



In Care, In School **Staff Training and Support**

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



'This lesson changed the way I feel about children in care' A pupil



Bath & North East Somerset Council



St Marys C of E Primary School



Three Ways School



Corsham Primary School

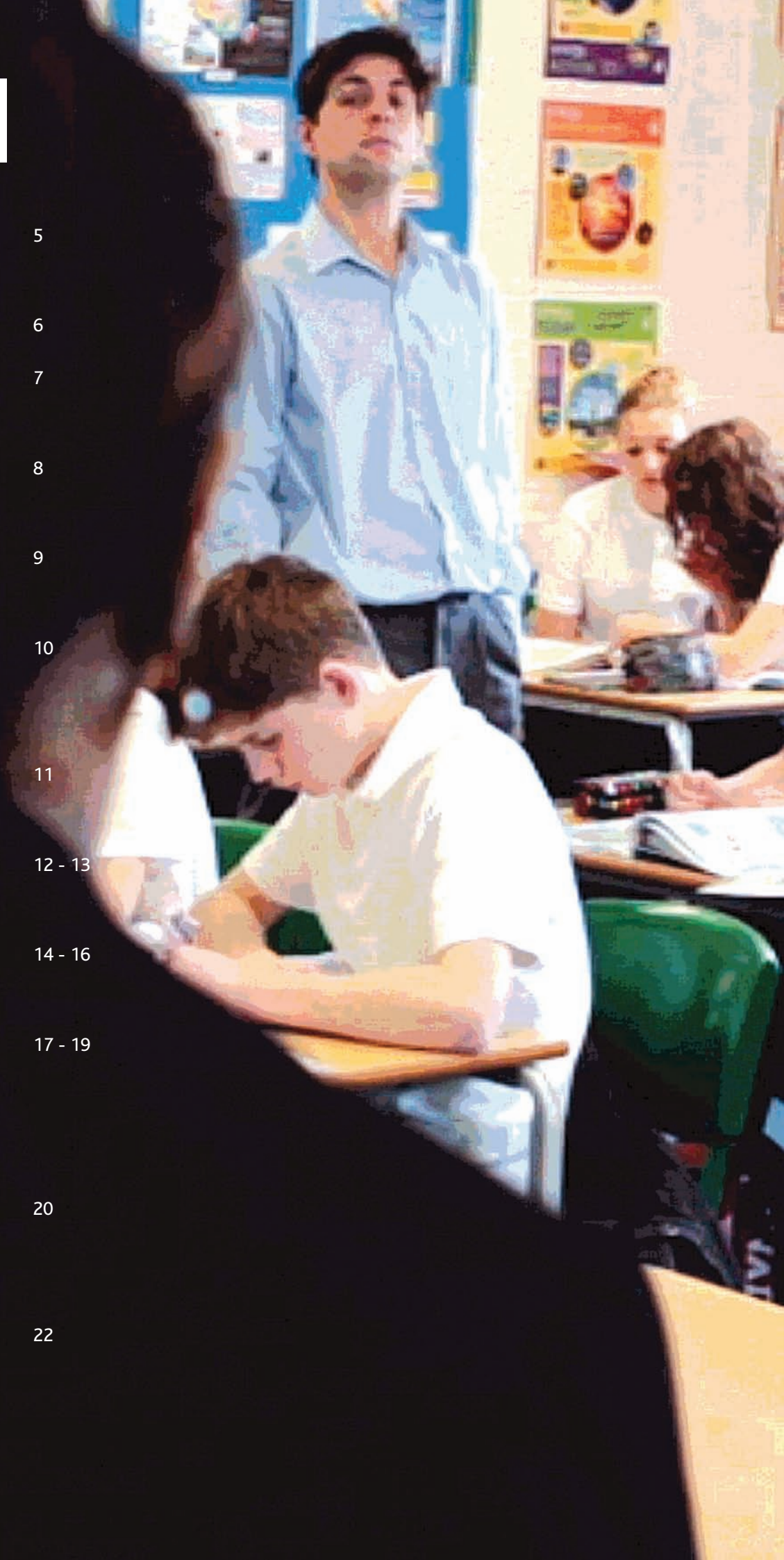


The Corsham School



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Using this training pack

All children should learn what it means to be in care, and they should learn this from well-informed teachers who teach them carefully and sensitively planned lessons. It is also important that wider school culture is sensitive to the needs of all vulnerable children – including those in care – for whom schools can be challenging and intimidating places.

This training pack combines the 'In Care, In School' scenarios into a series of training sessions to support staff development that can be used with all teaching and support staff and with governors.

The sessions can be used in a number of ways:

- As part of an INSET day
- In a twilight session
- With the whole staff
- With groups of staff with particular responsibilities
- At a governors' meeting or training session

Each training session covers an important aspect of the school experiences of children in care. All these children are on a lifelong journey, so teachers may want to look at scenarios from different school phases – primary teachers may wish to be aware of life post 16 for example, and secondary teachers could gain insights into life in primary school. The activities inspired by the scenarios are designed to invite reflection on existing practice within the school, and how this might be further improved.

As with all staff development training on sensitive issues, it is important for the lead trainer to establish ground rules with staff at the outset, in particular regarding confidentiality about particular pupils and families.



'I enjoyed this because the starter was fun and I really like all of this and if I was a child in care I would like it as well' **A pupil**

Session 1: What does it mean to be 'in care'?



Aim:

To develop a better understanding of what it means to be in care.

Activity:

1. In groups, discuss and record what people know or think they know about being in care. Why do children go into care? Where do they go and how long for? What is the role of social workers? The courts? What rights do parents retain?
2. Feedback and discuss. Share with the group the information in Appendix One at the back of this booklet.
3. Reflective discussion: how many children are there in care in this school? Can you name them? Should all staff know who is in care or should this be just 'need to know'? Is there a consistent approach to this across the school? Who is the designated teacher for children in care and what is their role?
4. Next steps: what might be improved in this school as a result of these reflections?

Session 2: Different families

Aim:

To explore diversity in family arrangements, including those within the school's community, and to see how stereotyping of families can create emotional barriers for some children.

Activity:

1. In groups, discuss what different types of family arrangements there are within society at large. How many of these are represented within this school?
2. Watch one or more of the following videos: Sleepover; Christmas; Post 16 - Education
3. Reflective discussion: How do attitudes towards families and family life create barriers for these children? Are there instances in this school where family diversity life is not acknowledged or accommodated?
4. Next steps: what might be improved in this school as a result of these reflections?



'This lesson really helped me to not be mean to people in care and that we should treat them like us' A pupil

Session 3: Curriculum planning and lessons



Aim:

To reflect on how much care is needed in planning lessons on potentially sensitive topics.

Activity:

1. Ask staff for any examples of a time when they taught a sensitive topic well, or when they may have regretted teaching a sensitive topic in a particular way. What did they learn about curriculum and lesson planning from these experiences?
2. Watch one or both of the following videos: Mother's Day; Autobiography.
3. Reflective discussion: how might these teachers have gone about their lessons in a more sensitive way? Are there any examples of topics or teaching materials in this school which might need some forethought prior to being used? If so, how might a teacher adapt the materials or prepare the children beforehand?
4. Next steps: what might be improved in this school as a result of these reflections?

Session 4: Relationships and Behaviour

Aims:

To reflect on how children's behaviour always has meaning; how we interpret their behaviours and how we act as a consequence.

Activity:

1. Working alone, ask individuals to think about how they dealt with a recent incident of challenging behaviour. What led up to the incident, what happened and how was it resolved? Now work in pairs – one person describes what they have thought about while the other partner listens then asks for clarification about the beliefs about the child and about the management of behaviour that informed their actions. Then swap.
2. Watch one or more of the following videos: What Did You Do at the Weekend? What's the Difference? Leave Me Alone; [NB: None of these scenarios show especially challenging behaviour but they can all stimulate discussion about how behaviours are interpreted]. For each scenario watched discuss:
 - What is the behaviour problem here?
 - What might lie behind it?
 - Why might these behaviours make sense to these children?
 - How might this be dealt with after the event by a teacher who had it drawn to their attention?
 - How might school culture have contributed to the problem?
3. Reflective discussion: What assumptions do we bring to bear when interpreting children's behaviours? How do these assumptions inform our subsequent actions? Think about the situations described at the start of the session. In what circumstances might these behaviours be appropriate and make sense to the child? How can schools balance the need for consistently maintained high standards of behaviour on the one hand yet be flexible and resilient enough to recognise that all behaviour requires empathetic interpretation and – at times – different responses?
4. Next steps: what might be improved in this school as a result of these reflections?

'I think this lesson really helped me with foster care. I now know it is nothing to joke about' A pupil



Session 5: School Policies and Procedures



Aims:

To reflect on how school policies, practices and culture can sometimes create barriers for children in care.

Activities:

1. Schools are busy places. Ask staff to suggest ways in which different times in the school day may be challenging for some children.
2. Watch one or more of the following videos: School Photograph; Think; Post 16 – Turning 16. Discuss how these situations may have been prevented.
3. Reflective discussion: Are there any examples of how policies and practices in this school might be challenging for some children, albeit unintentionally? How might we adapt our practices to address this? Is the culture of the school one that invites critical feedback from pupils? If not how can this be managed in a constructive way that does not undermine staff?
4. Next steps: What might be improved in this school as a result of these reflections?

'I think bad rumours shouldn't be passed around about other people' A pupil

Session 6: Using 'In Care, In School' in the classroom

Aims:

To consider how to make best use of the 'In Care, In School' films.

Activities:

1. These scenarios 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. As a group, decide where this topic fits best into the curriculum and when. Consider:
 - Which subject e.g. PSHE; English; Drama; Tutor Time
 - Timing: what time of the year?
2. Now as a group, reflect on planning the lessons for delivery with particular classes. Read through the guidelines Using 'In Care, In School' in Appendix Two. How do these affect the way particular classes and pupils might be approached when teaching 'In Care, In School'? In particular, consider what will happen if a pupil makes a disclosure. Does everyone know the school policy on such matters?
3. The lessons may well provoke unexpected reactions from pupils. Discuss how teachers might provide mutual support when teaching 'In Care, In School'.
4. How will the lessons be evaluated after they have been taught and how will revisions be made for next time? You may find it useful to read the comments in Appendix Three as a starting point.



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.

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: 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"> • 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. • 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. 	
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"> • 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. • 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. • 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. 	

School Level	Aim	Action	Complete?
Teacher (continued)	The effectiveness of the programme is evaluated	<ul style="list-style-type: none"> 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? 	
Classroom	A safe learning environment is created	<ul style="list-style-type: none"> 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. 	
	The class is managed appropriately	<ul style="list-style-type: none"> 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. 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. 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. Have an anonymous question box or Post It Car Park for children and young people to share questions or thoughts. 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. If a disclosure is made at any stage make sure you make a referral to the relevant member of staff in school immediately. 	



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

Appendix 3: Accrediting 'In Care, In School' using ASDAN's Stepping Stones personal development programme

Stepping Stones is a 20-30 hour PSHE/ Citizenship-based programme with an accredited outcome, aimed at 7-12 year olds. Children develop their skills through a series of challenges.

The Stepping Stones certificate has a credit-rating into the next ASDAN programme, Key Steps.

Stepping Stones is linked to:

- SEAL
- Every Child Matters
- QCDA Schemes of Work
- PSHE and Citizenship curriculum
- Enrichment
- PLTS
- Personal skill development.



It can be run in schools – KS2/Transition/KS3; with youth groups and interest groups; on residential courses; in training settings – anywhere!

How to achieve Stepping Stones

The main focus of Stepping Stones is the development of skills through activities (challenges).

A wide scope of activities can be used towards the award, which makes it very versatile. Any work or activities carried out in Citizenship, PSHE, Personal Wellbeing, Enterprise, Personal Finance, Environment (both natural and built), International Links, Trips and Visits and all other projects can be accredited with a Stepping Stones Award certificate.

Evidence gathered during challenges is collected in a portfolio, while skills achievements are recorded by the child in their personal skills book, using Stepping Stones stickers.

To complete the programme, young people have to:

- Complete their Skills Book and use a file or folder for their portfolio of evidence
- Carry out challenges over 20-30 hours
- Put evidence in their portfolio to show the activities they've done
- Keep a list in the Skills Book of all the challenges they've done
- Use Stepping Stones stickers to record the skills they have developed and used during the challenges
- Hand in their books and portfolios to the teacher
- Receive their certificates!

The Stepping Stones skills: Communicating; Investigating; Presenting; Using Multimedia; Researching; Independence; Working With Others; Solving Problems; Perseverance; Confidence; Respecting Others; Collecting Evidence; Planning and Reviewing; Looking After Yourself; Budgeting; Leadership.



The topic areas for the challenges: Active Citizen; Community Spirit; Identity; Personal Wellbeing; Money Matters; Around the Globe; Environment; Valuing Each Other; Different Cultures; Health; Enterprise; Trips and Visits.

Progression routes:

- When completed, Stepping Stones has a value of one ASDAN curriculum credit, which can be carried forward to ASDAN's Key Steps
- Progression to further ASDAN Programmes and Qualifications is possible, through KS3 and KS4 right up to Post-16

Opportunities to Identify and Give Reward for Skills Application and Development (using ASDAN Stepping Stones)

'In Care, In School' LESSON ACTIVITIES	Communicating	Investigating	Presenting	Using Multimedia	Researching	Independence	Working With Others	Solving Problems	Perseverance	Confidence	Respecting Others	Collecting Evidence	Planning and Reviewing	Looking After Yourself	Budgeting	Leadership
LESSON 2 What's it all about?																
Activity 3 Be Supportive	✓		✓								✓					
LESSON 3 Rumour																
Activity 1 Rewrite the Script + extension	✓		✓	✓			✓			✓	✓					
Activity 2 Disapproval / Approval							✓			✓	✓					
LESSON 4 Mothers' Day																
Activity 1 & 2 What is Bullying? + extension	✓		✓	✓												
Activity 3 Exploring Feelings		✓	✓		✓							✓				
LESSON 5 School Photograph																
Activity 1 and 2	✓						✓									
LESSON 6 Sleepover																
Activity 1	✓									✓	✓					
Activity 2 Cartoon Strip	✓			✓				✓								
Activity 3 Which Way? + extension													✓	✓		
LESSON 7 What did you do at the weekend?																
Activity 1 Why and what for?	✓										✓					
Activity 2 Bringing it home	✓		✓				✓				✓					
Activity 3 Tolerance	✓							✓			✓					

It must be noted that similar opportunities can be seized and mapped if a school has adopted other personal skills development programmes such as "Building Learning Power

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

We have created extension activities for each lesson plan that, if completed over a number of weeks, can contribute to a CoPE qualification for students. The extension activities provide opportunities for students to illustrate their learning and their understanding of the topic.

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualification offers imaginative ways of accrediting young people's activities. They promote a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. Young people need to accumulate a minimum of 12 credits in order to achieve a CoPE certificate at Level 1 or Level 2.

There are two routes to accreditation:

ASDAN has credit rated the 'In Care, In School' curriculum. Monitored by 'In Care, In School', students can attain one credit (10 hours) towards CoPE Level 1 when they complete all 7 lessons in the KS3 pack plus a choice of extension activities.

The other route is by mapping the challenges and extension activities into the existing CoPE modules. This is detailed in the Secondary booklet.

'In Care, In School' Lesson Activity

Lesson 3 – autobiography

Activity 1: Haiku/poem

Activity 2: Doing things differently – create a role play

Extension activity 1 – create a poem

Extension activity 2 – create a film

CoPE Curriculum Challenges

11 A 5 – Do one of the following:

- create a poster
- write a short story, poem or lyrics for a song

11 A 5 – Do one of the following:

- create a poster
- write a short story, poem or lyrics for a song
- create a short piece of film

9 A 3 – use a desktop publishing package to produce one of the following.

- Other agreed item

11 C – contribute to a performing arts production

n.b. minimum requirement for a Section C Challenge is a 10 hour time allocation.

'This made me think more deeply about people in care' A pupil



Appendix 4: Comments from Teachers and Pupils who used 'In Care, In School'

Comments from teachers

"I asked the child in care if he minded me teaching this lesson or if he would rather go and do some other work whilst I delivered it (I did this after school the day before on a 1 to 1 basis). He was happy to remain in class. In fact he actively participated. This was really amazing, I thought he was really brave and what he said came over to the class a lot more powerfully than anything I did. I must confess that I was worried that this could have gone the other way and he and other could have become very emotional."

"Children in care responded positively. The activities created an opening for them to talk about their experiences that might otherwise not have been there. One child brought in a photograph of their foster family. Another really liked being in the role of expert."

"I was particularly sensitive to using these materials given the context of my school setting (a very socially deprived area of Bristol where many children live with others in alternative family arrangements), and I was conscious of how I planned to deliver them, given the specific family arrangements in place with at least four children in my class who are either cared for by grandparents, or live with extended step-families. Surprisingly, those children were not reluctant to talk about the issues with this film, nor withdrawn from any part of our discussion; if anything, it was more a question of my own confidence to explore the project without upsetting these children."

"Having had little knowledge of this area and its potential impact prior to this assignment, I am now much more aware of the issues and will strive to promote this project throughout my career, as the benefits are considerable, not only for looked after children but for their peers and teachers in promoting compassionate and sensitive learners regardless of home life."

Comments from pupils

'I didn't know that much about care but now I have had the lesson I know more!'

'I thought that the lesson was fun I also learnt a lesson about gossiping and how it is bad'

'I enjoyed this because the starter was fun and I really like all of this and if I was a child in care I would like it as well'

'This lesson changed the way I feel about children in care'

'This lesson really helped me to not be mean to people in care and that we should treat them like us'

'I think this lesson really helped me with foster care. I now know it is nothing to joke about'

'I think bad rumours shouldn't be passed around about other people'

'This made me think more deeply about people in care'

'I understand how hard it is for people in care now'



Appendix 5: 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

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

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

National Care Advisory Service

NCAS works with local authorities to improve services to care leavers.

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

PSHE Association

www.pshe-association.org.uk

British Association for Adoption and Fostering

www.baaf.org.uk

Fostering Network

Promotes high standards in foster care and provides training, advice, support and information.

www.fostering.net

The Citizenship Foundation

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

TACT

Fostering and adoption charity

www.tactcare.org.uk

Ofsted

www.ofsted.gov.uk

Department for Education

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



Resources

Promoting the Educational Achievement of Looked After Children

DfE: 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

In Loco Parentis, Demos, 2010

www.demos.co.uk/publications/inlocoparentis

After Care, Young People's Views of Leaving Care
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

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

'I understand how hard it is for people in care now' A pupil

'In Care, In School' Project Team

Sue Allen - VisionWorks Life Skills

Dave Biddleston - NUT (Bath and North East Somerset)

Emma Bishop - Bath and North East Somerset In Care Council/ Off the Record

Nick Breeze - IT consultant

Rob Clay - Marketing Manager, Bath Spa University

Chris Cooke and colleagues - Wellsway School

Marius Frank - ASDAN

Helen Goldsworthy - Widening Participation Team, Bath Spa University

Mike Gorman - Head of Virtual School , Bath and North East Somerset

Janet Grant - VisionWorks Life Skills

Councillor Liz Hardman - Champion for Looked after Children, Bath and North East Somerset Council

Sue Heal (former head) and colleagues - St Mary's Primary School, Timsbury

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