



## Carer Review System

Report by Foster Carer

**Review Date and Time:**

**Venue:**

**Foster Carer:**

**Address:**

**JMT Social Worker:**

### Placements Since Last Review

| From | To | Name | DoBs |
|------|----|------|------|
|      |    |      |      |
|      |    |      |      |
|      |    |      |      |
|      |    |      |      |
|      |    |      |      |
|      |    |      |      |
|      |    |      |      |

The Scottish Government's 'Getting it Right for Every Child' (GIRFEC) initiative and 'We Can and Must Do Better' report seek to ensure that looked after children and young people are in an environment where they can become:

***Successful Learners ~ Effective Contributors ~ Responsible Citizens ~ Confident Individuals***

To achieve this, it is expected that their needs are met in seven key areas, namely:

***Safe; Healthy; Active; Nurtured; Achieving; Respected & Responsible; and Included.***

**Safe**

“Children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community”

*How do you help young people to feel safe? Have you reviewed your Family Safe Caring Policy recently? Have there been any safety issues or incidents since your last review?*

**Type Text here**

**Healthy**

“Children and young people should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices”

*What do you do to encourage young people to stay healthy? Have they consulted the GP since your last review? When was their last dental check-up? Do they have a varied and nutritious diet? Tell us about how you have handled any health issues since your last review? (include physical/mental/sexual health)*

**Type Text here**

**Active**

“Children and young people should be active, with opportunities and encouragement to participate in play and recreation, including sport”

*How do you encourage young people to engage in physical activity? What clubs, sports, etc., do they attend? What physical activities do you do together as a family?*

**Type Text here**

**Nurtured**

“Children and young people should live within a supportive family setting, with additional assistance if required, ensuring a positive and rewarding childhood experience”

*How do you help young people feel a part of your family? What do you do together as a family? Have you ‘fought their corner’ in any way? How is affection shown? How do they know that you like them?*

**Type Text here**

**Achieving**

“Children and young people should have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential”

*How have you helped young people achieve at school or in other areas? Have they grown in confidence while living with you? If so, how have you contributed to this? How do you help to build their self-esteem? It would be great if you could tell us about any notable achievements.*

**Type Text here**

**Respected and Responsible**

“Children and young people should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities”

*In what ways do young people have a say in your family? Do they help to choose the food they eat, or have a say in planning family holidays or weekend activities? How are disagreements handled? How are decisions made?*

**Type Text here**

**Included**

“Children and young people and their families should have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality”

*How do you help young people overcome discrimination or inequality? Do you think a young person feels “included” in your family? What makes you think this way? What do you do to help them feel included (in your family, in the community, in society)? How do you help young people maintain contact with their family?*

**Type Text here**

**Your Own Development**

*What training have you attended since your last review? What parts of the fostering task do you find most difficult? Are there areas where you feel you need to improve your skills or knowledge? What training would you like us to provide? What type of training do you prefer (e.g., online, seminars, workshops, conferences, etc?)*

**Type Text here**

Have you used our 24-hr duty service in the past year?

|     |    |
|-----|----|
| Yes | No |
|     |    |



If yes, were you satisfied with the support offered?

|     |     |
|-----|-----|
| Yes | No* |
|     |     |

Have you made a complaint in the past year?

|     |    |
|-----|----|
| Yes | No |
|     |    |



If yes, were you satisfied with how it was handled?

|     |     |
|-----|-----|
| Yes | No* |
|     |     |

\*If you have answered ‘No’ to either question above right, please let us know how we could have done better...

|   | Unsatisfactory | Weak | Adequate | Good | Very Good | Excellent |
|---|----------------|------|----------|------|-----------|-----------|
| How do you rate JMT's newsletter, <b>Newsline</b> ?                             | 1              | 2    | 3        | 4    | 5         | 6         |
| How do you rate JMT's <b>consultation</b> with carers?                          | 1              | 2    | 3        | 4    | 5         | 6         |
| How do you rate the overall quality of <b>Support</b> from JMT?                 | 1              | 2    | 3        | 4    | 5         | 6         |
| How do you rate the overall quality of <b>Staffing</b> at JMT?                  | 1              | 2    | 3        | 4    | 5         | 6         |
| How do you rate the overall quality of <b>Management and Leadership</b> at JMT? | 1              | 2    | 3        | 4    | 5         | 6         |
| How well are your views and opinions listened to?                               | 1              | 2    | 3        | 4    | 5         | 6         |
| How well do JMT staff treat you with respect?                                   | 1              | 2    | 3        | 4    | 5         | 6         |
| How useful do you find your Carer Support Group?                                | 1              | 2    | 3        | 4    | 5         | 6         |

What is your **overall** level of happiness as a JMT carer?

| Unhappy | Not Great | Okay | Happy | Very Happy | Delighted |
|---------|-----------|------|-------|------------|-----------|
|         |           |      |       |            |           |

Use this box to make any comments or suggestions on how we could improve our service to you.  
Continue overleaf if necessary.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

| SAFE<br>The child or young person is:   | HEALTHY<br>The child or young person is:   | ACHIEVING<br>The child or young person is:   | NURTURED<br>The child or young person is:   | ACTIVE<br>The child or young person is:   | RESPECTED<br>The child or young person is:  | RESPONSIBLE<br>The child or young person is:   | INCLUDED<br>The child or young person is:                                 |
|---|--|--|---|---|---|--|---|
| Living in a home environment where there is a risk of abuse and violence.   | Healthy at birth, sustains good physical health in early years.  | Developing self care and life skills appropriate to age and stage.                         | Experiences consistent love, emotional warmth and attachment.   | Encouraged to be as physically active as their capabilities permit.   | Feels listened to and taken seriously.  | Exercises some degree of self-regulation and control over emotions and behaviour.                    | Feels accepted, trusted and valued within the family or caring setting.   |
| Cared for by parents or carers and has at least one adult they can always turn to for love and support.                 | Positive about self and confident and competes when faced by problems and adversity in circumstances.          | Developing a level of independence or autonomy appropriate to age and stage.               | Has someone they can turn to, trust and rely on when anxious or distressed.   | Encouraged to take up opportunities for play, recreation and sport.   | Has developed a clear understanding of right and wrong appropriate to age and stage.    | Feels accepted, trusted and valued by friends and peers.   |   |
| Protected from the risk of sexual or other forms of exploitation or by family members or others (e.g. through internet) | Respectful of self and others and makes choices that are safe and appropriate for age.                         | Displaying age-appropriate language (verbal, non-verbal, emotional and social development) | Receives praise, encouragement, responsiveness and cognitive stimulus.  | Receiving appropriate stimulus and encouragement to develop their interests.  | Accepts responsibility for their own actions.   | Feels accepted, trusted and valued by the school and the wider community.                            |   |
| Protected from avoidable physical dangers and health hazards within the home and outside.                               | Leading a healthy lifestyle and making healthy choices.  | Demonstrating readiness for key transitions in childhood (e.g. school, adolescence)        | Receives a level of physical care that ensures that the child is seen accurately and appropriately clothed and kept warm. | Provided with opportunities to actively participate in stimulating activities where there may be disabilities or disadvantages. | Understands what is expected of them at home, in school or in the community.            | Feels that their family is accepted and valued within the wider community.                           |   |
| Not left unattended when too young to care for themselves and left in the care of inappropriate carers.                 | Receiving appropriate health care and guidance from main carers and health services.                           | Responding positively to cognitive challenges in educational setting.                      | Receives sufficient and suitable nutrition.   | Provided with additional support where needed.  | Feels that significant adults and friends want them to fulfil their potential.          | Does not experience discrimination or any grumbles.  |   |
| Not exposed to serious misuse of alcohol and drugs by family members.   | Maintaining age appropriate physical and psychological development.  | Maintained in attend and participate in their educational activities.                      | Uses in an environment which nurtures their cognitive and emotional development.  | Assessing and managing risks in recreational and play related settings.   | Generally behaves respectfully at home, school and in community.                        | Has access to a range of opportunities for making friends.   |   |
| Awards of harmful risk-taking behaviours outside the home (e.g. drugs, alcohol, inappropriate firework use, etc.).      | Attends scheduled medical screenings and takes prescribed medication where necessary.                          | Meeting or exceeding appropriate levels of educational attainment.                         | Receives additional support and care when they need it.   | Responding positively to physical challenges in recreational and play related settings.   | Feels involved in the important day-to-day decisions that affect them.                  | Has access to a range of opportunities for social and recreational activities.                       |   |
| Receiving appropriate guidance from parents or other caring adults on safe risk-taking behaviours.                      | Able to identify and manage any long-term illness, condition or impairment.                                    | Demonstrating achievement across a range of non academic activities.                       | Is not left unattended or in the care of inappropriate persons when too young to be of self.                              | Demonstrating a sense of positive achievement from their activities.  | Does not feel discriminated against or demeaned by others.                              | Receives additional support to overcome any disadvantages that may contribute to sense of exclusion. |   |
| Safe from bullying at school or in the community.   | Applies strategies for assessing avoidable risks to health.  | Developing skills for coping with and managing disabilities and long term conditions.      | Is not subject to physical neglect.   | Developing attitude in one or more areas to best of their capability.   | Feels mostly happy and satisfied with life.   | Acts responsibly in potentially high-risk situations.  | Lives in accommodation appropriate to their family's needs.               |
| Protective towards others and not involved in bullying.   | Emotional and developmental needs are not neglected.   | Responsive to any additional support provided.   | Feels loved and trusted.  | Developing attitude in one or more cultural activities to best of their capacity.   | Feels generally optimistic about the future.  | Allows school regularly ill appropriate.   | Has day-to-day needs met adequately by the family's income.               |
| Protected from and not engaged in criminal activity within the community.   | Copes with normal stressors of everyday life without persistent anxiety, depression, withdrawal or aggression. | Developing skills for coping with and managing disabilities and long term conditions.      | Is sufficiently resilient to cope with changing circumstances in their family home, school and community.                 | Developing attitude in one or more hobbies or interests that they feel they can pursue safely.                                  | Feels treated as an individual in their own right with their own needs and aspirations. | Has a lifestyle that does not threaten health or well-being.   | Is encouraged to actively participate in school and community activities. |