



## In Care, In School **Secondary Booklet**

These lessons are aimed at secondary aged children in Years 9 or 10. The Post 16 interviews could also be used with older students, including sixth formers. The lessons and videos can be used flexibly but we ask that you read the notes on using this pack carefully before you start teaching.





## Foreword



When I was in school I found it very difficult to make new friends and fit in. This was due to being in foster care and moving schools a lot. When starting a new school I always had to make the teachers aware I was in foster care, just in case I had an appointment with my social worker during school time. Having these appointments during school time was the hardest; they made me different and no one else had to leave the class for an hour or so. Then there were always the questions afterwards, "What's so special about her that she gets to skip a lesson?"

Other issues include everyday life such as holidays (Mother's Day, Father's Day, Christmas). I felt like no one understood why it was so hard for me to sit down and make a card "for the best mother in the world".

This impacted on my life. I was being bullied for getting special treatment from teachers and losing friends because they didn't understand. Feeling isolated and alone is the worst feeling in the world; despite being in school with over 200 people I was still alone.

This pack is to help (not tell) teachers and pupils to understand, from a young person's point of view, what it is like being in foster care and having an education. From this pack I hope teachers can take a step back and start thinking about the young person's needs and feelings. I hope pupils will get a better understanding of something they might not fully understand. Overall, I would like my experiences to make a change within the schools, and to make people more aware about people in foster care.

**Naina Thomas**  
**Bath and North East Somerset**  
**In Care Council**

*'Even though we created these scenarios I still find it hard to watch them – it's my life we're talking about.'* - In Care Council Member



Bath & North East  
Somerset Council



St Marys C of E Primary School



Three Ways School



Corsham Primary School



The Corsham School



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FAMILIES  
AND  
RELATIONSHIPS

# Using 'In Care, In School' Checklist

All children should learn what it means to be in care from lessons that are carefully planned and sensitively taught. These scenarios can be used in any number of lessons such as PSHE, English, Drama or tutorial time. They will have most impact if they are embedded as part of the planned curriculum at your school, for example in teaching

about families and relationships. Teachers can use all of the lessons and scenarios here, or just some of them as appropriate. As with all sensitive subject matter, diligent planning is very important. We have created a checklist to help your planning and preparation at a whole school, teacher and classroom level.

School Level	Aim	Action	Complete?
Whole School	The whole school is committed to improving the experience of children in care and is informed of issues they face in school.	<ul style="list-style-type: none"> <li>• Ensure that a whole school policy on students in care is complete and available to all staff, detailing the support available to students who are in care and including information on staff responsibilities and contact details of relevant support services outside school.</li> <li>• Check that the senior leadership in your school is aware of and supportive of your planned programme of study about children in care, lesson plans have been discussed with the school's designated teacher for children in care.</li> </ul>	
Teacher	Teachers are fully informed about their classes and able to prepare any students in care for the topic.	<ul style="list-style-type: none"> <li>• Consult with the designated teacher for children in care to identify relevant children in your class and any specific issues of which you should be aware.</li> <li>• Talk to students in care in your classes before you start teaching. They may want to share their own experiences or they may prefer that nobody knows that they are in care. Let them take the lead on how they respond personally to the lessons and ensure they are never put in a situation they are uncomfortable with. Reassure them that you will respect however they want to proceed.</li> <li>• Contact the foster carers of children in care so they can support the child when the lessons are being taught. Work with carers and the designated teacher to overcome any difficulties in ways that are acceptable for the young person.</li> </ul>	

School Level	Aim	Action	Complete?
Teacher (continued)	The effectiveness of the programme is evaluated	<ul style="list-style-type: none"> <li>Reflect on what aspects of the programme of study went well – why was this, and can these aspects be built on next time? Were there any aspects that were less successful? Why was this and how can the programme be revised for next time?</li> </ul>	
Classroom	A safe learning environment is created	<ul style="list-style-type: none"> <li>Teachers and students feel safer and work more effectively if they have agreed some ground rules. This reduces anxiety and embarrassment. It also reduces the risk of unintended personal 'disclosure' from pupil and teachers. You can either ask students to come up with their own group agreement and use the example below as a guide.</li> </ul>	
	The class is managed appropriately	<ul style="list-style-type: none"> <li>Demonstrate positive attitudes to difference and diversity and respond positively and firmly to expressions of prejudice. Be very clear that prejudice and bullying is always unacceptable.</li> <li>Be aware that some students may manage difficult emotional issues better than others. Differentiating for emotional reasons is just as important as differentiation for academic ones.</li> <li>Circulate round the class taking feedback from small groups, so individuals don't feel forced to respond to the materials in front of the whole class.</li> <li>Have an anonymous question box or Post It Car Park for children and young people to share questions or thoughts.</li> <li>Keep a close eye on the class. If you see a student starting to get upset in the lesson you could get them to "do a job" rather than make it seem as though they are getting special attention. Make sure you speak to the child after the lesson or refer to another member of staff.</li> <li>If a disclosure is made at any stage make sure you make a referral to the relevant member of staff in school immediately.</li> </ul>	

### **Sample group agreement.**

- We will be sensitive about other people's feelings
- It is okay for us to disagree with another person point of view but there will be no put downs
- We can pass on answering a question or participating in an activity if it is difficult or embarrassing for us
- We will listen to the other person's point of view and expect to be listened to
- We will not use slang or swear words
- We agree that all questions are valid

### **Accrediting 'In Care, In School' through ASDAN's Certificate of Personal Effectiveness**

We have created a number of opportunities within each lesson plan that, if allocated the required amounts of time, could lead to formal accreditation through ASDAN's CoPE (Certificate of Personal Effectiveness) qualification.

The extension activities provide opportunities for students to identify, rehearse and apply a range of personal skills, and deepen their learning and understanding of the topic.

CoPE is used in around 2,000 secondary schools and academies across the country as a complement and supplement to more traditional academic and vocational qualification pathways, building skills for learning, skills for employment and skills for life.

**See the section on p32-33 for details of how the lesson plans can be used with CoPE.**





# Lesson 1: Introduction

The aim of this lesson is to help students to: Explore a wide range of possible family arrangements, to establish a context for understanding what it means to be in care. (see Lesson 2)

## Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being in care (Appendix One)
- Pictures and descriptions for Starter 2 (see separate sheet)
- Sugar paper

## Actions:

### Starter 1: What is a family? How would you define one?

Think (60 seconds): What is a family?

Pair (60 seconds): Exchange thoughts

Share: Discuss as a class

*(We are working towards an understanding of a family as people living together and caring for each other.)*

In groups of 4. On sugar paper, students draw a mind map to illustrate as many possible family arrangements as they can think of. Tell them to be prepared to present their results to the rest of the class. They will revisit their mind maps at the end of the lesson.

### Starter 2: Mix Pics

In groups of 3 or 4, students look at pictures of carers in different family situations. Ask them to match the pictures with the descriptions of the carers. (Answers: 1 – G, 2 – E, 3 – B, 4 – C, 5 – D, 6 – A, 7 – F)

*(The purpose of this exercise is for students to realise that it is virtually impossible to distinguish between different kinds of family carers. Therefore any kind of discrimination or judgment about one family grouping being better than another is meaningless.)*

## Plenary 1: True or False?

Read out the following statements, and in groups of 4 students write F or T.

1. You are not a family unless you have mother, father and 2 children (F)
2. Single parent families are more common now than they used to be (T)
3. The divorce rate has increased consistently over 50 years (T)
4. Same sex parents can be as loving and fun as mixed sex parents (T)
5. Most families go through difficult times as well as good times (T)
6. It is illegal for grandparents to bring up their grandchildren (F)
7. It is possible for a step-parent to be as close to the step-children as a birth-parent (T)
8. In the UK, it is illegal for British people to have children with someone of a different race (F)
9. Adoptive parents can love their children just as much as birth parents (T)
10. Children who are looked after by foster parents or who are in care want to be treated the same as everyone else (T)

## Plenary 2: What have I learned?

In their groups, ask students to look again at their mind maps. Give them a moment to reflect on and discuss what they have learned. Do they want to add anything to their mind maps?

## Lesson objectives:

Understand the wide range of possible family arrangements.

*Thought to go: 'Family isn't about whose blood you have. It's about who you care about.'*  
Trey Parker And Matt Stone · About Family



# Pictures and descriptions for Starter 2



1. Birth parents
2. Stepmum and Dad
3. Gay parents
4. Single parents
5. Foster carers
6. Adoptive parents
7. Grandparents

# Lesson 2: Being in Care - What's it all about?

The aim of this lesson is to help students to:

- Understand what being in care means
- Discover some facts about day-to-day life in care
- Develop empathy towards their peers who are in care

## Introduction for teachers

Up to 67,000 children and young people are 'in care' at any one time in England. This means that it has been decided that it would be better for them, either in the short or long term, not to live with their family. Some children spend years in care, some spend only days or weeks away from their family. Some children are adopted permanently by a new family, others may go to live in long-term arrangements with close family members, such as grandparents.

There are children in care in your school, maybe in your classroom. It is vital that teachers and students have an understanding of why some children go into care and what care is really like. For students in particular, this helps build empathy with children whose experience can be very different from their own or, worse, be shrouded in mystery and subject to rumour and gossip.

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being in care (Appendix One)
- A selection of poems from children and young people in care. Select as appropriate from the suggested online sources and at [www.incareinschool.com](http://www.incareinschool.com). Three poems are attached
- Flip chart paper and pens
- Fact sheet for students (Appended to this lesson plan)

## Actions:

### Starter: Remember when ...

In pairs, students ask each other the question:

What does being cared for feel like? Together, they think of three words that sum up that feeling. Share with the whole class.

## Activity 1: What's it all about?

The class breaks into groups of 3 or 4. Give each group a FACT SHEET. Ask each group to read the FACT SHEET, then either highlight or write down the three facts they think are most important.

Discuss as a class.

Back in their groups, discuss what else would they like to know about being in care? Write down 3 questions on post-it notes or pieces of paper and put them into a hat or bowl. Pick out issues that the groups have raised. Answer/Unpick any questions/incorrect assumptions.

Thought to go: *"Always be kind, for everyone is fighting a hard battle."* Plato

## Activity 2: Learning from Poems

Put the class into pairs. Select three to five poems from the suggested sources and give one of the poems to each pair. Ask the pairs to read the poem aloud to each other, alternating a verse or line each depending on its length.

Ask pairs to:

- suggest the feelings expressed in the poem - anger, happiness, sadness, loss, loneliness, betrayal and so on
- identify what the poem tells us about the writer's experience of being in care.

Pairs join up with another pair who have read a different poem. Each pair introduces and reads their poem, explaining the feelings and content to the other pair.

Whole group question: Why is poetry a good way to help us understand feelings and difficult situations?

(Suggest poetry by Lemn Sissay.)

## Activity 3: Be supportive

On their own, students write a short poem or design a poster for children in care in their school. The poem or poster offers support and friendship or shows understanding of their peers' experience of care.

Create a wall display of students' work to remind them of the need to be empathic and supportive.

## Plenary: Three Things

In pairs, students write down three things they would like to say to a child in care to help them feel happier in school. Ask two or three pairs to share their ideas.

## Suitcases & Muddy Parks by Lemn Sissay

You say I am a lying child I say I'm not you say  
there you go again

You say I am a rebellious child I say no I'm not  
you say there you go again

Quite frankly mum I've never seen a rebellious  
child before and when my mates said jump in  
that puddle and race you through the park  
(y'know, the muddy one) I didn't think about the  
mud.

When you said why you are dirty! I could feel the  
anger in your voice I still don't know why.

I said I raced my mates through the park. You said  
it was deliberate.

I said I didn't I mean I did but it wasn't. You said I  
was lying, I said no I am not. You said there you  
go again.

Later in the dawn of adolescence it was time for  
my leave I with my suitcase, social worker, you  
with your husband, walked our sliced ways.

Sometimes I run back to you like a child through  
a muddy park, adult achievements tucked under  
each arm, I explain them with a child-like twinkle,  
thinking any mother would be proud...

Your eyes, desperately trying hard to be wise and  
unrevealing, reveal all. Still you fall back into the  
heart of the same rocking chair saying There you  
go again.

And I did.

And I have.

Link: [www.lemnissay.com](http://www.lemnissay.com)

For audio clip of Lemn reading the poem:  
<http://www.lemnissay.com/writing-2/pttt/>





## Untitled by Sarah

When I think about my life  
I feel confusion  
But when I try to explain myself  
I always get frustration  
So consequently  
I'm left in isolation  
I can feel the vibration  
Of my power of creation  
I can feel words dancing to the rhythm  
Of my imagination  
My language is all about  
Tears and lamentation  
And understanding is often  
A difficult operation  
Why is all of this so?  
What is the explanation?  
It's because all my life I've been  
Faced with confrontation  
And I've never really known where I belong  
Where is my life station  
Now it's time for me to realize  
I need a bit of patience  
And some simple communication  
I've come to the realisation  
That I need to make a declaration  
That I'm ME!

Link: From the website of A National Voice  
[www.anationalvoice.org/contributions/poems/poem8.htm](http://www.anationalvoice.org/contributions/poems/poem8.htm)

## A poem by a foster carer called myrainbowfamily86

To me they come  
confused and broken  
their pasts so sad  
so much unspoken

And when the time comes  
to say goodbye  
its a thousand tears  
my heart will cry

I wish and hope  
when you walk through their door  
you parents will care for you  
so much better than before

After the love and tears  
and seeing your spirits grow  
its the memories i hold close  
when our separate ways we go

Link: [www.bubhub.com.au/community/forums/showthread.php?364297-A-poem-for-all-the-special-children-in-foster-care](http://www.bubhub.com.au/community/forums/showthread.php?364297-A-poem-for-all-the-special-children-in-foster-care)

More poems are available at [www.incareinschool.com](http://www.incareinschool.com)

# Lesson 2: Fact sheet

## Being in Care - What's it all about?

Up to 67,000 children and young people are 'in care' at any one time in England. This means that it has been decided that it would be better for them, either in the short or long term, not to live with their family. Some children spend years in care, some spend only days or weeks away from their family. Some children are adopted permanently by a new family, others may go to live in long-term arrangements with close family members, such as grandparents.

### Q & A

Q: How many children are usually 'in care' at any one time?

A: Up to 67,000 children and young people are 'in care' at any one time.

Q: Why do children go into care?

A: Because it has been decided that it would be better for them, either in the short or long term, not to live with their family

Q: How long do children spend in care?

A: Some children spend years in care, some spend only days or weeks away from their family. Some children are adopted permanently by a new family; others may go to live in long-term arrangements with close family members, such as grandparents.

Q: How would I know if a child is in care?

A: You probably wouldn't know. There are children in care in your school, maybe in your classroom

Q: Why is it good for people to understand what being in care is all about?

A: For teachers and students, this helps to understand children whose experience can be very different from their own or, worse, be shrouded in mystery and subject to rumour and gossip.





## Autobiography



# Lesson 3: Autobiography

The teacher asks the class to write their autobiographies. Becky doesn't want to write hers. The teacher comes over to see what she has written and challenges her for not writing anything.

The aims of this lesson are to:

- Raise awareness – in any classroom there may be someone who feels unable to talk about aspects of their life.
- We all make mistakes; what is important is to learn from them and find positive solutions.

## Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Paper or notebook for writing on
- Extension Activity 2: Cameras for filming

## Action:

Choose a boy and a girl and tell them you are going to ask them to do the Plenary at the end of the lesson. They will feed back to the class what they have learnt in this lesson.

Explain to the class they are going to watch a real-life scenario about a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest they focus on the feelings of the student.

Watch the scenario. Briefly discuss what happened and their responses.

## Starter: We all make mistakes

There are two main characters in this video. Ask students to decide with a partner, who is the one who needs to do things differently? What and why?

(We want the students to realise that both the teacher and the student could do things differently; the teacher should be aware that the student is in care and may have a history that she wishes to keep private. What the teacher is asking the student to do is insensitive. The teacher could say the student could have acted differently; she is neither doing the work nor communicating.)

Briefly discuss as a class.

## Activity 1: Haiku/poem

Ask students, first in pairs and then as a class, to brainstorm a list of words to describe the situation just seen in the video. Try to get a wide variety and write them on the board. In same pairs, incorporating some of the words on the board, students write a poem that reflects the situation.

A good structure to use is the Haiku – line 1 = 5 syllables, line 2 = 7 syllables, line 3 = 5 syllables. Here is one example; there are many more on the internet.

The last winter leaves  
Clinging to the black branches  
Explode into birds.

If you or they would rather, encourage them to use their own poetic structure but avoid rhyme which can weaken the effect.

This activity will enable students to really examine the situation. If you want to extend this activity, see Extension below.

## Activity 2: Doing things differently

In this video the teacher made a mistake. Consequently a student was made to feel uncomfortable both by the teacher and the class (the other students laugh at her).

In twos or threes, role play the discussion between the teacher and the student (and the student's friend if there are three in the group) when the student goes to the teacher's office at lunch time to explain why she wrote nothing in class. Create a calm, constructive discussion where both teacher and student emerge feeling positive, having learned something. Show to the class.

### Plenary: What did we learn?

Ask the two students you chose at the start of the lesson to come to the front of the class and tell everyone what they have learned.

The rest of the class indicates in some way whether or not they agree. (Red, orange, green pages in planner; show of hands; stand up/sit down...)

### Extension: Activity 1

If you want to take this further, students can write their poems out on computer/by hand; illustrate their work; display their work; write a poem about when they have felt threatened/the odd one out; write a rap and put it to music.

### Extension: Activity 2

In fours, write a storyboard for a short film of the discussion between the teacher, the student and the student's friend when the student goes to the teacher's office at lunchtime to explain why she wrote nothing in class. Create a calm, constructive discussion where both teacher and student emerge

feeling positive, having learned something. Whole group plans and directs the film. Three students in the group act and one student films.

### Learning Objectives:

Raising awareness – in a room full of students there may be someone who feels unable to talk about aspects of their life.

Understand that everyone makes mistakes; what is important is to learn from them.

Suggest positive solutions.

Co-operative working in groups.

Awareness of issues faced by students in different situations.

#### Thought to go:

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* Maya Angelou



A close-up, low-angle shot of a woman with long brown hair and glasses, looking upwards with a slight smile. She is positioned on the left side of the frame. The background is a warm, golden-yellow wall. To the right, a string of Christmas lights is visible, with several lights glowing brightly. The lights are decorated with various ornaments, including red, yellow, and white ones. The overall atmosphere is warm and festive.

# Christmas



# Lesson 4: Christmas

The class is doing Christmassy things but Laura isn't really getting involved. She is looking at the Christmas display of family photos. Laura shares an internal monologue about what families and Christmas mean to her.

The aims of this lesson are to:

- Remember to ask, how can we help?
- See that we all make assumptions about other people, which can lead to misunderstanding and even conflict.

## Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Activity 1: sugar paper for each group
- Activity 4: A3 paper and a wide variety of magazines; scissors and glue

## Actions:

### Starter 1: Key word Pictionary

Split the class into 2 teams and split the whiteboard in half by drawing a line down the middle. One member of each team comes to the board, and both are shown the same word to be drawn. Each student draws the word in his/her half of the whiteboard and the first team to call out the correct word wins a point (it doesn't matter if they are looking at both students' drawings). Repeat.

**Words:** Outsider, family, Father Christmas, presents, feeling sad.

Explain they are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care.

During the short video suggest they focus on how the girl is feeling, and all the reasons she feels as she does.

Watch the scenario. Briefly discuss what happens and their responses.

### Starter 2: Brainstorm

The girl in the video is alone with her thoughts. Ask students to identify what her thoughts tell us about her situation, and about how she feels. (She doesn't have a normal family or grandparents who play games; she feels she has no fun, she wishes there were no arguments, and that she feels safe; she feels sad, she misses presents and a stocking, she feels disappointed, she feels she needs to pretend to be tough; it is quite a long list.) Write feedback on the board as students contribute.

Keep the words/phrases for Activity 1.

*Thought to go: "The temptation to form premature theories upon insufficient data is the bane of our profession." Sherlock Holmes*

## Activity 1: How can we help?

- Watch the scenario again. How many of the girl's thoughts do students remember? Add to and complete the list OR compile a new one if you didn't do Starter 2.
- Then in groups of 5 or 7,

Divide a piece of sugar paper into two columns, one headed YES WE CAN and the other NO WE CAN'T. Allocate each of the girl's thoughts or points about her situation to one or the other, according to whether they consider it is possible to help or not. (They cannot recreate a family, or grandparents, but they can help her feel safe, or reassure her that she doesn't need to pretend to be tough, or ask the teachers not to say, 'Christmas is for families'). Feed back as a group.

Ask students who would be willing to help in this or that way to stand up. (The physical action adds commitment to what could be lip service.)

## Activity 2: Assumptions

We all make assumptions or judgments about other people. Come up with a class definition of 'assumption' and/or 'judgment'.

Read this story (or you may wish to illustrate with another):

When I was in Year 9, I had a friend called Sally. She was great but, as the year went on, it became more and more difficult to get along with her. She was easily offended and often felt left out. She was moody and difficult to be around. It got to the point where my friends and I started phoning her less and less. Eventually we stopped inviting her to things.

After the summer that year, I was talking to a friend of mine catching up on all the news. She was telling me about all the gossip when she suddenly said, 'Oh, did I tell you about Sally? She's been having a hard time lately because her parents are going through a really messy divorce. She's taking it really hard.'

When I heard this, my whole perspective changed. Instead of feeling annoyed by Sally's behaviour, I felt terrible about my own. I felt I had deserted her in her time of need. Just by knowing that one bit of information, my whole attitude changed. It was really an eye-opening experience.

The girl in the video makes assumptions about other people and families; we have made assumptions about her just from a two-minute snapshot. In groups of 3 or 4, ask students to discuss when they have made assumptions about other people and they have been mistaken. Share experiences of this in the group.

## Activity 3: Picture autobiography – This is Me

Point out to students that when we know ourselves and express ourselves, we are less likely to be upset by other people's assumptions. If you haven't already done so, come up with a class definition of 'assumption'. Using pictures from magazines, students create a picture autobiography on A3 paper reflecting themselves, their interests, their goals, their feelings, anything. In groups of 4, explain them to each other or the whole class.

## Plenary: Top tips 1-2-3

Ask students, for 2 minutes in pairs, to think of 1 tip for the girl in the video, 1 tip for her classmates and 1 tip for her teacher. Take random feedback.

## Extension: Resolutions

Ask students to create a rap song, poem or story describing a problem situation based on mistaken assumptions. It can be historical, fictional or personal. Example: for years people assumed smoking cigarettes was not only harmless but even could be good for you.

Include the resolution to the problem. (Helping others understand, better communication, really asking questions, research, being aware of how others are feeling, keeping our minds open.)

## Learning Objectives:

Practice finding solutions to difficult situations.

Think about ways to help someone.

Work constructively in a group.

Creative self-expression.



A young woman with dark hair tied back, wearing a white polo shirt, is seated at a wooden desk in a classroom. She is looking down and writing in a notebook with a black pen. In the background, other students are visible, slightly out of focus. A white rectangular box with the text "Leave Me Alone" is positioned in the upper right corner of the image.

**Leave Me Alone**



# Lesson 5: Leave Me Alone

Eve is back at school after an absence. The teachers in her classes and the corridor keep asking if she is okay. She talks about it to her friend Tia who tries to reassure her. Eve doesn't seem to want to open up.

The aims of this lesson are to:

- Understand the importance of communication and empathy.
- Explore the elements of communication, particularly body language.

## Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care In School' CD-Rom
- Activity 1: individual whiteboards or equivalent
- Paper to write on
- Activity 4: access to computers

## Action:

### Starter 1: Clues

Class brainstorm: How can you tell whether someone is not OK even if they say they are? What clues in body language or tone of voice would you notice? Write clues on the board.

After watching the scenario, revisit the brainstorm. Tick any brainstorm clues seen in the video. Add new clues if there are any.

Explain they are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest they focus on Eve's spoken and unspoken communication.

Watch the scenario. Briefly discuss what happens and their responses.

### Starter 2: Think / Pair / Share

- Think (60 seconds). Why does Eve mind being asked if she is alright?
- Pair (60 seconds). Share your thoughts with a neighbour / partner.
- Share (2 minutes). Discuss ideas as a class.

## Activity 1: We all behave because of how we feel

Look at this statement: WE ALL BEHAVE BECAUSE OF HOW WE FEEL. (Examples: Some people get angry because they feel hurt. Some people shut themselves off because they feel hurt. Some people spend time with friends because they enjoy it. Some people help tidy the house because they like helping. Some people bully because they feel inadequate. Include any current examples from school, sports, news, films, TV or personal experience to explore the statement as a class.)

True or false? WE ALL BEHAVE BECAUSE OF HOW WE FEEL. Ask students to write on whiteboards (or equivalent) either TRUE or FALSE and display when asked. Invite comments from both opinions and discuss as a class. After 5 minutes, repeat and see if there is any change. You are aiming for a majority agreeing with the statement.

## Activity 2: We all behave because of how we feel

EITHER In groups of three or four OR as a jigsaw activity, discuss:

- How is Eve feeling? How can you tell? What clues does she give?
- How are Eve's teachers feeling? How can you tell? What clues do they give?
- How is her friend feeling? How can you tell? What clues does she give?
- Discuss as a class.

## Activity 3: Walk a mile in their shoes .

- EITHER: Individually or in pairs, write three diary entries - one for Eve, one for a teacher and one for Eve's friend. Focus on how each character feels about what is going on. Discuss and compare as a class. What do you know about the experience of being In Care that might contribute to how Eve is feeling? (refer to Lesson 2: FACT SHEET)
- OR: Individually or in pairs, write a series of status updates on Facebook as if they were Eve, describing their feelings throughout the day.

Example:

I really don't want to go to school 2day (8.26 am)

Don't you just love it when your tutor treats you like a weirdo? (9.15am)

wish people would stop asking me if i'm all right!!!! (10.30 am)

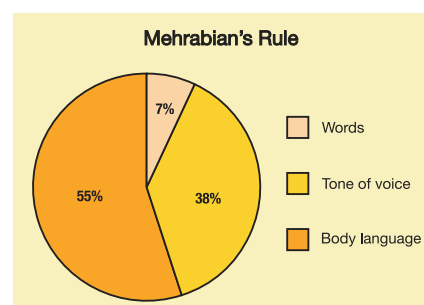
uhhh i do have a family - why would i find some school work difficult?! (11.40am)

wish people could see how i'm really feeling (12.30pm)

thought your friends were supposed to be there for you? (1.00pm)

## Activity 4: Elements of good communication

- In pairs, research 'Mehrabian's communication model' in Google Images. Choose 2 diagrams you like best and write a brief explanation of what they tell us about communication.
- We understand more about how other people feel when we are aware of their spoken and unspoken communication. Using your findings, discuss as a class or in groups how Eve could communicate her needs more effectively.



## Plenary: 1-2-3-4

In groups of 4, students have 1 minute to tell the 2 main points of the lesson to 3 people. Do the others agree? Discuss for 3 minutes.

## Extension: Agony Aunt / Uncle

Eve has written you a letter asking for help. You decide to write to her, to her teachers, and to her friend. What is your advice for them? What solutions do you suggest? Include advice about communication and empathy.

## Learning Objectives:

Learn to identify the elements of communication and apply them to a situation.

Realise everyone behaves because of how they are feeling.

Experience and express empathy.

Research communication and apply findings.

Raise awareness of issues faced by students in different situations.

Thought to go: "The great gift of human beings is that we have the power of empathy." Meryl Streep, actor





**Think!**



# Lesson 6: Think!

School receptionist comes in and announces Thomas and Abigail should go to reception as they receive free school meals; she also says that Thomas' social worker and review officer is waiting to see him.

The aims of this lesson are to:

- Understand how our behaviour impacts on other people.
- Develop awareness and sensitivity for how people feel.

## Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- Starter 1: Bingo terms and definitions
- Starter 2: Picture of faces (also available as a separate file)
- Activity 1: A4 paper or exercise books
- Activity 2: Paper for writing

## Action:

Explain they are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest they focus on the unspoken communication of the students and what they can pick up from it.

Watch the scenario. Briefly discuss what happens and their responses.

## Starter 1: Bingo

Display 12 key terms; use these or your own or a combination. (Tactless – thoughtless – humiliating – unfeeling – embarrassing – alone – isolated – officious – interrupting – uncomfortable – stigma – different.)

Ask students to draw, quickly and in freehand, a blank 9 square 'bingo' grid. Show the 12 key terms. Everyone fills in their 9 squares, making their choice from the 12 key terms.

Call 'eyes down'. Read out the definitions of the 12 words (opposite) in random order, one at a time. Students cross off the terms on their card if and when they match the definitions. When someone calls a line (horizontal, vertical or diagonal), they read back the key terms and their meanings. Then proceed to a full house. Again, the winner reads back the terms and meanings and the rest of the class are asked to agree or disagree with the answers.



## Starter 1: Bingo Words

tactless	thoughtless	humiliating
unfeeling	embarrassing	alone
isolated	officious	interrupting
uncomfortable	stigma	different

### Definitions:

<b>Tactless</b>	undiplomatic, offensively blunt
<b>Thoughtless</b>	thinking carelessly
<b>Humiliating</b>	lowering the pride, self-respect or dignity of a person
<b>Unfeeling</b>	unsympathetic
<b>Embarrassing</b>	causing confusion and shame; to make uncomfortable
<b>Alone</b>	without company, solitary
<b>Isolated</b>	separated from others
<b>Officious</b>	offering unrequested and unwanted advice
<b>Interrupting</b>	stopping someone who is in the middle of doing or saying something
<b>Uncomfortable</b>	discomfort or distress
<b>Stigma</b>	a mark of disgrace or reproach
<b>Different</b>	not alike in character or quality

## Starter 2: Face value

Show students the picture of various faces. As a class, discuss what feelings each face expresses: is he happy? sad? angry? wary? confused? Ask students how they know this. What are the clues?

Ask students to communicate with their neighbour saying the following phrases, with matching body language and facial expression: 'I like you', 'I dislike you', 'I don't care', 'I'm sorry', 'I'm tired', 'I'm hungry'.

Finally, suggest students experiment with mixed messages. Use the same words, but this time mis-match the body language ie. 'I like you' with a sneer, 'I'm tired' with a jump. Discuss how easy or difficult they found this and why. (Tone of voice and body language are the most significant elements: If the body language does not match the words, the words are meaningless.)

Replay the video if you think it would be helpful: what does Thomas' body language tell us about how he feels?

### Activity 1: Speech bubbles

If we could hear what Thomas was thinking, what words would we hear? On a piece of A4 paper, or a full page in an exercise book, students draw a head and shoulders picture of Thomas with a speech bubble coming out of his mouth. Write what he is thinking and feeling in the speech bubble. Underneath, write a caption explaining why he is thinking and feeling this. Students discuss with a partner and/or as a class.

Repeat the exercise for: If we could hear what the receptionist was thinking, what words would we hear? Students discuss with a partner and/or as a class.

### Activity 2: Student voice

How could the situation have been handled differently? Discuss as a class. Then individually or in pairs, students write a section for the School Policy document, explaining how to handle a situation like this so there is a different outcome.

OR Role play in groups of 3 or 4 at least one more considerate way of getting this message to the two students. Groups display their results.

## Plenary: 2-3-4

In groups of 4, students have 2 minutes to think of 3 tips on how to handle potentially sensitive issues. (Think before you speak, be sensitive to body language, learn from experience.) Take random feedback from the group.

### Extension: Options and consequences

Ask students, if something similar happened in your class, how could you respond? Write down 3 possibilities and the potential consequences of each one. (Do nothing, commiserate with the boy afterwards, stand up and complain in the lesson, speak to the teacher afterwards, write to the headteacher.)

### Extension: Make your own emotions poster

Students take photographs of each other displaying different emotions/facial expressions. They then make a poster using prints of these photos. Look at each other's posters to see if they can determine the feelings being expressed. How successful are they? Make a note of what they have learned about their own behaviour and feelings from this lesson.

### Learning Objectives:

Practice identifying and applying the signals of body language.

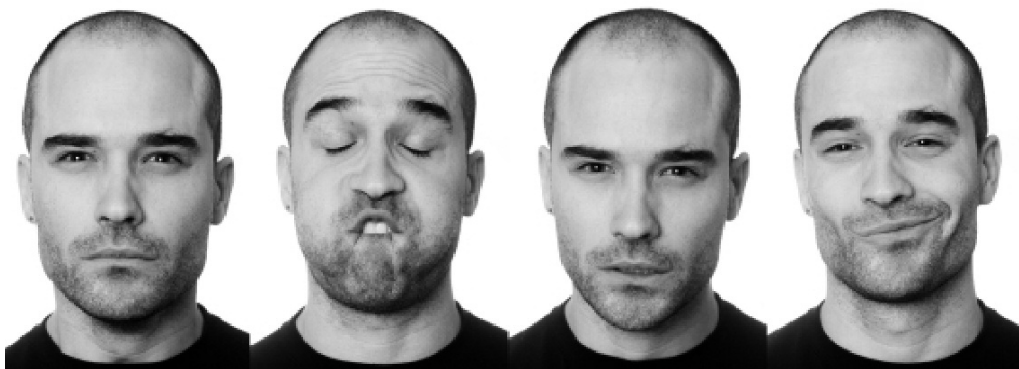
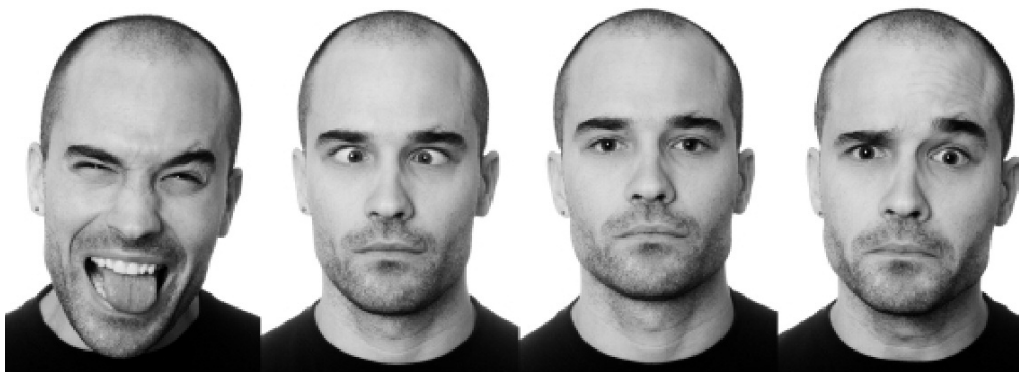
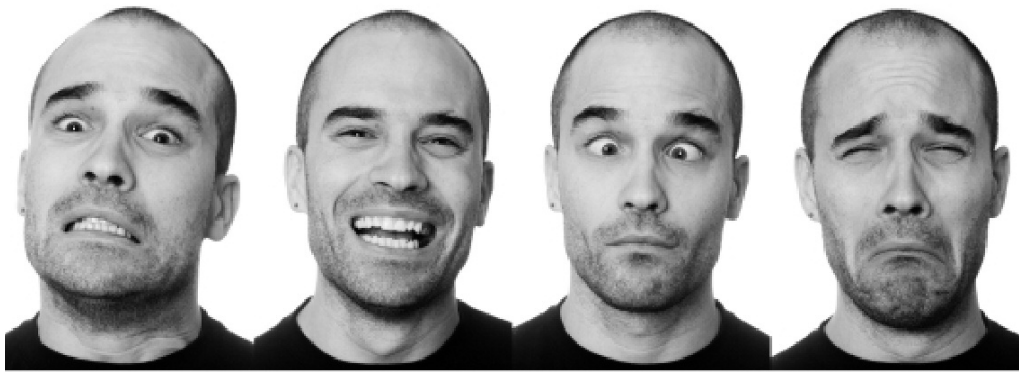
Experience and express empathy.

Understand how our behaviour affects other people.

Raise awareness of issues faced by students in different situations.

*Thought to go: "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has." Margaret Mead, anthropologist*







**What's the Difference?**



# Lesson 7: What's the Difference?

Dan, Jack and James are walking down the corridor. James is complaining he always gets into trouble and Dan gets away with everything. Dan and James end up having a scuffle.

The aims of this lesson are to:

- Understand we all want to be treated with respect.
- See that everyone is doing their best under their circumstances; and we can all learn to do better.

## Note to Teachers:

This lesson includes a variety of activities designed to be used either individually or together. It is important to tailor the activities to the needs of your students. You may wish to use circle time, role play, discussion or anything else instead of our suggestions. We encourage you to pick and mix the activities described below. Don't forget to review the 'Teacher' and 'Classroom' sections of the 'Using In Care In School Checklist' before you start.

## You will need:

- Information about being In Care (Appendix One). You may wish to remind students of the key points.
- The 'In Care, In School' CD-Rom
- To display picture of the Simpsons in Starter 1 (also available as a separate file)

## Actions:

**Starter 1:** Ask students how they feel right now and tell them to write it down. Tell them to keep it for the end of the lesson.

Explain they are going to watch a real-life scenario of a student in care. Remind students that this is part of a series focusing on particular issues faced by children in care. During the short video suggest they focus on the reasons the boys are behaving like that.

Watch the scenario. Briefly discuss what happens and their responses.

## Starter 1: We all behave because of how we feel (see Leave Me Alone)

Display the picture of The Simpsons. In groups of 3, come up with a word or phrase that describes how each character feels.

Then ask groups to come up with a word or phrase to describe how Jack, Dan and James feel, as shown by their behaviour. (Dan feels misunderstood, James feels jealous and defensive, Jack wants to stop any trouble.) Take feedback from groups.

## Activity 1: Common feelings

With students still in groups of 3, explain that the purpose of this activity is to explore whether it is possible that everyone feels the same in a situation, even though they behave differently. Explain to students how to create a freeze-frame of the scene just before the scuffle in the video, where one is Jack, one is Dan and one is James. Once the freeze-frame has been constructed, each person tells their group how their character feels in this particular situation, for example:

- I'm jealous because ...
- I'm hurt because ...
- I'm frightened because ...

Then, as a class, can they think of one feeling or need that everyone in the freeze-frame shares? (To be treated the same, to be understood, to be included).

Ask the class, 'Stand up if you want these things.' Emphasise the purpose here is to understand that, even though we behave differently, we all want the same thing. If one or more remain seated, ask the rest to sit down and ask those who stayed seated to stand. Give them an opportunity to explain their views and allow a discussion between students. Finally repeat the original statement to see whether anyone has changed their mind.



## Activity 2: Solutions

The purpose of this section is for students to understand they can separate feelings and actions; it is important to acknowledge and sometimes communicate feelings, but it is equally important not to impose negative feelings on others, not to act them out.

Discuss with the class:

What negative feelings are being acted out?

What solutions would you suggest to the three characters in the video?

What solutions would you suggest to their teachers?

Emphasise the importance of being aware of our feelings and not imposing them on other people, as James and Dan have done. What are the alternatives? (See Activity 3)

## Activity 3: Which wolf do you feed?

An elder Cherokee Native American was teaching his grandchildren about life.

He said to them, "A fight is going on inside me . . . It is a terrible fight, and it is between two wolves. One wolf represents fear, anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, pride and superiority. The other wolf stands for joy, peace, love, hope, sharing, serenity, humility, kindness, benevolence, friendship, empathy, generosity, truth, compassion, and faith. This same fight is going on inside you and every other person too."

They thought about it for a minute and then one child asked his grandfather, "Which wolf will win?"

The old Cherokee simply replied, "The one I feed."

This story is a metaphor for everyone's internal struggle. Discuss with examples from politics, film, TV, personal experience.

If both Dan and James had 'fed' the friendly generous wolf, how might their conversation be different? Rewrite the conversation, or role play it, or discuss it.

## Plenary: What have we learned?

Ask students:

How did you feel at the start of this session?

How do you feel now?

What have we learned about the connection between how we feel and how we behave?

What is the most important thing to remember? (Not to impose our negative feelings on others)

Will this session help us to respond in a different way in the future? Take brief responses.

## Extension: Activity 3

Cherokee Chief story. Create a presentation showing how the story applies to each of three different national or international events.

## Learning Objectives:

Understand we all want to be treated with respect and kindness.

See that everyone is doing their best under their circumstances; and we can all learn to do better.



Image © Fox Broadcasting Company

Thought to go: "I still look at myself and want to improve." David Beckham

# Discussion Points for Post-16 Films

For older young people working on issues in post-16 education, we suggest that you share **Information on Being in Care (Appendix One)** before watching the films.

Young people interested in exploring the issues in more depth could set up a group research project, or work individually to complete some form of dissertation like the Extended Project Qualification (Level 3) offered by AQA.

The purpose of these films is to highlight issues faced by post-16 students in care.

Explain you are going to watch a short video of interviews with students in care. Afterwards, use the suggestions below to stimulate thought and discussion.

## Post 16 - Impact:

Share immediate responses after watching the video.

- Why would moving from school to school be a problem? Why is it important for schools to want every student to do their best?
- Being in care for many years: what would it feel like? What are some of the points made by the interviewees?
- How important are families? How many different family arrangements can you think of? What qualities would an ideal family have? Is there such a thing as an ideal family?
- How important are friends? How important is a feeling of being supported and why?

## Post 16 - Education:

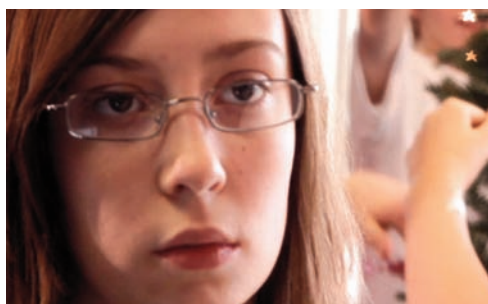
Share immediate responses after watching the video.

- Make a list of the support that you have in your life post-16. How would you feel without it?
- What problems might there be in changing social workers?
- Several of the interviewees talked about feeling different from their peers. How might you behave towards someone who you knew felt that they were different in some way?
- How certain do you feel about your future on a scale of 1-10, with 10 being the most certain? Whatever your answer, how do you think this might change if you were a student in care?

## Post 16 – What they did next:

Share immediate responses after watching the video.

- Dan talks about stereotypes of people who have been in care. What might some of those stereotypes be? In general, how can stereotypes limit a person's potential career?
- Adam says he has found his new independence 'terrifying and exciting'. Is this also true for you?
- How important are qualifications in widening life choices post-16?
- Imagine yourself at age 16 moving into a flat or a hostel and managing most aspects of your life on your own. Make two lists: what do you think would be difficult and what would you enjoy? Discuss your ideas as a group.



# Annex - ASDAN extension activities

ASDAN recognises the 'In Care, In School' teaching resource as a powerful curriculum vehicle that can provide formal accreditation opportunities within its suite of personal development qualifications, such as the Certificate of Personal Effectiveness (CoPE), the Award of Personal Effectiveness (AoPE), Personal and Social Development (PSD) and the Wider Key Skills qualifications.

**The examples below show how 'In Care, In School' teaching and learning could be formally accredited through CoPE.**

## How to achieve CoPE:

The main focus of CoPE is the development of skills through challenge based learning.

A wide scope of activities can be used towards the qualification, which makes it very versatile.

Evidence gathered during challenges is collected in a portfolio, while skills achievements are recorded formally recorded using the Plan, Do, Review process.

To complete the qualification, students have to present a portfolio that includes the following:

- Plan, Do, Reviews (PDRs) for the 6 skill areas (**problem solving, working with others, improving own learning and performance, oral presentation, discussion, research**)
- Observation checklists
- Student evidence sheets
- Supporting evidence, e.g.
  - Logs / Diaries
  - Letters
  - Certificates
  - Photographs (annotated)
  - Websites/Blogs
  - DVDs

All CoPE portfolios must be entered for external moderation through ASDAN's moderation procedures (Please note it is a mandatory requirement to attend a CoPE training workshop if you are to run the qualification).

There are two pathways towards accredited outcomes within CoPE:

- a) Mapping lesson activities into "**Section A**" and "**Section B**" challenges within CoPE (bite-sized chunks of learning that give opportunities to identify, practice, rehearse and apply the skills, either alone or in combination)
- b) Building an entire "**Section C**" challenge around the 'In Care, In School' materials (an extended challenge where learners, either individually or in groups, can demonstrate independent learning, as they work towards Level 2 standards). A minimum guided learning hour expectation for such an activity would be 10 hours. However, this is usually met or exceeded by learners, especially in the case of creative or expressive project work!

The following tables show how 'In Care, In School' lessons map into CoPE challenges:





'In Care, In School' LESSON ACTIVITIES	CoPE curriculum challenge	Skill development
<p><b>Lesson 1 - introduction</b> Explore a wide range of possible family arrangements, to establish a context for understanding what it means to be in care.</p>	<p><b>1 A 4 – prepare for and take part in, a group discussion and make notes on the main points raised.</b></p> <p><b>1 A 9 – Role play or discuss a situation where a friend comes to you for help on one of the following situations:</b></p> <ul style="list-style-type: none"> <li>• s/he has been sexually or racially harassed</li> <li>• s/he wants to leave home</li> <li>• a fellow student has been bullying him/her on the way home</li> <li>• s/he has been advised to have a test for HIV/AIDS</li> </ul> <p><b>2 B 1 – work with an older person to produce a piece of creative writing on 'Memories'. (extension activity)</b></p>	<p>Working with others Improving Own Learning Problem Solving Research Discussion Oral Presentation</p>
<p><b>Lesson 2 - Being in Care - What's it all about?</b></p> <p><b>Activity 1: What's it all about?</b></p> <p><b>Activity 2: Learning from Poems</b></p> <p><b>Activity 3: Be supportive</b></p> <p><b>Create a poem or poster</b></p>	<p><b>1 A 4 – prepare for and take part in, a group discussion and make notes on the main points raised.</b></p> <p><b>11 A 10 – identify a character or caricature from a film, book, poem, cartoon, song, play etc.</b> Describe how you would prepare yourself for a performance or representation of this role. Show that you have considered character, costume and setting.</p> <p><b>11 A 5 – Do one of the following:</b></p> <ul style="list-style-type: none"> <li>• create a poster</li> <li>• write a short story, poem or lyrics for a song</li> </ul>	<p>Working with others Improving Own Learning Problem Solving Research Discussion Oral Presentation</p>
<p><b>Lesson 3 - autobiography</b></p> <p><b>Activity 1: Haiku/poem</b></p> <p><b>Activity 2: Doing things differently – create a role play</b></p> <p><b>Extension activity 1 – create a poem</b></p> <p><b>Extension activity 2 – create a film</b></p>	<p><b>11 A 5 – Do one of the following:</b></p> <ul style="list-style-type: none"> <li>• create a poster</li> <li>• write a short story, poem or lyrics for a song</li> </ul> <p><b>11 A 5 – Do one of the following:</b></p> <ul style="list-style-type: none"> <li>• create a poster</li> <li>• write a short story, poem or lyrics for a song</li> <li>• create a short piece of film</li> </ul> <p><b>9 A 3 – use a desktop publishing package to produce one of the following.</b></p> <ul style="list-style-type: none"> <li>• Other agreed item</li> </ul> <p><b>11 C – contribute to a performing arts production</b> n.b. minimum requirement for a Section C Challenge is a 10 hour time allocation</p>	<p>Working with others Improving Own Learning Problem Solving Research Discussion Oral Presentation</p>
<p><b>Lesson 4 - Christmas</b></p> <p><b>Activity 3: Picture autobiography – This is Me</b></p>	<p><b>11 C – create a 'personal journey' piece of work in any media</b> n.b. minimum requirement for a Section C Challenge is a 10 hour time allocation</p>	<p>Working with others Improving Own Learning Problem Solving Research Discussion Oral Presentation</p>
<p><b>Lesson 7 - what's the difference</b></p> <p><b>Extension: Activity 3 Cherokee Chief story.</b> Create a presentation showing how the story applies to each of three different national or international events.</p>	<p><b>1 C – Produce an information video or powerpoint illustrating a particular topic of interest to you.</b> n.b. minimum requirement for a Section C Challenge is a 10 hour time allocation</p>	<p>Working with others Improving Own Learning Problem Solving Research Discussion Oral Presentation</p>

# Appendix 1: Information about being in care

## Statutory Duties

*"Local authorities have a duty to safeguard and to promote the welfare of the children they look after. They also have a particular duty to promote the educational achievement of the children they look after, regardless of where they live."*

Local authorities are subject to 'Promoting the educational achievement of looked after children' (DfE 2010), which supports the implementation of all local authority duties and the Children and Young Persons Act 2008 in relation to educational attainment.

All maintained schools must have a Designated Teacher who is responsible for the educational attainment of the looked after children in their school. This duty is included in the Children and Young Persons Act 2008. Around the same time the role of the Virtual School Head Teacher for children in care was introduced. This is a person employed by the local authority to have strategic responsibility for the education of looked-after children ('looked after' is the legal term for being in care). They will be able to provide support, advice and training for schools. This role is not required by law, but is considered to be good practice as a means by which local authorities can improve the educational attainment of children in care.

## Being in Care (adapted from materials provided by The Who Cares? Trust)

A child under the age of 18 years is 'in care' if their parents have agreed to shared parental responsibility with the local authority or if a court has ordered that the local authority should have full parental responsibility. After the age of 16, a young person is described as a 'care leaver' and the support they receive from the local authority is engineered to assist them in making the transition to adulthood and independence, even if they are still under 18 and legally 'in care'. This support can continue beyond the age of 21 if the young person is in education.

## Care status

Around 67,000 children and young people are in care or care leavers. There are five main groups of children in care. The group defines a child's care status:

- Children who are accommodated through a voluntary agreement with their parents.
- Children who are taken into care after legal proceedings to remove them from their parents (a Care Order).
- Children who are the subject of emergency orders for their protection, where immediate action is needed.
- Children who are compulsorily accommodated through the criminal courts. This includes children remanded to Children's Services or subject to a criminal justice supervision order with a residence requirement.
- Unaccompanied asylum seeking children (UASC) are children under the age of 18 who arrive in the country without a parent or a guardian. Many of these children will enter the care of Children's Services on a voluntary basis.

## Parental responsibility

Local authorities share parental responsibility with the birth parents for children in care under a Care Order. A child's birth parent(s) retain(s) parental responsibility for those accommodated under a voluntary arrangement. Foster carers do not hold parental responsibility but can make decisions or appeal decisions made about education. Unlike family law, education law gives rights to those who have care of a child as well as birth parents and those with parental responsibility.

## Why do children come into care?

- Some children in care are there because their family cannot provide them with adequate care, for example because of: poverty, family breakdown, disability or other complex needs
- Some children will be in care because they have been affected by abuse or neglect
- A very small minority of children are in care because of offences they have committed

The Office of National Statistics publishes data relating to children in care and care leavers each spring. The data shows the reasons children and young people come into care, what types of placement they have, how long they have spent in care and other information relating to their care journey. This information is available to download from [www.education.gov.uk](http://www.education.gov.uk).

## Where children in care live

The majority of children in care live in foster homes. Foster care is provided by the local authority or by Independent Fostering Agencies, commissioned by the local authority.

Some children are placed with family members or friends in "kinship" arrangements.

Children in care may also live in children's homes (around one in ten), but these tend to be older children (14+).

## Professionals involved with children and young people in care

A child or young person in care will have an allocated social worker who is responsible for their care plan, a foster carer, an Independent Reviewing Officer (who chairs review meetings and monitors their case), any number of specific support staff to meet their needs, an annual health check from the Looked After doctor, an annual dental check and a designated teacher who oversees their Personal Education Plan. If they are 16, they might also have a Leaving Care worker.

It's not surprising then that, as most of these professionals work during office hours, that sometimes the young person's school day is disrupted to meet them. It is best to avoid this wherever possible.

A common complaint from young people in care is that they have to deal with too many professionals and that those adults spend a lot of time asking the young people the same questions because they fail to share information.

## Experiences Before and in Care

Children who are or have been in the care system will be affected by their experiences, before and during care, in different ways. Some children in care show high levels of resilience and self-reliance caused by the difficulties they have had to overcome. On the other hand, that apparent resilience and self-reliance can often mask low self-esteem, low aspirations and difficulty in managing feelings and relationships.

## Attachment

Attachment disorder is common in children and young people in care and can often flare up significantly in adolescence. It can manifest in challenging behaviour and an inability to manage feelings and relationships. When care is interrupted or not forthcoming, children may be affected socially, behaviourally or emotionally. A child in care is likely to have experienced some form of neglect, family breakdown, poor parenting, but most importantly, separation from their main care giver.

Once a child is in care, attachment difficulties can continue if they experience placement moves and changes of school, for example. Such disruptions make it hard for a child to form attachments and to trust those around them; or they may try too hard to please people as they try to make friends.

## Moving around in care

There is a recognition by the government that placement stability is one of the most important factors that enhances the welfare and emotional well-being of children in care. However, one of the factors which impacts on children in care is that they can experience many changes of placement. Children in care are unlikely to stay in the same placement throughout their time in care. Placement moves can be very disruptive, particularly to educational achievement and relationships.

## What works?

Successful journeys through care happen where a child or young person experiences a strong and long-term attachment with a carer, in a stable home with a regular school to attend. For those that don't manage to tick all these boxes, the difference can be the one relationship they develop with a trusted adult. Sometimes in the midst of what can feel like chaos, small things can make the biggest difference.





# Appendix 2: Useful Contacts, Organisations and Resources

For further information and resources relating to 'In Care, In School', including links to Ofsted criteria and for current curriculum and PSHE links, visit: [www.incareinschool.com](http://www.incareinschool.com)

## **The Who Cares? Trust**

Provides information for young people in care and also publishes a magazine for young people in care. Develops tools for those working with children in care.  
[www.thewhocarestrust.org.uk](http://www.thewhocarestrust.org.uk)

## **ASDAN Education**

ASDAN's programmes and qualifications offer flexible ways to accredit skills for learning, skills for employment and skills for life.  
[www.asdan.org.uk](http://www.asdan.org.uk)

## **National Care Advisory Service**

NCAS works with local authorities to improve services to care leavers.  
[www.leavingcare.org](http://www.leavingcare.org)

## **VisionWorks**

Develops programmes that teach students self-awareness and empathy and to recognise how their behaviour is driven by their emotions.  
[www.vision-works.net](http://www.vision-works.net)

## **PSHE Association**

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

## **British Association for Adoption and Fostering**

[www.baaf.org.uk](http://www.baaf.org.uk)

## **Fostering Network**

Promotes high standards in foster care and provides training, advice, support and information.  
[www.fostering.net](http://www.fostering.net)

## **The Citizenship Foundation**

[www.citizenfoundation.org.uk](http://www.citizenfoundation.org.uk)

## **Voice**

A children's advocacy organisation for children living away from home or in need that provides a national helpline.  
[www.voiceyp.org](http://www.voiceyp.org)

## **TACT**

Fostering and adoption charity  
[www.tactcare.org.uk](http://www.tactcare.org.uk)

## **Ofsted**

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Department for Education**

[www.education.gov.uk](http://www.education.gov.uk)

## **Teacher Support Network**

Teacher Support Network is the only national charity providing all teachers and their families with support, coaching, counselling, money management, grants, information, signposting and online tools.

If you've been affected by issues relating to the 'In Care In School' pack, Teacher Support Network can help. Support is available 24 hours a day, 7 days a week, every day of the year.

## **Get support:**

Support lines: 08000 562 561,  
08000 855 088 (Wales)

Text support: 07909 341229

## **Get involved:**

[www.teachersupport.info](http://www.teachersupport.info)

## Resources

### **Promoting the Educational Achievement of Looked After Children**

DfE: [www.education.gov.uk/publications/eOrderingDownload/DCSF-00342-2010.pdf](http://www.education.gov.uk/publications/eOrderingDownload/DCSF-00342-2010.pdf)

### **The Role and Responsibilities of the Designated Teacher**

DfE: [www.education.gov.uk/publications/eOrderingDownload/01046-2009BKT-EN.PDF](http://www.education.gov.uk/publications/eOrderingDownload/01046-2009BKT-EN.PDF)

### **In Loco Parentis, Demos, 2010**

[www.demos.co.uk/publications/inlocoparentis](http://www.demos.co.uk/publications/inlocoparentis)

### **After Care, Young People's Views of Leaving Care**

[www.ofsted.gov.uk/resources/after-care](http://www.ofsted.gov.uk/resources/after-care)

### **Improving the mental health of looked after young people (includes messages for schools)**

[www.youngminds.org.uk/assets/0000/1440/6544\\_ART\\_FINAL\\_SPREADS.pdf](http://www.youngminds.org.uk/assets/0000/1440/6544_ART_FINAL_SPREADS.pdf)

### **Open Doors, Open Minds - Is the care system helping young people progress to further and higher education?**

[www.thewhocarestrust.org.uk/data/files/Open\\_Doors\\_Open\\_Minds\\_small.pdf](http://www.thewhocarestrust.org.uk/data/files/Open_Doors_Open_Minds_small.pdf)



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