

Jersey Care Commission
Care Standards
Fostering Services

Respect

Voice

Safety

Choice

Quality

Contents

The Jersey Care Commission

Introduction to the Standards

Scope

Guiding principles

Definitions

Child Focused Standards

Standard 1

Children and young people receive rights-based fostering services and can make or be supported to make choices appropriate to their age and ability.

Standard 2

Children and young people are safeguarded and have their needs met in their foster placements.

Standard 3

Children and young people in foster care are supported to have access to all appropriate health, education, employment and leisure services and opportunities.

Standard 4

Children and young people's diversity and individuality is promoted through their foster placement.

Standard 5

Children and young people interact positively with their foster families which is reflected in behaviour, attitudes, and relationships.

Standard 6

The service maintains appropriate protocols for children who are missing from foster placements.

Standard 7

Children in foster care are appropriately prepared prior to each placement.

Standard 8

Young people in foster care are appropriately prepared to leave foster care and to move to adulthood and independence.

Standard 9

Children and young people in foster care are supported to maintain contact with parents, families, and others.

Standards of the Fostering Service

Standard 10

The fostering service has a clear purpose and set of objectives.

Standard 11

Staffing levels are appropriate to meet the needs of the service and all staff working in the service are appropriately qualified, equipped, supported, and supervised.

Standard 12

Registered managers lead the organisation effectively and have the relevant knowledge and skills, developed through continuous professional development.

Standard 13

Decisions taken regarding the approval of foster carers are transparent and fair.

Standard 14

Foster carers are appropriately recruited, supported, and trained.

Standard 15

Comprehensive records are maintained relating to every child or young person whom the service supports.

Standard 16

Allegations and suspicions of harm are handled appropriately.

Standard 17

Family and friends as foster carers.

Standard 18

The provision of Specialist Short Break (SSB) foster carers for children and young people with complex needs

Appendixes

Appendix 1 – Requirements for policies

Appendix 2 – Requirements for employment checks

Appendix 3 – Requirements for induction programmes

Appendix 4 – Requirements for statutory and mandatory training

Appendix 5 – Notifiable incidents or events

Appendix 6 – Requirements for records for inspection

The Jersey Care Commission

The Jersey Care Commission's purpose is to:

- provide the people of Jersey with independent assurance about the quality, safety and effectiveness of their health and social care services.
- promote and support best practice in the delivery of health and social care by setting high Standards and challenging poor performance.
- work with service users and their families and carers to improve their experience of health and social care and achieve better outcomes.

The Jersey Care Commission's work is based upon these core values:

- **A person-centred approach** – we put the needs and the voices of people using health and social care services at the heart of everything we do.
- **Integrity** – we will be objective and impartial in our dealings with people and organisations.
- **Openness and accountability** – we will act fairly and transparently and will be responsible for our actions.
- **Efficiency and excellence** – we strive to continually improve and provide the best possible quality and value from our work.
- **Engagement** – we will work together with, and seek the views of, those using, providing, funding, and planning health and social care services in developing all aspects of our work.

Introduction to the Standards

The Jersey Care Commission Standards are statements which set clear expectations about how care services should be provided.

The Standards for fostering services have been written to:

- Place the child's welfare, safety and needs at the centre of foster care.
- Set out what the people who provide fostering services must do to meet the expectations of children and young persons.
- Sets out provision which foster carers can expect from fostering services.
- Provide a structure that can be used to inspect the care provided.

Each Standard has been written with children and young persons and has an explanation about what it means to them.

Scope

These Standards apply to all providers of fostering services registered under the Regulation of Care (Jersey) 2014 Law.

The Standards apply to all providers of fostering services in Jersey.

Guiding Principles

Guiding principles are the basic values which influence all the Standards. They reflect people's rights which are central to any care or support given.

Respect	Your right to support provision that is respectful, compassionate, and dignified.
Voice	Your right to be listened to, communicated with and supported to reach your goals and aims.
Safety	Your right to be safe and cared for by people who are trustworthy and competent.
Choice	Your right to be informed and supported to make real choices and decisions that are respected.
Quality	Your right to the highest standard of service provision which will promote your independence and decision making.

Definitions

Agency Decision Maker (ADM) is the person who makes the decisions regarding approval of prospective foster carers and reapproval of existing carers.

Care/support worker relates to any person employed, volunteering or on work placement including health/social care professionals who provide care or support to people receiving care services which are registered under the Regulation of Care (Jersey) 2014 Law.

Care Plan is a document that details the permanence plan for the child or young person alongside how their overall need will be met.

Child for the purposes of these Standards, a child is differentiated from a young person and is defined as a person aged 0-14 years.

Connected person foster carer is defined as "A relative, friend or other person connected with a child. The latter is someone who would not fit the term 'relative or friend', but who has a pre-existing relationship with the child.

Delegated Authority is a mechanism where certain day-to-day decision making can be given to foster carers to ensure that they can meet the immediate needs of children and young people in their care. The delegated authority is given by those who hold parental responsibility for the child or young person and is contained in a written document.

Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

Disruption Meeting must be convened for a child whose long term fostering home or residential home ends abruptly or on an unplanned basis.

Duty of Candour relates to the registered person/manager's responsibility to tell the person (or, where appropriate, their advocate, carer or family) when something has gone wrong. apologise to the person (or, where appropriate, their advocate, carer or family) offer an appropriate remedy or support to put matters right (if possible)

Foster carer is a person who provides a home environment for a child or young person whether on a short-term or long-term basis.

Foster carer agreement is the written agreement made between the foster carer and the fostering service when they are approved. It sets out the fostering service's expectations of the foster carer and what support and training the foster carer can expect.

Fostering Panel is a meeting held to consider an applicant's: request to become a foster carer or, continued approval after their first year of fostering, or where there are practice issues or, de-registration if there are concerns about their practice.

Health/social care professional is a person who registered with a professional regulatory body in the United Kingdom and where required is registered under the Health Care (Registration) (Jersey) Law 1995 (e.g., nurse/social worker/doctor).

Jersey Designated Officer (JDO) is the person who should be notified when it has been alleged that a professional or volunteer who works with children is suspected of causing harm to a child or young person.

Panel Advisor provides advise to the fostering panel regarding procedural matters and in relation to applications to foster or for existing carers at their review stage.

Parental responsibility means those who have legal responsibility for a Child and who are entitled to receive relevant information concerning the Child whether or not they are the Parent, unless a court order has been made to the contrary.

Pathway Plan is a document that is completed in consultation with a young person by your Social Worker or Personal Adviser between the ages of 16 and 21. The pathway plan sets out the needs, the young person's views, any future goals, and what support they will receive.

Personal Education Plans (PEP) are part of the statutory care plans for protected children and are a legal requirement. The Personal Education Plan reflects any existing education plans, such as an education or individual education plan.

Placement Plan is a document that details how the needs the child or young person will be met and by whom in relation to their likes/dislikes, developmental needs, health, and arrangements in respect of contact with parents, birth family and significant others.

Preparing for adult transition plans are developed for young people with special educational needs or a disability regarding their transition from a teenager to being an adult, and from moving on from children's services to adult services.

Prospective Foster Carer is a person who has been through the enquiry and initial training process and has lodged an application to become a foster carer with the fostering service.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in Jersey.

Registered Person/Manager has legal responsibilities in relation to the role. A Registered Manager/person shares the legal responsibility for meeting the requirements of the relevant regulations and enactments with the provider.

Safe Care Plans enable foster carers to demonstrate how they propose to make their home as safe as is reasonably practical, both emotionally and physically, for both the carer and their family, and for any child placed. The Safe Care Plan should provide a 'map' of family routines and rules.

Social care includes all forms of personal care, practical assistance, and personal support.

Social worker relates to a professional with a designated social work qualification who is registered both with Social Work England (SWE) and the Jersey Care Commission ('the Commission').

Staying put arrangements is where a young person who has been living in foster care remains in the former foster home after the age of 18.

Supervising Social Worker has the same qualification registration requirements of a social worker; however, their principal role is to safeguard children and young people whilst in foster care and support and train foster carers to provide the highest levels of care to children and young people.

Training, Support and development Standards provide a national minimum benchmark that set out what all foster carers should know, understand and be able to do within the first 12 months of approval.

Young person for the purposes of these Standards, a young person is differentiated from a child and is defined as a person aged between 14 and 25 years

Standard 1

Children and young people receive rights-based fostering services and can make or be supported to make choices appropriate to their age and ability.

What this means to children and young people:

All children and young people have the same rights.

Rights are things that every child or young person should have or be able to do.

Sometimes adults make decisions for children and young people, but they always must be what is best for the individual. As children get older, they can make more choices and decisions for themselves. There will be lots of choices and decisions that children and young people can make, and social workers will make sure that they are listened to and supported to make as many decisions as possible.

Staff employed by the fostering service and approved foster carers for the Government of Jersey understand that there are things that children and young people do not want everyone to know about. They will not share anything about a child or young person with anyone who does not need to know, or without first talking it through with that child or young person.

Children and young people can see their own records and know who else will see them.

Staff should do all they can to make children and young people feel comfortable, safe, and not embarrassed by anything or anyone.

Children and young people's significant others (which may include family or others close to them), are also listened to and, where possible, their views are acted upon.

Where children and young people's views aren't acted upon, they are helped to understand why

1.1 Staff members understand and promote the rights of children and young people.

Staff members employed by the service and approved foster carers of the Government of Jersey explain to children and young people, their rights and responsibilities in a way that can be understood. The United Nations Convention on the Rights of the Child is available in child friendly language. The Children's Commissioner's guidance is always adhered to in this respect.

The registered person must ensure that staff employed by the service and approved foster carers have access to, and routinely attend relevant training regarding promoting the rights of the child.

Children and young people are informed and reminded of their rights, as appropriate and relevant, during the establishing of the foster placement, and thereafter during subsequent Children Looked After reviews and as necessary by their foster carers. Children and young people are given the opportunity to feedback, raise concerns or complaints without fear that this will result in any adverse consequences for them.

Staff members respect all children and young people accessing the service, irrespective of background, need or presentation.

1.2 Staff members and foster carers are fully aware of legislation, policies and procedures which reflect children and young people's right to make choices and of how these may be related to age.

Children and young people are supported to make positive, informed decisions and reduce risk to themselves, in line with their age, understanding and as part of risk assessment processes. The registered person must ensure that appropriate training in relation to capacity and self-determination is in place for older young people.

Children and young people dependent on their age and capacity are involved in all decisions relating to their health, care, welfare, and support.

Wherever possible, the views, wishes and feelings of children and young people are responded to and acted upon. In instances where it is not possible to act upon their views, wishes and feelings (such as in situations where their health and safety would be adversely impacted or where others residing in the foster household would be adversely affected), children and young people are supported to understand why this is so.

In addition to the views of the child or young people, their family, social worker, Independent Reviewing Officer, Personal Advisor and relevant and significant others, are regularly consulted for their views, except in circumstances where this is not appropriate.

The wishes, feelings, and views of children, young people and those significant to them are sought and considered in monitoring and developing foster carer services.

Children and young people with complex needs or communication difficulties have the same opportunity to make choices as others. Every practicable effort is made to ensure that the right to make choices is upheld.

In all cases, the views and wishes of children and young people and the efforts made to facilitate informed decision-making are fully recorded.

1.3 Staff employed by the fostering service and foster carers respect children and young people's wishes, privacy and confidentiality and always promote dignity.

There is a policy and procedures on privacy and confidentiality which include:

- Access to children and young people's records by staff employed by the service.
- The measures which will be taken to protect personal and sensitive data relating to children and young people and their families.
- Sharing information (including under safeguarding requirements).
- Children and young people's choices.
- Consent.

1.4 Children and young people have access to independent advocacy services.

Registered person/manager ensure that each child or young person has access to independent advocacy and knows how to contact their independent advocate.

It is acknowledged that access to these services will depend, in part, upon their availability. Where any gaps in service provision are identified, registered person/manager ensure that this information is escalated as is most appropriate.

1.5 Children and young people know how to obtain support and make a complaint.

Children and young people know how to obtain support and make a complaint or raise a concern. Children and young people will receive prompt feedback on any concern or complaint they have raised.

Standard 2.

Children and young people are safeguarded and have their needs met in their foster placements.

What this means to children and young people:

Children and young people live in foster homes which provide adequate space, are safe, secure and where they can access a range of activities which promotes their development.

All foster homes are assessed as being appropriate prior to a child or young person being placed and this is regularly reviewed.

2.1 Foster homes provide a suitable physical environment for children and young people placed there.

Each foster home is large enough and has adequate physical space to comfortably accommodate all the children and young people who may reside in the placement at any one time. This includes there being enough space for any aids or adaptations which are necessary to meet the needs of children and young people.

Each foster home is physically appropriate. The temperature is warm/cool enough depending upon the time of year/weather. It is furnished and decorated to a good standard. It is clean and well-maintained throughout. There is access to outdoor space and where this forms part of the premises, this is safe and secure too.

All foster carers have a safe care plan in place, which will be personalised dependent on the child or young person needs and behaviour.

Bathroom doors in foster homes will have appropriate privacy locks which can be unlocked in an emergency.

Children and young people should have access to a foster home that promotes a learning environment where they can undertake study/homework.

The foster home is inspected prior to approval of foster carers via a 'Health and Safety checklist' and at least once per year by the supervising social worker but may be inspected more frequently. At least one annual inspection visit is unannounced.

If foster carers move or have substantial changes structural or maintenance changes, this will trigger a further inspection. The registered person must ensure that this takes place within seven working days of any significant change.

Foster carers must take action to remove any hazards in the foster home or take action to reduce the risk associated with unremovable hazards.

As a point of principle, every child or young person should have their own bedroom. Where this is not possible, sharing of bedrooms for children over the age of two, may only take place with other children or young people. In every such case, there must be a risk assessment undertaken which considers the potential for bullying, any history of abuse or abusive behaviour, the wishes of the children or young people in question and any other matters of relevance.

2.2 Vehicles used to transport children and young people in foster care are properly maintained

All vehicles used to transport children and young people in foster care, either by the service or foster carers are fully insured and are serviced annually. Any identified need for repair must be acted upon as soon as is practicable.

2.3 Children and young people feel safe and are protected by those caring for them.

All children and young people in foster care are protected from harm, abuse, neglect, and exploitation.

Foster carers make every reasonable effort to keep children and young people in their care safe and will actively promote their wellbeing.

Foster carers are trained in all appropriate areas of child protection and attend refresher training as required (please see separate training standard). Foster carers are alert to indications of abuse or harm and take adequate steps to reduce risk of abuse or harm where this is suspected and report any matters of concern at the earliest opportunity. Where appropriate, foster carers are also be trained in the skills needed to offer therapeutic support to children or young people who have been abused or harmed or who have specific needs, such as children or young people with disabilities. Placements of children and young people with these specific needs will only be with appropriately trained foster carers.

The fostering service works with foster carers to make positive relationships, where the promotion of a culture of openness and proportionate approach to risk assessment and risk mitigation is adopted.

The fostering service establishes and maintains adequate and effective partnership working arrangements with all other relevant agencies concerned with child protection. This includes but is not limited to the Safeguarding Partnership Board, child protections teams, the police, primary care services, the probation service and the general hospital.

Neither the fostering service nor foster carers should be risk averse in supporting fostered children and young people's development. Children and young people in foster care must be able to take risk which is appropriate to their stage of development. However, this should happen within the context of promoting personal safety and self-care and should extend to activities both in and outside of the foster home and to use of the internet and social media.

All foster carers will have developed a 'Safer Caring' plan as part of their assessment. This 'safer caring' plan should be adapted to the individual needs of each foster child or young person, for example the likes and dislikes of a child or young person and their risk profile.

2.4 Accidents and incidents will be reported and investigated.

There will be an open and transparent incident/accident and near misses' policy which will identify who needs to be informed of the specific circumstances of each incident.

The registered person/manager has a duty of candour and must inform any affected people and/or their representative of any unintended or unexpected incident, or event which affects their health or well-being.

The child or young person will be supported appropriately following any accident, incident or near miss and will be fully involved and aware of any investigative process and findings.

The registered person/manager must notify the Jersey Care Commission of such incidents, accidents or other events that have posed or may pose a risk of harm as specified by the Jersey Care Commission. The list of notifiable incidents is in Appendix 5.

Learning from incidents will be actioned and monitored and recorded where appropriate to help prevent a similar situation from occurring.

2.5 Restrictive physical interventions on children and young people will not be used unless it has been specified within an individual's placement plan and delegated authority, which must be agreed by a Head of Service.

Where specified, restrictive physical interventions should only be used when a situation warrants immediate action. De-escalation techniques should always be used to avoid the need to employ restrictive physical intervention, unless the risk is so exceptional that it precludes the use of de-escalation.

There will be a policy and procedures on the conditions when and how behaviour management and restrictive physical interventions may be used.

2.6 The service has appropriate arrangements to support intensive foster carer placements

The service operates a comprehensive policy relating to intensive foster care arrangements. This includes how to refer for an Intensive Fostering placement and the criteria needed in respect of the child's or young person's needs.

Importantly, the Registered Person/s must ensure that there is adequate therapeutic support allocated to each Intensive Fostering family and that the staff employed by the service have access to trauma informed training and reflective supervision.

Wherever possible, intensive foster placements are intended to be permanent placements which provide stability and continuity for some of Jersey's most vulnerable children and young people. Foster carers are required to provide an intensity of support to sustain the placement. Similarly, an intensity of professional support is needed to support the foster carers in doing this. The registered person/manager must ensure that Intensive Foster carer/s receive adequate training commensurate with their role.

The registered Person/manager must ensure that Supervising Social Worker's caseloads are managed effectively to enable staff to provide a quality and timely responses to intensive foster carers when and as necessary.

Intensive Foster Carers receive an enhanced expenses element within the fostering allowance. This is set out in the policy relating to allowance payments to foster carers. The allowance includes periods when the young person is placed in respite.

Intensive Foster Carers will receive respite to ensure that they have adequate time away from their role.

Supervising social workers for intensive foster placements visit at least once a month and more frequently at times when a more intensive level of support is required. The supervising social worker maintains at least weekly telephone contact with foster carers providing intensive support. In the absence of the supervising social worker or in the event of a crisis, an alternative worker from the service is identified.

Standard 3.

Children and young people in foster care are supported to have access to all appropriate health, education, employment and leisure services and opportunities.

What this means to children and young people:

Children and young people in foster care reside in environments which are healthy, where their health is prioritised and where appropriate services are available to meet their health needs.

Children and young people in foster care experience uninterrupted education. They have access to training and employment opportunities, as appropriate to their age, and are encouraged to develop their interests and to access leisure and communities, facilities and activities.

Children and young people are encouraged to develop their interests, and access leisure/play opportunities in their home and in the community.

3.1 Children and young people's physical, emotional and mental health needs are met, and their social development needs are promoted.

Children and young people in foster care are supported to understand their own health needs and of how these can be met. Insofar as is safe and practical, children and young people in foster care are encouraged to make informed decisions about their own health and to maintain a healthy lifestyle which includes good nutrition and opportunities for exercise and good quality sleep.

The fostering service ensures that it provides foster care services which help each child or young person in foster care to receive health care which meets his/her needs for physical, emotional, mental health and social development, together with information and training appropriate to their age and understanding.

Children and young people in foster care are encouraged to participate in a range of activities which enable them to maintain a good level of physical and emotional health and wellbeing. Children and young people are also encouraged and enabled to make and sustain friendships, which may involve reciprocal arrangements to visit friends' homes. The registered person/manager must ensure that there are protocols in respect of children and young people visiting friends' home in respect of safeguarding.

The placement plan documents all health-related needs and is reviewed at least annually or when a child or young person's needs change. Foster carers are supported to fully understand their own role and their responsibility in ensuring that these needs are met, including where decision-making responsibility is delegated to them and where consent for medical treatment needs to be sourced.

At all times, the wishes and views of children and young people in foster care are sought and considered in respect of their health needs. Foster carers are advocates for children in their care in this regard.

Children and young people in foster care have prompt access to medical care and treatment when these services are required.

Foster carers are trained in health and hygiene issues and First Aid. Where foster carers support children and young people with complex needs, appropriate training has been provided before such a placement takes place. Where physical aids and adaptations are required, to enable children and young people to be supported safely, these are in place prior to a placement commencing.

Foster carers retain a written record of all medication, treatment and First Aid provided to any child or young person placed in the foster home. Foster carers are trained in the management and administration of medication.

Prescribed medication must only be provided to the child or young person for whom it is prescribed and only in accordance with the prescription. Medication for which a prescription is not required, (such as paracetamol) may be administered but only in accordance with defined guidelines.

Where appropriate, children and young people may keep and take their own medication, but an associated risk assessment must be in place. Over the counter medications must be stored safely and accessible by those whom they are intended. The foster carers 'Safer caring' plan will identify where medicines are stored.

3.2 Children and young people are supported to meet their education potential and to be well prepared for employment

Learning and development is promoted within foster homes. In accordance with their age, children and young people attend their education establishment, without interruption. Where a child or young person is excluded from their educational provision, there is arrangements in place to provide structured occupation during school hours.

Children and young people have access to appropriate educational resources to support their learning and have opportunities for learning outside of school, for example:

- access to a space where learning can take place in the home
- educational books
- educational toys and games
- access to a computer/laptop
- extracurricular learning through a tutor
- activity clubs, such as beavers, brownies
- accessing sport and joining a club
- social and visual learning e.g., visiting museums, historical sites

The fostering service has a written education policy which promotes the education of children and young people in foster care, which is fully understood by foster carers. The fostering service establishes and maintains robust links with local schools and other education and training organisations. The fostering service fully supports foster carers in their role in promoting the educational attainment of children and young people in their care.

Foster carers actively support children and young people in their care to meet their education and/or training objectives. They work with education providers to promote the personal education plan objectives of children and young people in their care and are supported by the fostering service in doing this.

Where problems are identified relating to a child or young person's achievement, behaviour or well-being at an education establishment, action is taken promptly to address these matters proactively. This should happen through a process of open discussion, mediation and problem-solving, with each partner agency working together with the child or young person in question to resolve matters such as this. Where issues remain, the fostering service must ensure that the virtual head teacher is consulted on a way forward.

Children and young people looked after can access pupil premium, this can be for extra support in the classroom and any adaptations or equipment required by the child or young person.

Foster carers take reasonable steps to ensure they are properly appraised of each child's educational progress and school attendance, for example:

- parents' evenings
- open days
- discussions with teachers

In situations where parents have parental responsibility or otherwise retain significant involvement with their children, they should always be involved and included in plans relating to education. In achieving this, foster carers must ensure that any important or significant information relating to a child or young person's education is shared with the supervising social worker.

The foster carer agreement identifies where financial responsibility lies for all school costs, including school uniform, school trips and school equipment.

3.3 Children and young people are encouraged to develop and pursue their own interests, to grow in confidence, to develop socially and to have the opportunity to engage in a range of leisure activities

As a general principle, children and young people in foster care should have access to the same range and type of activities as are available to their peers who are not in foster care. This should include a broad range of school-based and out of school activities.

Children and young people should also be encouraged to develop their own interests and hobbies and to have the opportunity to pursue these.

Foster carers are provided with clarity about the decisions which they can and cannot make about children or young people in their care via the Delegated Authority document. They should only be required to seek consent from the fostering service where this is necessary. Ordinarily, as much freedom to make decisions as is appropriate, should be delegated to foster carers. In general, foster carers should be encouraged to provide permission for the child or young person to take part in age-appropriate peer activities. The placement plan should provide adequate guidance in these matters.

Children and young people in foster care are encouraged to form and to maintain friendships. Wherever safe and appropriate, children and young people in foster care should attend school trips, stay overnight at a friend's house, go on holidays and to spend time with friends/relatives of the foster carer. In each case, the foster carer is responsible for deciding upon appropriateness depending on individual circumstances and context.

Standard 4.

Children and young people's diversity and individuality is promoted through their foster placement.

What this means to children and young people:

Children and young people in foster care can expect care which supports and develops their self-confidence, and values diversity or individuality.

Children and young people's emotional resilience will be supported and strengthened through being in foster care and they will retain a sense of their own individual background.

4.1 The care provided to children in foster care is personalised

Children and young people are provided with personalised foster care which supports their emotional needs. In situations where foster carers find difficulty in understanding or adjusting to diverse or complex situations involving children or young people in their care, the fostering service ensures that additional supervision, training, or therapeutic support is provided.

The placement plan is appropriately individualised, considering the child or young person's family background, cultural and religious needs, and life experiences. It must include emotional and social developmental needs and of how these might best be met.

Placement plans (to be in place within three working days of a child or young person being placed in foster care) should detail the personal characteristics, history and needs of the child or young person to enable individualised care.

4.2 Children in foster care are encouraged to make choices

Children and young people in foster care are enabled to choose the food which they eat and can prepare their own meals and snacks. This will be dependent upon the abilities of each child and should be within the context of the family's decision-making and the types of boundaries and limits which would be set in any other family.

Children and young people in foster care exercise choice in the clothes which they wear and personal items which they purchase. This will be dependent upon the abilities of each child or young person and should be within the context of the family's decision-making and the types of boundaries and limits which would be set in any other family.

The fostering service provides financial support to foster carers in relation to personal allowances for children and young people for pocket money and activities. Building on these choices, young people are prepared for independent living through skills and resilience development such as cooking, purchasing clothes etc.

4.3 Diversity is actively promoted

All children and young people are treated as equals, where they are treated with the dignity and respect they deserve and that their differences are celebrated.

Each child or young person and their family have access to foster care services which recognise and address needs in terms of gender, religion, ethnic origin, language, culture, disability and sexuality.

The fostering service has a written policy related to diversity and inclusion. The service is delivered in a way which recognises and enhances the strengths of children and young people in foster care.

Foster placements are inclusive and affirming. Children and young people in foster care are encouraged to develop respect for themselves and for others. Foster carers are expected to be alert to and to positively challenge attitudes, behaviour and language that are non-inclusive and discriminatory.

Children and young people in foster care are supported to understand and encouraged to exercise their rights and to be adequately informed and equipped to challenge discrimination.

Each child or young person with a disability receives specific and appropriate services and support to help them maximise their potential and to lead as full a life as possible; this includes ensuring appropriate equipment and where necessary and appropriate, adaptation of the carers' home and/or vehicle.

Disabled children and young people are provided with services and support to help them access as wide a range of activities as is possible.

Standard 5.

Children and young people interact positively with their foster families which is reflected in behaviour, attitudes, and relationships

What this means to children and young people:

Children and young people enjoy relationships with their foster family that are positive and based on mutual trust and respect.

5.1 Children and young people are able to live in a foster home environment which promotes, models and supports positive behaviour.

Foster carers understand that children and young people's previous experiences can manifest in challenging behaviour. In instances of very challenging behaviour, foster carers are supported with strategies for managing their responses to this and to implement positive strategies to provide support.

The ways in which foster carers manage the behaviour of children and young people in their care is documented in the Placement and Safer Caring plans. Specific Risk assessments might also be required to manage and mitigate risk. These plans/assessments are reviewed as and when necessary.

The fostering service has a written policy which outlines what is acceptable action that can be taken by foster carers, relating to control, restraint and discipline of children and young people placed in foster care. The registered person/manager takes appropriate steps to ensure that all foster carers fully understand this policy and are able to implement it.

Measures taken by foster carers to manage the behaviour of children and young people in their care are documented. Incidents and their responses, which fall outside of the boundaries set out in the Placement Plan, are reported to the fostering service as soon as possible. Foster carers should be made aware of the emergency duty and fostering out of hours service as part of placement planning.

The fostering service ensures that foster carers are adequately equipped in their understanding of the unique circumstances which impact upon each child or young person in their care. Ideally this information sharing should take place prior to the placement starting, however the Jersey Care Commission accepts that in emergencies this is not always possible to the degree required. This takes place within the necessary boundaries of confidentiality and data protection and is proportionate to the need to enable foster carers to understand and predict the child or young person's behaviours and to offer bespoke support.

Foster carers have due regard to respecting the privacy and confidentiality of children and young people in their care.

5.2 Children and young people in foster care are encouraged to take responsibility for their own behaviour

As is appropriate to their age and abilities, children and young people in foster care are supported to understand the behaviours which are expected of them, the boundaries which are in place and the consequences of exhibiting behaviours which will not be tolerated.

Children and young people in foster care can develop and maintain positive relationships, to be assertive in expressing themselves, and to resolve conflict appropriately and positively.

Standard 6.

Children and young people who are missing from foster placements are responded to quickly and appropriately

What this means to children and young people:

Children and young people rarely go missing and if they do, they usually return quickly. It is also understood that there may be a range of reasons associated with why a child or young person may go missing.

The fostering service acts quickly in situations where a child or young person is missing to ensure that the child is safeguarded.

Children and Young people will be responded to positively on their return to their foster family.

6.1 The service responds appropriately to children and young people who are missing from a foster placement.

Foster carers work hard to minimise the risk of children and young people going missing by providing excellent care and support. However, in the rare instances children or young people do go missing, the service ensures reports are made promptly to the police and the agreed multi-agency protocol is implemented.

Foster carers maintain their normal parenting responsibilities and are expected to take reasonable action to attempt to establish the whereabouts of their fostered child or young person in the first instance. However, each situation must be assessed on its own merits. In some cases, foster carers may be distressed and unable to undertake enquiries themselves. In such cases, provided that it is safe and practicable to do so, and in accordance with the child or young person's safety plan, the service may take action to contact known friends and relatives to establish the whereabouts of the child or young person; visit locations where the child or young person is known to frequent; attempt to contact the child or young person on the telephone, via text or social media.

The service may make appropriate enquiries with the child or young person's parents/carer and other relatives; make appropriate enquiries with other services which the child or young person accesses; make enquiries with other carers and professionals who have been involved with the child or young person.

The Police will be the lead agency in formulating and carrying out the plan to locate the child or young person, along with the other agencies in the multi-agency protocol.

The service maintains a policy and procedures relating to incidents of absence and ensures that social workers, other staff and foster carers are confident in applying this procedure. This policy/procedure should also consider when a multi-agency strategy meeting should be held to consider any risks posed to the child or young person.

Appropriate arrangements are in place to ensure that a follow-up meeting is held with the child or young person who was missing, as soon as is practicable to arrange and always within 72 hours (unless the child or young person refuses to cooperate). The visit may be undertaken by a separate organisation working on behalf of the service if this is deemed to be appropriate. In such cases, the service maintains overall responsibility and must ensure that adequate communication takes place to ensure that relevant information is sourced, to enable assessments and plans to be updated accordingly.

The intention in undertaking a follow-up meeting must be to facilitate recovery and to reduce the risk of an incident of absence recurring. The service must satisfy itself that the arrangements at home or in the placement remain safe and appropriate. Where this is not indicated, a plan will need to be formulated to determine how the situation can be made safe and appropriate or whether an alternative placement is necessitated.

If a child or young person returns to the foster placement or is located by the foster carer, it is the responsibility of the foster carer to inform the police. If there are concerns that the child or young person has been the victim of a crime or that they may be in danger or at risk from any person arising out of circumstances that have occurred whilst they were missing, this should be reported at this point.

Where a child or young person has been located but the incident of them being missing was not reported by their foster carer, the service should inform the foster carer of their responsibilities in this matter and encourage them to report any future episodes. The service should consider whether further assessment is necessary to identify any safeguarding concerns or need for additional support.

The adoption service should maintain accurate records when a child or young person goes missing or is absent without consent. The records should contain the following:

- the action taken by the prospective adopters
- the circumstances of the child or young person's return
- any reasons given by the child or young person for running away and any actions taken in light of those reasons.

Standard 7. Children in foster care are appropriately prepared prior to each placement

What this means to children and young people:

The child or young person is welcomed into the foster home and leave in a planned manner which makes them feel loved and valued.

In all cases (except emergencies) children and young people will have access to information about their foster family prior to them being placed.

Each child or young person in foster care has a Placement Plan. This sets out how care will be provided to them in their foster placement. This plan is reviewed and updated regularly as needs change. It is written and agreed jointly by the child, their social worker, their foster carer/s and the fostering service.

Children and young people feel part of a family and are not treated differently to their foster carer/s own children.

7.1 Measures are put in place to support children and young people in foster care through good preparation for the placement

Preparing children, young people and their foster carers is key to a successful placement. Children are carefully matched to foster placements to meet their needs and foster carers are provided with full and accurate information pertaining to any children or young person placed in their care. There are times in emergencies under Out of Hours provision that children and young people are placed with foster carers where information sharing might be compromised. Where further information about a child or young person is required post placement there must be a robust plan to ensure that missing information is given to the foster carers as soon as practically possible.

Children and young people are provided with information about the foster carer and foster placement prior to arrival unless the urgency of the situation precludes this. This may include the provision of photographs and a welcome book. Children and young people should be able to visit the foster home prior to placement as part of a transition plan and to talk to the foster carer/s prior to a matching decision being made.

Children and young people should only be placed with approved foster carers who are registered under their specific criteria (age, gender and number of placements). In the rare instances this cannot happen, for example an urgent placement, Head of Service approval should be sought to vary to approval of the foster carers, initially this can be verbally and later should be recorded in writing. This decision will last for 28 days. If the placement is required over the 28 days period, this change of approval must be presented to the fostering panel for a recommendation retrospectively before the 28-day period expires.

Fostered children and young people are entitled to set clearly defined rules and expectations associated with living in the foster home. These should be measured, reasonable, proportionate and in line with what would be expected in any other family home, for example how expectations around behaviour or how we greet each other.

Children and young people in foster care are provided with free access to all the facilities in the foster home, within reasonable limits. Any limits are applied consistently to all children or young people residing in the foster home (including the foster carer's own children) but may vary depending upon age.

7.2 Every child or young person in foster care has an up-to-date Placement Plan (to include Delegated Authority)

A Placement Plan is devised prior to each placement, except where children or young people are placed in an emergency. This sets out what a child or young person and the foster carer can expect from the foster placement, and how it will meet their needs going forward. A completed and signed Placement Plan (including delegated authority), by all parties should be in place no later than 5 days after the start of the placement. The child or young person, birth parent/s, others holding parental responsibility and the foster carers should be provided with a copy of the Placement Plan.

The fostering service is responsible for gathering the necessary information together to complete the Placement Plan and the child or young person, foster carer/s, and the child's social worker are encouraged to contribute to the Plan. The extent to which this happens is likely to depend upon the urgency of the placement. The Placement Plan is reviewed at regular intervals, at least yearly or when there is a necessary change.

Foster carers alongside the other professionals are responsible for explaining the content of the Placement Plan and any changes to it, to the child or young.

Children are also assisted to source independent advocacy to support them in providing their views, wishes and feelings, where this is required.

Once a placement in foster care of child or young person happens, they should not be removed from a foster carer who remains able and willing to continue caring for the child, unless this is in the best interests of the child or young person.

Standard 8.

Young people in foster care are appropriately prepared to leave foster care and to move to adulthood and independence

What this means to children and young people:

Young people in foster care are prepared for adulthood and supported to reach their potential, gain independence, and achieve economic wellbeing.

Foster carers support young people in their care to develop towards maturity by promoting positive relationships and ensuring that young people can gain the range of skills needed in adulthood.

When foster placements come to an end, this is well managed for young people.

8.1 Children and young people are prepared for adulthood in their foster placements

Each foster placement has an important role to play in ensuring that children and young people can develop and mature. The specific types of support are dependent upon the age and needs of the child or young person.

Young people in foster care are supported in the following aspects:

- In establishing, developing, and maintaining a range of appropriate positive relationships including peer, social and sexual relationships.
- In developing emotional resilience, positive self-regard, and self-esteem.
- In becoming prepared for the world of employment or of further and higher education.
- In becoming prepared for living independently and in moving to their own accommodation.
- In developing a range of practical skills relating to personal self-care, shopping, preparing meals, storing food, washing clothes, managing personal finances and in taking responsibility for personal healthcare.
- In understanding entitlements to financial and other support after leaving care.

Foster carers work with the young person and their social worker or personal advisor in implementing and contributing to the development of the young person's pathway plan.

The fostering service ensures that each young person is consulted as part of their pathway plan about their future and encouraged to be actively involved. Every young person should have a copy of their pathway plan.

There are robust arrangements to ensure that young people are prepared for the transition to adulthood.

This involves the provision of appropriate support and training to foster carers who are caring for young people approaching adulthood. All arrangements relating to the young person's needs are consistent. Alongside the young person's care plan, there is a pathway plan or a preparing for adult transition plan in the case of young people with special educational needs or disabilities.

The fostering service must ensure there is adequate support, training and financial packages to enable 'staying put' arrangements to be successful in Jersey. There must also be clear written expectations of what is expected of foster carers in preparing and supporting a young person for independence and/or semi-independent living.

The fostering service operates a policy which ensures that practical arrangements are in place to enable young people to continue to reside with the foster carer/s after having reached legal adulthood. This is dependent upon agreement with the foster carers reached at a Care Planning meeting and is documented in the child's placement plan. Discussions with young people need to start at 15 years and 9 months in relation to their long-term plan to adulthood, including their views, wishes and feelings about living with their foster carers post 18 years of age.

8.2 The fostering service ensures that the ending of foster placements is well managed

Foster placements can end for a variety of reasons, for example:

- The young adult is ready to leave his 'staying put' arrangement and is ready for independence.
- The young person decided to live independently or in supported lodgings.
- The foster carer may give notice on the placement for a variety of reasons.
- The young person may make an allegation or complaint about the foster carer/s.
- The service may have concerns about a foster carer/s ability to meet the needs of the young person.
- The young person requests to move to alternative provision.
- The young person returns to the care of a birth parent or a connected person.

When the placement is working for a young person and their foster carer, they may stay in it up to the age of 25 (depending on their needs and educational status). However, for some young people or their foster carers where this cannot happen, planning will need to commence at an early stage to ensure the young person's transition is smooth and supported. In this instance, both the young person and foster carer are informed of the reasons for this and are supported to understand them.

When a placement ends, appropriate arrangements are in place to ensure that the young person is supported throughout the transition to a new placement, to independent living or in returning to their parental home.

Where appropriate, foster carers are supported to maintain contact with young people leaving their care. This is documented in the young person pathway plan.

If a foster placement needs to end sooner than anticipated, this must be managed sensitively and appropriately. If a foster carer intends to terminate a placement, they should provide at least four weeks' notice to enable enough planning to take place. Every effort should be made to sustain a placement where possible, and foster carers must be able to raise concerns as necessary and be supported with any challenges they face in providing foster care to avoid premature placement termination. In an emergency, decisions to end placements should still be subject to a disruption meeting and formal agreement made where this is achievable.

Standard 9.

Children and young people in foster care are supported to maintain contact with their parents, families, and significant others.

What this means to children and young people:

Children and young people in foster care are often able to have contact with their parents, families and significant others who play a significant role in their lives, although this varies depending upon the individual circumstances of the child.

9.1 Children and young people are supported and encouraged to maintain contact with their families and to develop friendships.

It is crucial to acknowledge that many children and young people's contact with parents, families and friends will be limited by boundaries and provisions as established in their care plan and any court order.

As a broad principle, where there are no legal limits set which prohibit such contact, children and young people should be able to maintain contact with their familial and social network and the fostering service must ensure that adequate steps are taken to facilitate this.

Where foster carer facilitates contact, the fostering service ensures that foster carers are provided with training and practical support in relation to this. This may include financial support and/or guidance in caring for children and young people who may experience an emotional impact as a result of contact.

The fostering service ensures that the foster carer records outcomes of contact arrangements and their perceived impact on the child or young person; this information is relayed back to the child's social worker.

Foster carers understand what decisions about contact are delegated to them, in line with the child or young person's care plan and make those decisions in the child or young person's best interests.

The fostering service reports any concerns relating to contact to the child or young person's social worker. The service ensures that children and young people's views, wishes and feeling are considered in the contacts they have with friends and family.

Emergency restrictions on contact are only made to protect the child or young person from significant risk to their safety or welfare and are communicated to the responsible authority within 24 hours of being imposed.

Foster carers are provided with specific advice relating to the delegation of decision-making pertaining to contact. They are informed of when they can and cannot make decisions in this regard.

As a point of principle, off-island placements should be avoided insofar as this is practicable. In situations where a child or young person is placed with foster carers residing outside of Jersey, careful consideration needs to be made in relation to how the child or young person can maintain contact with parents, family members, friends and others. The arrangements for maintaining contact should be formalised in the placement plan.

The above standards in relation to contact do not apply to Short Break foster care.

Standard 10.

The fostering service has a clear purpose and set of objectives.

What this means for foster carers or potential foster carers:

Foster carers or potential foster carers receiving support from the fostering service will know what to expect. There will be a Statement of Purpose which sets out the aims and objectives of the fostering service and what services and facilities it provides.

What this means for children, young people and their birth parents:

Children, young people and their parents will be clear about the aims and objectives of the fostering service. They will understand the roles of the professionals who work in the service.

10.1 There is a written Statement of Purpose.

This will be child and young person focussed and will include information about:

- What the service sets out to do for children and young people
- How the service will support children, young people and foster carers.
- The philosophy or ethos of the service.
- The age range for whom the service is intended.
- The provision and interventions which the service provides.

- How the service is inclusive. Specifically, how the service is sensitive and responsive to needs relating to gender identity, sexual orientation, ethnicity, and disability. This will include a statement about equality and accessibility.
- Who provides the service? How to contact the provider.
- Who manages the service? How to contact the manager. Their qualifications.
- The makeup of the staff team, including their qualifications
- The address and contact information for the service.
- The organisational structure of the service.
- How to access the service, including referral pathways, inclusion, and exclusion criteria.
- How the service will respond to emergencies (such as when a foster placement is needed immediately).
- How foster carers will be supported.
- Respecting and valuing children and young people's rights and responsibilities.
- How children, young people and others will be involved in making decisions.
- How to raise a concern/complaint and the support which is available to do so.
- The arrangements made to protect and promote the health and welfare of the children and young people accessing the service.
- Arrangements for involving agencies where additional support is needed for foster carers and their families.
- How concerns or complaints regarding foster carers will be processed.
- How children and young people will be protected from harm.
- The number of foster carers.
- The numbers of children and young people in foster care.

The Statement of Purpose is child-focussed and sets out clear objectives. It is written in a way which is accessible to children, young people, foster carers, and staff members. Where appropriate, the Statement of Purpose will be available in formats which meet the communication needs of foster carers, children and young people. This could mean translation of the document into different languages or versions available for those hearing or sight impaired.

The Statement of Purpose is provided to the Jersey Care Commission and available to:

- Children and young people
- Foster carers
- Any person working in the service
- Inspectors appointed by the Jersey Care Commission
- Any person involved in arranging care for children and young people

10.2 There is a Children and Young Person's Guide.

This will be given to children and young people at the point of placement in a child or young person friendly format which meets their communication needs and includes information about:

- The services and how it supports young people.
- Children and young peoples' rights when being cared for by foster carers and how to contact their Independent Reviewing Officer, Children's Rights advocate or Jersey Care Commission if they wish to raise a concern.
- Advocacy and how to access it.
- How to provide feedback, including complaints and support to do so.
- How and in what circumstances information will be shared.

The service ensure that the contents of the Guide are explained to children or young people receiving support from the service by the social worker supporting them or by their foster carer, if this is appropriate.

10.3 There are policies and procedures based on best practice and evidence which are available and accessible to children, young people, their families, foster carers, social workers, and others.

(Appendix 1 contains a list of suggested policies).

Policies are:

- Developed based upon best practice guidance/evidence/legislation/professional guidance.
- Developed with children and young people's involvement.
- Child and young person focussed.
- Shared, implemented, and monitored for effectiveness.
- Revised where necessary following incidents/learning events.
- Co-produced with partner agencies where necessary

10.4 Feedback on how the service operates is responded to positively.

Foster carers, children, young people and others are encouraged and supported to provide feedback about how the service operates.

Foster carers, children, young people and others are regularly asked for their views about how the service operates and can raise and discuss general concerns both formally and informally and speak openly with others about how the service operates. This feedback is recorded and brought to the attention of the manager of the service.

Where necessary feedback should be provided to the child or young person about their views, for example in a 'you said, we did' format that is tailored to the needs of the child or young person concerned.

10.5 The service operates a complaints policy and procedures.

Foster carers, children, young people and others (including birth parents or others with a significant involvement in the care of the child or young person), are routinely provided with information on how to provide feedback, complaints and compliments about the services they receive. This information will be in a suitable format that enables the complainant to understand the procedure allowing for their communication needs and ability.

Foster carers, children, young people and others are assured that raising a complaint will not result in them being treated unfavourably.

Foster carers, children, young people and other are assured that details of their complaint will not be widely shared beyond those who need to know.

Foster carers are supported and kept informed throughout the complaints process.

The complaints procedure sets out the investigative process and provides specified timescales for action. The service recognises a complaint or concern and does not require this to be made in writing, however it is good practice to formally record these complaints through feedback so that they can be monitored and responded to within timescales.

There is a record of all complaints which are monitored monthly.

The fostering service ensures a written record of the complaint is kept in the foster carers record. The registered person/manager ensures that a record is kept of all communication with complainants, the results of investigations, action taken and the level of a complainant's satisfaction with the outcome.

Foster carers are encouraged to sign where appropriate or indicate their satisfaction or otherwise with the management and outcome of the complaint.

A systematic audit of complaints is carried out by the fostering service to identify recurring issues. There are mechanisms in place to use the information gained to improve the quality of the service, which might lead to thematic service reviews, for example.

10.6 There is a whistleblowing policy and procedures.

The registered person/manager promotes an open, transparent, and safe working environment where all staff members feel able to speak up.

Staff are assured of the registered person/manager's support if they raise valid concerns about the practices of colleagues. Staff are assured of support if they raise valid concerns about the practices of registered persons.

The policy includes:

- An explanation of what whistleblowing is, particularly in relation to the service.
- A clear explanation of the organisation's procedures for handling whistleblowing, which can be communicated through training.
- A commitment to training staff members at all levels of the organisation in relation to whistleblowing and the policy.
- A commitment to treat all disclosures consistently and fairly.
- A commitment to take all reasonable steps to maintain the confidentiality of the whistle-blower where it is requested (unless required by law to break that confidentiality). Clarification that any so-called 'gagging clauses' in settlement agreements do not prevent workers from making disclosures in the public interest.
- An idea about what feedback a whistle-blower might receive.
- An explanation that anonymous whistle-blowers will not ordinarily be able to receive feedback and that any action taken to investigate a disclosure could be limited – anonymous whistle-blowers may seek feedback through a telephone appointment or by using an anonymised email address.
- A commitment to emphasise in a whistleblowing policy that victimisation of a whistle-blower is not acceptable. Any instances of victimisation will be taken seriously and managed appropriately.
- The time frame for handling any disclosures raised.
- Clarification that the whistle-blower does not need to provide evidence for the employer to investigate the concerns raised.
- Signpost to information and advice to those thinking of whistleblowing, for example trade unions
- Information about escalating concerns outside of the organisation.

Standard 11

Staffing levels are appropriate to meet the needs of the service and all staff working in the service are appropriately qualified, equipped, supported, and supervised.

What this means to foster carers:

All staff have been carefully selected and monitored and are appropriately qualified and trained to support foster carers.

The fostering service has sufficient numbers of staff to comprehensively meet the requirements of the service.

What this means to children and young people:

All staff have been carefully selected and recruited to reduce any safeguarding risks to children and young people.

Staff have received appropriate opportunities for training and development to provide the best possible support to foster carers and to keep children and young people safeguarded whilst in foster care.

11.1 There is a policy and procedure for the safe recruitment of staff who may have contact with children and young people.

Recruitment policies are compliant with all relevant legislation and guidance. Recruitment policies in the fostering service explicitly state and demonstrate the organisation's commitment to safeguarding and promoting the welfare of the children and young people it supports.

The policy helps to lead to positive experiences and outcomes for children and young people receiving support.

Recruitment policies include:

- Safeguarding
- Equal opportunities
- Each stage of the recruitment process.
- The involvement of children and young people in receipt of support.
- The use of assessment techniques.
- Interview panels.
- How offers of employment will be made.
- Conditions of employment.
- Retention of applicant information.
- Provision of references to other organisations for existing or former employees.

11.2 There is a comprehensive application process which allows an organisation to obtain a common set of core data.

Application forms or online processes require the applicant to provide the following:

- Full identifying details
- Full employment history (from compulsory education) in chronological order including part time, full time, and voluntary employment, including start/end dates, reason for ceasing and explanations for periods not in employment or education/training.
- A statement of academic and/or vocational qualifications relevant to the position.
- Declaration of any involvement in disciplinary or grievance procedures and any current formal warnings.
- Details of current or former registration with any relevant regulatory body (i.e., Social Work England and Jersey Care Commission etc.). Declaration of any finding by a regulatory body and any conditions which apply to current registration.
- Declaration of unspent convictions and/or spent convictions (where appropriate and with an explanation that the role may be excluded or excepted from the provisions of the Rehabilitation of Offenders 2001 (Jersey) Law)
- A declaration of any family or close relationships with existing employees, care receivers of their relatives.
- Details of referees: References must verify employment over a minimum period of three consecutive years immediately prior to the application. A minimum of two references should be sought and it should be made clear that references from friends or relatives will not be accepted. One of the references must be the applicant's current or most recent employer and there must be a reference from the applicant's last care role (if they are not currently working in a care role but had done previously).

The applicant is informed that the organisation may contact any former employer in addition to the referee's provided and when a Disclosure and Barring Service check will be required.

Applicants are warned that failure to disclose important information may lead to a dismissal if discovered later once employed.

11.3 There are clear job descriptions and person specifications

Detailed job descriptions and person specifications help to ensure the right people with the right skills, knowledge and experience apply for roles. Specific competencies for the role are identified.

Job descriptions clearly state the main duties and responsibilities of the role including the individual's responsibility for promoting and safeguarding the welfare of people receiving support.

The person specification sets out a profile for the post and the desired characteristics of the ideal candidate. It includes:

- Qualifications, knowledge, and experience required
- Professional registration requirements or others required to perform the role.
- Competences and qualities that the successful applicant should be able to demonstrate or have the potential to demonstrate.

11.4 There are transparent procedures that are used for advertising and shortlisting.

Job adverts are concise, easily understood and where possible should contain a link to where further information about the role can be sought. Job adverts will state that a Disclosure and Barring Service check is required.

Recruitment packs provided to applicants contain:

- Application form and explanatory notes.
- Job description and person specification.
- Terms and conditions of the post.
- Information about the employer, recruitment process and policies such as equal opportunities and safe recruitment to include the recruitment of ex-offenders.
- An explicit statement about the organisation's commitment to safeguarding and promoting the welfare of the people it provides support to.

11.5 There are clear and fair processes for the assessment of prospective staff.

Organisations may have different screening processes for people seeking to be recruited, including exercises/simulation/role play based upon competencies which must be appropriate for the role being filled. However, a value-based approach should be used to help identify candidates who are the 'best fit' for the role because their values, behaviours and attitudes have been assessed and matched against that of the role and the organisation.

Interviewers should be adequately trained and have knowledge in interviewing skills and relevant legislation including Data Protection, Equality and Discrimination.

Interviews will be prepared for ensuring that:

- There is a consensus about the required standard for the role.
- Issues to be explored with each applicant are identified.
- The assessment criteria match the person specification and is recorded with consistency i.e., scoring criteria must apply to all candidates equally and without exception.
- Questions are values/competency based and each role has a set of specific questions.
- The applicants' prior learning and areas for development are explored.

Formal interviews should allow the applicant to disclose any issues prior to employment checks and allow for explanation of any gaps in employment history. Interviewers need to be prepared to explore any issues disclosed.

Conditional offers of employment to successful candidates should state the appointment is subject to:

- Verification of the candidate's identity and right to work in Jersey.
- The receipt of satisfactory written and verified references.
- Verification of qualifications and registration with professional/regulatory bodies.
- Receipt of appropriate criminal records and barring lists checks - Disclosure and Barring Service (DBS), (criminal record check for overseas).

Conditional offers of employment must state that the candidate must declare any new charges or convictions.

11.6 All safer recruitment employment checks are completed prior to staff (including volunteers) commencing employment.

Social workers and other staff must not have any contact with people who receive care or support or have access to their personal information or data prior to the completion of all employment checks. Appendix 2 contains requirements for employment checks.

11.7 Staff are physically and mentally fit to meet the needs of the foster carers they will be supporting.

Registered persons ensure that staff are physically and mentally able to meet the needs of foster carers safely and effectively. They seek assurances from all social workers employed in the service that there are no health or wellbeing related concerns which might hinder them being able to undertake their role safely and effectively. These assurances are sought at the point of employment and are revisited during supervision.

11.8 There are clear and transparent disciplinary and grievance procedures.

Organisations must have adequate disciplinary and grievance policies in line with local legislation and best practice. Where concerns or allegations about a worker's fitness to practise or harm to a care receiver occurs, the employer has a duty to notify the relevant bodies and the Jersey Care Commission (Appendix 5).

11.9 There are always sufficient numbers of competent, experienced staff to meet the needs of foster carers being supported by the service.

The registered person/manager ensures that the service has sufficient numbers of staff to enable the service to function in accordance with the Statement of Purpose. There are enough staff employed to cover absences due to annual leave, sickness, and study leave.

The overall number, competence, and deployment of social workers is sufficient to fulfil the intentions of the service as outlines in its Statement of Purpose to meet the individual needs of all foster carers receiving support from the service.

There will be a staffing policy which includes:

- The number of staff required to enable the service to function appropriately.
- Start and finish times (which may relate to a flexible working policy).
- Arrangements for adequate skill mix.
- Arrangements for sickness/absence cover.
- Arrangements for managing the staff members on duty and support with day-to-day decision making.
- Arrangements for social workers to be present in the building or available during the day (this must include duty arrangements).
- Arrangements for contacting management/senior staff on call support if necessary.

The registered person/Manager makes every effort to achieve continuity of staffing and ensure that the majority of social workers employed in the fostering service are permanent.

Students on practice placements, trainees and volunteers are not included in staffing numbers/requirements.

11.10 Staff members employed by the service complete a structured induction programme which will assess their competence.

Appendix 3 details requirements for induction programmes.

11.11 Staff members complete and remain up to date with statutory and mandatory training requirements.

The minimum statutory and mandatory training requirements are detailed in Appendix 4.

All staff are expected to maintain their qualifications through continuing professional development. The registered person/manager should provide a good quality learning and development programme, which includes induction, training in how to assess carers and identifies mandatory training requirements based upon the needs of the foster carers who will be supported by the service. This is in line with the written Statement of Purpose.

Registered person/manager ensure they are aware of statutory training requirements in relation to local legislation including, but not limited to:

- Children's (Jersey) Law 2002
- Children (Placement) (Jersey) Regulations 2005
- Capacity and Self Determination (Jersey) Law 2016
- Data Protection (Jersey) Law 2018

Training should, where appropriate, be accredited by a recognised body or organisation and must include relevant local legislation and guidance. Trainers or organisations who deliver training should:

- Be able to demonstrate experience and knowledge in the subjects delivered (this may include professional qualifications).
- Have a recognised teaching qualification and/or have completed a train the trainer course in the subject being delivered and have evidence of Continuing Professional Development which demonstrates the ability to maintain an effective learning environment and deliver effective training which is based upon best practice and guidance.
- Where possible be externally quality assured.

E-learning courses can be a useful part of a blended learning approach to training. The registered person/manager must ensure that local relevant legislation and guidance is covered during any training that is arranged for staff members. E-learning courses may support knowledge and understanding, however should not be used as a substitute where practical skill development is required.

All training should include an assessment of learning.

Training update requirements should be specified by the training provider and be based upon best practice and statutory requirements.

Evidence of training completed, and an assessment of learning and assessment of competency is kept in staff members' personnel files.

The registered person maintains a training database which is updated with all training booked, completed and due which will be made available to Jersey Care Commission upon request.

11.12 Staff members do not work and are not required to work outside of the scope of their profession, competence, or job description.

Staff members always adhere to any code, standards or guidance issued by any relevant professional body.

Staff members are honest about what they can do, recognising their abilities and the limitations of their competence.

Staff members only carry out or delegate tasks agreed in job descriptions and in which they are competent.

Opportunities are provided for social workers to update their knowledge and skills as well as for more advanced and specialised training to meet the needs of foster carers.

Staff members receive support to update and maintain their professional qualifications through continuing professional development and any regulatory body requirements.

Depending on the setting, staff who do not hold professional qualifications, such as social work assistants or support workers, may be required to carry out tasks or skills which might traditionally have been carried out by social workers. In such circumstances, staff may require further training and assessment.

Some skills and tasks may be performed by unqualified staff under an individual (person specific) delegation.

Unqualified staff must be able to refuse to undertake any skill or task if they do not feel competent to perform it.

11.13 Staff members are given regular opportunities to discuss their role and identify any issues through formal supervision and appraisal.

The fostering service has adequate procedures in place regarding supervision and appraisal.

The purpose of supervision is to promote standardised, safe, and best practice by providing a channel for communication between manager/supervisor and staff member.

Supervision:

1. Is a formal discussion about the worker's performance against the standards they are expected to meet.
2. Ensures the worker is clear about their roles and responsibilities.
3. Identifies the worker's personal development needs.
4. Offers a source of support for the worker encouraging reflection on challenges and achievements.
5. Encourages workers to share any issues or concerns, personally or professionally.
6. Will be carried out monthly (at least ten times a year to allow for annual leave and absence) and comprehensively recorded on a designated form which will be retained by the employer for reference.

Appraisals are intended to provide workers with a forum to discuss their capabilities, training needs and development plans in relation to the needs of the business. Appraisals should be recorded on a designated form. They must be outcome based and the objectives must be SMART. Appraisals will be carried out at least annually.

11.14 The fostering service recognises a duty of care to its staff and manage caseloads effectively to enable the provision of good quality support to approved foster carers.

The registered person/manager has a duty of care to staff employed by the service. This includes providing support with personal issues that impact on a staff members ability to fulfil the expectations of their role, but also managing their caseloads to ensure they are not working excessively or suffering with work related stress.

Standard 12.

Registered managers lead the organisation effectively and have the relevant knowledge and skills.

What this means to foster carers:

Foster carers feel confident that the service is appropriately managed by a person who has the relevant experience, knowledge, skills and qualifications to deliver a service which is efficient, responsive and professional.

They know who the manager is and can contact the manager if required.

What this means to children and young people:

Children and young people can access foster care when they need it and that their foster carers have been appropriately assessed, trained and supported to care for them, with the registered person/manager being responsible for providing this service.

Birth Families and significant others know that there is accountability in terms of service delivery and that the registered person/manager is responsible for delivering a service that safeguards their child or young person whilst in foster care.

12.1 Managers are confident in their role, possessing the necessary skills and qualifications to lead the organisation effectively.

NB. There is a need to differentiate between managers of services and managers of teams. Where a requirement refers to one of either of these types of managers, this is stated. In all other cases, 'manager' should be understood to refer to both types of manager.

Managers can demonstrate a range of critical skills which will include:

- The ability to benchmark against best practice.
- The ability to ensure appropriate governance and auditing arrangements.
- A proven ability to learn from incidents and significant events.
- Having sufficient oversight of the service.
- Being prepared to escalate areas of concern.

They have a sound working knowledge and experience of law and practice relating to children and young people looked after.

The manager should have a recognised social work qualification and be registered with their professional body.

Managers have a management and leadership qualification (level 5) or have a plan to obtain one within a three-year period on becoming registered as a manager. They have at least two years' experience in supervising and managing staff.

There is clear evidence that the manager provides clear direction to the staff employed in the service and sets the priorities in the service.

The manager demonstrates that they provide adequate scrutiny to ensure that good quality decisions are made, relating to responses or investigations to be undertaken, based on good quality recording, analysis of need and robust report-writing.

The manager ensures that good quality supervision and annual appraisal arrangements are in place and that staff/team meetings are regular (no less than ten times per annum), sufficient and well-organised.

The manager promotes a supportive team culture, with good communications, and routine commitment to rigorous professional practice.

12.2 Managers of the fostering service/registered persons can demonstrate that the service is managed effectively and ensure that adequate monitoring arrangements are in place.

The manager of the service must take ultimate responsibility for all decisions taken in the service and be able to demonstrate that they have oversight of decision-making. They should possess or have access to financial expertise to ensure that the fostering service is well resourced and can deliver within quality services within its allocated budget.

There are clear and effective procedures and controls in respect of the activities of the service. There are robust arrangements to respond to and monitor any serious incidents, allegations or complaints made about the service.

The manager of the service regularly monitors the records maintained by the service to ensure that the service's policies are being properly complied with. Where any specific areas of concern are identified or where patterns and trends emerge, timely and appropriate action is taken to address these.

Delegation is both appropriate and properly defined. Lines of accountability are clear.

Where there is absence of a manager of a fostering organisation or team, whether on a short- or long-term basis, arrangements are put in place to provide adequate cover and a notification is made to the Jersey Care Commission.

Standard 13.

Decisions taken regarding the recruitment and approval of foster carers are transparent and fair

What this means to prospective foster carer:

Prospective and approved foster carers are assured that decision making in respect of their application or annual review to become/remain a foster is robust and independent.

Prospective and approved foster carer are aware of the recommendation of their supervising social worker to the panel and Agency Decision Maker (ADM).

There are appeal processes in place where prospective and current carers disagree with the panel and ADM decision.

What this means to children and young people:

Children and young people are aware of or benefit from decision making about their foster carers has been through a robust process and that their foster carers are subject to regular reviews at the independent fostering panel and oversight of the ADM.

13.1 The fostering panel makes timely, evidence-based, and reasonable decisions

The fostering service operates a policy relating to the fostering panel, which includes how the panel is recruited and trained to equip panel members with the relevant skills, knowledge and expertise to make competent recommendations regarding the suitability of prospective and existing carers to be approved or reapproved as foster carers for the Government of Jersey, considering the nature of the children and carers that the service caters for.

Panel members must also be interviewed as to their suitability for the role, provide suitable references and be DBS checked.

The Registered Person/s must ensure that every panel is quorate, with at least 3 independent panel members present to provide a robust and considered recommendation to the ADM.

All the information required by the fostering panel for it to make decisions relating to its recommendation, is provided to it at least five days prior to the panel meeting.

The registered person/manager has benchmarking in place for timescales of when new applicants are presented to the fostering panel from the date of their initial application. This must be regularly monitored and evaluated by the registered person/manager to ensure that prospective foster carers are presented to panel within reasonable timescales.

The Jersey Care Commission are aware that Connected Person foster carers must have their application to become approved foster carers presented to the Fostering panel within 12 weeks from the date of a connected child or young person being placed in their care. Should the Registered Person/s become aware that the Connected Person foster carer/s application will not be heard by the fostering panel within this timescale, they must have a procedure setting out what needs to happen to prevent the placement of the child becoming unregulated.

Prospective and approved foster carers can attend and speak at fostering panel meetings. They may bring a person to support them if they wish to do so.

The panel advisor is responsible for ensuring that minutes are taken of all panel meetings. The minutes will be accurate and comprehensive. The minutes record the panel's recommendation and the reasons for it.

The panel chair is sent the minutes and recommendation within three working days of the completion of the panel to seek their approval of the minutes and sign-off, before being sent to the Agency Decision Maker (ADM) no less than five working days following the panel. The ADM has a further five working days to provide their decision and comments.

The prospective foster carer/s should receive the recommendation of the fostering panel on the day of the panel. The Panel Chair will provide this feedback, however there may be a need to seek guidance from the Panel Advisor if the recommendation is not to approve the applicant/s or to defer due to further information being required.

13.2 The fostering service operates an appeals process

Where a recommendation is made by the Panel and supported by the ADM not to approve the applicant/s the Service should have a procedure in place to provide the opportunity for the applicant/s to have this decision reviewed. This procedure should provide for the following:

- Timescales for the applicant to make a formal request to have the decision formally reviewed.
- How the decision will be reviewed and by whom.
- Timescales in relation to when the formal review will take place.
- Expectations in relation to representations that the applicant/s can make and when these need to be submitted.
- If the applicant/s remains unhappy with the outcome of the formal review decision what will happen next.
- What is the independent procedure for review of the ADM decision.

There should be provision for the Panel Chair and independent panel members to meet with the ADM and Registered Person on a regular basis, at least twice per year where issues can be raised to develop the panel's function and accountability. At each stage of the approval process a written decision is provided to the prospective foster carer/s, which includes the rationale for the decision.

Standard 14.

Foster carers are appropriately recruited, supported, and trained.

What this means for foster carers:

Foster carers will be recruited who have resilience and determination to succeed in caring for children. They will be provided with a comprehensive training program and supported by an allocated supervising social worker.

Foster carers will understand their role and feel valued for the care they provide to children and young people.

What this means to children and young people:

Children and young people will be cared for by foster carers that provide them with caring, loving, encouraging, empathetic and understanding care when they need it most.

Children and young people will be assured that the recruitment of foster carers takes place carefully and consistently, with robust due diligence checks and safeguards in place.

Foster carers will have their own support and on-going training to help them provide high quality care to children and young people.

14.1 There is a clear recruitment and assessment process for people wishing to become foster carers

The fostering service prioritises the recruitment of foster carers and there are on-going recruitment activities happening on a regular basis to encourage prospective carer/s to apply to become foster carer.

The service operates a policy dealing with the recruitment of foster carers. There is a transparent application and selection process which sets out the following:

- The qualities, skills or aptitudes which foster carers need to have.
- The standards which are applied in the assessment.
- The stages and content of each stage of the process, including timescales.
- The information which will be provided to applicants.
- How a decision will be made regarding their application and how the outcome will be communicated.
- The complaints and appeal process.

The fostering service plans effectively to ensure that there are sufficient numbers of foster carers to meet current and predicted future demand.

Foster carer recruitment campaigns are well thought through and impactful. All enquiries from people interested in becoming foster carers are dealt with enthusiastically, fairly, respectfully, and efficiently. The fostering service should have timescales for best practice by which they can measure their performance in responding to enquiries.

Prospective foster carers are provided with regular updates relating to their application.

Appropriate checks relating to identity, residence qualifications, relationship status, household members and health, are undertaken. References are sought, and appropriate enquiries made. An enhanced DBS check is undertaken in respect of all prospective foster carers and other adult members of the household. These matters are set out in the recruitment policy. Prospective foster carers are assured that the purpose in undertaking robust checks is not to identify reasons not to approve them as foster carers. Rather it is to provide evidence that the prospective foster carers have the capacity to care for a child or young person safely and responsibly and in a way which meets their developmental needs.

The assessment process is designed in a way which can ensure that prospective foster carers become equipped to carry out their role. It identifies where the prospective foster carers have existing strengths and competencies and where there is a need for development. Where development needs are identified, appropriate plans are formulated to ensure that these needs can be met prior to a placement commencing.

A supervising social worker undertakes an assessment of a prospective foster carer's suitability to become a foster carer. The information in this assessment is factual, evidence-based, and current. Where opinion and third-party information is included, this is stated clearly to distinguish it from fact. Reports are signed (can be electronically) and dated by the social worker and counter-signed and dated by a relevant manager.

The prospective foster carer/s should also have read the assessment that is being presented to the fostering panel and provide their own signed feedback as part of the documentation pack given to panel members.

The fostering service undertakes regular reviews of foster carers' approvals to satisfy itself about existing foster carers' ability to foster. These must be at least yearly, although can be earlier if there is a change of circumstances or conditions of their approval.

Foster carers are required to attend the fostering panel on the 1st anniversary of their approval and every three years after this, provided there are no changes to their approval or complaints, allegations or standards of care concerns that need to be considered by the fostering panel. The recommendation of the fostering panel follows the same process of ADM approval. In between the fostering panel review of approval, the registered person/manager must undertake an annual review in accordance with procedure.

Any matters or areas of concern which are identified between reviews are addressed at the time of being identified. It is not appropriate to wait until the next review to address these.

14.2 All foster carers receive a good quality induction and appropriate training

The fostering service operates a policy about induction and training of foster carers. The service must provide an annual training offer to foster carers.

All foster carers receive an induction pack and a structured induction. The service must have an accessible foster carer handbook, which is updated at least quarterly with any new or revised information and policy/procedure changes.

On approval, foster carers are provided with information which covers each of the Regulations, Standards, policies, procedures, legal, financial and insurance information and guidance to which the fostering service requires that they adhere. The foster carer must understand, accept, and operate in accordance with each of these.

Foster carers receive the fostering service's mandatory training prior to a placement taking place.

Foster carers have a personal development plan which documents their training and development needs and how these will be met. They also maintain a portfolio of ongoing training and development which provides evidence that they have met or are in the process of meeting, the standards set by the fostering service.

All newly approved foster carers are required to complete their Training, Support and Development Standards within the first twelve months following their approval.

The annual review of each foster carer's approval includes an appraisal of performance and achievements against the standards set by the fostering service. The review report documents outstanding or newly identified training and development needs, set against an agreed timescale.

Reviews consider the views of all children who are placed in the foster home at the time of the review and their allocated social worker

Besides the mandatory training offer, supplementary training should be offered to foster carers in the following areas:

- Child development and how this can be impacted by trauma and abuse.
- Understanding the emotional, physical, behavioural and social needs of children and young people who have suffered trauma and abuse.
- Be trauma informed and how to respond to children and young people who have impacted by trauma.
- Behaviour management and de-escalation techniques.
- Specific training related to children and young person's individual needs, such as Foetal Alcohol Spectrum Disorder or any other medical needs.

14.3 All foster carers have access to appropriate and structured supervision and support

Every approved foster carer has a named and appropriately qualified supervising social worker. The role of the supervising social worker is clear to both parties. The supervising social worker is distinct from the child's own social worker and undertakes structured supervisory meetings with the foster carer and is available to provide advice and support in accordance the timescales for best practice document.

The supervising social worker undertakes at least one unannounced visit every year.

All supervisory meetings have a clear purpose and supervise the foster carer's care of children and young people placed in their family. The supervision process ensures that the foster carer/s remain able to meet the child's needs; assess the foster carer's performance against designated standards and seek opportunities to develop competencies and skills.

There should be a signed supervision agreement between the supervising social worker and foster carer which offer the opportunity for the foster carer to seek support.

A record of supervisory meetings is maintained in the foster carer's file and foster carers have copies of their supervision notes.

The views, wishes and feelings of any children or young people placed in the foster home, are considered as part of supervisory meetings.

Foster carers can seek advice and support as they need it. The fostering service is responsible for ensuring that foster carers understand how to access support and must ensure that adequate mechanisms are in place for foster carers to seek support both within and outside of office hours.

The fostering service promotes the existence and maintenance of informal peer support and self-help groups for foster carers and ensures that foster carers are properly appraised of the range of resources and organisations which are available to them.

The fostering service promotes positive relationships and communication between fostering service social workers and children's social workers. Each understand their respective roles and work effectively together to improve outcomes for the children and young people in their care.

Foster carers are provided with adequate breaks from their caring role. These are appropriately planned to meet the needs of both the foster carer and of any children or young people placed in the foster home.

14.4 Foster carers are paid an allowance

The fostering service operates a policy relating to payments to foster carers. The policy is freely available, is written in plain language and sets out the process through which payments are calculated. The policy clearly distinguishes between allowances and fees.

The policy explains how or whether payment is made during any break in placement or in instances where a fostering household is subject to an allegation.

The criterion for calculating fees is applied equally to all general foster carers. A different fee system applies to Specialist Short Break Carers and intensive foster carers, and this is detailed in the allowance policy.

Foster carers are entitled to payment of an allowance and receive at least the locally agreed minimum allowance for each child in their care. The allowance incorporates activities, clothing and pocket money allowances as well as a general maintenance element. Additional allowances for birthdays, Christmas and holidays are also paid at the appropriate interval in the calendar year.

Allowances are reviewed on a regular basis to take in account inflationary pressures.

Additional set up costs for a foster placement can also be paid to foster carers in certain circumstances.

Other costs directly related to a child or young person, such as medical, dental, optical, school trips and educational costs are covered by another budget and can be sourced through the allocated social worker.

Payments are made promptly, and foster carers are provided with a remittance advice with the payment details.

The fostering service operates a fee system, whereby carer/s who have gained experience through the direct care of children, have undertaken minimum supplementary training and can evidence their skills and expertise in caring for children can earn a fee. These fees are also reviewed on a regular basis and are taxable. The fostering service will provide a statement to every foster carer who has been paid a fee in January of each year for the previous financial year.

In situations where equipment is provided to a foster carer, it is made clear as to whether this is being loaned or given to the foster carer.

In situations where a child or young person is eligible for social security payments, the fostering service will have a procedure setting out how this will impact any allowances or fees paid to the foster carer.

Standard 15.

Comprehensive records are maintained relating to every child or young person whom the service supports.

What this means to foster carers:

The fostering service will maintain accurate records that are stored securely, and foster carers can have access to.

What this means to children and young people:

The records held by the fostering service contribute to an understanding of a child or young person's life. These records can be accessed by care experienced adults when and if they wish to.

The information in these records is written in a way which is easy to understand.

There will also be records of their time in foster care written and produced by their foster carer/s. These records will be in a variety of forms, such as photographs, recording logs or memorabilia.

15.1 Recordings are child-centred, appropriate, and comprehensive

Foster carers are provided with mandatory training in relation to record keeping. The fostering service ensures that a procedure is in place in relation to how record keeping is undertaken in respect of children and young people by their foster carers and the service.

There is a written policy on case recording which establishes the purpose, format and content of files, and clarifies what information is kept on the foster carer's files and what information is kept on the child or young person's files. The fostering service must ensure that all children, young people and foster carers whom it supports, are provided with clear information relating to these matters in a format which they can understand.

Records clearly indicate when a child or young person has been spoken to and by whom, for example their allocated social may visit them or the Children Looked After Nurse may undertake a health assessment visit. The views, wishes, feelings and expectations of the child or young person are included throughout.

The child or young person's situation and their 'journey' remains the focus of the recordings.

The foster carer encourages the child or young person to reflect on and understand their history, according to the child or young person's age and ability and encourages the keeping of appropriate memorabilia. The fostering service makes this role clear to their foster carers.

Without deviation, all recordings about the child or young person and their family are respectful. Those making recordings are always mindful of difference and diversity in relation to educational attainment, class, communication needs, language, culture, gender, gender identity, sexual orientation, age, ethnicity, and disability.

If interpreters, specialists, and communication aids have been employed, this is clearly recorded.

In respect of records which relate to information provided by family/friends or other professionals, the person's name, contact details, role and relationship with the child or young person is clearly recorded.

Recordings are clearly expressed and differentiate between fact and opinion. Where third-party information is recorded, its provenance is made clear.

Consideration should be given to the possibility that the child or young person may seek to access their files, whether at the time that a recording is made, or in the future.

Children and young people and foster carers must be made aware of how they can access their records.

The fostering service ensures that their carers can store information in a secure manner and understand what information they are expected to keep and what information needs to be passed to the fostering service.

15.2 Recordings are made in a timely manner

As a matter of principle and wherever possible, recordings should be made immediately after an action or event has taken place.

Information relating to urgent matters, such as behaviour management incidents, where the child or young person has sustained an injury or been reported missing should be recorded no later than 24 hours after an action or event has happened.

Where information relates to more general matters or in situations which are gradually evolving, information should be recorded no later than 72 hours after an action or event has happened.

All cases open to the service should include a case summary on the foster carer's record. This should be reviewed and updated no later than every three months.

15.3 Appropriate governance arrangements are in place in relation to recordings

There is regular and consistent management oversight of the service's operations. This includes case discussions, supervision, management decisions and authorisations. All episodes of management oversight are appropriately recorded, including any decisions and the associated rationale.

Each case includes a chronology of significant events for the fostered child or young person and separately, their foster carer/s.

When a case is transferred between staff, other professionals or teams, a transfer summary should be created.

The registered person/manager of the service ensures that the premises from which the service operates has facilities to secure the retention of records (in accordance with the Government of Jersey retention schedules) and appropriate IT safeguards.

**Standard 16.
Allegations and suspicions of harm are handled appropriately.**

What this means for foster carer/s:

Allegations, complaints or standards of care concerns are handled within identified timescales and that foster carers are provided with support during this process.

What this means to children and young people:

Children and young people in foster care are safe, feel safe and are listened to.

Children are protected from significant harm which includes abuse, neglect, and accidental harm.

16.1 The fostering service responds promptly and appropriately to any allegations, complaints or standards of care concerns it receives.

The fostering service operates a procedure on how it deals with allegations, complaints and standards of care concerns. This should be freely available to foster carer/s, Children's Social Care staff and other stakeholders.

All foster carers, fostering service staff and volunteers understand what they must do if they receive an allegation, complaint or standards of care concern or have suspicions that a person may have:

- behaved in a way that has, or may have, harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates he or she is unsuitable to work with children.

The fostering service ensures in consultation with the Jersey Designated Officer and other professionals that the required actions are taken or have been taken, in any situation of which it becomes aware.

The fostering Service should provide mandatory training for all foster carers and fostering service staff in this respect.

The fostering service has a designated person/s, who is a senior manager, responsible for managing allegations, complaints, and standards of care concerns. The designated person/s has responsibility for liaising with the Jersey Designated Officer (JDO), initially to consider if the allegation, complaint or standard of care concern meets threshold for the JDO involvement. The fostering service is responsible for keeping the subject of the allegation informed of progress during and after the investigation and provide them with on-going support through the process.

A clear and comprehensive summary of any allegations made against a particular member of the fostering household, or staff member, including details of how the allegation was followed up and resolved, a record of any action taken, and the decisions reached, will be maintained. A copy is provided to the person/s the allegation or complaint has been made as soon as the investigation is concluded. The information is retained (in line with the Government of Jersey retention schedules) on the confidential file, even after someone leaves the organisation (or are deregistered as foster carers).

As soon as possible after an investigation into a foster carer is concluded, their approval as suitable to foster will be reviewed and consideration given to presenting the foster carers to the Fostering Panel for this review. The fostering service will operate a clear policy framework which outlines the circumstances in which an approved foster carer for the provider should be removed from the foster carer register, in the interests of the safety or welfare of children and young people. This policy framework will be made available to foster carers.

Investigations into allegations or suspicions of harm will be handled fairly, quickly, and consistently in a way that provides effective protection for the child or young person, and at the same time supports the person who is the subject of the allegation. The service may deem that a fostered child or young person should be removed from the care of their foster carer/s whilst the investigation is being completed.

The fostering service will ensure that a clear distinction is made between investigation into allegations of harm, complaints, and discussions over standards of care. Investigations which find no evidence of harm should not become procedures looking into poor standards of care, these should be treated separately.

There will be written guidance for foster carers and staff, which makes clear how they will be supported during an investigation into an allegation including payment of allowance and any fee paid to foster carers while investigations are ongoing.

During an investigation, the fostering service ensures additional support, which is independent of the fostering service is available to the person subject to the allegation and, where this is a foster carer, to their wider household, to provide: information and advice about the process; emotional support, and, if needed, mediation between the foster carer and the fostering service.

**Standard 17.
Family and friends as foster carers (known as connected person foster carers).**

What this means to connected person foster carers:

Connected person foster carer/s receive the support they require to meet the needs of the children or young people placed in their care and protect them from further harm.

That connected person foster carer/s are not treated differently from general foster carers.

What this means to children and young people:

Children and young people in foster care are provided with an opportunity to live with family or friends, which is often a better alternative if it is safe to do so.

17.1 The service recognises the responsibility to assess prospective connected person foster carer/s in the first instance prior to being placed with approved foster carers.

The service has in place procedures that social worker and supervising social workers can access in regard to assessing prospective connected person foster carers in the first instance if a child or young person cannot remain in the care of their birth parent/s or other carer/s with parental responsibility.

As part of any assessment process, the decision maker considers the need, wishes and feelings of the child or young person and the capacity of the prospective carer/s to meet these. The assessment process must also consider the history of prospective carer/s, including any convictions/police intelligence or they are known to children's social care and in what capacity.

17.2 Prospective connected person foster carer/s are provided with information about the assessment process and information about the children or young people, so they:

- know what will be expected of them.
- know what support they will be provided with during and post the assessment process.
- know how particular issues with birth family will be managed.
- understand the behavioural, social, emotional and academic needs of the children or young people they may be caring for.
- know how the length of the placement, the age and gender of the child or young person.
- understand their rights in respect of being treated equally alongside general approved foster carers.
- know what access to training they will be provided with and what training is mandatory.

17.3 The service considers the prospective connected person foster carer/s needs and circumstances.

The child or young person's introduction to the connected person fostering placement considers the changing role of their relationship with their new carer/s. The prospective carer/s will be provided with support they need to manage the transition of the child or young person into their care.

Connected person foster carer/s may require some services or training to be delivered in a different way, but there should be equity of provision and entitlement. The training offer of the service to prospective connected person carer/s addresses their particular needs and circumstances.

Connected person foster carer/s have access to support groups that meet their particular needs, which may differ from general fostering.

17.4 Connected person foster carer/s are subject to the same approval process as general foster carers and receive the same levels of supervision and support.

The Children's (Placement) (Jersey) Regulations 2005 require where children or young people placed with prospective connected person foster carer/s that the assessment of those carers is completed within 12 weeks of the date that the placement commenced. The service must have procedures in place that recognises this timeframe and the importance of approval via the fostering panel and ADM process.

If the ADM decision is not in place at this 12-week stage, the placement becomes 'unregulated'. The foster service will have a procedure on how to address such situations.

As with general foster carers, family and friend foster carers are still subject to supervision at minimum six weekly intervals for the first year of the placement and subject to agreement with the carer/s can be three-monthly if deemed appropriate by the Service.

Family and friend foster carers are also subject to the same annual review process as general foster carers.

Standard 18.

The provision of Specialist Short Break (SSB) foster carers for children and young people with complex needs

What this means for specialist short break foster carer/s:

SSB fostering is recognised in its own right as a specialist service for children and young people with complex needs, resulting in different processes and support that needs to be adopted to ensure that arrangements are successful for the children, young people and their families.

What this means to children and young people and their families:

SSB carers are identified and matched who have the necessary skills, competencies, and commitment to provide high quality short breaks for children and young people.

SSB foster care provides children and young people with an opportunity to spend time away from their primary carers. They can take part in a range of fun activities. They can develop their independence, emotional resilience, and confidence.

SSB foster care recognises the parents remain the main carers for the child.

18.1 Where a fostering service provides short-term breaks for children in foster care, they have procedures implemented in practice, to meet the needs of particular children and young people receiving short-term breaks.

The procedure must reflect the following and not limited to:

- the difference between general and SSB fostering.
- how the enquiry, training and assessment process differs from general fostering.
- the difference in SSB's that take place in the community or in a SSB foster carer/s home.
- how transition plans will be managed in terms of getting to know the child or young person and their family.
- what specialist training SSB carers will be required to undertake.
- the importance of the child or young person care support plan and risk assessment in the planning process of a SSB arrangement.
- arrangements in place for delegated authority.
- the allowances that SSB foster carers can claim.

SSB foster carers will follow the same supervision, support, and annual review processes as general foster carers. They are all subject to the same multi-agency responses in respect of allegation, complaints, and standards of care concerns.

SSB foster carer are subjected the same mandatory training requirement of the fostering service, including record keeping, which will be recorded on the child or young person's electronic file. The same conditions in respect of access to records apply with this document.

Appendix 1

List of Policies

Below is a list of policies and procedures associated with the Standards. It is not an exhaustive list and some may not be appropriate to all settings.

Absence of the manager
Access to personal files and other records
Accessibility
Accidents – reporting, recording and notification
Accounting and financial arrangements
Administration of finance (petty cash) and allowances
Admission, Discharge/transition from the service
Alcohol, drugs and misuse of substances
Anti-bullying
Assessment
Child Sexual Exploitation
Complaints and representations
Confidentiality
Countering racism and discrimination
Criminal Exploitation and gangs
E-Safety
Equality and diversity
Fire safety
First aid
Food Hygiene and nutrition
Gender, sexuality and personal relationships
Harassment
Health and safety
Infection control
Information sharing
Inspections
Insurance
Involving children/young people in decisions making
Managing allegations
Management of records
Managing behaviour, aggression, and violence
Medication guidance (dispensing)
Children missing from care
Notification of events
On-call arrangements
Placement planning and delegated authority
Preventing extremism and radicalisation
Promoting the health and wellbeing of children looked after
Quality improvement
Recording and record keeping
Responding to allegations or suspicions of abuse
Reviews
Risk management
Safe and healthy working practices
Safeguarding
Safe recruitment

Self-harm policy
Smoking
Staff absent from work
Staff contact with children/young people
Staff disciplinary/grievance procedures
Staff induction
Staffing the service
Staff meetings
Staff supervision and appraisal
Staff training and development
Supervision of staff
Visitors
Whistleblowing
Working with parents, family members and significant others
Young Person's guide

1. Identification and Right to Work in Jersey

Before employing a successful candidate, an employer will check photographic identification, proof of address and residential and employment status in line with the requirements of the Control of Housing and Work (Jersey) Law 2012.

Employers will:

- Check the candidates' Registration Card is in date
- Check photographic identification (i.e. passport/driving license)
- Take a photocopy of the Registration Card and photographic identification
- Return the Registration Card to the applicant.

2. References

Reference requests will seek objective and factual information which will be used to support appointment decisions.

Organisations will seek the necessary written references to validate a minimum period of three consecutive years of continuous employment or training immediately prior to the application being made. The number and type of references obtained for each candidate may vary slightly, depending on whether the individual has held employment or has studied for a consecutive period of three years and/or how many episodes of employment or training they may have had during this time.

In all cases a minimum of two references will be requested directly from referees and not through a third party or the candidate themselves; references addressed to 'whom it may concern' will not be accepted.

One of the references must be the candidate's current or most recent employer and there must be a reference from their last care role if they are not currently working in a care role but have done previously.

Organisations will need to satisfy themselves that both referee and organisation are genuine, and references are provided by someone in a more senior position to the candidate. Where there is any concern or discrepancy in a reference received, a follow up phone call to the referee should take place to verify the referee's identity and clarify the contents of the reference received. A record of the discussion should be kept.

There is no legal obligation to provide references, however, the Regulation of Care (Standards and Requirements) (Jersey) Regulations 2018 states that "a registered person must share information with other registered persons, regulatory bodies and law enforcement agencies where to do so would assist in safeguarding care receivers from harm" (11(2)). It is expected that all registered persons recognise the importance of providing references and will as a minimum provide the information outlined in the example below:

Confirmation of employment request		
(To be used after a conditional offer of employment – sickness absence included)		
Name of applicant		
Date of birth		
Please confirm employment dates	From:	To:
Please confirm the applicant's current/most recent job title and grade if appropriate		
Please confirm the applicant's reason for leaving (if known)		
Please detail how many days sickness the applicant had over the past two years and in how many episodes	Number of days	Number of episodes
Are there any current warnings on the applicant's record?	Yes / No (please delete as necessary)	
If yes, please provide details		
Is the applicant currently under investigation for any matter under any of your employment policies?	Yes / No (please delete as necessary)	
If yes, please provide details:		
Are you aware of any allegations that were made against the applicant that relate to any safeguarding issues/referrals (including any referrals to DBS/professional or regulatory bodies)?	Yes / No (please delete as necessary)	
If yes, please provide details:		
The answers given above have been provided in good faith and are correct to the best of my knowledge and belief.		
Referee name (Please print):		
Referee job title:		
Organisation:		
Contact details:	Email:	Telephone:
Signature	Date:	

Failure to share information with other registered persons, regulatory bodies and law enforcement agencies where to do so would assist in safeguarding care receivers from harm will be an offence which if prosecuted and convicted, the registered person would be liable to a fine of up to £50,000.

The Jersey Care Commission recognises that there may be circumstances where gathering references may be difficult for example for school leavers or people returning to work after a long period away from the workplace. In these situations, the Jersey Care Commission will expect to see evidence that organisations have done all that they can to ensure that the applicant is fit and suitable for the role by other methods which may include a character reference from a professional person, evidence of a higher level of supervision prior to assessment of competence or other verification of what the person has been doing.

3. Verification of Qualifications and Professional Registration

The candidate should be asked to provide proof of qualifications at interview. Only original certificates should be accepted, and copies must be kept in personnel files. If there is any uncertainty about the validity of any documentation, then it should be checked with the awarding or registering body.

If a candidate has claimed that they are registered with a professional or regulatory body (i.e., Social Work England etc.) then their registration must be checked through the relevant local and national employer checking service. Registration checks must be undertaken, even if the registration is not required for the role.

4. Criminal Records and Barring Lists Checks

Candidates must not have any contact with people receiving care or support or have access to their personal information or data prior to the completion of all employment checks including receipt of the relevant criminal records and barring lists check. Unless the candidate has subscribed to the online DBS update service, then a new DBS check must be carried out by any new employer regardless of the date of any previous certificate applied for by another employer.

For candidates who have lived in or are from overseas, the application process for criminal record checks or 'Certificates of Good Character' varies from country to country. Further information is available from the UK Home Office website. www.gov.uk.

It is an offence under the Regulation of Care (Jersey) Law 2014 to employ a person who:

- Has been sentenced to a term of imprisonment (whether immediate or suspended), without the option of paying a fine; and is, in the reasonable opinion of the registered manager of the regulated activity unsuitable to work in that regulated activity or
- Appears on the barred list or has been convicted of an offence against a care receiver in any jurisdiction if the conduct would be an offence in Jersey.

If the DBS certificate reveals information that the applicant did not provide on their application, then the discrepancies should be raised with the person concerned to establish why it was not disclosed.

Information provided on a criminal record check is confidential and it is an offence for DBS information to be passed to anyone who does not need it in the course of their duties.

Where confirmation of a clear DBS check cannot be viewed online (from an online DBS checking service), copies of DBS certificates should be kept in a locked cabinet separately from personnel files for viewing by the Jersey Care Commission. The Jersey Care Commission shall provide confirmation that the certificate has been viewed. This confirmation which will not detail any sensitive information may then be kept in the care/support worker's personnel file and the copy of the original DBS certificate can be returned or destroyed.

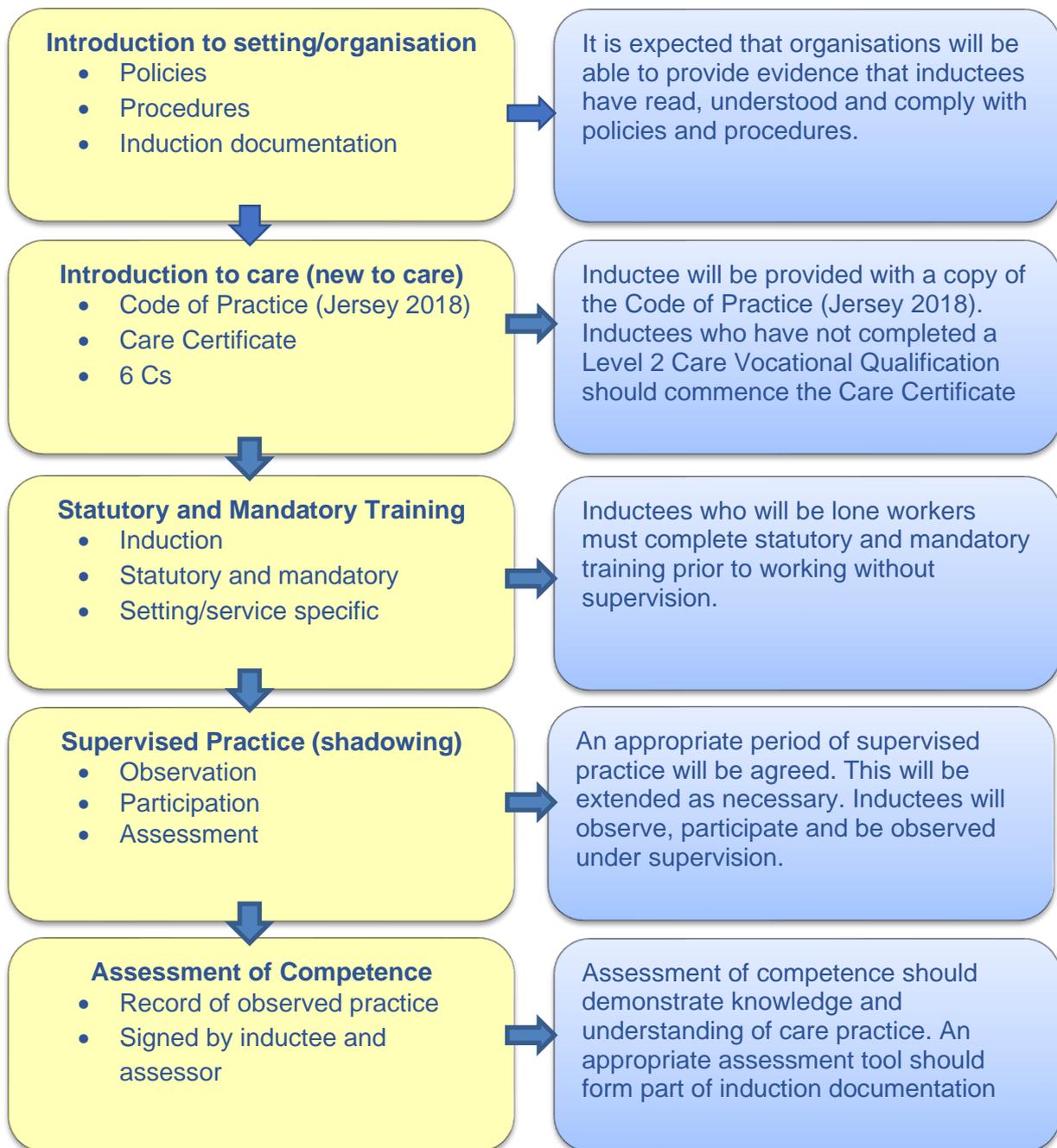
DBS checks should be undertaken at least every three years, or more frequently as part of an organisations or individual risk assessment.

Safer recruitment checks may highlight information which requires further scrutiny and consideration, for example criminal convictions or restrictions on an individual registration status (regulatory or professional body). Organisations should have established risk assessment processes in place to determine whether the applicant is suitable for the post.

Contracts of employment must include the employee's duty to declare any:

- Charges
- Convictions
- Professional registration changes or restrictions.

Appendix 3 Induction Program Requirements for Care/Support Workers



Appendix 4 Minimum Statutory and Mandatory Training Requirements

Registered persons will identify mandatory training requirements based upon the needs of the children/young people who are cared for. This will be in line with the written Statement of Purpose.

Statutory and mandatory training (All care/support workers)		Location/person/risk specific
Health and Safety	Moving and Handling	Learning disabilities
Communication	Fire safety	Mental Health
Equality, diversity and human rights	Emergency response	Capacity and Self Determination (age 16+)
Learning disabilities, mental health	Infection control	United Nations Convention on the Rights of the Child
Data Protection	Safeguarding	End of life care
Food Hygiene	Child development	Conflict resolution

Location/person/risk specific training requirements are dependent on the needs of the children/young people accommodated.

Whilst basic learning disabilities and mental health training is mandatory for all care/support workers in children's residential settings (and covered in the Care Certificate), additional specialised training is required for care/support workers who directly care or support children/young people with learning disabilities and/or mental health issues or end of life care.

This additional training should be at the appropriate level identified through local or national guidance (e.g., Gold Standards Framework, Skills for Health Core Skills Education and Training Frameworks).

Appendix 5

Notifiable Events

Regulation 21 (Regulation of Care (Standards and Requirements) (Jersey) Regulations 2018) requires that a registered person must notify the Jersey Care Commission of such accidents or other events that have posed or may pose a risk of harm to care receivers as the Commission may specify in such manner as the Commission may specify.

Below is a list of events/occurrences which will require notification (this list is not exhaustive). The term incident is used to refer to incidents, accidents and near misses.

- Any incident where harm has occurred.
- Any incident where medical attention was sought.
- Any incident which affects people's well-being e.g., fire, theft, burglary, interruption of power/heat etc.
- Safeguarding/child protection referrals/concerns
- Absconding
- Notification of termination of accommodation
- Infectious diseases
- All pressure ulcers grade 2 and above (please supply body map) and a separate notification of a deterioration of any previously notified pressure ulcer.
- Referral of employee/volunteer to police or Regulatory Body
- Restrictive physical intervention (The Jersey Care Commission will be notified of any use of restrictive physical intervention which was found to be unlawful or not in the best interest of the person or where harm occurred).
- Authorisation of Significant Restriction of Liberty
- Death

Notification of Incidents Form

Regulation 21: Notification of incidents, accidents and other events.

Please complete the form below and email to: notifications@carecommission.je within 2 working days of the incident.

Information about the Registered Care Service			
Registered Provider: (Name and Address)	Registered Manager: (Name and Address)	Location of incident: (Address)	
Information about the person(s) affected by the incident			
Name:	Address:	Telephone:	Email:
Care receiver <input type="checkbox"/>	Care/support worker <input type="checkbox"/>	Volunteer <input type="checkbox"/>	Other (please state) <input type="checkbox"/>
Information about the incident			
Date of incident:	Time of incident:	Location of incident:	
Description of the incident:			
Were there any witnesses to the incident? If yes provide names and contact details:			
Was the person injured? If so, describe the injury:			
Was medical treatment provided? Please state where and who by:			
Has any action been taken following incident: (if an investigation is taking place, please state so and send report when complete)?			
Name and role of person submitting notification:			
Signature:		Date completed:	

Notification of Death

Regulation 21: Notification of incidents, accidents and other events.

Please complete the form below and email to: notifications@carecommission.je within 2 working days of the death.

Information about the Registered Care Service		
Registered Provider: (Name and Address)	Registered Manager: (Name)	
Information about the person		
Name:	Date of birth:	Age:
Date of admission:	Date of death:	Time of death:
Was the death expected? Yes/No	Circumstances of death:	
Place of death:	Nursing care bed <input type="checkbox"/> Personal care bed <input type="checkbox"/> Personal support bed <input type="checkbox"/>	
Where death occurred in hospital, date of admission:		
Name and role of person submitting notification of death:		
Signature:	Date completed:	

Information and documents which must be made available at all times to the Jersey Care Commission:

General requirements:

- Statement of purpose
- Children's guide
- Policies and procedures
- Staff contingent
- Quality assurance/service reports.
- Feedback and complaints (including outcomes and actions taken).
- Insurance certificates.
- Meeting agendas and minutes (staff/care receivers/relatives etc.).
- Visitor's register
- Recordings of all referrals, initial assessments, support plans etc

Care receiver records

- Assessments (including risk assessments)
- Referral information including care plans and assessments from health and social care professionals.
- Personal plans (care plans, risk management plans etc.)
- Record sheets
- Written agreements/contracts
- Behaviour Management Incidents register

Staff records

- Application information
- Job descriptions/person specifications
- Interview records/candidate assessment
- Identification/social security registration information
- References
- Criminal records and barring lists checks
- Risk assessments
- Qualifications and training certificates
- File notes including any disciplinary or grievance information
- Competency assessments
- Supervision records
- Appraisal records
- Contract of employment
- Absence/sickness/leave

Health and safety records

- Incident/accident/near miss reports and investigations
- Safeguarding alerts/investigation/reports
- Risk assessments