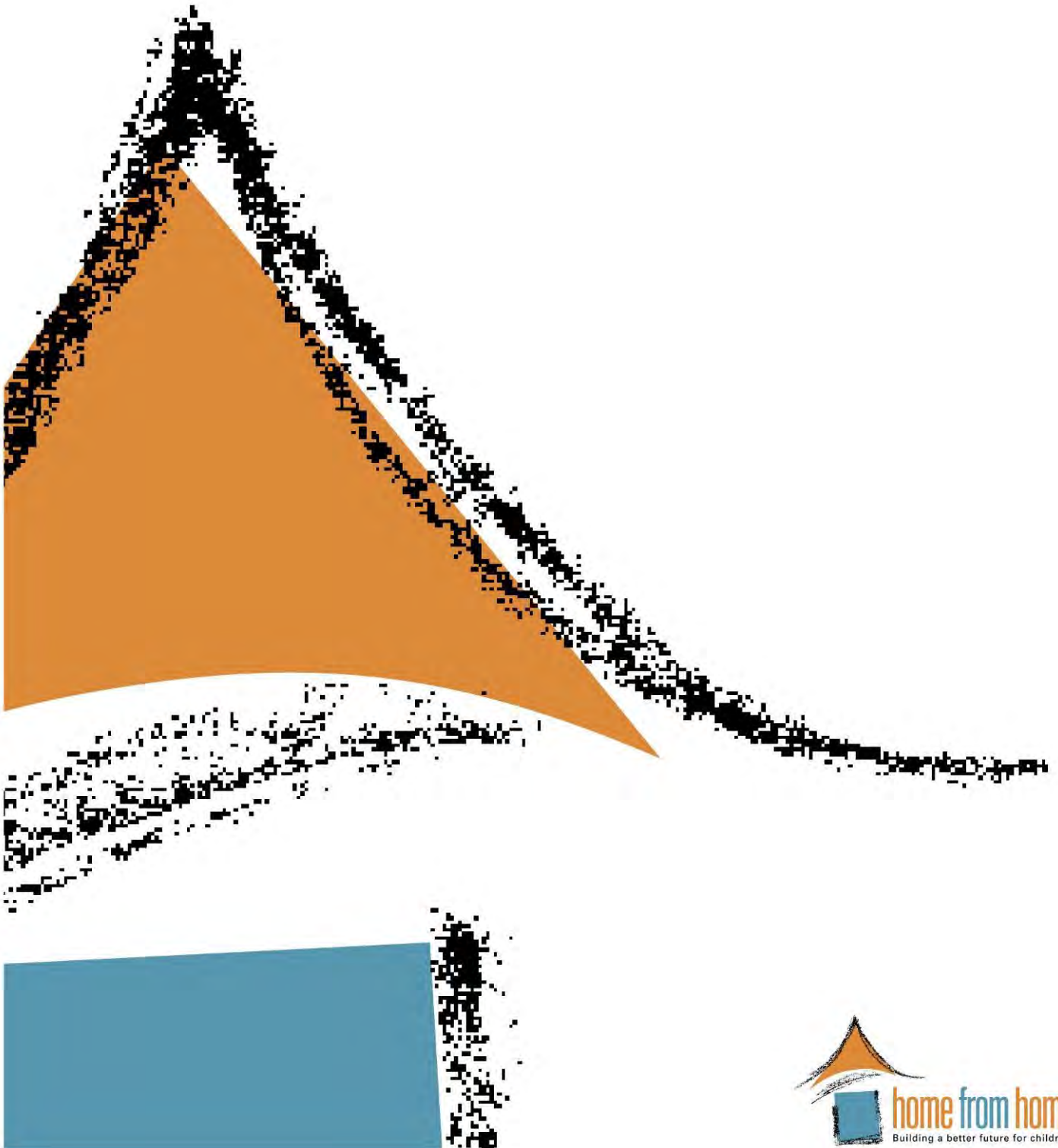




HOME FROM HOME TRUST CHILD PROTECTION POLICY & PROCEDURE MANUAL



CONTENTS	
SECTION 1: INTRODUCTION	5
1.1 CHANGES AND UPDATES IN POLICY	5
1.2 HOME FROM HOME'S BACKGROUND AND PHILOSOPHY	5
SECTION 2: DEFINITIONS	6
2.1 CHILD	6
2.2 CHILD ABUSE	6
2.3 ORPHANS AND VULNERABLE CHILDREN	7
2.4 CAREGIVERS	7
2.5 PARENT	7
2.6 ASSOCIATE	7
2.7 FOSTER MOTHER / ACTIVE MEMBER	7
2.9 ASSISTANT TO FOSTER MOTHER	7
2.10 CLEANER	7
2.11 VOLUNTEER	8
SECTION 3 CHILD PROTECTION POLICY	8
3.1 HOME FROM HOME'S CHILD CARE PHILOSOPHY	8
3.2 POLICY STATEMENT	8
3.3 AIMS OF THE POLICY	8
3.4 COMMITMENT	9
3.5 FRAMEWORK	9
3.6 CHILD PROTECTION	9
3.6.1 CONFIDENTIALITY	9
3.6.2 MEDIA AND PHOTOGRAPHS SOCIAL MEDIA	9
3.7 GENERAL GUIDELINES FOR THE PROTECTION OF CHILDREN	10
3.8 REVIEW	11
SECTION 4 SAFEGUARDS FOR CHILDREN	12
4.1 SCREENING AND SELECTION	12
4.2. FOSTER PARENT / RELIEF ASSISTANT SCREENING PROCEDURE	12
4.3 FOSTER PARENTS INDUCTION PROCEDURE	14
4.4 EDUCATION AND TRAINING REQUIREMENTS	16
4.5 MONITORING AND SUPERVISION OF PROGRAMME	16
SECTION 5: RIGHTS AND RESPONSIBILITIES OF THE FOSTER PARENT	17
5.1. RESPONSIBILITIES OF FOSTER PARENTS	17
5.2. RIGHTS OF FOSTER PARENTS	18
SECTION 6: ADMISSION POLICIES AND PROCEDURES	19
6.1 ADMISSION POLICIES	19
6.2 ADMISSION PROCEDURES	19
6.3 INTERNAL ADMISSION AND COMMUNICATION PROCEDURES	21
6.4 CHILDREN'S DISCHARGE AND DISENGAGEMENT POLICY	22
6.5 CHILDREN'S DISCHARGE AND DISENGAGEMENT PROCEDURE	23
6.6. POST CARE SUPPORT FOR CHILDREN/YOUTH	24
SECTION 7: SAFETY	25
7.1 HOUSEHOLD SAFETY	25
7.2 SAFETY OF CHILDREN – OUT OF THE HOUSE	26
SECTION 8: HEALTH	26
8.1 MEDICAL RECORDS	26
8.2 CLINIC/HOSPITAL APPOINTMENTS	26
8.3 MEDICATION	27
8.3.1 TIMING OF MEDICATION	27
8.3.2 STORAGE OF DRUGS	27
8.3.3 SUPPLY OF DRUGS	27
8.4 HOSPITALISATION	27
8.5 HIV/AIDS	28

8.5.1 UNIVERSAL PRECAUTIONS.....	28
8.5.2 DISCLOSURE, MONITORING AND SUPPORT	28
SECTION 9: DAILY ROUTINE	28
9.1 WAKING AND MORNING PROCEDURE	29
9.2 MEALTIMES.....	29
9.2.1 BREAKFAST.....	30
9.2.2 LUNCH.....	30
9.2.3 SUPPER.....	30
9.2.4 SNACKS	30
9.3 BATHROOM TIMES	30
9.4 COMING HOME FROM EDUCARE/SCHOOL	30
9.5 HOMEWORK	31
SECTION 10: CHILDREN’S CONTACT OUTSIDE THE HOME.....	32
10.1 BIOLOGICAL FAMILY CONTACT.....	32
10.2 HOST FAMILIES	33
10.3 WEEKENDS AND HOLIDAYS OUT	33
10.4 VOLUNTEERS.....	34
10.6 AFTER-SCHOOL ACTIVITIES	35
SECTION 11: EDUCATION	35
11.1 EDUCARE FOR PRE-SCHOOLERS.....	36
11.2 SCHOOL.....	36
11.3 SUPPORT AND SPECIAL EDUCATION.....	37
11.4 TUTORING:.....	37
11.5 SCHOOL UNIFORMS; STATIONERY AND TRANSPORT	37
SECTION 12: RECORD KEEPING	40
12.1 FOSTER MOTHER’S INCIDENT BOOK AND VISITOR’S BOOK.....	40
12.2 REPORTABLE INCIDENTS.....	40
12.3 MEDICAL BOOKS	41
12.4 PETTY CASH BOOK	41
12.5 CHILDREN’S CASE RECORDS.....	41
SECTION 13: BEHAVIOURAL ISSUES.....	42
13.2 SWEARING AND FIGHTING	42
13.2 LYING AND STEALING.....	43
13.3 RUNNING AWAY	43
13.4 TRUANCY.....	43
13.5. SLEEPING AWAY FROM HOME.	43
13.6 BED-WETTING AND SOILING.....	43
13.7 POSITIVE DISCIPLINE VS PUNISHMENT.....	44
13.7.1 ACCEPTABLE BEHAVIORAL MANAGEMENT	44
13.7.2 PROHIBITED BEHAVIORAL MANAGEMENT/PUNISHMENT.	45
13.8 SEXUAL DEVELOPMENT AND BEHAVIOUR.....	45
SECTION 14: HOUSEHOLD RULES	46
14.1 FAMILY TRADITIONS AND SPECIAL OCCASIONS	46
14.2 HOUSEHOLD CHORES	46
14.3 BEDTIMES	47
14.4 POCKET MONEY	47
14.5 CLOTHES	47
14.6 PERSONAL POSSESSIONS	47
SECTION 15: HOUSEKEEPING	48
15.1 HYGIENE.....	48
15.1.1 HAND WASHING	48
15.1.2 FOOD STORAGE AND PREPARATION	48
15.1.3 BABY FEEDING	48
15.1.4 PESTS AND RODENTS.....	48
15.1.5 NAPPY CHANGING	49

15.1.6 PERSONAL HYGIENE.....	49
15.2 FURNITURE AND EQUIPMENT	49
15.3 GENERAL HOUSEKEEPING AND CLEANLINESS GUIDELINES	50
15.4 GOOD NUTRITION AND HOUSEHOLD NEEDS	50
15.4 BUDGETING AND RECORD KEEPING	51
SECTION 16: CRISIS/EMERGENCY MANAGEMENT	51
16.1. CRISIS MANAGEMENT PROCEDURE.....	52
SECTION 17: SUSPECTED ABUSE.....	53
SECTION 18: RESPONDING TO PROBLEMS	53
18.1 REPORTING INAPPROPRIATE BEHAVIOURS OR POLICY VIOLATIONS WITH CHILDREN	53
18.2 REPORTING SUSPECTED ABUSE OF CHILDREN	54
SECTION 19: DOCUMENTS AND FORMS	55
CHILDREN'S ADMISSION FORM	55
CHILDREN'S FILES CHECKLIST.....	55
CHILDREN'S PERSONAL DETAILS FORM	55
CONFIDENTIALITY OATH	55
CODE OF CONDUCT	55
DISCHARGE REPORT	55
FOSTER PARENT APPLICATION FORM	55
FOSTER PARENT QUESTIONNAIRE FOR EMPLOYERS (PAST EMPLOYERS)	55
FOSTER PARENT QUESTIONNAIRE FOR FAMILY MEMBERS.....	55
FOSTER PARENT QUESTIONNAIRE FOR NEIGHBOURS.....	55
FOSTER PARENT QUESTIONNAIRE FOR RELIGIOUS AFFILIATE OR REFEREE	55
FOSTER PARENT INTERVIEW SHEET.....	55
FOSTER PARENT INTERVIEW QUESTION FORM.....	55
FOSTER PARENT SCREENING REPORT.....	55
FOSTER PARENT PANEL QUESTIONNAIRE	55
FOSTER PARENT INDUCTION GUIDELINES.....	55
GUIDELINES FOR APPROPRIATE AFFECTION.....	55
INDEMNITY FORM	55
INDIVIDUAL DEVELOPMENT PLAN PROFORMA (IDP).....	55
INDIVIDUAL SUPPORT PLAN PROFORMA (ISP)	55
INDICATORS OF ABUSED CHILDREN	55
INCIDENT REPORT.....	55
POLICE CLEARANCE PROCEDURE.....	55
RECORD KEEPING.....	55
INCIDENT REPORT.....	55
MEDICAL BOOK.....	55
PETTY CASH BOOK	55
VISITORS BOOK	55
RELIEF ASSISTANT SCREENING REPORT.....	55
SEXUAL DEVELOPMENT & CHILDREN (FACT SHEET).....	55
VOLUNTEER APPLICATION AND INDEMNITY FORM	55
VOLUNTEER POLICY	55

SECTION 1: INTRODUCTION

This manual is designed to acquaint all employees inclusive of Foster Mothers, assistant Foster Mothers and volunteers with the Home from Home organisation and provide information about the childcare procedures and policies. Where the manual refers to Home from Home in this document reference is being made to the Home from Home Trust (Master's reference number IT1496/2005).

The information contained in this manual applies to all Foster Mothers, assistant Foster Mothers and volunteers of Home from Home and its Associates. It should be noted that this manual sets out the policies and procedures which should be adhered to but, since the nature of each home, child and situation is different, these policies and procedures allow for the inclusion of additional policies and procedures which are deemed relevant.

As a Foster Mother, assistant Foster Mother or volunteer you are responsible for reading, understanding and complying with the provisions of this manual. This manual is to be used in conjunction with the employment contract (in the case of Foster Mothers and assistant Foster Mothers), volunteer policy (in the case of volunteers) or the association manual (in the case of volunteers working as our associates).

1.1 Changes and Updates in Policy

This manual supersedes all previous manuals and memos that may have been issued from time to time on subjects covered in this manual.

However, since the organisation is subject to change, we reserve the right to interpret, change, suspend, cancel, or dispute with or without notice all or any part of this manual and/or our policies and procedures at any time. All Foster Mothers, assistant Foster Mothers and volunteers will be notified of these changes. Changes will be effective on the dates determined by the Trust, and after those dates all superseded policies will be null.

No individual supervisor or manager has the authority to change policies at any time. If you are uncertain about any policy or procedure, speak with your Manager at Home from Home or relevant Associate.

1.2 Home from Home's Background and Philosophy

Home from Home was set up in 2005 with the aim of providing supported and supervised community based foster care for orphans, abandoned and vulnerable children who would otherwise be placed in institutional care. The founders of the Trust have been involved in professional childcare for many years and have seen the tremendous success that has been achieved by placing children in this kind of environment.

Home from Home is a child-centred organisation and the key approach is to keep the children in small homes, with no more than six children being cared for by a Foster Mother, in their own environment where they attend local schools and churches and are embraced by the local community.

To ensure the "best interest" of the child at all times, Home from Home employees, partners and volunteers are required to adhere to the child protection standards as contained in this manual.

Home from Home understands the difficulties faced by the Foster Mothers and as such supports them in all activities to transfer a quality of care in line with the vision, mission and values of the organisation. The Foster Mothers also learn from and share with each other and are trained, supervised and supported by the professional team from Home from Home.

This model of cluster care, grounded in the Children's Act of 2005 provides a nurturing, viable, cost effective alternative to institutionalised child-care and can be implemented in most community settings. The vast experience that has been gained by Home from Home in successfully running this model of care makes it ideally placed to advise and form valued partnerships and associations with faith or community-based organisations who are involved and/or considering becoming involved in the care of orphans and vulnerable children in their areas.

SECTION 2: DEFINITIONS

2.1 Child

A 'child', as defined by the United Nations Convention on the Rights of the Child, is 'any person under the age of 18 years'. It should be acknowledged, however, that children are not a homogenous group who can be defined simply by their biological age. It is important that other factors - such as their developmental age, level of maturity, individual abilities, and current circumstances - are taken into account, when we respond to their needs and strive to realise their rights. (Children/Young Adults over the age of 18 but still in Home from Home care will also form part of this category definition.)

2.2 Child abuse

There are many forms of abuse, although a child may well be a victim of more than one, including:

1. **Physical abuse** or non-accidental injury can be defined as injuries inflicted by the caretaker. These are often (arbitrarily) rated as mild, moderate or severe.
2. **Child sexual abuse** is the use of a child for sexual gratification. Note that this is a broader term than child rape.
3. **Failure to thrive** due to nutritional deprivation is most commonly seen within the first two years of life. It is estimated that approximately 50% of all failure to thrive in this age category is due to maternal neglect.
4. **Intentional drugging** or poisoning takes place when parents give a prescribed drug that is harmful and not intended for children.
5. **Medical care neglect** occurs when a child suffers from a (chronic) disease and the condition worsens due to parental neglect of the condition. Children are completely dependent on their parents for medical care.
6. **Safety neglect** is present when there is a gross lack of supervision especially in the younger age categories.
7. **Emotional abuse** can be defined as the repeated blaming of the child for incidents, or the rejection of a child by its carers. Severe verbal abuse and berating are always part of the picture. This is a difficult condition to prove.
8. **Economic exploitation** is the deliberate misplacement, exploitation or wrongful temporary or permanent use of a child or youth's belongings or money.

In the majority of cases of child abuse the perpetrator is related, or at least known, to the victim. Adults working with children should note that children can abuse other children and they should watch out for and eradicate bullying, name-calling etc.

2.3 Orphans and Vulnerable Children

An **'orphan'** is 'a child who has no surviving parent caring for him or her after one of them has died' (Children's Act, 2005). This definition is sensitive to childcare and child rearing practices that are prevalent in South Africa, where significant numbers of children have been brought up in single parent (mainly female parent-headed) households. It is important to note that the definition makes no reference to the causes of orphan-hood.

'Vulnerable children' are defined as those whose survival, care, protection, or development may be compromised, due to a particular condition, situation, or circumstances which prevents the fulfilment of their rights. Lack of care, love, shelter, education, nutrition and psychosocial support are important elements that increase children's vulnerability.

2.4 Caregivers

A "caregiver" is a person other than a parent or guardian who factually cares for a child and includes a foster parent; or a person who cares for a child with the implied or express consent of a parent or guardian of the child.

2.5 Parent

The biological father or mother of a child.

2.6 Associate

A faith or community-based organisation that has entered into an agreement with Home from Home by way of a Memorandum of Understanding (MOU), to run a small community-based foster home, incorporating Home from Home's goals, philosophies and standards.

2.7 Foster Mother / Active member

A "Foster Mother" is a person who has been contractually employed by Home from Home or their associate, has been properly screened* and deemed to be suitable as a Foster Mother, and has had children placed legally or will have children placed legally through the Children's Court into Home from Home care. In terms of court orders a Foster Mother is deemed to be an 'active member' who has been assigned responsibility for the foster care of a child.

2.8 Foster Father

A foster father is a person who is legally married to the Foster Mother and resides in the foster home and has been properly screened. Foster fathers do not receive any remuneration from Home from Home or the associates. Foster fathers provide support to the Foster Mother and children. Foster Fathers are required to sign a "Foster Father Agreement" and adhere to the principles of Home from Home.

2.9 Assistant to Foster Mother

An "assistant to Foster Mother" (or "relief assistant") is a person who has been contractually employed by Home from Home or their associate, has been properly screened* and assists a Foster Mother in the care of her children.

2.10 Cleaner

A "Cleaner" is a person who has been contractually employed by Home from Home or their associate, has been properly screened* and assists a Foster Mother in all housekeeping and cleaning duties.

2.11 Volunteer

A “Volunteer” is a person who has offered their services without payment to Home from Home or their Associate, to assist a Foster Mother in the care of her children and has been properly screened* and deemed to be suitable. Associate members are deemed to be volunteers.

SECTION 3 CHILD PROTECTION POLICY

3.1 Home from Home’s Child Care Philosophy

Home from Home is a child-centred organisation, and therefore places the needs and rights of the child first and foremost. The majority of the children who come to live in Home from Home foster care have been abused, abandoned, orphaned or neglected and it is our philosophy to provide these very vulnerable children with a stable, loving and safe environment in which to live. We recognize the need of children, particularly young children, to have a consistent primary caregiver.

The “Circle of Courage” underpins all Home from Home programmes and activities with a focus on the four elements of Belonging, Mastery, Independence and Generosity. (*Refer Documents and Forms Section 19*)

3.2 Policy statement

1. An effective child protection policy is essential for the promotion of the health and development of children and to ensure a safe, secure environment.
2. This child protection policy recognises the importance of the rights and responsibilities of all children and role players. The success of the policy depends upon a partnership between all role players and on a commitment to promote the health and development of children.

3.3 Aims of the policy

Home from Home’s child protection policy aims:

To provide:

1. A welcoming and stimulating environment that is free from harm and allows children to develop to their full potential and where young people are aware of their entitlement to this health promoting environment.
2. An empowering environment that recognises the rights of a child, and enables all role players to recognise the rights of people, particularly in regard to confidentiality.
3. An environment in which all role players are listened to and that enables young children to voice any concerns they may have about violation of their rights.

To enable:

1. Children to recognise safe practices and to request help where necessary.
2. All role players to recognise the need for outside organisations’ help and to support them to access this.
3. All role players to recognise and promote a safe environment, appropriate boundaries for themselves, the recognition of safe practices in others and a commitment to support the promotion of safe practices.

To support children who may have had harmful and hurtful experiences to safely re-engage in social, emotional and learning processes and to recognise the need for support from Home from Home and its support resources.

3.4 Commitment

Home from Home will ensure that the needs and rights of the children within their care are primary and central in identifying who needs to know, who needs to be involved, who needs to be engaged from outside organisations and when this should happen.

3.5 Framework

The framework of the Home from Home Child Protection Policy is in line with the:

1. United Nations Convention on the Rights of the Child that has been ratified by South Africa
2. South African Constitution 1996
3. African Charter on the Rights of Children
4. United Nation General Assembly Special Session on HIV/AIDS (2001).

All role players will be made aware of their roles and responsibilities in providing a safe environment where everyone is listened to.

Home from Home will provide guidance and advice regarding child protection, to enable the Associates and caregivers or parents to provide a positive, safe environment that is free from harm and enables the orphans and vulnerable children to grow to their full potential.

Home from Home will provide child-centred guidance and advice to caregivers to look at the behaviour of the children – not from the perception of managing behaviour but the meaning of this behaviour to the child.

All the personal data of the child will be put in a secure place and only shared in confidence.

3.6 Child Protection

Home from Home adheres to strict policies and procedures surrounding child protection.

3.6.1 Confidentiality

As a Foster Mother/father, assistant Foster Mother or volunteer or tutor you will be exposed to confidential details of the children's backgrounds, health, HIV status and family details. These details must be kept in the strictest confidence, and should not be discussed outside of the programme team, Home from Home social workers and Home from Home management.

Foster mothers and assistants are expected to sign Confidentiality Oath, Code of Conduct and Indemnity forms (*Refer Documents and Forms Section 19*). Volunteers and Tutors also sign a confidentiality clause, which forms part of the volunteer/ tutor application form.

3.6.2 Media and Photographs Social Media

Though the Children's Act 2005 does not stipulate rules surrounding photos of children in care, extreme care needs to be taken regarding photographing of children in the home, particularly by visitors. For internal use, either by Home from Home or the project associate for newsletters etc., photographs will sometimes need to be used. These must always be taken with the Foster Mother's written consent. Photos must never be published without prior permission of Home from Home and the names of the children should never be included. Where possible, the location of the photograph should also be withheld and the

personal details of the child kept to a minimum. No photos where a child is recognized should be taken and no personal details of the child should be published.

All press enquiries are to be referred directly and immediately to the Home from Home head office. Foster mothers, assistants, volunteers, tutors and associates are not authorized to act as spokespeople for Home from Home without prior permission from the Home from Home Management team.

If in any doubt about dealings with the press or public, or visitors wishing to take photos of the children, the Home from Home Head Office will be able to advise on this issue.

3.6.3 Social Media

Social media websites are web-based services that allow people to collaborate and share information with others. This includes, but is not limited to services like Facebook, Twitter, and Instagram etc. Where access to such sites has been granted, employees are expected to uphold the name of Home from Home and must refrain from any form of slanderous and/or defamatory comments which would bring Home from Home into disrepute.

- Employees are forbidden from using social networks to post or display defamatory comments about colleagues, management, the Board or funders of Home from Home and its policies.
- In accordance with the Home from Home Child Protection Policy and Procedure, employees are also forbidden from posting identifiable images and/or names of children in Home from Home's care on social media platforms.
- Employees are reminded that they represent Home from Home, at work and in their private capacity. We must be responsible to not negatively affect, directly or indirectly, the reputation of the organisation either when posting or commenting on social media. Always use social media responsibly and remember that whatever is posted on the internet can never be retracted.

3.7 General guidelines for the protection of children

The following guidelines are intended to assist Home from Home carers, volunteers and tutors as well as relevant third party service providers in monitoring and supervising behaviours and interactions with children and to prevent those that may be inherently harmful to children, those used by child molesters to groom children and their parents, or that may create the conditions where abuse can occur more easily. These guidelines should also be used to make decisions about interactions with children in activities or programmes. When exceptions to the guidelines must be made, they should be reported to the Metro Social Worker from Home from Home as soon as possible.

All caregivers, volunteers / tutors and relevant third party service providers e.g. therapists, counsellors etc. who work with children must agree to comply with the *Guidelines for Appropriate Affection (Refer Documents and Forms Section 19)*

1. No person will be allowed to volunteer to work with children until the person has completed the necessary screening process and has been approved by Home from Home and/or its Associates.
2. Caregivers, volunteers, tutors and relevant third party service providers are prohibited from the use, possession, distribution or being under the influence of alcohol or illegal drugs while participating in or assisting with programmes or activities for children.
3. Home from Home caregivers, volunteers / tutors and relevant third party service providers will respond to children with respect, consideration and equal treatment, regardless of language; ability; age, gender, race, religion, sexual orientation, health status, culture or socio-economic status. They will portray a positive role model for children by maintaining an attitude of respect, patience and maturity. They will avoid even the appearance of favouritism.
4. Any one-to-one interactions with children will be done in an open space or other place where private conversations are possible but occur in full view of others.
5. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from dating or becoming romantically involved with a child.
6. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from having sexual contact with a child.
7. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing etc.) at work, or in the presence of the children except when it is expressly permitted as part of a pre-authorised educational programme,.
8. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from discussing their sexual activities, including dreams and fantasies or discussing their use of sexually oriented or explicit materials such as pornography, videos or materials on or from the internet with children.
9. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from sleeping in the same beds, sleeping bags, tents, hotel rooms or other rooms with children or youth unless the adult is an immediate family member of all children in the bed, sleeping bag, tent, hotel room or other room. It is acceptable to have a number of adults sleeping in the same room with the children if they are participating in a camp.
10. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from dressing, undressing, bathing or showering in the presence of children.
11. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from using physical punishment in any way for behaviour management of children and youth. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force. Physical force may only be used to stop a behaviour that may cause immediate harm to the child or to others.
12. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from using harsh language, degrading punishment, physical isolation or mechanical restraint such as a rope or tape for behaviour management.
13. Home from Home caregivers, volunteers, tutors and relevant third party service providers are prohibited from participating in or allowing adults or children to conduct any hazing activities – i.e. initiation, bullying or intimidating.

3.8 Review

This policy and its procedures will be regularly monitored and reviewed in accordance with changes in legislation and guidance on the protection of children.

SECTION 4 SAFEGUARDS FOR CHILDREN

4.1 Screening and Selection

- 4.1.1 Any Home from Home caregivers and volunteers who regularly work with and around children shall be screened, selected and approved utilising at least the following:
1. Completed application form or comprehensive CV
 2. An individual interview with the applicant using Foster Parent Interview sheet and Interview Questions form (*Refer Documents and Forms Section 19*)
 3. Acknowledgement and signing of the code of conduct (*Refer Documents and Forms Section 19*.)
 4. Foster Mothers to be screened as foster parents by Home from Home or a Child Protection Agency. Where the Foster Mother is married, her husband must be interviewed, screened and approved also.
 5. At least two references from people outside the organisation who are not related to the applicant and who have known her/him, for at least two years.
 6. The Employee or Volunteer is responsible for organising a police clearance check and providing it to Home from Home or the Associate.
 7. Applicants will be checked to ensure that they are not on the National Child Protection Register.
- 4.1.2. All information gathered about an applicant will be fully reviewed and evaluated to determine, in consultation with others as necessary, whether or not the person is appropriate to work with children.
- 4.1.3. Home from Home staff must have a personnel file that is kept where other important records are kept. Records of Foster Mothers employed by Project Associate must be kept safely by Project Associate.

4.2. Foster Parent / Relief Assistant Screening Procedure

- 4.2.1 All potential foster parent / Relief Assistant applications and CV's to be given / sent to the Senior Social Worker (SSW) and Programme Manager.
- 4.2.2. The Senior Social Worker keeps a file with a copy of all initial applications.
- 4.2.3 The Senior Social Worker and Metro Social Worker or the Auxiliary Social Worker meets the potential Foster Parents /Relief Assistants
- 4.2.4. During this first meeting, SSW and Metro Social Worker ascertain if they have the potential to become foster parents / Relief Assistant. i.e. In the case of Foster Parents that they have no dependant biological children or grandchildren under the age of 18 in their care or any physical / psychological reason why they should not be screened. Should a Relief Assistant have a dependent biological child it is important to inform the prospective candidate that the child cannot be in their care whilst on duty. The Senior Social Worker / Auxiliary Social Worker explain in depth about the role of foster parents or Relief Assistant respectively.
- 4.2.5. Potential Foster Parents / Relief Assistant are asked to go away and think very carefully if they want to be screened as Foster Parents / Relief Assistants and if it is the right decision for them.

- 4.2.6. If potential foster parents and Senior Social Worker / Auxiliary Social Worker feel they wish to pursue the process, they are given the relevant screening documents (Refer Documents and Forms Section 19) which include:
- the HfH foster parent application form / relief assistant application form
 - Questionnaire for employer (or past employer)
 - Questionnaire for family members.
 - Questionnaire for neighbours.
 - Questionnaire for religious affiliate or referee.
- 4.2.7. Once all forms are completed, foster parents / relief assistants must apply for police clearance and Home from Home apply for a Form 29 (this is completed by finance assistant.)
- 4.2.8. The Metro Social Worker will take over the screening process together with Auxiliary Social Worker
- A home visit will be made to foster parents own home where possible.
 - Metro Social Worker will contact all the references.
 - Metro Social Worker/Auxiliary Social Worker will question and observe the applicant re medical / psychological fitness for the position.
- 4.2.9. A more thorough interview will be held with foster parents. (*Refer Documents and Forms Section 19*)
- 4.2.10. Foster parents will spend time at one of our foster homes (at least two visits) to ensure that the foster parents are aware of the difficulties they might encounter.
- 4.2.11. Metro Social Worker / Auxiliary Social Worker will write a comprehensive screening report, which will be circulated to the programme team for comments. (*Refer Documents and Forms Section 19*)
- 4.2.12. When all documentation is received, a panel meeting will be held with foster parents and programme team social workers before the final assessment and approval of foster parents is made. (*Refer Documents and Forms Section 19*)
- 4.2.13. If a Foster Mother is being employed by an Associate, the Associate would be informed of the above process along the way and would have met the potential foster parents.
- 4.2.14. If Associates are to employ the foster parents, they would be sent the screening report.
- 4.2.15. Foster parents will be informed that their application for employment has been approved.
- 4.2.16. If Home from Home is to employ the foster parents they will receive a contract and employee manual and the HR Representative would go through the manual
- 4.2.17. If an Associate is employing the foster parent, they would draw up the contract and go through the employee manual.
- 4.2.18. The screening file will include the following:
- Application form
 - CV
 - Initial meeting form and notes on responses
 - Questionnaire completed by employer (or past employer)
 - Questionnaire completed by family members.
 - Questionnaire completed by neighbours.

- Questionnaire completed by religious affiliate or referee
- Description of Role
- Interview sheet with answers recorded
- Police Clearance receipt
- Form 29
- Reference letters and/or notes from discussions with referees
- Notes on Home Visit Observations (Metro Social Worker and Auxiliary Social Worker.)
- Interview question form with notes on responses
- Metro Social Worker Comprehensive Screening report
- Final panel questionnaire with notes on responses
- Employment Contract

4.3 Foster Parents Induction Procedure

- 4.3.1. Foster parents are informed that there is a home ready for them by Metro Social Worker. This might be a new house or they may be moving to an existing home. They will be informed of the area and possible children they might be caring for.
- 4.3.2. The relevant Metro Social Worker to inform all head office staff of new foster parents and date of moving to their new home.
- 4.3.3. The relevant Metro Social Worker will compile the induction programme and the Programme Manager will oversee the implementation of this programme. Foster mother will meet with Programme manager and or HR representative and will be given a contract to sign.
- 4.3.4. Foster parents to be given a current Employee Policy Manual.
- 4.3.5. Foster parents to meet with Finance & Admin Coordinator and complete all the relevant HfH engagement forms.
- 4.3.6. The Finance and Admin Coordinator to explain foster grants, petty cash bank accounts and leave application procedures in detail.
- 4.3.7. Foster parents are taken to view the home and meet present foster parents (if applicable.)
- 4.3.8. The Programme Manager to arrange meeting the Associates, (where applicable.)
- 4.3.9. Metro Social Worker to prepare foster children for meeting and support children in planning a welcoming 'ceremony'/process for the new Foster Mothers. (if an existing foster home),
- 4.3.10. Foster parents are taken to meet the children (if an existing foster home), by Metro Social Worker.
Once the Foster Mother is in the home,-Metro Social Worker will spend time discussing the daily routine, work through the Child Protection Policy and Procedures Manual, and discuss the children and their needs. If it is an existing home all children's personal files and memory boxes, library cards, pocket money post office statements to be ready preferably during the handover with the previous Foster Mother
- 4.3.11. Metro Social Worker to request Finance & Admin Coordinator and Receptionist to arrange petty cash and food requirements for first week

- 4.3.12. Finance & Admin Coordinator to ensure that Foster Mother is paid for days worked prior to the signing of the employment contract.
- 4.3.13. Metro Social Worker and Auxiliary Social Worker to submit all screening documents to relevant Statutory Organization. These include: Screening report, ID Document, Police clearance certificate, Form 29.
- 4.3.14. Metro Social Worker to file evidence of S171 Transfer.
- 4.3.15. Foster Mother to open separate account for grant money.
- 4.3.16. If time allows, foster parents will spend first a day then a weekend at the foster home if they are taking over an existing home. Guidelines for exiting foster parent to be provided.
- 4.3.17. If foster parents are moving to a new home, they will move in and settle for a week before children will be placed with them.
- 4.3.18. Operations Manager or Associates to ensure the house is cleaned and ready for the foster parents and new children. An inventory must be taken of everything in the house. Any furniture etc.. that the foster parents bring must be recorded. Operations Manager will keep records of inventory.
- 4.3.19. Foster parents move into the home. If an existing home arrange a small welcoming tea which will include the Metro Social Worker and children to make them feel welcome.
- 4.3.20. Programme Manager to visit home and welcome foster parents within the first week
- 4.3.21. Education Support Co-ordinator to visit within the first month (unless urgent support is required.)
- 4.3.22. Ongoing support and supervision is extremely important and Metro Social Worker should visit if possible at least twice a week to ensure children and foster parents are coping and feel supported.
- 4.3.23. As part of the change management process, Metro Social Worker to spend special time with existing children in the home both individually and as a group seeing the children at least once a week.
- 4.3.24. When new children are to be admitted to follow the HfH admission procedure for new children. (*Refer section 6.1 & 6.2.*)
- 4.3.25. Metro Social Worker to ensure a file with the following documents ready for starting date:
 - Contract
 - Role description
 - Code of Conduct
 - Fathers Agreement form
 - Organogram
 - Contact numbers of Head Office Staff and Metro colleagues
 - List of Foster Mother Metro meeting dates for the year, Monthly Foster Mother Mowbray meeting dates
 - Contact numbers for transport operators (where applicable)
 - Contact list of schools, teachers and Principals
 - Contact list of Tutors and tutoring schedule and extramural teachers and schedule.
 - Associates details and roles

- Checklist of what is required in each child's personal file
- List of Local Shopping options
- Leave forms
- All finance administrator forms -Petty Cash Book (separate to file), Copy of subsidy agreement.
- List of details of Children's medication
- Inventory list (including furniture, Kitchen items, Toys, Games, Books,
- List of neighbourhood medical facilities
- List of therapists involved with children (and Contact details)
- Details w.r.t Children's Family Contact.

4.4 Education and Training Requirements

- 4.2.1. Child Protection education and training will be conducted for all staff members who regularly work with or around children. (Training of Foster Mothers will also take place during the monthly Foster Mothers' monthly metro and group meetings.)
- 4.2.2. Each person will be trained as per the requirements of his /her portfolio.

4.5 Monitoring and Supervision of Programme

The monitoring and supervision of programmes and activities involving children is important for safeguarding children. The responsible employee / adult involved in the programme or activities of the children will monitor and supervise the behaviour of adults and other children with children so that:

- 4.5.1. Inappropriate behaviour and interactions that are potentially harmful can be detected and stopped. (*Refer Documents and Forms Section 19*).
- 4.5.2. Children are not given illegal drugs or alcohol
- 4.5.3. Other behaviours and interactions that are not necessarily harmful in and of themselves, but are the same behaviours and interactions known to be used by those who abuse children or that provide the privacy molesters need in order to abuse children, are monitored. These behaviours could include holding children over the age of three on the lap, transporting a child alone etc...
- 4.5.4. The monitoring and supervision will be guided by the General Conduct for the Protection of Children. (*Refer Documents and Forms Section 19*).

SECTION 5: RIGHTS AND RESPONSIBILITIES OF THE FOSTER PARENT

The following information is taken directly from the Children's Act, Act 38 of 2005.

5.1. Responsibilities of Foster Parents

- (1) A foster parent is responsible for satisfying the day to day needs of a foster child placed in his or her care, as defined in section 1 of the Children's Act, which includes the responsibility to –
 - a) ensure that any social assistance or financial contribution from the child's biological parent or parents is used towards the upbringing of the child and in the child's best interests;
 - b) not obstruct contact between the foster child and his or her biological family members and other persons with an interest in the well-being and development of the child, including contact as provided for in any foster care plan or order of court assigning parental responsibilities and rights referred to in section 188(1)(d) or (e) of the Act, if such contact is in the best interests of the child and if those biological family members and other persons are available for the purposes of maintaining contact with the child;
 - c) ensure that if the child is of school-going age, he or she attends school on a regular basis;
 - d) cooperate with a designated child protection organisation or designated social worker towards the eventual re-unification of the child with his or her biological parents or family members, as the case may be, where this is indicated in the permanency plan;
 - e) cooperate with a designated child protection organisation or designated social worker in any review of the possible extension of the foster care order;
 - f) permit a designated child protection agency or designated social worker to have access to his or her home and to the child concerned, for the purposes of monitoring of the foster care placement, provision of reunification services, review of the foster care order or for any other matter relevant to the foster care placement;
 - g) respect the views of the child and generally promote his or her well-being, best interests and physical, emotional and social development, and, where applicable, participation in early childhood development programmes;
 - h) guide the behaviour of the child in a humane manner and not impose any form of physical violence or punishment, or humiliating or degrading forms of discipline;
 - i) where a foster care plan has been formulated in accordance with section 188 (1)(e) of the Act, comply with the provisions of such plan;
 - j) ensure that where the child is from a different cultural, linguistic or religious background, the child is assisted to maintain links with his or her culture, language or religion; and
 - k) Ensure that the child is treated in a manner substantially similar to other children living in the same household, except where the special needs of that child or any other child in the household require otherwise.
- (2) A foster parent must notify the designated social worker or designated child protection organisation, as the case may be, of any change in address.

- (3) A foster parent may not designate the day-to-day care of a foster child to any other person for a continuous period of one week without agreeing thereto with the designated social worker or designated child protection organisation.
- (4) A foster parent must notify the designated social worker or designated child protection organisation, as the case may be, within 14 days, of any material changes in his or her living circumstances, or his or her family's living circumstances, which are likely to have a material effect on the foster placement.

5.2. Rights of Foster Parents

- (1) A foster parent has the right to take all day-to-day decisions necessary for the care, upbringing and development of the foster child in his or her care
- (2) A foster parent has the right to reasonable privacy of home life, and not to be subjected to threats, harassment and undue intrusions upon the exercise of his or her foster care responsibilities by biological parents or family members of the foster child
- (3) A foster parent has the right to be informed by the designated social worker of the designated child protection organisation, as the case may be, of any fact or occurrence that may substantially affect the foster placement of the child in his or her care
- (4) A foster parent has the right to apply for the adoption of the child and has the right to be informed of any application to adopt the foster child in his or her care
- (5) A foster parent may give notice that he or she has been informed of a pending application for the adoption of a foster child in his or her care, and that he or she does not wish or is unable to adopt the child or to submit an application for the adoption of the foster child, in a form identical to Form 41
- (6) A foster parent has the right to ongoing training and support from a social worker in order to enable such foster parent to deal effectively with a foster child and the child's biological parents
- (7) A foster parent has the right to be informed about any investigation or assessment of his or her psycho-social background
- (8) A foster parent has the right to be informed about the foster child's educational history, assessments and achievements to ensure the foster child's optimal educational needs

SECTION 6: ADMISSION POLICIES AND PROCEDURES

6.1 Admission Policies

- 6.1.1. Children who have been orphaned, abandoned or removed from their families following abuse or neglect are priority cases for admission to one of our foster homes. Many of them will be HIV+, or experience other health concerns/challenges and compromised immune systems. They will all face attachment challenges in varying degrees.
- 6.1.2. Home from Home will admit children on availability and needs basis. Since a maximum of six children can be accommodated in each house, a child can only be admitted when a space becomes available. Home from Home will always aim to keep siblings together within the same home and may therefore refuse admission to a child if there is an alternative placement for him/her with their sibling(s).
- 6.1.3. Home from Home has a policy of non-discrimination, and will therefore admit children of any race, language, intellectual ability, religion, ethnic background, health status, sexual orientation or gender.
- 6.1.4. All children admitted to the care of Home from Home must be placed by a Designated Child Protection Officer (DCPO) through the Children's Court and **only with a foster care order.**
- 6.1.5. Children are admitted from birth up to 18, whilst recognizing the difficulties of integrating an adolescent into an established small family unit.
- 6.1.6. Children will be admitted on a needs basis, keeping in mind the goal of replicating a 'normal' family by having a mix of ages and gender.
- 6.1.7. Only a Home from Home social worker may assess and/or recommend a child for placement to a Foster Mother. Ultimately, it is the Foster Mother's decision to accept a child or not. Placement of a child cannot take place outside of this process.

6.2 Admission Procedures

- 6.2.1. When place(s) become available at a Home from Home foster home, a Home from Home social worker will inform the relevant welfare organisations.
- 6.2.2. If the Foster Mother or anyone else is approached to take a child, they must contact a Home from Home social worker to go through the relevant procedure, prior to the child being placed in the Home
- 6.2.3. When Home from Home's social worker receives contact from the welfare organisation's office enquiring about placement of a child they will refer all possible new admissions to the senior social worker or programme manager who will send them the Home from Home admission form to complete and return. (*Annexure 19.16*)
- 6.2.4. Once the form is received at Home from Home, the Home from Home programme team will discuss the case to ascertain spaces available in relation to the child/ren's profile/s. The child and his/her situation is discussed with the Foster Mother to discuss the suitability of the placement into the Foster Mother's 'family' taking into account ages and genders of other children. Also geographical area, race, language, physical and intellectual ability/needs, religion, ethnic background, health status, sexual orientation and gender are taken into consideration. It is preferable that a school-going child can continue to attend the same school and retain contact with family members as appropriate. The Associate Committee, if applicable, will also be

kept informed of this process. While this document refers to general criteria that need to be considered in the placement process, each application is dealt with on a 'case by case basis' in the best interests of all those involved.

- 6.2.5. Home from Home is guided by the Department of Social Developments' (DSD) policy and procedure with regard to retaining children in their community of origin, however, if, in the best interest of the child, this is not feasible then Home from Home will apply to DSD for special permission to place the child in care outside of their community of origin.
- 6.2.6. A panel meeting will be held with the external social worker, Foster Mother and HfH social worker where the child's circumstances will be discussed. The child's full background and medical history are to be disclosed to, and discussed with, the Foster Mother to ensure that she is fully aware of any issues which may decide whether she can adequately cope with the child. This serves to ensure she can make an informed decision regarding the placement of the child.
- 6.2.7. The Foster Mother and Home from Home social worker will visit the child, prior to admission, if possible. If it is possible for the child to visit the Foster Mother's home prior to admission, this is also arranged. Ideally, the child should have spent a few weekends at the foster home.
- 6.2.8. The statutory social worker places the child legally with a foster care order in the legal care of Home from Home.
- 6.2.9. Suitable arrangements must be made between the Foster Mother, Home from Home social worker and the placement social worker for the child's admission to the foster home.
- 6.2.10. Before the child is admitted to their new home, the Foster Mother must ensure that the child will have all their personal items – clothes, personal hygiene items, school clothes and equipment etc... Metro Social Worker to provide a welcome pack from HfH, with a set of clothes, basic toiletries and an appropriate soft toy/item
- 6.2.11. If the child moves to a different community and attends a school or any other community group, the opportunity to say goodbye to community members, friends and teachers needs to be arranged.
- 6.2.12. Once placed in their new family, the Foster Mother will welcome him/her by ensuring that their bed and personal space are ready, that they become acquainted with their new home and other children in the home. The Social Worker will discuss specific **welcoming strategies and/or gift as preferred by the Foster Mother in advance in accordance** with welcoming "transitional rituals". It is essential to create a sense of belonging for the child from the beginning.
- 6.2.13. The Foster Mother is to ensure that the appropriate school or day care centre is contacted as soon as possible so that the child can commence education/day care as soon as possible.
- 6.2.14. For a child below the age of 8, an OT Therapist assessment is done.

- 6.2.15. Where there are reports/evidence of specific trauma e.g. Abuse and /or neglect, relevant expert intervention is provided. This will be discussed between the Foster Mother, Social Worker and Education Support Coordinator.
- 6.2.16. The Foster mother is to be informed what family contact is allowed by the child's Statutory and Home from Home social workers.
- 6.2.17. The Foster mother is to receive all available relevant documentation pertaining to the child from the Home from Home social worker (i.e. birth certificate, foster care order, school reports, Road to Health Card etc.)
- 6.2.18. A file and a memory box will be created with the child with a photo/drawing of them on the front, as part of their integration into the family. This will be kept in their memory box which also needs to be created, and added to, together.
- 6.2.19. Where necessary confidential medical and/or assessment reports will be kept in a separate file for each individual child.
- 6.2.20. It is the responsibility of Home from Home's social worker or the Associate Committee to ensure that the Foster Mother is ready to admit a new child and to assist in the welcoming and settling down process.
- 6.2.21. When a Home is being set up and new children are being admitted it is advisable to keep outside contact minimal, in order to let the Foster Mother and children bond fully so as not to confuse the child with too many other adults.
- 6.2.22. The Statutory Social Worker & Home from Home Metro Social worker will draw up an initial Individual Development Plan (IDP), in consultation with the Foster Mother and the child (if the child is of an appropriate age) within two (2) weeks of the placement. The Home from Home Education Coordinator will discuss an Individual Support Plan (ISP) with the Metro Social Worker and Foster Mother within the first month. (*Refer Documents and Forms Section 19*).
- 6.2.23. Prior to admission, the following documentation must be made available to the Home from Home social worker: birth certificate; clinic card; school reports, school history, profile notes and transfer letter; Children's court report; IDP; foster care order; Form 7; CCI Report. Personal letters/photos/objects from significant others who have known the child would assist towards building a memory box. Any information with regard to their first 5 years is critical in developing an understanding of the child.
- 6.2.24. The admission of a new child to the family may disturb the family's routine and the Foster Mother will require extra support while the new child and family adjust to one another. This may take the form of a welcome pack, more time with the Home from Home social worker and financial support from Home from Home.

6.3 Internal Admission and Communication Procedures

- 6.3.1. Any enquires with regard to possible new children's admissions should be referred to the Senior Social Worker or Programme Manager via e mail.
- 6.3.2. The Programme team will follow their admission procedure.
- 6.3.3. When it is anticipated that a child will be admitted, the Metro Social Worker will e-mail all head office staff, the name of the child, DOB, sex, language, school, any special needs, which home they will be placed in and expected date of admission.
- 6.3.4. The Metro Social Worker will have a welcome pack for the child/ children that will include, a set of clothing, toiletries and soft toy if age appropriate. (A box to create a memory box, personalised cushion, poster of specific interest to go next to his/her bed, a tree to plant) A flip file will also be ready for the Social Worker to take to the Foster Mother to file documents.
- 6.3.5. The Education Support Coordinator to liaise with the Social Worker and Foster mother regarding an appropriate choice of day care centre / school, if necessary.
- 6.3.6. Operations Manager to ensure a bed is available at the home and to arrange transport to school if necessary.
- 6.3.7. Finance Administrator to ensure that Foster Mother is provided with the equivalent of the foster care grant.
- 6.3.8. The Metro Social Worker to give news child's details to the Fundraising & Communications Coordinator and Child Sponsorship Volunteer for future sponsorship.
- 6.3.9. Once an exact date is known for the child's admission, the Metro Social worker will inform all office staff via e-mail.
- 6.3.10. The receptionist to update the register on QNap, as well as the School grades excel doc (including details of school), and to email all head office staff once this is done.

6.4 Children's Discharge and Disengagement Policy

As an organisation, Home from Home is fully supportive of encouraging biological family contact with an aim to returning children to the care of their families wherever possible.

It is the policy of Home from Home that a child's placement with the Foster Mother should be seen as a long-term solution if there is no alternative family, rather than a step on to another residential facility. In each case disengagement from the home and foster family can be a difficult time and should be planned carefully considering the child's best interest to make it as least traumatic as possible for the child concerned, the other children in the Home and the Foster Mother.

Finding a long-term placement for a child within a family should be viewed as a positive move for both the child and the Foster Mother. That a child has been given a secure and loving home for a while and is now ready to move into the care of biological family is to be viewed as a real achievement, both by the Foster Mother and the Associate.

Disengagement of a child's foster care placement would only be considered if the Metro Social Worker has approved the move after completing extensive investigations to check that this is in the child's best interests. The child will have spent time (days, weekends, and then school holidays) with the family to ensure the suitability of the placement. Age appropriate discussions are to be held between child, Foster Mother and family to ensure that the child is fully aware and supportive of the move. No child can be placed in anyone else's care without the necessary legal documentation.

All other children in the home should be fully prepared for the parting, goodbyes to be said, farewell party etc. as appropriate. Plans should be made for future contact between Foster Mother and child though in cases this may not be feasible. When the time comes for the child to leave, all of the child's personal possessions, medication, clothes, toys etc. as well as documentation (birth certificate, health records, photographs etc.) must be handed over with the child to the new family.

This can often be a very sad time for the Foster Mother as she feels she is losing a child. This is a key time for the social workers, associates / volunteers to be fully supportive of the Foster Mother and help her as needed with the process.

Once a child is discharged, the Home from Home Social Worker will write a confidential Discharge Report summarizing the case and circumstances of the discharge.

6.5 Children's Discharge and Disengagement Procedure

- 6.5.1. If a child is to be transferred into alternative care, the metro social worker must arrange a Multi-Disciplinary Team meeting where the external social worker, Foster Mother and Home from Home Metro Social Worker would discuss the alternatives for the child and agree on a plan.
- 6.5.2. The external social worker in conjunction with Foster Mother and Metro Social Worker would explore feasible options.
- 6.5.3. Options when a youth over 18 years is discharged from the Children's Act could be, living with biological family / friend or moving to a Home from Home Transition Home or alternative Transition programme or choosing to make their own independent plans. The youth would be involved in any decision making.
- 6.5.4. For a child under 18 years old the external social worker/ statutory worker would explore options which could be , living with biological family or a CYC depending on the child's circumstances. HfH and Foster Mother would also be involved in exploring alternatives.
- 6.5.5. The Metro Social Worker together with the Foster Mother would talk to the child and other foster children in the home.
- 6.5.6. Once a decision has been made the Metro Social Worker will email all the head office staff to inform them of the plans.
- 6.5.7. The Finance Administrator will contact SASSA and stop the foster care grant and to stop any payments to school or Day Care Center.
- 6.5.8. The Operations Manager will cancel any transport arrangements for the child.
- 6.5.9. The Funding & Communications Coordinator will inform sponsors or donors if relevant.
- 6.5.10. The Metro Social Worker will ensure the child has the relevant documentation, ID, Court orders, school transfers, school reports. Opportunities to say goodbye to

significant community members needs to be arranged by Foster Mother and the Social Worker.

- 6.5.11 The Foster Mother will ensure the child has all his/ her clothes, toys, memory box and anything that is special to him/ her.
- 6.5.12. The Foster Mother and Metro Social Worker will arrange a farewell party. A framed photo of the family and card, created by family members, should be arranged to go into the memory box.
- 6.5.13. All children in the foster home to be prepared and supported through the process.
- 6.5.14. The Education Support Coordinator will assist with identification of new school and school transfers if required. Foster Mother is to inform school.
- 6.5.15. The Foster Mother and Metro Social Worker will accompany the child if possible to future home/ CYC. Discussion on child's strengths, interests and Development plan to take place.
- 6.5.16. The Foster Mother and Metro Social Worker will inform all volunteers and significant people in the child's life.
- 6.5.17. The Metro Social Worker to write Discharge report and ensure all relevant process notes and documents are in the child's file.
- 6.5.18. The Receptionist/Admin Assistant will update QNap files accordingly and inform all at head office.
- 6.5.19. The Metro Social Worker will continue to offer support to the Foster Mother and children as there could be a great sense of loss when a child leaves the foster home.

6.6. Post Care Support for Children/Youth

- 6.6.1. The Metro Social Worker will contact the child every 3 months telephonically for the first year.
- 6.6.2. If a child is in a CYC facility, the Metro Social Worker will contact the Centre twice a year for update on the child.
- 6.6.3. If a child is with biological family the Metro Social Worker will contact telephonically once every 6 months.
- 6.6.4. The Metro Social Worker will visit the child once every two months for the first year.
- 6.6.5. The Metro Social Worker will remember child's birthday.
- 6.6.6. The Metro Social Worker will invite the child/children to Home from Home activities i.e. Christmas party.
- 6.6.7. The Metro Social Worker will close the file after 6 months.

- 6.6.8. The Metro Social Worker will update QNap records regarding contact details (if these change).
- 6.6.9. A tracking system illustrating studying and /or employment activities to be created and saved on QNAP by the Auxiliary Social Worker. The Auxiliary Social Worker to alert Head office staff once this is done.
- 6.6.10. The Programme Team and M and E team will use information from records to inform best practice for future planning.

SECTION 7: SAFETY

7.1 Household Safety

Foster mothers, assistants and volunteers are expected to obey safety rules and exercise caution and common sense in all work activities. All Foster Mothers are obliged to attend a basic First Aid course and take refresher courses where necessary.

No one shall carry nor bring onto the premises any dangerous or potentially dangerous or lethal weapon, article or substance.

Whilst not intended to list all forms of unsafe practice, Foster Mothers, assistant Foster Mothers and volunteers are expected to pay attention to the following:

- Knives and sharp implements are to be kept out of the reach of children.
- Plastic packets/bags to be kept out of the reach of children.
- Glasses to be kept out of the reach of children.
- Drugs and poisonous substances (insect poison, bleach etc.) are to be kept out of the reach of children.
- Children are never to be left unsupervised around water, particularly in the bath /plastic pools.
- No open buckets of water to be left in reach of children.
- All medication should be kept out of reach of children, and wherever possible, locked away
- Children are never to be left unattended at home without adult supervision. Locking children into a building or room unattended can be extremely dangerous.
- Gas stoves and heaters should never be used or left without adult supervision.
- Paraffin heaters and stoves are NEVER to be used.
- Whilst cooking, ensure that children cannot reach pot handles.
- Kettles, irons etc. to be kept out of the reach of children.
- Fire safety equipment must always be in good working order.
- Each house should have a health and safety manual. The Operations Manager will conduct regular health and safety inspections.

It is the responsibility of Home from Home or the Associate to ensure that the house is maintained to a safe level and any damages are fixed as soon as possible. Foster mothers are expected to report breakages and damage to Home from Home or the Associate as soon as possible and to, where possible, take proactive steps to ensure that the problem is fixed as a matter of urgency.

7.2 Safety of Children – Out of the House

- The Foster Mother must at all times know where her children are and be accountable for them.
- Children are never to be left in the supervision of other children, or adults who have not been approved by a Home from Home Metro Social Worker or the Associate.
- Children walking to or from school must do so in groups and, if they are under 8 years old they should be accompanied by an adult.
- When travelling in vehicles, children are to wear seatbelts or in suitable child seats/restraints and never in the front of a vehicle, standing or on the back of an open bakkie.
- On outings the children must at all times be adequately supervised by responsible adults, particularly at the beach or around water. **There must be a ratio of one adult to every six children on all outings.**

SECTION 8: HEALTH

8.1 Medical Records

Each child who is admitted to a Home from Home foster home does so with their medical records, clinic card and Road to Health Cards, if available. Foster mothers are expected to keep these safely stored and take them to the child's medical appointments.

In addition to these, Foster mothers are given a Medical Record book for each child, and it is the Foster Mother's responsibility to keep these up to date with details of the child's medical appointments, changes in medication as well as periods of sickness or ill health. This book is also to be used to communicate with hospitals particularly if the Foster Mother is unable to attend a child's medical appointment for some reason. (See Record Keeping, Section 12).

8.2 Clinic/Hospital Appointments

A child's hospital/clinic appointments take priority over any other event in the life of the child or the Foster Mother. If the Foster Mother is unable to take the child to an appointment herself, she must ensure that the child goes with the Relief Assistant or other suitable adult. The Foster Mother should always bring the child's Medical Book and Road to Health Card with her. The Foster Mother should always ensure before the day of the visit that she has enough money for taxi fares to take herself and the child to and from the hospital. She should also either take food/snacks and/or money to the hospital since the child may be kept waiting a long time.

Foster Mothers are to keep Home from Home and/or Associate Committee informed as to the health of each of the children in her care. Also, if there is something about the child's health that the Foster Mother is unsure of, Home from Home will endeavor to clarify the situation with the child's health care professionals.

The Foster Mother is responsible for the basic health of the child with particular regard to dentistry/ ears and eyes. It is recommended that the Foster Mother source these services within the local community.

8.3 Medication

8.3.1 Timing of Medication

Many drugs have to be given at regular intervals and strictly adhered to (anti-retroviral for example should be given at 12-hourly intervals, 7am and 7pm). Other drugs, such as antibiotics will need administration regularly for a set period, e.g. 3 times a day for five days. **It is of vital importance to the child's health that these times and drug regimens are strictly adhered to or it may compromise the child's overall health. Ongoing non-compliance of a child not receiving medication must be reported to the Home from Home Metro Social Worker.**

8.3.2 Storage of Drugs

Many of the drugs that a child is prescribed will need refrigeration. In case of power outages, drugs will be fine in a closed fridge for a few hours. If drugs need to be out of the fridge for a prolonged period (e.g. on a long journey) please ensure that they travel in a cooler bag. All drugs are to be kept out of reach of the children. Older children may be taught to take responsibility for their own health, and therefore begin to self-medicate under adult supervision.

8.3.3 Supply of Drugs

It is the Foster Mother's responsibility to ensure that each child has the correct drugs that have been prescribed to that child, to collect them from the clinic and **to plan to obtain a new supply before the medication runs out.** The Foster Mother should never substitute one child's medication for another and should always pay attention to the dosage on the label of the child's own medication, since the dosage for one child will often be different to another's. If the Foster Mother is in any doubt about a child's medication, the child's medical practitioner should be contacted as soon as possible.

If a child is going away (e.g. on camp, staying with family etc..), it is the Foster Mother's responsibility to ensure that enough medication is sent with the child, with enough spare in case of an emergency and the child being unable to return home. Please ensure that the adult who will be responsible for medicating the child fully understands how to administer the drugs and understands the importance of the timing of the medication.

8.4 Hospitalisation

At times children may be hospitalised, either due to scheduled events (e.g. surgery) or unscheduled (e.g. infection requiring in-patient treatment). In either case, the Foster Mother must inform Home from Home and/or Associate Committee as soon as possible about the hospitalisation.

It is essential to prepare a child for hospitalisation wherever possible. The Foster Mother is to explain to the child in the most age appropriate way, why the child needs to be admitted to hospital and what will happen. The Home from Home Social worker can also help with this process. It is of utmost importance that the child knows that this is not permanent and that they will be returning home as soon as they are able to. It is also vital that a child understands that their hospitalisation is not due to anything that they may have done. If the Foster Mother has any issues surrounding telling their foster child about their hospital visit, the Foster Mother should consult the child's health care professional, Associate Committee or the Home from Home Social Worker.

When a child is hospitalised, it is very important that, if the child is able, he or she receives visitors from home. The Foster Mother is obviously the most important person for the child to see, but in

addition to this other 'special' people in the children's lives should be asked to visit (volunteers, members of the Associates etc.). Visits help the children maintain contact with home and help cheer them up. Wherever possible, the Foster Mother should bring something from home for the child – a familiar item or toy, or a treat.

It is the Foster Mother's responsibility to find out about their child's state of health, for how long they are expected to be hospitalised, prognosis etc. If the Foster Mother is not satisfied with the explanation they are given or does not understand what is happening, she must contact the Home from Home Metro Social Worker and/or the Associate Committee, who will endeavor to find out from the child's health care professional what is happening.

N.B. The Children's Act dictates that Foster Mothers cannot authorize operational procedures even if child over 12 – authorization MUST be obtained from DSD Head Office via hospital social worker or in extreme cases refer to hospital Superintendent.

The Foster Mother MUST be present when child is discharged from hospital and participate in a full handover of medications and follow up care/appointments with medical staff. In exceptional circumstances where the Foster Mother is unable to be present the Home from Home Social Worker must be consulted BEFORE discharge takes place so that alternative arrangements can be made.

8.5 HIV/AIDS

8.5.1 Universal Precautions

HIV cannot be contracted from touching, hugging, coughing or sharing eating utensils. However, as a universal precaution, assume that all blood and body fluids are a potential source of infection.

If body fluid or blood needs to be cleaned, it is important to use plastic covering such as rubber or plastic gloves or a plastic bag to prevent direct contact with the body fluid or blood.

Cuts, abrasions or open wounds should be covered; contact with blood and body fluids should be avoided.

Blood and body fluid spills must be cleaned up immediately. Wearing gloves / plastic bag wipe up with paper towels and mop up using bleach.

8.5.2 Disclosure, Monitoring and Support

On admission Foster Mother is to confer with Home from Home Metro Social Worker regarding child's history and knowledge of their condition. E.g. if disclosed, at what age, level of understanding, need for counselling etc.

The Foster Mother is required to provide ongoing emotional support to children which includes age-appropriate disclosure as the child develops the ability to have a deeper understanding of their condition. Feedback must be given to the Home from Home Metro Social Worker so a child can be referred for counselling or therapy when necessary.

SECTION 9: DAILY ROUTINE

Following a daily routine is particularly important for children who have experienced trauma or disruption in their lives. They often experience a sense of not knowing what to expect which can leave them feeling insecure. This can result in behaviour challenges. It is critical that when the Foster Mother hands over responsibility to the Assistant Foster Mother, that the daily routine in the house

continues uninterrupted as far as possible. Consistency in the children's lives assists them with their sense of Belonging, Independence and Mastery.

Each Home will be different depending on the ages of the children and also the preferences of the Foster Mother; however, these are some guidelines which will help each Foster Mother set up a routine in their own home.

Once the Foster Mother has established the daily routine in her home, it is important that it is recorded and displayed in a prominent place for all members of the household to see. Relief Assistants and volunteers can then ensure that they too adhere to this routine.

9.1 Waking and Morning Procedure

The manner in which the waking and morning procedure is conducted sets the tone for the rest of the day.

Foster Mothers and Relief Assistants should try to be supportive and understanding of each child in the house – to be enthusiastic and positive and to:

- Ensure that the child is awake and ready to meet the days' demands well in time according to the daily structure.
- Plan ahead for the day so as to ensure a rhythmic flow of activities from the time of waking the children onwards.

Children should be woken according to their specific preferences and needs i.e. those who need more time to get ready can be woken first. The Foster Mother needs to ensure that all children are properly dressed for school, washed and teeth cleaned and that they have a nutritious breakfast. For those in full time school, a healthy packed lunch is to be prepared.

The Foster Mother should ensure that each child's medication is given in accordance with the instructions (i.e. some medication needs administering on an empty stomach, some after food). She should ensure that school children have their books/homework etc., and that younger children who need to take nappies or a change of clothes to their Educare Centre have these in their backpacks. This should preferably be done the night before and from the age of 5 onwards children should be encouraged and supported to assist with this. This will develop their sense of Mastery and Independence and is an opportunity for learning.

Children in full time school who walk to school should do so in groups with older children and need to leave in time for the start of the school day. Foster mothers or Relief Assistants must take the younger children to the Educare Centre in good time – even though the younger children are not in full time education, it is important that they participate in the beginning of the day's events. This is key to their sense of Belonging.

If the Foster Mother has to leave early to take one of the children to a hospital/clinic appointment, it is necessary that the Relief Assistant has been arranged to come early in order to keep the morning routine consistent for the other children.

9.2 Mealtimes

Regular, planned family mealtimes are important and offer opportunities for learning, connection and communication. It is vital for a child's health and well-being that they know when they expect to eat, and that the meals they are served are balanced and nutritious. This is particularly important as many of the children in Home from Home's care are HIV positive. If more information is required about nutrition and meal planning, the Foster Mother will be able to ask the Associate Committee or

the Home from Home Metro Social Worker for more information. The principle of teaching the children to appreciate and not waste food is very important and should be followed by all Foster mothers, Relief Assistant and children. It is our responsibility to ensure that children have balanced, nutritious meals every day. This should be role modeled by Foster Mothers and their Relief Assistant.

It is the right of every child to have his or her food but also a responsibility not to waste it.

9.2.1 Breakfast

Breakfast is the most important meal in the child's day, and it is a well-recognized fact that a child who has not had an adequate breakfast under-performs at school. Even if a child is unwilling to eat breakfast every effort should be made to ensure that a child eats and drinks something before setting off for their day. Foster mothers are to ensure that a child wakes in enough time in the morning to be able to eat breakfast before school, especially if medication is only to be given after eating.

9.2.2 Lunch

Educare going children are usually provided with lunch at their day care facility. However, if children are expected to take a packed lunch, Foster Mothers are to ensure that they pack a healthy nutritious snack in line with any guidelines/rules that the Educare may have.

School age children need also to be given a healthy, nutritious packed lunch. The Foster Mother should ensure that there is always water/juice packed particularly during the summer, fruit where possible and sandwiches. Once the Foster Mother has ensured that there is healthy content to the lunch, they may include a treat, e.g. small pack of chips.

9.2.3 Supper

Supper/evening meal will probably be the child's main meal of the day. The time at which this is eaten is a matter of individual preference for each Foster Mother, but it is very important that wherever possible this meal is eaten as a family sitting at the table at a consistent time. The meal must be balanced, including protein (e.g. meat, chicken, fish, and soya), starch (e.g. potatoes, rice, pap, pasta) and vegetables.

9.2.4 Snacks

Children need to eat at least two snacks per day between meals. Wherever possible, it is important to try to ensure that the snacks are healthy, e.g. fruit or popcorn. Foods containing additives such as colourant should be avoided especially for those who have health challenges including ADHD.

9.3 Bathroom Times

Children need to wash once a day. Whether the Foster Mother and children decide they should wash in the morning or evening should be based on a discussion within the context of the household routine. Older children (from 9 onwards) will require privacy in the bathroom. Extreme care should be taken with younger children to never leave them unattended in the bath.

Teeth cleaning should happen twice a day from the age of six months so that a child understands the importance of oral hygiene.

9.4 Coming Home from Educare/School

Arrangements must be made to ensure that there is a responsible adult at home when the children return from school, whether the Foster Mother, Relief Assistant or another Foster Mother or Associate Committee member. Children are to be encouraged to remove their school uniform and

change into casual clothes once they come home and also to unpack their school bags/lunch boxes. Children will often need to eat as soon as they return home, either finishing items in their lunch box or having a prepared lunch.

Children attending Educare must be collected in adequate time by the Foster Mother, or arrangements made for another suitable adult to collect them.

9.5 Homework

When children start Grade 1, they will begin bringing small amounts of work home, which will increase over the years. The role of the Foster Mother is vital, in order to establish ground rules around homework from an early age, thus establishing a precedent for later education. Rules around homework will be different for each home. Some Foster mothers may insist that it is done as soon as the children come home from school, others that it starts at a certain time allowing the child some free time. What is important is that a routine is set which the children understand and that this is adhered to. Wherever possible, children should be given a quiet space in which to work without the distraction of television or radio. Assistance with homework may be necessary and volunteers may be sought to help in this regard. All volunteers need to thoroughly screened by a Home from Home Social Worker.

9.6 Tutoring

Where there is a tutoring programme in place, the weekly tutoring schedule needs to be displayed in order that the children can take joint responsibility for attending sessions on specific days.

The Foster Mother needs to support needs to be given to ensure the necessary books are packed for these sessions. The Foster Mother (or Relief Assistant) needs to monitor that sessions are attended regularly.

9.7 Bedtime

The overall purpose of this procedure is to bring about a gradual calming down of the day to ensure a quiet, restful atmosphere before bedtime. The TV should be turned off an hour before bedtime.

Children in care may be scared of the dark and/or sleeping alone / separation for very real reasons and these will be acknowledged and addressed appropriately for each child. Nighttime might have been a time of abuse, violence and abandonment. Foster Mothers need to be aware of the effects of these issues on children and seek support where necessary in managing these situations in the best way possible.

Foster Mothers should set age appropriate bedtimes and ensure that children know these times. She should create a peaceful atmosphere by encouraging quiet activities just before bedtime.

As part of the individual Foster Mother's routine, bedtime stories are to be read to children and prayers to be said with the children. These need to be sensitive to and respectful of the belief systems of the children involved.

The Foster Mother should ensure that a light is left on in the passageway for children who need to get up to use the toilet and should never lock children in the bedroom. Children who are susceptible to bedwetting should be encouraged to visit the bathroom before sleeping and may need to be woken up to empty their bladders before the Foster Mother retires for the night. Persistent bedwetting should be discussed with a Home from Home Metro Social Worker.

SECTION 10: CHILDREN'S CONTACT OUTSIDE THE HOME

Even though the children in the care of Foster Mothers are usually at home with her, there are many times when the child will be outside the home and with other people, yet they still remain the responsibility of the Foster Mother.

Home from Home encourages children living in foster care to have special occasions away from the home – whether going to camp, on outings, spending weekends or holidays with biological or host families.

The guidelines in this section relate to interactions the children have with other people and situations child may find themselves in.

10.1 Biological Family Contact

Home from Home is fully supportive of encouraging biological family contact with an aim to returning children to the care of their families wherever possible. When a child is placed in a home, the Foster Mother will be informed whether there is any biological family who are still in touch with the child.

It is the ultimate goal of alternative care placements to have children returned to their biological family wherever possible. We recognize, however, that in many cases this is not possible as there is no family member available, suitable, able or willing to care for the child. Home from Home is duty bound to follow up on any family contacts to establish whether reunification is possible and to follow the necessary steps to make this possible. This process takes time and a great deal of effort to ensure that it works out in the best interests of the child.

In these cases it will be necessary to slowly build up contact between family member and the child to see if the situation would prove beneficial to both parties, and to introduce a child to an adult with whom they may have had little contact in the past. In these cases it would be normal for the family member first to come and visit the child in the foster home to establish contact, and then as time goes on to arrange outings between adult and child, with the child eventually going to stay overnight or for the weekend. This is a gradual process, which must be monitored and assessed on a regular basis by the Home from Home Metro Social Worker and Foster Mother.

The Foster Mother should encourage the biological family to maintain contact with the child and also convey a positive yet realistic image of the biological family to the child. The Foster Mother is expected to keep records of any form of family contact with the child, including when a visit was scheduled to take place but hasn't. (See section 12 on Record Keeping). It is recommended that a contact agreement be drawn up by the Home from Home Metro Social Worker with the biological family, Foster Mother and child to provide clarity and promote consistency. In certain cases contact with certain family members will not be permitted and it is vital in these cases that the following rules are adhered to.

- **It is imperative that no child goes out with any family member unless with the prior approval of a Home from Home Metro Social worker.** Where it is deemed suitable for a family member to have visiting rights to a Home from Home child, a **leave of absence** will be drawn up between the statutory organisation, Home from Home Metro Social Worker and the family member, and it must be adhered to. If this would then lead onto the child visiting the family at home, the Home from Home Metro Social Worker would first make a home visit to ensure that it is suitable. When the child visits the family home (whether for the day,

a weekend or a school holiday) the child must be returned when agreed and the Foster Mother must keep records of this, including the state of the child on their return (for example, if the child seems disturbed, unhappy, dirty, injured, has not taken their medication correctly etc.). If the Foster Mother is unsure in any way about the rights of a family member over a child, she is to contact the Home from Home Metro Social Worker immediately.

- **No child is allowed to be placed in the care of any family member unless the Children's Court has issued a Court Order.** As the legal guardian of the child, the full responsibility for the child lies with Home from Home until such time as an alternative legal provision has been made.

10.2 Host Families

In a few cases, children living in Home from Home foster care have already established special bonds with other adults/families that have become important in their lives. Home from Home also seeks to encourage these relationships where appropriate and healthy. All host parents/families must be screened according to the Home from Home Child Protection Policy prior to taking a child out and should have proved their suitability, commitment and reliability over a period of time.

10.3 Weekends and Holidays Out

When a relationship has been formed with a biological family member or host family over a period of time and they have been screened for suitability, it may be decided to allow a child to visit the biological/host family for a weekend or over a school holiday. To ensure that these outings are healthy, safe and beneficial for the children certain procedures must be adhered to:

- The Home from Home Metro Social Worker must be informed at least one week in advance of the visit.
- The visit must be recorded in the Foster Mother's Record Book (see Section 12 Record Keeping).
- A leave of absence must be drawn up by the statutory organisation and signed by both Foster Mother and biological/host family member responsible for care during this period.
- The Foster Mother is responsible for ensuring that safe transport arrangements are made prior to the processing of the leave of absence.
- When contact with biological family is part of a reunification process the biological family must be responsible for the cost of transport arrangements.
- The Foster Mother must prepare the child in advance.
- The Foster Mother is to ensure that enough medication is given to the adult responsible, including extra medication in case of emergency and the child being unable to return. It is the Foster Mother's responsibility to ensure that the adult responsible for the child has been adequately informed about the child's health and the medication, i.e. the importance of giving medication, timing of it and what to do in case of illness.
- The Foster Mother is to prepare a bag for the child with whatever the child may need for the visit, e.g. bottles, clothes, nappies, toiletries, special toy etc. The Foster Mother is to ensure that, when the child returns, all these items are also safely returned.
- The expected time of return is to be clearly stated and must be before school starts (i.e. returning on a Sunday night before a Monday morning's school).
- The Foster Mother is to have contact numbers for the responsible adult and vice versa.
- If any problem arises (i.e. with the child's health, safety or welfare), the Foster Mother is to be informed immediately. If for any reason, it is not possible for a child to be returned to the

care of the Foster Mother at the agreed time it must be communicated as soon as possible so that alternative arrangements can be made.

- If the Foster Mother suspects that anything untoward has happened during the child's visit (e.g. abuse in any form, inadequate care of the child, illness or accident etc.) the Home from Home Metro Social Worker must be informed immediately and it must be recorded in the child's Medical Book and/or Foster Mother's Record.
- The Foster Mother is to feed back to the Home from Home Metro Social Worker after the visit about how it went in order to evaluate it in terms of the long term care of the child.

10.4 Volunteers

All volunteers must complete an application form and have a police clearance and completed Form 29.

Home from Home recognizes the vital role that volunteers have to play in our organisation and encourages their interaction and service at Head Office level, as well as with Foster mothers and children in their care. Associates play a vital role in the running of the homes. Volunteers are intended to be a help and a support and should always put the interests of the children first. When volunteers come into any of the Home from Home Homes they are guests of the Foster Mother in the Home and should therefore adhere to the rules of the house and Home from Home's policies and procedures.

Volunteers fulfill many roles and can be a great support to the Foster Mother as well as enhancing the life of the child. Outings organised by volunteers often expose children to experiences they would otherwise not have. Volunteers who come to help children within the home (e.g. with homework or mentoring) can help take children to a new level in their personal development. Volunteers often bring skills and resources to the organisation that we would otherwise be unable to access and these can directly or indirectly enhance the lives of our children.

A Foster Mother will always be given the choice of whether she wants volunteers and is free to discuss any difficulties with the Home from Home Metro Social Workers regarding issues which they may have. As far as possible, specific roles will be given to volunteers (e.g. helping with homework, taking children on outings etc.). Volunteers are to pre-arrange their visits either through Home from Home or directly with the Foster Mother at a time which is mutually convenient. (*Refer Documents and Forms Section 19*)

10.5 Outings and Camps

Going on outings and to camps is a wonderful opportunity for children to experience life outside their home environment. If the Foster Mother is not going on the outing/camp with the child, she must be sure that the adult in charge of the child(ren) is responsible, adequately briefed and prepared and has everything that the child may need. This may include medication, clothing etc. in the case of overnight stays, or warm jerseys, change of clothes, packed lunch, hats etc. in the case of day outings. If the Foster Mother does not go she must ensure that she has the contact number of the adult in charge of the children and vice versa.

Day outings will be pre-arranged, through Home from Home office, Associates or directly with the Foster Mother, who must ensure that the children are ready at the agreed time. The adults responsible for taking the children must also ensure that they are returned home at the pre-arranged time.

Volunteers are responsible for all costs associated with outings unless other arrangements have been made in advance with the Home from Home head office. Home from Home children are never

allowed to travel in the back of an open bakkie. **There must be a ratio of one adult for every six children for outings.**

All outings, visits and camps must be recorded in the Foster Mother's Record Book. If the Foster Mother suspects that anything untoward has happened during the outing or camp (e.g., abuse in any form, inadequate care of child, illness or accident etc.) the Home from Home Metro Social Worker must be informed immediately and it must be recorded in the child's Medical Book and/or Foster Mother's Record Book.

10.6 After-School Activities

Wherever possible, children should be given the chance to take part in formal and informal after school activities. It is central to the philosophy of Home from Home that the children integrate into their local communities, whether by playing in the street with their peers, joining local sporting clubs or becoming involved in church activities. Therefore, children should be encouraged to participate in whatever activities they may enjoy as long as it doesn't affect their schoolwork. Foster mothers should seek out local clubs or organisations, e.g. soccer, netball, dance etc., and encourage their children to join.

It is the Foster Mother's responsibility to teach children to follow through on their commitments to the activities they choose to take part in. Each child should be encouraged to take part in at least one activity each term.

It is the Foster Mothers' responsibility to facilitate every child's application for a library card and ensure regular visits to the library.

SECTION 11: EDUCATION

In the interest of inclusion and diversity, Home from Home staff i.e. Foster Mother, Metro Social Worker and Education Support Coordinator aim to ensure that children under their care are provided with:

- Appropriate developmental support and holistic learning opportunities. I.e. cognitive, emotional, spiritual, physical, social and communicative development of each child. This includes observing and taking note of the different needs of individual children entrusted into their care.
- Support in realizing their full potential based on their level of learning.
- Opportunities and appropriate modelling to develop positive Social behaviour.
- Opportunities to cultivate respect for their own and others of culture, spirituality, dignity, individuality and language and the general development of each child.

Home from Home will endeavour to provide a service to all children including those with disabilities, chronic illness and/or other specific needs, when and if funds, resources and person power allows for such service delivery.

At Home from Home we want the best education for our children, and for them to make the most of the opportunities that they get. Education is seen not only as attendance at school but the provision and use of all potential learning opportunities throughout the day. Books, Educational Games, Puzzles and Toys need to be kept in an accessible place in the home. The Foster Mother needs to ensure that these are used under supervision and treated with care and respect. It is her responsibility to request additional items where required.

11.1 Educare for Pre-schoolers

We support Early Childhood Development, believing that this is a key phase of a child's life and builds the foundations for a well-rounded child who is prepared for school. Therefore, we encourage all Foster mothers to enroll their pre-school children at a local Educare center. This can be done in conjunction with the Home from Home Metro Social Worker and the Education Support Coordinator.

The age at which this should happen is dependent on the individual's needs and background. Generally speaking, children will benefit from participating in the programme of a registered, well run and nurturing Educare Centre from the age of two years of age. It is important that the Centre that is chosen has staff who are trained and a low child: adult ratio. It is the Foster Mother's responsibility to check that the Educare Centre has been registered with the local authority.

It is critical on entry, that the Foster Mother meets with the School Principal to share the child's background and specific needs. She may want to seek the support of the Education Support Coordinator or the Metro Social Worker with this.

As already mentioned, children have difficulty if their routine is not consistent; therefore, they should not miss school because of inclement weather, arrive at inconsistent times or be late. If a child struggles with separation, hours spent at the Educare Centre need to be increased slowly. This might be the case for many who have experience early separation from key attachment figures. These children will require patience, reassurance and ongoing support.

11.2 School

The Foster Mother is responsible for registering her children in the most appropriate local school. **A minimum of three applications need to be made at least a year in advance. This can be done in conjunction with the Home from Home social worker and the Education Support Coordinator but remains the responsibility of the Foster Mother.** When a child comes into the care of the Foster Mother and is already attending school, each individual case must be looked at to ascertain whether the child should transfer to another school or to carry on going to the same school.

On entry to any school the Foster Mother needs to request an interview to outline the child's history, their specific strengths and interests, as well as their needs. All schools need to complete a Special Needs Assessment 1 Form for all Foster children. If any incidents arise during their stay at the school, an SNA2 form will be completed. These forms remain in the child's Profile at the school, and will be sent to any school to which the child moves on to.

School fees: The Foster Mother must apply for exemption of fees. If this is not granted, a letter will be sent by the Metro Social Worker to confirm that the child qualifies for a fee waiver for any State school.

It is the Foster Mother's responsibility to ensure that her children attend school each day, have the correct uniform, resources and equipment and complete their homework (including reading daily) at a regular time. It is also the Foster Mother's responsibility to go to school meetings once a term and to report the progress of the child and any educational concerns to Home from Home. If the Foster Mother is unable to attend a scheduled school meeting for any reason, she must make alternative arrangements to ensure a meeting is held. It is important that the Foster Mother takes time to establish a partnership with her child's teacher and school. Wherever possible, the Home from Home Metro Social Worker and the Educational Support Coordinator will support with following up on any challenges that may arise. The Foster Mother needs to ensure that she takes the child's file

(including all their school reports and professional assessment and/or intervention reports) to all school meetings.

Termly school reports are to be discussed between the Foster Mother and the child, and filed in children's Individual Files by the Foster Mother. Children are to be encouraged to express any support that they feel might assist them. Termly reports need to be given to the Metro Social Worker to copy and return.

It is vitally important that children don't miss school because of inclement weather or arrive at school late, thereby missing the important introduction to the day. Where children are required to have transportation to get them to an appropriate school outside of the area, it is the Foster Mother's responsibility to arrange this for the child/children. If the Foster Mother experiences difficulties with making these arrangements then she can escalate the issue to the Home from Home Operations Manager, Metro Social Worker and Education Support Coordinator.

11.3 Support and Special Education

If any educational or developmental concerns arise which may highlight the need for support, intervention or special education for a child, the Foster Mother is to report this to the Home from Home Metro Social Worker and the Education Support Coordinator as early as possible. The sooner support can be put in place for a child who faces challenges the better the outcome is likely to be. It is critical that eye and ear tests are done on entry to school. If a child is unable to progress beyond Grade 4 or 5 by the age of 14, the Foster Mother needs to ask the school to apply to a School of Skills. This will not be considered by the Education Department after the age of 14.

If a child is identified as not meeting the requirements of mainstream or School of Skills (i.e. High care individuals), application must be made by the Home from Home /Statutory Social Worker to centralized admissions for alternative placement where deemed necessary.

11.4 Tutoring:

A child or Foster Mother may request Tutoring support for their child from the Metro Social Worker or Education Support Coordinator at Home from Home. The specific needs will be discussed and where funding is available this will be provided according to the Foster Mother and child's timetable.

- The Foster Mother will be responsible for ensuring that the child attends all sessions.
- She will notify the Tutor in advance if the child is unable to attend.
- She will notify Home from Home if the child misses more than two consecutive sessions.
- She will sign the Tutor register and give Home from Home regular feedback on the sessions observed. All tutoring schedules and registers need to be kept in a specific Tutoring file by the Foster Mother.
- In line with Home from Home values, the Foster Mother should encourage the children to display the values of gratitude, commitment and integrity. (This links to mastery in the Circle of Courage.)

Home from Home will support the Foster Mother in monitoring the success of the tutoring programme.

11.5 School Uniforms; Stationery and Transport

The procedure to follow with regard to school uniforms, stationery and transport is as follows:

11.5.1 School Uniforms and School Shoes

1. School uniforms and shoes are purchased twice a year: In October / November for January, and in April for May (winter uniforms).
2. The Responsible person will be identified within the organisation. This is currently the Receptionist/ Admin Assistant.
3. Social Workers will request the Foster Mother's committee to submit lists of required uniforms incl. sizes (and possibly prices) by mid-of-October (for January), or mid-March (for May) to the responsible person.
Note: Ensure that school shoes are specified as "lace up" or "buckle". Also ensure that size is correct, especially for shoes (Buccaneer style shoes seem to be bigger than standard school shoe sizes).
4. The responsible person verifies prices online at PEP stores, and submits a complete list to the Finance and Administration Coordinator.
5. The Finance and Administration Coordinator makes an appointment with the Manager at PEP stores, and buys the vouchers for the Foster Mothers.
6. Payment is done via EFT.
7. The responsible person ensures that the vouchers are distributed in good time via the Social Workers to the Foster Mothers in November and April.
8. For items that are not available at PEP:
 - The responsible person will ensure that shops are sourced where items are available.
 - Payment requests directly to the shop to be submitted to the Finance and Administration Coordinator in good time.

11.5.2 School Stationery

1. School stationery is purchased once a year.
2. The Responsible person will be identified within the organisation. This is currently the Receptionist/ Admin Assistant.
3. A budget is obtained from the finance department.
4. Where funding for stationery is not available, donation requests need to be sent out before September.
5. Stationery lists per grade from previous years are kept for reference purposes. Current/updated lists need to be sourced from the schools by the Foster Mothers.
6. The Education Support Coordinator will remind the Foster Mothers to communicate with schools regarding lists by the beginning of the 4th term.
7. The Foster Mother's committee reminds the Foster Mothers to submit lists of required stationery by mid-October, including required reams of paper. (The list should contain reams of paper for all quarters. Home from Home commits to the purchase of one ream of paper for the year, but more is given, if reams of paper are donated.)
8. The Foster Mothers submit the lists to the responsible person.
9. The responsible person submits a full stationery request to Pick 'n Pay Plumstead and other quotes are obtained from two other suppliers.
10. The responsible person submits a payment request to the finance department in good time.
11. The responsible person stores and packs the stationery per house and metro for distribution according to the lists from the schools (either those received with 4th term reports in December or previous reference lists).
12. The Operations team distributes the stationery to the houses in early January.
13. 2 copies of the stationery list to be taken on delivery and signed by Foster Mother upon receipt. One copy is for the Foster Mother, one copy for Home from Home.

11.5.3. School transport

1. The Operations Manager is responsible for organizing school transport.
2. The Foster mother provides a list to the operations manager indicating which child goes to which school, and possible further required information by the end of November for January.
3. The Operations Manager organises the transport based on the list received from the Foster Mother.
4. If new drivers need to be sourced, the Operations Manager ensures that the driver has the correct paper work and permits.
5. Transport arrangements are communicated from the operations manager directly to the Foster Mother in good time.
6. Any change of transport requirements, or any concerns around current drivers need to be communicated to the operations manager from the Foster Mother in good time.
7. Transport is paid every month for the full month, except in January and December for which the transport providers will receive only 50% of the agreed upon amount (due to school holidays).
8. The Operations Manager ensures that any payment requests are submitted to the finance department in good time. Payments to transport providers should be released two working days before month-end. Requests can be submitted to the finance department by the middle of the month indicating by which day payment should be released, so that payment can be scheduled.
9. If a child leaves a school or Home from Home foster care, the Foster Mother needs to inform the Operations Manager as soon as she knows about it.

SECTION 12: RECORD KEEPING

As a professional organisation that puts the health, welfare and safety of its children first, it is important that accurate, up to date records are kept at every level of the organisation.

When a child is admitted, the Foster Mother will receive all relevant documentation pertaining to the child from the Home from Home Social worker, where available (i.e., birth certificate, **Foster care order**, school reports, Road to Health Card etc.) These must be kept safely and confidentially in a flip file provided by Home from Home. The Foster Mother will also be given a Medical Book for each child in her care and Visitor's Book and Incident Book for the house which will relate to all the children in her care.

12.1 Foster Mother's Incident Book and Visitor's Book

Each Foster Mother is expected to keep a record of the events of each of her children's lives, and the procedures for doing this are detailed by the Home from Home Social worker during the Foster Mother's initial training period. Keeping this Incident Book and Visitor's Book up to date and accurate is of vital importance. (*Refer Documents and Forms Section 19*).

The Incident Book and Visitor's Book documents any relevant activities that have occurred in the household - behavioural incidents, visits from family or volunteers, visits from District Social workers, school incidents, illnesses, accidents etc.. Since the Foster Mother is responsible for every issue surrounding the health and welfare of the children in her care, it is important that she documents the progress that she is making in his regard. In addition, the Incident Book and Visitor's Book provides a written account for all to refer to should the need arise.

The Foster's Mother's Incident Book and Visitor's Book should be ready for inspection at any time by Home from Home Social Worker and will also be checked regularly at monthly meetings. The Home from Home Metro Social Worker is responsible for checking this on a regular basis.

12.2 Reportable Incidents

The Foster Mother should notify the Home from Home Office or Associates by telephone immediately if they become aware of certain reportable incidents. **After office hours and on weekends the following emergency number 082 351 4171 must be used.** These include, but are not limited:

- Removal or any attempted removal of a child from the home by anyone who does not have the appropriate permission.
- Any situation in which restraint, isolation or prohibited behaviour management measures are used.
- Accident or illness requiring medical attention and /or hospitalization.
- Allegations of physical, emotional, sexual or verbal abuse.
- Absence of the child from the home without permission, or as otherwise agreed within the child specific care plan, or as otherwise agreed at the point of engagement.
- Interventions by security personnel or the South African Police Services.
- The death or injury of a child.
- Criminal charge and/or conviction of a carer, or volunteer, or other adult involved with the Home.
- Any substance abuses by a Foster Mother or Assistant Foster Mother while on duty, or arrival on duty under the influence of alcohol and/or drugs.
- Any unusual circumstances which may affect the safety or well- being of a child in the home.
- Continued / repetitive absence from school / truancy.

- School disciplinary hearings / repeated offences

The reporting person should complete and email to the Home from Home Head Office an Incident Report (*Refer Section 19 Forms*) **within 24 hours** of such an incident.

12.3 Medical Books

Upon admission, the Foster Mother will be given a Medical Book for each child in her care; the procedures for doing this are detailed by the Home from Home Social worker during the Foster Mother's initial training period. The Medical Books protect the Foster Mother and help her present herself professionally to the healthcare professionals caring for her children.

These books are confidential and are to be used to record anything that may happen to the child medically. They are to be used as a two-way communication between the Foster Mother and the child's health care professionals (HCP). This is particularly important when a child is attending more than one clinic and also if the Foster Mother is unable for some reason to take the child to a clinic visit, and the visit is made by the Assistant Foster Mother instead. In this book, any concerns about the child's health or development can be written, as well as for the HCP to record any changes in medication, future medical appointments or statistics such as weight, blood test results etc.. The child's Road to Health Card should be kept with the Medical Book and taken to all medical appointments.

The Medical Book is also to be kept up to date, be taken to every medical appointment and should be ready for inspection at any time by Home from Home and will also be checked regularly at monthly meetings.

12.4 Petty Cash Book

Home from Home expects every Foster Mother to keep a record of housekeeping money spent. This will include cash used for taxis, money spent on electricity, food and cleaning, cash given to children for pocket money and school related costs etc. Housekeeping Record Books will be kept by Foster mothers even after they begin receiving any social grants for the children in their care.

These records are vital as Home from Home is a charitable organisation and is responsible for the wise spending of its donors' funds. Home from Home is required to keep accurate, up to date records of its finances which are audited annually both for its donors and SARS and to keep our non-profit status. **This information is vital to keep a record for SASSA to show that the foster care grants have been spent on the care of the children.**

This information must be well kept at a household level and be communicated with the Foster Mother's Metro Social Worker on a monthly basis. Petty Cash books together with slips of expenditure also need to be handed to the Metro Social Worker monthly at the Foster Mothers Group Forum Sessions.

Foster Mothers will be given training on keeping the Petty cash records and must always seek assistance from their supervisor if they require it. The Petty Cash Book should be ready for inspection at any time by Home from Home staff or Associates and will be checked at monthly meetings.

12.5 Children's Case Records

Each child has an individual case file in the Home from Home Head Office that includes all relevant documentation and records concerning each child. If a child is moved from Home from Home for any

reason (e.g. to the care of family), a copy of the file will be passed on with the child. These records are confidential and details are not to be shared with anyone outside the organisation.

SECTION 13: BEHAVIOURAL ISSUES

Many of the children who are admitted to Home from Home will have come from traumatized backgrounds and therefore may present with behavioural difficulties. It is the role and responsibility of the Foster Mother and Assistant Foster Mother to guide a child's towards positive behaviour for his or her own good, as well as for other members of the home. However, there are strict guidelines about how this maybe done (See Section 13.7).

At Home from Home we believe that children need to learn how to respect adults and each other in order to live responsible lives in the community. It is known that troubled children often only know to swear or fight when angry or provoked and that stealing and lying are viewed as "normal;" it is what they have seen modeled. It is Home from Home's role to teach them alternative or different ways of responding to anger and frustration, as well as setting boundaries for what will be viewed as acceptable behaviour.

13.1 Setting up a positive environment

It is important on admission/ arrival of a new child or children that the family gathers to agree upon rules. The focus needs to be on positive behaviour outcomes. The aim is that the children give their input, understand and agree on all rules that are to be implemented. Consequences need to be included and agreed upon in this discussion. This means that when a consequence is implemented, children have an understanding and know what to expect. It is helpful for many children to see these rules written/ drawn so that there is a visual reminder. Positive behaviour is based on positive relationships which require ongoing positive communication. It's therefore important that rules are regularly discussed and reviewed when necessary, e.g. weekly at a family supper. Agreed upon home rules and consequences need to be shared with the Assistant Foster mother in order that there is consistency.

An important focus of positive management is assisting children with the expression of their emotions e.g. 'when you do... it makes me angry, " when you ... I get sad etc.'

13.2 Swearing and Fighting

When witnessing fighting or swearing between children, the Foster Mother or any adult in contact with the children must intervene at the earliest possibility. They should not take sides but remove the children from each other, if necessary putting the children into separate rooms. When the children are calm, apologies are to be made where necessary once there is an understanding of what is taking place and time has been given for communication. It is critical that children learn to recognize and understand their feelings in order to be able to deal with them, and also to be able to seek support when necessary. The Foster Mother plays a very important role in this regard through modelling her own expression of emotions in a healthy manner. She needs to spend individual time with children to support them in developing alternative ways of dealing with anger.

This might include: seeking support, recognizing and understanding feelings, removing themselves from the situation as soon as they become angry, kicking a ball, or punching a punch bag and finding different words to express themselves instead of swearing.

13.2 Lying and Stealing

Honesty and integrity need to be role modeled by the adults in the child's life. In many of the children's lives at Home from Home their trust and sense of safety in the world has been negatively impacted. Trust can therefore often be difficult for these children. It is an ongoing process for them to trust and feel safe in the world. Children steal and lie for different reasons. Where there has been trauma; this might be due to a negative sense of self and/or identity challenges as well as difficulties in relation to a sense of belonging. If a Foster Mother discovers that a child has lied or stolen, she needs to sit with them at the earliest opportunity and discuss agreed upon positive behaviour rules and consequences. The critical aspect of this process is interactive communication in order to build a relationship, level of understanding, and the child's positive sense of self.

13.3 Running Away

Foster Mothers should always be aware of each child's activities and whereabouts. Should a child leave the home without permission the Foster Mother or Assistant Foster Mother should report the incident to a Home from Home Social worker immediately. Thereafter the associates should be notified and where necessary the police. Every effort to find the child needs to be made by contacting the child's biological family members, friends and previous residence (where applicable). When the child returns, the family should welcome him/her home, ensuring that the child is well physically and emotionally. If it is suspected that the child has suffered any injury, abuse or physical harm, Foster mothers should take the appropriate action, i.e. reporting to the police, seeking medical assistance etc.

It is important that a safe space is created for the child to communicate reasons for running away. Foster Mothers need to contain their own possible feelings of anxiety, anger or resentment in order to support the child appropriately.

They need to discuss how the situation can be prevented from happening again and what the Foster Mother and child can do to prevent this behaviour. The incident must be recorded in the Foster Mother's Record book. Where necessary and appropriate, remind the child of agreed upon consequences. Inform everyone relevant that the child has been found and the Associates and/or Home from Home Metro Social Worker is to have a separate discussion with the child and Foster Mothers individually about the incident.

13.4 Truancy

Attending school is non-negotiable apart from hospital visits or ill health. If it is discovered that a child has not been attending school, the Foster Mother must inform the Home from Home Metro Social Worker. The Foster Mother and Home from Home Social worker must discuss possible reasons with the child and then meet with the school.

A plan of action then needs to be formulated depending on the child's reasons for not attending school and the school's recommendation. If considered relevant previously agreed upon consequences need to be implemented.

13.5. Sleeping away from home.

The Foster Mother needs to give permission. Leave of Absence is required for longer than 1 night. If a Foster Mother feels unable to enforce this Home from Home will intervene.

13.6 Bed-wetting and Soiling

Soiling and bed-wetting are not diseases or purposeful acts committed by a child. They are often an indication of anxiety being experienced by the child and involuntary actions. They should be

managed in a firm matter of fact manner so that the child will feel accepted and not labeled. It is the Foster Mother's responsibility to be aware of her own feelings, beliefs and values around bed wetting and soiling and to ensure that these do not negatively impact the management of a situation. The Social Worker needs to be informed of this as soon as possible if it has not already been noted in the child's history.

The Foster Mother should ensure that there is a waterproof cover on the child's mattress, should limit intake of fluids in the last hours before bed and, if possible, encourage the child to wake up to relieve themselves before the Foster Mother goes to sleep. If the child wets or soils the bed, the Foster Mother should ensure that the child is clean and dry and that she has changed the child's clothes before returning the child to bed. **If age appropriate (i.e. teenagers)** the child should be encouraged in a sensitive manner to assist with rinsing the bedding. Under no condition should this be seen as a punishment, the child must never feel guilt or humiliation in relation to this challenge. If this challenge persists, the Foster Mother should bring it up with the Home from Home Social worker and the child's health care professional (where applicable) for further investigation. Confidential records should be kept of persistent bed wetting and soiling as this is important information.

13.7 Positive Discipline vs Punishment

Positive discipline is a process and takes time. The aim of the process is for the adults to offer guidance towards the child developing an inner sense of right and wrong. The result is aimed at the child feeling good about themselves in the world and developing a healthy sense of self and responsibility. Punishment generally leaves children feeling bad about themselves and does not have the same long term impact as the implementation of agreed upon consequences. Positive discipline is about relationship building, whereas punishment is generally a "quick fix". No child should be without boundaries. Clear and consistent expectations and boundaries are essential for a child's well-being and sense of safety and belonging in the world.

Physical abuse, emotional abuse and corporal punishment of children are unacceptable and are dismissible offences. Persons alleged to have carried out these offences might face criminal charges. These practices are all contrary to the Children's Act and the United Nations Charter on the Rights of the Child, contrary to the South African Constitution and contrary to Home from Home's policies as an organisation.

13.7.1 Acceptable Behavioral Management

Each Foster Mother is responsible for behaviour in her own home and therefore the rules agreed upon, discipline strategies and consequences used will vary from home to home. In each case the Foster Mother should seek advice about methods of discipline with the Home from Home Social worker. **In discussion with the children regarding positive discipline**, some of the following consequences for inappropriate behaviour might be considered:

- The use of time out. This involves removing a child from an activity to spend time alone, which can be in a corner of a room or on a chair. Generally, this should be restricted to one minute per year of the child's age.
- Instituting early bedtime.
- Restricting child's social media time, television time, or other desirable activities.
- In the case of older children (**8 years and older**), deduction of pocket money.
- For older children, helping with household chores beyond their normal duties, e.g. cleaning the yard, sweeping the floor, cleaning the bathroom. However, this must not be inappropriate or excessive.

No consequence must be put in place without a prior agreed upon understanding. Children need to be given choices, and need to feel a sense of agency in this process, i.e. they need to know that they have a voice and some sense of control. This is important for their sense of Mastery and Belonging. Each child is an individual and consequences need to be matched to their specific needs and sensitivities.

13.7.2 Prohibited Behavioral Management/punishment.

The following behaviour management actions are expressly forbidden. They include but are not limited to:

- Group punishment for individual behaviour.
- Threats of removal, or removal from the home.
- The Foster Mother threatening to leave the children/home.
- Humiliation or ridicule.
- The Foster Mother ridiculing children's Biological family members.
- The Foster Mother discussing confidential matters in the presence of the children. Or specific challenges that any child may be experiencing.
- Physical punishment.
- Deprivation of basic rights and needs (such as food, clothing, shelter, bedding).
- Deprivation of access to parents and family.
- Denial of, (outside of the child's specific IDP) visits, telephone calls or correspondence with family and/or significant others.
- Isolation from Carers, siblings and peers – other than for the immediate safety of the child or Carers. The latter can only be implemented after all other possibilities are exhausted, and under strict adherence to all other minimum standards in this regard.
- Restraint – other than for the immediate safety of the child, siblings, peers and Carers. This is an extreme measure. This measure is governed by specific policy and procedure, can only be undertaken by Carers trained in this measure and must be thoroughly documented and monitored.
- Use of inappropriate or excessive exercise, household chores or work.
- Undue influence by Carers regarding their religious or personal beliefs (including sexual orientation).
- Measures, which demonstrate discrimination on the basis of cultural or linguistic heritage, ability, gender, appearance, race or sexual orientation.
- Verbal, emotional or physical harm.
- Punishment by another child.
- Behavior modifications other than as a treatment/development technique.

13.8 Sexual Development and Behaviour

In an age when sexual abuse and victimisation is increasingly on our minds, it is important for Foster Mothers / Care givers to understand what sexual behaviour in children and teenagers is appropriate, and which behaviours might signal that a child is a victim of sexual abuse, or acting in a sexually inappropriate and/or aggressive manner towards others.

Like other areas of development, children's gender orientation develops over time, and certain behaviours are normal for children at specific ages. There are sexual behaviours about which we should be concerned, and which should not be ignored or seen as "child's play". When a child

engages in sexual behaviour, it can be difficult to decide whether the behaviour is natural and healthy, or whether it may reflect a challenge or underlying distress.

For more information on sexual behaviour see our **separate fact sheet** – ‘*Sexual Development in Children*’. If at all worried about the sexual behaviour of any child, the Foster Mother should discuss it with the Home from Home Metro Social Worker.

It is vital that children and young adults have accurate information concerning sex and sexual development. They need to be informed about changes taking places in their bodies, about what is normal and about how their bodies work. If they do not hear this information from reliable, well informed adults, they will seek the information from other sources – social media, their peers, etc.. Many people feel shy about broaching the topic of sex with one another and this influences how they communicate this topic with their children. Some prefer to stay silent and assume their children will pick up what they need to know from school and the media. Others believe that telling children about sex will encourage sexual experimentation. In fact, children need to be informed and given accurate age appropriate information if they are to act responsibly and safely. Home from Home will provide Foster mothers with ongoing support and training around sex and sexuality (gender identification). The Home from Home Social worker will lead age appropriate groups on sex and sexuality (gender identification) and will make age-appropriate reading material available.

SECTION 14: HOUSEHOLD RULES

Every Foster Mother is responsible for her own home and household – for the daily routine, the values and behaviour that is expected, traditions and participation of children within the family unit.

14.1 Family Traditions and Special Occasions

These would include giving thanks at mealtimes, the celebration of birthdays, Christmas and other culturally related special occasions. Family customs give children a sense of routine and belonging, let them look forward to events and be sure of activities. One family may decide to celebrate a child’s birthday only when the child comes home from school, another may do so first thing in the morning. The important thing is consistency, so that one child does not feel favoured over another and that every child’s birthday IS celebrated in some way. This does not have to be costly. It could simply be serving the child’s favorite meal and each family member telling them what they love most about him/her. Each child in the house could be encouraged to make a home-made birthday card before the day so that the child receives something to treasure. These could be kept in the child’s memory box or flip file.

14.2 Household Chores

It is important that the children learn to participate in the family by taking responsibility for chores, which are age appropriate and not excessive. These could include:

- Tidying their bedrooms and making their beds
- Taking out the rubbish
- Being sent on small, local errands, e.g. to buy bread
- Keeping the garden tidy
- Helping with the preparation of dinner
- Clearing up after mealtimes and washing up
- Keeping their clothes, toys and personal possessions in good order

14.3 Bedtimes

Regular bedtimes should be established and adhered to for all children. Children should have at least eight hours sleep per night. This ensures that children get adequate rest and are able to face the next day refreshed. Children could go to bed at graduated times according to their age. If a child regularly has trouble sleeping this must be reported to the Home from Home Social Worker. Again, family preferences can be individually met here, e.g., it may be agreed that all members of the family watch a particular television programme after which the TV is switched off and all children go to bed. **Bed time stories whether read or told are highly recommended.** Cell phones MUST be handed to the Foster Mother at bed time.

14.4 Pocket Money

Children should be encouraged to become responsible for money at a young age, therefore the practice of giving them pocket money encourages children to save, to budget and to spend wisely, as well as learning about earning money. Once in Grade One, children should be given a small amount of money weekly. Children should be free to spend this money as they wish – either buying small amounts of sweets and chips or to save for something bigger. Children should be respectful of each other's money and learn that there isn't an endless supply of money.

Foster mothers must open a post office savings account for every child. The Foster Mother must allocate R60 per month to pocket money and the savings account, apportioned appropriately according to child's age.

14.5 Clothes

Many of the items of clothing that the children will receive to wear might be handed down from others. **However a child having their own clothes is an important part of building a sense of identity and encourages taking responsibility for their belongings. The decision-making of what to wear can give a child a small sense of power in largely powerless circumstances.**

Foster Mothers are expected to budget for clothing for children from the foster care grant on a monthly basis as clothing donations are inconsistent and cannot be relied upon.

It is the Foster Mothers' responsibility to ensure that the children have the correct school uniform and that these items are in good condition. It is imperative that Foster Mothers regularly clean out the children's wardrobes to ensure that old clothes are removed. These old clothes are then to be placed in a bag (clean and ironed) and given to the appropriate social worker or associate. They will then be redistributed to other children in need.

Cupboards cannot be allowed to overflow with clothes and shoes. Untidy and poorly managed wardrobes are indicators of neglect and will not be tolerated.

Foster mothers are expected to budget for clothing for children from the foster care grant on a monthly basis as donations of clothing are inconsistent cannot be relied upon.

14.6 Personal Possessions

As children are living in close proximity and sharing bedrooms, it is important for all children to know from a young age that they have personal possessions. Together with individual children, the Foster Mother needs to create a memory box and/or flip file they could keep photos, pictures copies of school reports or awards from school. A space in a cupboard needs to be created where they can keep their clothes, gifts that they have been given and as the children get older, items for personal hygiene. It is very important that all other members of the house and visitors respect these spaces. Where the spaces do not exist, the foster parent must create such a space.

SECTION 15: HOUSEKEEPING

Second to the care of the children, housekeeping is the next greatest responsibility of the foster parent. A foster parent moves into a Home from Home or an Associate house. Whilst it is important that the Foster Mother treats the house as her home, it is also important that the house and household items are treated with care and respect, and that the house should be clean and presentable at all times.

Keeping the house clean and tidy is critical to caring for a child effectively in that it creates a caring and loving environment. The Foster Mother must show love, care and attention to their homes and all that is in it in order for the children in Home from Home's care to feel truly loved and to ensure that they learn the valuable lessons of respect for their environment. The Home from Home values of gratitude, commitment and integrity should be reflected in the care of each home.

15.1 Hygiene

Next to safety, hygiene in the house is of paramount importance. Many of the children in our care are immuno-compromised and therefore need to avoid infections even more than most children. Careful attention should be paid to:

15.1.1 Hand Washing

Hand washing is particularly important before preparing food, after visiting the bathroom, when anyone has colds, coughs or upset stomachs and before administering a child's medication. Soap is always to be used and Foster Mothers should ensure that there is always soap besides the basins and the kitchen sink.

15.1.2 Food Storage and Preparation

Care should be taken in the storage of food, so as not to attract pests. Meat should be covered both in and out of the fridge. Dried food should be kept in sealed containers. All perishables should be kept in the fridge. Raw meat shouldn't come into contact with cooked food. Surfaces on which food is prepared on should be kept clean at all times. Dishcloths/kitchen sponges etc. should be regularly washed and disinfected and replaced regularly.

15.1.3 Baby Feeding

Special attention must be paid to the preparation of baby bottles and food. Bottles, dummies, spoons, feeding bowls must be sterilized, particularly before the age of six months. Boiling water must be used in the preparation of formula. Juice and sweetened tea should not be given to babies as this promotes tooth decay from an early age. Never leave a baby alone with a bottle or finger food as they can choke very quickly. Consult the clinic sister for full details on baby feeding, weaning etc.

15.1.4 Pests and Rodents

Even with careful hygiene, food storage and preparation problems can arise with pests and rodents. Problems should be dealt with swiftly so that they don't become an infestation. On the whole pest control products bought from supermarkets will suffice, but should a problem become worse or persist professional help may be needed. The Foster Mother should speak to the Operations Manager if she is at all concerned. **Extreme care must be taken in the use of pest control poisons or devices so that the children do not come into contact with them.**

15.1.5 Nappy Changing

Babies' and toddlers' nappies should be changed at regular intervals and as soon as possible after soiling. Care should be taken in the disposal of soiled nappies. They must never be thrown down the toilet and they should be wrapped in newspapers or plastic bags before being thrown in the outside waste bin. Hands should be washed after every nappy change.

15.1.6 Personal Hygiene

Young children should always be supervised around water and need to be washed daily. Separate washcloths, towels and toothbrushes are to be kept for each child to prevent cross infection.

Older children will start requiring privacy in the bathroom and this is to be given, though the Foster Mother must still be responsible to check that the child is paying adequate attention to personal hygiene. Adolescents should be given deodorant to use as soon as it becomes necessary.

Children should learn from an early age the importance of teeth cleaning twice a day. Young children should have their teeth cleaned for them by the Foster Mother. Older children should be checked that their oral hygiene is in order. **It is the Foster Mother's responsibility to ensure that ALL children have their teeth checked at the local clinic once a year.**

Ensure that there are always soap, toilet paper and towels available in the bathroom, both for members of the household as well as visitors. Young children who have started using the toilet should be taught the importance of wiping themselves properly, as well as washing their hands after using the toilet.

When girls in the home reach menstruation, Foster mothers are always to ensure that there are supplies of sanitary pads available and that they are disposed of properly and hygienically. It is particularly important that girls are prepared in advance for the onset of menstruation and at this time older girls are allowed privacy in the bathroom, away from younger children and boys. Respect is to be shown for girls around this important rite of passage.

15.2 Furniture and Equipment

Houses are equipped and furnished by Home from Home or their Associate and are, and shall remain, their property. All furniture and equipment in our homes have either been donated or bought using donor funding, therefore utmost respect and care is to be taken with it. From time to time items will become broken or damaged. These should be reported by the Foster Mother to the Associates as soon as possible so that the item can either be fixed or replaced – a broken or faulty piece of equipment could potentially be hazardous to the Foster Mother or children. Inventories will be taken at regular intervals to take note of items in the home.

It is the Foster Mother's responsibility to uphold the Home from Home values of gratitude and commitment within the home and in so doing to teach the children to appreciate and take care of their home and its contents.

All household items in the house remain the property of Home from Home or the affiliated associate /sponsor. If any large personal items are brought into the house, the Metro Social Worker must be informed in writing so that it can be formally recorded. This is for insurance purposes, clarity and recordkeeping. If Home from Home does not receive such a letter, it will be assumed that all items are the property of Home from Home, and any and all insurance claims will be payable to Home from Home Trust.

15.3 General Housekeeping and Cleanliness Guidelines

- All rooms are to be clean and swept daily inclusive of under moveable furniture.
- Bathrooms must be clean, hygienic and free of offensive odours
- Toilets must be in working order
- Bedding and linen must be changed at least once a week. Not having enough bedding is not an excuse for non-compliance. Foster Mothers need to contact their Metro Social Worker for advice in this regard.
- Any soiled linen is to be changed immediately and soiled mattresses must be cleaned and aired. – Regular bed-wetting should be reported to the Metro Social Worker and the necessary protective waterproof covers must be used.
- Windows need to be washed and kept clean
- Where there are curtains they must be kept clean and properly hung
- Fridges and Freezers are to be kept clean at all times. Should a fridge or freezer be empty or switched off for an extended period of time, the door must be kept open to prevent the buildup of odours and bacteria. **Ensure the safety of the children if fridge or freezer is standing open.**
- All food items must be stored properly to ensure that they remain hygienic and do not attract pests into the home.
- All clothing must be neatly folded and packed away once cleaned and ironed
- All dirty clothing must be placed in a designated area and/or in a designated laundry basket.
- Children's clothes and shoes are to be checked regularly for size and wear and tear.
- Fire Extinguishers – Your home should NEVER be without a fire extinguisher. The Operations Manager will ensure the fire extinguisher is serviced accordingly. When the fire extinguisher is removed for service, a substitute extinguisher must be installed in its place.
- All light bulbs are to be in working order. The Foster Mother must replace blown light bulbs immediately.
- Each house MUST HAVE A FIRST AID KIT. The kit must be easily accessible and properly stocked. The Foster Mother must replace used items which can be sourced from your local supermarket or chemist.
- All houses will be subject to random and regular inspections.

15.4 Good Nutrition and Household Needs

It is important for the children to have good nutrition and as such foods necessary for health and growth. An adequate well balanced diet combined with regular physical activity is the cornerstone of good health. A good healthy diet helps stabilize their energy, it improves their minds, it helps them to maintain a healthy weight and it helps to prevent mental health conditions which include depression, anxiety and ADHD.

Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development and reduced concentration.

Therefore it is important for the children to have 3 healthy well balanced meals per day and 2 healthy snacks in between. (Refer to 9.2 Mealtimes for more information.)

Healthy eating guidelines are generally divided into 5 broad categories:

- Fruit and Vegetables; (apples, oranges, bananas, carrots, beans)
- Grains and cereals (Brown bread, potatoes, brown rice, pasta, samp and maize meal)
- Milk and Dairy – Ideally low fat milk
- Meat, Fish and Eggs. – (Pilchards and sardines are a good source of omega 3 which helps to reduce anxiety and improve general health)

- Fat and Oil

Please Note: Where possible limit take-aways and processed meats and reduce salt and sugar intake (particularly fizzy drinks) and orange- coloured chips (they contain tartrazine which is an artificial colourant and not a healthy snack)

A Helpful Tip:

Try to plan meals for the week or even for a two week period. This will also assist with your grocery budgeting and ensure that you are stocked with healthy foods according to the eating guideline categories mentioned above.

15.4 Budgeting and Record Keeping

Home from Home and its Associates are non-profit organisations, have strict rules that they must adhere to and work with donor funding. Therefore accountability of finances at all levels is of utmost importance. **The Foster Mother must account for all funds that she receives and spends on the children.** This does not include personal expenditure from her own salary, but should include all funds received from Home from Home or the Project Associate or Foster Care Grants.

Records should be kept in the Petty Cash Book, on a daily basis of all monies spent and receipts kept. These are to be handed to the supervisor or Associates at the end of each month. Foster mothers will be helped by their supervisor or Associates to work within a budget and assistance should always be sought if there is uncertainty around monetary issues.

SECTION 16: CRISIS/EMERGENCY MANAGEMENT

Crises and emergencies may come in many forms. ABOVE ALL ELSE – DO NOT PANIC – STAY CALM. This is the most important thing to prevent an emergency situation from turning into something far more serious.

All Foster Mothers are obligated to attend first aid courses. Foster mothers who feel that their first aid skills need brushing up should speak to the Associates or Home from Home Social worker who will organise a refresher course. The information gained on this course will help the Foster Mother learn how to deal with the medical side of an emergency situation (e.g. fire, drowning, poisoning etc.).

In the event of an emergency situation the first priority is to assess the urgency of the situation and then deal with it. Does the building need to be vacated? Does someone need urgent medical attention? Do the emergency services (fire, ambulance, police etc.) need to be contacted? Once the emergency has been assessed the Foster Mother should call the Home from Home **emergency number 082 351 4171** or Metro Social Worker. Emergencies may include, but are not limited to:

- Reporting abuse and neglect
- Missing person
- Incident reporting – car accident; serious injury that requires hospitalization or violation of children's rights.
- Death of a child / Foster Mother.

The emergency phone will be manned 24 hours a day on a rotational basis during Public Holidays and week-ends.

The individual on duty will assist in managing the situation telephonically or assist in reaching the appropriate social work support.

The children's medical records should be kept easily available in case of an emergency need to go to hospital. Once the crisis is under control, ensure that anyone you contacted during this time has been filled in so that they know what has happened. After the situation is over it must be written up in the Child's Incident book) and where necessary the child's Medical Record Book In addition, an Incident Report must be completed and faxed to the Home from Home office).

In line with the child's sense of mastery and belonging, each child must know their Foster Mother's telephone number and their home address. There must be a "safe" word if strangers fetch them in case of an emergency.

16.1. Crisis Management Procedure

16.1.1 Everyone involved in the response and management of the crisis is expected to keep detailed notes of all crisis- related activities from the first call regarding the incident including times, dates and locations of conversations, as well as the names and contact details of all non-Home from Home individuals. An incident report will be prepared by the Metro Social Worker. All notes taken and any evidence collected may all be needed by Home from Home's legal representative should there be a disciplinary hearing or other legal proceeding.

16.1.2. Action Steps.

- The recipient of the incident call takes notes during the call and then contacts and briefs the relevant Metro Social Worker immediately.
- If the crisis warrants it, the call recipient will contact emergency services (Police, Fire, or Ambulance) to respond.
- If the recipient of the call is not the Executive Director, the Executive Director is to be notified immediately.
- The Metro Social Worker conducts an initial investigation and makes an assessment about the child/children's immediate safety and well- being.
- The Metro Social Worker reports findings to the Executive Director and confers with him about the next steps, including any specific interventions and support needed by the affected child/ children. The Executive Director may seek legal advice at this stage depending on the crisis. The Executive Director may ask other staff to assist the affected metro social worker as the crisis may interfere with her/his ability to support the remaining homes and children in the metro.
- At this stage the team will also decide on the stance of the organisation or statement that may need to be shared with external stakeholders. The statement will be shared with head office staff. If the media becomes involved the Executive Director is the only designated spokesperson.
- The metro social worker and other members of the team if the crisis warrants it, then implement the agreed action plan.
- The following may need to be notified of the incident depending on the nature; however, all notifications need to be agreed by the directors prior to distribution.
 - Child/Children's school
 - Child / Children's healthcare professionals
 - Child / Children's biological family

- Child / Children's Statutory Social Worker (Form 22)
- SASSA
- Other Foster Mothers and Relief Assistants
- Any volunteers who have contact with the child / children including the Associate Committee
- Donors related to the child/children or home
- Home from Home Staff
- Home from Home Board of Trustees

Once the crisis is under control, the staff and any other support professions will hold a debriefing meeting to reflect on lessons learnt and suggest amendments to the procedure if necessary.

SECTION 17: SUSPECTED ABUSE

Abuse of children can take many different forms: verbal, physical, mental, sexual and emotional (by an adult or another child). Abuse of any form is not to be tolerated and is to be taken very seriously.

Inappropriate sexual behaviour of a child could be an indication that a child has been sexually abused. For more information on this, please read our separate fact sheet 'Sexual Development in Children'.

If the Foster Mother suspects a child is being abused in any way by another child or adult, whether at home or outside the home (e.g., biological/host family, school, church, peers etc.) she is to immediately report it to the Statutory Social Worker and Home from Home Metro Social Worker who will discuss with her the most appropriate way to deal with the situation. In some cases it may be necessary to report abuse to the police and/or seek medical attention. In the case of any form of abuse, the Foster Mother's primary concern is the safety and well-being of the child. The child's Foster Mother is the first one to offer support and comfort to a child in the case of abuse, however at times the child may need professional counseling in which case it will be organised by the Home from Home Metro Social Worker.

Suspected abuse is to be noted in a Foster Mother's Incident and/or a child's Medical Record Book and an Incident Report should be submitted to the Home from Home Head Office.

Verbal or physical abuse of the Foster Mother by a child will be taken seriously and dealt with by the Home from Home staff and the statutory social worker. If the Foster Mother feels threatened the SA Police Service will be called in.

In the case of the Foster Mother/ father being reported for suspected abuse, the person the abuse is reported to must contact the Home from Home Metro Social Worker and the Statutory Social Worker. Normal procedure will follow with regard to any case of abuse.

SECTION 18: RESPONDING TO PROBLEMS

This section speaks to the sense of generosity in being brave enough to share suspected issues of abuse and protecting the children

18.1 Reporting inappropriate behaviours or policy violations with children

- 18.1.1 When Home from Home staff and volunteers observe any inappropriate behaviour that is inconsistent with the Guidelines for Appropriate Affection or which may

violate any provision of this Policy for the Protection of Children from Abuse, they must immediately report their observations. Such inappropriate behaviours or possible policy violations that relate to interactions with children should be reported in one of the following ways:

1. A telephone call or meeting with the Associates or Home from Home Metro Social Worker.
2. Submission of a Notice of Concern (Annexure E – Notice of Concern).

18.1.2. All reports of inappropriate behaviour or policy violations with children will be taken seriously.

18.2 Reporting Suspected Abuse of Children

18.2.1. All role players, such as social workers, teachers and nurses, are required by this policy to report known or suspected abuse of children to the appropriate state authorities as stipulated in the Children’s Act of 2005 by submitting a Form22A to DSD.

18.2.2. In the case of rape, the incident needs to be reported immediately and the process reported and completed within 72 hours at the very latest, because of the need for medical intervention. In the case of late disclosure, the same reporting process will apply.

18.2.3. Failure to report suspected abuse of children may be a crime. Reports may be made confidentially or anonymously. Simply stated “in good faith” means that the person submitting the report believes what he or she is reporting to be true.

SECTION 19: DOCUMENTS AND FORMS

All of the Documents and Forms listed below can be found in the Folder "Documents and Forms November 2018" in the HR QNap folder.

Circle of Courage
Children's Admission Form
Children's Files Checklist
Children's Personal Details Form
Confidentiality Oath
Code of Conduct
Discharge Report
Foster Parent Application Form
Foster Parent Questionnaire for Employers (past Employers)
Foster Parent Questionnaire for Family Members
Foster Parent Questionnaire for Neighbours
Foster Parent Questionnaire for Religious Affiliate or Referee
Foster Parent Interview Sheet
Foster Parent Interview Question Form
Foster Parent Screening Report
Foster Parent Panel Questionnaire
Foster Parent Induction Guidelines
Guidelines for Appropriate Affection
Indemnity Form
Individual Development Plan Proforma (IDP)
Individual Support Plan Proforma (ISP)
Indicators of Abused Children
Incident Report
Police Clearance Procedure
Record Keeping
 Incident Report
 Medical Book
 Petty Cash Book
 Visitors Book
Relief Assistant Screening Report
Sexual Development & Children (Fact Sheet)
Volunteer Application and Indemnity Form
Volunteer Policy

 ANNA VAYANOS

CHAIRPERSON

ON BEHALF OF THE BOARD OF TRUSTEES

08 MARCH 2019