

Tweet your
questions!

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The CareLeaders

Redefining the Narrative

➔ **Living a
Careless
Life**

thecareleaders.com



Lived Experience Leaders

Our leaders don't just understand children's services; we have lived through them.

Experience

- 500 + sessions
- UK, USA & Europe
- LAs, Schools, Fostering + More
- Department for Education, The Fostering Network, University of Oxford, Social Work England + Others



Your Facilitator Luke Rodgers BEM

Projects

- Middlesbrough Children Matter, Care Leavers National Movement, The Care Leaders Fellowship

University of Oxford

- Knowledge Equity Fellow 20/21, Saïd Business School, Skoll Centre for Social Enterprise.

'Young Social Entrepreneur of the Year'

- Unltd, 2014

'Entrepreneur of Excellence'

- National Diversity Awards, 2015

Queen's Birthday Honours List

- British Empire Medal, 2018

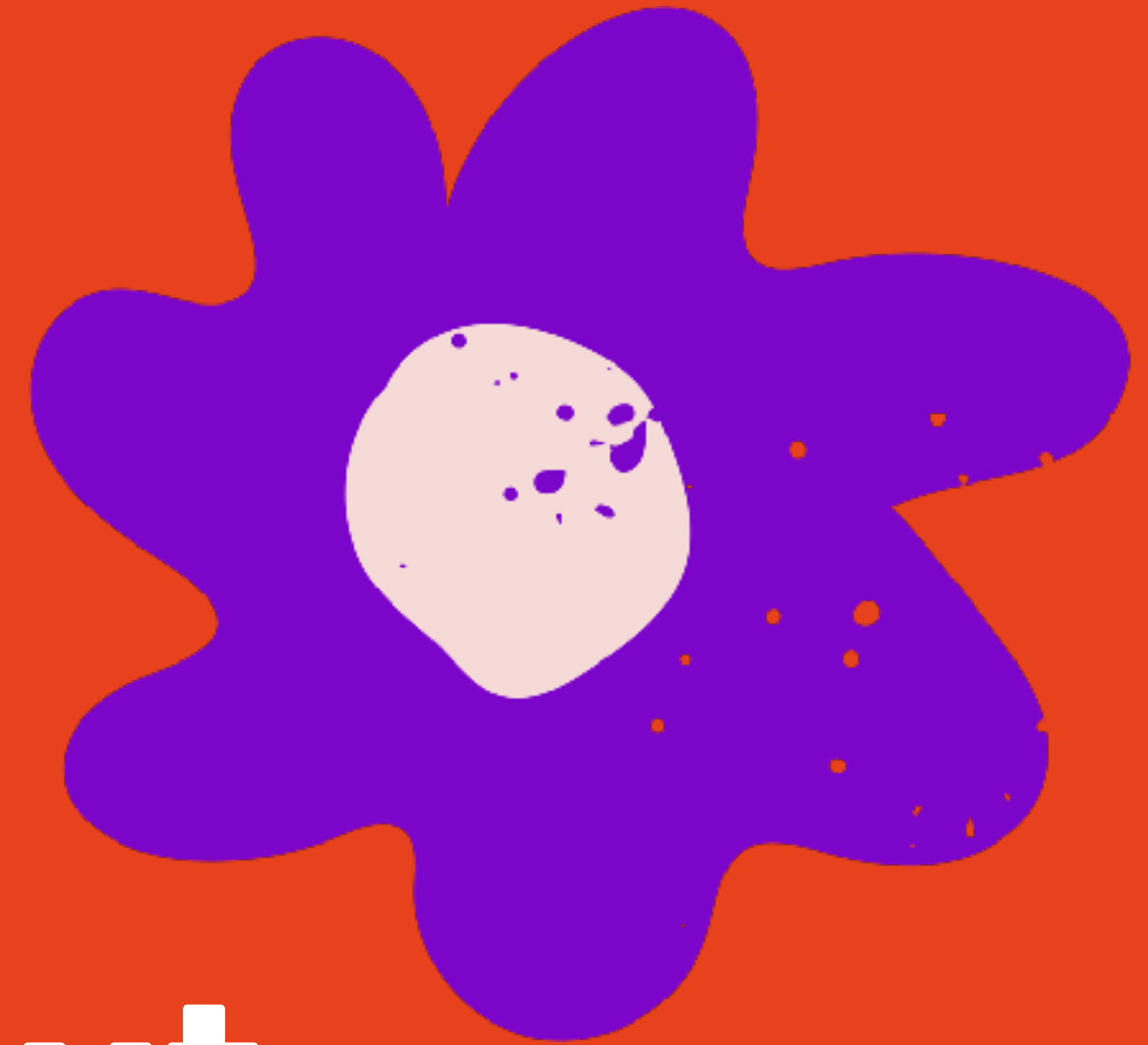


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A quick note about your wellbeing



Session Outcomes

This session helps practitioners **communicate** and **record** authentically about young people



Recording Meaning

* for the purpose
of this session



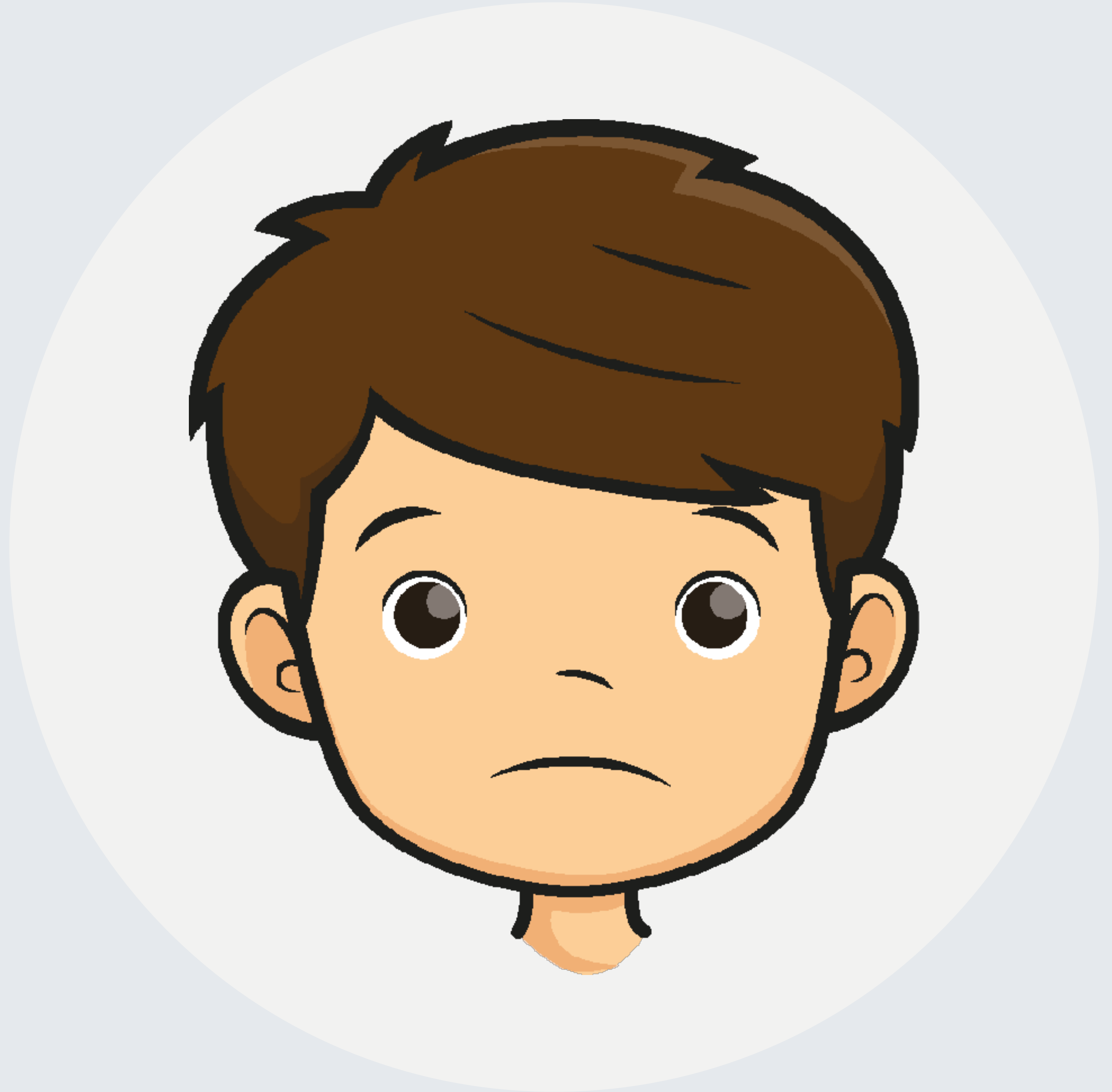
Any recorded
information **about a**
child **that can be shared**

Say hello This is Sam



- ➡ Likes food
- ➡ Dislikes adults
- ➡ Very clever
- ➡ Thinks you were born yesterday
- ➡ Compassionate, but doesn't know it
- ➡ Says: 'talking about your feelings is stupid'
- ➡ Very capable, if he applies himself
- ➡ Keen interest in getting into trouble
- ➡ People think he's got attachment issues
- ➡ He's the reason you are here

**Like a lot of
Children
Sam is in
Care**





Let's understand why



**The difference
between
Children in Need
&
Children in Care**



Children in Need

They need services

Children in Care

They need parents

**How many children
are like Sam?**



All Children
16 million

Children in Need
389,260

Children in Care
80,080

20% increase
since 2010

Children in Need 2020

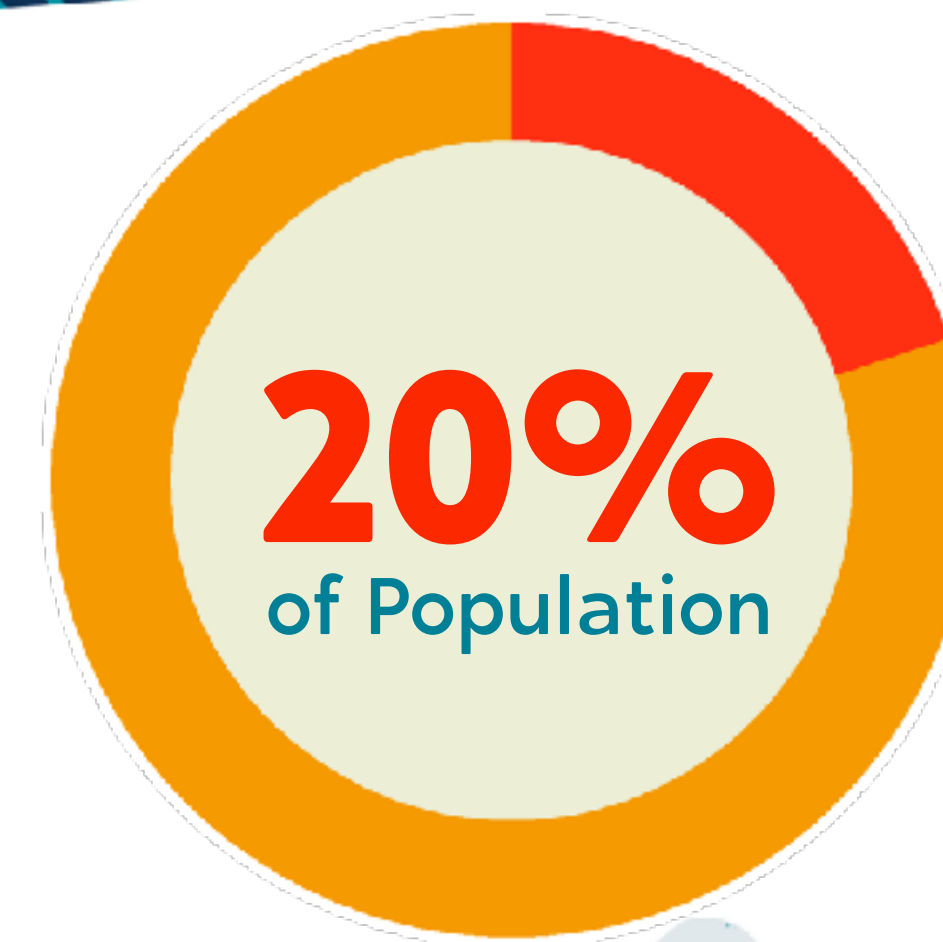
The identified Need

Primary cause	Number	%
Abuse or neglect	217,440	55.9%
Family in acute stress	32,860	8.4%
Family dysfunction	54,810	14.1%
Low income	1,540	0.4%
Absent parenting	15,950	4.1%
Child's disability or illness	31,940	8.2%
Parent's disability or illness	9,420	2.4%
Socially unacceptable behaviour	8,180	2.1%
Cases other than children in need	4,110	1.1%
Not stated	13,010	3.3%
Family - abuse, neglect, dysfunction, stress, absence, low income	322,600	82.9%



Domestic Violence

The Crime Survey for England and Wales (CSEW) estimated that **one in five adults** aged 18 to 74 years **experienced at least one form of child abuse**, whether emotional abuse, physical abuse, sexual abuse, or witnessing domestic violence or abuse, before the age of 16 years (8.5 million people)



Myth





**'Bad kids
come into
care'**



Children don't come into care
because of what they do; they
come into care because of
what has been done to them.



Sam is
in school



Sam's Entering Care



- ➡ Told a friend at school his about home life
- ➡ 'Come home with me tonight'
- ➡ Sam was scared
- ➡ 'You're safe here'
- ➡ Police arrived and spoke to Sam
- ➡ Was told 'it's unsafe to see your parents'
- ➡ He spent 3 nights with his friend
- ➡ On morning of 4th day, he was taken out of class
- ➡ 'There's someone here to see you Sam'
- ➡ He was scared
- ➡ 'There's nothing to worry about'
- ➡ He worried

Sam walked into a room

He sees an unfamiliar concern

A lady looks at him with a nurturing presence

He recognises that someone is really stressed

He panics

**Independent
Devising
A Note Taker
Team
Health
Head Teacher
Solicitor
Dad
Two Police
Officers**

He sees a lady who is very neat and tidy

**Someone has an
ious smile**

There's a man who is dominant, serious and scary

He becomes confused

He sees someone with neutral posture

He sees someone who fills him with joy

**Sam can you
come and sit
down please?**

**'This is a
serious
meeting'**





He knows he is not safe





Sam is Hyperaware

***'The brain is pattern seeking
and survival oriented;
connections on the outside
build connections on the
inside'***

Sam is
in school



3

Sam Has Three Commitments



3

Sam Has Three Commitments



3

Sam Has Three
Commitments
Realities





1. School Commitments





Sams Commitments

Sam
Year 10

MONDAY

Maths

English

Lunch

ICT

Music

TUESDAY

Drama

Art

Lunch

Maths

Biology

WEDNESDAY

Chemistry

PE

Lunch

English

Art

THURSDAY

ICT

Maths

Lunch

Physics

Biology

FRIDAY

Art

Music

Lunch

Drama

PE

SATURDAY

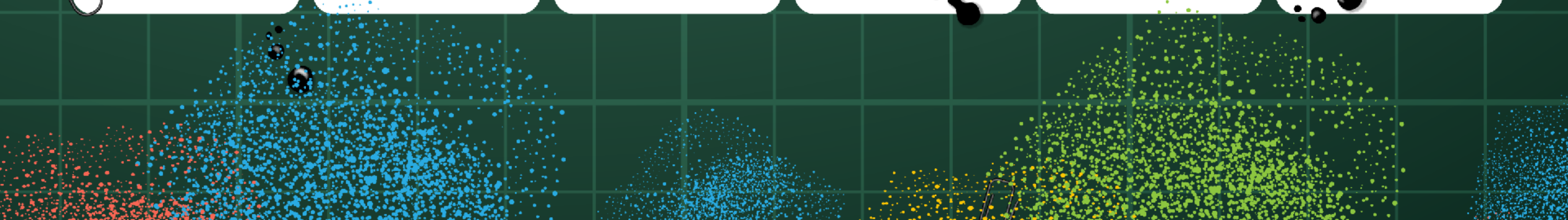
Friends

Friends

Friends

Friends

HOMEWORK





1. School Commitments Reality



Sams Commitments

Sam
Year 10

MONDAY

Maths **LATE**

English

Lunch

ICT

Music

TUESDAY

Drama

Art

Lunch

Maths

NO HOMEWORK

Biology

WEDNESDAY

Chemistry

PE **NO KIT**

OUTBURST

English

Art

THURSDAY

ICT

Maths

English

Physics

Biologu

DETENTION

NO SHOW

FRIDAY

Art

Music

Lunch

Drama

PE

SATURDAY

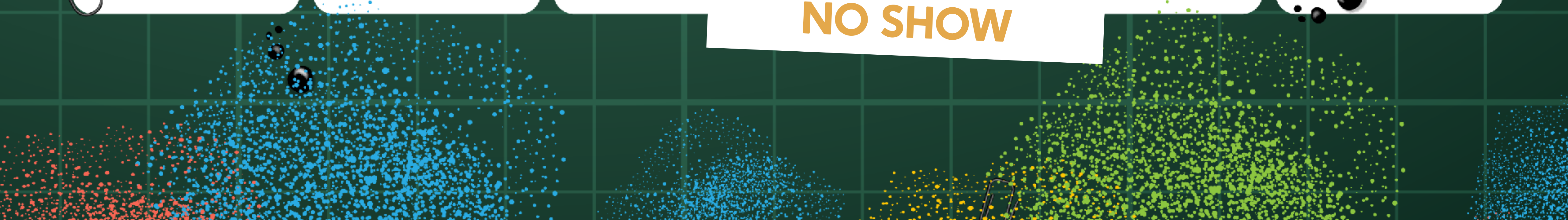
Friends

Friends

Friends

Friends

FRIENDS





2. Family Commitments





Sams Commitments

Sam
Year 10

MONDAY

Maths **LATE**

English

Lunch

ICT

Music

TUESDAY

Drama

Art

Lunch

Maths

NO HOMEWORK

Biology

WEDNESDAY

Chemistry

PE **NO KIT**

OUTBURST

English

Art

THURSDAY

ICT

Maths

Lunch

Physics

Biologu

DETENTION

NO SHOW

FRIDAY

Art

Music

Lunch

Drama

PE

SATURDAY

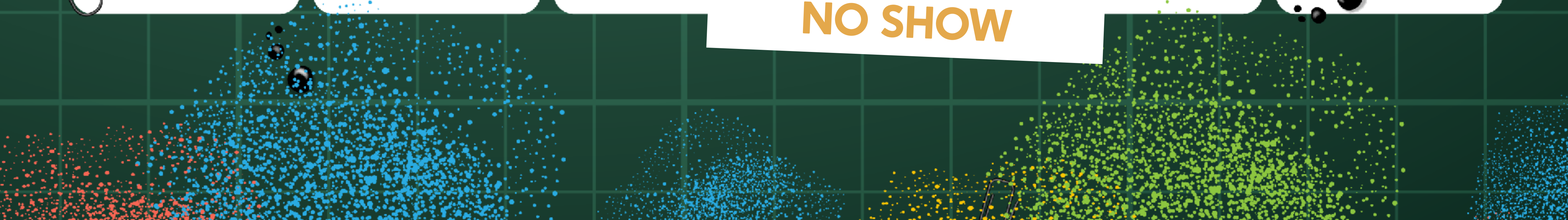
Friends

Friends

Friends

Friends

FRIENDS





Sams Commitments

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NO HOMEWORK

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WEDNESDAY

Chemistry

PE **NO KIT**

OUTBURST

English

Art

THURSDAY

ICT

Maths

Lunch

Physics

Bioloqu

DETENTION

NO SHOW

FRIDAY

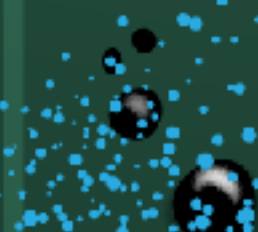
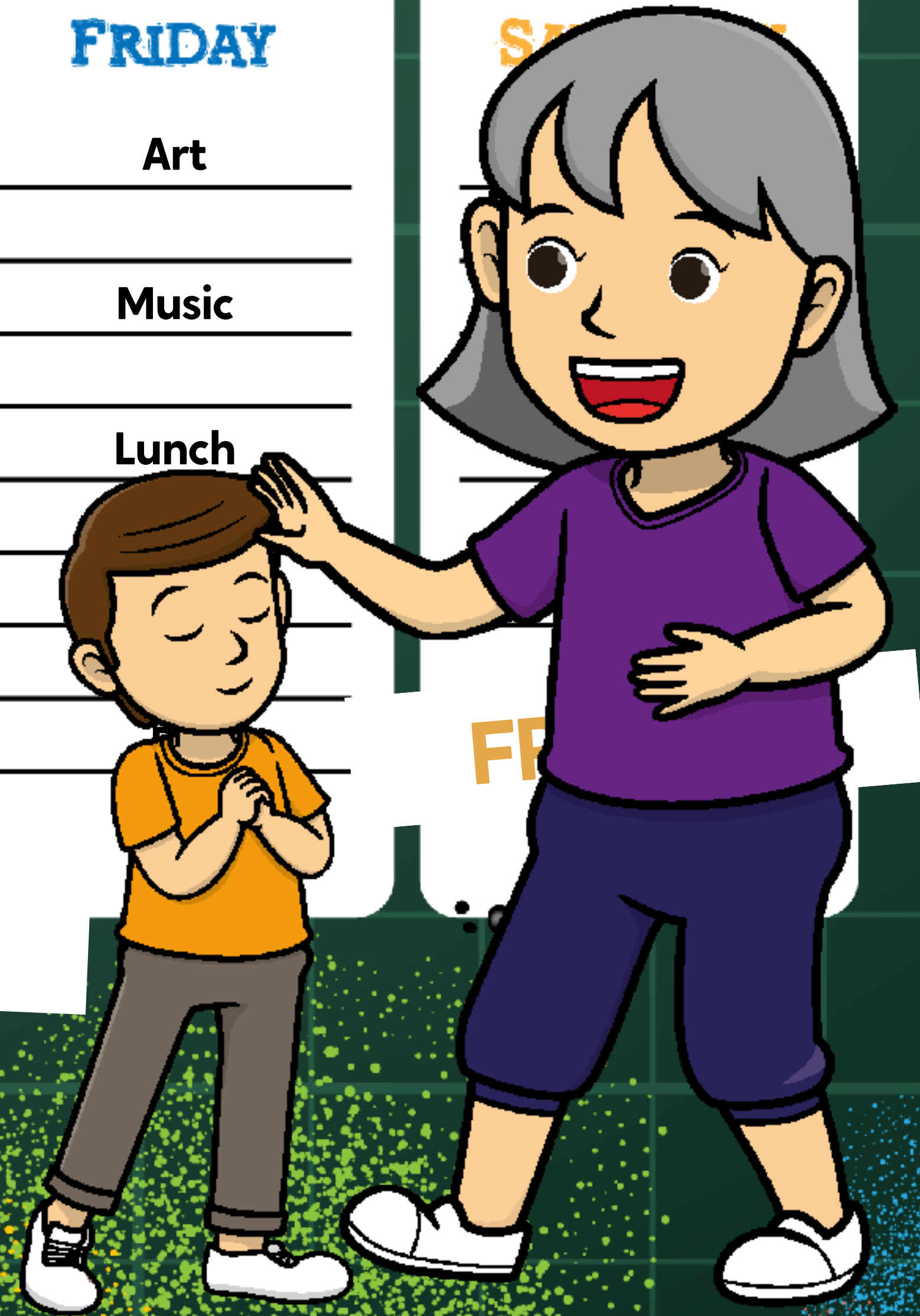
Art

Music

Lunch

SATURDAY

FR





2. Family Commitments Reality





Sams Commitments

Sam
Year 10

MONDAY

Maths **LATE**

English

Lunch

ICT

Music

TUESDAY

Drama

Art

Lunch

Maths

NO HOMEWORK

Biology

WEDNESDAY

Chemistry

PE **NO KIT**

OUTBURST

English

Art

THURSDAY

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Bioloqu

DETENTION

NO SHOW

FRIDAY

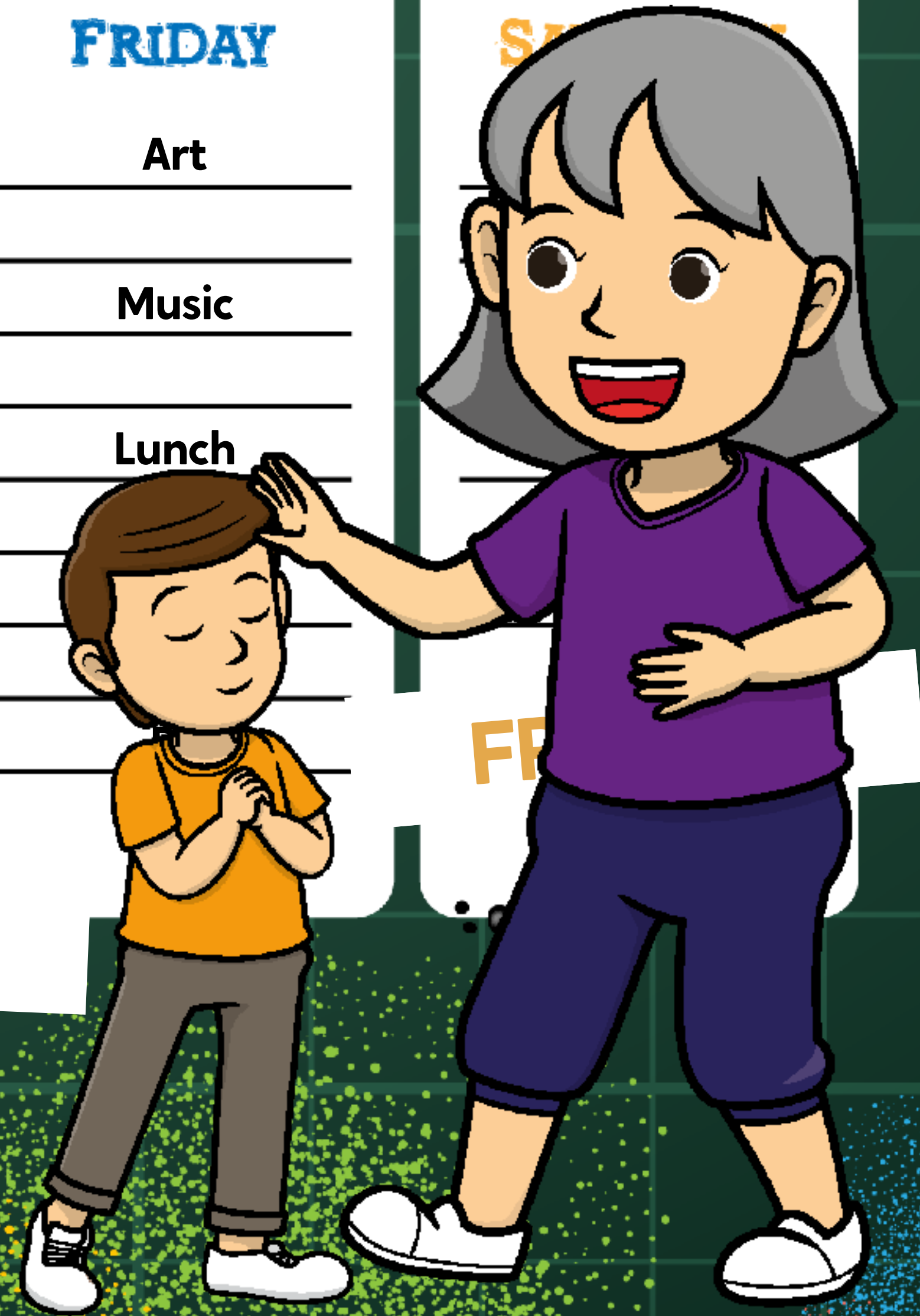
Art

Music

Lunch

SATURDAY

FF





Sams Commitments

Sam
Year 10

MONDAY

Maths **LATE**

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TUESDAY

Drama

Art

Lunch

Maths

NO HOMEWORK

Biology

WEDNESDAY

Chemistry

PE **NO KIT**

English

Art

THURSDAY

ICT

Maths

Lunch

Physics

Bioloqu

DETENTION

NO SHOW

FRIDAY

Art

Music

Lunch

Drama

PE

SATURDAY

OUTBURST



Sams Commitments

Sam
Year 10

Wants to call social worker

MONDAY

Maths

Social worker

Social worker

Social worker

Social worker

LA



Maths

NO HOMEWORK

OVERWHELMED

WEDNESDAY

Chemistry

PE NO KIT

English

Art

THURSDAY

ICT

Maths

Physics

Biologu

DETENTION

NO SHOW

FRIDAY

Art

Music

Lunch

Drama

PE

SATURDAY





3. Social Care Commitments



Sams Commitments

Sam
Year 10

Wants to call social worker

MONDAY

Maths

Social worker

Social worker

Social worker

Social worker

LA



Maths

NO HOMEWORK

OVERWHELMED

WEDNESDAY

Chemistry

PE NO KIT

OUTBURST
WHO BUYS IT?

Art

THURSDAY

ICT

Maths

Physics

Bioloqu

DETENTION

NO SHOW

LAC REVIEW

FRIDAY

Art

Music

unch

Drama

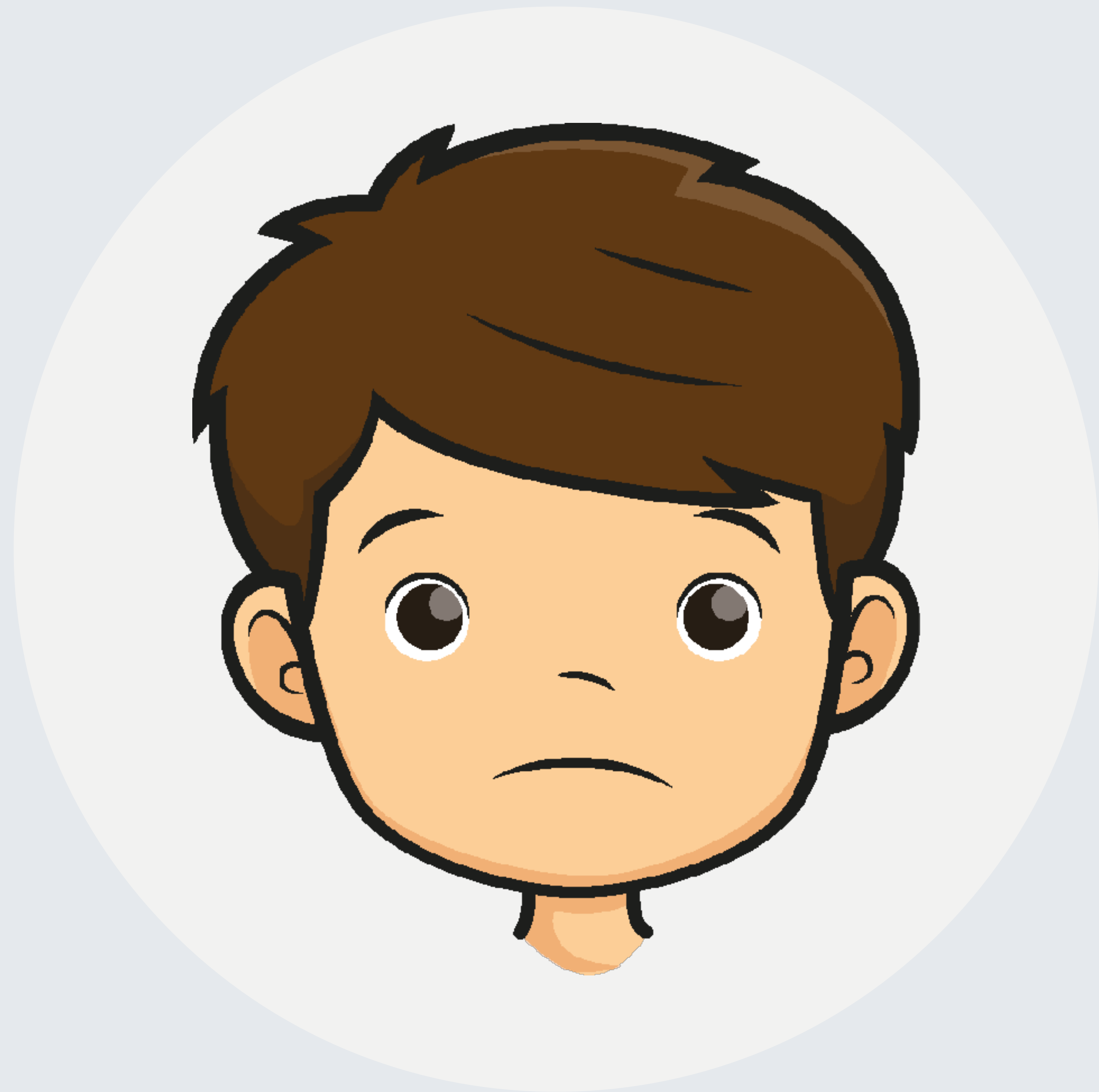
PE

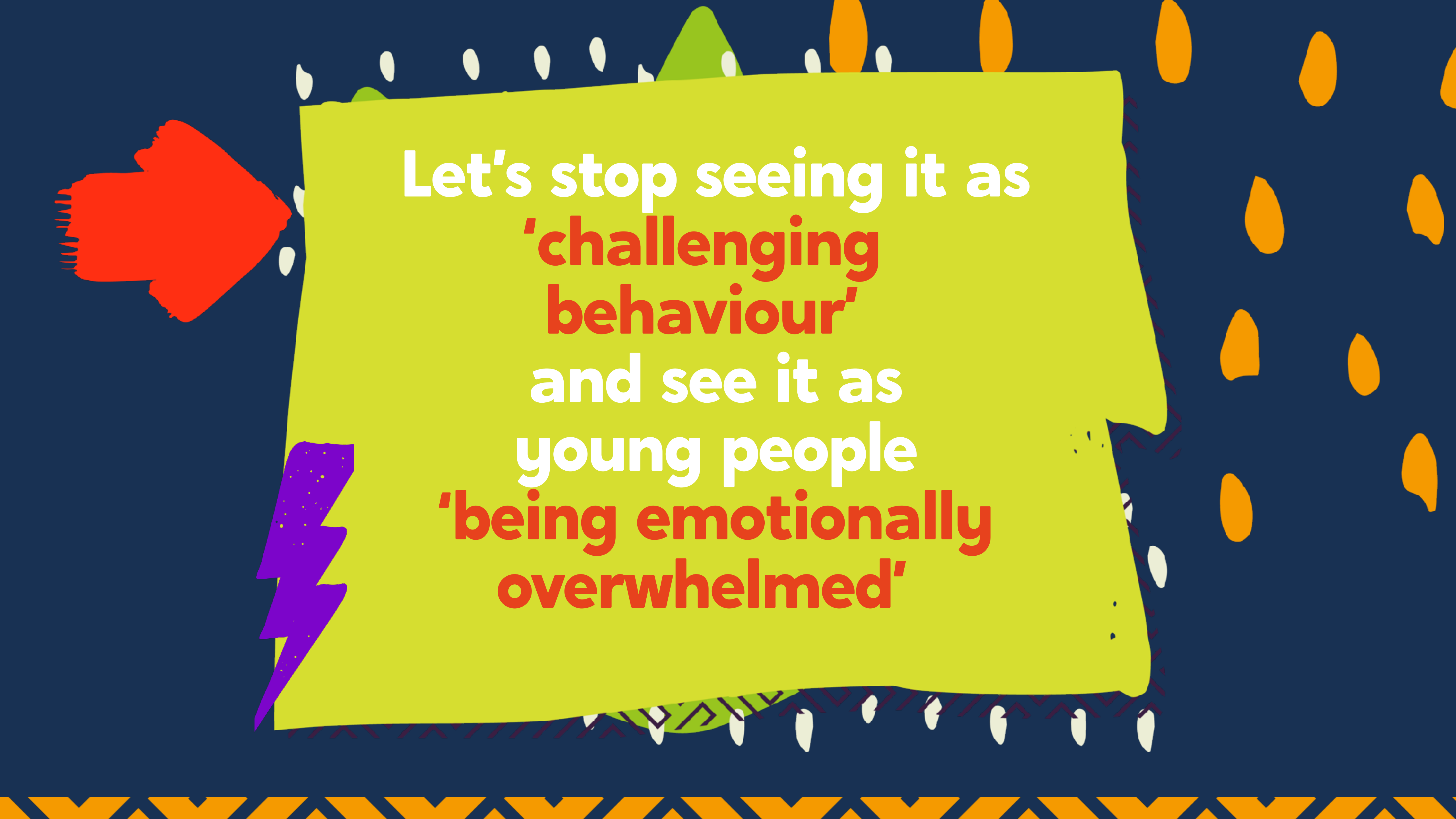




3. Social Care Commitments Reality

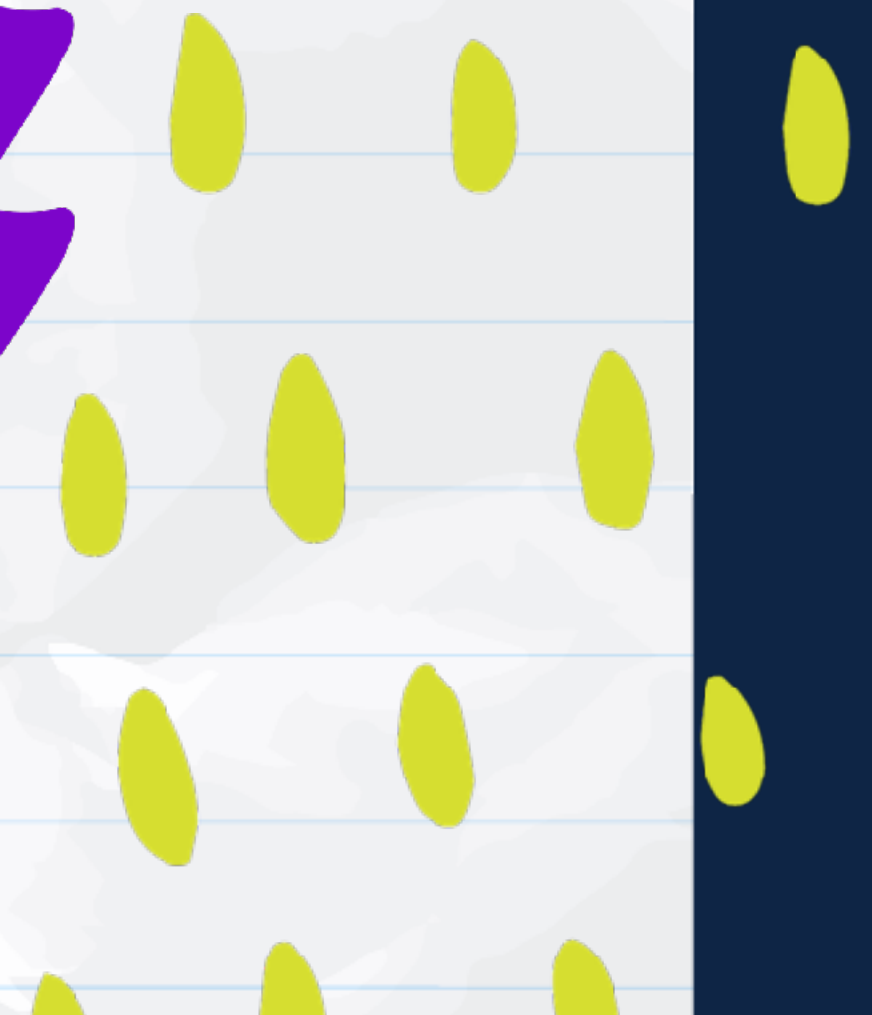
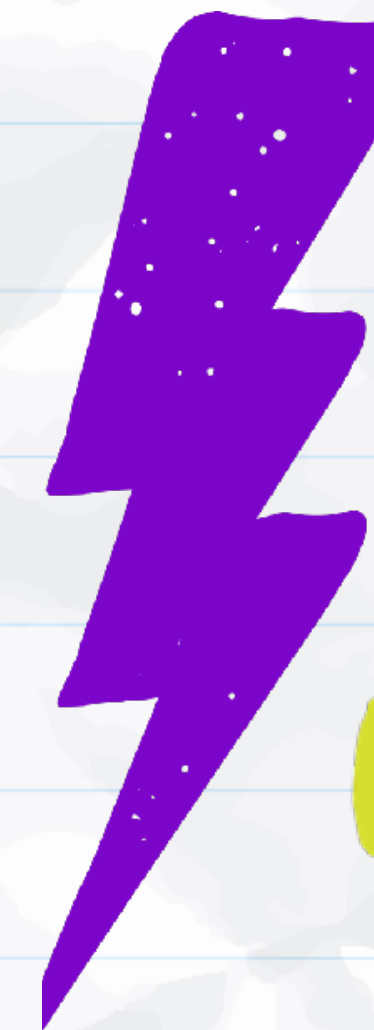






Let's stop seeing it as
**'challenging
behaviour'**
and see it as
young people
**'being emotionally
overwhelmed'**

The impact of Written Stories



Sam's 3 Years of Care



- ➡ **Supervised contact with mum**
- ➡ No contact with stepdad
- ➡ **Dad not around**
- ➡ Moved out of area
- ➡ **Has older friends**
- ➡ 8 placements
- ➡ **Struggling at school**
- ➡ Known to police
- ➡ **Currently in residential care**
- ➡ Entering specialist foster care

Statutory information

Is at high risk of absconding

Persistent young offender with offences including burglary and affray

Known to deal and has been caught with drugs at school

Has stolen previous foster carers car in the night

Low attendance at school and is disengaged with other pupils

Has issues with attachment

He isolates himself in his room, we are seeking psychological assessments as we think the links to early childhood trauma

Disruptive behaviour when he is confronted with authority and his 'outbursts' are hard to control

Struggles to follow simple house rules when living in a foster placement

Hard to build a rapport as he can be guarded and 'closed'





**This is a
passport or a
barrier for a
young person**



Moral obligation

Sam was late home and his foster carers reported him missing

Sam took his playstation from his dads house when he at work, his dad found him and attacked him in the street

Sam tried cannabis with his friends at school

Sam felt frightened and alone about being in foster care and took his foster carers car to see his mum, he was shaken and deeply regrets his actions

Sam has been to 11 primary schools and and feels like he's always losing friends

Sam parents rejected him from a young age and he has found it hard to find a foster family

Sam hides away because everyone keeps reminding him his step dad beat him

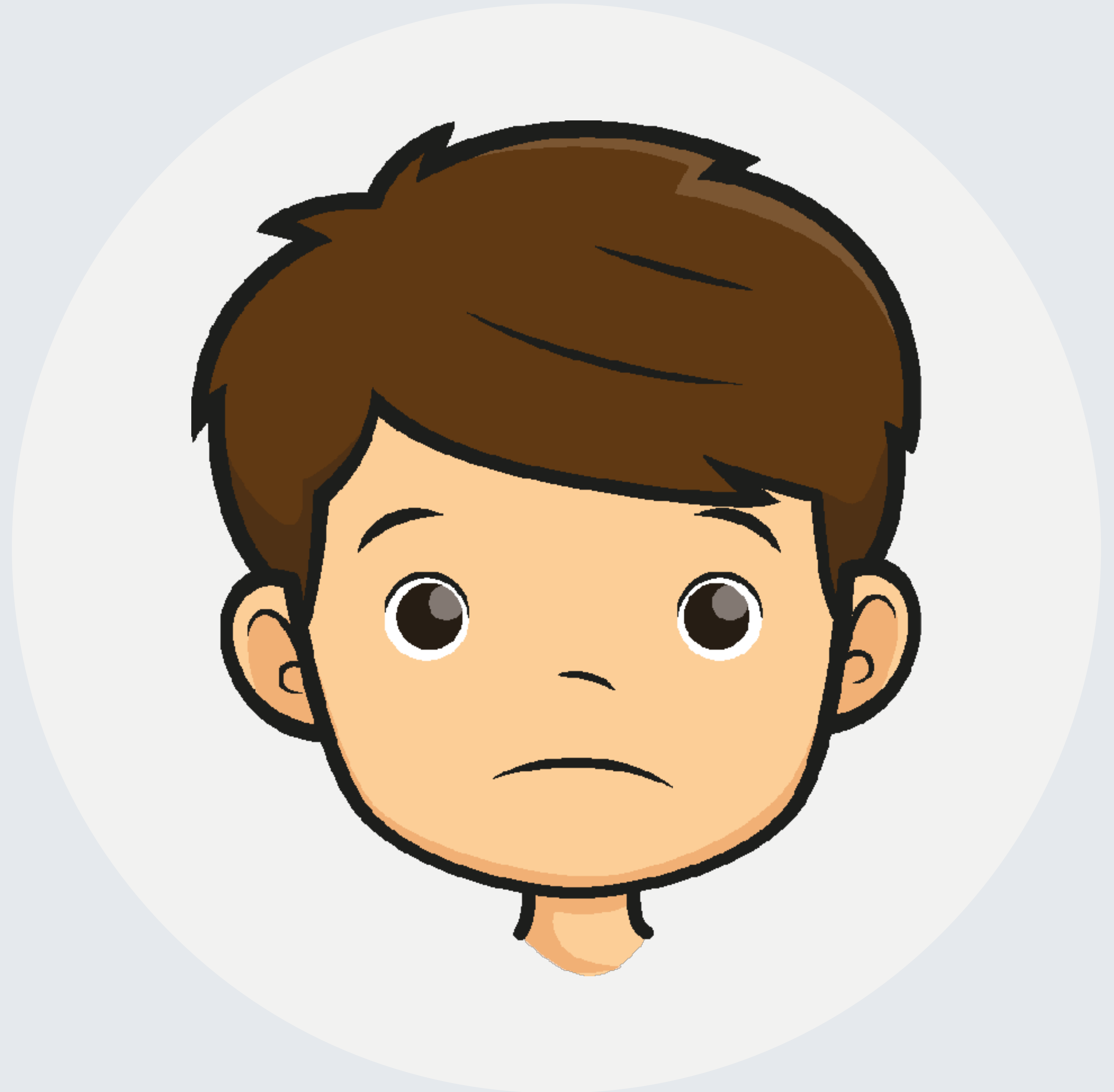
Sam is always told where to live without being given a choice, it upsets him that he has to move from a settled foster family

Sam has lived with so many families, he no longer knows what's right or wrong

Sam doesn't feel like anyone will ever love him

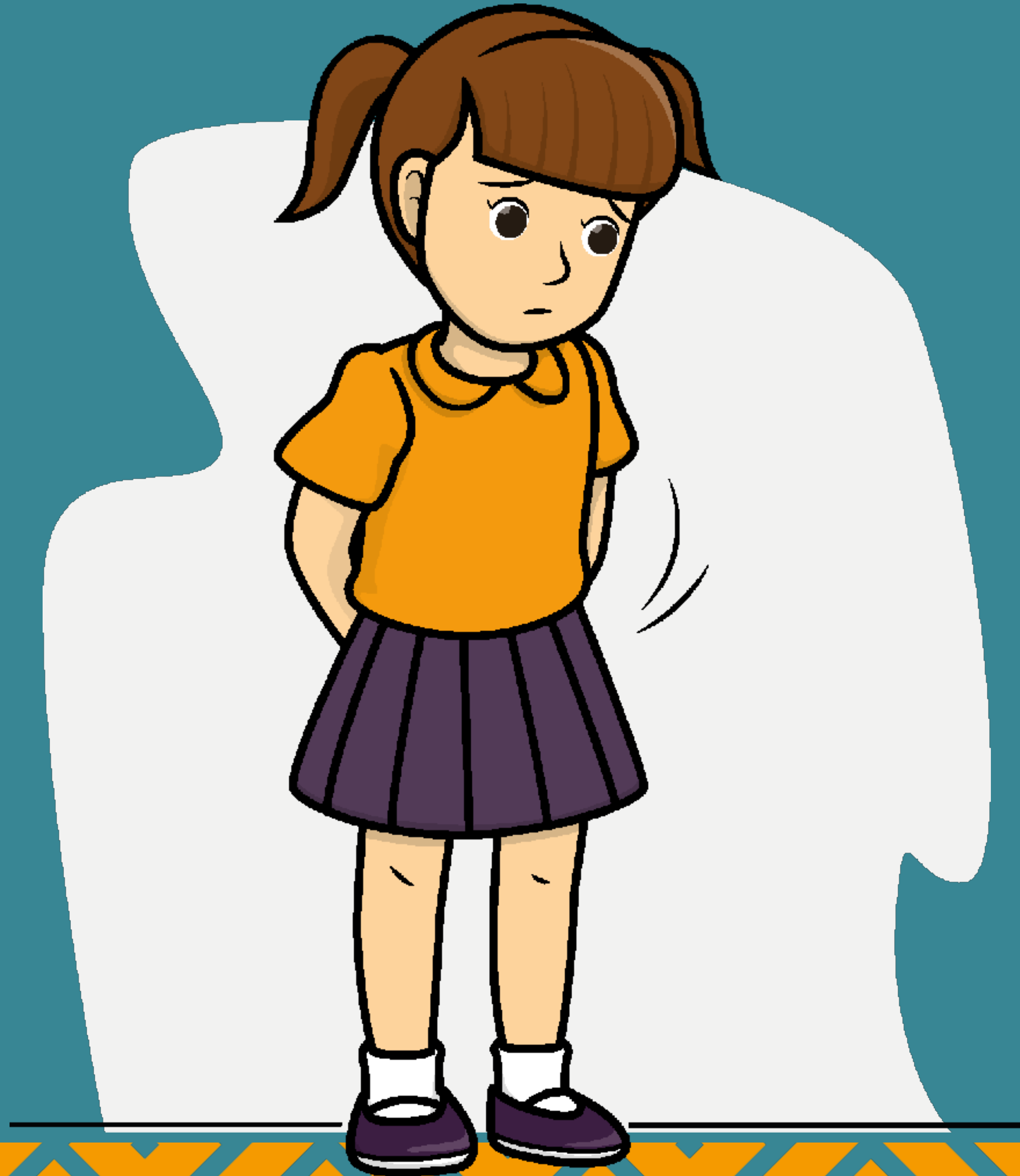


Give Sam
a
Chance



Sam
15 years old





Sam rewinds

Sam doesn't record...

**We all go on a
'Second
Journey'**









**What you say today,
will echo into the future.**

3

Sam Remembers Three Things



1.

People recognised how
he was feeling when he
didn't



Recognise and Redefine ...opportunities to rephrase

➔ I hate moving foster placement

➔ I have had such a bad experience

➔ I hate them for what they have done



➔ In the future you will be exceptional at... changing jobs/starting something new.

➔ You know, the experiences you have had will make you a strong adult

➔ I believe in forgiving people, not because they deserve forgiveness, but because we deserve inner peace



➔ I recognise that is hard for you, it will be ok

➔ I recognise that is painful, this will pass

➔ I know you experienced something you didn't deserve



2.

People told Sam that things
would be ok



Waaah



It's ok Sam,
I've got you



3.

People cared about him when
he didn't care about himself



Compassion

As a replacement of
authority





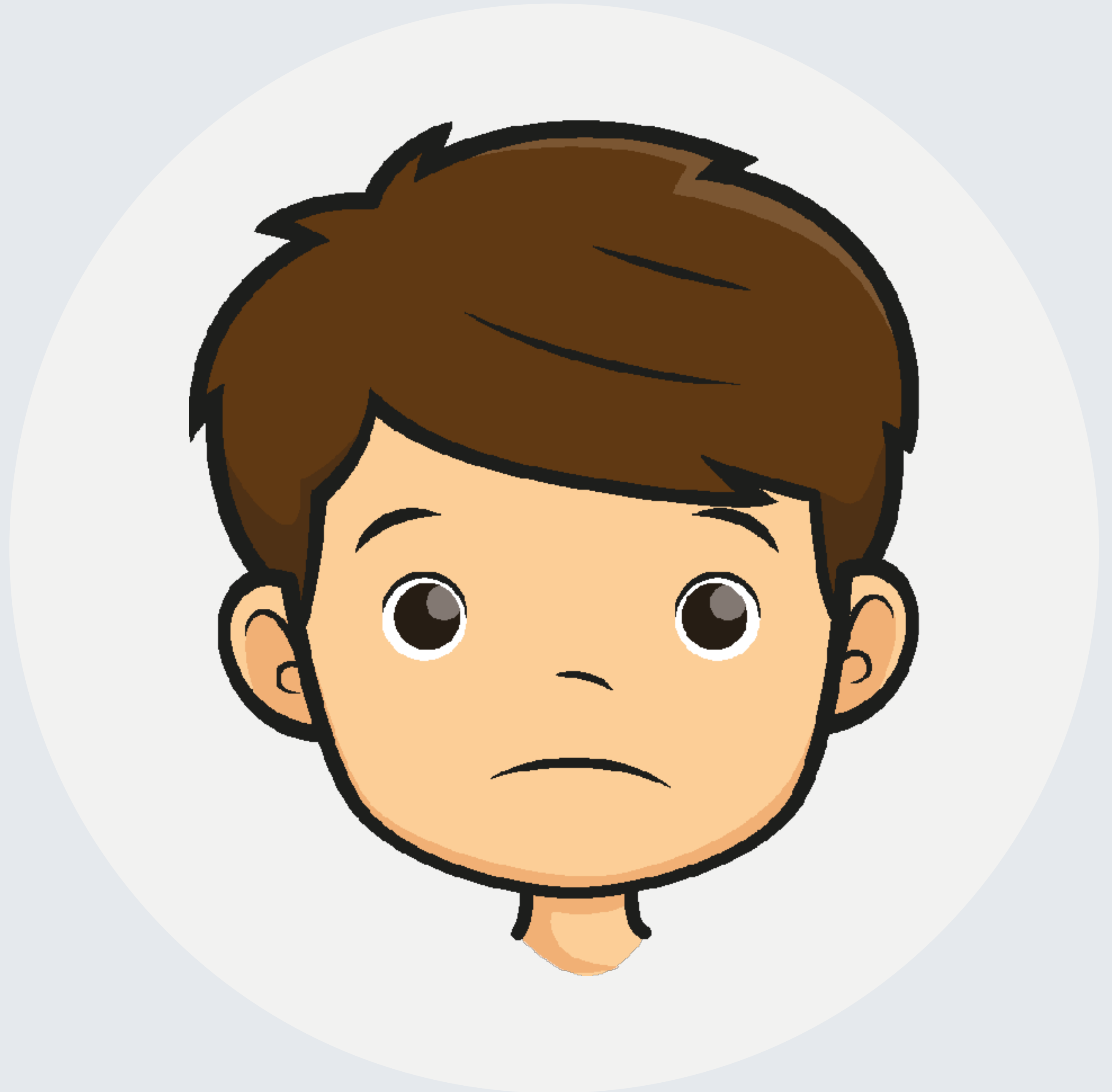
How can you help Sam?



Let's stop seeing
Sam as having
**'challenging
behaviour'** and
start seeing it as
**'being emotionally
overwhelmed'**



Give Sam
a
Chance





Become
attachment aware
and
trauma informed





Our Message to Young People



H

O

Saying
something that
a young person
will

'listen to'

now, but

'hear'

in the future.

P

E

Thanks for Listening.

@TheCareLeaders



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