

# Wirral Fostering Service

Long Term Fostering Competences Report

**IT TAKES A BIG HEART TO  
FOSTER**



These competences are to be used in pre-approval (as part of the Form F) and post approval when applying for long term as part of a foster carer/s approval (for both Fostering Panel and Permanency Panel).

For pre-approval the Assessor can either complete a separate Long Term Competence Report using this template OR highlight the page and paragraph within the Form F where the evidence is clearly stated.

For post approval the Supervising Social Worker must use this template.

<b>Applicants/Carers Name:</b>
<b>Assessor/Supervising Social Worker:</b>
<b>Fostering/Permanency Panel Date:</b>

If this report is being written in regards to a specific child/ren please input their details:

<b>Child 1:</b>		D.O.B.
<b>Child 2:</b>		D.O.B.
<b>Child 3:</b>		D.O.B.

## 1. Motivation and Expectations

*(Pre-approval: can be included in 'What are the reasons the applicant/s is/are applying to foster? Why is now a good time to foster? and / or 'What are the applicant's expectations about fostering children and are these realistic' sections in the Form F)*

<b>What is the applicant's/carers motivation to offer long term fostering?</b>
<b>What reasons have led them to this decision?</b>
<b>Why do they feel now is the right time?</b>
<b>What is their understanding of long term fostering and duration of caring for the child? (i.e. caring for a child until age 18 and beyond, 'Staying Put Policy')</b>
<b>What is their understanding of the differences between long term fostering and short term fostering?</b>

What are their expectations of long term fostering (including support etc)?

Are other household members (i.e. birth children) and wider family members supportive of this decision (the importance of this as child will become permanent member of their family)?

## 2. Promoting Identity

*(can be including in 'Evidence how they have addressed issues of diversity in their lives. How will they promote the child's cultural and religious heritage' of the Form F)*

What are the applicants/carers understanding of promoting identity both within the child's own birth family and within their family?

How will they support a child in this area and manage possible divided loyalties?

Identity needs will change over time and during childhood, adolescence, and early adulthood. What is the applicants/carers understanding of this and impact of wider influences (i.e. peer group, siblings, any other influential figures).

Consider areas of diversity (including religion and sexuality) – how would the applicant/carer propose to support future choices a child might make in these areas?

Do they perceive any difficulties with this and what support might the carers require?

## 3. Promoting and Supporting Contact

*(Can be included in 'How will they manage issues of contact and working with birth families? Would there be any restrictions on these' section of the Form F)*

How will applicants/carers promote and support contact?

Contact levels can change as children mature and in accordance to their needs (i.e. increase, decrease, contact re-introduced with family member, indirect contact) what are the applicants/carers views around this?

If a situation arose whereby the carer had differing views around the level and/or benefits of contact how would they manage this?

If deemed safe and appropriate for carer's to facilitate contact between family members and child, are there any concerns they might have?

**How do applicants/carers view their role in working with birth families?**

**How do the applicants/carers perceive to manage any difficulties with contact (i.e. their own concerns, or concerns presented by child)?**

#### **4. Promoting Resilience**

*(Can be included in 'Family of Origin Section' of the Form F)*

**Discuss applicants/carers own understanding of resilience and how they promote/intend to promote this for children**

**Explore what can impact on resilience (risk factors) and what can promote this (protective factors) for children**

**Examples of how resilience can be promoted**

**Explore applicants/carers own levels of resilience through discussing their coping strategies, how they deal with stress/difficulties, use of support network/agency support etc.**

#### **5. Understanding and Managing Behaviour**

*(can be included in 'What experiences of caring for children have prepared the applicant/s to become foster carers? In what ways are those experiences indicative of how they might parent a fostered child' or 'What are the applicant's expectations about fostering children and are these realistic? How will they manage the competing demands and priorities of children placed?' section of the Form F Part)*

**What do applicants/carers view as important elements in managing/promoting positive behaviour i.e. providing routines and boundaries?**

**Are there any behaviours they could not manage – matching considerations**

**How do/would they offer praise etc?**

**How do/would they manage any undesirable behaviours?**

**In the longer term how might they manage teenage related matters – exploration with smoking, alcohol, drugs, sexual activity etc?**

**Are there any other behaviours they might find difficulty managing and what is their understanding around why children might display these behaviours i.e. telling lies, stealing, sexualised behaviour or language, self harming?**

**What support might they need?**

## **6. Life Story Work**

*(can be included in What are the applicant's expectations about fostering children and are these realistic' or 'How will they manage issues of contact and working with birth families? Would there be any restrictions on these' sections in the Form F)*

**What are the applicants/carers understanding of Life Story Work?**

**How do they see their role within this?**

**How will they contribute to this ongoing role?**

**Is there any information they would find difficult sharing and what support might they need with this?**

## **7. Promoting Life Skills for Independence**

*(can be included in What are the applicant's expectations about fostering children and are these realistic' section in the Form F)*

**How do the applicants/carers perceive to promote skills for independence and when do they see their role within this beginning?**

**What is their understanding of the skills required for independence?**

**What ideas do they have in supporting a child/young person in these areas?**

**What else do they see being involved in this role?**

**Do they perceive any difficulties in these areas and what support/guidance might they need?**

**Discuss what the 'Staying Put Policy' is and foster carers role within this**

## 8. Supporting Future Life Choices

*(Can be included in; What are the applicant's expectations about fostering children and are these realistic' or 'What experiences of caring for children have prepared the applicant/s to become foster carers? In what ways are those experiences indicative of how they might parent a fostered child' section in the Form F)*

**How will applicants/carers support the future life choices a young person makes in relation to education, how do they see their role in this?**

**How will applicants/carers support the future life choices a young person makes in relation to employment, how do they see their role in this?**

**How do the applicants/carers perceive managing a situation whereby they do not agree with the young person's choices in these areas?**

**How would applicants/carers support a young person who is finding it difficult in planning their future choices in education or employment?**

**How would the applicants/carers perceive to manage a situation whereby a young person has no plans following leaving school – to either continue with education or find employment?**

**Do they have any expectations of a young person around these areas?**

**Are there any future life choices a young person might make which the applicants / carers would find difficult? (areas might include personal relationships, contact).**

**How do they see their role whereby a young person might plan to live independently prior to 18?**

**When a young person does leave their care, how do they see their role? (i.e. is this is a continued practical and emotionally supportive role).**

**Refer again to the 'Staying Put Policy' and the carer's role in this.**

### Summary and Conclusion

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<b>Assessor/Supervising Social Worker Signature:</b>	<b>Date:</b>
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<b>Fostering Team Manager Signature:</b>	<b>Date:</b>
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## **Suggested questions for birth children living at home/independently**

The Assessor/Supervising Social Worker does not need to answer these questions; they are suggested questions which should be used as part of the above assessment.

The suggested questions for birth children living at home will very much depend on their age. There might be other questions you wish to ask which are of relevance to the assessment; therefore the following provides some suggestions only. For birth children in their teenage years, some questions from the next section (adult birth children) might apply.

### **Questions for new applicants birth children**

- What do you think long term fostering means?
- What are your views on having a child or young person live with you long term?
- Do you have any worries about this?
- Do you have any questions about this?
- Who would you talk to if you were worried about anything?
- Is there anything about fostering that would cause you upset i.e. particular behaviours children might display towards you or your parent/s etc.?
- How do you think you might respond if this happened?
- What might be the impact on yourself and your own family of your parents offering long term fostering i.e. are there any concerns or matching considerations?
- Do you have any views on the age of a child, gender, number, for long term fostering?
- What do you think a child or young person will enjoy about living with your family long term?
- How do you see your role in fostering?
- Any final comments?

### **Suggested questions for adult birth children of new applicants living in the home or independently**

- What support will you provide to your parent/s in respect of fostering i.e. significant emotional or practical support, or both? Can you give some examples?
- Do you see this support to continue in the longer term?
- Is there anything about fostering that would cause you upset? I.e. particular behaviours children might display towards parent/s etc?
- What, if any, will be the impact on yourself and your own family of your parents offering long term fostering i.e. if adult birth children have younger children are there any concerns or matching considerations?
- What is your understanding of the duration of a long term foster placement?
- What are your views on your parent/s wish to offer long term fostering?
- Do you have any reservations, if so what are these and why?
- What do you see as your parent/s potential strengths as prospective long term foster carer/s?
- Do you see any weaknesses in this role?
- Can you foresee any situation that might lead to a child or young person needing to move on from your parent/s care (disruption)?
- How do you think your parent/s can support young people in developing/learning the skills required for living independently?
- Do you see yourself to have any role in supporting young people to gain these skills?
- Any final comments?