2019-20

Supporting Previously Looked After Children in School

RESOURCES

DIRECTORY

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Northumberland
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Introduction

We would like to welcome you to our first working document that has been developed with a view to sharing with our Designated Teachers (DTs) in all Northumberland schools. The purpose of the document is to share ideas and resources which may be helpful across all key stages in meeting the needs of all children who have, at some stage in their life, had contact with the care system. The resources in this document are suitable for both looked after children (LAC) and previously looked after children (PLAC). Our aim in developing this directory was to give all of our DTs a place to start when thinking about useful reading materials and selecting resources when faced with the different challenges presented by this group of children and young people. We would love to hear from you if you have any useful or new resources that we could add to the directory.

Carol and Louise

Virtual School Educational Psychologists

Recommended Reading

Government publications

[Children's Attachment: Attachment in children and young people who are adopted from care, in care or who are at high risk of going into care](#) (NICE Guidelines, November 2015)
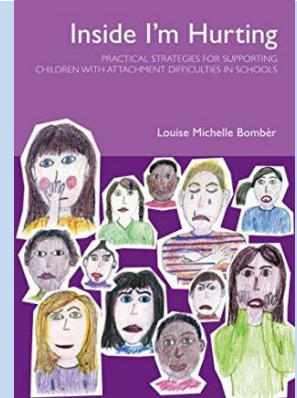
[Promoting the education of looked after children and previously looked after children](#), statutory guidance for local authorities (DfE, February 2018)

[The Designated Teacher for looked after and previously looked after children](#), statutory guidance on their roles and responsibilities (DfE, February 2018)
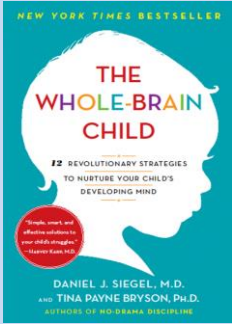
[Mental health and behaviour in schools](#) (DfE, November 2018)

Recommended Texts

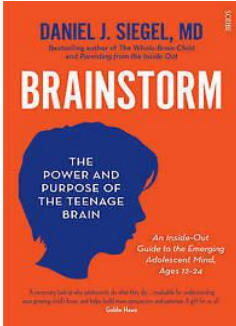|		
	Sarah Naish	**Betsy de Thierry** *NB Any life story work should be undertaken by an appropriately trained professional. This is a useful reference book for families.*
	Karen Triesman	**Nichola Morgan** *(first chapter/intro is available free online)*
	Karen Triesman	**Joy Rees**
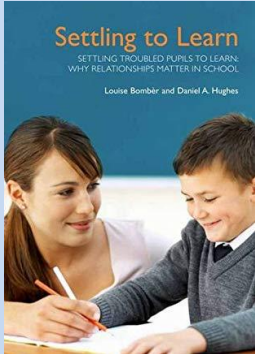
Inside I'm Hurting	**Louise Bomber**	The Whole-Brain Child	**Dan Siegal and Tina Payne Bryson**
What about me?	**Louise Bomber**	Brainstorm	**Dan Siegal and Tina Payne Bryson**
Settling to Learn	**Louise Bomber and Dan Hughes**	How to Talk so Kids Will Listen & Listen so Kids Will Talk	**Adele Faber and Elaine Mazlish**
Becoming an Adoption-Friendly School	**Dr. Emma Gore Langton and Katherine Boy**	Brief Coaching with Children and Young People	**Harvey Ratner & Denise Yusuf**
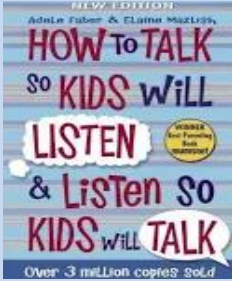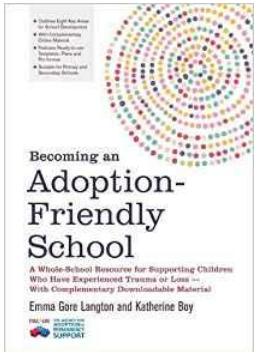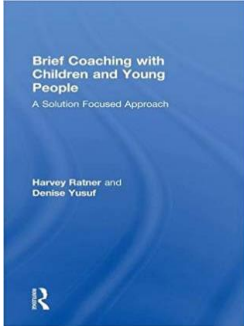
Books for Children
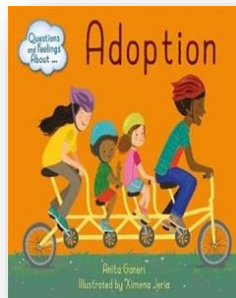
Anita Ganeri

Dawn Huebner

Jane Evans

Molly Potter

Online Resources

The Adoptables Wide range of resources from an established charitable organisation including a free KS2/3 toolkit download. You have to register to say how/why the toolkit will be used. https://www.coramlifeeducation.org.uk/adoptables/
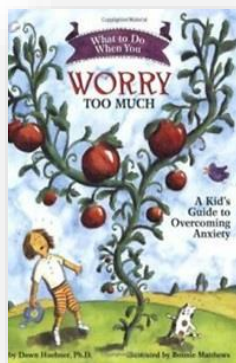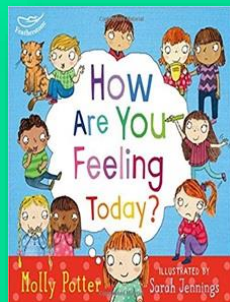
PAC – UK Therapy, advice, support, counselling and training for all those affected by adoption and permanency. https://www.pac-uk.org/

PALAC PALAC is a Knowledge Exchange (KE) programme that seeks to support practice in schools to improve outcomes for students in care. It originated as a result of the dearth of evidence available to support schools in developing practice for this group of children and young people. https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/promoting-achievement-looked-after-children-palac

Adoption UK Charity/Let's Learn Together - England Very accessible booklet giving an overview of the challenges children in care/adopted may have had and how and why this informs their behaviour. Comprehensive range of examples and strategies provided. A hard copy can be purchased for £3.95 or a free download can be obtained at https://www.adoptionuk.org/lets-learn-together-england

Child Trauma Academy American not for profit organisation with Bruce Perry links/access to information solely for educational purposes but it cannot be distributed. https://childtrauma.org/about-childtrauma-academy/

Beacon House Provides excellent resources relating to trauma informed approaches. https://beaconhouse.org.uk/useful-resources/

The Centre for Child Mental Health (CCMH) The Centre for Child Mental Health aims to support both child professionals and parents with the latest evidence based tools, techniques, brain science and psychological research on how to enable children and teenagers to thrive. https://www.childmentalhealthcentre.org/

National Association of Therapeutic Parents (NATP) Provides support, education and resources for Therapeutic Parents and supporting professionals relating to therapeutic parenting, effective interventions, compassion fatigue and the effects of early life trauma. https://www.naotp.com/who-we-are

BraveHeart Education Educates and supports those living with or working with vulnerable children – whether they are looked after, adopted or in challenging home environments. https://www.bravehearteducation.co.uk/

TouchBase Attachment Aware and Trauma Informed (AATI) interventions for children, families and schools. A new site from Louise Michelle Bombèr and her TouchBase™ team. All work is underpinned by the theories of child development, attachment, intersubjectivity and neuroscience. https://touchbase.org.uk/

Other on-line resources

Well being stories https://www.wellbeingstories.com/
Parenting post trauma http://www.parentingposttrauma.co.uk/
Puffer fish http://homeasoftplacetofall.blogspot.com/2016/04/dear-school-note-about-my-puffer-fish.html?m=1**Call Scotland** http://www.callscotland.org.uk/downloads/posters-andleaflets/
Common Sense Media https://www.commonsensemedia.org/

CBT tools based anxiety management (for teens)

Pacifica for Stress & Anxiety by Pacifica Labs Inc.
https://itunes.apple.com/sg/app/pacifica-for-stress-anxiety/id922968861?mt=8
MindShift by Anxiety Disorders Association of British Columbia
https://itunes.apple.com/sg/app/mindshift/id634684825?mt=8
Self-help for Anxiety Management by University of the West of England
https://itunes.apple.com/sg/app/self-help-for-anxiety-management/id666767947?mt=8

Mindfulness

Smiling Mind by Smiling Mind
https://itunes.apple.com/sg/app/smiling-mind/id560442518?mt=8
Stop, Breathe & Think Kids by Stop, Breathe & Think
https://itunes.apple.com/sg/app/stop-breathe-think-kids/id1215758068?mt=8
Get Calm by Child Mind Institute, Inc.
https://itunes.apple.com/sg/app/get-calm/id1266734651?mt=8

Emotional Literacy

The Bears by Anglicare Victoria
https://itunes.apple.com/sg/app/the-bears/id932704774?mt=8
The Zones of Regulation : Complete Bundle by Selosoft, Inc.
https://itunes.apple.com/sg/app-bundle/the-zones-of-regulation-complete-bundle/id1073839090?mt=8

Activities for School

Here are some suggested activities and approaches that you may find useful. If you need further advice please do get in touch.

Lego Therapy

A social development programme where children's interests are used to promote social communication and skills including:
- Collaborative work
- Division of labour
- Sharing
- Turn taking
- Cued eye contact and gaze following
- Verbal and non-verbal communication
- Practice at social support
- Social problem solving
- Conflict resolution

Group members are prompted to notice and comment on pro-social actions and helpfulness shown by others. This leads to feelings of affiliation, acceptance and group identification.

Restorative Approaches

Offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.
- Behaviour-management strategies which focus on:
- Viewing wrong doing as a violation against people and relationships rather than rules / institutions
- Encouraging ethical behaviour through the development of empathy and values rather than through fear of consequences
- Viewing challenging behaviour as a relational phenomenon
- Preventing harm through developing social and emotional competence
- Repairing harm when it does occur
- Learning from mistakes

Zones of Regulation

Help children to respond appropriately to adult direction and manage their emotional responses especially if they do not want to engage with the task or activity. This approach is used to teach self-regulation by categorising all the different ways we feel and states of alertness that a young person may experience into four concrete coloured zones. This framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions.
The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions.
The Green Zone is used to describe a calm state of alertness.
The Blue Zone is used to describe low states of alertness and down feelings .

Now and Then/Timelines

Visual approaches to help a child understand the sequence of the school day and to help minimise anxiety.

The Incredible 5 Point Scale

The 5 Point Scale can help children learn how to identify and manage their own behaviours and emotions. The graphic 5 point numerical scale helps the child to identify what each rating may look like, feel like, and possible solutions to manage their behaviours and emotions. Can be used to address many different issues:
- Social issues
- Emotional issues
- Voice volume
- Meeting and greeting others
- Anxiety
- Stress management
- Repetitive behaviours

Circle of Friends

Is an approach to enhancing the inclusion of any young person (known as 'the focus child'), who is experiencing difficulties in school. The Circle of Friends approach works by developing a support network around individuals in the school community who are experiencing social difficulties. Volunteers from the peer group meet regularly with the target pupil and facilitating adult to reflect on the child's presentation to support the relationships that are being built around him/her. The group also problem solves with the target pupil in order to address any social difficulties that he/she may be experiencing in school.

Calm Box Activities

Research suggests that concrete, mechanical and rhythmic activities which engage brain function can be soothing and help children to calm and regulate their emotions. Examples of calm box activities are**:**
- Colouring and drawing
- Model making with Lego
- Sorting and posting activities
- Threading activities
- Puzzles e.g. dot-to-dot, word searches and crosswords, spot the difference sheets
- Counting activities
- Where's Wally or Puzzle Planet books where you have to spot specific things in a picture
- Listening to stories on headphones
- Letter and number formation sheets

The Big Red Bus

Is a set of easy to use materials designed to identify a group of adults within a school who have special significance to a child in difficulty and who are willing to work together over a short period to offer some additional support to that child.

Emotion Fans

A set of images and corresponding words depicting the main human emotions. Great for use to promote discussion during class activities.

The Bear Cards®

Are a set of feeling cards featuring 48 bear characters using both facial expression and body language to show a wide range of emotions, without words. The Bear Cards help children to recognise, identify and talk about feelings.

Early Emotional Literacy Interventions

Roots of Empathy, Zippy's Friends and FUN Friends (Key Stage One)
Box full of feelings.
Promoting Alternative Thinking Strategies (PAThS)

Psychological Approaches

These are different approaches that you might see referenced in reports or meetings. These approaches generally require specialist training.

Playfulness, Acceptance, Curiosity and Empathy (PACE)
Dyadic Developmental Psychotherapy Attachment Focused Family Therapy
Emotion Coaching
Power Threat Meaning Frameworks
The THRIVE approach®
Theraplay®
Video Interactive Guidance (VIG)
The 5 P's
Pillars of Parenting (used in Northumberland Children's Homes)

Growth Mindset

Training by Educational Psychologists

We are developing some training packages for the future. The aim of all of these are to enhance teacher understanding of the child in context. These include:

- Attachment and Developmental Trauma
- Empathic Approaches to Communicating with Children and Supporting their Presentation at School and Home
- Loss and Bereavement