

Form FR

FR-A: SUPERVISING SOCIAL WORKER REPORT

Foster carers

Name		Date of birth (and age)	Address
1	Foster Carer	██████████	██████████
2	N/A		
Reference number		Protocol Reference: ██████████	
Supervising social worker		██████████	

Foster carer's own children (under 18) in the household – None

Other adults in the household

Name	Date of birth (and age)	Relationship to carer(s)
██████████	██████████	Daughter

Terms of approval

Current terms of approval	One child, 0 -18, with a preference of 11-18, short term.
Proposed changes in the approval terms	None
Information on skills level or banding of carer/s where these exist	Level two
<i>Note: Foster carers who have met the progression criteria are entitled to receive level 3 fees.</i>	

Key information

	Carer 1
Ethnicity	White British
Religion (practising/non-practising)	Church of England (Non-Practising)
Language(s) spoken	English

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	Carer 1
Employment details (days and hours worked)	Head of [REDACTED] Department at [REDACTED] [REDACTED], Coventry Term Time 8 – 4pm
Are the foster carer/s child-minding? N/A	
If yes, please provide details	

Children currently in placement

	Child 1
Name	Child D
Date of birth (and age)	[REDACTED]
Ethnicity	White British
Placement type	Regular respite
Date placed	12/02/2021 (first occasion) 26/02/2021
Placing authority (if appropriate)	Coventry

Placements that ended since last review

	Child 1	Child 2	Child 3
Name	Child A	Child B	Child C
Date of birth (and age)	[REDACTED]	[REDACTED]	[REDACTED]
Ethnicity	White British	Afghan	Any other black background
Placement type	Time-Limited	Respite	Emergency/time limited

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Date placed	02/05/2020	25/01/2021	05/02/2021
Date placement ended	18/01/2021	28/01/2021	09/02/2021
Placing authority (if appropriate)	Coventry	Coventry	Coventry
Reason placement ended	The relationship between Child A and Foster Carer had broken down. Child A was not happy and wanted to move and Foster Carer gave notice to end the placement. In January 2021 Child A went into the Throughcare training flat in and due to the success, moved straight to supported accommodation.	Child B was missing from his foster placement. Foster Carer was identified as a foster placement for Child B to be taken to if he was located. This was only a very short foster placement as it had been planned that he would move to supported accommodation on 28/01/2021.	Emergency placement – Child C left and went to her Nan’s house where it was agreed she could stay.

Foster children’s views

Are foster children’s views (Form FR-D) provided for all these children (subject to age and understanding)?	No – only Child A
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Child A indicated in his feedback that he felt lonely and left out. He could not think about anything he enjoyed about living with Foster Carer. Child A was not able to think of a time when Foster Carer supported him with anything. The only benefit that Child A felt that he had from living with Foster Carer, is that he was able to put into practice walking away from situations when he has felt himself getting angry or annoyed. Child A felt that the situation with his foster carer could have been improved if there was more interaction between himself and the foster carer, more ability to have positive interactions with the foster carer and a better understanding of

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each other. Child A felt the foster carer lacked empathy and did not really show any interest in him or his hobbies.

Placing authority/children's social worker's views

Are children's social worker's views (Form FR-E) provided for all these children?	No
If not, please explain why, and what efforts were made to seek these views in relation to each child's placement	Feedback has been provided by [REDACTED], Child A's social worker. Feedback has been provided by [REDACTED], Child C's social worker.
<i>When undertaking a review, Regulation 28(3)(b) requires the fostering service to take into account the views of the placing authority for any child placed within the preceding year.</i>	

Feed back also received from Child A's IRO, [REDACTED] and from Child A's school.

Fostering review history

Date of initial approval	22/02/2019	
Date of last fostering panel	19/08/2020 – update report	
Date last review was completed	26/02/2020	
Reason for this review	Initial review	
	12 monthly review	X
	Change of circumstances	
	Allegation or complaint	
	Request to change approval	

Disclosure and Barring checks (foster carers/adult household members)

<i>Coventry's requirements are laid out in our Review and Termination of Foster Carer Approval Policy- DBS to be repeated at least every three years.</i>	Name	Date of check	Outcome
	Foster Carer	20/10/2018	Satisfactory
	[REDACTED]	18/01/2019	Satisfactory

Disclosure and Barring Service checks (non-household members)

Disclosure and Barring checks	Name	Date of check
<i>Disclosure and Barring</i>	[REDACTED]	17/01/2019 Satisfactory

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Service checks on non-household members will be repeated at least once every three years.	[REDACTED]	17/01/2019 Satisfactory
	[REDACTED]	17/01/2019 Satisfactory

Local authority checks (foster carers/adult household members)

Coventry's requirements are laid out in our Review and Termination of Foster Carer Approval Policy . Local Authority Children's Services checks on foster carers will be repeated every three years where the foster carer lives outside of Coventry.	Name	Date of check
	Foster Carer – lives in Coventry	05/09/2018

Medical checks

Coventry's requirements are laid out in our Review and Termination of Foster Carer Approval Policy Health (AH2) updates every two years	Foster carer 1	
	Date of last AH1 or AH2 health report	
	19/08/2021	
	Medical adviser comments	
	Remains in excellent health Has a skin condition, long term, and awaits treatment in September Not on any medication Non-smoker, occasional alcohol No change in BMI Fit to continue fostering	
Additional health/medical information		
Foster Carer shared through supervision that she applied the topical cream in September for her skin condition (DSAP) but it didn't appear to work so she did not continue with the treatment on other parts of her body. She will seek advice through follow up appointments with the consultant.		

Other checks or reports - None

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<i>written family safer caring policy, but TSD 6.2(d) requires foster carers to 'develop and maintain safer caring guidelines for you and your household'.</i>	Was this reviewed after the latest placement?	Yes it was reviewed after Child A was placed with Foster Carer and then again as part of this review.
	Any actions required?	.
	Detail any outstanding actions with target completion dates	N/A

Pets

<i>There is no specific legal guidance about fostering and pets, but fostering services will likely have a policy that should be referred to.</i>	Are there pets in the fostering household?	Yes – one cat
	Have any new pets joined the household in the review period? If yes, Please attach the assessment report.	No
	Have assessments been completed on all pets in the household?	Yes – updated on 02/02/2021
	Have you seen child/ren with the pet?	Yes – no concerns

Smoking

<i>There is no specific legal guidance about fostering and smoking, but fostering services should have a policy that should be referred to.</i> <i>Coventry 's expectations around foster carers and smoking are outlined in the Foster Carers Handbook</i>	Are there smokers in the fostering household?	No
	Has a smoking agreement been completed or has smoking been addressed in Health and Safety.	Addressed in health and safety check.

Supervision arrangements

Date of foster care agreement <i>(This form to be discussed and signed at every Carer Review or after any changes of approval)</i>	04/02/2021
Date of supervision agreement	04/02/2020
Dates of supervising social worker visits since the last foster home review	

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<p><i>Newly approved foster carers</i> <i>Fortnightly visit up until 4 months post approval</i></p> <p><i>Established foster carers</i></p> <p><i>Time-limited Foster carers visit every 4 / 6 weeks</i></p> <p><i>Long-term foster carers visit every 3 months</i></p> <p><i>Respite foster carers visit every 3 months</i></p> <p><i>Specialist Foster carers visit every 4 weeks</i></p>	<p><u>Carer 1</u></p>
	11/02/2020
	18/02/2020 – supervision visit (face to face)
	14/04/2020 – supervision visit (virtual)
	20/04/2020 – door step visit (face to face)
	30/04/2020 – door step visit (face to face)
	04/05/2020 – door step visit to drop off TSD for amendments (face to face)
	12/05/2020 – supervision visit (virtual)
	11/06/2020 – supervision visit (virtual)
	15/06/2020 – dropping off completed TSD and certificate (face to face)
	17/07/2020 – supervision visit (virtual)
	13/08/2020 – supervision visit (virtual – but took place in Foster Carer’s car due to her having to take the car to the garage)
	21/09/2020 – supervision visit (face to face)
	02/11/2020 – supervision visit (virtual – Foster Carer was at her daughter’s house)
	08/12/2020 – supervision visit (virtual)
15/01/2021 – supervision visit (virtual)	
09/02/2021 – supervision visit (virtual)	
<p>Does this comply with the supervision agreement?</p>	<p>No</p>
<p>If no, provide reasons</p>	<p>There is a gap of more that 4- 6 weeks between the supervision on the 18/02/2020 and 14/04/2020. This was due to the outcome from panel and awaiting the agency decision maker, who overturned the panel recommendation of de-registration.</p>

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Changes of supervising social worker or periods unallocated since last foster home review	None
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Allegations (for the last 3 years)

Date	Allegation	Summary of outcome
30/07/19	<p>29/07/19 - Self – reported incident outside of Foster Carer’s home, which Child E witnessed. Foster Carer was assaulted by the friends of a neighbour, following an altercation with her neighbour and her son, which Foster Carer posted about on social media. Foster Carer reported the incident to the police, who investigated and have now closed the case.</p> <p>30/07/19 – anonymous referral to Childrens Services: There has been numerous occasions in the street where Foster Carer chases after a boy and screams at him in the street videoing him and posting it on social media calling him a drug dealer and also Child E videoed this too, she said she has done this numerous occasions and was also screaming at another lady in the street on Friday late at night. This woman was reporting this as she thinks it’s inappropriate to put this all-over social media.</p>	<p>Referral to the LADO on 30/07/19. LADO outcome on 08/08/19: Foster Carer was a victim in all of the police reports, and it has been recorded as a neighbour dispute. There is no suggestion that she instigated any of the disputes, there is no police action against her. LADO Advice: There is no suggestion that Foster Carer instigated any of the confrontations, but she needs to consider her position as a foster carer. It is understood that an anonymous complaint has been made against her and it is very likely that this is from the neighbours with whom she is in dispute. The Fostering team need to consider these complaints as part of the Standards of Care process and feedback the Outcome to the LADO. (Response to LADO from fostering team on 19/08/2019) There will be no need at this stage for a Positions of Trust meeting, if however, during the course of the Standards of Care Process, you find any additional information which could suggest that there may be a risk to a child then this must be brought back to the LADO for further consideration.</p>

Complaints (for the last 3 years)

(These can be written or verbal)

Date	Complaint/ compliments	Summary of outcome
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<p>03/10/19</p>	<p>Concerns raised by Child E's mother to Child E's social worker, about Foster Carer, Child E's foster carer: J■■■■ has spoken to Child E's mother this morning who has said that she has been seeing Child E for the last few days. Child E has shared with her that Foster Carer is bullying her at home. I asked what she meant by this. Child E's mother also told J■■■■ that Child E will wear make-up and Foster Carer has called her a 'slag'. Foster Carer has also reportedly been going onto Child E's mothers Facebook page and sharing this information with Child E. She referred to a particular post where the word 'Angel' was spelt 'angle' and it was reported that Foster Carer was saying that Child E's mother couldn't even spell and was trying to turn Child E against her mother. Foster Carer is also apparently trying to prevent or discourage Child E from having contact with her mother and her siblings.</p> <p>Direct work with Child E: Foster Carer said to Child E last night: -Mother is smoking cannabis and drugs, Child E said she is doing that to take away the pain, and she knows she has been doing them things. -Foster Carer said that her mother won't change and that she is who she is -Foster Carer said that Child E looks like a slag because she was wearing eye liner. Child E confirmed mother put this on her that evening when Child E went to her home. Child E said Foster Carer threw 3 wipes at her to take it off. -Foster Carer went on mother's Facebook and does often. Child E says Foster Carer tells her when she goes on this. Last night Foster Carer said mother had put a photo up of T the previous day following contact. Foster Carer said this was a photo of Child E, and called her a little angel, however Foster Carer laughed because mother spelt this as angle. Child E did not see this but seen mother this morning and asked her about it. -Foster Carer told Child E to go upstairs and she will speak to her soon, following 2 hours Foster Carer came up and down. Child E heard Foster Carer talking to her daughter ■■■■ and other people and she thinks she told her mother and dad, about what Child E did. Child E felt upset that she was talking about her. -Last night Foster Carer said that grandad is the only nice people so far that she has met, mother is not one of them, and more of a nasty person. Child E said Foster Carer has only seen them at the funeral and contact. -Foster Carer has said mother is not capable of looking after her. -If Child E has had a fall out with Foster Carer, Foster Carer will blank her and not say goodbye. This makes Child E feel very uncomfortable</p>	<p>Supervising Social Worker requested a joint visit with the social worker to address the complaint and the next steps. Dates were provided to Child E's social worker; a date was agreed but Foster Carer was on a course in Birmingham so was not able to make it in time. Further dates were provided to Child E's social worker at the point of 05.11.19 a joint visit had not been undertaken – this was not followed up by the Child's Social Worker.</p> <p>CSW made a referral for a new foster placement, although Child E did not move until 23/01/2020.</p> <p>Supervising social worker addressed the complaint with Foster Carer, including the comments that Child E had shared with her social worker – see below.</p>
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*Mother is smoking cannabis and drugs, Child E said she is doing that to take away the pain, and she knows she has been doing them things.

*Foster Carer said that her mother won't change and that she is who she is.

Foster Carer said that they did have a conversation about this as Child E had said that her mother is not doing drugs now. Foster Carer said that she might not be doing it now, but she had done it previously when Child E lived there and Child E said yes she had.

*Foster Carer said that Child E looks like a slag because she was wearing eye liner. Child E confirmed mother put this on her that evening when Child E went to her home. Child E said Foster Carer threw 3 wipes at her to take it off.

I asked Foster Carer if she had used the word slag when talking to Child E or referred to her as a slag. Foster Carer told me that she did not use this word. Foster Carer said that she did ask her to take off her make up as they were going to go out to netball practice and it wasn't appropriate to wear for netball. Foster Carer handed her three wipes to take the makeup off. Foster Carer admitted that she did say 'what do you think you look like?' and Child E just shrugged her shoulders.

*Foster Carer went on her mother's Facebook and does often. Child E says Foster Carer tells her when she goes on this. Last night Foster Carer said mother had put a photo up of T the previous day following contact. Foster Carer said this was a photo of Child E, and called her a little angel, however Foster Carer laughed because mother spelt this as angle. Child E did not see this but saw her mother this morning and asked her about it. Mother showed Child E it was a photo of T.

Foster Carer admitted that she did occasionally check Child E's mother's Facebook page as it was open. She checked it yesterday after she had realised Child E had been with her. She said that there had been photos on there, which Foster Carer thought may have been a safeguarding concern, they had been removed but that there was still a comment from her mother saying, 'my little angle'. Foster Carer said that she went to speak to Child E about this and asked if she had some photos taken with her mother. She told me that Child E said that her mother took some photos and put them on Facebook. Foster Carer said that she made a joke and said that her mother had meant to refer to her as her angel but had actually spelt it as angle and said that the pupils often did this at school so it made her laugh. I remarked that Child E felt that she was laughing at her mother. Foster Carer said that on reflection, she can see why she may have felt this but that was not her intention. Foster Carer was asked not to go on Child E's mother's Facebook page and not to share information with Child E.

*Foster Carer told Child E to go upstairs and she will speak to her soon, following 2 hours Foster Carer came up and down. Child E heard Foster Carer talking to her daughter [REDACTED] and other people and she thinks she told her mother and dad, about what Child E did. Child E felt upset that she was talking about her.

Foster Carer said that the only person she spoke to her was her daughter [REDACTED], who knows Child E. She told me that she told [REDACTED] that there had been some issues as Child E had been meeting her mother. When asked, Foster Carer said that she spoke to no one else about Child E and her mother.

*Foster Carer has taken Child E's phone and keys, Foster Carer was supposed to have netball last night but Child E thinks she didn't go because she don't trust her in the house. Though this was not said.

Foster Carer has taken Child E's phone off her, as this is what she was contacting her mother on, and also has Child E's mother's phone number. Child E had told her that she contacted her mother at school from a friend's phone so Foster Carer called [REDACTED] from school today to see if she would be able to check if this friend still had the phone number on her phone. This was to eliminate any chances of Child E being able to contact her mother again today. Foster Carer said that this evening, her parents are picking her up from school and they are going to their house for dinner hence there was no need for Child E to have her key.

*If Child E has had a fall out with Foster Carer i.e., untidy room, Child E said she is the one that has to say goodbye or a comment as Foster Carer will not talk to her, though Foster Carer will blank her and not say goodbye. This makes Child E feel very uncomfortable.

Foster Carer said that she and Child E have rarely fallen out or had arguments. She said that most of the frustrations are around Child E not telling the truth, lying about silly things that she doesn't even have to lie about, i.e.; having something to eat when she comes in from school. Foster Carer said that she has tried to explain that she doesn't need to lie and she is ok to help herself to food. At other times Foster Carer said that she has had to ask Child E to go upstairs and tidy her room as it has been in a state. She admits that there may be times when she comes down for a drink or to watch TV and they don't talk to each other but she always makes sure she talks to her for instance when she drops her off to the bus stop or when she wakes up. She said that for instance she reminded Child E that she was going to her parents this evening when she dropped her off at school when they both come downstairs in the morning, she will ask Child E to get herself some breakfast

<p>28/10/19</p>	<p>Email from Child E's CSW raising concerns about Foster Carer - rude to professionals and not prioritising CHILD E needs: On Friday Foster Carer called me, and informed me that she was in Costa and the contact centre have called her informing her that contact had changed as it was that morning, I instantly apologised and explained that I was off last week Friday and Monday, and was in London for 2 days this week and I have not caught up properly with my emails due to this, I apologised and explained how awful I felt, however Foster Carer was very rude to me, and very patronising, I had to tell Foster Carer that I had apologised and was I sorry and was unsure what she wanted from me as she decided to carry on at me, it was unacceptable the way she spoke to me, what is even more concerning is Foster Carer said that she is in Costa, she has ordered a coffee and cake and she said twice "I am going to enjoy my coffee and cake before getting Child E". I am sorry but this attitude is unacceptable, Child E was upset because of my error and Foster Carer felt that her priority was to 'enjoy her coffee and cake', Foster Carer then hung up the phone rudely without saying goodbye. This is unprofessional. I called the contact centre after to apologise, and to share my concern, the contact centre shared that when they called Foster Carer, she told them that she was going to enjoy her coffee and cake before collecting Child E and they felt this was very poor, as to which I agreed. Child E needs a carer who will be able to prioritise her needs and I do not feel Foster Carer is doing this. Foster Carer also shared during the conversation that Child E had spent time getting ready and looking nice for contact and that I have ruined that, I understand that Child E would have been upset, and Foster Carer had recognised this but still felt it was unnecessary to go and collect Child E.</p>	<p>Foster Carer was not in Costa. She was in an independent tea shop where there wasn't any disposable cups to take drinks out in.</p> <p>Foster Carer stated that she was annoyed and felt that due to the incompetence of Child E's social worker they were in that situation. She said that she was looking out for Child E and thinking about her needs, as she was looking forward to contact. Foster Carer felt that for it to have been rearranged and Child E not informed, was not good practice or good for Child E.</p> <p>Foster Carer said that the assessed the situation before saying that she would collect Child E after finishing her tea. She knew that she was safe as she was in the contact centre. If the centre was closing or if she wasn't safe, she would have got her immediately. Foster Carer said that she would have done the same for her own children and stated that she was truthful and could have lied about not in the area but chose not to lie about her whereabouts.</p> <p>It was discussed with Foster Carer that we are all human and we make mistakes. She is a new foster carer and has a lot to learn but we wouldn't want our decisions to negatively impact on the children we are caring for. I also stressed that the foster carer and child's social worker relationship is important and that a line needed to be drawn under this and both should move on as it will only be detrimental to Child E. Foster Carer was happy with this but did raise that the previous concerns raised by Child E and mother, hadn't been addressed or discussed with the social worker and that they completely ignored her at the PEP meeting on the Monday, which she didn't think was professional.</p>
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<p>17/01/20</p>	<p>Contact centre raised a concern about Foster Carer's interactions with CHILD E mother in contact centre:</p> <p>I just wanted to make you aware that we had issues at the end of contact regarding presents. CHILD E's foster carer asked the supervisor if CHILD E's presents have been checked, as she is not permitted to be passed any sharp object due to her self-harming behaviours. This was mentioned as the supervisor was handing the children to the carers at the end of contact. At this stage mother and her partner were still present. Also there were a number of people waiting in the reception area. The situation escalated and mother responded to this, as she was questioning why CHILD E's gifts need to be checked. The FC was noted telling mother's partner why the gifts needed to be checked, this happened in the reception area, CHILD E was present and office staff advised the FC that the conversation was inappropriate in front of CHILD E as well as her mother. The issue being mentioned appeared to aggravate mother. Mother then said to the FC that she is refusing to talk to her and now that she is telling everyone that her daughter self-harms, she will only talk to her partner. Another office member of staff pulled CHILD E into a room to remove her from the situation. CHILD E burst into tears and said that "she is doing the best she can, I don't understand why she hates her so much". Mother and mother's partner were advised to leave as mother and the FC were engaging in an exchange of views which were not appropriate given the FC for CHILD E and TI was also present with the children.</p> <p>It may be useful in future that the FC addresses any queries around contact with staff members only, without mother or CHILD E present. The conversation was inappropriate to be held in front of mother and CHILD E.</p>	<p>Foster Carer stated that she was not willing to change. She feels that she was standing up for Child E and her upset and frustrations at missing contact. She understands that the word she used incompetence, may have been a strong word to use to Child E's social worker but this is something she uses every day in work and didn't think she would be offended by it.</p> <p>Foster Carer think that this could have been avoided. She wanted to ensure that Child E was safe but didn't know why conversations with the contact centre about herself harm hadn't happened. In addition, mum and partner were asking Foster Carer about a mobile phone they wanted Child E to have and the social worker hadn't spoken to them about her not having it.</p> <ul style="list-style-type: none"> - Confidentiality – Foster Carer agrees that she should not have mentioned Child E's self-harm in the reception centre - Appropriate conversations – Foster Carer agrees that the content of the conversation was not appropriate for the reception area of the contact centre and in future would insist that they happen elsewhere <p>Interactions with birth family members – Foster Carer agrees that she did respond to mother. She felt that she didn't have much contact with Child E mother and couldn't not see why she did not like her and continued to swear at her. She feels that this could have been resolved if the first complaint that was made by CHILD E and her mother was addressed properly by CHILD E social worker.</p> <p>Foster Carer noted that there were two other people waiting in the contact centre, these were both foster carers, there wasn't numerous people.</p> <p>Foster Carer was not discussing the gifts with Mother's partner, she was addressing the mobile phone issue with him.</p>
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<p>02/10/20</p>	<p>Child A's social worker raising concerns: During a disagreement the previous evening when driving home from family time, Foster Carer called Child A a 'nob' when referring to his behaviour around changing his mobile phone sim card.</p> <p>Child A has shared with his social worker that he is not happy living with Foster Carer and feels that he has no privacy and that he is not treated like a 17 year old.</p> <p>He also said that he feel that Foster Carer is only concerned about his school work and not him in general.</p>	<p>Foster Carer admitted that she called him a 'nob' that it was not the correct word to use and she should have used a different word to express her perception of his behaviour. When having time to think about it, she feels that Child A's behaviour (changing his sim card so that no one could get hold of him) was irresponsible and selfish.</p> <p>It was raised with Foster Carer at the time that it is concerning that this is similar to an incident with another child where it was claimed that she called her a 'slag'. Foster Carer still denies that she said this.</p> <p>Since this incident, Child A has told his social worker that Foster Carer spoke to him about calling another child a slag. Which was not deemed appropriate and his social worker doesn't know how he would know this information unless told by Foster Carer.</p>
<p>09/10/20</p>	<p>Concerns around Foster Carer's tone in her emails when addressing Child A's social worker: Charlotte found one of Foster Carer's emails abrupt and rude. Foster Carer had used capital letters in parts of the text, it was abrupt and wasn't addressed to her or signed off. It was generally quite rude.</p>	<p>This was discussed with Foster Carer who recognised this and the nature of his emails seem much improved.</p>
<p>26/11/20</p>	<p>Concerns raised after Child A's looked after review regarding the way Foster Carer expressed herself, leading Child A to become very upset:</p> <ul style="list-style-type: none"> - Foster Carer has not allowed Child A access to the wifi at home and expects him to use his mobile phone data. She has not informed professionals of this but confirmed it in the looked after review. She doesn't see why he should have it as he has his own data package on his phone. - Foster Carer, when asked about whether Child A's brother could come to the house said, 'Not when I am not there'. No one disagreed with what she was saying but the way in which she said it upset Child A and came across that she doesn't like or trust him. - Social worker and school both felt that Foster Carer's approach in the meeting was not empathetic. She came across as abrupt and very matter of fact. 	<p>This concern was discussed with Foster Carer and she did become quite defensive and abrupt with Antonia, something Antonia had heard from other professionals but had not witnessed herself before.</p> <p>Foster Carer agreed to offer Child A the wifi code so that he did not have to use his data package when at home. It is an expectation that children have access to internet at home, especially during a time when must have to work from home or engage in home learning (covid19).</p> <p>Foster Carer initially could not see how she might have upset Child A in what she had said but stressed that she did not want 'that child' (Child A's brother) in her home as he did not like her.</p>

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08/12/20	<p>Concerns raised by Supervising social worker during supervision: Foster Carer's approach to other professionals, especially when challenging her can be defensive, confrontational and abrupt – this had been experienced by Child E' social worker, Child A's social worker and no her supervising social worker Foster Carer had told Child A that she wanted to go to her daughters for Christmas day but that her daughter doesn't want him to come. Foster Carer recognised that this was an unpleasant situation, which didn't feel right but she did not want to have to choose between her daughter and Child A. Foster Carer initially asked for respite care as a solution to this.</p>	<ul style="list-style-type: none"> - Disruptions meeting was held on 10/12/2020 to discuss the breakdown in relationship, concerns and possibility of stabilising the foster placement. - Foster Carer was asked to return to her daughter to reassess the situation and as her not to exclude Child A from their family Christmas. - Foster Carer to stay at home with Child A should her daughter not change her mind as respite would not be agreed or deemed child centred.
10/12/20	<p>Concerns raised after disruptions meeting: Chair of the disruptions meeting stated that she did not feel that Foster Carer was empathetic or child focussed and kept referring back to how she or her daughter was feeling about the Christmas situation and relationship with Child A, rather than being able to empathise about how Child A may be feeling rejected by Foster Carer and her family.</p>	<p>It was arranged that Child A sent Christmas day with his brother and his foster family.</p> <p>Foster Carer gave notice to end Child A's foster placement – notice ends on 01/02/2021</p>

Compliments (for the last 3 years)

(These can be written or verbal)

Date	Compliments	Summary of outcome
June 2019	From [REDACTED] in a thank you card.	<i>'Dear Foster Carer, I'm having a hard time putting my gratitude into words but I hope you know how much I appreciate all of your help. Thank you so much. You have given me the gift of encouragement and hope in a difficult time. I am grateful for your support. Don't forget me!'</i>
February 2021	From Child C social worker	<i>Foster Carer was really welcoming towards Child C as soon as Child C entered into her home. Foster Carer showed Child C around the house, answered all of Child C's questions with care and affection....It was only a short while I got to work with Foster Carer but it was great working and communicating with her in the short space of time we had.</i>

Training, Support and Development Standards (CWDC before 2011)

NMS 20.3 requires Training, Support and Development Standards to be attained within 12	Have the TSDS been achieved?	Yes
	If yes, what date was this signed off?	08/06/2020

<i>months of approval</i>	If no, detail outstanding actions and a target completion date	
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HISTORICAL CONTEXT

Fostering history

Briefly summarise the fostering history of these carers. Identify any themes or patterns that have emerged over the time that they have been fostering, including allegations, concerns and complaints. Consider whether completing and attaching a chronology or placement record since approval might be helpful.

Foster Carer has been fostering for Coventry since 22nd February 2019, she is a single foster carer and full-time teacher. It has been recognised that there is some conflict between her teaching role and her responsibilities as a foster carer. Foster Carer recognises that she would be a better carer if she had more time to dedicate to the role but is not in a position currently to give up teaching. She also sees teaching as her priority, especially now that she has taken on the Head of Department role. This does not always sit well alongside a young person’s need for their foster carer to be available to them, therefore, careful matching is required when considering the children Foster Carer can care for.

Foster Carer has cared for six young people since being approved as a foster carer and over the past year has offered a home to two young men – Child A and Child B; an emergency placement to Child C and has started to provide regular respite care to Child D.

Foster Carer attendance at panel, for her first foster home review in February 2020, was expected not to run smoothly, as there had been some issues and challenges within her first year as a foster carer, however the panel’s recommendation was of de-registration. This was overturned by the agency decision maker and Child A was placed with her at the beginning of May 2020.

On paper, Child A and Foster Carer were very well matched and shared a lot of common interests. The foster placement appeared to be going well but faced some challenges in the autumn of 2020, before Foster Carer and Child A’s relationship completely broke down towards the end of the year. Despite support being offered by supervising social worker, child social worker and through stability meetings, Child A’s foster placement came to an end after a run in the Throughcare independence training flat in January 2021. By this point Foster Carer had already given notice to end Child A’s foster placement and Child A had shared that he wished to move from Foster Carer’s as soon as possible as he was not happy living there.

As has been highlighted in a previous section, there has been a few concerns or complaints about Foster Carer’s reaction to professionals and approach to Child A. This has been raised as a concern previously and Foster Carer has admitted that to

think about her reactions prior to speaking does not come naturally to her.

It has been discussed with Foster Carer that there is an emerging pattern of behaviour, predominantly linked with how she addresses other professionals and how she responds to children and young people, not always being able to place herself in their shoes and think about how they may be affected by what she is saying to them. An example of this through Child A's foster placement is Foster Carer sharing with Child A her predicament in her daughter not wanting Child A to come for Christmas dinner. The effects were that Child A did not feel included and accepted and was somewhat rejected as Foster Carer placed her difficulty on Child A to deal and manage with, rather than discussing with her supervising social worker and Child A's social worker in the first instance. This also shows a lack of understanding and empathy to the child.

Since Child A's foster placement ended in January 2021, Foster Carer has recognised that she cannot work at the level she currently is, whilst providing the right support to children and young people in her care so has come to the decision that providing respite care may be better suited to her for the time being. This way she can dedicate the time required to the children in her care, whilst not having to worry about her work as a teacher, avoiding any conflict. This view is also held by her supervising social worker.

Changes since last foster home review

Identify any changes in household composition, circumstances or significant events. This should include any changes in the carer's employment, changes in the carer's health, or new pets.

A significant event since the last review is the covid19 pandemic and the effect that it has had on Foster Carer in terms of her role as a teacher – additional work in terms of preparing and adapting to online/virtual learning. She also provided support in school during the first national lockdown. During the latest lockdown, Foster Carer has been home based, but still teaching so she is not able to have a child at home during these times.

Foster Carer has also taken on a new role as Head of the Mathematics department. Whilst this role has additional responsibilities, Foster Carer initially felt that it did not require more input from her in terms of time as she had less teaching time. However, as we have entered the third national lockdown Foster Carer has noticed that she has had to put in additional hours of work to keep on top of everything, which will undoubtedly impact on her ability to provide the level of care and attention a looked after child may need.

Further to the above, ██████ went to stay with her father prior to Christmas 2020 and remains there to-date. Foster Carer thought that this was initially due to ██████'s feelings about being home alone with Child A during a period of self-isolation, but she hasn't returned since this time. Whilst Foster Carer is unsure of ██████'s intentions for the future, she is still DBS cleared but if it is decided that she will not return, Foster Carer's fostering profile will need to change to reflect this.

Recommendations of last foster home review

List the recommendations of the last foster home review and the actions taken to address these.

Foster Carer's first review in February 2020 recommended the following:

- Foster Carer to be linked up with an experienced foster carer who is skilled in using a therapeutic parenting style when caring for looked after children – Foster Carer was given the contact details of another foster carer who lived nearby whom she could contact for advice and more general support. Foster Carer hasn't felt the need to contact this foster carer but has identified someone whom she works with who is a foster carer and will talk to them. A referral was put in for a mentor but as the new scheme was developed, there was only the capacity to support newly approved foster carers in light of the covid19 pandemic. I still consider this important for Foster Carer to develop in her role and feel supported.
- Foster Carer to access peer support, advice and guidance from other foster carers through joining the foster carer's Facebook page and by attending fostering events and support groups. I appreciate that this may be hard but even face to face training is a good place to network and reach out to other foster carers. – Unfortunately face to face training has been suspended for much of the past year due to the covid19 pandemic and there are no plans to reinstate this with the current position of the pandemic. This has also extended to the more social aspects of fostering and support groups. Although some have taken place virtually, Foster Carer does not feel able to access these due to her work as a teacher.

In relation to Foster Carer's continued approval, I would like to make the recommendation that she is approved as a foster carer for another year, but I would like to make a suggestion that she is to consider respite foster placements alongside time limited placements whilst she is still working full time as a teacher. I think that this may be better suited to her and her availability. Foster Carer could provide weekend or respite care to children during the school holidays. This would build her confidence and allow her to build relationships with other carers, whilst also being a good resource for the service – Foster Carer did not initially feel that respite care was something she could offer. She wanted to show that she is able to build positive relationships with young people in her care and complete the role alongside teaching as she has always felt that she is able to commit to both roles. However, more recently Foster Carer has recognised that her hopefully, temporary, increased workload means that she won't be available to children so thinks that respite care could be the way forward for the time being.

An update report was presented to fostering panel in August 2020 where the following was noted:

Unanimous decision of continued approval
Noted determination and reflection in turning things round in her fostering career.
Noted huge change in approach
Lots of strengths noted.

ADM noted and congratulated Foster Carer.

TSD 1 – PRINCIPLES AND VALUES

(Individual Needs of Children, Equality and Diversity and Confidentiality)

Describe briefly and give examples to show how the foster carers have demonstrated that they have met the individual needs of the children. Please provide case example and placement experience to show how carers provides care which promotes equality, diversity and confidentiality within the last 12 months or since the last review of approval.

During Foster Carer's first year of fostering, it was highlighted that she had to become a more nurturing foster carer, offering emotional warmth and a holistic approach to caring for children. It was recognised at the update to panel in August 2020 that she had made great progress in terms of reflecting on the care she had been offering and making changes.

However, as Child A's placement with Foster Carer progressed it became more and more apparent that he was rejecting of her offers of care. Child A's social worker agreed that he knew why he was placed in foster care but didn't want to necessarily invest in a foster family. This was difficult for Foster Carer to accept as she felt that she was not able to demonstrate the nurture that was initially lacking from her practice. She voiced her frustration through supervisions and meetings, however, there were glimmers of her having the understanding that she needed to adapt her approach to meet the individual needs of the child and that Child A just didn't want this type of care as he identified strongly with his birth family. Yet, in the end Foster Carer found it too difficult and too uncomfortable living with Child A where she effectively felt that she was providing a hotel service as he did not wish to engage in conversation or even eat together.

Child A's social worker expressed the same thoughts in her feedback '*Child A said he didn't feel at home with Foster Carer and didn't feel he could "be himself", as a result he deliberately isolated himself and spent increasing periods of time in his bedroom alone, which Foster Carer recognised was an issue and created an unhealthy atmosphere in the home. During stability meetings, Foster Carer shared her frustrations that she had previously been criticised for not being nurturing enough, but was now being asked to change her approach again to meet Child A's needs and this was asking her to care for him in a way that contradicted her ethos. It was explained to Foster Carer that each child is unique and will need a different approach in terms of their needs and how they are cared for.*

Child C's social worker picked up on Foster Carer's curiosity around how to meet Child C's individual needs, which was seen as a positive, as she asked questions around how she could meet her cultural needs and also specific needs around family contact. '*When me and Foster Carer were alone Foster Carer wanted to make sure she had a better understanding of Child C's needs and her cultural background and what the restrictions were around family contact.*

Furthermore, Foster Carer was seen to be respectful of Child B's religious and cultural needs for the short time he was placed with her. In order to meet his cultural needs and provide a sense of familiarity, Foster Carer supported Child B by buying him his favourite takeaway which included halal meat, an adaptation that was

required and promoted.

It has been highlighted as a concern previously that Foster Carer has not always had a good understanding of confidentiality, as she had shared information about a child in a public area where others could hear. However, her understanding of confidentiality in her role as a foster carer appears to have deepened as there have been no concerns about this over the course of the year. Foster Carer has thought about the need to keep a child's information safe and secure, particularly when conducting supervision virtually, and when not in her own home. Foster Carer has always thought about a place in which she can talk freely without others overhearing the information being discussed. This shows some development and progression over the last 12 months.

Foster Carer has had her own personal struggles in terms of meeting children's individual needs this year. Although she understands that this is important and strives to do so, taking an interest in a child to ensure that she has a good understanding of their needs, when a child is rejecting of what she feels they may need, it is difficult for her digest and at times she can take it personally. As Foster Carer's experience develops she will understand that she needs to be flexible and adaptable in her approach and whilst she was criticised previously for not being nurturing, sometimes this is just too much for some children to accept, particularly initially, due to attachment difficulties and past trauma.

TSD 2 – ROLE AS A FOSTER CARER

(Working with SSW, Other Professionals and Birth Family)

Describe briefly and give examples to show how the foster carers have promoted contact, working in partnership with professionals and birth parents, including SSW and CSW, undertaking the foster carer's role and responsibilities, contributing to planning for children and young people, and communicating effectively. Describe how foster carers are negotiating and making use of delegated authority.

As discussed earlier in the report, I have some concerns that there appears to be a pattern regarding Foster Carer's reactions to professionals, particularly where she feels that she is being challenged or questioned. She has the tendency to come across as rather defensive or abrupt and does not always have the head space and time to consider her responses. A similar view has been held by the social workers of three of children she has cared for, the social worker of Child E and Child A bringing that up directly as a concern. Until recently this was not a view that I, as Foster Carer's supervising social worker had experienced myself, however I could see that the way in which she challenged professionals could be seen negatively, even if that wasn't Foster Carer's intention.

As I have not been able to see Foster Carer interacting and communicating with other professionals in the context of meetings and looked after reviews, I asked for feedback from Child A's school and Independent reviewing officer. It was positive to hear that '*Foster Carer's communication with President Kennedy School has been*

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very good and Foster Carer has kept me abreast of any changes/problems experienced at home. Foster Carer has also been keen to ensure LC is staying on track and has emailed me frequently to ask what more LC could be doing to ensure he is not falling behind.'

Although Child A's IRO had concerns regarding the suitability of the foster placement with Foster Carer and it not meeting his emotional needs, he was able to comment that *'I have found the foster carer engaging and supportive within LAC review discussions.'* Suggesting that Foster Carer has been actively involved in discussions about care planning for Child A. For instance, at one point, when things were settled and going well, Foster Carer was considering 'Staying Put' for Child A; to support him post-18.

Furthermore, Child A's social worker voiced that Foster Carer always kept her up to date with key developments and despite working full time Foster Carer was available over the phone or via email to provide updates. Child A's social worker did add, *'Foster Carer contributed to LAC reviews, PEPs and stability meetings. Foster Carer admitted sometimes finding the recommendations/advice offered to her difficult to take on board, especially if it contradicted previous advice she had been given for previous foster children'* again referring back to Foster Carer's ability to adapt and meet the child's individual needs.

As a 17-year-old Child A was largely able to manage his own family time, with exception to contact with his younger brother which Foster Carer promoted along with D's foster carer. Foster Carer could see that Child A's relationship with his brother was special and that they both enjoyed each other's company so she enquired about having additional contact to maintain this positive relationship. Foster Carer often found herself asking Child A about seeing his mother or his father and suggesting things that they could do but these were often not acted upon which led her to question their relationship, suggesting in a meeting that they were not perhaps close. This could have been damaging to Child A had he have heard this comment. It is the case that each individual's relationship with their family members is unique and it is not for someone outside of this relationship to deem this significant or not. Even so, Foster Carer can not be criticised for not promoting family time and she did try and engage Child A's father in discussions around this, trying to gain some clarity around arrangements.

Due to the age of the children in her care and their family time arrangements, Foster Carer has not had a great deal of direct contact with children's birth families. However, she was praised for the communication she maintained with Child C and her grandmother, after she absconded and went to stay with her. Foster Carer was given Child C's grandmothers contact details and kept in touch with them over the weekend until Child C's allocated social worker was back in work; *'Foster Carer ensured that she had nan's contact details to make sure Child C got to her nans safely. Foster Carer also called EDT to inform children services of the circumstances. Foster Carer made sure she checked in with Child C and nan whilst she was staying with her nan and remained calm and caring towards Child C.'*

Foster Carer appears to have an increased understanding of her role in relation to

the delegated authority she has been given. Foster Carer was able to make decisions in her own right in order to support Child A, however, due to his age, the majority of the time these were decisions he could make himself, with Foster Carer's guidance.

Overall, Foster Carer's understanding of the role of a foster carer has developed. She has shown that she does have the ability to have good working relationships with professionals and birth families in order to support the child or young person in her care. However, these are not always consistent. Whilst Foster Carer cannot be criticised for her level of communication with professionals, there are some concerns about the way in which she communicates which lets her down. This is something which Foster Carer needs to make a concerted effort to work on.

TSD 3- HEALTHY CARE

(Health Physical and Emotional Care and Managing Behaviour)

Describe briefly and give examples to show how the foster carers promote the health and development of children and young people placed with them (refer to physical, emotional, sexual and identity) taking into account any attachment difficulties, trauma, separation and loss. Please explain how the carer promotes positive behaviour and manages challenging behaviour safely and appropriately, taking account of the needs of all household members.

Foster Carer has demonstrated that she is able to meet the physical health needs of all children placed with her, Child A's social worker stated '*Child A remained in good health during his placement with Foster Carer and Foster Carer demonstrated good organisation skills in terms of ensuring appointments were kept up to date and supporting Child A to engage with his LAC medical in June 2020.*' Foster Carer even chased up Child A's orthodontist referral so that there was some clarity around the waiting times for him to be seen.

Child A did struggle with his emotional and mental health and Foster Carer did try and support him with this in some respects. She was able to encourage him to seek support from IAPT in relation to him feeling low and unmotivated, however despite a co-ordinated effort from Foster Carer, school and social worker, Child A did not follow up with this support.

Child A's IRO commented that after speaking with Child A whilst in the training flat he 'reports that he prefers it and his emotional wellbeing is better since he came away from the foster placement' which suggests that some of his feelings may have been linked to the way in which he felt at home with Foster Carer.

Generally, Foster Carer has not had to manage behaviour at home which challenges her. Before Child A was placed with her, she was aware that he had difficulties in managing his anger. Foster Carer took the time to understand the strategies he was being supported to put in place, replicated these and encouraged them at home which meant that she did not see violent outbursts as situations were defused quite quickly. This is something that Child A could see as a positive from

his time with Foster Carer.

Child C provided some challenge when she stayed with Foster Carer as she refused to comply with the routines and boundaries around bedtime, however Foster Carer remained firm in her decision-making, offering to compromise, but not give in completely to Child C's demands. This did lead to Child C leaving the home and becoming verbally abusive, yet Foster Carer voiced that she always felt in control and did not feel threatened by Child C's response. It was commented by the on call social worker that evening that Foster Carer did a brilliant job in trying to keep Child C at home and her allocated social worker voiced *'although Child C may have not liked Foster Carer's night time rules and tried to push boundaries, Foster Carer stood her ground respectfully despite this.'*

Whilst Foster Carer has been praised in relation to maintaining boundaries and dealing with some behavioural challenges and she is meticulous in ensuring that children's physical health needs are met, there are some concerns in respect of her supporting children's emotional needs. Perhaps the difficulties she encountered with Child A could have been lessened if there was a bond between them, but this is something he resisted, and Foster Carer found difficult to come to terms with or persevere with. I think some further insight around therapeutic parenting, taking into consideration attachment difficulties might prove useful to Foster Carer in terms of supporting children's emotional needs.

TSD 4 – COMMUNICATING EFFECTIVELY

(Communicating with children and Record Keeping)

Describe briefly and give examples to show how the foster carers communicate with children according to their age and stage of development. Describe the foster carer's record keeping, in relation to whether the records are accurate, relevant, clear and concise.

Foster Carer is open and honest in her approach to communication, sometimes not always to her benefit as she can fail to think about the impact of what she is saying until after she has said it. For instance, there was an incident this year where Foster Carer told Child A that he was acting like a 'nob'. This is obviously inappropriate and this type of language, when talking to a child or young person, is not condoned. It can be seen as offensive and has the ability to cause a child to feel upset or sad. Additionally, it is not considered the type of language we would like our children and young people to use themselves. In her defence, Foster Carer said that she was frustrated, and it was what came to her mind in the moment but afterwards apologised as it was not the right words to use. What was concerning as her social worker is that there was a similar incident last year in relation to the terminology that Foster Carer used when referring to a child's behaviour or presentation.

Another worrying incident in relation to the way in which Foster Carer communicated with Child A was around discussions about Christmas day when Foster Carer told Child A that she had been invited to spend Christmas with her daughter and grandson, but that the invite hadn't been extended to Child A. This placed Foster

Carer with a predicament but instead of sharing this with Child A, before thinking about the resolution, she should have spoken to his social worker or her supervising social worker. In telling Child A this, it led him to feel isolated and rejected by Foster Carer's family, something that the therapeutic model of the secure base highlights that a child needs to feel secure with their caregiver.

What must be said is that these incidents are highlighted as Foster Carer's communication with children has fallen short of what would be expected of foster carers. Sometimes it is easy to identify failings but not always pick up on the more subtle ways in which a person is communicating effectively. Certainly, Foster Carer needs to work on her communication with children, thinking about what needs to be shared with a child in order to safeguard them whilst considering their welfare. However, Child C's social worker observed strengths in Foster Carer's communication skills *'Foster Carer was really welcoming towards Child C as soon as Child C entered into her home. Foster Carer showed Child C around the house, answered all of Child C's questions with care and affection. Foster Carer told Child C what the plans for the weekend will be looking like with her and spoke about preparing Child C to go into school due to her teaching job.'* Here Foster Carer is keeping a child appropriately informed, so they know what to expect, helping Child C to feel safe.

Foster Carer always completes weekly recordings in respect of the children she cares for. She is usually very good at preparing these in a timely manner and has now worked out to do them electronically which is more efficient. They are clear and concise and contain factual information. The only thing I would suggest is that should there be an incident within the home, Foster Carer should complete a more detailed factual account of this so that it is recorded. Having said this, she has always kept professionals up to date via phone calls or email conversation should there have been key information to share.

Again, as expressed in TSD2, Foster Carer has some work to do in terms of looking at her communication, but this time it is in relation to children and young people. It is not always the message that she is trying to convey which is wrong, but the way in which it is delivered which can be the issue. Of course, most of Foster Carer's communication with children has been acceptable but there have been a few incidents which has caused some concern. Foster Carer has identified that that she doesn't always have the time or head space to think about what she is saying, and that is an issue. It is hoped that focussing on respite care for the time being will give her that opportunity to think about her communication and eliminate the existence of incidents such as those highlighted above.

TSD 5 – UNDERSTANDING DEVELOPMENT

(Education, Play and leisure, Disability and unplanned endings)

Describe briefly and give examples to show how the foster carers support children and young people in relation to education, training and employment, leisure time activities including advocating that their educational needs are met. Where the foster carer has looked after a disabled child or child with special educational needs, describe and give examples to show how they

have applied a social model of disability, and adapted activities and experiences, and supported the child to achieve their full potential.

If there were any unplanned placement endings in the review period, please provide details of the circumstances and how the ending was managed.

As Foster Carer is a teacher in a secondary school, she really advocates the importance of education, at school, at home and during leisure time activities. This is something she cannot be faulted on; she always encourages and supports children and young people with their education and liaises well with their schools.

Although both Foster Carer and Child A had similar interests in terms of Maths, Child A did not always appreciate Foster Carer's advance of support with his education and voiced that he felt that she was acting like a teacher, rather than his foster carer. Foster Carer was conscious of this but found it difficult not to ask him about school and his work altogether. Foster Carer offered him lots of opportunities in relation to his university application, even suggesting that they go and visit the cities where his chosen universities were situated, but Child A rejected this.

Foster Carer has shown insight around the differing developmental needs of children, when thinking about Child D, who she has just started to care for on a respite basis. She has been enquiring and really thinking about what might be of interest to him as an eight-year-old child, whilst also being mindful that emotionally he is reacting as a child much younger than his years. She understood and prepared herself knowing that she was going to need to invest much more time in Child D than she may have needed to with an older child and thought about activities that would keep him entertained, including going out for a walk, baking and having him help her make a dinner that he enjoyed. Having that one to one attention is something Child D enjoyed and as such Foster Carer, as well as his substantive foster carer, felt that the initial respite period was a success.

It had initially been presumed that Child A's foster placement with Foster Carer would have been his last one and that he would have no further moves before turning 18. However, as their relationship began to deteriorate, both Foster Carer and Child A recognised that they were not happy to continue with the foster placement and although it was unplanned in a sense, he was able to move onto supported accommodation in a planned way and at a time which was right for him.

Foster Carer has shown over the last 12 months that she is able to understand child development and has offered children in her care support in terms of educational attainment, play and leisure opportunities. She has been proactive in thinking about leisure activities countering in the problematic and difficult situation we find ourselves in (covid19 pandemic and subsequent lockdowns).

TSD 6 – KEEPING CHILDREN SAFE

(Keeping children safe)

Describe and give examples to show how the foster carer keeps children and

young people safe, and feeling safe. Describe how the foster carer helps children and young people keep themselves safe, including communicating with them about risk and safety.

Foster Carer ensures that her home is free from physical risks and has an up to date health and safety check. She has updated her safer caring plan in line with the children she has cared for, adapting it where needed.

Foster Carer had to make some adaptations and react quickly to ensure Child C's physical safety. Due to her history of self-harm, she ensured that no sharp items were available to her and when she left the home, she followed her at a distance to see where she was going, guarantying that she got there safely. Additionally, she kept in touch with the emergency duty team sharing information about where Child C was. Child C's social worker also confirmed this view '*When Child C decided to leave Foster Carer's house early Sunday morning to go to her nans (which was a 15 min walk from Foster Carer's house), Foster Carer ensured that she had nan's contact details to make sure Child C got to her nans safely. Foster Carer also called EDT to inform children services of the circumstances.*'

Foster Carer also understands that a child's safety is much more than preventing them from physical risks. Hence, Foster Carer was able to talk to Child C when she was placed with her, sharing expectations and what would be happening, to allow her to feel safe and secure that Foster Carer was in control of her care.

It is clear that Foster Carer is developing a sound understanding of how to keep children safe. She is becoming more confident in terms of managing behaviour that can challenge her, prioritising the safety of the child over her initial response to the behaviour they are displaying.

TSD 7 – DEVELOP YOURSELF

(Impact of fostering and getting support, Foster carer's sons and daughters)

Describe and give examples to show how the foster carer manages the personal impact that fostering can have on individuals and families, and how they make use of support from their networks. Please include discussion of whether foster carers have made use of formal respite provision.

Describe how fostering impacts on foster carer's children, and other family members, and how their support and training needs are being met.

Although Foster Carer wouldn't always admit it, again this year it is considered that she has found maintaining a full-time teaching job alongside fostering children and the impact of covid19, has placed huge demands on her time. Since the end of Child A's foster placement with Foster Carer, she has come to see that she needed some time to herself and a bit of a break from fostering. She could see that she wasn't able to manage and fulfil all the responsibilities to the best of her ability, particularly with the additional stresses that covid19 was placing on her personally and professionally. This self-awareness is important in terms of Foster Carer looking

after herself and being available to the children she offers a home to.

■■■■■, Foster Carer's daughter, has moved out of the fostering household since Foster Carer's last review but Foster Carer maintains that she continues to be an important part of her support network. She did help by taking Child A to his father's wedding in October last year whilst Foster Carer was at work.

Foster Carer continues to feel that her family are a great support to her and her fostering role. Previously, her parents have supported her with transporting young people or caring for them for short periods of time but due to covid19 they have been unable to offer this support since March 2020. The incident of excluding Child A from Christmas celebrations and discussions that took place prior to Christmas last year led me to believe that Foster Carer's other daughter, ■■■■■, was not so supportive of her mother. Foster Carer was placed in a very difficult situation in terms of making a choice between her daughter and grandson and Child A. This also led Child A to feel unwanted by the family, at a time when he was already isolating himself in his bedroom. In response, Foster Carer stated that ■■■■■ was feeling rejected by Child A, which I feel demonstrates a lack of understanding.

In addition to her family support, Foster Carer has been given the contact details of an experienced foster carer who lives nearby but has not yet felt the need to contact her. Foster Carer feels that she has enough support and often talks to a colleague who fosters and will seek emotional support or advice.

Over the last 12 months, Foster Carer has not needed formal respite, partially because of covid19 lockdown and the restrictions in place but also because when she did have a weekend away, Child A was able to go and stay with his father.

PERSONAL DEVELOPMENT PLAN

List of training undertaken since last review

- Introduction to safer caring and health and safety – 14/05/2020 (online) and 19/10/2020 (virtual)
- Promoting positive contact – 20/05/2020
- Supporting teenagers leaving care – 21/05/2020

Summary of the foster carer's development since last review. Have all actions agreed in last PDP been completed? If not, why not? Identify any barriers. Do new timescales need to be agreed?

Foster Carer has completed three courses over the last year. She has had other courses booked which have unfortunately been cancelled due to covid19.

Foster Carer still has to complete some of her mandatory training, namely First Aid for Foster Carers and Therapeutic Parenting and Behaviour Management. Foster Carer has had her first aid course booked on two occasions over the last 12 months, both of which have been cancelled due to covid19 restrictions and due to the current situation, there are currently no dates for the coming months. She was due to attend Therapeutic Parenting and Behaviour Management in November 2020 but admitted that she had forgotten about this course. Previously she had not attended this course as she found herself to be tired after work.

It is important that Foster Carer completes all of her mandatory training, so this is a priority for her over the next 12 months.

Identify training and development needs for the next twelve months. What are the priorities? (If foster carers are jointly approved, you may wish to identify separate training needs for each individual) How can these be achieved? (e.g. training, reading, self-learning etc)

A priority for Foster Carer this year is to complete her mandatory training:

- First Aid for Foster Carers
- Therapeutic Parenting and Behaviour Management

Additionally, due to the areas of development highlighted throughout this report, it is felt that training and development around multi-agency working and communication with children or direct work is needed.

SUMMARY AND RECOMMENDATION

(Social Worker's Summary and Analysis including any proposed changes to approval terms)

Identify the strengths and limitations of the carer. Highlight any differences in views and list any outstanding or proposed future work.

If a change to the carer's terms of approval is being recommended, provide evidence to justify that change. If it is proposed that the carer's terms are expanded, then information should be offered to show that the carer has the necessary knowledge and skills to undertake the proposed new role.

As with her first year of fostering, the last year has been mixed in terms of Foster Carer's growth as a foster carer and emerging areas of concern. Largely, the year has been successful, and Foster Carer received praise at fostering panel in August 2020 due to the huge changes she had made in her practice. More recently, since Child A's foster placement ended, Foster Carer has received more positive comments as she has offered flexibility to the service by being available at short

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notice to care for children and has put in a lot of thought and effort to make children feel welcome and comfortable in her care.

However, when looking at the year as a whole all these strengths have been blighted by a few incidents in the second half of Child A's foster placement which were not positive and raised some concern. Foster Carer does not always see social worker's concerns and has a differing view to situations, but there seems to be two main areas of concern – communication and attitudes towards children's social workers and communication with children and the impact on their emotional wellbeing.

It must be said that these are not concerns all the time and Foster Carer has also had compliments in these two areas. However, there is an issue about the consistency of her communication and approach to professionals and children, and I do wonder if this correlates to Foster Carer's apparent availability, workload and commitment to her teaching role.

Foster Carer clearly has strengths when supporting the development of children, particularly in relation to their education, but children need a holistic approach and education should only be a small part of a larger package of support for looked after children. That said, she has also demonstrated that she knows how to keep children and young people safe, has the ability to communicate effectively with birth families and is more tolerant of negative behaviours, considering the reason behind the behaviours rather than reacting directly to them at face value.

I genuinely feel that fostering full time, as a single carer, whilst upholding a full-time teaching job is too much and is unmanageable. Whilst Foster Carer is teaching full time, I do not think that she has the physical time and head space for what most of our children and young people require from their foster carers; She is not always emotionally available to them. Therefore, if Foster Carer is to continue fostering, my recommendation is that she should only care for children on a respite basis whilst still employed full time as a teacher.

Recommendation

Make a clear recommendation regarding continued suitability to foster, including any recommendation regarding the appropriate terms of approval.

One child, 0 -18, with a preference of 11-18, on a time limited or respite basis.

Foster Carers Comments

**Please provide your observations/additional comments on the report.
Please advise if any factual corrections need to be made within the report.**

Team Managers Comments

Make a clear recommendation regarding continued suitability to foster, including any recommendation regarding the appropriate terms of approval. If this recommendation is different to the supervising social worker recommendations in FR-A, please explain.

Foster Carer undoubtedly has a number of positive attributes and good qualities that she brings to the role of a foster carer, but it is clear that she is often conflicted by her responsibilities at work and to her own family. It is sad that Child A was not able to view his time with Foster Carer as a positive experience and I wonder if her expectations of the young people she is caring for, are realistic in terms of them being able to fit into her life and her work, and to adapt and change accordingly. At times it would seem that Foster Carer is quite rigid in her approach and therefore where there is no compromise she tends to be at odds with others, and therefore needs to be more flexible, tolerant and open to a different way of doing things, even if she does not agree. This may explain why the respite and time limited arrangements have worked better for her in terms of her needing to be more spontaneous and responsive to a person's needs as and when they present themselves, thus allowing her to enjoy her time with the young people without having her pressures from work and not needing to implement such strict rules, routines and boundaries.

It is important that Foster Carer continues to do some self-reflection in supervision sessions, and that she develops a better understanding of how the actions / words of adults can have a long lasting and detrimental effect on young people. These responses can often be triggered by a flippant remark or through a young person being deemed to be unimportant. Foster Carer has evidenced that she can be an inclusive carer when undertaking time limited and respite placements and this approval will afford her the opportunity to meet all her competing demands in a more succinct way, and hopefully feel better placed to provide more positive opportunities for the young people that she cares for.

Signatures:

Foster Carer: **Date:**

Foster Carer

