



# **Anchor Foster Care Statement of Purpose**

**Revised November 2017**

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## Introduction

Welcome to this Statement of Purpose from Anchor Foster Care (Anchor). We have prepared this document to let foster carers; local authorities and any other interested parties know what you can expect from us as an experienced provider of foster care services.

This Statement of Purpose has been developed in conjunction with relevant legislation and guidance pertaining to:

- The Children Act 1989
- The Care Standards Act 2000
- The Fostering Services (England) Regulations 2011 (including the 2013 and 2015 amendments)
- Fostering Services: National Minimum Standards (2011)
- Care Planning, Placement and Case Review (England) Regulations 2010
- National Standards for Foster Care & Family Placement Services

This Statement of Purpose is updated periodically to reflect significant developments or changes in the service we provide.

## About us

Anchor Foster Care Services is a not-for-profit; family run organisation which understands that fostering is a family business. Anchor provides tailored, effective fostering services to children and families. We value the foster families we work with because we know that the most stable and positive experiences for children come from the skilful, patient and resilient work of their foster carers and the people who support them.

## Our aims

Our main aims are to provide **safety, stability** and **hope** for the children who our foster carers look after and to provide **care, support** and **expertise** to our foster carers, including 24-hour support.

We achieve this through planning individualised care for the children placed with our foster carers based on the following outcome areas:

- **Safety and stability** – children feel and are safe in their foster placements and do not have unplanned moves,
- **Being healthy** – children are cared and provided for so that they have access to the services needed to address all their health needs (physical and mental),
- **Personal and social development** – children are fully supported and enabled to: develop a positive self-image; acquire the skills and knowledge (as appropriate to their age and ability) to integrate socially; contribute to the lives of others and achieve their all-round potential,
- **Being in education** – children have access to education that is appropriate to their potential and learning style so that their education effectively contributes to enhancing their self-esteem, personal development and life opportunities.

## Our principles

We agree with the views of the Children Act 1989 and the UN Convention on the Rights of the Child (1989) that children are generally best looked after in their birth family where both parents play a full part in their upbringing. We know that due to difficult family circumstances this is not always possible.

- For over 50,000 children and young people living in foster care in the UK, fostering is a vital source of care that provides safety, stability and hope to a child while enriching family life and unity.
- Our foster carers are vitally important, valued professionals in the fostering team. Research shows that effective support, training and respect for carers are critical in retaining our carers and building trust with staff and children.
- We will respect and encourage each individual child's heritage. All people, children and adults alike, are individuals who are to be respected and treated as equals, whatever their circumstances or difficulties.
- If it is in a child's best interests, we will always work with other agencies and Local Authorities to return the child to his or her own birth family.
- Whenever long-term foster care or other forms of permanent care are in the best interests of the child, we will work with birth families and other parties in a non-judgemental, respectful way. Information and support is given to foster carers to emphasise the importance of working with birth families and accentuate the importance of promoting positive contact for the child.
- We recognise that it is important for children to know as much as possible about their background and family. Foster carers are expected to share this with the child as they grow and develop, through life story work in partnership with the Local Authority.
- A person-centred approach permeates all aspects of our service delivery, so that children and their carers remain at the centre of all we do, and are respected and valued, as are staff and all other professionals involved.

At the core of our principles is the welfare of every child placed with our carers. We know that often children placed in care do not fare as well as other children. While children placed with us can expect a positive experience of family life, they can also expect to have their disadvantages acknowledged. Anchor, with the input of our carers, will ensure that a child's issues of social inclusion are addressed, and that they will be supported to achieve positive outcomes in education and post school programmes and to form positive relationships with their peers and adults.

## Services we provide

We provide foster family placements to support children from difficult family circumstances and backgrounds. We offer two Placement Levels and a range of Placement Types to meet the differing needs of individual children and young people referred to us for a potential match with a foster family.

Our approach to supporting foster placements is increasingly being underpinned by therapeutic principles at all levels, and in particular we have embraced the TCIF model (Therapeutic Crisis Intervention for Families), and it is our aim that all our foster carers are trained in this with a yearly recap.

## Levels of Placement

Our two levels of placement ensure that children and young people are appropriately placed with the right level of agency input to meet their needs, based on a full exchange and careful consideration of information during the matching process.

### Standard Level Placement

**Definition:** Standard Fostering Placements are offered to children and young people who have not been assessed as having significant complex and specialist needs and who are not in need of consistent and/or intensive intervention for longer periods of time, and who remain within or close to their local boundary.

### Complex Level Placement

**Definition:** Complex Placements are offered to children and young people who have complex needs, either existing or historical. This includes the provision for children and young people:

- Who are in crisis
- Who demonstrate significantly challenging behaviours and need therapeutically trained carers and therapeutic and/or counselling provision
- Who have experienced many placement disruptions and/or have a high level of need
- Who have issues of continuous missing incidents and/or demonstrate risk taking behaviours both to themselves and others
- Who need support in relation to significant attachment issues, significant substance misuse or effects of parental substance misuse
- Who need support in relation to offending and/or inappropriate sexualised behaviours
- Who need support in relation to multiple and profound disabilities and/or have complex medical needs and a high level of medical appointments
- Who have profound mental health difficulties
- With complex contact needs
- Who require a solo placement that precludes the placement of another foster child
- Who are Parent and Child placements with complex needs
- Who would benefit from being placed in an intensive support fostering environment as a step down from a residential provision or for prevention into a residential provision.

## **TYPES OF PLACEMENT**

We use the following terms for classifying placements, as guided by the Fostering Services Statutory Guidance 2011, the Care Planning and Placement Regulations Vol. 2 (2010) and the requirements of responsible Local Authorities:

### **Short-break and short-term placements – standard or complex**

We work with carers who are able to provide short break (respite) placements of up to 17 days at one time (no more than 75 days in one year). This could be to support a birth family or foster carer in urgent need of help with the care of a child with a profound disability or a complex health condition, to support a foster family who has a particularly difficult placement or one who faces unforeseen circumstances (e.g. sudden illness of a family member or other crisis), or to support a child who needs a break from a foster family. These carers can also provide short-term placements to look after a child for a few weeks or months, while plans are being made and at times for up to a year where “parallel planning” is in place and care proceedings are taking their course. Placements are planned and agreed with the Placing Local Authority in line with the child or young person’s Care Plan. Such placements are assessed as standard or complex depending on the level of support and input required to meet the needs of each child or young person, as detailed in the placement plan.

### **Emergency placements**

We have carers who can help children needing somewhere safe to stay for a few nights at short notice, including situations where there is very limited information available to the placing authority about the background and needs of the child or young person (for example unaccompanied minors who have recently arrived in the Country).

### **Bridging placements – standard or complex**

These are part of an intermediate care plan for the child and can last for up to two years. Foster carers taking on bridging placements have the right skills and approach to work with children and other agencies involved for a time limited period. This could be a teenager being prepared for living independently, a younger child or sibling group being prepared for permanency, or children of all ages around reintegration with their birth family. We let our carers know that bridging placements can be very stressful and unsettling for children and young people, and we expect these carers to demonstrate special understanding, dedication and skill. Anchor provides carers with training and support for Bridging Placements which can be tailored to particular needs of specific children, young people and/or families.

### **Long-term and permanent placements – standard or complex**

These placements are for the longer term, where other options such as special guardianship, child arrangement orders or adoption are not appropriate. The foster carer cares for a child as a member of their family up to and into independence. These types of placement are a significant part of our fostering service and we have an excellent record of placement stability, as affirmed in our most recent Ofsted inspection report. Such placements are assessed as standard or complex depending on the level of support and input required to meet the needs of each child or young person. The level of risk to be



managed for the child to be safe, and the specific support required for the child to make progress, is regularly reviewed and any changes reflected in a revised placement plan.

### **Parent and Child Placements – standard or complex**

We provide time-limited parent and child placements where carers support the birth parent/s to develop parenting skills and knowledge. If a specialist assessment is required relating to a court order, or if the child and/or the parent has complex needs or a significant disability, this will be defined as a complex placement.

### **Sole Placements - complex**

A placement where a child is required to be the only one in placement.

### **Unaccompanied Minors - standard or complex**

We provide foster families for unaccompanied minors who find themselves displaced. Many of these children and young people will be experiencing 'separation' from their families, friends, community, school, as well as trauma due to what they have seen or experienced. These young people will require stable, consistent and potentially long-term support and care.

Some of these children and young people will require a standard foster care placement but others significantly impacted through trauma and loss will require specialist foster carers with expertise and experience in therapeutic approaches, as well as additional support from mental health professionals and therapeutic intervention. Where this is the case, the placement will be classified as complex.

### **Enhanced Therapeutic Foster Placements - complex**

These placements are for children and young people with significant attachment difficulties and traumatised backgrounds. As an organisation we are implementing Therapeutic Crisis Intervention for Families (TCIF) by training management, staff and carers. TCIF is embedded throughout the agency's policies and procedures. Whilst this is our preferred approach to support placements therapeutically, in addition we have a number of carers who apply therapeutic parenting approaches based on the Therapeutic Parenting Underpinned by Experience (TRUE) model and Dan Hughes (PACE) (Playfulness, Acceptance, Curiosity and Empathy). Carers trained in the TRUE model receive support from their Supervising Social Worker, using the "team around the child" principle, and extra mentoring and support from a named Attachment Project Worker, (APW), trained in the TRUE model who has experience of looking after child/children and young people with similar behaviours. Each child also receives extra support from a trained Support Worker, Professional Therapists or Counsellors provided for children and also for carers as set out in the placement plan, which is regularly reviewed. Extra professional services will be engaged to support any placement therapeutically if the needs of the child deem it necessary and with agreement with the Local Authority.

### **Assessment Placements (including Parent & Child) – complex**

We provide children or young people with assessment placements for up to three months. The assessment is carried out by professionals, with input from the carer, and includes an in-depth examination of a child's physical, emotional, educational and psychological needs,



with special attention paid to the child's age, attachments, behaviours and stage of development. At the end of the assessment, the outcome is presented as a report to inform care planning.

We also provide parent and child placements for parents and children to assess parenting capacity for around 12 weeks. This enables the birth parents and their children to stay together and increases the likelihood that the parent and child can bond in those crucial early months. Support, observation and assessment can be carried out on behalf of the Local Authority.

### **Disability placements - complex**

We have carers who specialise in providing placements for children who have a range of complex needs or disabilities. Within the range of carers providing this specialist service we have carers who are trained in British Sign Language, and delivering basic/emergency Oxygen. All our foster carers are trained in Paediatric First Aid One of our carers has a severe hearing impairment and is very experienced in caring for and working with profoundly deaf children and young people. She holds formal qualifications in this work. Some of our carers specialise in caring for children and young people suffering from terminal illnesses and other serious medical conditions.

### **Residential migration and prevention placements – standard or complex**

By working in partnership with children's residential homes, we work with children and young people in a way that prevents entry to residential care. Those that are leaving residential care for fostering are given the right support to help them settle into foster homes following an assessment of need and successful introductions.

### **Remand Placements - complex**

Remand fostering offers safe family accommodation for alleged young offenders from the age of 10, while they are awaiting trial or sentencing, or when they are released early from custody to serve part of the sentence in the community. The experience of being on remand can be damaging for vulnerable young people, while remand fostering offers young people in trouble with the law the support needed to rethink their actions and work through issues related to the offending.

### **Further Services**

#### **Therapeutic Support –**

We know that each child is an individual with unique needs that are best met through a variety of services. In order to support foster placements, we contract specialist services for specific children and their foster carers as agreed with the placing Local Authority. To support our foster carers and staff to work with children in a therapeutically informed way, we are implementing training underpinned by theories of attachment and resilience (Secure Base and Therapeutic Crisis Intervention). We have trusted relationships with psychotherapists, counsellors, mentors and other appropriate adults who have been DBS (Disclosure and Barring Service) checked and vetted. Our management team receives clinical supervision and holds regular professional meetings facilitated by a psychotherapist



with a focus on clinical case management and social work practice. Professional clinical supervision meetings for supervising social workers are also regularly provided.

#### Educational Support -

We are committed to supporting children to attend mainstream schools or special needs units and other specialist provisions which are assessed as best meeting their needs. Our policy is that all children from primary age upwards should have access to a source of independent advice and support when needed, including advice relating to their education. Our foster carers will promote positive relationships with the organisation providing the education. If a child is excluded from school or cannot attend for whatever reason, we will help to source and arrange alternative educational support. We will consult with the school to set up an 'Out of School' support package which might include individual tutoring and a range of activities to occupy the child during school hours and meet the requirements of their Education Plan.

#### Contact Services-

We have fully vetted, DBS-checked and experienced contact supervisors who can facilitate supervised contact if needed. We also have our own Contact Centre facilities with trained staff who can undertake assessments on request. Individual needs regarding contact are discussed between Anchor and the responsible Local Authority, usually at the point of placement.

#### School Holiday Activities –

During the main school holidays and half-terms, there are Children's Forums and activities which include a foster carer's birth children and any children they are fostering.

#### **Objectives when Placing Children**

Our aims when placing children are to:

- a. Place children with families that are fit to look after them. We have a robust recruitment, vetting, training and assessment process for prospective carers and families. We realise that while love for children is essential, this needs to be combined with carers having the right training, approach and skills. We will provide support and training to teach a comprehensive, clear framework and approach to assist carers and staff.
- b. Keep children safe and help them develop the skills and ability to keep themselves safe. We recognise that safety extends beyond the physical and also encompasses the emotional, psychological and sexual areas of people's personalities.
- c. Work closely with Local Authorities to ensure that children are safeguarded. We rigorously follow appropriate safeguarding processes, including regular training of carers and staff.
- d. Provide distressed and vulnerable children with a positive, safe, nurturing and stable experience of substitute parental care. This will rebuild resilience, self-esteem, hope and a sense of acceptance and love.
- e. Minimise premature endings of placements for children, through working in partnership with the Local Authorities to provide a holding team around the child in a therapeutic way. We encourage a therapeutic approach and outlook among our management and staff, including clinical supervision with a qualified psychotherapist.

- f. Continue providing care and practical support where possible for children and young people who have previously been cared for by families and carers (within the 'Staying Put' framework).
- g. Provide carers with support and training for continuing development, empowering them to manage a wide range of complex and challenging behaviours so that vulnerable children feel secure. All members of the family are inspired to achieve to their highest ability and to rise above problems and build hope.
- h. Offer foster carers a complete, practical selection of professional and financial support options, to protect the choice of placements and stability for children, young people and parent and child placements.

### **What children placed with us can expect**

To build safety, stability and hope for a child, children placed with us can expect:

- A foster home that is safe, healthy, nurturing, enabling and accepting where they will be respected and supported to achieve their best,
- To be cared for by a foster family linked to a wider team which has their needs and the stability of their foster placement at the centre,
- That contact between each child and their families and friends will be encouraged as set out in the care plan and placement plan,
- Healthcare which meets their needs, together with age appropriate information that allows the child to make informed decisions about their health,
- Support to access education appropriate to their potential and learning style so that their education effectively contributes to enhancing their self-esteem, personal development and life opportunities,
- That their views, wishes and feelings will be understood, considered and discussed by us. This will be through Children's Forums and activities, feedback forms and interviews during home visits, and annual survey,
- That they will understand their right to make a complaint on any aspect of the care that they require, what procedures they should follow and what internal and independent support they can use to pursue their complaints,
- That they will be cared for by foster carers who will respect, recognise and support their needs in terms of beliefs, culture, heritage, religion, language, sexuality and disability,
- That relevant agencies and adults will work with the child to provide services that will promote their best interests in the short, medium and long term,
- That during the transitional period of leaving care they can expect to be helped to develop the skills, competence and knowledge necessary for adult life through a plan for a managed transition (e.g. a Pathway Plan) created by their designated worker, foster carer, themselves and other relevant parties. Our own workbook complements the Pathway Plan.

### **Recruiting foster carers with the right approach**

We aim to recruit foster carers who are emotionally mature, with the potential to develop their fostering knowledge and skills to the highest standards, for the support of the children that they care for. Our assessment of foster carers is underpinned by the TCIF Model, and takes account of applicant's potential for reflection on their own upbringing and how it impacts on their approach to parenting, and their commitment to continual learning and personal development.

Such carers will support foster children to integrate their past with their present so that they can move into the future with a positive understanding of who they are, and why they were unable to remain with their birth family.

Foster carers will work positively towards a plan for rehabilitation and also to assist with life story work where appropriate. When carers are preparing children for permanent placement or adoption, they will be expected to have a sensitive approach with birth parents, assist foster children to move on positively and work appropriately with all professionals involved.

To achieve this, we recruit foster families who:

- Share attitudes that are open and flexible, rather than holding a closed, rigid, judgemental approach,
- Can face separation and loss and are not embarrassed to talk about the feelings involved in these difficult times,
- Can put the needs of the child first and do not feel undermined by important past relationships and events in the child's life,
- Are able to look honestly at themselves and acknowledge their strengths and limitations,
- Do not expect to foster in isolation but who are able to seek out, use and welcome help as and when it is needed.

### **How our foster carers and staff support our aims**

All carers and staff working for and with us support and actively contribute to these aims:

- Promote a child's return to their birth family whenever this is in their best interest, in line with their Care Plan,
- Give absolute priority to the individual needs of the child in determining whether a placement with us is appropriate,
- Value diversity by recruiting and retaining a wide range of carers to meet every child's needs,
- Develop a service which has respect for and understands the importance of the ethnic origin, cultural background, religion and language of children, their families and foster carers,
- Ensure that a child's gender, sexuality, disability and other circumstances are properly considered before any placement and that we will be able to meet a child's specific needs as well as any needs that will occur during their placement,
- Value continuity in the lives of children, supporting and encouraging carers to enable the child to maintain their identity, pursue their education and develop family contacts and friendships, as set out in Care Plans. We will encourage continuity of placements through regular meetings,
- Promote effective partnerships between all interested parties to make sure that everything is in the best interests of the child who is fostered. We recognise and harness everyone's strengths, capacity and abilities for the best outcomes for the child,
- Promote professional development that helps carers and staff to meet the needs of each foster child. We promote continuity and consistency in training, support and information for our foster carers, social workers and key staff to meet each individual's professional development aims,

- Value, respect and reward foster carers as important members of the professional fostering team, recognising their essential input and skills in the increasingly complex and demanding task of fostering,
- Treat and assess each child as an individual, providing an overall Care Plan package to Local Authorities that includes therapeutic input, home tuition, mentoring, life skills, confidence building and social activities.

Foster carers, children, staff, and the Local Authority social worker are advised that any issues of concern in placements should be immediately brought to the attention of the Fostering Manager.

### **How we support our Foster Carers**

- Provide school holiday activity programmes, for fostered and birth children to give carers a break from childcare. Plus, Children's Forums and Christmas activities,
- Provide 6 sessions of therapy or alternative therapeutic input for children if needed. Further therapy can be agreed,
- Provide regular emotional support to the carer's birth children and provision of a Children's Forum,
- Provide a generous allowance of 21 days paid respite for foster carers per year, (we do not support respite if this is not in the best interests of the child placed and an extra payment is paid to carers who do not use their respite allowance),
- Provide continuing development, empowering carers to manage a wide range of complex and challenging behaviours to help vulnerable children feel secure through Therapeutic Crisis Intervention for Families (TCIF) training. This model provides a framework and flexible toolkit for their work,
- Provide a comprehensive mandatory and bespoke training package to address children's individual needs,
- Provide 24-hour telephone support and backup from a Supervising Social Worker (SSW) and Manager on call,
- Give regular support through visits, (weekly for the first 6 weeks, then monthly) and telephone contact daily if needed,
- Build social networks and offering social events for carers,
- Help with solving problems in placements such as finance, equipment, transport and escort when carers are unable to drive,
- Provide regular formal supervision by a qualified Supervising Social Worker in the implementation of each child's Placement Plan,
- Promptly pay fostering allowances and fees and give advice on tax issues,
- Give membership for The Fostering Network including Legal Protection insurance cover for all foster carers and membership of British Association for Adoption and Fostering (CoramBAAF) which also provides advice,
- Liaise with the child's Social Worker, who is the key worker with overall case management and responsibility,
- Assist in dealing with services including education, health and Out of School activities as part of the delegated authority (including liaising with schools and therapists),
- Assist with preparing children for independent living, and assessment of skills,
- Support with Life Story work for children staying with carers over three months.



We support everyone in the extended Anchor family and acknowledge their personal situations. We send cards, flowers, chocolates or gifts to all staff, carers and children celebrating birthdays, anniversaries or achievements, and make welfare visits if they are unwell or, facing challenges or loss.

### **Our standards**

We are committed to maintaining and improving our standards, both in terms of policies, processes and practices and through investing in and supporting our carers and staff. This includes putting the Fostering Services National Minimum Standards and Regulations 2011 in place.

When prioritising how we develop services, we are guided by advice from our consultants, stakeholders and the Ofsted inspection process, based on our central principle of acting in the best interests of children placed in our care.

### **Standards for Anchor foster carers and staff**

We also have specific standards for our carers that are detailed in our Foster Carer Handbook. We originally used the Fostering Network Code of Good Practice to create the task description for our carers and to develop their recruitment, assessment, approval, training, management and support.

We have revised this in line with the National Minimum Standards (2011), the rising expectations regarding the professional role of foster carers and the increasingly specialised nature of fostering.

All of our carers and staff must understand and follow:

- The 2011 Fostering Services National Minimum Standards and Regulations including 2013 amendments,
- Our standards and procedures, set out in our Foster Carer Handbook (version 3 forthcoming),
- Related policies, procedures and guidance for carers and staff, including the Supervising Social Workers' Guidelines introduced in 2009 and regularly revised,
- Standards that follow the UN Convention on the Rights of the Child (1989) and current UK childcare legislation.

### **Supervision of the fostering service**

Supervision of all aspects of our fostering service is guided by the National Minimum Standards for Fostering Services 2011 (including 2013 amendments), the Fostering Network Code of Practice, the Children Act 1989 Guidance and Regulations Volume 4 (2011), and the Care Planning, And Case Review And Fostering Services Regulations 2010 and Miscellaneous Amendments 2013.

We make sure that each foster carer has the right to be supervised by a qualified Social Worker. Each carer is visited at least once a month by an Anchor Social Worker.

Additionally, carers will also receive at least one unannounced visit per year. We have developed a method and measurement for these supervisory visits which informs the annual review of foster carers which are based on measuring foster carer practice against their contribution to the agreed outcomes for the children in their care.

### **Supervising Social Workers (SSW)**

Our Supervising Social Workers supervise and support the foster carers.

It is essential that the roles and responsibilities of the SSW are clear to carers. The Fostering Network state in their standards document that: 'It should be understood at the outset that the Supervising Social Worker's first responsibility is to the child in placement, even though they do not have case management responsibility for the child.'

The SSW also ensures that the foster carer is informed in writing, that they accept, understand and apply all of the standards, policies and guidance agreed by us for the children placed in our care.

### **Relationship between SSWs and the child's Social Worker**

We understand that the child's Social Worker holds overall case management responsibility, and we promote good communication between our SSW and the child's Social Worker.

All relevant reports and information are expected to be shared with our SSW. There should also be regular joint visits to the carers, initially to create the placement agreement, followed by regular visits during the placement. The meetings will be to monitor, discuss and progress the work identified in the child's Care Plan and update the Placement Plan as agreed.

### **Local Authorities**

Anchor sees its relationship with Local Authorities as a partnership to achieve the best possible outcome in relation to each set of circumstances. We therefore endeavour to operate an open-door policy whereby Local Authorities can feel free to inspect our organisation at any time within the context of existing service agreements. We also fully support the aims of inspection through Ofsted.

### **Foster carer annual review**

All of our foster carers have an annual review; this ensures that Anchor and the Local Authority can be confident in the carer's continued ability and capacity to carry out the fostering task. It also provides an opportunity to make any necessary changes to a carer's registration.

All annual reviews are chaired by an appropriate third party, using an independent reviewer (not the SSW or Fostering Manager) who can form an independent judgement and is knowledgeable about foster care. Generally, an annual review proceeds as follows:

- The SSW completes the bulk of the annual review report, based on their records and knowledge of the carer's performance during the previous year.
- The reviewing officer visits the carer with the SSW and reviews the annual performance of the carer and makes a recommendation regarding continuation of approval and any terms of approval. If there is a difficult relationship between the carer and their SSW, the reviewing officer may undertake the annual review meeting without the SSW present.

#### **Appendix A – Future plans for Anchor Foster Care**

- As a growing agency, our focus is on recruiting and supporting a network of experts that can recruit, assess, train and support a network of committed foster carers.
- As of November 2017, we had 67 registered carers.
- Modest growth since we were established has enabled us to focus on training and building the capacity of existing and new carers to better equip them for the more challenging placements they are likely to get in the future.
- We continue the search for carers as informed by our recruitment strategy which includes families interested in working with teenagers, therapeutic parenting, parent and child placements, larger sibling groups, children with challenging behaviour or physical disabilities, and those from refugee backgrounds.
- In the medium term we want to recruit an even more diverse range of foster families who can match the various needs of the children and young people for whom placements are needed.

## **Appendix B – Statistics and further information**

### **Anchor's Status and Constitution**

We are a not-for-profit company, limited by guarantee. A copy of our Articles of Association is available on request.

### **Financial Position**

Anchor has been able to pay promptly for all services provided and has not experienced any significant cash flow constraints since its inception. Further information is available on request.

### **Number of Children Placed**

Information is available on request.

### **Changes of Placement**

Information is available on request.

### **Complaints**

The agency complaints and representations procedure is outlined in the Anchor Foster Carer Handbook. A register is maintained of all verbal and written complaints received and the outcomes of each. Further information is available on request.

### **Appendix C – Recruitment and approval of foster carers**

Our procedures for the recruitment and assessment of foster carers accommodate the Care Planning, Placement and Case Review and Fostering Services (Miscellaneous Amendments) Regulations 2013, as further amended in 2015, which provides for a two-stage assessment process. This can be carried out concurrently.

The 2014 BAAF Form F format, with additional features including a matching profile, is used for the assessment of all prospective foster carers. We carry out a wide range of checks and references, well in excess of statutory requirements.

As part of our preparatory ‘Skills to Foster’ training, we provide an additional course on Child Protection to emphasise the importance of safeguarding for new foster carers. For new foster carers who will be providing more specialist or challenging placements, additional specialist preparation is given prior to approval and subsequent placement of children, and this included parent and child fostering.

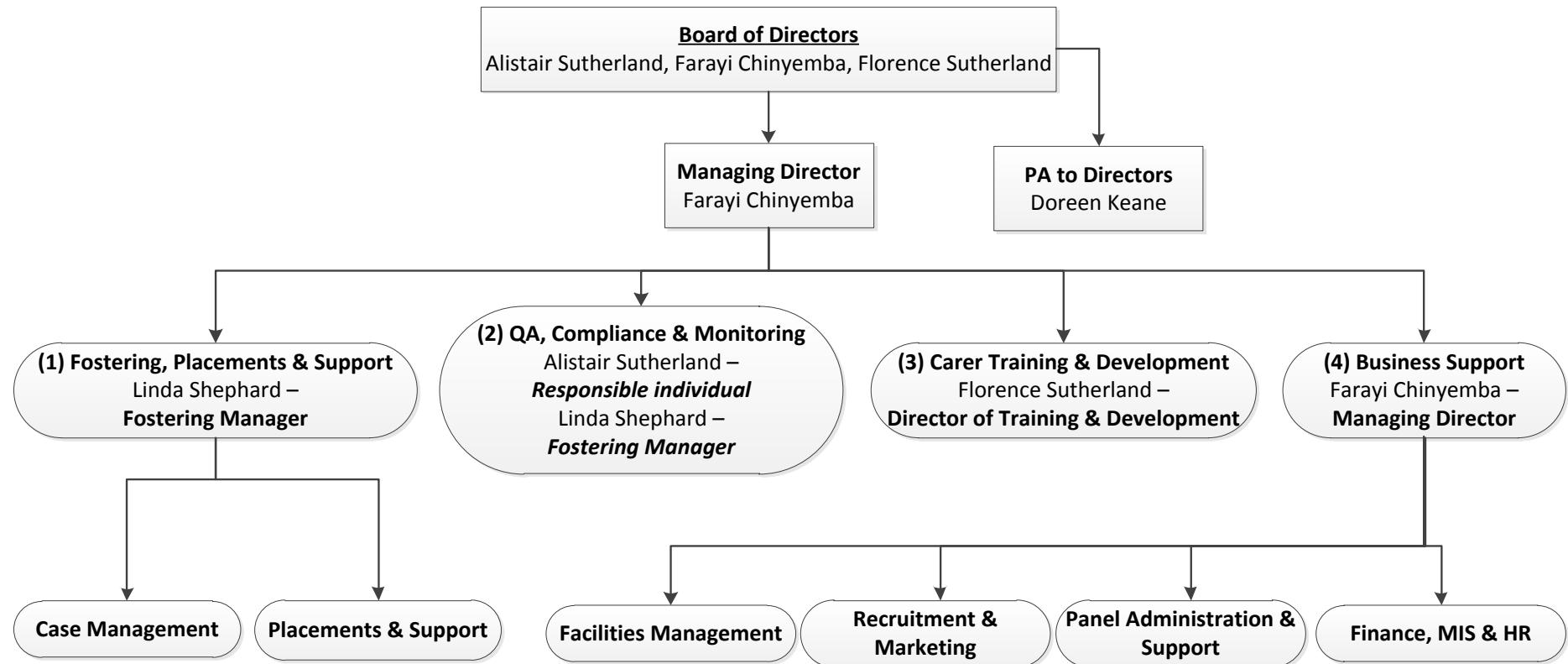
### **Fostering Panels**

Anchor has a central panel list with a wide range of expertise. Panels are selected to match the characteristics of our applicants and the content of each panel agenda. We have a robust process for agency decision making. Under the decision-making system, there are two decision makers: Linda Shephard (Anchor’s Fostering Manager) and Robin Short (both of whom have long experience in the fostering sector as senior social work managers in childcare and as registered Fostering Managers). The decisions are allocated to ensure that there are no potential conflicts of interest for each decision made.

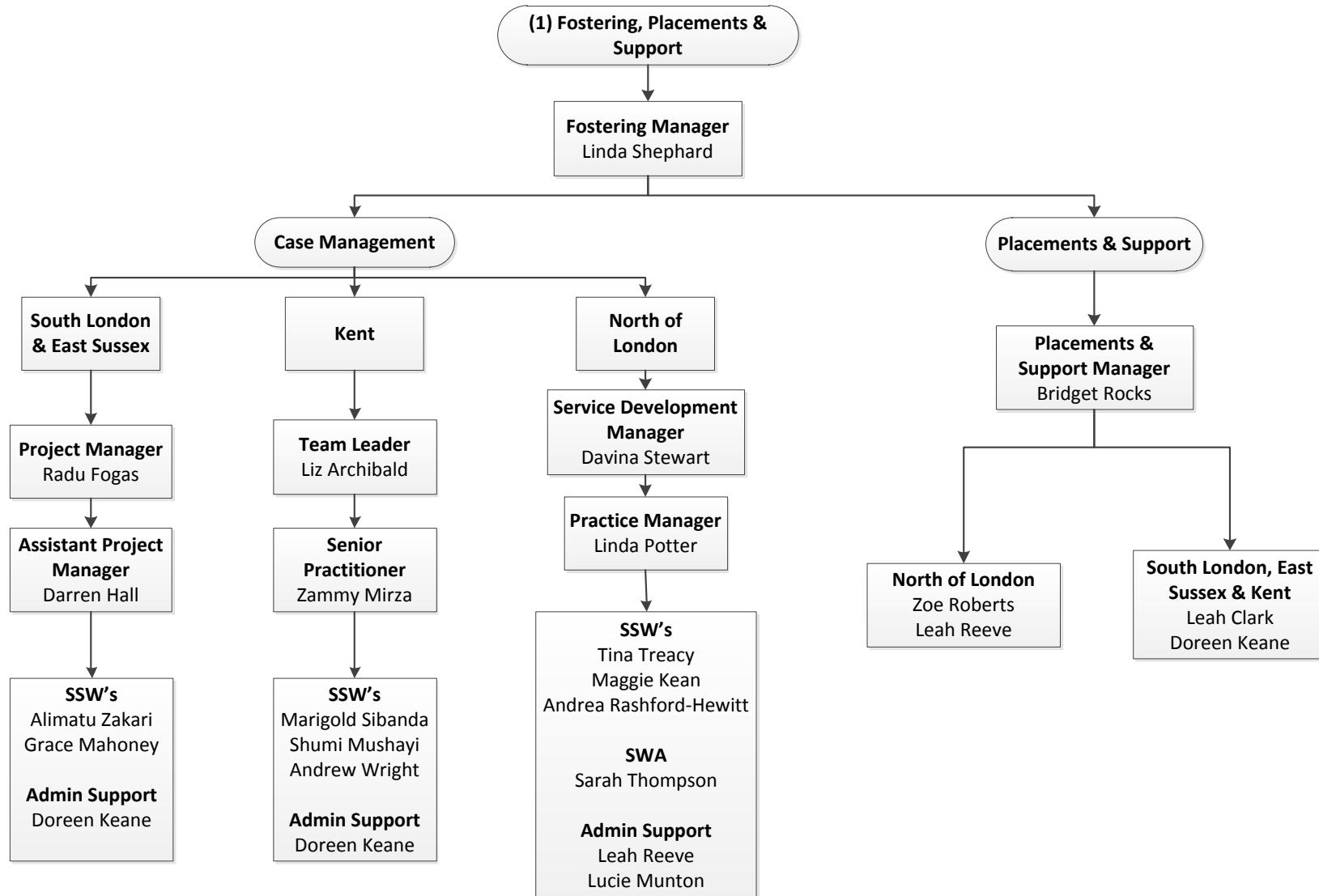
## Appendix D – Communications, reporting and organisational structure

Current communication and reporting lines between staff are shown in the chart below.

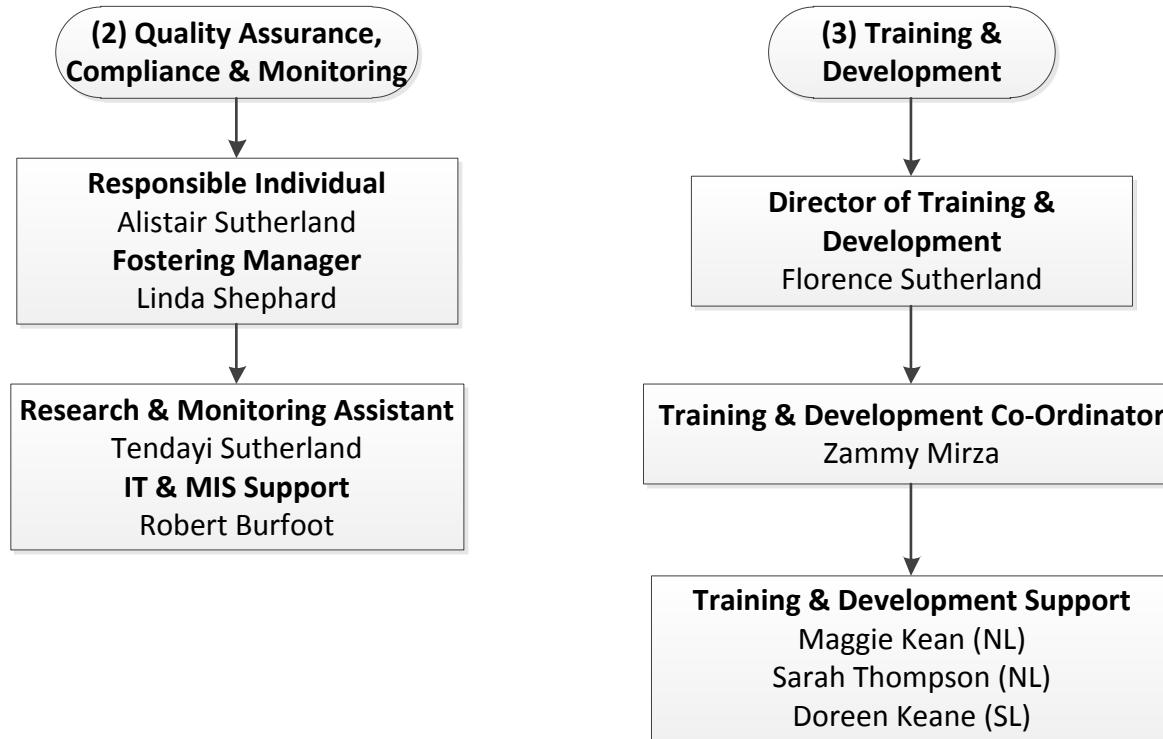
**Organisational Chart – November 2017  
by Function**



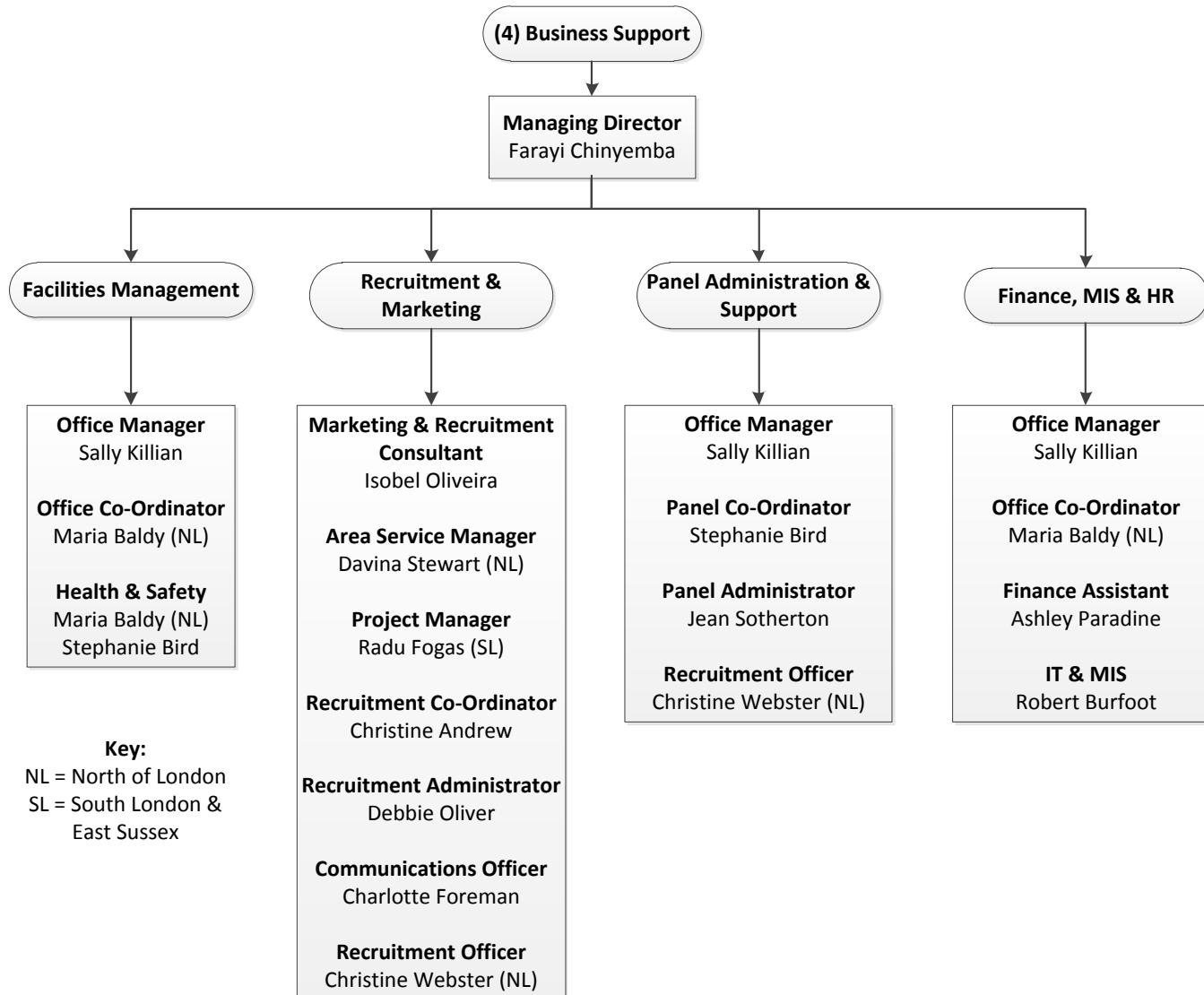
## Detailed by Function



## Detailed by Function



## Detailed by Function



**Registered Persons as at November 2017**

Name	Responsibility	Qualifications	Date Started
Alistair Sutherland	Responsible Individual	PhD Social Anthropology Dip. Social Work	January 2002
Linda Shephard	Registered Fostering Manager	Dip. Social Work NVQ4 Management and Leadership Award	July 2013

Linda Shephard is an experienced fostering Social Worker who has previously been a Registered Manager for another independent fostering agency and also a local authority manager.

A full list of Anchor staff and independent workers can be made available upon request.

## **Appendix E – Legal acts, guidelines and other material used to prepare this document**

We have consulted the following areas and used them to guide the development of this statement of purpose, together with making them an integral part of the policies, processes and procedures of running our business in a rigorous, ethical and caring way.

- Care Planning, Placement and Case Review and Fostering Services (Miscellaneous Amendments) Regulations 2013
- *Staying Put: Arrangements for care leavers aged 18 and above to stay on with their former foster carers* – DfE, DWP and HMRC Guidance (May 2013)
- The Fostering Services Regulations and Standards (2011)
- The Department of Education Fostering Services: National Minimum Standards (2011)
- Fostering Services Statutory Guidance (2011)
- Children Act 1989 Guidance and Regulations Volume 4 (2011)
- Care Planning and Placement Regulations (2010)
- Care Planning and Placement Regulations Vol. 2 (2010)
- The Fostering Network Code of Practice (2005)
- ‘Every Child Matters’ Outcomes (2003)
- Care Standards Act 2000
- The Children Act 1989
- The UN Convention on the Rights of the Child (1989)
- Anchor Foster Care Supervising Social Workers Guidelines
- Guidelines of the relevant Local Authorities that we work with
- Care Planning and Fostering (Miscellaneous Amendments) (England) Regulations 2015