

## PART A: THE SELF ASSESSMENT FORM (with assessment prompts)

(Placement Services are not required to complete the shaded supporting standards).

### Standard 3: Safety for children and young people in care

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Prompts
3.1 Policy and procedures are in place to protect children and young people from abuse and neglect while in care <sup>1</sup> .					<p>View policy and procedures on allegations of abuse and neglect in care.</p> <p>View location/ provide information of the location of the policies and procedures.</p> <p><b>Staff:</b> Ask staff if they are aware of the policies and procedures and how they are accessed within the placement service (e.g. group home, foster carers home); if there is a safety plan for the child; if the worker has regular access to the child.</p>
3.2 Children, young people and their carers are aware procedures are in place to respond within specified timeframes, to allegations of abuse and neglect.					<p>View procedure.</p> <p>View information provided to children, young people and their carer.</p> <p>Assess if responses comply with procedures</p>

<sup>1</sup> 'Care' refers to children in the care of the CEO of the Department for Child Protection.

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					and timeframe.  <b>Staff:</b> Ask staff if they are aware of the procedure and timeframe.  <b>Child:</b> Ask if the child is aware that if something bad happens staff will talk to them about this and try to make things right.  <b>Carer:</b> Ask the carer if they are aware of the procedure and timeframe.
3.3 Where a concern is raised or an allegation made of a child being mistreated, abused and/or neglected, services will work together to respond to the allegation in a timely manner <sup>2</sup> .					View the service provider's protocol for working with other agencies.  <b>Staff:</b> Ask if staff are aware of links with other agencies; assess if responses comply with the requirements of the protocol.
3.4 Services comply with the <i>Working with Children (Criminal Record Checking) Act 2004</i> and conduct criminal record checks for employees, contractors, students and volunteers <sup>3</sup> . No child contact can occur without					View where the service provider stores information on staff clearances.  View the schedule for review of clearances.

<sup>2</sup> *The Abuse in Care Protocol between Family and Children Services, its Carers, Placement Agencies and Carers* shall apply until the current review is completed.

<sup>3</sup> In accordance with Clause 3.6(i) of the General Provisions (Indexation Version) of the Service Agreement for placement agencies and the Best Practice Manual 1.3.14 for departmental staff

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these record checks which are undertaken every three years or upon a change of circumstance.					
3.5 Services have procedures in place to deal with an unsatisfactory police clearance, Working with Children Certificate or check of the Department's records.					<p>View the procedure.</p> <p>Assess if there is evidence of this being followed through where an unsatisfactory clearance or check was received.</p> <p><b>Staff:</b> Ask if staff are aware of the procedure.</p>
3.6 Foster carers are registered prior to the commencement of caring for children and young people. Registration for all carers is reviewed every twelve months and screening occurs every three years.					<p>View the registration document.</p> <p>View the review schedule.</p> <p>View the review assessment.</p> <p><b>Staff:</b> Ask if the carer for the child in the sample was registered prior to caring for the child and meets the timeframes for review and screening.</p>
3.7 Foster carers have been assessed to determine their competency, prior to placement of a child in the CEO's care.					<p>View the assessment against the competencies.</p> <p><b>Staff:</b> Ask if the carer for the child in the sample was assessed prior to placement.</p>

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3.8 In an emergency placement situation relative or significant other carers receive interim registration <sup>4</sup> . Full registration is completed within 90 days.					View the procedure to safeguard that full registration occurs within 90 days.  <b>Staff:</b> View the interim registration documentation and assess amount of time taken to complete full registration for the carer of the child in the sample.
3.9 Services provide a safe environment for children and young people which include emotional, psychological, physical and environmental safety, and takes into consideration their age and any specific needs of the child.					<b>Staff:</b> View documentation (assessment and review) that indicates the carer of the child in the sample has a house that is child safe and friendly.  Is there a review schedule?
3.10 Residential facilities and or foster carer's homes are not unsafe due to overcrowding and are regularly maintained to ensure comfortable living environments for children and young people.					View the policy relating to maintenance and overcrowding.  View maintenance schedule.  <b>Staff:</b> In relation to the placement for the child in the sample, determine the number of bedrooms, bathrooms and people in the house and if it complies with the policy.

<sup>4</sup> Assessment for interim registration includes a signed consent form for a Criminal Record Check, a Departmental Child Protection Record Check and a Working with Children Check and a completed statutory declaration

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3.11 Services protect the child and/or young person from harm and use methods of behaviour management that do not involve physical or emotional punishment <sup>5</sup> .					<p>View the policy on behaviour management.</p> <p>View the incident book.</p> <p><b>Staff:</b> Ask staff if there have been any behaviour management incidents concerning the child in the sample; determine if these were managed appropriately.</p> <p><b>Child:</b> Ask the child how undesirable behaviour is managed in the placement; if they feel safe in their placement; and if they have been spoken to about how to keep themselves safe.</p> <p><b>Carer:</b> Ask the carer if they have received training or information on approved behaviour management techniques.</p>
3.12 Services adhere to policies and procedures to manage children who exhibit difficult or aggressive behaviours which place their own safety and that of others at risk and receive training to understand and safely respond.					<p>View the policy and procedures on management of challenging behaviours.</p> <p>View the incident book.</p> <p><b>Staff:</b> Ask staff if they are</p>

<sup>5</sup> Physical punishment could include but is not limited to hitting and pushing. Emotional punishment could include but is not limited to belittling, humiliating and bullying.

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					aware of the procedures or where to access the policy; sight incident reports on file to evidence that the procedure has been followed through.
3.13 Services implement documented procedures and practice to meet legislative obligations in relation to the <i>Occupational Safety and Health Act (1984)</i> .					View OHS procedures and log book.  View evacuation log book.  <b>Staff:</b> Ask staff if they feel the workplace is a healthy and safe environment.
3.14 Services identify safety hazards, assess risk and implement appropriate controls to provide and maintain a safe work environment.					As above.

## Standard 4: Responding to the needs of children young people and families

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4.1 Services ensure that the best interests of the child or young person is the paramount consideration.					<b>Staff:</b> Assess if this is evident in the sample case; assess if the documentation and assessments reflect the best interest of the child or young person.
4.2 Children and young people in care are given a copy of the Charter of Rights and should know why they are in care and be informed about the process.					View procedures. <b>Staff:</b> Assess if staff have undertaken this with the sample child in an age relevant manner; ask worker how is this is reinforced or reviewed as the child develops. <b>Child:</b> Ask the child if they have been told about the Charter.
4.3 Services work with the children and young people in care and are aware of their concerns and needs and have respect for their point of view.					<b>Staff:</b> Ask to view records of meetings or points of view expressed by the child or young person (e.g. case notes); determine if these are considered in planning for the child.
4.4 Services have a knowledge and understanding of the child or young person's family, carers, culture, religion and environment, and services seek to minimise unnecessary caseworker changes for children in care and					View protocol for changes of case worker or transfer of case. <b>Staff:</b> Ask to view key documentation about the child e.g. the service

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their families					provider's planning documents.  <b>Child:</b> Ask the child if their worker knows important things about them and their family.
4.5 The child or young person and their family know and can name their Case Manager.					<b>Manager:</b> Ask the Manager about the service provider's method of promoting the Charter of Rights.  <b>Child:</b> Ask child if they know who their key contact within the placement service is.  <b>Parent:</b> Ask the parent if they know who their key contact within the placement service is.
4.6 Services work together to implement care plans that promote continuity of care in respect of professional staff, carers, education, physical environment, significant relationships and recreational pursuits, and wherever possible minimise any unnecessary changes.					<b>Staff:</b> View planning documents for the child in the sample and assess if they support the Care Plan; assess the degree of involvement by stakeholders; ask staff to show evidence of case transfer summaries to facilitate smooth transition when there are changes to case management.
4.7 Case Managers liaise with non government agencies when arranging visits for children and					<b>Staff:</b> Ask how contact between the DCP Field Worker and Service



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young people in their care and follow up any concerns raised.					provider is recorded; view records.
4.8 Where the safety of the child would be compromised by the family knowing his/her whereabouts this is documented and the family will not be advised of the child's whereabouts.					View the procedure for recording this information.  <b>Staff:</b> Ask staff if they are aware of the procedure; view documentation relating to child in the sample.
4.9.1 Case Managers see and speak to a child or young person in their care on a one to one basis at least once every three months to assess the child's wellbeing and produce a quarterly care report.					<b>Staff:</b> View documentation that gives evidence of staff meeting with the child in the sample on a three monthly basis.  <b>Child:</b> Ask if the child sees a worker from the service provider regularly.  <b>Parent:</b> Ask the parent if they can validate this.  <b>Carer:</b> Ask the carer if they can validate this.
4.9.2 This includes the case worker meeting the child without any other adults who might inhibit the child's participation.					<b>Staff:</b> Ask if the child's ability to participation has been considered.  <b>Child:</b> Ask child if the worker sees the child on their own.  <b>Parent:</b> Ask the parent if they can validate that the child's participation is not inhibited.

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					<p><b>Carer:</b> Ask the carer if they can validate that the child's participation is not inhibited.</p>
<p>4.10 Services respect and recognise cultural considerations when engaging and supporting young people from Aboriginal and Torres Strait Islander backgrounds.</p>					<p>View policy and procedures relating to supporting children from Aboriginal and Torres Strait Islander backgrounds.</p> <p><b>Staff:</b> Where relevant, assess if Aboriginal staff are engaged to work with the child in the sample.</p> <p><b>Child:</b> Ask child if they think the worker understands and promotes their culture.</p> <p><b>Parent:</b> Ask the parent if they think the service provider understands and promotes their culture.</p> <p><b>Carer:</b> Assess if the carer is sensitive, respectful and supportive of cultural difference.</p>
<p>4.11 Services respect and recognise cultural considerations when engaging and supporting young people from Culturally and Linguistically Diverse backgrounds.</p>					<p>View policy and procedures relating to supporting children from CaLD backgrounds.</p> <p><b>Staff:</b> Assess if CaLD staff are engaged to work with children and young people</p>

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					<p>from a CaLD background?</p> <p><b>Child:</b> Ask child if they think the worker understands and promotes their culture.</p> <p><b>Parent:</b> Ask the parent if they think the service provider understands and promotes their culture.</p> <p><b>Carer:</b> Assess if the carer is sensitive, respectful and supportive of cultural difference.</p>
4.12 Where there is an allegation of abuse, neglect, critical incident or the child has a legal claim (for example an inheritance entitlement) services ensure that the child or young person is informed of their rights, for example to legal representation, and that those rights are upheld and access facilitated. <sup>6</sup>					<p>View policies and procedures relating to informing children of their rights and facilitating access to legal representation.</p> <p><b>Staff:</b> Ask if there has been an incident relating to the child in the sample. If so, assess if the policy was complied with.</p>
4.13 Children and young people in care are offered treatment or counselling from the effects of trauma, which could include the purchase or provision of clinical services.					<p>View the policy on access to counselling services.</p> <p><b>Staff:</b> Determine if the child the sample was offered treatment or counselling where</p>

<sup>6</sup> In accordance with the Director General's Instruction 059 and the legal responsibilities under the *Bennett Principle*.

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<p>4.14 If a decision by the Department is likely to have a significant impact on a child's life the child will be provided with information and assistance to enable them to participate at an age and developmentally appropriate level (refer to Attachment A).</p>					<p>relevant.</p> <p><b>Staff:</b> Assess if the service provider, where it has been requested by DCP, supports DCP in providing information and assistance to the child in the sample to participate in these decisions.</p> <p><b>Child:</b> Ask the child if significant decisions are discussed with them and if they have been involved in the process.</p>

## Standard 5: Planning with children, young people, their families and carers

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5.1 Every child or young person in care has an individual Care Plan that promotes the welfare, education, interests and health needs of the child or young person and addresses their emotional and psychological needs.					<p><b>Staff:</b> Ask if the child in the sample has a Care Plan; if it is used by the service provider to inform other planning for the child.</p> <p><b>Child:</b> Ask the child if they are aware of their Care Plan and if it informs planning within the placement.</p> <p><b>Parent:</b> Ask the parent if the placement is consistent with the requirements of the Care Plan.</p> <p><b>Carer:</b> Ask the carer if they are familiar with the care plan.</p>
5.2 Children and young people in care are given an opportunity and assistance to participate in decisions that affect them, taking into account their age and understanding.					<p>View the documentation/policy on consumer participation.</p> <p><b>Staff:</b> View documentation indicating child participation for the child in the sample.</p> <p><b>Child:</b> Ask if the service provider seeks their view on issues that are important or affect them including plans for the future.</p>
5.3 A child's parents and any other people who are significant					View procedures to engage with parents and other

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<p>in the child's life are given adequate information and assistance to enable participation, in a manner and language that they can understand (refer to Attachment A).</p>					<p>significant stakeholders.</p> <p><b>Staff:</b> Determine if this has been achieved to a satisfactory level concerning the child in the sample.</p> <p><b>Parent:</b> Ask the parent if they have been given information and assistance to enable participation, in a manner and language that they can understand.</p> <p><b>Carer:</b> Ask the carer if they have been given information and assistance to enable participation, in a manner and language that they can understand.</p>
<p>5.4 Decision making and planning is based on a detailed and thorough assessment and is clear in respect to the reasons for decisions, is documented and communicated to the appropriate family members.</p>					<p>View procedures detailing organisational requirements for recording decisions and informing family members of decisions.</p> <p><b>Staff:</b> View planning and assessment documents (e.g. for file notes, planning decisions, critical incident reports etc) for the child in the sample.</p> <p><b>Parent:</b> Ask if the parent has been informed of decisions and their reasons.</p>

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					<p><b>Carer:</b> Ask if the carer has been informed of decisions and their reasons.</p>
<p>5.5 Planning is inclusive of all significant stakeholders. Significant stakeholders are the child, a parent of the child, any carer of the child and any significant other considered by the CEO to have a direct and significant interest in the well being of the child.</p>					<p><b>Staff:</b> View planning documentation relating to the child in the sample and assess if the views of significant stakeholders are reflected; view documentation or case notes used to obtain/ record views of stakeholders who cannot attend planning meetings.</p> <p><b>Child:</b> Ask the child people important in their life have been asked about their future.</p> <p><b>Parent:</b> Ask parent if they have participated in planning for the child.</p> <p><b>Carer:</b> Ask carer if they have participated in planning for the child.</p>
<p>5.6 Children, young people, their families and carers are aware of the avenues for review of planning decisions.</p>					<p>View information provided to children, families and carers.</p> <p>Assess if the frequency and method of delivery is suitable.</p> <p><b>Staff:</b> Ask if staff have</p>

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					<p>provided information to children, families and carers.</p> <p><b>Child:</b> Ask the child if they know what to do if they do not agree with a decision made by the service provider.</p> <p><b>Parent:</b> Ask the parent if they are aware of review avenues.</p> <p><b>Carer:</b> Ask the carer if they are aware of review avenues.</p>
<p>5.7 The child or young person's cultural, ethnic or religious identity is taken into account when determining what is in their best interests. Decisions are consistent with cultural, ethnic and religious values and traditions relevant to the child or young person and workers will seek relevant advice when assisting and supporting families from diverse backgrounds.</p>					<p><b>Staff:</b> View documentation describing how the service provider will provide appropriate cultural supports to the child in the sample (this may be part of a larger individual plan or may be a standalone document); assess if relevant consultation has been undertaken.</p> <p><b>Parent:</b> Ask if appropriate cultural considerations are afforded to the child in their placement</p> <p><b>Carer:</b> Assess if the child's cultural identity is taken into consideration by the carer when making decisions.</p>



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5.8 Each Care Plan identifies the needs of the child, the steps and measures to meet those needs and identifies case planning decisions including decisions about contact and placement.					<p><b>Staff:</b> View the document that describes the service provider's specific responsibilities and tasks to meet the needs of the child.</p>
5.9 Services comply with the planning timeframes and requirements for care plans prescribed in the <i>Children and Community Services Act 2004</i> (refer to Attachment B).					<p><i>Care Planning is the responsibility of DCP, therefore Placement Services are not required to assess themselves against this Supporting Standard.</i></p>
5.10 A copy of the provisional Care Plan, Care Plan or review of Care Plan is given to the child; a parent of the child; any carer of the child and any significant other as determined by the Department's CEO (refer to Attachment C).					<p>View the service provider's copy of the Care Plan.</p> <p>Assess if it is suitably located.</p> <p><b>Staff:</b> Assess if the Care Plan is accessed and referred to when appropriate.</p> <p><b>Child:</b> Ask child if they have access to their copy of the Care Plan.</p> <p><b>Parent:</b> Ask the parent if they have a copy of the Care Plan; ask if planning by the service provider is consistent with the Care Plan.</p> <p><b>Carer:</b> Ask carer if they have a copy of the Care Plan; ask if planning by the service provider is</p>

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					consistent with the Care Plan.
5.11 Care Plans for children and young people are reviewed and modified 12 months prior to leaving care or two years in advance for those registered with the Disability Services Commission.					<b>Staff:</b> Where relevant for the child in the sample, view the service provider's copy of the Leaving Care Plan.
5.12 Children and young people about to leave care and their carers are given assistance at least 12 months in advance to manage the transition from care including changes in relationships.					View the service provider's policy on leaving care.  <b>Staff:</b> Where relevant, view the service provider's record of discussions and planning around preparing the child in the sample to leave the CEO's care.  <b>Child:</b> Where relevant, ask the child if they have been spoken to about what they would like for their future.  <b>Carer:</b> Where relevant, ask the carer if they have been offered assistance to manage the transition.
5.13 Young people leaving care and who are eligible receive appropriate social services and after care support as identified in the care plan. <sup>7</sup>					View the care plan.  <b>Staff:</b> Where relevant, assess if the child in the sample is receiving

<sup>7</sup> Young people may qualify for specific support in accordance with section 96 of the *Children and Community Services Act 2004*.

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					<p>adequate social services and supports.</p> <p><b>Child:</b> Where relevant, ask the child if they have met with someone from a leaving care service.</p>
<p>5.14 Personal material held by services is given to a child or young person leaving care.</p>					<p>View the procedure the service provider has in place to maintain personal material belonging to the young person.</p> <p><b>Staff:</b> View the material for the young person in the sample.</p>

## Standard 6: Children and young people in placement

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
6.1 Placements provide nurturing homes which promote the abilities, contribution and competencies of children and young people in everyday life taking into consideration their age and development.					<p>View assessment procedure for recruitment.</p> <p><b>Staff:</b> Ask staff if they placement is nurturing for the child in the sample; view the interactions within the placement (e.g. group home, hostel, etc).</p> <p><b>Child:</b> Ask the child if they like where they living.</p>
6.2 The overall needs of a child or young person are met in relation to health, education, emotional and behavioural development, family and social relationships, recreational and leisure activities, identity and culture and care arrangements.					<p>View policy and procedure on accessing medical services.</p> <p>View document template to record medical visit.</p> <p><b>Staff:</b> View planning documents relating to contact arrangements, emotional wellbeing, education, health, behaviour management, etc for the child in the sample; assess if the child's needs are met in a culturally appropriate manner e.g. is consideration given to cultural dietary requirements, beliefs and customs, language and discipline methods.</p>

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<p>6.3 Children and young people are encouraged to maintain existing and form new ties and connections and are involved in the community where this does not compromise their safety.</p>					<p>View the service provider's record of the comings and goings of the child or young person</p> <p>View the weekly itinerary (e.g. tutor, netball, footy, birthday party, contact with mum etc) for the sample child.</p> <p><b>Staff:</b> Assess if the child in the sample has contact with friends, participates in activities like they did when living with their parents.</p> <p><b>Child:</b> Ask the child if they are able to participate in the same activities and see the friends as they did whilst living at home.</p>
<p>6.4 Children and young people are supported and encouraged to maintain and strengthen connections with their birth families, especially their parents and siblings irrespective of whether the child will be able to return to their parent's or family's care.</p>					<p>View the contact protocols or rules.</p> <p><b>Staff:</b> Are there rules around contact for the child in the sample. If so, determine if they are recorded and accessible.</p> <p><b>Child:</b> Ask the child if they get to see their birth family.</p> <p><b>Parent:</b> Ask the parent if they get to see their child and if contact arrangements</p>

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					are supported by the service provider.
6.5 Where an Aboriginal and Torres Strait Islander or Culturally and Linguistically Diverse child or young person is entering care or moving to a new placement, services comply with the relevant Child Placement Principle (refer to attachment D and E).					<i>Compliance with the Child Placement Principle is the responsibility of DCP, therefore Placement Services are not required to assess themselves against this Supporting Standard.</i>
6.6 Siblings are placed together as a first option unless there are strong grounds for separation. Where co-location of siblings is not possible, regular contact is maintained, where this is in their best interests.					<p><b>Staff:</b> Determine if siblings for the child in the sample are placed together within the service. Where this has not been possible determine if there is a plan for sibling contact; view document used to record contact between siblings where they do not live together.</p> <p><b>Child:</b> Ask child if they get to live with their brothers or sister and if not if they have regular contact.</p>
6.7 A Referral/Placement Plan providing information on the child's immediate needs at the start of placement and day to day needs is given to the carer and/or funded placement service. Information may be limited to critical information for emergency placements until a prompt comprehensive assessment is					<p><b>Staff:</b> View the referral plan for the child in the sample; view document detailing required information; assess if the service provider has <i>received formal</i> information about the day to day arrangements of the child.</p>

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conducted. Field and agency workers are accessible to carers for support, information and advice.					<b>Carer:</b> Ask the carer if they have a copy of the day to day information for the child and if Field and agency workers are accessible for support, information and advice.
6.8 Prompt assessments for reunification with the birth family are made. Where reunification is not possible, on-going contact between the child and their birth family is maintained and services provided to address safety issues in the family.					View service provider policy / procedures referring to reunification.  <b>Staff:</b> Assess if staff are adequately aware of the reunification plan for the child in the sample and are working in collaboration with the reunification plan.
6.9 Children, young people and carers are visited by the Case Manager within one week of a new placement and visits are more frequent in the early stages of any placement or where there are particular issues.					<b>Staff:</b> View record of visits to the child in the sample.  <b>Carer:</b> Ask the carer if they can verify this.
6.10 When placement changes occur, continuity of education and community activities are given a high priority. Schools are kept informed of matters of significant impact in the child's or young person's life. Schools can expect to contribute to the planning process and are expected to keep matters confidential.					<b>Staff:</b> View documentation on the child in the sample's file; assess whether the current carer/staff are familiar with the developmental needs of the child and where necessary have been trained to manage difficult behaviours.

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6.11 Young people of compulsory school age and not in formal education are provided with assistance to participate in alternative educational or vocational programs.					<p><b>Staff:</b> Where relevant, view referrals/letter to education officials or support workers for the child in the sample.</p> <p><b>Carer:</b> Where relevant, ask the carer how the child's educational needs are met.</p>
6.12 Direct care workers and foster carers work in a manner that encourages the development of a positive relationship and rapport with the child or young person.					<p>View the service provider's policy on staff / child relationships.</p> <p>Comment on direct observation.</p> <p><b>Staff:</b> Ask staff about the activities undertaken to promote positive relationships with the child in the sample.</p>
6.13 Children and young people have the opportunity to participate in the same activities as other members of the household taking into consideration their age and development.					<p>View the household task list.</p> <p><b>Staff:</b> Determine what activities the child in the sample is involved in and how this compares to other children in the home.</p> <p><b>Child:</b> Ask the child if they do fun things and similar activities to the other children they live with.</p> <p><b>Carer:</b> Ask the carer about the activities of others in the household to inform assessment.</p>



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6.14 The needs of all children in a household are considered when planning the introduction of another child or young person.					<p>Examine the policy and procedures.</p> <p><b>Staff:</b> Determine in discussion with staff if this took place for the child in the sample.</p> <p><b>Carer:</b> Ask the carer if they were consulted.</p>

## Standard 7: Accountability and Governance

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
7.1 Staff/services maintain sound practice informed by literature, research, legislation, policies and procedures as well as professional ethics and values.					<p>View the policy and procedures manual.</p> <p><b>Staff:</b> Ask staff how they feel informed and keep up to date with current literature, research, legislation, policies and procedures that inform their practice.</p> <p><b>Supervisor:</b> Ask if team members maintain sound practice that is informed.</p>
7.2 Staff/services adhere to the requirements and principles contained in legislation and are diligent in the adoption of policies and processes in the pursuit of optimal outcomes for children and young people in care.					<p>View induction and orientation material to determine if it covers requirements and principles contained in legislation.</p> <p><b>Staff:</b> Ask how staff adopt new policies and processes.</p>
7.3 Case practice is evidence based, complies with contemporary community standards and is supported by regular ongoing supervision. Staff and line managers make themselves available for supervision.					<p>View supervision roster. Assess if staff receive supervision as per their needs, experience, level of competence and complexity of work.</p> <p>View supervision record format or template. Assess if supervision meetings are recorded appropriately.</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
					<p><b>Staff:</b> Ask staff to show evidence of case supervision on file</p> <p><b>Supervisor:</b> Ask to see the supervision schedule.</p>
7.4 Staff/services maintain appropriate, clear, relevant, concise, timely and up-to-date records, including electronic and hard copy case records. Records are maintained at all times.					<p>View records management system policy and procedures manual.</p> <p>Assess if records relating to the child in the sample are clear and up to date.</p>
7.5 Services comply with relevant legislation and regulations for the protection of the confidentiality and privacy of the children and young people in care and keep all documentation in a secure environment.					<p>View privacy policy and procedures.</p> <p>Observe whether client documentation is securely stored (either files or password protected computer systems)</p> <p><b>Staff:</b> Ask if documentation concerning the child in the sample is kept in a secure environment.</p> <p><b>Manager:</b> Ask if practice meets confidentiality guidelines.</p>
7.6 Comprehensive records are kept in respect of every child who is in care. The Department will ensure that original records are kept in the child's Developmental file. The records are maintained according to the Prescribed Information (refer to Attachment					<p><b>Staff:</b> Ask staff if they contribute to the Child's Developmental File which is maintained by the Department.</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
F). This file will be provided to the child when the child leaves care and copies are placed on the case file.					
7.7 The rationale for decisions made in cases are clearly documented and endorsed by the appropriate senior officer.					<p>View assessments and rationales on child's file.</p> <p>View documentation on child's file to see if documentation is endorsed</p> <p><b>Staff:</b> Confirm with staff the process for endorsing documentation.</p>
7.8 Documentation relevant to children and young people is dated, signed and makes reference to the time of occurrence and is legible.					<p>View documentation on child's file to see if documentation is signed and dated.</p>
7.9 Staff are given training in the appropriate documentation of file notes and incident reports.					<p>View training records (this may include calendar of events, proposed in house schedule and record of completed training).</p> <p><b>Staff:</b> Discuss with staff if opportunities to attend training have been engaged, if not, determine the reason.</p> <p><b>Manager:</b> Ask if staff have received training and advice on file management? Their opinion of the standard of file management within the service</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
7.10 Services review the quality of documentation on a regular basis and continuously improve methods.					<p>View the continuous improvement or quality improvement policy.</p> <p>View continuous improvement log.</p> <p><b>Supervisor:</b> Ask the supervisor how they are involved in reviewing the quality of documentation.</p>
7.11 Staff/services manage the time and resources available to them in an efficient and professional manner. The use of time and resources is prioritised to achieve equitable outcomes for clients and staff/services accept responsibility for decisions made in this respect.					<p><b>Staff:</b> Assess if staff manage time and resources effectively concerning the child in the sample.</p> <p><b>Manager:</b> Discuss if the service provider has an up to date strategic plan, operational plan, annual report, and organisational structure chart to direct the service provider; examine prioritisation methodology.</p>
7.12 The service has policies, procedures and business processes that enhance and streamline the ability of staff to carry out their responsibilities under legislation.					<p>Examine the quality of the continuous improvement policy.</p> <p>Examine policy and procedures manual.</p> <p><b>Staff:</b> Ask staff if they feel supported to carry out their responsibilities.</p> <p><b>Manager:</b> Discuss how the service provider ensures</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
					policies, procedures and business processes support staff to carry out their work.
7.13 The service has financial and performance management reporting procedures in place and is managed by an appropriately qualified and experienced person with authority and accountability for service planning, resourcing, delivery and quality.					View annual report and other reporting documentation.  <b>Manager:</b> Verify procedures and qualifications with the Manager.
7.14 The service has comprehensive human resources policies and procedures in place, ensuring: job description forms and selection criteria are continually updated to reflect the strategic directions of the service; and implementation of best practice recruitment and retention policies, including diversity and equal opportunity strategies.					View human resources manual/s.  View a sample of job description forms.
7.15 Services provide accurate reports on their activities in accordance with an agreed format schedule.					View annual report, progress reports, and annual reviews.
7.16 The service provides a safe physical environment for staff and service users.					View OSH records (eg safety assessment).  View evacuation plan and record of evacuation drills.  View smoke alarms and wet areas.

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
					<p><b>Staff and Supervisor:</b> Ask staff if they feel safe.</p> <p><b>Manager –</b> Ask about the Service’s OSH activities.</p>
<p>7.17 The service has a process for the coordination and negotiation with other Departments, agencies and organisations to enable children and young people to access relevant services.</p>					<p>View any MOUs or protocols with other service providers relating to access of services for children and young people.</p> <p><b>Staff:</b> Ask staff about the effectiveness of these processes.</p> <p><b>Manager:</b> Discuss what activities the Service undertakes to strengthen and maintain relationships with government agencies and other organisations.</p>
<p>7.18 Staff/services participate in case/service reviews, research, evaluation activities from time to time as required.</p>					<p>View service provider reviews, evaluations, etc.</p> <p>Record frequency and compliance rates.</p>

## Standard 8: Carers and staff assessment, recruitment, training, assessment and support

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
8.1 Services implement a child focused approach to practice that holds children at the centre of concerns.					Examine policy, constitution.  Examine training materials.
8.2 Recruitment strategies are targeted to attract appropriate quality carers and staff who match the needs of the child and the service.					Determine the number of vacancies.  Examine policies and procedures on recruitment process.  <b>Staff:</b> Ask if the carers for the child in the sample match the needs of the child and service.  <b>Supervisor and Manager:</b> Ask about the recruitment strategies employed to recruit staff and carers.
8.3 The service will ensure carers and staff recruited are appropriate for their role, and have skills consistent with the competencies <sup>8</sup> identified.					Examine if the assessment process gathers information on motivation for fostering and personal information including family functioning; if it is consistently applied; if records are maintained; if screening checks are completed; if the home environment is assessed; reviews are completed in a

<sup>8</sup> The competencies for foster carers are defined in Regulation 4 of the *Children and Community Services Regulations, 2006*.



Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
					<p>timely manner; and if character references accessed.</p> <p><b>Staff:</b> Ask staff if they have the skills and training to undertake their role.</p> <p><b>Supervisor and Manager:</b> Ask if staff and carers recruited have skills consistent with the competencies required?</p>
<p>8.4 Staff and carers receive cross cultural training in order to apply a culturally responsive service.</p>					<p>View training schedule and log.</p> <p>View self guided training package.</p> <p><b>Staff:</b> Ask if staff have received cross cultural training.</p> <p><b>Supervisor:</b> Ask if the team has received cross cultural training.</p> <p><b>Manager:</b> Ask how the service provider ensures staff are appropriate in their response to children of a different cultural background including ATSI and CaLD.</p> <p><b>Carer:</b> Ask if the carer has received cross cultural training.</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
8.5 Potential foster carers are provided with pre-recruitment information sessions and are advised of the affect fostering will have on their family and friends.					<p>View pre-recruitment information materials and package.</p> <p>Assess how the on going responsibility for providing training is managed.</p> <p><b>Staff:</b> Ask if the carer for the child in the sample were provided with pre-recruitment information.</p> <p><b>Carer:</b> Ask the carer about their pre-recruitment experience.</p>
8.6 Staff receive induction and orientation that enables them to perform their duties prior to the commencement of employment.					<p>View orientation package and schedule.</p> <p><b>Staff:</b> Discuss with staff their experience when starting employment.</p>
8.7 General carers receive preparation and training that enable them to perform their duties prior to a child placement.					<p>View general carer training package and program.</p> <p>Determine training timeframes.</p> <p><b>Staff:</b> Ask staff their perception of carer performance and quality.</p> <p><b>Carer:</b> Ask the carer about the quality of their preparation and training.</p>
8.8 Relative carers and significant other carers, who					<p>View records/ database that records registration status of</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
<p>have been given interim registration are fully registered and receive preparation training within 90 days.</p>					<p>relative carers.</p> <p><b>Staff:</b> Determine what strategies are in place when this timeframe is exceeded.</p> <p><b>Manager:</b> Ask if the Service has a carer review/screening check schedule.</p> <p><b>Carer:</b> Ask the carer to verify the timeframe for full registration.</p>
<p>8.9 Prior to the commencement of duties carers and staff receive written information clarifying their role, duties and responsibilities.</p>					<p>View a sample of carer and staff duty statements.</p> <p><b>Staff:</b> Ask staff to verify this.</p> <p><b>Supervisor and Manager:</b> Ask about the process for ensuring staff and carers are clear about their roles.</p> <p><b>Carer:</b> Ask the carer to verify this.</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
<p>8.10 Regular professional, supervision/support and performance appraisals/reviews are conducted to support and assist carers and staff and to identify their strengths and identify areas for further development and training.</p>					<p>View supervision policy, roster, recording template.</p> <p>View performance management policy and procedures.</p> <p><b>Staff and Supervisor:</b> Discuss with staff and supervisor if their supervision needs are met.</p> <p><b>Manager:</b> Ask if supervisors maintain a supervision schedule; ask about support strategies for supervisors, the Manager and carers.</p> <p><b>Carer:</b> Discuss with the carer if their supervision needs are met.</p>
<p>8.11 Carers and staff have opportunities for professional development and are encouraged to attend ongoing training. Training is provided by competent qualified staff and where possible experienced carers.</p>					<p>View professional development policy.</p> <p>View in-house training schedule.</p> <p><b>Staff and Supervisor:</b> Discuss if developmental needs are met.</p> <p><b>Manager:</b> Discuss implementation of professional development policy.</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
					<b>Carer:</b> Discuss with the carer if developmental needs are met.
8.12 Staff, carers and their families are acknowledged, recognised and valued as part of the 'care team' for the child or young person's time in care and through all placement transitions. Carers and their families are given support and critical incident debriefing, as required.					View critical incident response procedure.  Examine Employee Assistance Program processes.  <b>Staff:</b> Examine planning documents.  <b>Carer:</b> Ask the carer if they feel valued, acknowledged and supported; ask the carer about any critical incidents and how they were managed.
8.13 Services ensure that all foster carers are given a copy of the <i>Foster Care Handbook</i> <sup>9</sup> and the <i>Foster Families Charter of Rights in Western Australia</i> <sup>10</sup> .					<b>Staff:</b> View service provider records that documentation has been supplied to the carer for the child in the sample.  <b>Carer:</b> Ask the carer if they have received a copy.

<sup>9</sup> Foster Care Association and The Department for Child Protection, 2007

<sup>10</sup> Foster Care Association of Western Australia and Fostering Families and Fostering Agencies and the Department for Community Development, 2004

## Standard 9: Complaints and disputes

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
9.1 Information on services' processes for resolving complaints is made available through publications, via the internet and other media.					<p>View complaints policy, pamphlets, information sources eg internet page, posters, articles, newsletters.</p> <p><b>Staff:</b> Assess if the child in the sample has access to this information.</p> <p><b>Parent:</b> Ask the parent if they have accessed publications</p> <p><b>Carer:</b> Ask the carer if they have accessed publications.</p>
9.2 Children and young people using services know how and are able to raise any concerns they have about the service without being disadvantaged.					<p>View material on complaints processes targeting children and young people.</p> <p><b>Staff:</b> Ask if the relevant information has been provided or discussed with the child in the sample.</p> <p><b>Child:</b> Ask the child if they know who to talk to if they are unhappy with something.</p>
9.3 Children and young people using services can expect to have their concerns dealt with as quickly as possible, to be informed of the progress of any					<p>View complaints policy and focus on timeframes relating to responses.</p> <p><b>Staff:</b> Ask staff if the child in</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
review and be told of the outcome.					the sample has been provided this information.
9.4 Children and young people are given information about the Advocate for Children in Care and of other people and organisations that can assist them if they disagree with a decision of the service.					<p>View information about the Advocate for children in care (eg pamphlets, card poster etc).</p> <p><b>Staff:</b> Ask if the child in the sample has been provided with information.</p> <p><b>Child:</b> Ask the child if they have received information about the Advocate for Children in Care.</p>
9.5 Information about the how to make a complaint, the Case Review Panel and the State Administrative Tribunal is made available to the child, parent, carer and any significant other.					<p><b>Staff:</b> Assess how complaint mechanisms are promoted by the service provider with the child in the sample, and their parent, carer or significant others; assess if this is done in a culturally relevant manner considering literacy, age and stage of development, and language barriers.</p> <p><b>Child:</b> Ask the child if they have received information on how to make a complaint.</p> <p><b>Parent:</b> Ask if the parent has received information on how to make a complaint.</p> <p><b>Carer:</b> Ask if the carer has</p>

Supporting Standard	Process Documentation	Staff & Management Awareness	Output Documentation	Feedback from Children and Young People, Carers, Parents, & Staff	Assessment Guide
					received information about how to make a complaint.
9.6 Services maintain a register of complaints and disputes.					View complaints register.  <b>Manager:</b> Ask how the service provider promotes complaint mechanisms.
9.7 Services encourage an environment where complaints are seen as an opportunity for service improvement and will be taken seriously, without judgement or blame.					Look for material on promotion of complaints process in waiting rooms, newsletters and public areas within the buildings.  <b>Staff:</b> Ask how staff perceive complaints are managed within the service.







## PART D: PROGRESS REPORT AGAINST THE STANDARDS MONITORING REPORT

This report applies only to those services which have been assessed by a Standards Monitoring team in the previous 12 months.

Monitoring reports usually include recommendations designed to improve the quality of the services. **Opportunities for Service Improvement** focus upon the ideals inherent in the Better Care Better Services standards, to which service providers are committed. Opportunities for Service Improvement should be carefully considered by the service 's management team and implemented when possible. They are subject to the normal organisational planning processes and are not a directive of the Department for Child Protection. Services are requested to provide a Progress Report in implementing any opportunities for service improvement.

<b>Opportunities for Service Improvement.</b>	<b>Actions Taken.</b> <i>(Please describe the progress of the Service in implementing the OSI identified in the external standards monitoring report).</i>
<i>e.g.</i> 1.1 Information on the Advocate for Children in Care is more widely promoted with children at an age appropriate level.	<i>e.g.</i> All cottages have stocks of current brochures advising of the Advocate's role. Case Managers and carers are regularly reminded to discuss with children in the CEO's care the role of the Advocate for Children in Care at an age appropriate level.

### **Additional Comments:**

\_\_\_\_\_  
 Manager

\_\_\_\_\_  
 Date

**Please return to the Manager Standards Monitoring Unit.  
 Standards Monitoring Unit  
 Department for Child Protection  
 Level 2, 189 Royal Street  
 EAST PERTH WA 6004.**

## PART E: SELF ASSESSMENT STATEMENT

Principal Contact Person for inquiries:	
Name:	
Position:	
Phone:	
Email:	
Date:	

CERTIFICATION:	
I certify that, in my opinion, all the information set out in this form is true and correct.	
Name:	
Position:	
Phone:	
Email:	
Signature:	
Date:	

Please give a broad indication of the number of people consulted, by category (as relevant).

CATEGORY	Number consulted	Total number in relevant service(s)	Consultation processes used.
Children and Young People			
Parents			
Carers			
Direct care staff			
Other staff/management			
Board members			

## PART F: RECORDING TEMPLATE

(Placement Services are not required to complete the shaded supporting standards).

<b>Child Name:</b>	<b>Child ID:</b>
<b>Case Manager Name:</b>	<b>Service Name:</b>

### Standard 3 – Safety for Children and Young People in Care

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
3.1 Policy and procedures are in place to protect children and young people from abuse and neglect while in care.	Staff	Yes	No	UC		
3.2 Children, young people and their carers are aware procedures are in place to respond within specified timeframes, to allegations of abuse and neglect.	Child	Yes	No	UC		
	Carer	Yes	No	UC		
	Staff	Yes	No	UC		
3.3 Where a concern is raised of an allegation made of a child being mistreated, abused and/or neglected, services will work together to respond to the allegation in a timely manner.	Staff	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
3.4 Services comply with the <i>Working with Children (Criminal Record Checking) Act 2004</i> and conduct criminal record checks for employees, contractors, students and volunteers. No child contact can occur without these record checks which are undertaken every three years of upon a change of circumstance.	Service' Assessment	Yes	No	UC		
3.5 Services has procedures in place to deal with an unsatisfactory police clearance, Working with Children Certificate or check of the Department's records.	Staff	Yes	No	UC		
3.6 Foster carers are registered prior to the commencement of caring for children and young people. Registration for all carers is reviewed every twelve months and screening occurs every three years.	Staff	Yes	No	UC		
3.7 Foster carers have been assessed to determine their competency, prior to placement of a child in the CEO's care.	Staff	Yes	No	UC		
3.8 In an emergency placement situation relative or significant other carers receive interim registration. Full registration is completed within 90 days.	Staff	Yes	No	UC		
3.9 Services provide a safe environment for children and young people which include emotional, psychological, physical and environmental safety, and takes into consideration their age and any specific needs of the child.	Staff	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
3.10 Residential facilities or foster carer's homes are not unsafe due to overcrowding and are regularly maintained to ensure comfortable living environments for children and young people.	Staff	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
3.11 Services protect the child and/or young person from harm and use methods of behaviour management that do not involve physical or emotional punishment	Child	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
3.12 Services adhere to policies and procedures to manage children who exhibit difficult or aggressive behaviours which place their own safety and that of others at risk and receive training to understand and safely respond.	Staff	Yes	No	UC		
3.13 Services implement documented procedures and practice to meet legislative obligations in relation to the <i>Occupational, Safety and Health Act (1984)</i> .	Staff	Yes	No	UC		

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
3.14 Services identify safety hazards, assess risk and implement appropriate controls to provide and maintain a safe work environment.	Staff	Yes	No	UC		

**Standard 4 – Responding to the Needs of children, young people and families**

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
	Staff	Yes	No	U C		
4.1 Services ensure that the best interests of the child or young person is the paramount consideration.	Staff	Yes	No	U C		
4.2 Children and young people in care are given a copy of the Charter of Rights and should know why they are in care and be informed about the process.	Child	Yes	No	U C		
	Staff	Yes	No	U C		
4.3 Services work with the children and young people in care and are aware of their concerns and needs and have respect for their point of view.	Staff	Yes	No	U C		
4.4 Services have a knowledge and understanding of the child or young person's family, carers, culture, religion and environment, and services seek to minimise unnecessary caseworker changes for children in care and their families.	Child	Yes	No	U C		
	Staff	Yes	No	U C		
4.5 The child or young person and their family know and can name their Case Manager.	Child	Yes	No	U C		
	Parent	Yes	No	U C		
	Staff	Yes	No	U C		
4.6 Services work together to implement care plans that promote continuity of care in respect of professional staff, carers, education, physical environment, significant relationships and recreational pursuits, and wherever possible minimise any unnecessary changes	Staff	Yes	No	U C		
4.7 Case Managers liaise with non government agencies when arranging visits for children and young people in their care and follow up any concerns raised.	Staff	Yes	No	U C		
4.8 Where the safety of the child would be compromised by the family knowing his/her whereabouts this is documented and the family may not be advised of the child's whereabouts.	Staff	Yes	No	U C		
4.9.1 Case Managers see and speak to a child or young person in their care on a one to one basis at least once every three months to assess the child's wellbeing and produce a quarterly care report.	Child	Yes	No	U C		
	Parent	Yes	No	U C		
	Staff	Yes	No	U C		
	Carer	Yes	No	U C		
4.9.2 This includes the case manager meeting the child without any other adults who might inhibit the child's participation.	Child	Yes	No	U C		
	Parent	Yes	No	U C		
	Staff	Yes	No	U C		
	Carer	Yes	No	U C		
4.10 Services respect and recognise cultural consideration when engaging and supporting children and young people from Aboriginal and Torres Strait Islander backgrounds.	Child	Yes	No	U C		
	Parent	Yes	No	U C		
	Staff	Yes	No	U C		
	Carer	Yes	No	U C		
4.11 Services respect and recognise cultural consideration when engaging and supporting children and young people from Culturally and Linguistically Diverse backgrounds.	Child	Yes	No	U C		
	Parent	Yes	No	U C		
	Staff	Yes	No	U C		
	Carer	Yes	No	U C		
4.12 Where there is an allegation of abuse, neglect or critical incident or the child has a legal claim (for example an	Staff	Yes	No	U C		

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentati on evidenced of procedure implemented	Comment
inheritance entitlement) services ensure that the child or young person is informed of their rights, for example to legal representation, and that those rights are upheld and access facilitated.						
4.13 Children and young people in care are offered treatment or counselling from the effects of trauma, which could include the purchase or provision of clinical services.	Staff	Yes	No	U C		
4.14 If a decision by the department is likely to have a significant impact on a child's life the child will be provided with information and assistance to enable them to participate at an age and developmentally appropriate level (refer to Attachment A).	Child	Yes	No	U C		
	Staff	Yes	No	U C		



**Standard 5 – Planning with children, young people, their families and carers**

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
	Child	Yes	No	UC		
5.1 Every child or young person in care has an individual Care Plan that promotes the welfare, education, interests and health needs of the child or young person and addresses their emotional and psychological needs.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
5.2 Children and young people in care are given an opportunity and assistance to participate in decisions that affect them, taking into account their age and understanding.	Child	Yes	No	UC		
	Staff	Yes	No	UC		
5.3 A child's parents and any other people who are significant in the child's life are given adequate information and assistance to enable participation, in a manner and language that they can understand (refer to attachment A).	Parent	Yes	No	UC		
	Carer	Yes	No	UC		
	Staff	Yes	No	UC		
5.4 Decision making and planning is based on a detailed and thorough assessment and is clear in respect to the reasons for decision, is documented and communicated to the appropriate family members.	Parent	Yes	No	UC		
	Carer	Yes	No	UC		
	Staff	Yes	No	UC		
5.5 Planning is inclusive of all significant stakeholders. Significant stakeholders are the child, a parent of the child, any carer of the child and any significant other considered by the CEO to have a direct and significant interest in the wellbeing of the child.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
5.6 Children, young people, their families and carers are aware of the avenues for review of planning decision.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
5.7 The child or young person's cultural, ethnic or religious identity is taken into account when determining what is in their best interests. Decisions are consistent with cultural, ethnic and religious values and traditions relevant to the child or young person and workers will seek relevant advice when assisting and supporting families from diverse backgrounds.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
5.8 Each Care Plan identifies the needs of the child, the steps and measures to meet those needs and identifies case planning decisions including decisions about contact and placement.	Staff	Yes	No	UC		
5.9 Services comply with the planning timeframes and requirements for Care Plans prescribed in the <i>Child and Community Services Act 2004</i> (refer to attachment B)	Staff	Yes	No	UC		
5.10 A copy of the provisional Care Plan, Care Plan or review of Care Plan is given to the child; a parent of the child; any carer of the child and any significant other as determined by the Department's CEO (refer to attachment C).	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
5.11 Care Plan for children and young people are reviewed and modified 12 months prior to leaving care or two years in advance for those registered with the Disability Service Commission.	Staff	Yes	No	UC		
5.12 Children and young people about to leave care and their carers are given assistance to manage the transition from care including changes in relationships.	Child	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
5.13 Young people leaving care and who are eligible receive appropriate social services and after care support as identified in the care plan.	Child	Yes	No	UC		
5.14 Personal material held by services is given to a child or young person leaving care.	Staff	Yes	No	UC		

**Standard 6 – Children and Young People in Placement**

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentati on evidenced of procedure implemented	Comment
6.1 Placements provide nurturing homes which promote the abilities, contribution and competencies of children and young people in everyday life taking into consideration their age and development.	Staff	Yes	No	UC		
	Child	Yes	No	UC		
6.2 The overall needs of a child or young person are met in relation to health, education, emotional and behavioural development, family and social relationship, recreational and leisure activities, identity and culture and care arrangements.	Staff	Yes	No	UC		
6.3 Children and young people are encouraged to maintain existing and form new ties and connections and are involved in the community where this does not compromise their safety.	Staff	Yes	No	UC		
	Child	Yes	No	UC		
6.4 Children and young people are supported and encouraged to maintain and strengthen connections with their birth families, especially their parents and siblings irrespective of whether the child will be able to return to their parent's or family's care.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
6.5 Where an Aboriginal and Torres Strait Islander or Culturally and Linguistically Diverse child or young person is entering care or moving to a new placement, services comply with the relevant Child Placement Principle (refer to attachment D and E).	Staff	Yes	No	UC		
6.6 Siblings are placed together as a first option unless there are strong grounds for separation. Where co-location of siblings is not possible, regular contact is maintained, where this is in their best interests.	Staff	Yes	No	UC		
	Child	Yes	No	UC		
6.7 A Referral/Placement Plan providing information on the child's immediate needs at the start of placement and day to day needs is given to the carer and/or funded placement service. Information may be limited to critical information for emergency placements until a prompt comprehensive assessment is conducted. Field and agency workers are accessible to carers for support, information and advice.	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
6.8 Prompt assessments for reunification with the birth family are made. Where reunification is not possible. On-going contact between the child and the birth family is maintained and services provided to address safety issues in the family.	Staff	Yes	No	UC		
6.9 Children, young people and carers are visited within one week of a new placement and visits are more frequent in the early stages of any placement or where there are particular issues.	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
6.10 When placement changes occur, continuity of education and community activities are given a high priority. Schools are kept informed of matters of significant impact in the child's or young person's life. Schools can expect to contribute to the planning process and are expected to keep matters confidential.	Staff	Yes	No	UC		
6.11 Young people of compulsory school age and not in formal education are provided with assistance to participate in alternative educational or vocational programs.	Child	Yes	No	UC		
	Staff	Yes	No	UC		
	Carer	Yes	No	UC		
6.12 Direct care workers and foster carers work in a manner that encourages the development of a positive relationship and rapport with the child of young	Staff	Yes	No	UC		
	Child	Yes	No	UC		

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
person. 6.13 Children and young people have the opportunity to participate in the same activities as other members of the household taking into consideration their age and development.	Child	Yes	No	UC		
	Staff	Yes	No	UC		
6.14 The needs of all children in a household are considered when planning the introduction of another child or young person.	Staff	Yes	No	UC		
	Carer	Yes	No	UC		

**Standard 7 – Accountability and Governance**

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
7.1 Staff/services maintain sound practice informed by literature, research, legislation, policies and procedures as well as professional ethics and values.	Staff	Yes	No	UC		
	Management	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
7.2 Staff/services adhere to the principles contained in the legislation and are diligent in the adoption of policies and processes in the pursuit of optimal outcomes for children and young people in care.	Staff	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
7.3 Case practice is evidenced based, complies with contemporary community standards and is supported by regular ongoing supervision. Staff and line managers make themselves available for supervision.	Staff	Yes	No	UC		
	Management	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
7.4 Staff/services maintain appropriate, clear, relevant, concise, timely and up-to-date records, including electronic and hard copy case records. Records are maintained at all times.	Service' Assessment	Yes	No	UC		
7.5 Services comply with relevant legislation and regulations for the protection of the confidentiality and privacy of the children and young people in care and keep all documentation in a secure environment.	Staff	Yes	No	UC		
	Management	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
7.6 Comprehensive records are kept in respect of every child who is in care. The Department will ensure that original records are kept in the child's Developmental file. The records are maintained according to the prescribed Information (refer to Attachment F). This file will be provided to the child when the child leaves care and copies are placed on the case file.	Staff	Yes	No	UC		
7.7 The rationale for decision made in cases are clearly documented and endorsed by the appropriate senior officer	Staff	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
7.8 Documentation relevant to children and young people is dated, signed and makes reference to the time of occurrence and is legible.	Service' Assessment	Yes	No	UC		
7.9 Staff are given training in the appropriate documentation of file notes and incident reports.	Staff	Yes	No	UC		
	Management	Yes	No	UC		
7.10 Services review the quality of documentation on a regular basis and continuously improve methods.	Management	Yes	No	UC		
7.11 Staff/services manage the time and resources available to them in an efficient and professional manner. The use of time and resources is prioritized to achieve equitable outcomes for clients and staff/services accept responsibility for decisions made in this respect.	Staff	Yes	No	UC		
	Management	Yes	No	UC		
7.12 The service has policies and procedures and business processes that enhance and streamline the ability of staff to carry out their responsibilities under legislation.	Management	Yes	No	UC		
	Service' Assessment	Yes	No	UC		
	Staff	Yes	No	UC		
7.13 The service has financial and performance management reporting procedures in place and is managed by	Management	Yes	No	UC		

Supporting Standard	YES, NO or Uncertain in respect of a sample child			Documentation evidenced of procedure implemented	Comment
		Yes	No		
and appropriately qualified and experienced person with authority and accountability for service planning, resourcing, delivery and quality.	Service' Assessment	Yes	No	UC	
7.14 The service has a comprehensive set of human resource policies and procedures in place, ensuring: job description forms and selection criteria are continually updated to reflect the strategic directions of the service; and implementation of best practice recruitment and retention policies including diversity and equal opportunity strategies.	Staff	Yes	No	UC	
	Management	Yes	No	UC	
7.15 Services provide accurate reports on their activities in accordance with an agreed format schedule.	Service' Assessment	Yes	No	UC	
7.16 The Service provides a safe physical environment for staff and service users.	Staff	Yes	No	UC	
	Management	Yes	No	UC	
7.17 The service has a process for the coordination and negotiation with other Departments, agencies and organisations to enable children and young people to access relevant services.	Management	Yes	No	UC	
	Staff	Yes	No	UC	
7.18 Staff/services participate in case/service reviews, research, evaluation activities from time to time as required.	Staff	Yes	No	UC	
	Management	Yes	No	UC	

**Standard 8 – Carers and Staff recruitment, training, assessment and support**

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
8.1 Services implement a child focused approach to practice that holds children at the centre of concerns.	Service' Assessment	Yes	No	UC		
8.2 Recruitment strategies are targeted to attract appropriate quality carers and staff who match the needs of the child and the service.	Staff	Yes	No	UC		
8.3 The service will ensure carers and staff recruited are appropriate for their role, and have skills consistent with the competencies identified.	Management	Yes	No	UC		
8.4 Staff and carers receive cross cultural training in order to apply a culturally responsive service.	Staff	Yes	No	UC		
8.5 Potential foster carers are provided with pre-recruitment information sessions and are advised of the affect fostering will have on their family and friends.	Management	Yes	No	UC		
8.6 Staff receive induction and orientation that enables them to perform their duties prior to the commencement of employment.	Carer	Yes	No	UC		
8.7 General carers receive preparation that and training that enable them to perform their duties prior to a child placement.	Staff	Yes	No	UC		
8.8 Relative carers and significant other carers, who have been given interim registration are fully registered and receive preparation training within 90 days	Management	Yes	No	UC		
8.9 Prior to the commencement of duties carers and staff receive written information clarifying their role, duties and responsibilities.	Carer	Yes	No	UC		
8.10 Regular professional, supervision/support and performance appraisals/reviews are conducted to support and assist carers and staff and to identify their strengths and identify areas for further development and training.	Staff	Yes	No	UC		
8.11 Carers and staff have opportunities for professional development and are encouraged to attend ongoing training. Training is provided by competent qualified staff and where possible experienced carers.	Carers	Yes	No	UC		
8.12 Staff, carers and their families are acknowledged, recognised and valued as part of the 'care team' for the child or young person's time in care and through all transitions. Carers and their families are given support and critical incident debriefing, as required.	Staff	Yes	No	UC		
8.13 Services ensure that all foster carers are given a copy of the <i>Foster Care Handbook</i> and the <i>Foster Families Charter of Rights in Western Australia</i> .	Management	Yes	No	UC		
8.12 Staff, carers and their families are acknowledged, recognised and valued as part of the 'care team' for the child or young person's time in care and through all transitions. Carers and their families are given support and critical incident debriefing, as required.	Carer	Yes	No	UC		
8.12 Staff, carers and their families are acknowledged, recognised and valued as part of the 'care team' for the child or young person's time in care and through all transitions. Carers and their families are given support and critical incident debriefing, as required.	Staff	Yes	No	UC		
8.13 Services ensure that all foster carers are given a copy of the <i>Foster Care Handbook</i> and the <i>Foster Families Charter of Rights in Western Australia</i> .	Parent	Yes	No	UC		
8.12 Staff, carers and their families are acknowledged, recognised and valued as part of the 'care team' for the child or young person's time in care and through all transitions. Carers and their families are given support and critical incident debriefing, as required.	Carer	Yes	No	UC		
8.12 Staff, carers and their families are acknowledged, recognised and valued as part of the 'care team' for the child or young person's time in care and through all transitions. Carers and their families are given support and critical incident debriefing, as required.	Staff	Yes	No	UC		
8.13 Services ensure that all foster carers are given a copy of the <i>Foster Care Handbook</i> and the <i>Foster Families Charter of Rights in Western Australia</i> .	Staff	Yes	No	UC		

## Standard 9 – Complaints and Disputes

Supporting Standard	YES, NO or Uncertain in respect of a sample child				Documentation evidenced of procedure implemented	Comment
		Yes	No	UC		
9.1 Information on services' processes for resolving complaints is made available through publications, via the internet and other media.	Parent	Yes	No	UC		
	Carer	Yes	No	UC		
	Staff	Yes	No	UC		
9.2 Children and young people using services know how and are able to raise any concerns they have about the service without being disadvantaged.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Staff	Yes	No	UC		
9.3 Children and young people using services can expect to have their concerns dealt with as quickly as possible, to be informed of the progress of any review and be told of the outcome.	Child	Yes	No	UC		
	Staff	Yes	No	UC		
9.4 Children and young people are given information about the Advocate for Children in Care and of other people and organisations that can assist them if they disagree with a decision of the service.	Child	Yes	No	UC		
	Staff	Yes	No	UC		
9.5 Information about how to make a complaint, the Case Review Panel and the State Administrative Tribunal is made available to the child, parent, carer and any significant other.	Child	Yes	No	UC		
	Parent	Yes	No	UC		
	Carer	Yes	No	UC		
	Staff	Yes	No	UC		
9.6 Services maintain a register of complaints and disputes.	Management	Yes	No	UC		
9.7 Services encourage an environment where complaints are seen as an opportunity for service improvement and will be taken seriously, without judgment of blame.	Staff	Yes	No	UC		

## PART G: QUESTIONNAIRE FOR CHILDREN AND YOUNG PEOPLE

### What do you think about our service?

We would like to find out if we can provide better services to young people who aren't living with Mum or Dad. You can help us by filling in this questionnaire. The questionnaire is confidential, we don't ask for your name, and it doesn't take long to fill in. If you have any questions you can contact *insert name and contact numbers of monitors*.

Can you please put a tick in the box and let us know what you think?

Question	Yes	No
Do you know who your case manager is?		
Does your case manager see you more than every three months?		
Does your case manager see you on your own?		
Does your case manager know important things about your family?		
Does your case manager talk to you about keeping yourself safe?		
Do you know that if there is a concern or if something bad happens to you, case managers will probably talk to you about this and must try to make things right?		
Have you heard about the Charter of Rights for children in the CEO's care?		
Do you like where you are living?		
Do you do fun things, which make you feel happy?		
Do you feel your case manager and carers understand your culture?		
Does your case manager ask what you think about issues that affect you and are important to you, including plans for your future?		
Does your case manager discuss with you decisions that have been made about you and involve you in making the decisions?		
Do you know if you have a Care Plan developed?		
Does your case manager talk to you about your Care Plan?		
Do you know if people important in your life, like Mum or Dad or Aunties and Uncles, were asked what should happen for your future?		
Do you get a copy of your Care Plan?		
Do you know what to do if you don't agree with your Care Plan?		
If you are turning 16, 17 or 18 in the next 12 months has your case manager talked with you about what you would like for your future?		
If you are turning 16, 17 or 18 and leaving care in the next 12 months have you met with someone from a leaving care service?		



Please turn over

Question	Yes	No
Are you able to participate in the same activities and see your friends, like when you were living at home with mum and or dad?		
If you have brothers or sisters do you get to live with them?		
Do you get to see your parents, brothers and sisters and other family members who are important to you?		
If you were unhappy with something would you talk your carer or case manager about it?		
Have you heard of the Advocate for Children in Care?		
Have you ever received any information on making a complaint?		

Is there anything else that you would like to tell us?

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Thank you for completing this questionnaire. It will help us provide better services for you and other young people.

**MARKING VERSION  
Children's Questionnaire**

**Service:**

**Date:**

<b>Question</b>	<b>Supporting Standard</b>	<b>Children who answered Yes</b>	<b>Children who answered No</b>	<b>Children who were not sure or it was not applicable</b>
Do you know who your case manager is?	4.5			
Does your case manager see you more than every three months?	4.9.1			
Does your case manager see you on your own?	4.9.2			
Does your case manager know important things about you and your family?	4.4			
Does your case manager talk to you about keeping yourself safe?	3.11			
Do you know that if there is a concern or if something bad happens to you, case managers will probably talk to you about this and must try to make things right?	3.2			
Have you heard about the Charter of Rights for kids in the CEO's care?	4.2			
Do you like where you are living?	6.1			
Do you do fun things, and the same activities as other kids who may currently live in the house with you?	6.13			
Do you think your case manager and carers understand your culture?	4.10 (ATSI)			
	4.11 (CALD)			
Does your case manager ask what you think about issues that affect you and are important to you, including plans for your future?	5.2			
Does your case manager discuss with you decisions that have been made about you and involve you in making the decisions?	4.14			
Do you know if you have a Care Plan?	5.1			
Does your case manager talk to you about your Care Plan?	5.7			

<b>Question</b>	<b>Supporting Standard</b>	<b>Children who answered Yes</b>	<b>Children who answered No</b>	<b>Children who were not sure or it was not applicable</b>
Do you know if the Department asked people important in your life, like Mum or Dad or Aunties and Uncles, what should happen for your future?	5.5			
Do you get a copy of your Care Plan?	5.10			
Do you know what to do if you don't agree with your Care Plan?	5.6			
If you are turning 16, 17 or 18 in the next 12 months has your case manager talked with you about what you would like for your future?	5.12			
If you are turning 16, 17 or 18 and leaving care in the next 12 months, have you met with someone from a leaving care service?	5.13			
Are you able to participate in the same activities and see your friends, like when you were living at home with mum and or dad?	6.3			
If you have brothers or sisters, do you get to live with them?	6.6			
Do you get to see your parents, brothers and sisters and other family members who are important to you.	6.4			
If you were unhappy with something, would you talk your carer or case manager about it?	9.2			
Have you heard of the Advocate for Children in Care?	9.4			
Have you ever received any information on making a complaint?	9.5			

**Children consulted:**

<b>Name of Child (if known)</b>	<b>Age</b>	<b>ATSI / NON-ATSI / CALD</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		