

# Supporting Glasgow's Care Experienced Young People

## The role of Educators in building identity and resilience in Care Experienced Young People.

**Identity:** A person's **Personal Identity** refers to self-categories which define the individual as a unique person in terms of their individual differences from others; their qualities, looks and/or expressions, beliefs, personality, sexuality, nationality, age, religion etc. that make them who they are. **Social Identity** is derived from a person's association with certain groups. These groups can help define a person and can enrich their life by providing a sense of connectedness to others, a purpose and sense of belonging (Haslam et al. 2009).

As children and young people grow and develop, their sense of identity (who they are, where they belong and how society views them) is shaped by a multitude of variables, including their life experiences, and keeps on changing (Younge, 2010)

To be resilient in life and learning, **all** young people benefit from strengths in six domains of life (having a secure base; friendships; education; talents and interests; positive values; and social competencies), with interactions between the different domains having equal importance to the domains themselves (Daniel & Wassell, 2002). Education and school have a vital role in developing a young person's sense of identity, securing the present and enabling for growth in the future (Rose, 2017)

### What does this look like in practice in schools?

- ◇ Attachment aware schools –team approach (Louise Bomber, 2015)
- ◇ Nurture daily wall—celebrate success and competencies
- ◇ Use the **Memory Moments** to record good news stories/key events YP would want to know about in the future (**page 3 of this leaflet**)
- ◇ Team/club/group membership - facilitates young person to 'fit in' with a group
- ◇ Roles of responsibility –committees, class rep etc.
- ◇ Storing copies of photos/reports/certificates for future requests if care placement moves on
- ◇ BRITS - building resilience (<https://www.boingboing.org.uk/resilience/resources-getting-hold-stuff/>)
- ◇ Circle of friends (<https://blogs.glowscotland.org.uk/fa/public/epspractitioners/uploads/sites/2864/2018/03/Circle-of-friends-Training-Pack-2.pdf>)
- ◇ GMWP (*Glasgow Motivation and Wellbeing Profile* - speak to Glasgow Psychological Service for access to this resource)
- ◇ Nurturing Me questionnaires (<https://apps.apple.com/gb/app/nurturing-me/id988369996> or ask GPS)

# My World Needs:

## What Care Experienced Young People Need from Educators in School

Name:

School/nursery:

Date:

**Blue Section (Left):**

- Adults in school make me feel safe
- I have structure and boundaries at school/home
- I have trusting relationships
- Adults help keep my daily routines the same
- I am given clear expectations in school

**Blue Section (Top):**

- I have people to help me when I make mistakes
- I have support and opportunities to build friendships
- I am encouraged to do well

**Purple Section (Right):**

- Other people tell me what I am good at
- I like to try new activities
- There are some things I can do really well
- I have talents/hobbies
- I can help others
- I am a good team member (at home/in school)
- I can make safe and healthy choices

**Green Section (Bottom):**

- I feel good about myself
- I have a role of responsibility
- I am a good friend
- I have control over decisions about my life
- I am able to express my views
- I am listened to
- I get the chance to try important things
- I am respected

**Triangle Sides:**

- Left side: I have a secure base
- Right side: I can achieve and make good decisions
- Bottom bar: am respected and valued

**Central Illustration:** Four children (two boys and two girls) standing together.

**School staff:** Please use this page to gather the views of your Young Person who is Care Experienced, to help plan for and support them in school, and to contribute to reviews with Glasgow City Council representatives, i.e. Social Workers and/or Educational Psychologists. Highlight/circle the stars where the Young Person agrees, and add any notes from the conversation to the page.

See <http://triangle.plexusmedia.co.uk/> for an Interactive My World Triangle by NHC Online, should you prefer to use a resource which the YP can customise to their requirements. Bring this information to meetings instead please.



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# Memory Moment

Capture good news stories or key events a young person would want to know in the future. Try to include some examples of work or photographic evidence, as your establishment may be asked for such information one day to help build the story of their identity. Please aim to complete a few a term. This is separate to your usual school praise and display; it is to be done *for* the young person and stored in their school file.

**Child's name and age:**

**School and class:**

**Description of memory moment:**

If a Care Experienced young person is moving on from your establishment, please endeavour to pass these Memory Moments to their Social Worker, to ensure that this information exists to help tell their story when the time is right. Electronic copies are preferable.

# Class activities to help build a sense of identity

## Apple trees

Create a class tree. Write all the things which help us to grow and build us up on the apples and green leaves. Include skills and knowledge, and who helps us. Write things which pull us down and can cause harm on brown leaves which have fallen off the tree.

## Shields

Design a Knight's shield that's personal to you.

Include designs of all the things you like: colours, sports, music, food, people, activities, books, animals etc. Display in the classroom.

## T-shirts

Design a t-shirt (paper template) of who you would like to be when you are older. Think about things you enjoy now and would like to do more of in the future, or skills/knowledge you would like to have gained. String them up on a washing line in class.

## Nurture Wall

This is a class display to celebrate success. Every child receives positive comments on at least a weekly basis to contribute to the wall of success and achievement. This helps to create a sense of belonging to the class group, and of fulfilment.

### References:

Bomber, L. (2015). *The Attachment Aware School Series: Bridging the Gap for Troubled Pupils*; Worth Publishing.

Daniel, B. & Wassell, S. (2002). *The School Years: Assessing and Promoting Resilience in Vulnerable Children 2*; Jessica Kingsley Publishers.

Haslam, S. A., Jetten, J., Postmes, T., & Haslam, C. (2009). *Social Identity, Health and Well-Being: An Emerging Agenda for Applied Psychology*. *Applied Psychology*, 58(1), 1-23.

Rose, R. (2017). *Innovative Therapeutic Life Story Work: Developing Trauma Informed Practice for Working with Children, Adolescents and Young People*; Jessica Kingsley Publishers.

Younge, G. (2010). *Who Are We and Should it Matter in the 21st Century?*; Viking.

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