fostering social workers. The carers' fostering social worker (or PACT when the need is urgent) will contact potential carers and share information about the child. If the carer and fostering social worker feel that the carers can meet the needs of the child, their profile will be shared with the child's social worker.

At times, there may be several prospective carers who could meet the assessed needs of the child. The final decision around matching rests with Hull Fostering and the child's social worker.

If a foster carer is approved for a specific child, the

matching would be considered as part of the connected person assessment process.

### Questions to ask when considering a child moving into your home

When approached by Hull Fostering staff about considering a child moving into your home, the following list of example questions might be helpful. Foster carers should be provided with as much information about the child as possible to assist in welcoming them into your home.

This list is only a guide and there may be other relevant questions that could be asked which are pertinent to your individual fostering household and the specific child.

- What is the child's full name and what do they like to be called?
- What is the child's age, gender, race, religion, and language?
- Does the child have any dietary, religious, or cultural needs?
- What is the child's history and reason for needing to be in care now?

- What is the care plan for the child?
- Is this an emergency or a planned move? When will the child be moving in?
- How long will the care for the child be expected to last?
- Has the child had a health assessment? Do they have any specific health needs? If the child has a disability, do they need any special equipment? If so, how will this be accessed?
- Will the child have contact with family members? How often? Where will it take place? Will it need to be supervised? If so, by whom?
- Is the child in full time education? What school do they attend and how will they get to school if it is far away? Do they have any special educational needs or an Education and Health Care Plan (EHCP – see glossary)
- Does the child present any behavioral difficulties and what strategies have worked to support the child through the difficulties?
- What support, including training, will be available to me if this child moves in with me?

## Planning

When an agreement is reached that a child should move in with you, there will be a planned period of introductions when possible. Before introductions or in an emergency, the child should be given the foster carer profile. Children and young people can feel very scared moving into foster care. The profile will help a child to see where they will be going to live and learn a little bit about the foster family to help them feel less anxious.

If the foster carer is a connected person they may already be known to the child, however introductions should still take place to help the family adjust to the change.

There are a few things that can be considered to prepare your home for a new child.

Good planning and the first experience of meeting foster carers can make a big difference to how the child settles. For a young child, you might want to place a soft toy, magazine, children's story book, some pens/pencils, notebook /colouring in book, and welcome card on the bed. For an older child a nice welcome gesture may be a toilet bag containing appropriate things. For example, a toothbrush, deodorant, shampoo, conditioner, soap, soft moist wipes, a small box of tissues in their room may also be useful.

There will be a planning meeting which includes the carers, the child and/or parents (where appropriate), the child's social worker, fostering social worker and any other professionals working with the child. It is good practice for the meeting to be held before the child moves in. When this is not possible, it must take place within 5 working days of the child moving in. The planning meeting will be an agreement by all parties how they will work together to meet the needs of the child and support them and the foster carers.

Foster carers need to be aware that the service has a duty to inform birth parents or those with parental responsibility where their child is living. This would only happen if there were no assessed risk to the child, foster family or setting.

## Delegated Authority

Delegated authority is all about giving children in care as normal a life as possible, with the same opportunities as other children. Delegated authority gives foster carers the authority to make everyday decisions about the children and young people they care for, such as allowing them to go to friends' houses for sleepovers, signing consent forms for school trips and arranging haircuts.

Foster carers will not have parental responsibility for a child in their care, but delegated authority is given to foster carers by parents and/or the child's social worker and is clarified in a form that records what decisions the foster carers can make. This form should be completed before or as part of the planning meeting.

If, as a foster carer, you are not sure if you have the authority to make a decision then it is always best to check with your fostering social worker or the child's social worker and ensure that the decision is recorded.

Decisions about delegated authority should consider the views of the child or young person who is looked after, and if they are old enough and have understanding to make some decisions themselves.

## CLA (Child Looked After) Reviews

It is a legal requirement that children looked after must have their situation reviewed regularly. A CLA Review is a meeting which is held involving the child, their family and all significant others involved with the child. The meeting will discuss the child's care plan and how the child's needs are being met in foster care. Recommendations will be made about how to meet the needs, by whom and in what timescales. Changes to a child's plan can only be initiated within a CLA Review which is chaired by an Independent Reviewing Officer (IRO).

Foster carers will be key to these meetings and your fostering social worker will be available to support you in any preparation and attendance at the CLA Review.

CLA Reviews must be held within four weeks of a child becoming looked after. The second review held within three months following the first CLA Review and subsequently every 6 months thereafter.

## Safer Caring Plan

Family safer caring plans are about helping children to feel safe, but they are also, about ensuring that you are mindful about the possibility of allegations or complaints from children or young people in your care.

Below, are various elements of safer caring that you will need to consider when drawing up your safer caring plan. Discussions and agreements reached must involve the child themselves, subject to their age and level of understanding. Other key people that should be consulted about your safer caring plan include parents of the child where possible, the child's placing social worker, your fostering social worker and any adults/children living within your household including any adults that may live out of your home that have responsibilities for babysitting.

Areas of the policy are to be filled in describing how things are in your home. Content should include all household members and be completed considering the ages and needs of all children, bearing in mind cognitive and emotional needs and any disability.

If any areas are not relevant to your household, the boxes should be filled with N/A.

## Behaviour management

Any known risk from behaviours and strategies to manage behaviours should be discussed with fostering and the child's social workers and listed in the safe caring policy, including therapeutic crisis intervention for families (TCIF) interventions.

List who is trained in TCIF in the household and if the training is up to date.

Bullying must be tackled assertively wherever it occurs and whatever its form. You may need to work alongside school and other agencies to deal with perpetrators and reassure children that may be a victim of bullying that you are committed to keeping them safe.

Describe any missing person's risk and action plans in place and how you record and report incidents.

Physical interventions are termed "any type of physical contact that restricts a child or forces a child to do something" must only be carried out when there is immediate risk of harm to the child or others. Any

incidents must be notified to your fostering social worker and agreements will be reached about future behaviour management for that child.

## Showing and Receiving Affection

Children and young people in foster care should not be deprived of physical affection.

Types of affection may differ over time and should be developed at the pace of the child. Agreements from an individual child should not affect previous agreements with other children in the household about how affection is shown to them.

Carers should ensure they have as much information as possible about the children, particularly where abuse is known or suspected. This is of particular importance as some children may view physical affection as a prelude to abuse.

## Privacy and Personal Care Bedrooms

Generally, children are not invited into a carers bedroom. There will at times, be exceptions to this that should be discussed with your fostering social worker. For example, Mother's Day morning, use of ensuite toilet, to view the carers room as part of introductions or to see a sibling that sleeps in a cot in the carers room.

Any agreed bedroom sharing with looked after children should be detailed within the safe caring policy. Who has agreed to the arrangement and a description of how routines ensure safety and privacy should be documented.

Bedtime routines should be outlined and descriptions of how any identified risks are managed.

Carers can enter children's bedrooms as part of the bedtime routine or to offer comfort to a child who is distressed or ill. This should be discussed with your fostering social worker and written into the safe care policy.

## Bathrooms

Try and find out about the child's previous experiences of bath time i.e., who did the bathing at home or in a previous fostering family. In the absence of this information, you will need to rely on your own communication and observational skills with the child. The most basic advice is to leave doors unlocked and ajar and encourage children to be as independent as their age; development or disability allows for and be alert to signs of unease.

## Sexual development

There should be discussions with the child's social worker and fostering social worker where there is risk of sexualised behaviour or sexual risk and agreed strategies/approaches should be recorded in the safe caring policy.

Consider language used to describe body parts and for sexual references.

How any issues around contraception, relationships, sexualised behaviours are managed should all be recorded in the safe caring policy.

## E-Safety

Internet access and use of smart phones should be detailed along with any presenting risk and who has agreed any restrictions. Limits on use of phones or internet access, supervision levels and monitoring will be individually led and will form part of safe parenting, this should be recorded in the safe caring policy.

Hull Fostering provides training to its foster carers to assist you in promoting safe internet use. Carers should update e-safety training every three years.

Dependent on the child's plan there maybe restrictions on the usage of photographs and this matter should be discussed with the child's placing social worker. Foster carers and their family should not display any photographs of looked after children on social media.

## Holidays

Sleeping arrangements whilst away may need to be more flexible and should be discussed with your fostering social worker prior to going away.

Where a fostering household frequently uses a caravan or tent, sleeping arrangements will be clear within your safer caring plan.

When booking holidays foster carers should be mindful that looked after children are not to be taken out of school for holidays. If you are traveling abroad with a looked after child, a permission letter is required from the local authority.

## Alternative carers, extended family, and visits to friends.

Dates of DBS' for carers, household members and support network to be recorded.

Any person who may be called on for emergency care using delegated authority but is not a regular support can also be listed here.

Any friend or family of the foster carers who regularly stays overnight must be included in the safe caring policy and have a DBS check if aged over 18.

Foster carers should be given delegated authority to make day to day decisions for the child/young people in

their care, this includes visiting friends and sleepovers. We would expect foster carers to use their judgement as would a good parent.

Detail any identified risk of a child/young person going missing. Is there a missing persons' action plan?

## Delegated Authority

Delegated authority should be agreed by the child's social worker, fostering social worker and foster carer at a planning meeting or LAC review.

## Respite and emergency moves

Detail any respite arrangements available and how you would accommodate a child safely for any unplanned / emergency moves.

This box can also be used to detail any regular respite or planned infrequent changes to where the child stays that are not referred to in the main body of the safe caring policy.

## Any safeguarding issues relating to the fostering household

Within your safe caring plan, you may need to detail any persons connected to the household that have restricted contact with looked after children.

## Additional information

Include any additional areas specific to your home or identified risks e.g., pet safety and supervision, transporting children in cars.

Safe care plans should not remain static; we recommend that these are regularly reviewed through supervision with your fostering social worker. Changes in family dynamics i.e., a new child moving in should prompt a review of your plan as well following an allegation or complaint.

## New Child

When a child moves in, foster carers need to make sure that they have all relevant paperwork and contact numbers for everyone involved in the child's care plan, including social worker, school, G.P, family members and child's friends (if appropriate). Your fostering social worker can help with this. Foster carers will sometimes be asked to register the child at their own G.P, dentist and opticians and appointments for routine check-ups will need making for these services straight away if any are outstanding. Within four weeks of a new child moving in with you, the child will have had a child looked after medical with the CLA health team and a child looked after review. This review will be chaired by an Independent Reviewing Officer (IRO) who will review the child's current care plan. The CLA review meeting will be within three months, and they will continue after that every 6 months.

From the start of any move, a clear record of the child's time in foster care should be made in foster carer diary recordings. The recordings need to also include anything that the child may see as significant when they are older such as first tooth, first steps, new school, achievements, and family time with family members. This information will be included in life story work that children will have to help them understand the reasons for them coming into foster care and their journey throughout their time in foster care. A memory box should also be kept for each child including photographs, cards and letters, school reports, tickets, or invites to events and parties, gifts from parents or family members. For babies, the outfit they were wearing when they arrived, dummy, and teddies. This will all add to life story work to help children build their memories of childhood and their identity.

## Maintenance meeting

There may be times when a child living with you is unstable and the foster carer, the child or a social worker may ask for additional support, or for the foster arrangement to end. Before any agreement to end the child staying with you is made, Hull Fostering will hold a maintenance meeting as a matter of urgency. This is arranged and chaired by a fostering manager, with the foster carers, child's social worker, fostering social worker, school, parents, and the child (if appropriate) invited. This meeting will explore the difficulties met and our first consideration will be to look at what additional support could be offered for it to continue. If there is an agreement that the fostering arrangement will end, then this meeting will agree how this can be planned and timescales for the ending of the fostering arrangement.

## Disruption meeting

When a fostering arrangement disrupts and a child leaves without a planned ending, a disruption meeting will be arranged and chaired by the child's social work manager. This meeting will include the foster carers, child's social worker, fostering social worker, the child's IRO, school, parents, and the child (if appropriate) and any other professionals who are significant to the child. to try and identify how the difficulties may have been supported differently and suggest ways of working moving forwards, to help prevent the same pattern in future fostering arrangements for the child.

## Record-Keeping/ Report Writing

It is a legal requirement that foster carers record information about children living with them. If a child is new into foster care and/or the case is in the court arena, daily recordings should be made. Where a child moves into your home long-term, they may be less

frequent, this can be discussed and agreed with your fostering social worker.

The purpose of foster carer recording is

- To provide a record of the child's progress and development
- To provide an element of care and protection
- To promote a professional and responsible approach to the fostering task

The recordings must include:

- Positive behaviour and areas of concern
- Medical appointments, such as doctors, dentist, optical and hospital
- Record of family times and any changes in the child's mood or behaviour before or after their time with family.
- Comments the child makes that give you cause for concern. Wherever possible, use the child/young person's own words
- Incidents in the home and at school
- Home visits and telephone calls from Hull Fostering
- Achievements
- Participation in activities and hobbies

Daily recordings should be made on Hull Fostering recording sheets. When recording, you should only record facts and not include opinions. Recordings can be accessed by the child, and it is important that information is recorded in a way that you would be happy for them or the family to read.

Any significant incident or event should be reported to the fostering service at the earliest opportunity and written up within 24 hours onto an accident or incident form and emailed to your fostering social worker.

When the child leaves your home all reports, meeting minutes and daily records and on the child, must be given to the child's social worker to be placed in the child's file.

## What should I do with my recordings?

These are the child's records, and they should be passed on to your fostering social worker every time you have supervision so they can be added to the children's electronic record (Liquid Logic).

If a child leaves your home, all recordings you have should be forwarded to the child's social worker and placed on the child's file.

## Court Statements

You may be asked to write a court statement and/or give evidence at a court in relation to a child in your care. A Legal Officer from the Legal Section will contact you and arrange a time to support you in writing a court statement. Your fostering social worker can also help you with the statement. The Legal Officer will ask you to refer to your recordings for the content of the statement and help you to write the statement.

## Confidentiality

For security and confidentiality, records and reports held by foster carers on children they are caring for should not be saved onto their computer. Carers can type their records and reports on the computer and save them onto USB, but it must be an encrypted USB. The information then needs to be deleted from the computer's memory. Handwritten records must be stored in the lockable box file provided. If you are sending an email to a professional about a child, their initials only should be used. Full names and sensitive and personal information should only be shared using secure email or with password protection.

When a child moves in with you, the child's social worker will share information on the child's background with you for you to care for them. This information may include details of the child and their circumstances which led them coming to your home. This information must be kept confidential in the lockable box and only shared with other family members on a need-to-know basis. Foster carers are legally required to keep confidential any information given to them by Hull Fostering about the child and family and should not be disclosed to any other person without the consent of Hull Fostering. It is vital and is your responsibility to ensure that any confidential material i.e., the Foster Care Agreement, the Placement Agreement, recordings, and any other documents relating to a child in your care, should be kept secure and safe always. Hull Fostering will provide you with a lockable file box, to store these documents.

A foster child needs someone who they can talk to and may want to confide in you on the understanding that you will not share the information with anyone else.

You need to explain that there are circumstances when you cannot keep information confidential and that you must pass any concerning information on to their social worker to help keep them safe. If a child discloses to you, they should be reassured that they have made a brave decision to tell someone, that they are safe and that you believe them. Tell the child who you are going to tell and ask them how they would like you to do this – they may want to tell their social worker themselves with your support. Record the information as soon as possible after the event, using the words that the child has used as much as you can recall.

Any serious breach of confidentiality by a foster carer will be reported to the fostering social worker who will discuss the implications with their line manager and discuss with the foster carer.

Hull Fostering is required to record information about foster carers in line with Fostering Regulations. Information about foster carers is confidential to Hull Fostering. Information on your fostering file is not available for staff in other areas of Hull City Council to view. No Hull Fostering staff member will access your file if the reason is not linked to a professional involvement. Any conflict of interest, for example being related to a member of staff, must be declared at the earliest opportunity. You have a right to see your files and if you choose to do so, a request should be made to your fostering social worker.

Foster children in your care should not be included in your social media profile or activity. They should not be named and no photographs of them should be posted in any posts made by yourself or family members.

## Dealing with the Media

The media, especially the press, can discover information which they think is a good story. If a reporter contacts you, by telephone or approaches your household, you should not enter a conversation with them and do not agree to be interviewed.

Under no circumstances should you allow your foster child/young person to be interviewed or share any information about them with a journalist.

Advise the journalist to contact the Press Office at Guildhall on 01482 615002 and notify your fostering social worker and the child's social worker immediately.

## Having a sense of their own identity

### Life Story Work

Most children and young people will understand and learn about their past from the people they live with and other family members. Children who are separated from their birth family miss this opportunity, as they may have lived with different families or have a new social worker. Sometimes a child's past can be lost, vague or forgotten.

Therefore, we need to compensate and make sure that as much as possible is written down and information can be passed on with the child.

Foster carers may be asked to support the process of doing life story book with your foster child. This can help provide the child with an accurate chronological account of their life. The training section runs a course on life story books. However please note the subject of life story work is complex and sensitive and is likely to be carried out by a qualified practitioner who has received advanced training in the area. The training course aims to prepare foster carers for the role they may have in this in terms of supporting the process of life story work.

Although a life story book is a very positive piece of work, it can provoke a whole range of feelings in the child and you, which you may need help in handling. Your fostering social worker can help to access CAMHS support and advice to help with this.

The child's social worker and the parents are also important in life story books and will provide much of the background information and help to fill any gaps in knowledge.

Life story work needs to start as soon as a child comes into local authority care. It does not only consist of producing a book, but to build a memory bank of their past. Foster carers need to keep memorabilia, photographs, birthday and Christmas cards, certificates/awards from school, tickets, letters, and records of firsts for example first word, first tooth, first day at school and first holiday. The child will be able to take these items with them to their next foster home and will enable them to remember their past.

### Family Time

The Children Act 1989 imposes a duty to promote family time between the children and their parents, relatives, and friends. This applies whether a child is looked after on a Court Order or in a voluntary arrangement.

Foster carers play a valuable part in promoting successful family time between a child and family and ensuring that family links are maintained.

At the placement agreement meeting, family time plans should be discussed and agreed with all involved including the foster carer. You may be asked to assist in the travel arrangements and/or to supervise the family time if this is felt appropriate.

You should be clear, before you agree to take a child, about the arrangements for family time and the amount of transport and/or supervision you will be able to provide. There may be a request for family time to take place in your own home, an activity in the community or in family room within a social work office building.

Foster carers need to consider the following:

- Being clear about what is expected in your role as a foster carer and your understanding of the child's need for family time
- Being clear about what you feel comfortable with
- Recognising the need to be positive and welcoming
- Recognising the need to set realistic limits around your own family life
- Acknowledging the child's background and family circumstances
- Being aware that family time can be with a whole range of people, not just parents
- Being aware that family time does not just mean visits, it can mean letters and telephone calls

You may find it helpful to discuss these matters with your fostering social worker to help you clarify your thoughts and ideas.

If a child is subject to a Care Order, there may be a Contact Order in force. You will need to discuss with the child's social worker and the implications of this.

Please remember family time is not only visits between the child and relatives, but it also includes letters and telephone calls these forms of family time should be encouraged.

### Holidays

Children in foster care should not be taken out of school for any holidays, these should always be arranged in school holiday periods.

The Local Authority has very clear policies around not authorising holidays during term time. Taking children out of school to go on holiday not in accordance with this and therefore cannot be authorised. Importantly, the spirit of Hull's policy is focussed on the importance of school and learning for all our children.

By following the law and ensuring that education is prioritised for all children looked after, Hull City Council is responding consistently with the position of other local authorities across the county and virtual school for children looked after.

For the reasons above the Assistant Director (AD) and Director of Children Services (DCS) cannot authorise children missing school to go on holiday. This would not be consistent with the law and would not be authorised by the school or virtual school for children looked after.

Foster carers caring on a short-term basis should take any children in their care on their family holiday with them whenever possible. If this is not possible, Hull Fostering will identify suitable respite care. Please inform your fostering social worker or duty worker of your holiday plans before a child moves in with you.

Children living with foster carers on a plan of long-term foster care are seen by Hull Fostering as part of your family. Therefore, family holidays should always include the foster child. In the exceptional circumstances that this is not possible, your identified support network can be considered to care for the child whilst you are away. If this is not possible, please give your fostering social worker as much notice as possible for a respite arrangement to be organised.

If a child living with you needs a passport, please contact the child's social worker who will arrange this. Please note this can be a very long process therefore carers need to give as much notice as possible to make sure the passport(s) arrive in time for your holiday. Please do not book a holiday abroad until you have the child's passport.

When travelling abroad you will need a letter of authorisation from Hull Fostering authorising you and the foster child have permission to leave and return into the country. Contact the child's social worker to receive this. Please do not travel abroad without this as you may not be able to enter the county on your return.

## Permanence Planning

### Seeking a private order i.e., Special Guardianship Order

- A Special Guardian is an adult who cares for a child or young person in their home when it is not possible for the child to stay with their parent or carer.
- If the order is made, it is a long-term commitment to that child or young person.

- Only a Court can make a Special Guardianship order.
- If things change, then it is only the Court who can end a Special Guardianship Order.
- The child's parents will still have a legal link to their child if an order is made as they will keep their parental responsibility.
- The Special Guardianship Order lasts until the child reaches 18 years of age.
- To become a Special Guardian, you will need to be assessed as suitable to care for a specific child until the child reaches 18 years of age; this assessment will be undertaken by a Local Authority social worker.
- Children and or young people who can have a Special Guardianship Order made are aged from just a few weeks old to just before their 18th birthday.
- There are further leaflets available to give you all the information you need should you want to consider a Special Guardian Order as an option for a child you are caring for. Please ask your fostering social worker/child social worker for the information.

## What support is available?

Local Authorities are to provide a plan of support for the child or young people and you; they are asked to do this for every child by the Government. This is called the Special Guardianship Order Support Plan and you will see a copy of this. The plan will have lots of information and things to think about. It is very important that you read this and say if there is anything you don't understand or don't agree with.

## Getting the Support

The Support Plan will be reviewed for three years from the date when the Special Guardianship Order was made. Once the three years have ended, any requests for support need to be made to the Local Authority where you are living.



of the Special Guardianship Order. The Support Plan will say what the amount is and how long this will be paid for.

## About Financial Support

A Special Guardian can claim Child Benefit and may be eligible for Child Tax Credits.

Hull City Council now operate a 'No Detriment Policy'. This means to achieving permanence for children looked after. This means you will receive the same amount of money that you currently receive (less child benefit). This is not means tested.

The financial package is equivalent to the fostering rate. If you are in receipt of a payment for skills this payment will continue even if you no longer continue to foster. You will also continue to receive festival, holiday, and birthday allowance.

There will also be a leaving care offer should the child be at secondary school age at the time the permanence order is made.

A financial agreement will be provided after a Special Guardianship assessment has been completed. You will have a copy of this, Hull City Council will sign a copy and you will be expected to sign this also. This agreement ceases when the child reaches 18 years old when the legal order ends or where the child ceases to be cared for by you at an earlier age. If the child is in full time education, financial support can continue until the end of the academic year in which the child becomes 18 years of age.

## Post Order Support

A member of the Post Order Team will be in contact with you to explain the support package and how to contact them. Usually, your fostering social worker will help the assessing social worker develop the support plan.

Sometimes carers need help for example with family time with the extended family and the Post Order Team can help to facilitate family meetings to look for a solution, help review family time arrangements, and help the carer reassess whether family time still needs to be supervised.

Carers will be able to access the council's training diary and attend courses.

The Post Order Team can provide help and assistance with matters also such as life story work and support with education e.g., how to apply for EHCP.

## About Life Story Work

It is important for children and young people to understand what has happened to them and how decisions have been made for them. The child or young person will have a life story book to help to explain this. It gives them more information about their family and the decisions that have been made for them.

As their Special Guardian, you will be expected to show them their life story book and talk about things in their book with them. This can be upsetting for the child or young person, and they might ask questions you don't have answers for. It is still important that the life story book is talked about so that it becomes normal for them. You will be expected to add to the book with memories for the children and young people while they are with you.

The social worker can do work with you about how to share the book, where to keep it, how to answer questions. If you are not sure about any of this, please ask for help.

The Special Guardianship (Amendment) Regulations 2016

<http://www.legislation.gov.uk/ukxi/2016/111/made>

Explanatory Memorandum and the Amendment Regulations

<http://www.legislation.gov.uk/id/ukxi/2016/111>

## Long Term Fostering

When a child who is looked after is matched and in your care, this may be a short-term arrangement and could be whilst court proceedings are ongoing. The child's social worker will keep you updated on the child's plan, and you will be invited to child looked after reviews to contribute to the child's plan moving forward. Equally it may be determined that the child will remain in long term foster care, in which case the child will need a stable home for the duration of their childhood. If a child is in your care and you can offer the child a long-term home, this will be assessed in your foster carer review form and discussed in your foster carer review meeting. Any recommendations from your review meeting about offering a child who is looked after long-term care will be ratified by the Hull Agency Decision Maker. The match for a long-term home will be considered at matching panel.

## Supervision and Support for foster carers

### Introduction

At the beginning of your fostering journey, at assessment stage, you will receive support, supervision, and guidance from your assessing social worker. After

approval at foster panel all foster carers are allocated a named fostering social worker who will support you in your role. The primary task of the fostering social worker is to provide supervision and support to enable you to carry out your role as a foster carer.

Supervision is an important part of practice, and it is considered a key part of your training and development and offers an opportunity to reflect and learn from fostering experiences. Supervision also gives you space and time to think through and share strategies and ways of helping a child living with you.

Your fostering social worker will ensure you have the necessary guidance for your role as a foster carer including an understanding of the fostering national minimum standards and all the fostering services policies, procedures, and guidance.

## Supervision

Your fostering social work will visit you regularly to offer supervision and support. We aim to provide monthly supervision; however, this may be at a higher or lower frequency depending on the circumstances at the time. Frequency of supervision will be discussed with you and agreed by your fostering social workers team manager then recorded on your file.

The fostering social worker will support and guide you in meetings, offer advice and support in respect of behaviour management and will offer the full range of support services according to your needs. For new carers, this is supplemented with the offer of an experienced foster carer mentor.

As a foster carer, you are seen as a professional and both you and the fostering social worker are expected to work within a framework of respect, honesty, and trust. Supervision is essentially a supportive and enabling two-way process however if you are not happy in any way with the arrangement or content of supervision, speak to your fostering social worker or a manager from the fostering team.

Supervision helps you evidence how you are developing, meeting the training, support, and developmental standards, and providing an appropriate home for the child or young person.

## Support provided by your fostering social worker

The allocated fostering social worker is responsible for supervising and supporting carers to ensure that they have the necessary guidance, support, and direction to maintain a quality service, including safe caring practices. The fostering social worker will:

- Make regular supervision visits
- Support all those in the fostering household when

required. This could mean telephone and email support as well as face to face contact

- Provide the foster carer with emotional and practical support
- Liaise with other professionals
- Support the foster carer at meetings and reviews
- Ensure that all relevant documentation is up to date
- Complete reports and recommendations for the annual fostering review
- Work with each foster carer regarding their personal professional development and monitor how this is maintained
- Ensure that foster carers are aware of all other support available and signpost to these resources
- Discuss fostering options available and provide carers with as much information as possible to enable them to make a decision whether the arrangement is suitable

The supervision visits should be recorded on a supervision record. A record of all meetings should be kept on the foster carers' file and one copy given to the foster carers. Any amendments needed should be discussed with your fostering social worker.

## Unannounced visits

An unannounced visit will be made to the foster carer home at least once a year. The main purpose of the unannounced visit will be to look at the home environment that a child is living in. The unannounced visits will be undertaken by the foster carers' fostering social worker who will assess the safety standards within all areas of the home including viewing all the bedrooms, the kitchen and garden areas.

If there are any concerns raised within the home environment, this will be discussed with the foster carer.

## Support

### The Emergency Duty Team

The Emergency Duty Team (EDT) is an out of hours' service for children, young people and their families who need action at that time. This is a service for emergency or crisis situations.

Calls to the Emergency Duty Team will be routed through a call centre Tel. 01482 300304

The social workers in the EDT team are partnered with the Edge of Care Connect Family Services and offer focussed family interventions to safeguard children and young people, support families, whose children are on the edge of care and offer advice and assistance to colleagues in other agencies.

## The Fostering Out of Hours Support Service

Should you need support and advice outside of normal office opening hours you can access Hull Fostering's telephone support service or 'Out of Hours' Service.

This is a direct line to Hull fostering social workers, available on a rota basis, who can give:

- general advice/guidance about fostering issues
- support carers when they are feeling under stress
- help carers manage and/or diffuse difficult situations so they don't escalate into crisis.

**You can contact the service on 01482 615499**

The Out of Hours Service is available to all Hull Fostering foster carers and supported lodgings providers:

6pm – 10pm on weekdays and 2pm – 6pm on weekends and public holidays\*

This is a telephone service only and does not offer visits. The service is there during hours when your allocated worker is not available. You should only use this service if your query or the support needed cannot wait until normal office hours.

The Emergency Duty Team will continue to offer extended support outside of these hours for any emergency/crisis situations.

\*The 8 public holidays and 2 extra statutory are: New Year's Day, Good Friday, Easter Monday, May Day, Christmas Day, Boxing Day, Late Spring (May Day) Late Summer (August, Tues after B/H Monday)

## Support groups

The support group meetings are monthly and are an invaluable opportunity for hearing about new fostering developments. Support groups may cover specific topics as well as being a general forum for mutual support, information, advice, and training opportunities.

Your fostering social worker will be able to tell you which groups are available in your area and help you to arrange to attend. Carers can attend any support group; you don't have to attend your local support group. The support groups are led by foster carers and are ran on a 'drop-in' basis, with no pre-booking needed.

## Foster Carer Consultation Group

Hull Fostering is committed to ensuring that the voice of foster care locally is heard and that carers are involved in the direction of travel for our services. The FCCG is a vital part of our service and is made up of foster care leaders from local support groups alongside carers with specialist knowledge, experience, or interests. We aim to reflect the fostering population and to give the carers a voice which can directly influence policy and practice locally.

The consultation group is used as a platform to consult on service developments, best practice, and new ideas.

It is the forum for two-way communication to occur between the fostering service and the foster carers.

We seek to reflect the diversity of our carer population and as such the consultation group membership is typically made up of the following representatives.

- 5 Foster carer representatives from local support groups
- 1 Level 3 carer
- A newly approved foster carer (approved less than 2 years)
- A foster carer who has been approved for 10 years or more
- A foster carer who is interested in special educational needs
- Support/ Respite carer
- Connected persons foster carer
- A foster carer who looks after babies/adoption
- A foster carer who looks after siblings
- A foster carer who looks after teenagers

The group meets for two hours every month (excluding August and December school holidays). Feedback is used to inform service/ practice developments.

## Mentoring

Our aim at Hull Fostering is to provide newly approved foster carers with peer support from an experienced foster carer during their first year of fostering. Your mentor will be appointed to you once you have been approved at panel.

Mentoring within the fostering service is about a foster carer helping another foster carer to achieve something. More specifically, something that is important to them. It is about giving help and support in a non-threatening way, in a manner that the recipient will appreciate and value and that will empower them to move forward with confidence towards what they want to achieve. Mentoring is also concerned with creating an informal environment in which a foster carer can feel encouraged to discuss their needs and circumstances openly and in confidence with their mentor who can be of positive help to them.

At the early stages of you receiving a mentor you will enter a mentor and mentee agreement which will agree upon duration of the mentoring programme, projected frequency of meetings, maximum length of each meeting, mentoring activities (this may include expectations from each about the relationship, information that can be shared and learning objectives).

In addition to the mentoring scheme, support is also available to existing foster carers in circumstances where additional support is deemed needed. In these cases, foster carers are asked to request this service through their fostering social worker.

Mentors are recruited on a need led basis through an expression of interest and mentoring is included as part of your level three fostering excellence award. Foster carers who have achieved level two fostering excellence and wishing to progress will also be considered to [join](#)

the mentoring scheme, with agreement from your allocated fostering social worker. Two days training is provided, and on-going support is available via regular supervision with your fostering social worker. In addition to this, mentors have the opportunity for on-going peer supervision/support via quarterly meetings for mentors.

## FACE, email, and Text Messaging

An effective way of keeping in touch with what is happening in Hull Fostering in relation to fostering is via the closed Facebook group named FACE. This is specifically for Hull Fostering carers. There is also a separate closed Facebook group for Friends and Family carers.

Both pages are updated by the Marketing and Information Officer who acts as an administration for the online groups. Neither page is overseen by Hull Fostering overall.

Fostering also has a text club which texts details of events and support groups direct to carers phones. You can join the text club by emailing your number to the Marketing and Information Officer.

Foster carers regularly receive information via email and all foster carers are encouraged to keep the fostering service updated with any changes to their email address.

## Identity cards

All newly approved carers will be issued with an identity card, which confirms that they are carers for Hull City Council. The purpose of the card is to assist carers in situations where they need to be able to show proof of identity e.g., to gain admission to a children's ward to visit their foster child, or when dealing with the police or any outside agency.

Each ID card will have a different registration number. The fostering team will keep a record of these. To get an ID card, telephone fostering admin and request an ID Card. You will need a recent digital photo of yourself (passport photo style).

## The Service's Support Strategy

Hull Fostering aims to provide a locally, family-based care option for any child who needs to become looked after. The strategy encompasses the comprehensive support framework available to children and their foster carers. This is designed to maximise the input of multi-agency support packages, i.e., working alongside education, health, and other partner services. This intervention is aimed at minimising the number of fostering moves and to ensure that the child's long-term interests are met.

## Independent Support Service

This service is commissioned and provided by Fostering Network (Independent Support Service - ISS). The service will provide independent support,

advice and advocacy for foster carers who are the subject of a complaint or allegation. They also provide an independent mediation and representation service for foster carers who conflict with the Local Authority or have made a complaint against Hull Fostering. Your fostering social worker will need to complete a referral form should you wish to receive independent support from Fostering Network.

## Fostering Network membership

Fostering Network is a national leading charity organisation and the UK's largest Fostering Community. Membership is open to all foster carers and comes at no cost to yourself.

Once you have been approved as a foster carer, you will automatically become a member of Fostering Network and will receive a membership pack. Hull City Council will pay your annual subscription fee.

Your membership with Fostering Network gives you access to a legal helpline for expert advice and provides legal expenses insurance.

Fostering Network provide a comprehensive range of foster carer services, supporting you in your fostering career. There is a general helpline for independent advice on a wide range of issues. In addition to this you can speak to someone on a confidential stress support helpline.

Your membership offers you a range of discounts with partnership providers, access to an online community, termly Foster Care Magazines and monthly e-newsletters.

For more information visit [www.thefosteringnetwork.org.uk](http://www.thefosteringnetwork.org.uk)

## Babysitting allowance

Foster carers are entitled to financial assistance to reimburse babysitting expenses up to £21 per month. This enables foster carers to attend training sessions, fostering support groups or use the opportunity for a short period of respite.

## Vehicle Provision

Hull Fostering has a commitment to supporting foster carers, whenever possible, to hire appropriately sized vehicles to meet the needs of foster carers and their children for family holidays and outings for a maximum of 14 nights (15 days) in one block, in each financial year (April to March). This commitment extends to supporting carers within specific criteria who foster larger groups of children, often siblings and whose transport needs are exceptional. Agreement for a vehicle is given by the Group Manager and can be withdrawn, with notice, should the number of children in your care change.

## Special Events for Foster Carers

Many social events and activities are organised throughout the year for foster carers, their children, fostered children and the Hull Fostering team. If

you would like to be involved in helping, planning, and organising these events, please let your fostering social worker know.

## Independent Visitor Project

Hull Independent Visitor Project is part of 'Change Grow Live', a national charity led organisation. The team are based at Kenworthy House in Hull. They recruit volunteers who will befriend and visit children looked after and young people.

An Independent Visitor is someone who is linked to one specific child or young person. They are someone there to listen and can give help, advice, and support. They'll also be someone to do enjoyable things with. This might be the cinema or playing a sport. They visit once a fortnight - but it could be more or less often depending on what the child or young person would like.

Independent Visitors offer long-term support for as long as the young person would like, or until they turn 18.

You can talk to your fostering social worker or the child's social worker about making a referral to this service.

## House Moves and Extensions or Adaptations

In exceptional circumstances, foster carers may need a larger property or extensions/adaptations to their homes in order to accommodate children who are looked after and for this to be in accordance with Fostering National Minimum Standards on bedroom space.

This can be due to:

- the number of children in your care, in particular when connected persons take on the care of children
- children growing up e.g., transitioning into teenage years and needing their own bedroom space separate to siblings, having shared very small bedrooms for example
- to meet children's complex needs such as health conditions, disabilities, autism, or ADHD and to make adjustments in the household arrangements due to how the child's needs affect them and/or other children in the house
- foster carers have been successfully fostering already for at least two years and wanting to, and being assessed as able to, care for more children (up to the Fostering Regulations maximum of 3 children, or for a larger sibling group) but who do not have the bedroom capacity to allow an increase in their terms of approval

How these circumstances can best be met depends on the type of accommodation the carers reside in, what the foster carers wish to consider, and the most effective and value for money based solution. Each circumstance will be different and will need to consider who owns the property and factors such as how long the family have lived at their address, their support network in the locality and children's school arrangements.

Here are some examples of solutions we can work to

achieve, in partnership with foster carers, Hull Housing and other agencies:

## Hull City Council Housing properties

Hull Fostering have a good partnership arrangement with our Housing colleagues and can support requests to Hull Housing Service for:

- housing moves to larger or more suitably adapted properties
- adaptations or extensions to the foster carers' home (this may involve a slight change in rent rates)

## Council Housing in Other Local Authority Areas

As above, Hull Fostering will provide support letters and liaise with other LA Housing Services to find similar solutions.

## Private Rented and Housing Association Properties

- If alternative accommodation is needed, we will support applications to the LA Housing service for a house allocation
- If accommodation is needed urgently and other private rental property is available in a timelier manner to meet the child/young person's needs, we may be able to assist with costs involved to secure a property
- In the case of Housing Association properties, we will provide support to request house transfers or adaptations where appropriate
- Note – we cannot fund adaptations or extensions to a property owned by a private landlord or Housing Association.

## Owner Occupied Properties

Arrangements are usually very bespoke and can include:

- Interest-free loans to fund extensions/adaptations repaid through instalments
- Loans which are repaid via a "charge against the property" i.e., repaid later in time whenever the property is sold or changes hands rather than through instalments
- Financial support with house move costs if the foster carers decide to move to a larger property specifically to accommodate the children's needs

Note that the Council cannot add to the capital value of a property without an arrangement in place for this to be repaid. Loans are usually repaid over an agreed period via deductions from fostering allowances. All the usual planning application and buildings regulations must be followed for extensions/adaptations.

For mainstream carers there would be an expectation within any funding agreement that they remain foster carers for Hull Fostering for a set period thereafter (a minimum of 5 years depending on the amount

of funding involved), unless they were securing a permanence order for children in their care (SGOs or adoption). If foster carers left Hull Fostering before this time, arrangements would be made for early repayment of the funding.

For all the above, your starting point to explore options would be to talk to your fostering social worker.

## Foster Carer Leave Policy – Hull City Council employees

The Council in 2020 started a new foster carer leave policy for Hull City Council staff who foster children in the care of the local authority. From 2021 we will be asking local employers to review their own policies to see if they can incorporate some aspects of our policy for their own employees who may wish to (or already) foster with Hull City Council.

### 1. Introduction

The Council has adopted a Foster Care Leave Policy to support the valuable work that our employees who are foster carers undertake when they care for our city's vulnerable children. As a consequence of caring for foster children the Council recognises that employees may need flexibility in their working arrangements to meet the needs of a fostered child as well as the assessment and approval requirements.

### 2. Eligibility

The policy covers all employees except teachers and non-teaching staff employed by schools, unless adopted by the Governing Bodies of the Authority's schools who

- are applying to become foster carers
- are approved foster carers
- provide foster care for children and young people in the care of the Hull local authority area and through an Independent Fostering Agency
- have 12 months or more continuous service
- provide a notice of placement

### 3. Length of leave

Employees are entitled to paid leave in the following circumstances

Prior to approval to becoming a foster carer

- for assessment and training prior to becoming a foster carer up to three days leave
- for attendance at a panel for approval a half day's leave

Both parents if employed by the Council will be entitled to the above leave within a 12-month period. Once approved as foster carers in subsequent year's employees are entitled to:

- time off for child review meetings, annual foster care review meetings and training up to 5 days in any one year

This leave is a total amount for the year and is not an entitlement per foster child.

Where practicable training should be accessed on a weekend and/or after work or through a temporary change to working arrangements such as home working if discussed and agreed in advance with managers, and if the service able is able to offer such flexibility.

Both parents if employed by the Council will each be entitled to the above leave within a 12-month period.

If the request for time off exceeds the entitlements above, then employees may request up to 4 days unpaid foster care or managers may discuss the use of annual leave or flexi leave as appropriate.

### 4. Notice requirements

Employees must give notice when requesting leave as soon as this is reasonably practicable using the foster care leave request form.

Paid and unpaid leave must be approved by line managers and recorded in Oracle and in the employee's electronic personal file.

### 5. Payment for foster care leave

Payment during foster care leave will be at the employee's basic rate of pay (without overtime payments).

### 6. Monitoring And Recording

Managers are responsible for monitoring and recording all foster care leave granted in Oracle. Any abuse of the provisions of the Foster Care Leave Policy should be reported and dealt with under the Council's Disciplinary Procedure.

### 7. Access to other support

Where foster carers need flexibility in their role in supporting the needs of the children in their care, this should be enabled to allow them to balance their work and caring responsibilities, this could take the form of home or flexible working or changing work patterns where practicable, and if the service area is able to accommodate it.

The Council also has family leave support to allow employees the need to respond to emergencies and other unforeseen events, this support is also available to foster carers for example medical emergencies for children they are fostering.

# Training and Development for Foster Carers and Supported Lodgings Providers.

Training for foster carers starts with the pre-approval training. Once approved all foster carers undertake level one mandatory training which is part of their Training Support and Development Standards (TSDS) evidence. The Training, Support and Development Standards form part of a foster carers' induction in the role. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within the first 12-18 months after being approved.

The TSDS must be completed within the first 12 months of approval for mainstream carers, within 18 months for connected carers. This is required to progress to level one, alongside the mandatory level one courses (see training diary for details).

The TSDS requires carers to complete a portfolio. Partners and main carers can do this together but must complete at least two reflection sheets each. TSDS workshops are available to help and support carers in completing their portfolio. Support is also available from the fostering social worker and mentors.

Foster carers and supported lodgings providers thereafter are expected to show a commitment to their ongoing development and practice. Foster carers/ supported lodgings providers training and development needs are reviewed yearly prior to your fostering review on a training and development plan (see appendix).

All training for foster carers and supported lodgings providers has been developed in accordance with the UK National Standards for Foster Carers, the National Minimum Care Standards, the Common Core Skills and Knowledge and the Children's Training, Support and Development Standards.

Hull City Council is dedicated in offering high quality training to meet your needs as foster carers and supported lodgings providers. We offer a wide range of courses including evening and Saturdays to fit around your family routines. The dates and times of these courses are in the training diary. You can request a training diary electronically by emailing your fostering social worker or by emailing [partnershiplearning@hullcc.gov.uk](mailto:partnershiplearning@hullcc.gov.uk). Most training will be held at Brunswick Training Centre, Beverley Road, Hull.

Your fostering social worker will also talk to you about research and reading that you can do in your own time to help you learn about the needs of the children you are caring for.

## Pre-approval training

All foster carers will attend pre-approval training sessions during the assessment process, this pre-approval needs to be completed before you attend foster panel. Your assessing social worker will talk through the sessions with you and will help you reflect on the learning; this will be included in your assessment.

## Post-approval training

There is an expectation that foster carers will attend and participate in training throughout their fostering career. Training will be discussed with your fostering social worker, through supervision and your fostering reviews. Foster carers are encouraged to book their own training, which can be done via email, telephone or in person, your fostering social worker can also help with this and will help you identify which training will be relevant for you.

Supported lodgings providers are encouraged to attend training, training will be discussed with their supported lodgings worker within supervision. Like foster carers supported lodgings providers are encouraged to book their own training.

## Fostering Excellence payment for skills schemes

The payment for skills structure acknowledges foster carers and connected person carers skills and identifies areas of improvement to meet the needs of looked after children of Hull City Council. By completing training and evidencing their skills, knowledge and experience, carers can work through levels 1-3, receiving additional payment for each level. This does not include supported lodgings providers.

There are mandatory training courses for each level which are detailed in the training diary. It is also expected that carers complete other training courses which meet their specific needs, and what is agreed in the carers training and development plan, there are different training plans for mainstream foster carers, connected person carers and supported lodgings providers.

Throughout your time as a foster carer / supported lodgings provider there are some training courses that you will be expected to renew regularly, these will include

- Safeguarding (every 3 years)
- Attachment, Trauma and Brain Development (every 5 years)
- E safety (every 3 years)
- Foster Carer First Aid (every 3 years)
- Medication (every 3 years)

If you are aware of any learning or development need which does not seem to be provided for in the training diary, please discuss this with your fostering social worker, supported lodgings worker and/or Training and Development Officer. The Training and Development Officer will try to find appropriate courses or work on a one-to-one basis with you, if possible.

If foster carers or supported lodgings providers cannot attend a course which they have booked, please give Partnership Learning Centre at least 48 hours' notice. This can be done by ringing 01482 612434 or alternatively you can email [partnershiplearning@hullcc.gov.uk](mailto:partnershiplearning@hullcc.gov.uk). If you are unwell on the day, please contact Partnership Learning Centre on the above telephone number.

Hull Fostering will support attendance at training, as part of your supervision with your fostering social worker/ supported lodgings worker any barriers for training will be discussed with you. Hull Fostering will assist in helping you by arranging day care or other means of support if this is required.

# Hull Fostering Finance

## The Fostering Allowance

Being a foster carer affects your finances in lots of different ways. All foster carers are members of Fostering Network and will receive helpful leaflets in their new member's packs, these include allowances and income tax and insurance. Hull City Council will pay for the membership of Fostering Network for all its approved carers.

Hull City Council pays foster carers above the national recommended rate, and this is reviewed every year. The amount depends on the age of a child and is calculated to cover the cost of caring for a child. It is expected that carers use the allowance for transport, pocket money, clothing, food, heating, and toiletries to be provided by this allowance.

The child in your care is entitled to additional allowances and therefore the carer will be paid 56 'weekly' payments a year.

The additional four weeks are to allow for:

- Birthday presents (one week's allowance will be paid in the payment a week before the child's birthday).
- Festival presents (one week's allowance paid in the middle of November). If the child moves before a festival, carers need to send the presents with the child, or repay this money back to Hull Fostering.
- Holidays (two weekly payments will be paid in the middle of June to foster carers). If the child moves after June and the money has been paid but not spent on a holiday or activities, carers must repay this money back.

However, in some circumstances it will be up to the discretion of the Fostering Manager, not to repay the money if the carer and child have already been away before June.

Carers should note that whether they are going away on holiday, there is an expectation that the holiday allowance is to be spent on the child, on days out and activities.

All payments will be made directly into the carers current bank account. Allowances are paid on a two-weekly basis and are paid two weeks in arrears.

At the time of approval, carers will be asked to complete a creditor form to authorise Hull Fostering to make payments into their bank account.

If you have any queries about your fostering allowance speak to Hull Fostering's Finance Section on 01482 612800.

## Day Care

Foster carers may be asked to provide day care for children. Your fostering social worker or a duty worker will get in touch with you and give you details relating to the child's current situation and explain what is needed.

Any amount of time up to four hours will be paid as a four-hour block and any time after the four hours will be paid at the hourly rate.

Day Care is paid at a rate of £5.00 per hour.

## Support care

Support Care have set blocks for day care. These are as follows.

8am -12pm, 12pm - 4pm, 4pm - 8pm and overnight 8pm - 8am

Support care foster carers are paid £12 per block per child.

## Babysitting

All babysitters should be known to the child prior to the babysitting arrangements and should always be made aware of and included in the household Safe Caring Policy.

You can discuss using a babysitter with your fostering social worker.

The rate for babysitting is £3.50 per hour. The maximum claim is for 6 hours (£21) per month.

## Fostering Excellence payment for skills schemes

The payment for skills structure acknowledges carers skills and identifies areas of improvement to meet the needs of children looked after of Hull City Council.

The scheme's levels reflect and confirm the experience, training, reflections, and abilities of the foster carer. Carers must complete the TSDS portfolio as part of their level one. Carers complete fostering excellence portfolios for levels two and three which show evidence of their skills and knowledge. Carers may demonstrate this in the following ways: showing certificates from training courses they have attended, evidence from meeting minutes, witness statements from other professionals, observations from your fostering social worker and reflective statements. Carers are expected to demonstrate learning from reflection and their journey from one level to the next. Examples of the different levels are listed below.

Foster carers are paid differently for the different levels they achieve, current rates are available from your fostering social worker.

This scheme is open to short-term carers, long-term carers, and connected person's carers. Support care carers are entitled to the scheme if they have a child for over 28 days.

Carers will not receive payment for skills when there is not a child in your care.

## Setting-up allowance

All newly approved foster carers will receive a set-up grant which recognises the start-up costs of fostering. For example, foster carers will be provided a cot etc., when the child leaves your care Hull Fostering will provide the carer with a new mattress for the next child. Carers will be provided with sterilising equipment and bottles. Any other bottles needed must be taken out of the fostering allowance. Setting up grants will be kept in line with adoption and payments will not exceed this. This can be discussed with your fostering social worker and approved by the Fostering Manager

## Loyalty Payments

Foster carers can receive a loyalty payment of £500 once they have been approved carers for one year and are continuing to foster for Hull Fostering. Payment will come after a recommendation is made at the annual review and will continue every year for as long as they remain carers.

## What the Core Allowance Covers

The core allowance is designed to cover the costs of looking after a child i.e., routine maintenance. This gives an indication only and is not designed to be an exhaustive list.

- Food
- School dinner money
- Clothing/shoes, including new clothes for religious festivals
- Regular school uniform clothes including logoed items (additional support will be considered if there is a change of school mid-year)
- Party clothes (this will include a child's prom but where a child has not been in your care for long, a contribution may need to be considered to help with these costs)
- Youth organisation clothes (Brownies, Cubs, etc.)
- Nappies
- Self-care
- Pocket money
- Toys, books, games equipment
- Sporting activities, hobbies, music, dancing
- Subscription to clubs
- Treats / outings
- School day trips
- Presents for children's friends
- Transport to and from appointments, meetings etc. in respect of a child that are located within your local area.
- Playschool/playgroup fees
- Household costs – include costs of breakages of minor items in daily use, additional gas, and electric use. Wear and tear of furniture, carpets, telephone, durable goods, TV, washing machine, etc.
- Travelling and telephone expenses incurred in maintaining family time with the child's family where the child's family time takes place within a reasonable distance of the foster carer
- Child's telephone calls to social workers, advocates, and other professionals

- Bedding, this does include additional support where children require more bedding because of health-related needs
- Mobile phone
- School Photograph, if photos are requested by the local authority, then funding may be considered. This will need to be discussed with your fostering social worker and approved by the Fostering Manager
- School clothing- academies/schools which incur costs above and beyond what would be deemed as part of the core allowance or where a child is required to change school before the end of the academic year. Assessment of need is to be discussed with your fostering social worker and approved by the Fostering Manager. Carers can apply for an additional allowance of up to £150 when a child starts secondary school at year 7 and then again when entering year 9.
- Payment for initial clothing is made in exceptional circumstances when a child becomes looked after and has few or no clothes and requires additional clothing and or footwear to equip them to an adequate standard at the time of moving in. The amount is to be discussed with the fostering social worker and approved by the Fostering Manager prior to any purchase. Receipts of purchases are required, and payment will only be made once provided. It is expected that clothing is routinely replaced from within the weekly allowances and that the child is equipped to an adequate standard when they move on from your care.
- Smaller day school trips are paid for by the foster carer out of the core allowance. An ad hoc payment for larger school trips may be payable for children in secondary school years seven to eleven. Assessment of need is to be discussed with your fostering social worker and approved by the Fostering Manager.
- The core allowance contains an element for local travel (see mileage claims for more information). When a child first moves in with a foster carer it is expected that they will continue to attend their current school. Where there are exceptional travel costs to maintain a child's attendance at school or attend meetings, carer training, out of area hospital appointments or to assist with travel to and from family time additional mileage costs may be claimed. Assessment of need is to be discussed with your fostering social worker and approved by the Fostering Manager.
- Cultural needs - For some children, additional payments may be made to cover cultural needs. Assessment of the specific cost of meeting the identified need should be discussed with your fostering social worker and approved by the Fostering Manager.
- Miscellaneous costs - e.g., the cost of introductions to adoptive carers, costs for facilitating family time.
- Passport - The children's social work team will fund the child's passport, your fostering social worker can advise you on this.
- Provisional Driving Licence - This will be provided by the child's social work team when the young person is age 17.
- Glasses - An ad hoc payment will be considered for the additional cost of purchasing prescribed non-NHS glasses for a child if this is considered typical practice with all household members. Assessment of need to be discussed with your fostering social worker and approved by the Fostering Manager.
- School Photographs for family members - an ad hoc payment will be considered for the cost of purchasing photographs for family members. Assessment of need is to be discussed with your fostering social worker and approved by the Fostering Manager.
- Hobbies - An ad hoc payment will be considered for children to be supported in activities where this is deemed to be related to a future aspiration in terms of future employment or where a child is involved in a specific sport that entails representing their club in events out of their local area. Assessment of need to be discussed with your fostering social worker and approved by the Fostering Manager.

## Tax

Foster carers are considered as self-employed by the government. The Inland Revenue uses a scheme to determine how much tax you pay. This scheme has an income threshold, if the income from fostering remains below this threshold, carers will not have to pay tax. All foster carers must ensure they inform the Inland Revenue that they are foster carers.

The Fostering Network can help with advice around tax. This is explained in the Fostering Network membership section.

## Legal liabilities

Hull City Council will cover you as a foster carer for any legal liability which arises directly from their role of foster carer if you have not acted illegally and have taken reasonable steps to avoid legal liability. You will be expected to co-operate with Hull Fostering and provide all relevant information in respect of any legal liability which has arisen.

If you are concerned that you may have incurred legal liability you should contact your fostering social worker immediately. They will take all necessary steps and explain the process to you.

## Insurance

When you become a foster carer, you should notify your household insurance and supply Hull Fostering copies of your insurance details.

Hull Fostering will reimburse you for any additional premium. Carers are expected to claim from your insurance policy rather than seeking compensation from Hull Fostering where a claim is possible.

Foster carers are sometimes asked by their insurance company, for a police log number before the carer can claim on their insurance. Foster carers are advised to ring the police and obtain a log number but do not prosecute unless you have spoken to the child's social worker and fostering social worker.

## Car insurance

Carers need to contact their car insurers and notify them you are a foster carer. You will need to give Hull Fostering a copy of your insurance documents as proof that you have notified them, this will appear on your motor schedule. It is not mandatory for foster carers to have business cover on their insurance policy however some insurance companies will request this, foster carers should therefore take advice from their insurer.

Carers are reminded that their car insurance is invalidated if they do not have current car tax and MOT for the vehicle.

## Mileage

Standard mileage is included in the fostering allowance.

Additional mileage claims will need to be discussed with your fostering social worker and can be claimed at a rate of 45p per mile.

Foster carers who have been provided with a lease car are not entitled to make mileage claims.

## Car parking

Foster carers can claim for car parking whilst on training and for the child's hospital appointments.

Carers need to complete Mileage/Travelling Expenses and Subsistence Allowance form and attach a current (for the same month as the claim) petrol VAT receipt for each claim. Please note that claims cannot be processed without a petrol VAT receipt. The form needs to be posted to Hull Fostering at the end of the month. Claims are processed on the 10th of the month.

## Overpayments

There are occasions when an overpayment occurs. This happens when the information on a child's movement arrives after the payment run process has been completed.

The system requires updating with the relevant child's details which in turn starts and stops the payments, some fostering arrangements require a payment request to be completed. No payments can be started until either the child's details are updated and or the payment request is received. The relevant social worker is responsible for ensuring this is completed.

## Staying Put

A Staying Put agreement is where a young person who has been living in foster care remains within the foster home after they reach 18.

This scheme is designed to prevent young people experiencing a sudden disruption to their lives when they reach the age of 18. The scheme also supports the transition of a young person into adulthood. Staying Put arrangements will be considered through the pathway planning process as soon as a young person reaches 16.

Staying Put providers will receive a staying put allowance (details available from your fostering social worker).

Providers are not expected to provide:

- Pocket Money
- Clothing
- Personal items (e.g., club subscriptions, gifts for friends, games, school trips etc.)

## The Provider Portal (Finance Portal)

The provider portal is an online system for foster carers where they can check and track all foster carer payments.

Once approved as a foster carer, you are provided with access to the portal through your email account. You will receive a welcome pack with login details and instructions on how to use the system. The portal offers a direct message system between carers and the finance team, and it allows carers to check what payments they have received with a breakdown of cost. Carers are also able to track payments on the live system which will change to reflect the circumstances. If for example a child leaves your care or another child joins your home, then the figure will change to reflect this.

Your fostering social worker and the finance team can support you to gain access and use

Overpayments can be stopped by 10am on a Monday of the payment week. The social worker or carer can telephone the Children's Finance Team to inform them. Any notifications received after this time cannot guarantee the payment being stopped, however please still contact the Children's Finance Team to inform them of a move.

Whilst it is the social workers responsibility to inform Children's Finance when a child leaves your care, we suggest to avoid an overpayment, the foster carer contacts Children's Finance themselves. Please telephone 01482 615743, if Children's Finance are unavailable, leave a message or alternatively you can email- [ChildrenFinance@hullcc.gov.uk](mailto:ChildrenFinance@hullcc.gov.uk)

When an overpayment takes place, you will be required to repay the amount overpaid in full. Options are available either by reduction from the next payment or by cheque made payable to Hull City Council. However, for large amounts of money, this may be negotiated on how the money is repaid.

## Temporary absences

The fostering allowances will continue to be paid whilst a child is missing, in custody, in hospital or staying at the child's family or friends.

Foster carers will not receive the allowance if the child goes to Short Breaks. Please contact your fostering social worker for more information.

## The Fostering Network

The Fostering Network is the UK's leading fostering charity. We are the essential network for fostering, bringing together everyone who is involved in the lives of fostered children. We champion

fostering and seek to create vital change so that foster care is the very best it can be.

We work to ensure all fostered children and young people experience stable family life and we are passionate about the difference foster care makes. We champion fostering and seek to create vital change so that foster care is the very best it can be.

Foster carers for Hull City Council, will receive membership to The Fostering Network where they can access a range of services that can support them in the fostering role. Hull City Council will pay your annual subscription fee once you are approved as a foster carer.



## What type of membership do they offer?

Full membership or retired membership.

## What can I expect from membership?

Your membership to The Fostering Network will give you round the clock access to helplines, specialist advice, support, access to training, tax advice, discounts and also offers legal expenses.

## We protect

It is essential that as a foster carer you are protected when caring for children and young people. All our foster carer members receive market-leading legal protection insurance that covers the whole fostering family. This includes:

- A legal helpline for expert advice on allegations and help with any legal queries

- Attendance by a qualified and experienced solicitor should you or any of your household have to attend a police interview under caution as a result of an allegation
- Cover for up to £150,000 legal expenses if a criminal prosecution or civil proceeding is brought against you or any of your household as a result of an allegation
- Cover for any allegations that you are made aware of during the period of your membership including historic allegations

You are also covered by our legal protection insurance if you are a foster carer looking after a young person up to the age of 25 under Staying Put or equivalent (Continuing Care, Going the Extra Mile and When I Am Ready) or if you provide supported lodgings.

## Helplines

Our member helplines offer independent advice on all aspects of fostering, from tax and benefits to delegated authority. Open Monday to Friday, get in touch with your fostering queries.

We also provide a completely confidential stress support service, available Monday to Friday, 9am to 5pm.

## Learning and Development

We support the development of foster carers' skills and abilities through our wide selection of online resources, publications and training, all of which are discounted for our members. These provide relevant, up to date and practical information that will help you to provide the best possible care.

## Discounts

For many foster carers, securing a mortgage or getting the right home insurance can be a complicated process. To make it easier for our members, we've developed relationships with specialist home insurance and mortgage providers that understand fostering.

We are also pleased to be working in partnership with specialists who provide a fixed fee tax return service for foster carers.

We also understand the importance of spending quality time together as a family, so we provide discounts on family days out and holidays for our members. This includes:

- up to 52 per cent off tickets for a host of attractions across the UK, including Alton Towers, Thorpe Park and Chessington World of Adventures theme parks, Madame Tussauds, SEA LIFE centres and sanctuaries, Blackpool Tower Circus and Eye and much more.
- 10 per cent off entry at Go Ape outdoor adventure centres.
- up to 10 per cent off holidays and short breaks with Haven, Hoseasons and cottages.com. Haven have pledged a Coronavirus Book with Confidence Guarantee, which means you can book a holiday safe in the knowledge that you are covered if the Coronavirus Pandemic interrupts your plans.
- 15 per cent off a huge range of arts and craft

supplies available for home delivery from Baker Ross.

- 10 per cent off online orders from Foyles, the independent bookstore.
- 40 per cent off online orders of party games from Big Potato Games
- £10 off any three-month subscription to Little Cooks Co, offering an easy, fun, and healthy cooking activity for your kids. Their award-winning monthly kits make baking simple.

## Events

We connect our foster carer and fostering service members through events, providing the opportunity to hear about the latest developments in fostering and to meet others from the fostering community. All our members will be invited to our conferences which offer expert speaker and best practice sessions exploring local, regional, and national issues in fostering.

## Online community

Our online community provides a space for foster carer members to connect, share advice, support, and personal experiences with each other.

You can log in to read and share stories, successes, and challenges with a community of foster carers.

## Magazine and e-newsletter

As well as linking you in with other foster carers, we want to ensure our members feel connected to the wider fostering sector. That is why all our members receive our termly Foster Care magazine, which is full of in-depth articles on hot topics in fostering, as well as inspirational carer profiles, book reviews and foster family stories.

## Creating change in foster care

You can get involved in our campaigning work by signing up to our campaigners e-newsletter. You will hear about opportunities to campaign for fostering such writing letter to your MP and taking part in surveys.

We also develop and pilot innovative approaches to foster care through our projects and programmes such as the Mockingbird programme.

## Raising the profile of fostering

Fostering transforms lives and we want everyone to recognise the crucial role that it plays in our society. That is why we work with our members to raise the profile of fostering and challenge the myths and stigma surrounding care for example by delivering Foster Care Fortnight™, the annual Fostering Excellence Awards and through our media work.

## About retired foster carer membership

Our retired foster carer membership provides market-leading legal protection insurance that covers everyone in your household. This includes:

- a legal helpline for expert advice on allegations and help with any legal queries
- attendance by a qualified and experienced solicitor should you, or any of your household, have to attend a police interview under caution as a result of an allegation
- cover for up to £150,000 legal expenses if a criminal prosecution or civil proceeding is brought against you or any of your household as a result of an allegation
- cover for any allegations that you are made aware of during the period of your membership including historic allegations
- a completely confidential stress support service.

You are also covered by this legal protection insurance if you are a former foster carer looking after a young person up to the age of 25 under Staying Put or equivalent (Continuing Care, Going the Extra Mile and When I Am Ready) or if you provide supported lodgings.

Your membership will also help you to stay connected to fostering. You will receive our monthly newsletter, have access to a digital copy of Foster Care magazine and be able to support our campaigns to make foster care better for children and young people and the families that care for them.

As an added benefit, our popular discounts on days out and holidays, as well as specialist mortgage and tax advice from our partners, will continue to be available to you.

## Foster Carers Independent Support Service- Allegations against foster carers

Becoming a foster carer can be very rewarding and comes with lots of benefits. It is a huge commitment for any carers and their families and there are times when problems can occur. As part of the pre-approval training, foster carers will learn about the process involved when an allegation is made. This can be really worrying time for foster carers especially if an allegation is made about them or a member of their family. In the event of an allegation, an investigation will be launched to ensure the safety of the child and any other person's thought to be at risk. Many allegations prove unfounded, and some are not upheld, however the impact of an investigation can cause emotional distress and upset. The way in which foster carers are supported throughout an investigation can affect their desire to continue as a foster carer once the allegation has reached a conclusion.

Your Fostering Network membership provides independent support to foster carers in the event of an allegation as well as support if there are any significant disputes between Foster Carers and the fostering service. In the event of an allegation or a dispute, your fostering social worker will be able to talk you through all options available in terms of independent support.

## Complaints Procedure for Children and Families/Carers

Staff will make every effort to resolve any difficulties experienced by children and or their families/carers during the normal course of their work. On routine matters children and or their families/carers should first make attempts to discuss any issues with the social worker who are directly concerned with the situation. If this does not result in resolutions, then the relevant Team Manager should be contacted to assist. If a solution is not then found to the satisfaction of the child or their family/carer, they have the option of making a formal complaint. For more information on how to make a formal complaint, contact the Complaints Service Tel 01482 300300, or email: [Social.Services.Complaints@hullcc.gov.uk](mailto:Social.Services.Complaints@hullcc.gov.uk)

Hull Children, Young People and Families Services has a full-time Complaints Officer. The Complaints Officer collates information about complaints, ensures allocation of complaints to relevant managers or independent persons to investigate them, ensures that all complaints are dealt with within the specified timescale and reports on corrective actions for the service.

Further details on the complaints process are available from the complaints service or your fostering social worker and provided in the complaints leaflet which is in the foster carers black box.

Complaints can be made without fear or recrimination. The process of investigation will be impartial, objective, and thorough. If a child or young person wishes to make a complaint, or you are logging this on their behalf due to their age or level of understanding, they will usually be entitled to an independent advocate. Hull City Council currently commissions National Youth Advocacy Service (NYAS) to provide this support to the child or young person.

Complaints will be dealt with as speedily as possible, with the aim of carrying out a full investigation which is fair to all involved.

This procedure is intended to cover all possible complaints, for example by foster carers about the individual decisions or practices which effect either their own situation or that of any foster child living with them. Complaints can be made about both professional and financial issues.

Hull Fostering welcomes any comments positive or negative that you may wish to make about its fostering service. We log all compliments about staff and carers for reporting on these as well as complaints.

If a foster carer suspects that any criminal offence (other than child abuse) has been committed by a member of staff, the foster carer is requested to report the matter to the Fostering Group Manager or a Fostering Manager on: (01482) 612800.

If a foster carer suspects that a member of staff has caused significant harm to a child, they have the option of reporting the matter to the Fostering Group Manager and/or to another child protection agency such as to the police or the NSPCC. Hull Fostering has an allegations procedure relating to any concerns of harm caused to a child (by a foster carer or a staff member) which is different to how a complaint is investigated regarding about how services are delivered by Children, Young People and Families Service's staff.

See separate section within this handbook on Allegations.



# Caring for Children and Young People

## Promoting Good Health and Wellbeing

### Carers Role and Responsibilities

Each child or young person in foster care receives health care, which meets his or her needs for physical, emotional, and so

full a description as possible of the health needs of the child.

Your role in helping to promote the health of any child in your care includes:

- Registering a child with a doctor or dentist if necessary. There needs to be consideration to continuity of care and a discussion will take place at the planning meeting to decide if the doctor and dentist should be moved to a closer location to the foster carers home, or if it should remain where they are currently registered.
- Taking the child to any health appointments, including dental and optician appointments when required. Dates should be recorded and forwarded to the child's social worker.
- Helping the child to understand their own health needs and make informed decisions where possible.
- Helping the child to access services that they need.
- Giving attention to health issues in everyday care of the child, including diet, personal hygiene, and health promotion.
- Acting as an advocate on the child's behalf.

### Personal Child Health Record (Red Book)

All children born after 1 April 1995 will be issued with a Personal Child Health Record (Red book). The PCHR is the main health record and contains a full medical history for the child. This should be completed jointly with health professionals and parents/carers. It needs to be taken to every medical appointment.

The record belongs to the child and must always go with the child if they move from your care.

### Health Assessments

Health assessments promote the current and future health of the child and young person who are looked after. Health assessments do not concentrate upon ill

health alone but cover a wide range of issues including emotional wellbeing and developmental health. Health professionals who carry out the assessment will do the assessment in a way which empowers the child/young person to take suitable responsibility for their own health.

The child/young person will be the centre of the health assessment and will be given the opportunity to express their wishes and any worries they may have regarding any aspect of their health.

It is a legal requirement for children looked after by the authority to have regular Health Assessments. The first/initial health assessment (IHA) should be undertaken by a registered medical practitioner and should result in a Health Plan by the time of the first review of the child's Care Plan, 4 weeks (20 Working Days) after they become looked after.

The Community Paediatric Service based in the hospital offer an appointment for the child. Child Looked After Health team (CHCP) are responsible for all the Review Health Assessments and contribution to review meetings.

All children aged 0-5 years have a named health visitor who lead on all child development, health promotion. Children aged 5-18 needing active intervention from the 0-19 C&YP service will need a referral. This can be done by the carer or social worker by contacting the duty team on 01482 344301.

The Child Looked After Health team will inform the carers of the child and the child's social worker to inform the child and parents of the health assessment, and to accompany the child, parents and or carers at the assessment. Children under 5 must be assessed every 6 months. Children over 5 years must be assessed annually.

A copy of the summary and health plan from the health assessment will be sent from the Child Looked After Health team to the child's social worker, carer, Independent Review Officer (IRO), general practitioner and community health professional.

Wherever possible a child should be encouraged to attend their appointment and have the opportunity for their health to be assessed. Where an assessment is refused, work should be undertaken to encourage cooperation in the process.

If an IHA is declined with a medical practitioner, young people may find it easier to engage with an experienced member of the Child Looked After Nursing Team, this can be offered in a place suited to the young person and medical supervision can be given.

Where all reasonable attempts have been made to complete an IHA or RHA, and where there is consent to carry out a health assessment, the young person will be informed that an assessment will be completed using all other information sources.

## Young people refusing treatment

Young people who are capable of understanding the implications of their decisions are regarded as being competent to make decisions about their own health. Young people can make decisions that affect their own health when they have had the benefits and risks of a treatment explained to them. Young people who understand all the health implications may decide to go ahead or to refuse treatment.

The fact that they are refusing treatment should not be the end of the discussion:

- Give the young person written information about the treatment and allow them time to read the information
- Continue to keep the discussion ongoing with the young person and answer their questions or concerns
- If necessary, encourage the young person to discuss the issue with a health professional they know, such as the school nurse, or their GP
- It is important that the young person's anxieties are explored and that their decisions are respected

## Strengths and Difficulties Questionnaire

Background to the Strengths and Difficulties Questionnaire (SDQ) process:

- The White Paper Care Matters: Time for Change, highlighted the need to improve the mental health of children and young people in care. It recommended that a new local government indicator focused on psychological and emotional health of children and young people in care, and specifically emotional and behavioural difficulties.
- The SDQ is a short behavioural screening questionnaire. It has five sections that cover details of emotional difficulties, conduct problems, hyperactivity or inattention, friendships and peer groups, and positive behaviour.
- Local authorities are required to ensure a short behavioural screening questionnaire is completed on all the children whom they look after between the ages of 4 and 16 years. SDQ's are completed at the time of the health assessment.
- Requests for SDQ completion are sent to children/young people over 11 years, in addition to the child's carer and teacher. SDQ's are completed at IHA and repeated annually.
- Further information on the SDQ process can be found at [www.sdqinfo.com](http://www.sdqinfo.com).
- The data collected will provide both local and national information on the emotional and behavioural health of children looked after.
- The SDQ will provide the local authority with a useful way of assessing the mental health needs of both

our overall population of children looked after and of individual children or young people.

- The SDQ has been internationally validated and is appropriate for all BME groups. Alternative language versions of the SDQ are also available.

## Children And Mental Health Services (CAMHS)

### Mental Health Services for Children and Young People

Child and Adolescent Mental Health Services (CAMHS) are services that support young people with their mental health. They may also be called CYPMHS (Children and Young People's Mental Health Services).

CAMHS services generally support young people experiencing:

- sadness, low mood, or depression
- feelings of worry or anxiety
- low confidence
- problems with eating or your relationship with food
- anger
- problems sleeping
- hearing voices or seeing things
- thoughts about wanting to hurt yourself
- difficult feelings after a traumatic event

Your CAMHS team can offer support and treatments, like:

- Talking therapies - to explore the child's feelings. This might be on their own with a therapist or with family/carer there too
- Medication - to help a child cope with how they feel
- Staying in hospital - for treatment and support
- The type of help a child will get will be decided by the CAMHS team but the child should be asked about what they would like and what they feel most comfortable with.

Normally if a child needs support they will need to be referred from the child's doctor, but some services also accept referrals from schools, social workers, youth offending teams or the child if they are old enough.

Sometimes if your local service is busy, the child might have to wait a while for an appointment. This can be really upsetting and worrying, especially if you/or the child feels like things are getting worse. In Hull all children looked after are prioritised for support.

In the interim it might help to:

- Speak to the child's doctor about other support a child can try while they wait
- Contact the CAMHS service to ask when the child should get an appointment and if there is anything the child can do while they wait
- Explore other options for support, like help from charity organisations

Contact point is the clinically staffed single point of access for families, carers, and professionals.

Contact point is available from 9am until 5pm Monday to Friday via 01482 303688.

Urgent referrals via CAMHS Crisis service, contact 01482 335600

The website [www.howareyoufeeling.org.uk](http://www.howareyoufeeling.org.uk) has been designed by the CCG and council.

## Emotional wellbeing

### Kooth

Kooth.com is an online mental wellbeing community. Access is free, safe, and anonymous support.

### Smile

This is support for children aged 10 to 15 years old. This is a 12-week group work project for young people, delivered in local youth centres by youth workers.

This is run by youth workers, the SMILE group offers a mix of activities to help the young person understand their feelings, talk to other young people, and build positive relationships.

For more information,  
Call: 01482 331 238  
Or email: [smile@hullcc.gov.uk](mailto:smile@hullcc.gov.uk)

## Advice and support websites below provide useful information

[www.howareyoufeeling.org.uk](http://www.howareyoufeeling.org.uk)  
[www.howareyoufeeling.org.uk/coronavirus-resources](http://www.howareyoufeeling.org.uk/coronavirus-resources)  
[www.howareyoufeeling.org.uk/youngperson](http://www.howareyoufeeling.org.uk/youngperson)  
[www.howareyoufeeling.org.uk/parents-services](http://www.howareyoufeeling.org.uk/parents-services)

## Personal hygiene

The school nurse service helps young people aged 5-19 in Hull with physical, emotional, and social wellbeing support. They are experts in child health, illness and developmental needs and provide support and a referral service for those young people with additional needs.

They also deliver public health nursing services to all children and young people in Hull aged 5-19 years in school, educated at home, missing from education, are in alternative education provision or looked after by the Local Authority.

They provide advice on things like body worries, alcohol, relationships, sexual health, bullying, drugs, smoking, stress, healthy eating, and self-harm. They can offer this through school "pop-ins" at secondary school or you can contact your school nurse directly.

## Obesity

Each child aged 0-5 years and their family/carer has a named health visitor who can help and support parents/carers through early years, undertaking home visits and drop-in child health clinics. The health visitor can offer advice on everyday childhood issues such as:

- Diet, nutrition and weaning
- Sleeping
- Safe Sleeping Practices
- Behaviour
- Potty/Toilet training

## CHCP

[www.chcpfft.org.uk/Health\\_Visiting](http://www.chcpfft.org.uk/Health_Visiting)

Children aged 5-18 years can receive targeted support from the CHCP 0-19 children and young people service. Based at Orchard Park Health Centre, telephone 01482 344301. This service will offer additional support regarding healthy lifestyles, diet, and nutrition for a period of 4-6 weeks and will signpost to more specialist support if required.

## Healthy Lifestyles

CHCP healthy lifestyle service leads on the National Child Measurement Programme. The service promotes healthy living to children & young people aged 5-19 years old.

The following is provided:

- Support for overweight young people.
- Advice for parents, carers, children, young people, and health professionals around obesity.
- Work in primary, secondary and sixth form colleges with the School Nursing Teams

## HENRY (Health, Exercise, Nutrition for the Really Young)

The HENRY group programme has been developed to give parents the tools and skills they need for a healthy family lifestyle.

These sessions are suitable for parents/carers of children aged 0-8 years old who are living with them or involved in regular contact and parenting. HENRY helps parents/carers think about how they can help their families be healthier and more active. It covers five main themes:

- parenting
- how we eat
- what we eat
- being active
- emotional wellbeing

## Weightwise Extra

Weightwise Extra is a specialist service for Children and Young People aged 4 to 17. It helps to improve emotional and physical health and supports weight loss and maintenance.

The service offers care for between 6 and 24 months, depending on what help is needed. It provides an opportunity to discuss the options available with a member of the team; these include 1-2-1 appointments with a paediatric dietitian and/or psychological wellbeing practitioners if deemed necessary. There is also access to the fun 24-week Weightwise Extra programme. The programme empowers the children and young people, as well as their parents, to make positive choices around the food and drink they consume and their physical activity levels with both theory and practical elements each week.

The child's doctor or school nurse can help you access the service by referring you. If you have any queries or questions about Weightwise Extra, please call 01482 247111.

## Disability and access to services

### Education, Health, and Care Plans

An Education, Health, and Care Plan (EHCP) details the education, health and social care support that is to be provided to a child or young person aged 0-25 who has Special Educational Needs or a disability.

Education, Health, and Care Plans should be used to actively monitor the progress of children/young people towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. There can also however, be additional ad-hoc meetings arranged to discuss, within a multi-agency setting any specific changes within the child/young person's life. These changes can range anywhere from additional support required (such as a request for a 1:1) to the request of a referral to a specialist school. The Local Authority's decision following the review meeting must be notified to the child/young person/parent within four weeks of the review meeting.

Professionals across education, health and care are invited and expected to attend, engage, and have input into the plan, to best suit the needs of the child/young person.

EHCP meetings and reviews main aim is to focus on the child/young person's progress towards achieving the outcomes specified in the plan, and whether these outcomes and supporting targets remain appropriate.

In addition to the multi-agency collaboration, the parent/carer is invited to attend, and their views actively sought, as they are best placed to have a good understanding of the child/young person. It is usual for the parent/carer to work closely with the school to achieve the best outcome for the child/young person.

For children looked after, the annual review should, if possible and appropriate, coincide with one of the

reviews in their Care Plan and in particular the Personal Education Plan (PEP) element of the Care Plan. The Virtual School and SEND officer are also expected to attend for children looked after and are there to advise and assist on any areas on service delivery such as funding, referrals to specialist provision, support within the school environment and can advise on any potential use of funding. Specifically, the Virtual School and SEND officers can assist with information on pupil premium and will work closely with the school to ensure these funds are used to best suit the needs of the child/young person. This may be anything from a laptop to educational days out and are discretionary to specific schools.

## Personal Budgets

Children/young people who have an Education, Health and Care Plan have the right to request a personal budget, which may contain elements of education, social care, and health funding. Each request for a personal budget must be considered on its own individual merits.

The mechanisms of control for funding available to parents and young people include:

- Direct Payments – where individuals receive the cash to contract, purchase and manage services themselves.
- An arrangement – whereby the local authority, school or college holds the funds and commissions the support specified in the Education, Health, and Care Plan (these are sometimes called notional budgets).
- Third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the young person.
- A combination of the above.

## Care Plans for Children Looked After

Where a child looked after is being assessed for Special Educational Needs (SEN) it is vital to take account of information set out in their Care Plan. SEN professionals must work closely with other relevant professionals involved in the child's life to ensure that the child's Education, Health, and Care Plan works in harmony with their Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met.

The assessment must be carried out by the authority where the child lives (i.e., is ordinarily resident), which may not be the same as the authority that looks after the child. If a disagreement arises, the authority that looks after the child, will act as the 'corporate parent' in any disagreement resolution.

It is the child's social worker (in close consultation with the Virtual School Head in the authority that looks after the child) that will ultimately make any educational decision on the child's behalf. However, the day-to-day responsibility for taking these decisions should be delegated to the carer who will advocate for the child and make appeals to the First-tier Tribunal (SEN and

Disability) as necessary.

Once placed in a school the child's progress will be monitored and promoted by the designated teacher who will need to be aware of the child's looked after legal status, family time arrangements and the child's care plan including the level of authority delegated to the named carer.

The designated teacher has a wide range of responsibilities, including:

- The development and implementation of the child's ePEP and ensuring all other staff in the school are aware of the plan and are working to it
- Safeguarding
- Ensuring children who are entitled to premium pupil funding are awarded it and that it is being used to support and benefit the current or previously looked after child as intended and this is reflected in the ePEP
- Advising and supporting teachers and other school staff in 'whole school approaches' that enable looked after and previously children looked after to thrive and achieve
- Promoting positive home and school links
- Monitoring the children's progress against their peers

In addition to this the designated teacher will have close communication with the child/young person's social worker (and vice versa) to ensure excellent links remain in place.

For a child in a stable, long-term foster home it may well be appropriate for the carer to take on the responsibility of managing a personal budget, but this will need careful case-by-case consideration.

## Statutory Guidance and Further Information

- SEND: 19- to 25-year olds' entitlement to EHC plans [www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans](http://www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory Guidance for Organisations which work with and Support Children and Young People who have Special Educational Needs or Disabilities (revised January 2015) [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- 0 to 25 SEND code of practice: a guide for health professionals. Advice for clinical commissioning groups, health professionals and local authorities [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/502913/Health\\_Professional\\_Guide\\_to\\_the\\_Send\\_Code\\_of\\_Practice.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/502913/Health_Professional_Guide_to_the_Send_Code_of_Practice.pdf)
- Care and Support Statutory Guidance (Department of Health and Social Care) [www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance](http://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance)

- The Young Carers (Needs Assessment) Regulations (DfE, March 2015) [www.legislation.gov.uk/ukxi/2015/527/pdfs/ukxi\\_20150527\\_en.pdf](http://www.legislation.gov.uk/ukxi/2015/527/pdfs/ukxi_20150527_en.pdf)
- DfE/DHSC Send Resources Page [www.gov.uk/government/publications/send-guide-for-health-professionals/send-resources-for-healthcare-professionals](http://www.gov.uk/government/publications/send-guide-for-health-professionals/send-resources-for-healthcare-professionals)
- Carer's Trust <https://carers.org/>

## Services

Support for parents/carers of children with a disability (children aged 5-16)

Stepping Stones Triple P (children aged 2-14)

National Autistic Society Teen Life (children aged 10-16)

Balancing Act (children aged 10-16)

1-2-1 support is also available to carers who want to attend these workshops, which can be accessed without a SEND diagnosis. Carers have told us this can help with issues related to parenting teenagers with a disability and lack of supportive family networks and good child-parent relationship.

Contact: 01482 467540 or email:

[Michelle.Bartle@kids.org.uk](mailto:Michelle.Bartle@kids.org.uk)

There are many more services available so ask your fostering social worker for information.

## Dental Care

For babies: breast milk is recommended for a baby.

- Boiled tap water is recommended from 6 months of age, to help quench thirst and plain cow's milk is a great drink to have from 12 months old onwards
- Give dilute fruit juices and sweetened drinks, in a free flow cup only at meal times and never at snack times or bedtime. Avoid using a baby bottle, sippy or miracle cups for these types of drinks
- Use a straw for older children when drinking juice and fizzy drinks
- Reduce the frequency of sweet, sticky, and acidic food as this will increase the risk of tooth decay

Remember to look at your infants' teeth and take your infant to the dentist by the time they are a year old for baby dental care advice. Don't forget to brush their teeth twice a day, especially at bedtime, with a fluoride toothpaste on a dry toothbrush when teeth start to erupt.

For children:

Helpful tips to keep a child's teeth healthy:

- Plain milk and plain tap water are healthy for the child's teeth. A child can drink them anytime during the day or at night time
- Reduce the amount of fruit juice, sweet and fizzy drinks a child has, as they can increase the risk of tooth damage



- Give sugary drinks only at mealtimes and never as a snack or at bedtime.
- Use a straw when drinking any fruit juices and fizzy sweet drinks. This will reduce the time that the sugar is in contact with teeth
- Always dilute fruit juices and cordials with lots of water to reduce the sugar content of the drink
- Reduce the frequency of sweet, sticky, and acidic food as this will increase the risk of tooth decay
- If oral medication is required. Ask the doctor or chemist for a sugar free version, if possible. As frequent consumption of sugared medication may cause tooth damage.

Remember to look at your child's teeth every day and take them to the dentist at least once a year for a dental check-up. Don't forget to help children under seven years of age, to brush their teeth twice a day especially at bedtime. Use a fluoride toothpaste with a dry toothbrush for two minutes. Spit out any excess toothpaste and do not let them rinse their mouth out.

## Resources

<https://www.chcpic.org.uk/chcp-services/oral-health-promotion/pages/useful-resources>

Visit [www.nhs.uk](http://www.nhs.uk)

<http://www.cityhealthdental.co.uk>

01482 336000 City Health Dental, Jameson Street, Hull, HU1 3JF

## Smoking

Children under 5 years of age must not live in a smoking household. The exception to this may be if the child is to live with a family member or friend. In this case, advice should be given on the effects on health of passive smoking, and this should be monitored.

In a situation where the child under 5 is to live with older siblings, every endeavour must be made to find a home for the sibling group in a non-smoking household. The fostering social worker must monitor how the carers manage their smoking habits and encourage the carers to attend cessation classes.

Any child with a disability which means they are often physically unable to play outside, all children with respiratory problems such as asthma and all those with

heart disease or glue ear should not live with smoking families.

## Approved Carers Who Smoke

It is recommended that where possible, foster carers should be encouraged to give up smoking altogether. The fostering service will offer advice and assistance in relation to some of the avenues of support available such as consulting their GP, cessation classes, nicotine patches, etc. They should also be given information in relation to increased risk of fires and burns from smoking.

Foster carers and other members of the household who do not wish to give up should be advised of the need to smoke outside of the house and ensure the home remains smoke-free where the child or young person will play, eat, sleep, or study. Children should not be exposed to smoking when visiting friends or relatives of the carers, or when carers have visitors to the home, and they should also be asked to smoke outside. Carers should also be advised that continued smoking may limit their fostering opportunities. Children under the age of 5 years will not live with carers who smoke.

## E-cigarettes

A more recent development in smoking is the introduction of e-cigarettes. There are no long-term studies available at present on the possible detrimental effects of inhaling e-cigarette vapour and therefore foster carers must use the same precautions around children when using e-cigarettes as they would when smoking tobacco and only smoke e-cigarettes outside the home.

The fostering social worker must monitor and record through the foster carers' supervision. The issue of smoking must be discussed at the carers annual review and decisions and any recommendations recorded by the Chair.

## Placing Children and Young People Who Smoke

Where foster carers are looking after young people who smoke, every effort should be made to encourage them to give up. Clear "house-rules" about smoking should be drawn up and agreed by the young person, carers, social worker, and parent(s), and should be discussed and recorded at the planning meeting. This is particularly significant where carers themselves are

non-smokers. However, in the case where foster carers smoke, it should be established that they should not smoke with the young person and should still observe a smoke-free house.

Foster carers and social workers must never buy cigarettes for children and young people.

Foster carers should be reminded that they can provide positive role-models for the children they care for, so can assist the young person to give up smoking by doing so themselves. Similarly, social workers should consider themselves good role models by not smoking in front of young people and providing them with access to health-education and cessation programmes where needed.

## Carers who have Successfully Given Up – Change of Approval

Foster carers should continue to receive support and encouragement in their decision to prevent relapse. Carers may wish to offer a home to children under 5 years of age, with a disability or other health problems and feel that their approval should be changed to reflect this. BAAF recommend that carers in this situation should not be allowed to adopt or foster a child in these categories until they have a proven minimum period of 12 months as a non-smoker.

It is worth noting that after 10 years, an applicant is classed as a non-smoker for insurance purposes

## Monitoring

It is important to monitor smoking habits of carers and young people.

Details of the carer household smoking habits and strategies for managing this should be explicit in the following:

- Skills to foster assessment
- Foster carer data base
- Carer profile
- Decision record
- Planning meeting
- Annual review
- Foster carer supervision forms
- Details of young person's and parent's smoking habits should be included in the following:
  - Child's profile (fostering)
  - Referral for placement

## Alcohol

Drinking too much alcohol can damage your health, it is important to talk to children and young people about the dangers of alcohol. Intoxication can lead to boisterous and uncontrolled behaviour among young people which can be disruptive and even dangerous. Also, young people who are under the influence of alcohol could be placing themselves at risk of accidents or abuse. Young people are particularly susceptible to the effects of

drinking alcohol and become intoxicated quickly as their tolerance to alcohol is low.

The children and young people you look after may have witnessed serious domestic disputes and violence, triggered by alcohol and drunkenness. Foster carers need to be mindful of how their attitudes to alcohol may impact on the children and young people in their care. Equally it is important to set a good example of safe, enjoyable drinking. The consumption of alcohol in your home is your individual responsibility. You must ensure that it stored in a secure place.

If you are concerned that your foster child has a problem with drinking alcohol, contact your fostering social worker to discuss what action to take.

## Drugs

If a foster young person informs you or if you suspect they are abusing drugs, contact the child's social worker immediately so that appropriate action can be discussed and taken.

One of these actions may be for the child's social worker to refer the young person to ReFresh.

ReFresh is a service designed to help young people under the age of 19. The service offers information, advice and support about drugs and solvents. They also give advice and support to parents/carers and professionals. Contact (01482) 300300 ask for ReFresh if you would like more information.

Foster carers can request to attend Drug Awareness and Young People & Substance Misuse course run by Hull Fostering if you would like to gain more knowledge on drugs.

## Sexual Health

All young people must have access to accurate information that will explain to them the physical and emotional changes that are happening to them as they reach adolescence. This information can be given through books, leaflets and discussions between you and the foster child.

We advise foster carers to discuss the issues in a simple and easy to understand language and to be prepared to answer questions in a non-judgemental manner. To discuss a range of values and attitudes towards sexual relationships and to positively encourage young people to increase their understanding of their sexuality.

Please remember it is not appropriate for foster carers to share their sexual information or experiences about themselves to a foster child.

## The age of consent

Heterosexual Relationships – The age of consent for sexual intercourse in a heterosexual relationship is 16.

Homosexual man and women relationships – A gay young man may consent to a gay sexual relationship provided he and his partner is 16 or over.

It is an absolute offence for a man or woman to have sexual intercourse with a child under the age of 13

child.

It is an offence for a man or woman to have sexual intercourse with a child aged between 13 and 16 years. There are recognised mitigating circumstances to this offence where the man or woman is under 24 years old and not previously charged with a similar offence and they believed the child to be over 16 years old.

Foster carers may become aware of situations in which young people below the age of consent are involved in sexual relationships. Doctors and other health professionals may provide under 16's with condoms and other forms of contraceptives, information, and advice. Teenagers who don't use contraception have a 90% chance of falling pregnant in one year. Young people who don't use condoms also risk contracting a range of sexually transmitted infections.

There are lots of services and organisations in Hull that can help. All of them offer free, friendly, non-judgemental, and confidential advice. They can help young people with all aspects of sexual health, from contraception to pregnancy testing - even if they are under 16.

These services include:

Conifer House: 01482 247111 - 6-10 Story Street, Hull, HU1 3SA

Sexual Health Services

[www.conifersexhealth.co.uk](http://www.conifersexhealth.co.uk)

Wilberforce Health Centre 01482 336336

Bransholme Health Centre - 01482 247111

Morrill Street Health Centre - 01482 247111

The Warren Youth Project: 01482 218115 - 49 Queens Dock Avenue. Hull City Centre

## Gay, Lesbian and Bisexual Young People

Young people have the right to have same sex relationships. It is important to acknowledge the need of young people who are gay, or lesbian can express their sexuality and develop relationships. Not taking a young person's sexuality seriously is unhelpful and adds to feelings of low self-esteem. The aim should be to support and enable young people in making informed choices.

Young people who are gay or lesbian often fear or experience homophobia from professionals, which can stop them from requesting information and support. They may find it too difficult to reveal same sex feelings or relationships and it is important to be sensitive and not assume that all young people are heterosexual.

There are Lesbian/Gay/Bi-sexual/Transgender groups for young people in Hull who can offer friendship, support and advice and information. "SHOUT" telephone 01482 218115 (or contact The Warren Youth Project for details) provide a safe and confidential space for LGBT+ young people aged between 14 and 25 years.

## Step out group

Step Out Group offer a support group for LGBT+ young people aged 11-17, who want to socialise with other young people experiencing similar things to them.

You can message the group on Facebook or Instagram, call or text Viv on 07580417577, or call the Cornerhouse office on 01482327044, email [stepouthull@gmail.com](mailto:stepouthull@gmail.com)

## Trans Youth Hull

Trans Youth Hull meet on the first Sunday of every month in a city centre venue, run by Helen and Felix Fenlon who can offer support dedicated to trans, gender and identity questioning young people. They are always happy to talk to parents and young people to help understand the process of transitioning.

Contact them on Facebook, call Felix on 07832763796, or email [tyouthull@gmail.com](mailto:tyouthull@gmail.com)

## Lollipop

Lollipop supports LGBT+ people who are between the ages of 13 and 19 in the East Riding. The group meets Wednesday 6pm – 8pm every other week in Beverley town centre.

LOOK group (Loving Our Out Kids) parental support group meets on the first Thursday of the month 6:00 pm – 7:30 pm in Beverley. The helpline is open weekdays, 9am - 5pm.

Call 01482 392200 or email [lollipop@eastriding.gov.uk](mailto:lollipop@eastriding.gov.uk) to access both groups.

## Hull & East Riding LGBTQI Forum

A group which represents the Lesbian, Gay, Bi-sexual & Trans (LGBT+) community within the area of Hull & East Riding of Yorkshire. They actively deal with many community issues such as hate crime reporting, sexual health, Pride, LGBT history month, museums consultation, community cohesion, faith matters and in many other areas that affect everyday life. Representatives of the key agencies (e.g., Council, Police, Fire, NHS, and Victim Support) regularly attend their meetings as well as community members themselves. Please feel free to attend their regular meetings, held on second Wednesday of the month 6.30pm in The Guildhall, Hull. Find out more and request to join the Facebook group by search 'Hull & East Riding LGBTQI+ Forum'.

## Race, Culture and Religion

A religious and cultural difference does not mean that children and young people should be denied the benefits of sex education and discussion with carers. Carers must be sensitive and be informed about different cultural and religious norms in relation to sex education. Contact your fostering social worker if you require more information. Carers are to be aware that the young person's religion and culture may be important influences which will affect the young person's attitudes and values towards sex and relationships.

If carers would like to gain more knowledge in supporting young people with regards to sexual health, the Training Department runs courses on this including:

- Introduction to Sexual Health
- Supporting Young People's Sexual Wellbeing

Corner House also work closely with foster carers and can offer further advice and training regarding sexual health issues for children and young people of different ages.

## Hepatitis B

We advise all our foster carers to have a Hepatitis B injection. Hepatitis is an inflammation of the liver. Hepatitis B is highly contagious, however is relatively uncommon in the UK. The virus is present in all bodily fluids such as blood, saliva etc. Therefore, it can be passed from person to person very easily. Babies and young children who become infected with Hepatitis B have a very high chance of becoming carriers, which means they are infectious.

Carers should ask their GP for the injection, if they refuse to give you this, please get in touch with Hull Fostering who will arrange for you to have the injection.

## HIV/AIDS

HIV stands for Human Immunodeficiency Virus this is the virus which can lead to illness and AIDS diagnosis.

AIDS Acquired Immune Deficiency Syndrome is a medical condition which results from HIV infection.

HIV is a chronic but manageable disease, due to the recent progress in combination treatment using anti-viral drugs has developed a successful treatment for HIV, and some of these have been approved for children. These drugs can lower the level of HIV in the body, but they do not eradicate HIV from the body.

Hull Fostering is committed to providing services for HIV infected or those who are affected by HIV because their parent is HIV positive, while the child remains free from the virus. These services will be provided based on the child's assessed needs. When planning services for children in need, consideration will be given to the needs of both HIV infected children and those children affected by their parent's illness.

It is important to be aware that foster carers may not know that the child in their care is HIV positive. Hull Fostering may not be aware that the child is infected with the virus, as may the child and their parents.

The decision to test a child for HIV is a major step which will not be taken lightly. Any decision for a child to undergo an HIV test will be a medical decision based on medical information and where necessary a social report.

We therefore advise all our foster carers to always use universal infection control procedures to avoid the risk of any infection.

If we know that a child is HIV positive, a home for the child will be identified with foster carers who are prepared for caring for a child with this medical condition and have a sufficient understanding of the complex

issues related to caring for the HIV infected child. The child's parents should be involved in decisions about the child's living arrangements and continue to be involved in choices concerning the child's care.

It is the foster carers responsibility to inform Hull Fostering of any significant changes in the household and family. If a member of your family is diagnosed as having an infectious disease including being HIV positive, this must be notified to Hull Fostering through your fostering social worker immediately, as this constitutes a condition that might affect your ability to foster. Hull Fostering will treat the information sensitively and will seek to support and counsel you to enable the most appropriate decision to be made in respect of you, your family and foster children in your care.

## Confidentiality

All information about a person's HIV status is confidential to the individual and their confidentiality is legally protected. It will be necessary to have their permission before disclosing any information related to their HIV status to a third party. Only those who directly care or support a HIV infected person are considered to have a "need to know" about the person's HIV status.

Holding this kind of information can be difficult. Please contact your fostering social worker if you feel you need to discuss this further.

The HIV status of a child's parent is their confidential information and only the parent can make the decision to share their confidential medical information, though information can be given related to the seriousness of the parent's medical condition. Please remember parents who visit their children at a foster carers home do not represent a health risk as HIV is not transmitted by social contact.

For further information on HIV/AIDS please contact your fostering social worker or alternatively contact Corner House a voluntary organisation who deal with all aspects of Sexual Health including HIV/AIDS. They are available on (01482) 327004 and are based at, 29 Percy Street Hull.

## Urgent Care

### Bransholme Urgent Care

Open 24 hours per day, 365 days per year

### X-Ray facilities

(Mon –Fri 9am- 5pm,  
Weekends and Bank holidays  
(10am -6pm)

### Bransholme Health Centre

Goodhart Road.  
HU74DW  
01482 344 665

If you need medical advice fast, but it isn't and emergency, call NHS 111

### G.P Walk in centre

Open 365 days per year from 8am - 8pm  
Can treat registered and non-registered patients  
Based at Wilberforce Health Centre (city centre)



**FOSTER<sup>®</sup>  
FOR HULL**

# Safe Caring and Online Safety

Section 2

## Introduction to safe caring

Children who are looked after away from their home must be kept safe and their wellbeing promoted, however the history of the child who is looked after away from home may make them more vulnerable to harm and those people caring for them may be at risk of complaints or allegations.

The purpose of this policy is to: -

- Keep foster children safe from abuse by adults
- Keep children in the foster home safe from abuse by other children in the household
- Keep members of the foster family household safe from false allegations
- Ensure that the foster home is a safe environment for children

Safe care policies are about good practice. The objectives of safe care policies are to minimise the risk of harm to children looked after and ensure the child and the families caring for them are looked after in a safe environment. The safe caring policy should consider how you show affection, privacy and personal care, bedrooms, online safety, identified risk management etc. and always consider the needs of

each child. The safe caring policy should be created during the assessment process and updated at the start of each new fostering arrangement and following any newly identified risk. Settled children should have the safe caring policy reviewed annually to ensure it is still relevant.

## Family Safe Care Plan

Family safe caring plans are about helping children to feel safe, but they are also about ensuring that you are mindful about the possibility of allegations or complaints from children or young people in your care, or their families. Your safe caring plan must be updated with any new child who moves in to reflect the needs of the child or young person.

Below, are various elements of safe caring that you will need to consider when drawing up your safe caring plan. Discussions and agreements reached must involve the child themselves, subject to their age and level of understanding. Other key people that should be consulted about your safe caring policy are your fostering social worker, the child's social worker, any other adults or children living within your household and any adults that may live out of your home that have responsibilities for babysitting. It is good practice to include parents of the child where possible.





Key points that should be included:

- Names:
  - Encourage children to call you by your first name or use another term that the child feels comfortable with.
  - Carers should avoid encouraging children to refer to them as “mummy” or “daddy”, this should be entirely at the desire of the child/young person, in agreement with the foster carer. Where a child indicates that they want to refer to you as “mummy” or “daddy”, the views of the child’s parents where possible is to be explored and considered.

**Privacy, personal care, and bath times:**

- We would advise that children are not invited into a carers bedroom, there may be exemptions to this i.e., to view the carers room as part of introductions or to see a sibling that sleeps in a cot in the carers room.
- Try and find out about the child’s previous experiences of bath time i.e., who did the bathing at home or in a previous fostering family. In the absence of this information, you will need to rely on your own communication and observational skills with the child. The most basic advice is to leave doors unlocked and ajar and encourage children to be as independent as their age, development or disability allows for, and be alert to signs of unease.

**Caravan’s, tents, and holidays:**

- Sleeping arrangements whilst away may need to be more flexible and should be discussed with social

workers prior to going away.

- Where a fostering household frequently uses a caravan or tent, sleeping arrangements will be clear within your safe caring policy.

**Overnight stays away from the foster carers**

This section refers to overnight stays with the carers extended family and friends and the child’s friends.

OFSTED have written guidance for foster carers. The main points of the guidance are:

- There is no statutory duty for DBS checks to be carried out on adults in a private household where a child may stay overnight.
- Decisions on overnight stays should in most circumstances be delegated to foster carers, and arrangements of such decisions need to be recorded on the delegated authority form.
- Looked after children should as far as possible be granted the same permissions to take part in normal and acceptable peer activities.
- This policy only applies to overnight stays with friends. It does not relax requirements for assessing long or short-term changes in caring for the child, for regular or prolonged stays in another household, or for stays with an adult rather than a friend of a similar age.

**Digital and Internet Technologies:**

- Location of equipment, supervision levels will be individual to each child and household. Hull Fostering provides training to its foster carers to assist you in understanding online safety issues.

Foster carers are expected to monitor use and support safe use of the internet and social media as any responsible parent would.

### **Any safeguarding issues relating to fostering household**

Within your safe caring policy, you may need to detail any persons connected to the household that have restricted contact with children looked after.

Finally, your safe care policy should not remain static; we recommend that these are regularly reviewed through supervision with your fostering social worker. Changes in family dynamics i.e., a new child moving in should prompt a review of your plan as well as following an allegation or complaint.

## **General Safeguards**

There are several general safeguards that should be observed in all settings for children who live away from home, including foster care.

These safeguards should ensure that:

- Children feel valued and respected, and their self-esteem is promoted
- There is an openness to the external world and external scrutiny, including family time with families, professionals, and the wider community
- Staff and carers are trained in all aspects of safeguarding children
- Staff and carers are alert to children's vulnerability and risks of harm, and are knowledgeable about how to implement safeguarding children procedures
- Children who live away from home are listened to and their views and concerns are listened to
- Children have ready access to a trusted adult, e.g., a family member, the child's social worker, independent visitor, or children's advocate
- Children should be made aware of the help they could receive from independent advocacy services, external mentors, and ChildLine
- Staff recognise the importance of ascertaining the wishes and feelings of children and understand how individual children communicate by verbal or non-verbal means
- There are clear procedures for referring safeguarding concerns about a child to the relevant local authority
- There are clear and effective allegations and complaints procedures which are readily accessible to staff, children, and young people
- Bullying is effectively countered and considered with the Foster Carers Safe Care Policy
- Recruitment and assessment procedures are rigorous and create a high threshold of entry to deter abusers

- There is effective supervision and support for foster carers
- Any commissioned staff are effectively checked and supervised when on site or in contact with children
- Clear procedures and support systems are in place for dealing with allegations and expressions of concern by staff and carers about other staff and carers
- There is respect for diversity and sensitivity to race, culture, religion, gender, sexuality, and disability
- Staff and carers are alert to the risks of harm to children in the external environment from people prepared to exploit the additional vulnerability of children living away from home

It is important that children in foster care have a voice outside the family. Social workers are required to see children in foster care on their own (taking appropriate account of the child's wishes and feelings), and evidence of this should be recorded. Children who are looked after by the local authority have a right to an independent visitor. This is a volunteer role, to make a relationship with the child for the duration of their time as a child in foster care. Children and young people also have the right to an independent advocate via the National Youth Advocacy Service (NYAS). An advocate will help the child or young person to express their views about their lives in meetings and help them to understand decisions that are made about their lives.

## **Actions when a child moves into your family**

This safe caring policy should be reviewed upon the matching of any child with the foster care household. Amendments to the safe caring policy should be clear, understood and communicated to all the members of the household. This should be discussed and recorded at the planning meeting for any child matched and living in a fostering household.

Foster carers should be provided with full information about the foster child and his/her family, including details of abuse or possible abuse, both in the interests of the child and of the foster family.

Foster carers should monitor the whereabouts of their foster children, their patterns of absence and family time. Foster carers should follow the recognised procedure within Hull City Council wherever a foster child is missing from their home. This will involve notifying the fostering social worker and the child's social worker and where necessary the police.

The local authority's duty to undertake a Section 47 Enquiry, when there are concerns about significant harm to a child, applies on the same basis to children in foster care as it does to children who live with their own families.

## Searching of a child/ young person

Foster carers and staff are not permitted to conduct body searches, pat down searches, searches of clothing worn by children or searches of their bedrooms. Should staff or carers suspect that a child is carrying or has concealed an item which may place the child or another person at risk, they should try to obtain the item by co-operation/negotiation. If the child does not co-operate, staff should consult the social worker/fostering social worker or, in an emergency, contact the police.

## Bullying

Bullying is defined as behaviour or actions of a person, group of people or a whole organisation designed to cause distress or to hurt a person or group of people.

Bullying can be overt and plain for all to see. It can be subtle and underhand.

Bullying can become part of the culture, recognised, or believed by all or a significant number of people as 'acceptable'; it can even be encouraged and rewarded.

Bullying can include:

- Name calling, being sarcastic and spreading hurtful rumours
- Assault or physical violence
- Threats & intimidation
- Spitting
- Incitement of others to harass and intimidate
- Destruction or taking property without permission
- Extortion or undue pressure
- Emotional aggression like tormenting and excluding people
- Racial harassment, taunts, graffiti, and gestures
- Sexual aggression or harassment, unwanted physical contact, or comments
- Comments, threats, or actions relating to people's disability
- Comments, threats, or actions relating to people's sexual orientation
- Online bullying including any of the above

Staff and children are capable of bullying; and of being bullied.

If there is a risk that a child is likely to be bullied or may be the perpetrator of bullying behaviour, carers should notify/consult relevant the social worker(s) and the fostering social worker with a view to developing a strategy for managing and reducing the risks. The arrangements/strategies should be outlined in a safety plan and added to the safe caring policy.

If bullying is persistent or serious, consideration should be given to making a Child Protection Referral.

## Serious Incidents

In the event of any serious incident (e.g., accident) carers should take what actions they deem to be necessary to protect children/themselves from immediate harm or injury, and immediately notify the social worker/fostering social worker or the emergency duty team if it is out of hours.

If there is a risk of serious injury/harm or damage to property, carers should notify the police, then inform the social worker/fostering social worker. The social worker must notify the group manager of all serious incidents.

## Child Protection Referrals

If carers suspect or they receive a report that a child is suffering or likely to suffer from significant harm, they must:

- In an emergency: take steps that are reasonable and safe to protect the child from any immediate risk e.g., separate children from suspected perpetrators, seek assistance from the emergency services, then contact the child's social worker or the fostering social worker or the Immediate Help Team if it is out of hours.
- If the child is not at immediate risk of harm: contact the social worker or fostering social worker.

The suspected perpetrator must not be notified/informed of the actions taken by the foster carer unless this would place the child at risk. The carer should keep notes of all actions taken and any conversations and pass them to the social worker/fostering social worker. However foster carers should be clear when working with families that they must pass on all information they have to a social worker, including concerns.

If a social worker makes a child protection referral based on your information, whether the child has a social worker or not, the referral cannot be made anonymously. Sometimes the carers name does have to be shared. The social worker must inform the parent that a referral is to be made.

## Health

### GP and hospital appointments

If children require or request it, appointments should be made for them to see their GP or other medical practitioners as appropriate.

When appointments are made, account should be taken of the child's wishes, for example, to see a practitioner of a preferred gender. Also, appointments should preferably be made which do not disrupt the child's education.

Parents and the child's social worker should, if possible, be consulted before making appointments; and they should be informed of the outcome. GP and hospital appointments should be recorded in foster carers' diary recordings.

## Frequency of Checks by Dentists and Opticians

Children who are looked after should have dental checks every 6 months or as directed by the dentist. They should also have checks by an optician at a minimum every 6 months, unless the child wears glasses, in which case the checks should be as required by the optician. Check-ups should be recorded in dairy recordings and the child/young person's social worker must be informed to enable them to record them on the child's electronic file.

## Medical Emergencies

In the event of a medical emergency, carers qualified to administer first aid should take any action appropriate to minimise the casualty's condition from becoming worse.

Other than for very minor injuries, professional medical attention must be sought as soon as possible (either take the child to see a medical practitioner or seek advice by telephone), even if the casualty's condition seems to improve following the administration of first aid.

In the event of a medical emergency, carers should seek medical assistance and support as a matter of priority, usually this will mean calling an ambulance or in some circumstances the assistance of other emergency services. These services are contactable by dialling 999 from landlines and most mobile phones, however, on some mobile phones the European Union emergency number 112, is also valid.

When calling the emergency services, carers should ensure they can provide the following details:

- The telephone number from where they are calling
- The location of the incident or patient requiring medical assistance
- The type and gravity of injury or symptoms of the illness
- The number, sex and approximate ages of any casualties and any information you may know about their condition and medical history
- Details of any other hazards that may be relevant

Where carers ringing for the emergency services are asked to do so by the first aider, they must remember to report back to them confirming that this has been done.

Once the casualty has been attended to and is safe, the social worker/fostering social worker must be notified. The social worker should consider whether to notify the parent(s).

The incident/outcome must be recorded.

Foster carers do not hold parental responsibility (PR) for foster children and therefore they must never give permission for an anaesthetic to be administered to their foster child.

## Medical First Aid

Home remedies, including aspirin may not be given to children without the agreement of the social worker/fostering social worker in consultation with the child's GP or a medical practitioner. The arrangements must be outlined in the child's plan.

Fully equipped first aid boxes must be kept in each home and in each vehicle used to carry children.

If children are prescribed medication, including controlled drugs, the arrangements for storing, administration, recording and disposal must be agreed by the social worker/fostering social worker in consultation with the GP or a pharmacist if needed, and outlined in the child's plan.

## Invasive procedures

Invasive procedures include the following:

- Catheter care
- Oxygen therapy
- Aiding with rectal medication such as diazepam
- The inserting of suppositories or pessaries
- Injections
- Feeding through naso-gastric or gastrostomy tubes
- Supporting physiotherapy programmes and the management of prostheses
- Tube feeding

Invasive procedures may only be applied in the best interests of children and upon the advice of an appropriately qualified medical practitioner in consultation with the social worker/ fostering social worker.

Appropriate consent of the child must be sought.

Invasive procedures must not be applied by foster carers without them being properly trained and supported. The arrangements must be outlined in the plan and recorded in the safe caring policy.

## Enuresis and Encopresis

If it is known or suspected that a child is likely to experience enuresis, encopresis or may be prone to smearing it should be discussed openly, with the child if possible, and strategies adopted for managing it; these strategies should be outlined in the child's plan and the fostering safe caring policy.

It may be appropriate to consult a continence nurse or other specialist, who may advise on the most appropriate strategy to adopt. In the absence of such advice, the following should be adopted:

- Talk to the child in private, openly but sympathetically
- Do not treat it as the fault of the child, or apply any form of sanction
- Do not require the child to clear up, arrange for the child to be cleaned and remove then wash any soiled bedding and clothes
- Keep a record
- Consider making arrangements for the child to have any supper in good time before bedtime and arranging for the child to use the toilet before going to sleep. Also consider arranging for the child to be woken to use the toilet during the night
- Consider using mattresses or bedding that can withstand being soiled or wetted.

## Menstruation

Young women should be supported and encouraged to keep their own supply of sanitary protection without having to request it from carers.

## Physical contact

Carers must provide a level of care, including physical contact, which is designed to demonstrate warmth, friendliness, and positive regard for children.

Physical contact should be given in a manner, which is safe, protective and avoids the arousal of sexual expectations, feelings or in any way which reinforces sexual stereotypes.

Whilst carers are actively encouraged to play with children, it is not acceptable to play fight or participate in overtly physical games or tests of strength with the children.

## Intimate care

If possible, children should be supported and encouraged to undertake bathing, showers, and other intimate care of themselves without relying on carers. If children are too young or are unable to bathe, use the toilet or undertake other hygiene routines, arrangements should be made for carers to assist them. Consideration must be given to the child's history when agreeing personal or intimate care by foster carers of either gender. These arrangements should be outlined in the child's plan and the fostering safe caring policy. Children's dignity and their right to be consulted and involved must be protected and promoted; and, where necessary, carers will be provided with specialist training and support.

## Photographs

It is expected that foster carers will take photographs of children in their care to create memories for them. Birthdays, Christmas, holidays etc. should all be included in the photographic record of the child's life.

There must be consideration given to the child or young person's history before the use of cameras, phones, video recorders are agreed. Any restrictions must be recorded in the child's plan and safe caring policy.

Photographs of foster children should never be put on social media by foster carers.

## Bedrooms

Children should be encouraged to personalise their bedrooms, with posters, pictures, and personal items of their choice.

Children of an appropriate age and level of understanding should be encouraged and supported to choose furniture, equipment, or decorations. For older children, this should be part of a plan to prepare the child for independence.

Children's rooms should be kept in good structural repair and be clean and tidy. The furniture should conform to standards of flame retardant materials as advised by trading standards.

Where a child's bedroom window is large enough for a child to climb out of, a risk assessment should be carried out as to the likelihood of the child putting themselves at risk by climbing out of the window. If a risk is identified, the social worker and supervising social worker should consider strategies to reduce/prevent the risk, which should be outlined in the child's plan/information record.

Children's privacy should be respected.

Unless there are exceptional circumstances, carers should knock on the door before entering children's bedrooms; and then only enter with their permission.

The exceptional circumstances where carers may have to enter a child's bedroom without asking permission include:

- To wake a heavy sleeper, undertake cleaning, return clean or remove soiled clothing; though, in these circumstances, the child should have been told/warned that this may be necessary.
- To take necessary action, including forcing entry, to protect the child or others from injury or to prevent likely damage to property. The taking of such action is a form of Physical Intervention.

Children may not share bedrooms or receive visits into their rooms unless it is part of a clear plan e.g., for siblings or where the fostering social worker and social worker have conducted a risk assessment and any arrangements must be outlined in relevant plans and safe caring policy.

## Telephone

Where possible we want our children to have the same access to technology including mobile phones as their peers. However, this must be done in a safe and managed way. Children should only be permitted to carry/use mobile phones with agreement from their social worker. Access to social media should be monitored for the safety of the child. This should be discussed and agreed with the child/young person and social worker. Arrangements/conditions will then be recorded in the safe caring plan.

Children should be able to use landline and/or mobile telephones at reasonable times. Carers should not withdraw or prevent use unless there are exceptional circumstances, e.g., to protect the child or another person from injury, to protect property from being damaged or an offence from being committed. If a child is prevented from using a telephone for these reasons it should be recorded in diary notes and the social worker notified.

## Behaviour management

Children and young people can sometimes exhibit behaviour that can be difficult to manage. It is likely that your experience of parenting has not encountered some of the behaviour that you will see displayed. Carers need to understand that behaviour which could normally be viewed as 'naughty' may be a demonstration of how a child is feeling inside from previous hurt and abuse. Therefore, Hull Fostering is committed to providing you

with training to manage and understand behaviour.

Hull City Council is offering PACE training to support foster carers in building and maintaining a strong relationship with the child, and Therapeutic Crisis Intervention Fostering (T.C.I.F.) training, as an alternative parenting approach. The training packages are designed to provide skills, knowledge, and confidence to foster carers to manage the child or young person through a crisis safely and to develop coping strategies.

Foster carers should have all available information about the child to help them understand the behaviour appropriately. This may also help the carers to find out what are the 'triggers' to certain behaviour.

Carers are advised not to drift into play fighting i.e., rough play, tickling without fully thinking this through. Some children are unable to self-regulate their own behaviour and may result in them becoming angry or upset.

All responses to difficult behaviours must come from adults, birth children should not be permitted to impose any forms of behaviour management unless they are an approved babysitter.

If it is agreed that a child has a mobile phone, they should have access to it. Confiscation or withdrawal of a mobile phone should happen only to protect a child or another person from harm, injury or to protect property from being damaged.

Foster carers should never attempt to physically hold a child. In very exceptional circumstances, there could be opportunity for foster carers to be trained in physical holds, this would only be with the agreement of management.

Physical interventions are termed "any type of physical contact that restricts a child or forces a child to do something" and must only be carried out when there is immediate risk of harm to the child or others. Any incidents must be reported to your fostering social worker and agreements will be reached about future behaviour management for that child.

The following methods of control should never be imposed upon children as a consequence of behaviours, in any circumstances:

- Physical chastisement
- Humiliation of a child
- Stopping the child having family time with a relative
- Not taken on holiday or family event
- Missing a significant milestone e.g., Prom
- Removal of pocket money.
- Withholding food or drink
- Locking or blocking doorways to prevent a child or young person leaving a room

Children and young people benefit when their behaviour is managed positively, consistently, and when clear realistic boundaries are in place. Foster carers should promote and reward positive behaviours rather than impose consequences or sanctions.

The following approaches to managing behaviour are promoted -

- Reparation, involving the child doing something to put right the wrong they have done, e.g., repairing damage or returning stolen property.
- Restitution, involving the child paying for all or part of damage caused or the replacement of misappropriated monies or goods. No more than two thirds of a child's pocket money may be taken in these circumstances if the payment is small and withdrawn in a single weekly amount. Larger amounts may be paid in restitution but must be of a fixed amount with a clear start and end period. If the damage is serious or the size of payment particularly large, then the child's social worker should be informed of the matter and the form of reparation discussed first.
- Increased supervision, involving the child being closely supervised by carers. Time 'in' rather than time 'out'. Previous abuse may have included a child being placed in isolation. If carers feel that a child needs time to think about what has happened, they should be offered a safe place to move to, with the foster carer staying with them.
- Offering privileges for positive behaviours such as extra time on games or staying up late.
- Any response to behaviour should be as soon after the event as possible and proportionate to the behaviour.
- Leisure time with friends can be restricted to reinforce that a behaviour is not acceptable and good behaviour can earn extra leisure time. Any activity that is part of the child's care plan should not be withdrawn as a consequence for behaviour.

Behaviour management should be discussed and included in your safe caring plan.

Please remember you do not have to deal with everything on your own. If you are having difficulties, please talk to your fostering social worker.

## Seatbelts and Car Safety

Children and young people should always be safely transported in appropriate car seats or using seat belts, even for very short journeys. No car ride can ever be completely safe, but if a child is using the right safety restraint, the likelihood of being injured in an accident is reduced by two-thirds.

Carers must comply with legislation and ensure their car is roadworthy, insured and has age-appropriate car seats/seatbelts. Foster carers should never buy second hand car seats for a child in foster care. The fostering service can supply car seats. If a specialist seat is required, for example if a child has a disability, the service will also fund any additional cost of fitting.

Whether children sit in the back or front seats should be based on the foster carers assessment of safety in the situations that they are facing every day.

It is illegal to smoke in a car with a child or young person present. Although the law does not include e-cigarettes, Hull Fostering policy views e-cigarettes with the same regard as tobacco products and does not permit their use in cars with children present.

## Safety in the Home

This is reviewed every year with a home safety check conducted by the fostering social worker, pertinent points to be aware of:

### General

- Windows are fitted with locks, catches should be out of the reach of younger children
- Safety gates are used properly
- Stairways are safe, i.e., handrails and banisters
- Glass doors have safety glass or are protected by plastic film
- Fire guards are fitted, where appropriate
- There is adequate floor space, free of hazards - where children can play
- The use of free-standing paraffin or calor gas fires is prohibited
- Socket covers should not be used
- Dangerous liquids, etc. and equipment are stored out of the reach of children
- Foster carers homes should be safe, clean, warm, and well ventilated
- Bedroom space must be adequate
- Bathroom and Toilet
- There are adequate toilet and washing facilities
- There is provision for soiled nappies, if appropriate
- Medicines are out of the reach of children
- Kitchen
- Facilities are adequate.
- Flexes are not trailing
- Knives are kept out of reach of small children
- Garden
- The garden is fenced and secure
- It is clean and safe to play in
- Water containers and ponds are securely covered
- Garage doors, sheds and greenhouses can be locked
- Play equipment is safe and secure
- Dustbins are covered
- Drains and manhole covers are clean and secure

## Body Piercing and Tattoos

Under no circumstances may carers encourage or give consent to children to have their bodies pierced or tattooed.

It is illegal for tattooists to tattoo anyone under 18 years old, even with parental consent. Children can have their bodies pierced at any age.

Children who express an interest in body piercing or tattoos should be treated on a case-by-case basis depending on their age and level of understanding, but on principle, carers should discourage them, pointing out the possible implications and health care risks.

If children appear determined to have their bodies pierced, they should be asked to discuss the matter with their parent(s) and social worker beforehand.

Whether consent is given or not, children cannot be prevented from being pierced. If they continue to be determined, carers should ensure that measures used for piercing are as safe and hygienic as possible and undertaken by a reputable person.

Piercings must not be undertaken by carers.

If a child does allow their body to be pierced or tattooed, the social worker must be informed and asked to decide whether to notify parents.

## Caring for Babies

The NHS website is regularly updated with current advice around all aspects of caring for babies. Sudden Infant Death Syndrome (SIDS) – also known as cot death – is the sudden, unexpected, and unexplained death of an apparently healthy baby.

The following precautions can reduce risk -

- **Sleeping Position**
  - NHS currently advises that baby should always be placed on their back to sleep. Do not be worried that babies might be sick and choke if laid on their backs there is no evidence that this happens. Some babies who require special care or who have medical problems need to be nursed on their tummies. This should only happen on the advice of your doctor or health visitor.
- Baby should sleep in a cot or Moses basket in the same room as the carer for the first 6 months. They should be placed with their feet touching the end of the cot, Moses basket or pram when laid to sleep.
- The right sleeping position is only important until babies can roll themselves over in their sleep. Once they can do this it is safe to let them take whichever position they prefer.

### Temperature

- Baby's head should be kept uncovered, blankets tucked in no higher than their shoulders. The room should be kept at a comfortable temperature and not hot enough for a baby to overheat, or too cold. NHS website recommends 16C to 20C.

### Mattress

- Use a firm, flat, waterproof mattress. New born babies should always have a new mattress.

## Recommended Developmental Reviews

Health and development checks are usually done by the family doctor and the health visitor. Young children should be seen at 6-8 weeks; 6-9 months; 18-24 months and then at 36-48 months. Sometimes the regular developmental review is included when the child has a statutory medical examination. Foster carers should check that this is the case. Parents need to be consulted about these reviews and may wish to be present or take the child.

## Milestones: Infants aged 0-1 years, 1-2 years

Babies develop according to a recognized pattern. Milestones are the ages at which a child first smiles, sits, crawls, walks, etc. It is a good idea to keep a record of when milestones are reached. This information may be very helpful when assessing a child's development. It is also of interest to the child as he or she grows up and may be included in the life story book. The personal child health record, as issued by Health Trusts, includes the times of developmental reviews.

## Babysitting

When considering a babysitter for your foster child, you should take note of the following recommendations:

- The babysitter should be known personally to you and should be someone in whom you have confidence in caring for a child.
- Your choice should take account of your knowledge of the child's age, background, and behaviour.
- Anyone being considered for regular babysitting must have a DBS clearance.
- If a person under 18 but over the age of 16 is felt suitable to babysit, they do not need DBS clearance. They do however need to be known to you, to the child and be considered trustworthy and responsible. Foster carers must not leave a child with someone under 18 for long periods or overnight and should be contactable by phone.
- If a babysitter is used who does not have DBS clearance, your fostering social worker should be made aware beforehand to agree this or as soon as possible afterwards if there has been an emergency.

- If you feel unable to leave your foster child with a babysitter, you should contact your fostering social worker to explore the possibility of other resources being used.

All babysitters should be aware of your safe caring policy and be named in it with a record of the agreement.

Each fostering household can receive financial support for help with costs of having a babysitter, this allowance is payable monthly for up to £21.00, a copy of the claim form can be found in Appendix section.

## Allegations of Abuse by Foster Children

If a foster child tells you about abuse that you are unaware of or says or does anything that indicates they may have been abused, you must speak to the child's social worker or the duty worker – do not leave a message, explain you must speak to someone.

Out of hours you should contact the Emergency Duty Team on 01482 300304 and ensure you speak to someone.

You cannot promise to keep a secret for a child. The child must understand that you have to share what you have been told.

During an allegation, it is important that the child knows that:

- You are listening and taking seriously what the child is saying
- That the other person's actions were wrong
- That it is not the child's fault
- That you are pleased the child has told you
- That you understand the child is likely to have mixed feelings
- What you intend to do next (honesty is very important)

During an allegation, it is important for you just to listen and not to ask questions, summarise what has been said to you to make sure you understand what the child is saying to you, and go at the child's pace. Asking any questions could compromise any action by the police.

It is important to stay close and reassure them. Do not to react with horror or disbelief. Stay calm and take seriously what the child is trying to tell you.

Try to write down exactly what the child has said, using his/her own words as soon as it is possible.

Following an allegation, Hull Fostering will take responsibility for the investigation that will follow. They will decide who interviews the child and whether any medical or forensic examination should take place.

Normally, it will be helpful for the child to receive support from you during the investigation. If you are prevented from doing this, you should ask the social worker investigating the case for the reasons why.



We understand that an allegation can be a traumatic experience for foster carers. Your fostering social worker will be able to support you throughout the investigation and afterwards. Alternatively, we have a pool of foster carer mentors who offer support and advice.

## Other Disclosures

There are other matters that a foster child may disclose to you. For example, if they are abusing drugs or have committed a criminal offence. Again, you must make it clear that you must pass this information on to the social worker.

Contact the child's social worker as soon as you can, to discuss the appropriate action.

## Allegations of Abuse against Foster Carers

All children are entitled to the same level and standard of protection from harm including those receiving services from statutory or other agencies. For this reason, enquiries and investigations relating to children in receipt of such services must be dealt with under the Local Safeguarding Children Board's Inter Agency Procedures.

Allegations or suspicions that a foster carer or a member of a foster carers' household has caused significant harm to a child will be investigated thoroughly, speedily, and sensitively under those

procedures and will involve open and honest communication with and support to all those affected.

It is important to note that, although there may be insufficient evidence to support a police prosecution, this does not mean that the local authority will not take action to protect a child. For example, children may be removed from the fostering household whilst a social care assessment is undertaken.

It should also be noted that it may be necessary to consider during an investigation what action, if any, should be taken in relation to other children living with, or in contact with, the foster carers against whom allegations are made, including their own children or grandchildren.

## Introduction

The expectation is that:

- At the time when a child moves in with you, foster carers will be provided with detailed information as to the child's background and the context of any abusive experiences of and/or previous allegations made by the child.
- All foster carers will receive preparation, training, and guidance to help them provide a safe environment for the child and all members of the foster family.
- All foster carers will have received information about this procedure and the Local Safeguarding Children Board's Inter Agency Procedures.

- All foster carers will be familiar with and adopt the procedures for recording daily the progress of children living with them, including any incidents or complaints, and understand that these procedures have been made to protect all those involved in the child's home, particularly at times of high stress, and will provide important evidence if an allegation is made.

## Procedure

### Initial Action

Any person who receives information or suspects that a child has suffered or is suffering significant harm in a foster home must immediately inform the child's social worker or their manager.

On receipt of any such information, the child's social worker, or their team manager must immediately:

- Inform his or her team manager and area manager
- Inform the Local Authority Designated Officer (LADO)
- Inform the fostering social worker

The fostering social worker will:

- Inform the social workers for any other child in the home
- Inform their direct Team Manager and the Designated Officer for Fostering

The Designated Officer will:

- Inform any other local authority with an interest in the foster arrangement
- Liaise with the relevant LADO for the local authority area in which the foster carers live

The relevant Child Care Team must implement the Local Safeguarding Children Board's Inter Agency Procedures in relation to the allegation/suspicion. They will gather relevant background information and convene a strategy meeting within two working days of the referral.

Other investigative routes may be identified as more appropriate at this stage, for example, the complaints process, and should be considered as an alternative to a Section 47 Enquiry.

In exceptional cases where immediate action may be necessary to safeguard the welfare of the child, the child's social worker and his or her manager may decide to request that a new foster family be identified.

Independent support should be offered to the foster carers through Fostering Network.

### Strategy Meeting

The strategy meeting will take place within two working days of the referral and will involve a face-to-face meeting. The purpose of the meeting will be to decide if

an investigation is necessary and, if so, how it should be carried out. The following people will be invited:

- The manager of the team undertaking the Section 47 Enquiry
- The child's social worker and his or her manager
- The Local Authority Designated Officer (LADO)
- The fostering social worker linked to the foster carer, and his or her manager
- The police
- Any other agency involved with the child or foster family
- A representative from the regulatory authority (if invited)

The strategy meeting must consider:

- The nature of the allegation, its source and reliability
- Background information relating to the foster family, how long the family has been known, how many foster children live with you, the family's known strengths and weaknesses and any exceptional features about the child and the fostering arrangement
- The involvement of other agencies, for example if the child was moved by another local authority
- The need to inform other agencies who use the foster home
- Who will notify the regulatory authority of the outcome of the meeting, if a representative is not present
- A referral to the Independent Safeguarding Authority for inclusion on the Children's Barred List. This should be considered whenever a carer is suspended from their duties
- The safety of all children in the household including the foster carers own children and whether any action is necessary to protect the children including the removal of all or any of the children while the investigation is conducted
- How the needs of any child who must leave the foster family will be met including contact with other children in the home
- How and by whom the investigation is to be conducted. (It is important that careful consideration is given to the planning of criteria when a joint investigation is recommended. In situations where the police or Crown Prosecution Service recommend no further action then the social worker must interview the foster carers about all allegations and concerns. Interview notes must be taken and made available to future meetings and/or the Fostering Panel)

- The timescales for the investigation (see below) and any contingencies should timescales prove unlikely to be met
- How the child should be informed of the procedure to be followed and supported through the process
- Whether the alleged perpetrator should be asked to leave the home while the investigation is conducted and confirmation that the Chair will inform the carers of the allegation verbally and then in writing
- How to inform the child's parents of the allegation
- How reports on the investigation will be shared with the foster carers and the child or children in the home.
- What support is in place for the foster carers and/or family
- Whether further fostering opportunities should be suspended in the meantime
- Arrangements for reconvening the strategy meeting

Whether the strategy meeting considers that the allegation or suspicion has any foundation, the matter should be investigated unless there are exceptional circumstances, and the Regulatory Authority must be notified of the decision and the outcome.

The minutes of the meeting must contain clear action points and clear timescales for each action. The action points and timescales will be circulated immediately after the meeting. Actions agreed must be recorded and be the responsibility of named individuals.

Copies of the action points and the minutes should be held on the child's and the foster carers records.

Any decision to take no further action following the strategy meeting must be clearly recorded by the decision-maker on the child's and the foster carers records and reported to the Regulatory Authority by the appropriate manager within Hull Fostering.

## Investigation and Action

The actions agreed at the strategy meeting should be implemented by those responsible within the agreed timescales.

Unless there are circumstances when the details or nature of the allegation cannot be shared immediately, the foster carers should be advised of the allegation as agreed at the strategy meeting and of the process to be followed in the investigation, including the possibility that an Initial Child Protection Conference may be convened in relation to their own children.

Where considered appropriate by those at the strategy meeting, the foster carers should be given the opportunity to respond to the allegations before any final decision is made about necessary action to protect the child and other children in the household. Such protective action may include asking the person against

whom the allegation has been made to leave the household while the investigation is conducted.

Any decision to suspend making further fostering opportunities with the foster carer while the investigation is being conducted should be communicated in writing to the foster carer by the manager of the fostering service

Those supporting the foster carers must contact the foster carers as soon as practicable after the foster carers are made aware of the allegation and explain their role to the foster carers. They must make clear their responsibility to report to the local authority, the police and in some circumstances to the court if any information relevant to the investigation comes to their attention. They must ascertain and inform the foster carers of any implications for the foster carers financial allowances particularly where fostering opportunities have been suspended.

They should confirm that the foster carers are aware of the following:

- The contents of this procedure and the relevant Local Safeguarding Children Board's Inter Agency Procedures
- The right to independent support from Fostering Network – if carers choose to access this a referral is made immediately
- If an Initial Child Protection Conference is convened, the conference chair must be consulted in advance to discuss whether the foster carers should be invited to attend. In any event, the foster carers' views must be obtained for and communicated to the conference.

The social worker undertaking the investigation will prepare a report on the investigation and a copy will be provided to the foster carers and their representatives.

## Concluding the Investigation

The strategy meeting will be reconvened to conclude the investigation. The same people will be invited, and the same person will chair the meeting. The foster carers and their representative will be invited to participate as considered appropriate by the chair.

The purpose of the final strategy meeting is to agree on the outcome of the investigation and responsibilities for any further action including reporting on the matter to the fostering panel.

Although this will always be envisaged as the final meeting, should new information come to light further actions may be required thereby necessitating the suspension and rescheduling of the meeting.

The chair will notify the foster carers (if not in attendance), the child, the parents, other children in the home or involved, other relevant agencies and the Regulatory Authority (if they do not attend the meeting)

of the recommendations made at the meeting.

In any event, the meeting may wish to draw to the attention of fostering panel members certain areas of the foster carers practice, in need of their close consideration. When any serious allegation has occurred, it is best practise to hold an ad-hoc foster carer review prior to the carer being taken off being “on hold” or progressing to de-registration.

A report will then be presented to the next available fostering panel. The social worker preparing the report should consult with the chair of the fostering panel who will advise who should attend the panel meeting (usually the fostering social worker and whether a special panel meeting should be convened).

Prior to fostering panel, the foster carers and their representative should have seen, and had time to comment on the report being presented to the panel. The procedure to be adopted for the fostering panel will be the same as for any other foster carer review.

All relevant documents in relation to the investigation, whatever the outcome, must be retained on the child’s and the foster carers records.

## Outcome Categories of an Allegation.

**Substantiated** - There is sufficient evidence to prove the allegation that a child has been harmed or there is a risk of harm. If the facts of the incident are found to be true but it is not found that a child has been harmed or there is a risk of harm, then consideration should be given to deciding that the outcome is ‘unsubstantiated’ or ‘unfounded’.

**Malicious** - There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

**False** - There is sufficient evidence to disprove the allegation, however, there is no evidence to suggest that there was a deliberate intention to deceive.

**Unsubstantiated** - There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

**Unfounded** - The additional definition of ‘unfounded’ can be used to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

Consideration should be given to holding a debriefing meeting for all involved as to the impact of the allegations and the investigation, whatever the outcome, and any necessary assistance should be made available as necessary.

## Children Missing from Home

In the event of a child/young person failing to return home by an agreed time or the child/young person leaves the home without permission and whereabouts are not known, foster carers should:

- Search the local area for the child/young person.
- Contact their friends, friend’s parents, school, any of your family members who know the child and any of the child’s family members you have contact with.
- On discovering a child/young person is potentially missing, the foster carer should notify the child/young person’s social worker and your fostering social worker. If it is outside office hours, the Emergency Duty Team.
- A risk assessment will be made by the team manager responsible for the child/young person or by the duty worker, as to whether the child/young person should be considered as missing and degree of risk involved.
- The foster carer will inform the police on 101, as they will have the most up-to-date information on the child/young person. The police will require a full description, such as what clothing they are wearing, their height, build, hair and eye colour, any distinctive features such as birth marks, piercings, possible whereabouts, and general habits.
- The police will give you a log number which will be referred to in any further communications with the police. The log number needs to be passed on to the social worker to be recorded on the child’s diary notes.
- The child/young person’s parents or person(s) with parental responsibility must be informed. If the foster carer does not have their telephone number or if it is inappropriate for the carer to contact them, ask the social worker or duty worker to do this.
- If the incident occurs outside office hours, the duty team and the foster carer must notify the child’s social worker on the next working day.
- On the return of the child/young person - the police, social worker or duty team and parents should be immediately informed.

Where a child/young person is frequently going missing or a pattern is emerging to their absconding behaviour, your fostering social worker will help you to complete a missing person action plan. A copy of the missing action plan can be found in Appendix section.



## Responding to children and young people who have been missing

This applies to children and young people who have been missing for a long period or who regularly go absent from your home without your consent.

When a child or young person returns from being missing, carers should think about how they will greet the child or young person when they return.

Consider the following:

- Always welcome the child or young person back
- Help to make them feel at ease and comfortable
- Do not immediately start to question them about their absence
- Offer them a drink
- Ask if they are hungry
- Assure them that they were missed from everyone in the household

Making the child/young person feel comfortable when they return home can help make them feel more settled about returning. They will not be anxious about returning because of the difficult reception they might receive from carers.

The reception the child or young person receives from carers may not prevent them from going missing again, but it may ensure that they know that they will be welcomed back by the carers and other children in your home.

It is necessary to speak to the child or young person about why they left without permission and where they have been staying. However, it is important not to

overwhelm the child or young person with questions as soon as they return. The child may want to speak to an independent person. This needs to be arranged if requested and should not be discouraged.

Always remind the child and young person that they can telephone home at any time and when they do, always be pleased to hear from them. Do not tell off them off but invite them to come back and if possible and if necessary, arrange for them to be collected.

## Internet Safety

Computers, the internet, gaming consoles and mobile phones are highly attractive to young people. They are essential for keeping in touch with friends, for fun and for obtaining information. Communication technology now forms a normal part of a young person's everyday life.

Foster carers have an important role to play in helping and encouraging young people to access the benefits of communication technology in the safest possible way. Foster carers do not require extensive knowledge and experience of communication technology to be able to help and support young people. Everyday parenting skills can be very useful, for example, sharing an active interest, supervision and developing a young person's ability to keep safe.

## Foster Carers Guide to e-Safety

Think about how you guide your family in the real world and do the same in the digital world don't be afraid to set boundaries and rules for the child from a young age.

Have a go at some of the technologies the children in your care enjoy - play on their console together or ask them to help set you up on Facebook if you're not already a member.

Talk to your fostering colleagues, friends, family, and other parents about how they help their children to manage their digital world, you might pick up some interesting tips.

Try not to use technology as a babysitter too often. We all do it sometimes but it's important to know what your child is doing.

Make digital issues part of everyday conversation. Show the child that you understand how important technology is to them and talk about all its amazing benefits, but don't shy away from difficult subjects like responsible online behaviour, bullying and pornography.

Agree which passwords will be shared and available for all to use and which ones need to be kept under your control. Consider wireless router passwords, TV parental pins for Sky and other online TV providers, online gaming accounts and mobile phone app download accounts, there are many other devices this is not an exhaustive list.

Children are using technology earlier and earlier, below is a guide as to how you can guide and support the children in your care.

## Under 5's

Start setting some boundaries now - it's never too early to do things like set limits for time they can spend on the laptop/tablet.

Keep devices like your mobile out of reach and make sure you have passwords or PINs set up on them for the times you might lend them to your child or for when they simply get hold of them themselves.

Check the age ratings and descriptions on apps, games, online TV, and films before downloading them and allowing the child to play with or watch them.

Explain your technology rules to grandparents, babysitters, and the parents of the child's friends so that they also stick to them when they're looking after the child.

Remember that public Wi-Fi (e.g., in cafés) might not have parental controls on it so, if you hand over your iPad or tablet to the child while you're having a coffee, they might be able to access more than you bargained for.

Set the homepage on your family computer or tablet to an appropriate website like CBeebies.

## 6 to 9's

Consider creating a user account for your child on the family computer with appropriate settings and make the most of parental controls and tools like YouTube safe search.

Agree a list of websites they're allowed to visit and the kind of personal information they shouldn't reveal about themselves online (like the name of their school or their home address).

Decide time limits for things like using the internet and playing on games consoles.

Bear in mind what older siblings might be showing them on the internet, mobiles, games consoles and other devices and agree some family rules.

Talk to other foster carers and parents about their views on things like what age to buy kids a mobile and don't be pressured by your child into letting them use certain technologies if you don't think they're old enough or mature enough.

Familiarise yourself with age ratings and descriptions on games, online TV, films, and apps, so that you can be sure your child is only accessing age-appropriate content.

## 10 to 12's

Make sure you've set some tech boundaries before they get their first mobile or games console. Once they have it in their hands, it can be more difficult to change the way they use it.

Remind your child to keep phones and other devices well-hidden when they're out and about to minimise the risk of theft.

Talk to them about what they post and share online – written comments, photos and videos all form part of their 'digital footprint' and could be seen by anyone and available on the internet forever.

Discuss the kind of things they see online. This is the age when they might be looking for information about their changing bodies and exploring relationships, for example.

Hold the line on letting them sign up for services like Instagram, TikTok or Snapchat that have a minimum age limit of 13. Talk to other foster carers and parents and their school to make sure everyone is on the same page.

Remind them that they shouldn't do anything online that they wouldn't do face-to-face.

## 13+

Don't think it's too late to reinforce boundaries or teach your foster child anything about technology. They might think they have the know-how, but they still need your wisdom and guidance.

Talk to them about how they might be exploring issues related to their health, wellbeing, and body image online. They might come across inaccurate or dangerous information on the internet at a vulnerable time.

Discuss how they behave towards others and what they post online and don't shy away from difficult conversations about things like pornography and other risky behaviours, such as sexting.

Consider giving your child control of their own budget for things like apps and music but make sure you have agreed boundaries so that they manage their money responsibly.

Discuss things like downloading and plagiarism so that they understand what's legal and what's not.

Adjust the settings on parental controls in line with your child's age and maturity – if they ask you to turn them off completely, think carefully before you do and agree in advance what is acceptable online behaviour.

## Online Guidance for carers - SMART

Foster carers should ensure that young people are aware of the SMART tips see [www.childnet.com](http://www.childnet.com) for further information:

**Safe** – Staying safe involves being careful and not giving out your name, address, mobile phone number, photograph, school name or password to people online.

**Meeting** – Some people you have contacted in cyberspace can be dangerous. Only do so with your parent or carers person and when they can be present.

**Accepting** – Emails or opening files from people you don't really know, or trust could get you into trouble. They may contain viruses or dangerous messages.

**Remember** – Someone online may be lying and not who they say they are. Stick to public areas in chat rooms and if you feel uncomfortable simply get out.

**Tell** – your parent or carer if someone or something makes you feel uncomfortable or worried.

## Age range for social media and associated Apps

### Facebook

Facebook is a social media site which lets you connect with others and share things like comments, photos, and videos through your own profile page. You can add friends, write on people's pages and posts, join groups, and play games. You can also live broadcast a video to your Facebook contacts.

Age: 13 years old +

### Instagram

Instagram is a picture and video sharing app. Users can post content on their profile grid or to their stories, which last 24 hours. You can follow your friends, family, celebrities, and companies on Instagram. Instagram also has a live streaming feature.

Age: 13 years old +

### TikTok

TikTok is a social media platform that lets you create, share, and discover 60 second videos. You can use music and effects to enhance your videos and you can also browse other people's videos and interact with them.

Age: 13 Years +

### Snapchat

The Snapchat app lets you send photos, short videos, or messages to your friends. Pictures and videos, known as 'Snaps', usually appear temporarily before disappearing, though they can be captured via screenshots.

Age: 13 Years +

### Twitter

Twitter is a social media site and app that lets you post messages called tweets. These can be up to 280 characters long. As well as tweets, you can send private messages and post pictures and videos. You can also livestream on Twitter.

Age: 13 Years+

### Messenger

Messenger is a free chat app that lets you send messages, photos, videos, and audio recordings, and play games with your Facebook friends and phone contacts. You need a Facebook account to use Messenger.

Age: 13 Years+

As we are all aware the internet and technology move forward at a rapid pace, and it can be difficult to keep up to date. The websites below include information for children and young people of different age groups as well as advice for parents and carers. There is information on the websites regarding use of the internet, chat rooms, mobile phones, gaming, and television. They will give tips on staying safe and provide advice as to parental controls that you may be able to set up.

<http://www.thinkuknow.co.uk/>

<http://www.cybermentors.org.uk/>

<https://www.net-aware.org.uk/>

[www.childnet.com](http://www.childnet.com)

[www.getsafeonline.org](http://www.getsafeonline.org)

## Use of Social Media

Foster carers should not make information online publicly available about the fact they are a foster carer.

Foster carers should not post online any information or photographs of children or young people that they look after without the consent of the local authority, parents, and child (if they are of appropriate age and maturity).

Foster carers should not be a "friend" to family members of the children or young people that they look after without agreement of the local authority. In some cases, this could be useful for successful working with parents, however this could risk potential conflicts or repercussions at a later date.

Foster carers should also discuss the use of social networking sites with their own children so that they do not compromise privacy and confidentiality by putting a comment or photograph on any social media site about the looked after child or young person. Consideration should also be given to whether it is appropriate for foster carers own children to "friend" another child in

your home on social networking sites and also whether a foster carer should become an online “friend”. Depending on privacy settings, friends and sometimes friends of friends, can have access to your private information that you would prefer they didn't have access to.

Employees of Hull Fostering and foster carers should not be ‘friends’ on social media websites. Your fostering social worker has a work phone with access to WhatsApp which is approved for messaging, however sensitive information should not be shared via WhatsApp but on secure email.

Any breaches of confidentially or public material that is cause for concern could affect a foster carers’ assessment or approval status. Foster carers should be mindful that private messaging apps are social media forums. Hull Fostering will not tolerate:

- Abusive or threatening behaviour or language
- Material or comments that could be regarded as discriminatory
- False or misleading statements that could have a negative effect on the reputation of the fostering service
- Inciting or supporting someone to commit crime/ unlawful acts

## Safe from discrimination

### Anti-Discriminatory Practice

All carers need to be aware of the impact of discrimination on children. Carers must challenge and discuss discriminatory comments from both the children in their care or any other individual who is being discriminatory. There are many ways of prompting discussion with children and young people about cultural differences. Discussion can be encouraged from a variety of sources such as TV programmes, the news, films, music, and books.

Hull City Council is committed to and has policies to treat all children, their families, and foster carers in a fair and respectful way. No one should experience discrimination because of their age, disability, gender, race, religious beliefs, or sexuality.

### Culture and Language

Hull Fostering is committed to finding same-race foster families for children whenever possible. Where this is not possible, Hull Fostering will find families for children with people who will positively encourage and promote the child's sense of self. These carers will help the child to understand and take pride in their cultural heritage and to feel comfortable about their origins.

Culture is part of the child's identity. Therefore, a child's ethnic origin and cultural background are very important considerations to think about before agreeing to foster them. Carers need to seek advice on culture, consider how it will affect their normal routines. Carers will need

to have a willingness to learn and to adjust to a new culture.

Your fostering social worker or child's social worker can provide you with information and may be able to put you in touch with people from the child's family or community who can help you to work with the child.

## Safe from accidental injury and death of a foster child

It is a very rare occasion that a child dies in foster care. It is a distressing experience for the birth family, the foster family and other workers involved.

Foster carers need to be clear about who you should inform and what action you need to take.

These procedures will help you at a time when you will almost certainly be confused and distressed:

- Contact the relevant emergency services – doctor, ambulance, and police immediately. Dependent upon the action they take, please ensure you know where the child is being taken.
- Contact the child's social worker immediately including if the child dies in the hospital. Speak to the social worker in person, if they are not available, speak to their manager or duty worker. Do not leave a message with the administrator, insist on speaking to someone.
- If the death occurs out of working hours you should immediately notify the Immediate Help Team, on 01482 300304.
- A member of staff from Hull Fostering will inform the child's parents and anyone with parental responsibility. They will also notify their senior management.
- The social worker will discuss with the parents the arrangements they wish to make about the funeral. As a foster carer, you will have no responsibility in relation to funeral expenses
- Depending upon the parents' wishes, you may be involved in the arrangements for the funeral.
- Hull Fostering has a legal responsibility to inform OFSTED and the Secretary of State in writing, who may request further information.

A full investigation may commence to determine all the facts and will ask questions of all persons, including the foster family and those who had knowledge of the circumstances of the child's death.

You should be informed of the time and place of the funeral. You should be aware that some birth families may react to their loss by becoming hostile to Hull Fostering and foster families.

You are encouraged to talk to your fostering social worker with regards to services to help you and your family with your feelings of grief. It is important that you get a chance to discuss your feelings.

A photograph of two children playing flag football on a grassy field. In the foreground, a young girl with blonde hair, wearing a yellow t-shirt with a graphic and dark blue pants, is running towards the right. An orange flag football is on the grass near her feet. In the background, a young boy in a light blue hoodie is also running. The background is filled with green trees and a bright sky.

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**Enjoy Life:  
Leisure,  
Hobbies,  
Interests and  
Activities**

Section 3

Children's hobbies and interests should be actively encouraged, Life for children and young people in foster care should be as 'normal' as possible. Children should be encouraged and enabled to maintain any interests they have and be supported to experience new things.

Because some leisure activities contain an element of risk, appropriate safeguards and consent should be discussed at planning meetings and subsequent reviews.

## Leisure Passes – Live it Card and Max Card

**Live it** - These passes are available to all foster carers and their birth children and allow for 50% reduced cost access to all Hull City Council leisure facilities within the city; this includes ice arena sessions, swimming, gym sessions and golf course fees.

All children looked after between the ages of 5 – 18 years can have a Live it passes provided for them and this allows them free access to most council leisure facilities.

Hull Fostering is committed to improving the take up of physical activity in the city. Hull Fostering work in partnership with Hull Leisure to access all Hull's leisure and recreational facilities, for the benefit of carers, their children and children looked after.

looked after children will be supported and enabled to access the full range of activities and events universally available in Hull.

**Max Card** – This is a discount card especially for fostering families. It entitles you to free or discounted admission to a number of venues and attractions across the UK. This will help you to provide stimulating learning experiences and fun days out for children and young people. You can save money on fun outings such as bowling alleys, castles, museums, zoos, and farm parks.

The fostering service will use FACE, email, and newsletters to keep cares updated about local activities that may be of interest. Your fostering social worker will help you find local activities and events that you and your children may be interested in.

The following links have lots of ideas for different local events and activities:

<https://www.visithull.org/whatson/>

<https://hullandeastriding.mumbler.co.uk/>

<https://www.parkrun.org.uk/hull/>

<https://fitmums.org.uk/sessions?activity=&region=hull&club=0>

<https://www.hcandl.co.uk/>





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# **Achieve: Roles and Responsibilities**

Section 4

The educational attainments of children and young people in public care are well below average for the general population, both nationally and locally. However, their range of abilities are no different to that of their peers who are not “looked after”. It is the responsibility of all people and agencies working with these young people to offer them as much help as possible so they can achieve their potential and look forward to good life chances based on academic and vocational qualifications and rich and rewarding educational experiences.

National minimum standards for fostering include the following statements that you should bear in mind when reading this section:

Children are helped by their foster carer to achieve their educational or training goals and foster carers are supported to work with a child’s education provider to maximise each child’s achievement and to minimise any underachievement.

Foster carers maintain regular contact with each child’s school and other education settings, attending all parents’ meetings as appropriate and advocating for the child where appropriate.

Foster carers engage and work with schools, colleges, and other organisations to support children’s education, including advocating to help overcome any problems the child may be experiencing in their education setting. Foster carers have up-to-date information about each child’s educational progress and school attendance record.

## Carers Role and Responsibilities

Looked after children have the same rights as all children to education, including further and higher education, and it is vital that their schooling is disrupted as little as possible.

Holidays must not be taken during term time. The council has a very clear policy around not authorising holidays during term time. Taking children out of school to go on holiday is illegal and therefore cannot be authorised.

You will have agreed with the parents at the placement agreement meeting who will have the responsibility for liaising with the child’s school, and discussion will also be needed about what information about the child is appropriate to pass on to the school.

The children you foster could be emotionally vulnerable, they may need extra help and encouragement in coping with demands of school. Each school will have a designated teacher who will act as an advocate for the child and will liaise with Hull Fostering.

You are in a unique position to observe, identify and help to assess the child’s capabilities as well as any difficulties he/she may be experiencing.

Homework is important. Carers should ensure that there is a quiet place for homework to be done and that encouragement and support is provided.

An important aspect of school life is peer group relationships and the opportunity for the child to become involved in school clubs and sporting activities. These should be encouraged and supported as much as possible.

The aim should be to help all children achieve their full potential and equip themselves as well as possible for adult life.

It is good practice for foster carers to attend open evenings, school plays, and presentations etc., with the child’s parents. If this is not possible for parents to be present, foster carers need to make every effort to attend.

## Early Years Provision

All three and four-year-olds in England are entitled to 570 hours of free early education or childcare a year. This is often taken as 15 hours each week for 38 weeks of the year. Some two-year-olds are also eligible. Free places can be provided by a variety of providers including private, voluntary, and independent sectors including pre-schools, play groups and registered childminders.

Admission is arranged directly with the provider, and you should agree the provision with the child’s social worker to ensure that the child’s individual needs are best met in the chosen place.

Children in public care are prioritised for this provision.

Early years education has several benefits for all children including:

- Building positive relationships with others
- Developing physically, intellectually, and emotionally
- Learning through play
- Preparation for the larger school environment



## Admissions

Every child is entitled to a place at school.

Schools judged by Ofsted to be 'good' or 'outstanding' should be prioritised for children looked after in need of a new school. Unless there are exceptional evidence-based reasons, children looked after should never be placed in a school judged by Ofsted to be 'inadequate'.

If a school has available places, then the child must be admitted.

At point of transfer (for instance from primary to secondary schools) children looked after are given the highest priority unless otherwise provided in the DfES Schools Admissions Code 2015. All schools must have oversubscription criteria and the highest priority must be given to children looked after.

Looked after children and previously children looked after must take precedence over those on a waiting list.

The local authority can direct the admission authority for any maintained school in England to admit a child who is looked after by the local authority, even when the school is full. The local authority must not choose a school from which the child is permanently excluded but

may choose a school whose infant classes are already at the maximum size.

An appeal can be lodged with either the Education Authority, if appropriate, or with the governing body of the aided school. Generally, it is best to make enquires with the school in the first instance, but if there are difficulties regarding admission, enquires should be referred to admissions.

Admissions applications to voluntary aided schools should be made directly to the school concerned.

If admission to an East Riding school is being considered, you should be aware that they have their own policy for children in public care which requires the completion of extra paperwork by the child's social worker. Contacting the East Riding school directly may delay admissions.

## Preparation for School

As a carer, you have an important role to play in preparing the child for school. All schools have a prospectus containing essential information, which the carers should obtain as soon as possible following a child moving in with them. To avoid unnecessary conflict

with the school it is important that carers are familiar with the contents of this document. You can support the child by ensuring that:

- You know what time the school day starts and finishes
- Transport arrangements are being made to enable the child to get to school on time and be collected on time at the end of the day
- The child has the appropriate uniform as required by the school
- You and the child know the timetable for the day
- The child is properly equipped for school, lunch money, or packed lunch, pens, pencils, etc., books PE kit, and any other specialist equipment

A little preparation can make a great deal of difference as to how the child experiences school. If children are properly prepared and equipped, they will be less likely to experience conflict with staff or other pupils. There will be less chance of them feeling stigmatised because they are looked after.

## Attendance

All children between the ages of 5 and 16 years old must receive an education by law. If a child has irregular or poor attendance, their chances of achieving their full potential are significantly reduced. This clearly has major implications for the future quality of life for that child.

The usual reasons for non-attendance are either medical reasons for the child or if the child has been excluded from school. All schools will expect a note from the carer explaining the absence. If a child has been excluded from school, then the school is obligated to write immediately to the carer.

Hull City Council has a very clear policy around not authorising holidays during term time. Taking children out of school to go on holiday is illegal and therefore cannot be authorised. Importantly, the spirit of Hull's policy is focused on the importance of school and learning for all our children.

By following the law and ensuring education is prioritised for all children looked after, Hull City Council is responding entirely consistently with the position of other Local Authorities across the country and the virtual school for children looked after.

For the reasons above, the Assistant Director (AD) and Director of Children's Services (DCS) cannot authorise

missing school to go on holiday. This would not be consistent with the law and would not be authorised by the school or virtual school for children looked after.

Foster carers should report any absences from school, particularly exclusions of any sort, as soon as possible to the fostering social worker.

Under certain circumstances, despite the best help and encouragement from those with parental responsibility, a child may still refuse to attend school or be reluctant to do so. The Education Welfare Service and/or Education Co-ordinator may offer advice and help.

## Homework

Foster carers need to establish and maintain an atmosphere that encourages children and young people to value learning. Homework is closely linked to curriculum work for children and provides a sense of continuity between home and school. Completing their homework can help the child build up their personal confidence and motivation.

Young children may have reading and spellings to practice each evening, others may have to do work linked to the national curriculum. As the young person moves towards formal examinations, homework in the form of coursework contributes to their final marks.

Children often need encouragement to complete their homework and they can find it difficult to keep an interest in school work. It is the responsibility of the carer to set clear expectations that the child will attend school and complete homework.

Most schools will have a homework policy and carer should be aware of the policy. You will need to know any consequences for children not completing their homework on time, and you need to understand how best to help the child to finish their homework.

Carers should show the young person they care about their learning and education. This can be done by following the steps below:

- Even when a child/young person rejects support, it is important for the child to know the carer is available to help them if they change their mind.
- Carers to take an active interest in the child's homework.
- Make sure there is a quiet area for them to do their work in.
- Consider if the child may benefit from joining a homework club at their school or local library.



- Specific areas of work may be identified within the child's personal education plan (PEP). Carers should know if work identified in the PEP is additional to mainstream homework.
- If the level of homework being set is considered either insufficient or excessive, the carer should bring this to the attention of the teacher/or the child's social worker.
- The designated teacher should be aware of the difficulties some children will come up against when living in care, this should be acknowledged if homework is not completed.

#### Policy and Guidance on Personal Education Plans (PEP)

A PEP should act as a record of what needs to happen for a child who is looked after to reach their full potential. It should identify the child's educational and developmental needs and contain personalised short- and long-term targets.

A PEP is required for all children looked after who have been in care for 20 school days and should be reviewed every 6 months at a PEP meeting.

This includes children and young people who:

- Have a statement of special educational needs

- Are living an adoptive family but not yet adopted
- Are not attending school or not on a school roll
- Live out of the city or in an agency placement
- Do not want a PEP
- Have support from Families and Friends team
- Pre-school children, including all aged 3 and 4

This does not include:

- Children in support care.

## Timescale of Personal Education Plans

- A PEP should be started within 20 school days of a child becoming looked after or moving school
- A PEP should be reviewed 6 months from start date, and every 6 months from then onwards
- A PEP can be reviewed sooner if a child changes foster homes (within 20 school days) or for any other identified need.

## Exceptions to 6-month

## reviews (Hull)

- Special Schools, after the initial PEP, the next PEP will be held at the child's annual review meeting. A paper PEP will be held midway between annual reviews, unless issues necessitate a meeting
- Transition to Secondary School, PEP to be written by early November
- Starting a new school at the age of 5, PEP to be written by early November

## Setting up meetings for an initial PEP and PEP reviews

- The child's social worker is responsible for setting up all meetings and inputting the details into the ePEP database, after liaising with the designated teacher for children looked after at the school.
- The designated teacher should assist in developing and monitoring the educational content of the PEP.
  - You will be invited to the PEP meeting along with your child's social worker, school professionals, and other professionals involved in your child's education.
- The meeting usually takes place at the school.
- You can input information about the children you are caring for into the ePEP if it is required.
- Carer workshops are available from the Virtual School for children looked after.
- Your child can also input information around his/her education into the ePEP database so professionals can make decisions which include the child's point of view.
- You can request access to your foster child's ePEP from your home computer.

## • ePEP Sections

- About the young person
- Care plan
- Attendance at parents' meetings
- Educational establishment details
- Previous school history
- Special educational needs
- Inclusion and attendance
- Attainment
- Young person's questions
- PEP meeting

- Action plan (targets set at PEP meeting)
- Pupil premium
- Education summary
- Careers summary

## Post 16 PEPs

As this is a particularly vulnerable age group who are represented in NEET figures, the local authority must ensure that the PEP is maintained as part of the preparation and review of the pathway plan and continues to build on the young person's educational progress.

From the ages of 16-18, PEPs will still be carried out. For those young people who are considered to need to most intensive support, a Virtual School representative will attend these meetings. For those requiring less intensive support, the social worker and education setting will conduct the PEP, which will then be reviewed by the Virtual School via the ePEP system.

Virtual school transition workers will support young people from the January of Year 11 to the end of Year 13, regardless of when they become 18 years old. This will also be coordinated with Connexions.

## Pupil Premium

### What is Pupil Premium?

All children looked after and previously looked after children are eligible for PP+ funding. This is additional funding provided to help improve the attainment of children looked after and previously looked after children and close the attainment gap between this group and their peers. It is not a personal budget for individual children.

The extra funding provided by the PP+ reflects the significant additional barriers faced by children looked after and previously looked after children. The designated teacher has an important role in ensuring the specific needs of children looked after and previously looked after children are understood by the school's staff and reflected in how the school uses PP+ to support these children.

The grant allocation for children looked after must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the child who is looked after's educational needs as described in their personal education plan (PEP).

The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting. Usually with the designated teacher, how the child will benefit from any pupil premium funding. The pupil premium is only paid to the school if appropriate costed targets are set for your child.

You can access education information, learning targets, and information around the use of the Pupil Premium on the ePEP database.

### What Should the Pupil Premium be Used For?

The Pupil Premium Plus grant should primarily be used to close the gap in the core subjects and target gifted and talented pupils to enable full potential to be reached by all. Any queries on Pupil Premium funding should be directed to the case worker within the Virtual School.

What kind of activities and resources can be funded?

- Training within the school on such issues as trauma and attachment issues or behaviour management techniques.
- This funding can be used to ensure 25 hours full-time education is in place through individualised learning pathways. This may include one day work experience or a college placement for part of the week.
- Developing social and emotional competencies through friendship groups or assessing needs through various assessment tools can address weak areas within their development.
- Revision guides, specific resources, software, and other forms of media to enhance learning e.g., digital equipment, iPad, Kindles, and magazine subscriptions to encourage reading.
- Accessing additional extra interventions and mentoring through breakfast club/after school sessions which include booster/interventions for identified support.
- Specific support for areas of extra-curricular interest – art materials, music, drama, or sports to increase engagement.

### Use of Pupil Premium for Therapeutic Interventions

Pupil premium should not be spent on counselling therapy services that should be provided by statutory services (CAMHS) or other statutory services.

Pupil premium can be spent on therapeutic interventions such as art, drama or Lego therapy or Emotional Literacy Support (ELSA) or Mindfulness, and Pupil Premium can also be used to purchase training for staff to deliver these.

## Virtual School for children looked after role and responsibilities

Who they are:

- They are a team with a wide and diverse range of educational experience in both primary, secondary and SEN provision
- They will raise and promote the best educational outcome for children looked after and care leavers.

They will actively seek a positive and constructive response to the barriers to education faced by children, young people, families, and carers.

- They are committed to achieving an integrated, multi-agency approach to meet the educational needs of children, young people, families, and carers.

They cover all areas of Hull and wherever our young people are placed to support them educationally

### How can they help you?

- Tracking and monitoring; they work to raise attainment, improve attendance, and reduce exclusions
- Support social workers with PEPs, pupil premiums, admissions, and other issues
- They support carers and schools with advice, training, and resources
- Teaching and learning
- Care leaver support
- Inter-professional working

Referrals to the Virtual School for a child looked after can be made by fostering social workers as well as the child's social worker.

### Education Co-ordinator role and responsibilities

A team of teachers and mentors are employed to support the educational needs of children within foster care. The team offer advice on formal assessments and help with educational support plans, accessing alternative learning packages and teaching out of school. Educational support and advice are available to fostering social workers and foster carers to maximise the educational opportunities for the children and young people in their care. The teachers can be accessed by any professional working with a child who is looked after. Each school in Hull has a designated teacher who has responsibility for the children looked after in their school. There are also mentors for children looked after in most of Hull's secondary schools. The team is co-located with the Hull ILAC teams.

For more information you can request a copy of the Virtual School Handbook from your social worker or Virtual Schools team

## Exclusion Policy

An exclusion from school is the most severe disciplinary measure that a school can legally use and under normal circumstances only the head teacher can exclude a pupil. Therefore, any exclusion should be regarded as extremely serious.

There are two types of exclusions:

- Fixed Term Exclusion
- Permanent Exclusion



## Fixed Term Exclusion

This is a temporary exclusion from school and a school may only exclude a pupil for up to 45 days in total in a school year. Once 45 days have been used up, the only option open to the school is consideration of permanent exclusion. The revised guidance (2003) from the Department for Education and Skills (DfES) states that “1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences”.

Pupils may be excluded from the school site at lunchtime. If made official, this will now be regarded as a fixed term exclusion of one-half school day. Lunchtime exclusion should not continue for an indefinite period.

## Permanent Exclusion

This type of exclusion is final although the person with parental responsibility is given the option to appeal to the Governing Body and then if necessary to the Local Education Authority.

Recent guidance from the DfES states that “schools should be especially sensitive to exclusion issues where children in public care are concerned. Schools should try every practical means to maintain the child in school”. They also need to ensure that the child has not been discriminated against if they have a disability.

If a child is excluded, legally the carer must receive a letter within 24 hours explaining the following:

- What type of exclusion is being used
- How long the exclusion is for
- Precisely what the exclusion is for
- The arrangements that are being made for work to be done by the child during the exclusion
- The right to make representation to the governing body

- The right to make representation to the LEA
- The right to have access to school records

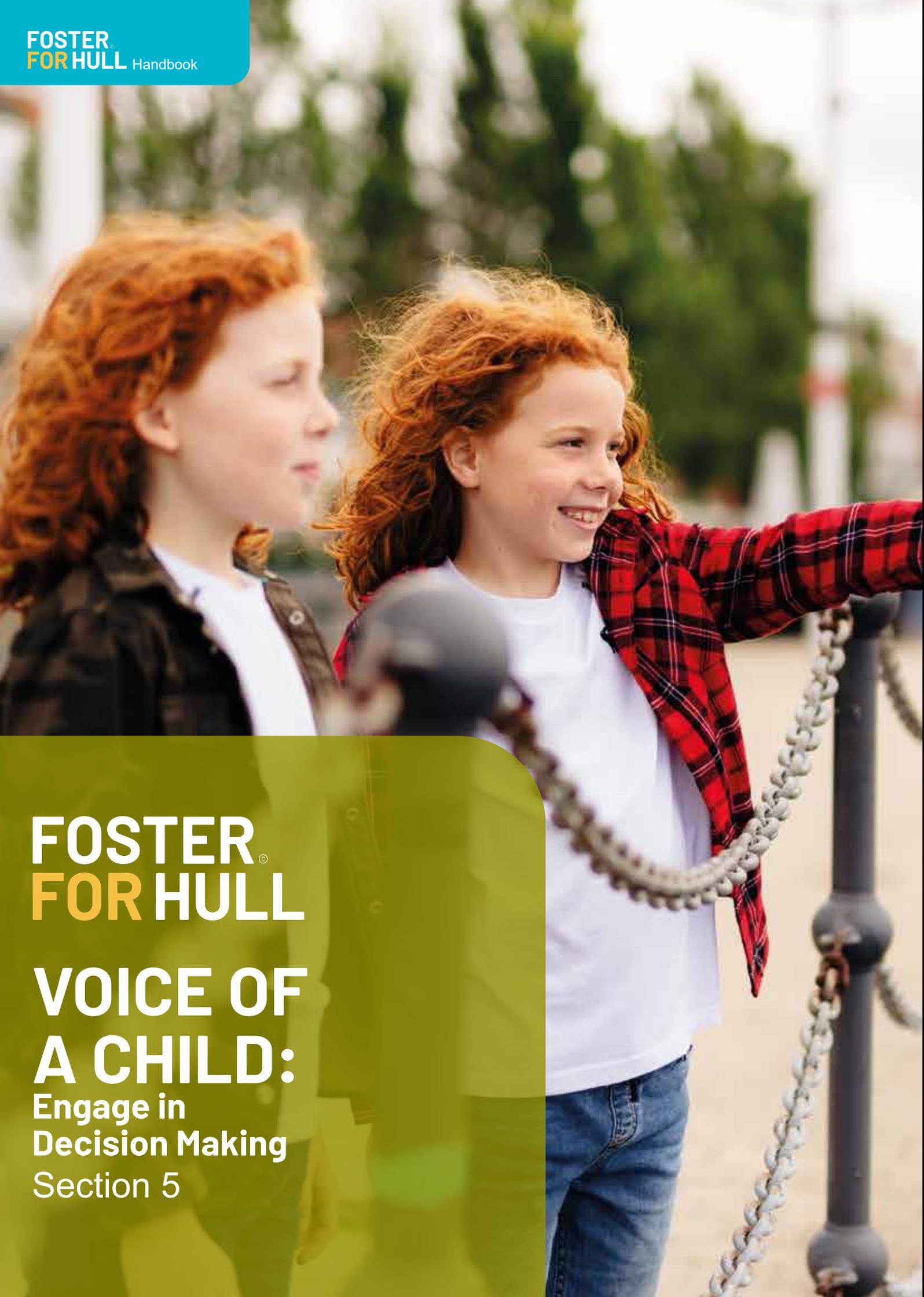
In addition, letters informing carers of permanent exclusion will explain that meetings of the Governing Body, and LEA members’ exclusion panel will be held and that those with parental responsibility will be invited to appeal against the exclusion.

It is normal practice, following term exclusion, for schools to invite carer and pupils to a meeting before the child returns to lessons. In view of the seriousness of exclusion and to avoid further repetition of the behaviour that led to exclusion, every effort should be made to attend such meetings if required by the school.

## Unofficial exclusions

Informal or unofficial exclusions are illegal regardless if this is agreed with parents or carers. If a pupil is sent home for disciplinary reasons for part of a school day, some Head Teachers have viewed this as a cooling off period and have not acted to exclude the pupil formally. There is no basis in law for this. The relevant regulations do not state a minimum length of exclusion. If pupils are sent home in response to a breach of discipline, even for short periods of time, this must be formally recorded as an exclusion.

Schools may obtain help for pupils who exhibit behavioural difficulties from the school psychological service and the Special Educational Needs Support Service. In some instances, this may result in help from, or placements at, Pupil Referral Units (PRUs) White House/Bridgeview (5-14 years), Rise Academy (14-16 years) or Ashwell (11-16 years) in Hull. In addition, the Health Authority also has some resources, such as the West End Unit and Psychiatric services. These can be accessed by means of a referral by the child’s social worker to the Inter-Agency Link Team.



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FOR HULL**

**VOICE OF  
A CHILD:**

Engage in  
Decision Making  
Section 5

## Meetings and Conferences

The policy of Hull Fostering is that foster carers will be invited to all meetings about children and young people in their care, because you have a unique and important contribution to make. Where possible children and young people should be supported to attend meetings and have their voice heard.

Listed below are a range of meetings and conferences to which you could be invited, their purpose and who else you can expect to be attending:

Meeting/ conference	Purpose	Membership
		<b>see below for key abbreviations</b>
Placement planning meeting	Initial planning meeting to discuss the child's needs.	Child, parents, others with PR, SW, FSW, prospective carers, other professionals such as Education, Health, etc.
CLA Reviews	To review the plan for the child, assess progress and decide future work to be done. Reviews must be held at specified intervals: <ul style="list-style-type: none"> <li>• 4 weeks from the start of being looked after</li> <li>• 3 months after the first review</li> <li>• 6 monthly thereafter.</li> </ul>	Child, parents, others with PR, carers, SW, FSW (if appropriate), Education, Health Professionals etc. IRO (Chair).
Child Protection Conference	A meeting to discuss Protection plans for all children who have been subject of a child protection investigation for whom there remains suspicions that the child has suffered or is at risk of suffering significant harm and there remain unresolved child protection issues.	Parents, carers (if not implicated), others with PR, SW, FSW. The police, education, health, and other agencies will be represented.
Disruption Meetings	To review the fostering arrangement, learn what wasn't working and to gather information to help make new plans for the child, and to make sure the new foster family has support to make the arrangement successful	Child, parents, others with P.R., carers, FSW, SW, (possibly IRO as Chair).
Core Group Meeting	A meeting to discuss and review the child's care plan. A core group is held every 4 to 6 weeks.	Child, parents, others with PR, carers, SW, FSW, education, health professionals etc.
PEP (Personal Education Plan)	The PEP is a record of what needs to happen for a child or young person for them to fulfil their potential in education. It is reviewed every six months	Child, parents, others with PR, carers, designated teacher, SW, FSW (if appropriate).
FGC (Family Group Conferencing)	The family and significant people to the child meet to devise a plan/plan that will impact positively on the child/young person. There will have already been a preparation period to enable the people involved to feel as comfortable as possible about attending the meeting.	The <b>first part</b> will include the family and the significant people to the child; FGC Convener, an advocate/s and the professionals involved in the case such as the social worker, someone from Health and/ or Education etc. (no more than three).  The <b>second part</b> of the meeting is called private family time. This consists of the family and significant people to the child/young person and the advocate/s.

PR – parental responsibility  
SW – social worker

IRO – independent reviewing officer  
FSW – fostering social worker



You may feel meetings can be intimidating at times. It may be helpful before the meeting to talk to your fostering social worker about what you want to say and how you wish to say it. You might find it useful to make notes for yourself and take these with you to the meeting. Before a CLA review, a form will be posted to you, to complete. This needs to be posted back to the IRO Team before the review, but you can copy the form and take it with you.

Please feel able to contact your fostering social worker to discuss the contribution you wish to make to a meeting.

After the meeting, you will be sent a copy of the minutes to keep, except in the case of child protection conferences. You should ask your fostering social worker to make a copy of these minutes available to you to read, because you may be held accountable for anything that you said at the conference. It is therefore important that your contribution has been accurately recorded.

## Mind of My Own App

### What is Mind of My Own?

Mind of My Own makes it easier for children and young people to express their views and for workers to evidence them.

Mind of My Own has two features – the One App and Express. The One App helps young people communicate their views in a way that suits them, helping them to structure their thoughts and say what they want to say. They can send their views, wishes and feelings to their workers any time they want, 24/7. Young people create their own account on the One App, which can be used on any device. Express is an accessible App for younger children and those with additional needs to share their views. Express can only be accessed through a worker's account.

### How does Mind of My Own work?

The One App can be downloaded onto an Android or Apple device, or young people can access it online through any web browser at [www.one.mindofmyown.org.uk](http://www.one.mindofmyown.org.uk). Children and young people can sign up for an account on one device but can then log in to the One App on any device they want. They can use Mind of My Own Apps on their own, but often doing it with you will help them talk about how they are feeling and what they'd like to change.

As mentioned above, Express can only be accessed through a worker's account. Sometimes when a worker visits your home, they will ask to use your Wi-Fi so they can use Mind of My Own App with your child. Please support these requests whenever possible.



## Children's email addresses

The One App requires an email address for sign up to an account. If children or young people have a personal or school email address, then they are ready to sign up. However, if they don't, or if there is a reason why their use of internet is restricted then they can use the One App with their worker through a 'Worker Account'. Please ask their worker for more information on how the child/young person can use Mind of My Own Apps with them.

## Young Voices Influencing Care (YVIC)

This is a group of young people who meet regularly. It provides an opportunity for young people with similar circumstances to meet, take part in activities and get involved in shaping services provided for children and young people who are looked after. Young people can get involved as little or as much as they like. You can e-mail [YVIC@Hullcc.gov.uk](mailto:YVIC@Hullcc.gov.uk) for further information. A Rights and Participation worker is available to visit young people for an informal chat and to explain how they could become involved.

## Room 42

Room 42 is a hub based at the Guildhall. It provides a base for services for young people/care leavers aged 16 – 25. The team's aim is to engage young people, develop positive relationships and provide opportunities to get involved in a range of activities from low-level drop-in sessions through to apprenticeships



and jobs. It also encourages young people to use their voices to influence policy and practice locally and nationally. Room 42 is a young people's space where engagement, consultation, voice, and influence takes place around all things relevant to care leavers.

The team organises and runs a range of projects and an ongoing programme of activities to engage young people in positive activities which hopefully lead to meaningful engagement with education, training, and employment opportunities.

Friday afternoon drop-in sessions at Room 42 offer young people a space to relax and meet other young people. There are no agendas or set structure to the drop in, it is intended to engage young people, develop relationships, and have fun. Young people are free to come and go as they please. The atmosphere is very relaxed and young people can express themselves and talk to people about things that might be going on for them.

Information about Room42 is available for young people, foster carers, and supported lodgings providers via a number of media apps, email and phone, details above.

## The Children's guides

The 'Living with Foster Carers' guide and "Children's Guide to Foster Care" are available for children who live with foster carers or receive support care services on a regular basis. The guide gives information ranging from 'What is fostering' to 'Childs' Plans'. It also incorporates details about avenues for speaking out, should children feel they need to talk to people not directly involved in their care. This might be the Children's Complaints Officer, the Children's Hotline or the Rights and Participation Project, (advocacy services). The guide also details some suggested questions that children might ask their social worker and carers and includes information on questions they may have about maintaining contact with family and friends.

A copy of these guides is provided to each foster carer when they are approved. The guide will be reviewed annually and if it is revised, copies of the new guide are available on the Hull Fostering website.

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# Children and Young People's Finances

Section 6

## Pocket Money

There is a provision within the weekly fostering allowance to provide weekly pocket money to your foster child. This amount needs to be appropriate to the child's age.

It is expected that all foster children will receive pocket money and savings. Young people and children should be generally free to choose how they spend the pocket money allowance and must not be expected to pay for basic living or accommodation costs. The pocket money allowance can be given to them as cash each week, or some can be given to the child and the rest saved. There should be an additional savings allowance.

Foster carers should open bank accounts for young people who have been in their care for four weeks or more. The bank account needs to be opened in that child/young person's name and handed over to the social worker once the child leaves your care. Saved pocket money should go with the child if they have to move on or if they return home.

Hull Fostering will guide you on an appropriate amount of pocket money and rates, according to the child's age.

It will also be useful to discuss at the planning meeting with the child's parents what they would like the child to spend their pocket money on and agree what portion should be saved each week towards the cost of presents, holidays, and special items. Children should be encouraged to spend the remainder of their pocket money as they wish.

Pocket money may not be withheld from a child as a punishment.

## Clothing

A proportion of your fostering allowance is calculated to cover the cost of the child's clothing. Hull Fostering does not give set amounts for clothing as it depends on the child's age and the needs of the child, the length and purpose of the fostering arrangement.

It is up to foster carers to use their judgment and own parenting styles to decide how the allowance is used. The allowance is paid to the carers for them to use how they think fit. However, a child or young person in foster care should never be dressed in a way which makes them feel different or inferior. This will be discussed in your supervision with your fostering social worker.

You may want to discuss clothing at the planning meeting, sometimes parents wish to continue buying

their children clothing, or want to be involved when new clothing is required. It may be helpful to discuss at the meeting how much clothing the child already has. Hull Fostering will agree an initial clothing allowance if a child moves in without appropriate clothing, this should be agreed in advance with your fostering social worker.

## Leaving Care Team

The Leaving Care Team in Hull aims to fulfil the requirements of the Children (leaving care) Act 2000. The Leaving Care Team will offer advice, information, practical help and befriending to 'Looked After Children' and 'Care Leavers' 16 – 21 years old (25 if they remain in Higher Education) the aims are;

- To delay young people's discharge from care until they are prepared and ready to leave
- Improve the assessment, preparation & planning for leaving care
- Provide better personal support & befriending for young people
- Explain the process of the financial arrangements.
- Develop the support & opportunities for young people
- Promote opportunities for young people to have fun & enjoy life
- Enhance the opportunities & support for young people to engage in education, training, or employment

## Accommodation Services

Accommodation services include a Housing Options Team and a Supported Lodgings service available to all young people in the city aged 16-18 and for young people leaving care aged 16 -21.

The service aims to prevent homelessness, through provision of information, support and advice to young people which includes helping them to access temporary accommodation where necessary and develop an individually tailored housing plan. The service also provides family mediation to support young people rebuild relationships with family or carers wherever possible.

# Glossary

## Explanation of terms used in this Handbook

### **Accommodation (under Section 20)**

When a child is 'looked after' by the Local Authority at the request of a parent.

### **Agency Decision Maker (ADM)**

Senior manager who makes the final decision on behalf of Hull Fostering regarding foster carers approval, terms of approval or de-registration.

### **Assistant Director**

Senior manager who reports to the Director of Children, Young People and Family Services and is responsible for all the work in the city.

### **CoramBAAF**

National body that provides expert advice, support, and training to fostering and adoption agencies.

### **Basic Fostering Allowance**

The basic weekly payment made to all foster carers.

### **Care Order**

A court order placing a child in the care of the local authority, who acquire parental responsibility, shared with parents.

### **Care Proceedings**

A series of court hearings, which may lead to the making of a Care Order.

### **CAFCASS**

Body that employs children's guardians who represents children in family court proceedings

### **Child Arrangement Order**

A court order that states who a child will live with.

### **Children's Guardian**

An independent person appointed by the Court to represent the interests of a child in care and other proceedings.

### **Child Criminal Exploitation (CCE)**

Exploiting children by involving them in criminal activity

e.g., burglaries or drug dealing.

### **Child's Plan**

A plan that sets out what is to be achieved for a child who is looked after and details how this will be done and by whom?

### **Child's social worker**

Social worker who manages a child's case and care planning, sometimes referred to as Placing social worker.

### **Child Sexual Exploitation (CSE)**

Exploitation of a child or young people sexually by providing them with incentives such as alcohol, illegal substances, money, or other goods. May be by one or a number of adults.

### **Complaints Officer**

The person who ensures that all complaints to the Service are dealt with in line with legal requirements.

### **Complaints Procedure**

Hull City Council's system for enabling the public (including foster carers) to give feedback about services and get resolution on their concerns.

### **Connected Persons**

Sometimes referred to as Family or Friends Carers or Kinship Carers, these are people who are known to the child and/or their family and so have a connection with the child and are assessed as suitable to care for the child as foster carers.

### **Consultation Group**

A group of foster carers who discuss service changes, such as policies, service delivery, modernisation, and improvement to practice.

### **DBS Check**

A check made with the Disclosure and Barring Service for details of any criminal convictions (civilian and military) of anyone who will have significant access to children.

### **Delegated Authority**

Determines what decision-making for a child is delegated to a foster carer or other parties including the child themselves depending on their age and understanding. This is usually agreed at the child's planning meeting and should be reviewed as the child gets older and if their legal status changes e.g., a Care Order is granted.

### **Duty Officer**

A person in the relevant department taking calls and enquiries and covering emergency work on a rota basis.

### **Educational and Health Emergency Duty Team**

The team that covers the emergency children's social care work outside office hours, providing emergency and some supportive help.

### **Festival Allowance**

Payment made for the child, for presents and celebration for major religious festival period such as Christmas, Eid, etc.

### **Fostering Annual Review**

Review of fosters carers' approval and terms, which must take place a year after approval and then annually thereafter.

### **Fostering Social Worker**

A social worker who works in the fostering service. Sometimes also referred to as Supervising social worker (as they "supervise" the foster carers whom they support)

### **Foster Care Agreement**

An agreement entered between approved foster carers and Hull Fostering, before carers start taking children into their care.

### **Fostering Excellence payments**

Carers are recognised for their skills and experience by the payment of a fee, set at different levels according to a defined criterion.

### **Fostering Network**

An organisation that provides professional support, training, and advice to foster carers and fostering agency staff. Hull Fostering have membership with Fostering Network and pay for this membership for all our approved fostering households.

### **Group Manager**

The manager with overall responsibility for work in a specific area of Children's Services, which includes a Group Manager responsible for Fostering.

### **Fostering Allowance Information Sheet**

Annually updated information sheets, which is sent to all foster carers, giving details of the current payment rates and other useful information.

### **Health Assessment**

Children who are looked after are required to have a health assessment, before or within 20 working days of coming into care. Under 5's must have a Review Health Assessment every 6 months, over 5's annually.

### **Head of Service**

Head of a service area and manager of the Group Manager. The head of service for Hull Fostering manages all children's living provisions within the council i.e., adoption, children's homes, fostering and post order support.

### **Home Safety Checklist**

Head of a service area and manager of the Group Manager. The head of service for Hull Fostering manages all children's living provisions within the council i.e., adoption, children's homes, fostering and post order support.



## Holiday Allowance

An amount paid to foster carers each year towards the cost of providing a holiday or holiday-time activities for a foster child, equivalent to 2 x weekly payments.

## IRM

The Independent Review Mechanism enables a review of the qualifying determination where a fostering service provider proposed not to approve prospective foster carers/withdraw/or change their approval, including de-registration.

## Independent visitors

Volunteers who are trained and DBS checked who befriend and visit children in care.

## Interim Care Order (ICO)

Order granted by the court in care proceedings which gives the local authority parental responsibility, shared with the parents, temporarily, whilst the proceedings are completed.

## LADO

Local Area Designated Officer who oversees the investigation and findings of allegations against people who work or volunteer with children, including foster carers.

## Legal Section

A department of Hull City Council that provides legal advice, support, and guidance to staff about individual cases.

## Liquid Logic

The electronic database which Hull children's social care use to make and keep records on children and adults, including foster carers.

## Long-Term Placement

A home that is intended to provide a child with a stable, permanent base through until they cease to be looked after, usually at 18 years.

## Looked After Child

A child who is either accommodated under Section 20, subject to an Interim Care Order or Care Order or is remanded to the local authority's care.

## NMS

National Minimum Standards – applied to Fostering these determine the standards of service and support that a foster agency and their carers must deliver the care needed by children.

## NVQ (National Vocational Qualification)

A non-academic, evidence-based training course leading to a nationally recognised qualification.

## OFSTED

The Office for Standards in Education. Ofsted is the body which inspects and regulate services which

provide care for children and young people, including foster care.

## Occupational Therapist (OT)

An OT completes assessments usually for children with disabilities to consider the physical needs of the child and the services required to provide the child with reasonable quality of life (e.g., equipment and adaptations).

## PAST placement

A specialised Parent Assessment and Support Team arrangement where the parent/s and child reside with foster carers and their parenting ability is assessed by the foster carer and social workers together on a time limited basis.

## Pathway Plan

A plan which details young people's journeys to independence, what is needed to support them in achieving this, and who will support this (in place for child who is looked after aged 16 plus and care leavers).

## Personal Education Plan (PEP)

A plan that is drawn up by social workers, teachers, carers, child and sometimes parents to set educational targets and what is needed to support these for a child who is looked after.

## Planning Meeting

A meeting at the start, when a child moves in with you where the day-to-day arrangements are agreed between carers, parents, the child, and social workers.

## Placement Plan and Placement Agreement (PPPA)

Completed at the planning meeting and contains information required to meet the needs of the child, signed by all parties and copy given to the foster carer.

## PR

Used to refer to Parental Responsibility i.e., who has parental responsibility for a child either due to birth and parentage or determined by a Court Order.

## Prospective Foster Carers

People who are in the process of being assessed for approval as foster carers.

## Pupil Premium

An amount of funding available to support the education of children who are looked after, subject to an SGO (see below) or are adopted.

## Recommended Fostering Network Rates

The rates of payment for foster carers recommended by Fostering Network based on the cost of caring for a child.

## **(Fostering) Regulations**

Legal requirements linked with legislation that set out the specific detail of how fostering services should be delivered.

### **Respite**

A planned, supported break provided for a child when they need this away from their fostering family e.g., for additional support, or due to an unavoidable commitment for their main carer (such as medical treatment). This may be a one-off or a regular arrangement.

### **Staying Put**

If a young person and a foster carer agree that the young person will remain living in the foster home post 18, this can become a “Staying Put” arrangement.

### **Secretary of State**

A senior minister in the government who runs a department and is responsible for the legislation and regulations relevant to that department.

### **Shared Lives scheme**

Shared Lives providers are like “foster carers” for adults in that they provide a home for and support an adult with special needs (learning difficulties or physical disabilities). They must be assessed and approved as this is a regulated service. Foster carers who care for young people who have complex needs that mean they will need Adult Services support, may meet the criteria for Shared Lives providers so the young person can continue to live with them into adulthood with financial support.

### **Short breaks for disabled Children**

A series of planned short breaks for a child, with the same approved foster carer.

### **Social worker’s supervisor**

A team manager or advanced social worker with responsibility for managing and overseeing the work of a social worker.

### **Section 47 investigation**

Refers to Section 47 of the Children Act 1989 which sets out the duty of the local authority to investigate (usually with the police and other agencies such as

health), the circumstances of children considered to be at risk of significant harm and what actions are needed to safeguard and promote the child’s welfare.

### **Strategy meeting**

A strategy discussion will inform local authority children’s services decision about what type of enquiries need to take place and what is needed to safeguard children involved.

### **SDQ**

A Strengths and Difficulties Questionnaire is completed for children looked after to determine their level of emotional well-being by assessing their behaviour and presentation. It is completed in three sections – by the carer, school, and child (depending on age) and the results worked out from this, to determine if they may need any specialist input to support them.

### **Support Care**

A dynamic caring response to our children and young people, aims to provide time limited stabilising care in emergency situations. Supporting rehabilitation back to family or supporting transitions to longer term fostering families.

### **Support Lodgings**

An arrangement whereby young people aged 16 and over are provided with accommodation in a home environment, with some level of support..

### **Transition (to Adulthood)**

The process and, support and steps needed for a young person to progress through to adulthood successfully.

### **TSDS**

Training, Support and Development Standards for foster carers. A portfolio all foster carers are required to complete in their first year as foster carers. (18 months for family and friends foster carers)

### **Viability Assessment**

The assessment of a connected persons (family or friends) is viable to provide a child with care which will meet their needs and comply with Fostering National Minimum Standards. If the viability assessment is positive a full fostering assessment will be commenced.

## Appendix 1: The Legal Context

### The Children's Act 1989 & 2004 and the Children and Families Act 2014.

The Children's Act 1989 brought about the most fundamental change in our child law. At the heart of the Act is a belief that:

- The best place for children to be looked after is within their own homes.
- The welfare of the child is the paramount consideration.
- Parents should continue to be involved with their children and any legal proceedings that may concern them, and that legal proceedings should be unnecessary in most instances.
- The welfare of children should be promoted by partnership between the family and the Local Authority.
- Children should not be removed from their family, or contact terminated, unless it is necessary to do so.
- The child's needs arising from race, culture, religion, and language must be considered.

The Children Act 2004 arose from Every Child Matters. The ultimate purpose of the Act is to promote co-ordination between different agencies therefore making children's lives safer. The Government's aim is for every child whatever their background or their circumstances to have the support they need to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic well-being

Under the Children Act 1989 there are areas which are relevant to you as a foster carer which are summarised below.

### Parental Responsibility

Parental Responsibility (PR) is defined in the Children Act 1989 as "all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property".

The circumstances in which an individual has, or may acquire, PR are:

- A mother always has PR (unless she has subsequently lost it through adoption or through a parental order under the Human Fertilisation and Embryology Act (HFEA) 1990).
- The child's father has PR for a child if he was married to the child's mother at the time of the

child's birth. Similarly, the mother's civil partner will (subject to the conditions section 42 of the Human Fertilisation and Embryology Act (HFEA) 2008) have parental responsibility.

- An unmarried father may take steps to acquire PR. He would have PR automatically if he registered the birth with the mother on or after 1 December 2003. Alternatively, he may acquire PR by marrying the child's mother, applying to the court for a PR Order, making a PR agreement with the child's mother, or being appointed guardian (see below). Similar provisions apply to second female parents (who meet the conditions in section 43 of the HFEA 2008).
- A stepparent may acquire PR for a child if he or she is married to, or the civil partner of, a person with PR for the child, either by agreement with the parent (and with any other person with PR), by Court order, or through adoption.
- A Special Guardian has PR for the child. Subject to any other orders, a Special Guardianship Order allows the Special Guardian to exercise PR to the exclusion of others with PR (except another special guardian), subject to certain statutory exceptions.
- A person named in a child arrangements order as a person with whom a child lives with has PR.
- A guardian who is appointed for a child (under section 5 of the Act) has PR.
- A local authority acquires PR for a child if a Care Order (or Interim Care Order) is in place. It also acquires limited PR by virtue of an Emergency Protection Order (in such cases, PR is limited to action reasonably required to safeguard or promote the welfare of the child).

### Appointment of a guardian with parental responsibility for the child

As set out above, the Children Act 1989 makes provision for the court to appoint a

guardian for a child, either of its own motion or on application, who will have PR for the child. (It should be noted that this is unrelated to the appointment of a children's guardian, whose role is to provide welfare representation for a child party in private law proceedings).

A guardian may also be appointed by any parent with PR and by guardians themselves, or special guardians. Such appointments take effect on the death of the person making the appointment, where the child has no parent with PR or where the person making the appointment was named in a Child Arrangement Order as the person with whom the child is to live, or he/she was the child's only or last surviving special guardian.

It is very important for foster carers to know who has PR for the child, to avoid confusion when an issue arises which requires PR because this may be the child's parent/s or the Local Authority, such as giving consent for surgery. This will be discussed at planning meeting, and will include the name, address, and contact telephone number of the person/s with PR.

Foster carers can never hold PR for a child in their care under a fostering agreement. Foster carers can acquire a Child Arrangement/Special Guardianship Order for the child if the care plan is for them to remain with the carers long-term and then they will acquire PR through these orders and cease to be the child's foster carer/s.

PR ends when:

- A young person reaches the age of 18 years
- A young person aged 16 – 18 years marries
- On the death of a child
- A child is adopted by another person
- A court order is granted which ends the PR of that person.

## Delegated Authority

“Delegated Authority” (DA) refers to those tasks and decisions which are “delegated” to the foster carer by agreement with the parent or decision of the local authority (if the child is the subject of a care order). The aim of DA is to make children's lives as normal as possible so there are limited delays in making decisions for them to e.g., stay overnight at friends, go on school trips, or have minor medical treatment.

The delegated authority checklist is completed (ideally at the planning meeting) and is designed to support the foster carer and other professionals to understand who has the authority to make which decisions for a foster child. The authority for most of the day-to-day decisions relating to the care of the child should be given to the foster carer and this should be discussed on an individual basis for each child.

The different legal arrangements for a child and any court orders they may be subjected to relate to who holds PR and therefore who may have DA to make certain decisions:

## Accommodation under Section 20

Section 20 is a voluntary arrangement; this means the child's parent/s have asked the Local Authority to arrange accommodation for the child.

A parent can ask the Local Authority for the child to be accommodated, but the Children Act states that one of the following conditions apply:

There is no-one with parental responsibility for the child, or

The child is lost or has been abandoned, or

The person who usually cares for the child is prevented (for whatever reason) from providing suitable care or accommodation for the child.

The Local Authority will only look after the child on behalf of the family if, for the time being, this is the best means of providing for the child's needs and there is no family member or friend who can provide accommodation.

PR remains with the parent/s or any other person who has PR and is not shared with the Local Authority. This means the parents will be fully involved in planning and decision making. However, the Authority will play a significant role in making decisions about the child's foster arrangement and as part of the agreement with the parent/s will decide how PR is delegated. The Authority will aim for the child to return home to their family as soon as possible causing them minimum disruption.

As this is a voluntary arrangement, the parent/s or those with PR have the right to remove the child from accommodation at any time and without notice.



## Court Orders

The Local Authority, or a family if they are going through a divorce or separation proceeding may apply to the court for a court order, if they feel it will be in the interests of the child. An Order will only be granted by the court, if they agree that this is in the best interest of the child.

## Care Orders

A care order (Section 31 of the Children’s Act 1989) is applied for by the Local Authority because a child is suffering or likely to suffer from significant harm and that this is because of a lack of adequate parental care or control. The court, even if the grounds are proved, will only grant a care order if they are satisfied that this is in the best interest of the child.

Within the initial stages of care proceedings in court, an Interim Care Order may be granted under Section 38 of the Children Act 1989. This giving the local authority PR shared with the parents whilst the proceedings are ongoing, and the child becomes looked after under this order.

If a full care order is granted, the local authority has the main responsibility to safeguard and promote the child’s welfare, and still shares PR with the parents. It does not end the parent’s PR, but does allow the local authority to decide the degree to which the parents can implement their PR.

Children’s social care have a duty to ensure that there is reasonable contact between the child and their parents and other significant people in the child’s life. If the parents disagree with the amount of contact, they have, the court can make a contact order to determine this.

Under a care order the local authority are not authorised to do the following:

- Allow a child to be brought up under any religious persuasion other than that within which they would have been raised if they had not come into care
- Consent to the child’s adoption
- Change a child’s name
- Remove the child from the UK for more than a month

A Care Order lasts until the young person reaches the age of 18, is adopted or the court discharges the order (when they may grant an alternative order such as a Special Guardianship Order).

## Supervision Order

A Supervision Order is made by the court when there are concerns for a child’s welfare such as risk of significant harm and the child’s removal from the home is not justified. Therefore, instead of the child coming into local authority care, the court will leave the child within their home setting and place the child under the supervision of a social worker. The social worker must give the child and their family support and advice.

Initially a Supervision Order usually lasts for 1 year then the local authority can apply to the court for an extension if required, but it can only be in place for a maximum of three years.

During the duration of the Supervision Order the parents or those with PR will retain PR.

## Police Powers of Protection Order

In England and Wales, Police child protection powers allow individual local police forces to intervene to safeguard children. These powers are governed by Section 46 of the Children Act 1989, under which, the police have the power to remove children to a safe location for up to 72 hours to protect them from “significant harm”. Police do not require a court order to take such a step.

## Emergency Protection Order

This order is only made by the court in very urgent situations, where there is an immediate danger to the child and steps need to be taken urgently to protect them.

The order allows for a child to be removed for the maximum of 8 days. The authority which applies for the order will be granted parental responsibility under the Children Act 1989 Section 44. The court can give the authority instructions which they consider appropriate such as contact arrangements between a child and any named person, or medical examinations which need to take place (a child may refuse to have an examination if they are of sufficient understanding).

If the authority considers it not safe for the child to return home at the end of the order, they must apply for an Interim Care Order.

Order	Legislation	Who can apply
<ul style="list-style-type: none"> <li>• Child Arrangements Order</li> <li>• Prohibited Steps Order</li> <li>• Specific Issue Order</li> </ul>	<ul style="list-style-type: none"> <li>• Children Act 1989 (Section 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Section 10 of the Children Act sets out those who are eligible to apply. A Local Authority may not apply for a Child Arrangement Order</li> </ul>

## Consequences

- A Child Arrangements Order (CAO) provides for a child to live with a person and any existing care order is discharged
- The person awarded a CAO will also be deemed to have parental responsibility if s/he does not already have it. If a CAO provides for a child to spend time with or have other types of contact with a person, the court can, depending upon the circumstances, deem parental responsibility to that person if s/he does not already have it

Order	Legislation	Who can apply
<ul style="list-style-type: none"> <li>Special Guardianship Order</li> </ul>	<ul style="list-style-type: none"> <li>Children Act 1989 (Sections 14A-14F)</li> </ul>	<ul style="list-style-type: none"> <li>Section 10 of the Children Act sets out those who are eligible to apply. A Local Authority may not apply for a Child Arrangement Order.</li> </ul>
<b>Consequences</b>		
<ul style="list-style-type: none"> <li>The person granted an SGO gains priority PR, and any Care Order is automatically discharged.</li> </ul>		
Order	Legislation	Who can apply
<ul style="list-style-type: none"> <li>Supervision Order</li> </ul>	<ul style="list-style-type: none"> <li>Children Act 1989</li> </ul>	<ul style="list-style-type: none"> <li>A Local Authority (or Authorised person)</li> </ul>
<b>Consequences</b>		
<ul style="list-style-type: none"> <li>The child's upbringing is supervised by the local authority for a year (and this can be further extended to a maximum period of three years).</li> </ul>		
Order	Legislation	Who can apply
<ul style="list-style-type: none"> <li>Case Order</li> </ul>	<ul style="list-style-type: none"> <li>Children Act 1989</li> </ul>	<ul style="list-style-type: none"> <li>A Local Authority (or Authorised person)</li> </ul>
<b>Consequences</b>		
<ul style="list-style-type: none"> <li>The making of a care order discharges a supervision order and any section 8 order.</li> <li>Where an activity direction is in place, the making of a care order discharges that direction. When a care order is in force, the court cannot make any section 8 order except for a CAO which makes provision regarding where a child is to live.</li> <li>Where a child is a Ward of Court, the making of a care order brings wardship to an end.</li> </ul>		
Order	Legislation	Who can apply
<ul style="list-style-type: none"> <li>Placement Order</li> </ul>	<ul style="list-style-type: none"> <li>Adoption and Children Act 2002 (Sections 21-24)</li> </ul>	<ul style="list-style-type: none"> <li>Local authorities only Local authorities only</li> </ul>
<b>Consequences</b>		
<ul style="list-style-type: none"> <li>A Placement Order is granted if the care plan for a child is adoption, and it allows the child to move in with prospective adoptive carers. A Care Order is suspended during the period of the Placement Order and is automatically reactivated if the Placement Order is revoked. Any existing Child Arrangements Order or Supervision Order ceases to have effect. Any order for family time is dealt with under sections 26 and 27 of the 2002 Act.</li> </ul>		
Order	Legislation	Who can apply
<ul style="list-style-type: none"> <li>Order giving parental responsibility to prospective adopters, not domiciled or habitually resident in England or Wales, prior to adoption abroad</li> </ul>	<ul style="list-style-type: none"> <li>Act 2002 (section 84)</li> </ul>	<ul style="list-style-type: none"> <li>A local authority may not apply</li> </ul>
<b>Consequences</b>		
<ul style="list-style-type: none"> <li>Confers on the applicant parental responsibility for the child and extinguishes the parental responsibility of any other person.</li> <li>If you are considering applying for a Child Arrangement Order/Special Guardianship Order or Adoption Order for a child you are fostering, speak to your fostering social worker in the first instance and they can offer further information and advice.</li> <li>Further information about court orders can be found at the following link:</li> <li><a href="https://www.gov.uk/government/publications/children-act-1989-care">https://www.gov.uk/government/publications/children-act-1989-care</a></li> </ul>		



# Appendix 3 - Foster Carer's Supervision



## Foster Carer Supervision Record Form

Date of supervision

Present

If either carer are not present, state reason why.

1. Foster carers/Supervisor's agenda

2. Agreed action/recommendations from previous supervision

3. Essential Information

4. Foster Carer Reflection

5. Children's Experience and Information

6. Contact and family relationships

7. Practical Support

8. Training and Development Needs

9. Agreed action/recommendations from this supervision

# Appendix 4 – Claim Forms



Claim form babysitting, expenses and allowances				
<b>Carer</b>				
First name				
Surname				
Address				
Post Code				
Name of social work				
Name(s) of children cared				
<b>Babysitting</b>				
Date	Time	am/pm	Time	am/pm
Name of Babysitter				
Address				
Amount paid			Maximum payment of £2.50 per hour and £15 per carer, per calendar month	
I confirm that I cared for the above child/ren on the date and time stated and that the above payment was made by the carer(s).				
Signed (Babysitter)				
Signed (Carer)				
Date claim submitted				
Amount of agreed claim				
THE PAYMENT MUST THEN BE "CERTIFIED FOR PAYMENT" BY AN AUTHORISED OFFICER.				
Signed (social worker)			Date	
Signed (Manager)			Date	

## Record Appendix 5 - Missing Person Action Plan

Missing - 'Anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of crime or at risk of harm to themselves or another'.

If a child is missing and you do not know where the child is and they are not found within a reasonable time frame: this must be clearly stated in their Philomena Protocol, you must contact the child's social worker, duty worker or the Out of Hours team on 01482 300 304



Humberside Police



## **PHILOMENA PROTOCOL MISSING PERSON ACTION PLAN**



Serving our communities to  
make them safer and stronger

**missing  
people**

Registered charity in England and Wales (11204618)  
and in Scotland (SC047425)  
A helpline when someone disappears

There may be important pieces of information that you are able to provide the Police in the event that the person you are caring for has gone missing. Try and have several copies of recent, close-up photographs of the person, this may help your staff and the Police when searching for them.

In the event of a missing episode please check and update information as necessary and a PDF version of the form should be sent to:

[force.control@humberside.pnn.police.uk](mailto:force.control@humberside.pnn.police.uk)

**Initial Questions – (Email this form to [force.control@humberside.pnn.police.uk](mailto:force.control@humberside.pnn.police.uk), call 101 and verbally answer the following 23 questions)**

1. Full circumstances including the missing person's intentions and any preparations for absence if known
2. Is the missing person likely to commit suicide?
3. Is the person vulnerable due to age, infirmity or any other similar factor?
4. Does the person have any physical illness, mental health problem or essential medication requirements?
5. Is the person suspected to be the subject of a significant crime in progress, for example abduction, CSE, etc.?
6. Is the missing person likely to be the victim of abuse?
7. Is there a belief that other individuals or members of the public could be at risk of harm from the missing person?
8. Is the missing person currently at risk of sexual exploitation?
9. Did the person prepare to be away?
10. Is the person's behavior significantly out of character?
11. What were the person's intentions when last seen?
12. What are the enquiries the informant has made or intends to make?
13. Is there a reason for the person to go missing?
14. Are there family or relationship problems or a recent history of family conflict and/or abuse?
15. Is the missing person a victim or perpetrator of domestic violence?
16. Is the missing person on a child protection plan?
17. Has the missing person ever suffered or been exposed to harm in a previous missing episode?
18. Is there a belief that the missing person may not have the ability to interact safely with others in an unknown environment?
19. Is there any ongoing bullying or harassment, for example racial, sexual, homophobic, local community concerns or cultural issues?
20. Was the missing person involved in a violent and/or racist incident immediately prior to their disappearance?

# Philomena Protocol continued

## Official (When Complete)

21. Does the missing person have any workplace (school/college/university/place of work) or financial problems, for example truancy, threat of expulsion/redundancy/sacking, debt or possible or known blackmail?
22. Does the missing person have a current or previous history of a drug or alcohol dependency?
23. Are there any unlisted factors that the officer or supervisor considers should influence this risk assessment, for example current weather conditions, reliability of witness?

### Part 1 - (to be completed when it has been identified the individual is at risk of going missing)

Name: Full					
Preferred name:					
Date of birth:				Age:	
Ethnicity:					
Gender					
Current address:					
Postcode:					

Details of Care order if applicable:	
Social Worker name & contact Details:	
Professionals working with the child:	

Has a Risk Indicator Tool been completed? Assessed Risk and Date Completed:	
Provide evidence and the date of the CSE/Criminal Exploitation/County Lines incidents to support risk:	

## Philomena Protocol continued

### Official (When Complete)

Missing action plan - should be completed in conjunction with the *Risk assessed locations & contacts to assist to locate a missing child form*.

	Action	Owner / Completed by	Date/Time completed	Details of completion (Including specific details, such as who was in addresses attended, details of conversations had etc.) <i>If not completed a detail rational is required.</i>
	What actions will be completed to try to locate missing person prior to reporting to the police. Record who will be responsible for each action.			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

## Philomena Protocol continued

### Official (When Complete)

What actions will you continue to do whilst the young person is missing (include how often you will complete these):

	Action	Owner	How often to be completed	Details of completion (Including specific details, such as who was in addresses attended, details of conversations had etc.) <i>If not completed a detail rationale is required.</i>
1.				
2.				
3.				
4.				
5.				

How will you record this and notify the police that you have done these enquiries:

Are there any protective factors that mitigate risk when the YP is missing?

What arrangements have been made to collect the young person when located:



# Philomena Protocol continued

**Official** (When Complete)

Previous home addresses:	1.	
	2.	
	3.	

School/Educational Establishment attended:	1.	
	2.	
	3.	

Previous Missing From Home incident summary:	
Previous locations found: (Provide all recent information – List all locations)	
Any Significant dates – example birthdays of parents /deaths etc	
Significant places of interest:	
Habits:	
Hobbies:	

## Philomena Protocol continued

**Official** (When Complete)

GP name and address:	
Health condition(s):	
Medication required:	

General description:	
Height:	
Weight:	
Build:	
Hair Colour:	
Eyes	
Jewellery	
General Appearance	
Distinguishing features – tattoos/ birth marks/ piercings broken down <i>Feature/what it is/and where it is (i.e. ear pierced/wears a gold stud/both ears OR Tattoo/dragon with heart/top of left leg)</i>	

Has the person got any money?	[Select]	If so, How much?	
Has the person Got a Bank Account :	[Select]	Have you got access to this account? (If not who has)	[Select]
Name of bank:		Sort Code:	- -
Acc No:		Do you hold the Password to access this account?	[Select]

Has the person got a mobile phone / device?	[Select]
Number:	Network:
Make	Model:
IMEI Number:	Mac Address

Does the person have a bus pass:	[Select]	Provide details e.g Pass number and Issuer.	
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## Philomena Protocol continued

### Official (When Complete)

Has the YP been linked to a vehicle/s	[Select]	Provide details e.g Registration Number/ Driver etc.	
Does the person have a passport:		Provide details e.g Passport number and Issuing Country.	

Does the person have a social Media Accounts (Provide Details):		[Select]			
Social media site:		Username:		Do you have access to the password?	
Social media site:		Username:		Do you have access to the password?	
Social media site:		Username:		Do you have access to the password?	
Social media site:		Username:		Do you have access to the password?	
Social media site:		Username:		Do you have access to the password?	

What multi-agency discussions have taken place to prevent the young person going missing and are those agencies aware of the need to assist to look for the young person in the event of a missing episode?	
What discussions have taken place with the YP to try to reduce the likelihood of them going missing?	
Triggers which may cause the YP to go missing.	
Record the prevention plan of support/include person/s with responsibility for any required actions. ( This should include a response to known triggers)	

## Philomena Protocol continued

**Official** (When Complete)

**Part 2 - ( description to be updated for each missing report)**

**Description of what the person was last seen wearing. Include colour, designer labels/brands:**

Shirt/Sweater:	
Trousers/Skirt:	
Outerwear, e.g. coat, jacket:	
Headwear:	
Gloves:	
Scarf:	
Footwear:	
Jewellery, e.g. watch, rings:	
Other:	

Time, date and location last seen:	
------------------------------------	--

Current Warning markers/Information	<input type="checkbox"/> Suicidal <input type="checkbox"/> Depressed <input type="checkbox"/> Confused <input type="checkbox"/> Alcohol <input type="checkbox"/> Violent <input type="checkbox"/> Other (Describe) <input type="checkbox"/> Self-Harm <input type="checkbox"/> CSE <input type="checkbox"/> County Lines <input type="checkbox"/> Weapons <input type="checkbox"/> Drugs <input type="checkbox"/> Other			
Please provide information to support each of the above				
Is a DoLS in place / What restrictions are in place?				
Does anyone pose a risk to YP (Please provide evidence):	[Select]			
Does the YP pose risk to anyone (Please provide evidence):	[Select]			

Who should be contacted to discuss media release in the event this is required	Name/Contact details	For CLA on call manager must be made aware	[Select]
--	----------------------	--	----------

Who will be informed if the child/YP goes missing (example Parent, EDT, Social Worker, Professionals involved etc):

## Philomena Protocol continued

### Official (When Complete)

Details of other staff on duty at the time of missing report.

Any other information that may be of help to the Police:

**This section should be completed in conjunction with the premises searched Section.**

Have you searched the address the young person is missing from?	[Select]
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Have you completed and marked off the areas searched as per premises plan?	[Select]
--	----------

Name and position of person searching:	
--	--

Have you searched the young person's bedroom?	[Select]
---	----------

Name and position of person searching:	
--	--

Signature of person searching:	
--------------------------------	--

Please detail any information or items located:

Please detail any information or items missing:

Completed by:	
---------------	--

Relationship to the person:	
-----------------------------	--

Date:	
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**It is the responsibility of the agency completing and the recipient to protect the information from theft and compromise. This form and the information contained in it must be securely stored.**

# Appendix 6 – Safe Care Policy



<b>Safe Care Plan</b>	
<b>Name of foster carers</b>	
<b>Other adults in this household</b>	
<b>Our own children living in this household (name and DOB)</b>	
<b>Current foster children (Name and DOB)</b>	
<b>The people we have identified as “babysitters” are</b>	
<b>Date this safer caring Plan was created</b>	
<b>Date this safer caring plan was last amended</b>	

<b>Objectives</b>
<ul style="list-style-type: none"> <li>• To ensure that the foster children in our care are safe from abuse from adults or others.</li> <li>• To ensure that our own children, who are part of our household, are safe from abuse.</li> <li>• To ensure that members of the foster family are safe from false allegations of abuse.</li> </ul> <p>We aim to provide a safe and welcoming environment whilst being aware of possible risk areas that could lead to allegations of abusive situations or practice. We have completed this safe caring policy to safeguard us against false allegations whilst being aware of every child’s right to appropriate care, contact and affection.</p> <p>Should any safeguarding issues or concerns arise we will ensure the child’s social worker is notified immediately or in their absence the social workers Duty Team, in circumstances where issues or concerns arise out of office hours, we will contact the Emergency Duty Team.</p>
<b>Behaviour management</b>
<ul style="list-style-type: none"> <li>• What are identified risks from the child/young person’ behaviours and are there any known strategies to manage this risk?</li> <li>• How is TCIF used to manage behaviours? Who is trained in TCIF?</li> <li>• Describe how praise, consequences and rewards are used with children/young people in your care?</li> <li>• Bullying – describe how any bullying (at home or out of the home) is managed.</li> <li>• How do you report and record incidents? Is a missing person’s action plan in place?</li> </ul>
<b>Showing and receiving affection</b>
<ul style="list-style-type: none"> <li>• How do you show affection to foster children/young people living with you?</li> <li>• List as many affectionate names that you may use when talking to children/yog people. If children/young people do not use your first names, please explain how they refer to you and how this has been agreed.</li> </ul>

<b>Privacy and personal care</b>
<ul style="list-style-type: none"> <li>• How do you ensure everyone in the household has space and privacy in their bedrooms?</li> <li>• Detail any agreed bedroom sharing including who has agreed.</li> <li>• How do you monitor children alone or playing with friends in their bedrooms, ensuring they are safe whilst allowing them privacy of their own space?</li> <li>• How do you ensure privacy is maintained for all family members when they are using the bathroom and undertaking personal care?</li> </ul>
<b>Sexual development</b>
<ul style="list-style-type: none"> <li>• How do you communicate with children (at various stages in their development) their feelings and behaviours regarding sex and sexuality?</li> </ul>
<b>E-safety</b>
<ul style="list-style-type: none"> <li>• Date that carers have completed e-safety training.</li> <li>• Where is IT equipment kept? How do you monitor and supervise children / young people's use of IT, technology, devices and to stay safe online?</li> </ul>
<b>Holidays</b>
<ul style="list-style-type: none"> <li>• Arrangements for bedroom sharing, privacy, and personal care where there are frequent visits to caravans should be documented here.</li> <li>• Safe care for individual holidays should be discussed and recorded in supervision.</li> <li>• Hot tubs – how do you maintain safety in hot tubs either when away or if used at home?</li> </ul>
<b>Alternative carers, extended family, and visits to friends.</b>
<ul style="list-style-type: none"> <li>• Who is identified as an alternative carer? Detail any regular visitors who <b>would</b> stay overnight at your home.</li> <li>• What precautions do you take to ensure safety for children/young people to visits friends, have sleepovers, and spend time with friends outside the home?</li> <li>• Describe the steps you would take if a young person was to go missing from your home? Or accident/injury/incidences occur involving the child/young person?</li> </ul>
<b>Delegated Authority</b>
<ul style="list-style-type: none"> <li>• What delegated authority has been agreed? Record when this was agreed, by whom and if the foster carers have a copy of the DA agreement</li> </ul>
<b>Respite and emergency moves</b>
<ul style="list-style-type: none"> <li>• How do you safely manage any unplanned or emergency care?</li> </ul>
<b>Any safeguarding issues relating to the fostering household</b>
<ul style="list-style-type: none"> <li>• detail any persons connected to the household that have restricted contact with looked after children and how this is managed</li> </ul>
<b>Additional information</b>
<ul style="list-style-type: none"> <li>• Other areas of safe caring including pets, transporting children in cars</li> </ul>

# Appendix 7: Training and development plan



## Foster carers/ supported lodgings providers' Training & development plan

Name of Foster Carers (FC) / Supported Lodgings providers (SL)/s			
Name of supervising worker:			
Date of initial Training & Development (T&D) Plan:			
Current foster children (Name and DOB)			
Date of review:			
Progress made on training and development needs from Approval or last T&D Plan. Have all actions agreed been completed? If not, why not? Identify any barriers and how they can be overcome. Do new timescales need to be agreed?			
Summary of the FC/SL's development over the last twelve months			
Identify the T & D needs for the next 12 months. What are the priorities? (If FC/SL are jointly approved, they should have a separate T & D plan for each individual)			
How can these be achieved? (e.g., training, reading, self-learning etc)			
Will the FC/SLs require any additional support to enable them to take up these development opportunities (e.g., childcare, transport, translators)? How will they be made available?			
Foster Carer/ Supported Lodgings Provider/s comments			
Supervising worker's comments			
FC/ SL's signature:		Date:	
Supervising worker's signature:		Date	

<b>Health and safety checklist for assessment of foster care home</b>	
<b>Form dates</b>	
<b>Heating arrangements</b>	
Our own children living in this household (name and DOB)	
How many occupants live in the house on a full time basis	
How is the house heated?	
Please provide details of boiler type/ age	
How often is the heating system serviced?	
If LPG cylinders are used, please state where they are stored	
Please confirm they are stored upright / caged?	
Do radiators have covers?	
Are heating appliances in fixed positions?	
<b>Household furnishing</b>	
Are carpets / laminate flooring in good condition? Laminate flooring that may be slippy , carpets may be frayed etc	
Do / will new and existing furnishings comply with British Standards (XXXX)	
Are tall units, such as sideboards secured to wall?	
Are there any glass fronted cabinets (check for safety glass)	
Do high chairs, buggies and other children's equipment comply with the relevant British Standards (a separate list may be necessary)	
<b>General household</b>	
Check all windows are fitted with restrictors (if children under 5 years)	

Are banisters filled / is there a maximum gap between the rails of 4 inches (applicable to children under 5 years)	
For children under 5 years, a stairgate is required, please tick relevant box	
Are fragile objects such as glassware and china etc kept out of reach?	
<b>Electrical equipment</b>	
Is electrical equipment in good order?	
Is the wiring in good order / when was it rewired?	
Check plugs and cables	
Are sockets overloaded?	
Has electrical equipment been checked by an electrician and is there a safety certificate?	
<b>Hygiene</b>	
Is accommodation free from unpleasant odours?	
Do householders smoke? If yes, where	
Is the accommodation free from rubbish and debris?	
Do adults have a basic food hygiene qualification?	
Do adults understand how infections are transmitted?	
Are other children in the house immunised against MMR?	
<b>Disabled access</b>	
Is the house accessible by ramp?	
Is there a stair lift? Is this regularly serviced?	
<b>Bedrooms</b>	
Are tall units, such as wardrobes, secured to the wall?	
Do the bedrooms have bunk beds?	

Is a cot provided?	
<b>Kitchen</b>	
Are knives and other utensils kept out of reach?	
Are kettle flexes short and kept out of reach?	
Is a cooker guard fitted?	
Are kitchen work surfaces free from cracks and clean?	
Are fridges in good working order and kept at the correct temperature?	
Are hazardous substances such as bleach stored securely?	
Is there a chest freezer?	
<b>Bathrooms</b>	
Are medicines and shampoos stored securely?	
Are razors stored securely?	
Can water be thermostatically controlled to avoid scalding?	
Is the light switch controlled by a pull cord switch?	
Is there a lock on the door? Can this be reached by young children?	
<b>Garages / outdoor areas</b>	
Are tools kept locked away / out of reach of small children?	
How are dangerous substances such as weed killer and petrol stored?	
Is the garden secure?	
Are ponds fenced off? Are there any streams or other water features in the garden?	
Is the greenhouse in good condition / secured?	
Are sandpits clean and covered when not in use?	
Are sheds in good condition and secure?	

Are there any poisonous plants in the garden?	
<b>Transport</b>	
Is the family car insured fully comprehensively? View document / Check date, driver details etc	
Does the car have a valid MOT certificate? What is the date for renewal	
<b>Pets</b>	
What pets, if any, will be sharing the household?	
Do any pets pose a physical threat to children?	
<b>Fire safety</b>	
Are windows locked?	
Is there a fire procedure for the home	
Does the building have a basement?	
Are smoke alarms fitted?	
Is there any fire fighting equipment?	
Is there a Carbon Monoxide Detector?	
<b>Fire aid</b>	
What first aid arrangements are in place?	
<b>Fire arms</b>	
Are fire arms held on the property?	
<b>Foster carers'/FPWs comments</b>	
Foster carers'	
FPWs	
Foster Carers signature	Date
FPW signature	Date

# Appendix 9: Delegated authority



<b>Delegated Authority to Foster Carers</b>	
<b>Delegated Authority in Relation to</b>	
Carer(s) Name(s)	
Parent / Person(s) with PR	
Child's Social Worker	
Fostering Social Worker	
<b>Medical and Health</b>	
<b>1. Medical and Health</b>	
<b>1.1 Signed consent for emergency medical treatment inc. anaesthesia</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>1.2 Consent routine immunisations</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>1.3 Planned medical procedure</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>1.4 Medical procedure carried out in the home where the person administering the procedure requires training (eg. child with disability illness)</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>1.5 Dental - signed consent for dental emergency treatment inc. anaesthetic</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>1.6 Dental - routine treatment inc. anaesthetic</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>1.7 Optical - appointments, glasses</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>1.8 Consent to examination / treatment by school Doctor / School Nurse</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>1.9 Administration of prescribed / over the counter medications</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

**1.10 Permission for school to administer prescribed / over the counter medications**

To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	

Date

**1.11 Referral / consent for YP to access service eg. CAMHS**

To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	

Date

**Education**

**2. Education**

**2.1 Signed consent for school day trips up to 4 days**

To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	

Date

**2.2 Signed consent for school day trips over 4 days**

To whom is the authority delegated?	
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Who delegates the authority?	
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Notes (inc. notifications, prior consultation, recording requirement, conditions)	
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Date	
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**2.5 School trips aboard**

To whom is the authority delegated?	
-------------------------------------	--

Who delegates the authority?	
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Notes (inc. notifications, prior consultation, recording requirement, conditions)	
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Date	
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**2.5 School trips involving hazardous sports**

To whom is the authority delegated?	
-------------------------------------	--

Who delegates the authority?	
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Notes (inc. notifications, prior consultation, recording requirement, conditions)	
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--	--

Date	
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<b>2.6 Using computer as school</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Dates	
<b>2.7 School photo's</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>2.8 Attendance at parents' evening</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>2.9 Attendance at PEP meetings</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>2.10 Attendance at unplanned meetings, incidents or immediate issues</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Dates	
<b>2.11 Administration for a new School</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>2.12 Changing a school</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

**2.13 Referral / (please specify the consent for YP to access another educational service)**

To whom is the authority delegated?

Who delegates the authority?

Notes (inc. notifications, prior consultation, recording requirement, conditions)

Date

**2.14 Personal Health and Social Education**

To whom is the authority delegated?

Who delegates the authority?

Notes (inc. notifications, prior consultation, recording requirement, conditions)

Date

**Personal, Leisure and Home Life**

**3. Personal, Leisure and Home Life**

**3.1 Passport application**

To whom is the authority delegated?

Who delegates the authority?

Notes (inc. notifications, prior consultation, recording requirement, conditions)

Date

<b>3.2 Overnight with friends (sleepovers)</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.3 Holidays within the British Islands</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.4 Holidays outside the British Islands</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.5 Sports / social clubs</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>3.6 More hazardous activities - eg. horse riding, skiing, rock climbing</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.7 Haircut / colouring</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.8 Body Piercing</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Dates	
<b>3.9 Tattoos</b>	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Dates	

<b>3.10 Mobile phones</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.11 Part time employment</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.12 Accessing social network sites eg. Facebook, Twitter, MSN</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>3.13 Photo's or other media activity</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

## Faith and Religious Observance

### 4. Faith and Religious Observance

#### 4.1 New or changes in faith, church or religious observance

To whom is the authority delegated?

Who delegates the authority?

Notes (inc. notifications, prior consultation, recording requirement, conditions)

Dates

#### 4.2 Attendance at a place of worship

To whom is the authority delegated?

Who delegates the authority?

Notes (inc. notifications, prior consultation, recording requirement, conditions)

Date

## Identity and Names

### 5. Identity and Names

#### 5.1 Life story work

To whom is the authority delegated?

Who delegates the authority?

Notes (inc. notifications, prior consultation, recording requirement, conditions)

Date

<b>5.2 New or changes in 'nicknames', in order of first names, or preferred names</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>Contact with Family</b>	
<b>6. Contact with family</b>	
<b>6.1 Transport</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>6.2 Arranging</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>6.3 Facilitation</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Dates	
<b>6.4 Formal supervision</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>Other Areas or Categories</b>	
<b>Opening a bank account for the child / young person</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

<b>Claims for compensation, including CICA</b>	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>Marriage under age 18</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	
<b>Applying for administering disability benefits eg. DLA</b>	
To whom is the authority delegated?	
Who delegates the authority?	
Notes (inc. notifications, prior consultation, recording requirement, conditions)	
Date	

## Additional Notes or Questions

Additional notes and questions

--

Signature of child / young person

--

Date

--

Signature of carer(s)

--

Date

--

Signature of Parent / PR

--

Date

--

Signature of child's social worker

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Date

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## Appendix 9: Delegated authority

Hull Fostering is guided under several policies and guidance, these include: -

- Decision to Look After and Care Planning
- References and Checks
- Fostering Panel
- Support planning in Foster Care
- Matching Children with Foster Carers
- Fostering Exemptions and Out of Approval Notices
- Safe Caring
- Support Planning, Maintenance and Disruption Meetings
- Reviews of Foster Carers
- Allegations against Foster Carers
- Support for Foster Carers Facing Allegations

Some details of these policies and guidance are referred to throughout this handbook, alternatively full details can be obtained on the council's website [www.proceduresonline.com/hull/chserv/](http://www.proceduresonline.com/hull/chserv/)

**FOSTER.**  
**FOR HULL**