



# Welcome to The Care Leaders

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# Your Facilitator

## Luke Rodgers BEM

➔ Former Fellow and Visiting Lecturer,  
Saïd Business School, **University of Oxford**

➔ Storyteller and social **entrepreneur**

➔ **11 years** working in **children's services**  
specialising in transformation.

➔ **Care** experienced

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# 2 Common Approaches



**Behaviourists**

**Nurturists\***  
\*Not really a word

**Children need both**



**This is a spectrum**





**I think we have  
1 approach missing**



**The Moralists**



# The Moralists



**3 vaules**

- 1. Be a safe adult**
- 2. Have practical tools**
- 3. Know your young people**





# The Moralist

## 1. Safe Adult

What words do we  
use to **describe**  
children with a  
social worker?  
(Write this down)



# We inherit words...

Some where in our  
unconscious we store  
these **words.**

**Challenging  
High Risk  
Vulnerable  
LAC & CIN  
Damaged**

They are going to display  
**challenging behaviour in  
school.**

**Challenging**  
**High Risk**  
**Vulnerable**  
**LAC & CIN**  
**Damaged**



They are **dangerous** to be  
around.

Challenging  
**High Risk**  
Vulnerable  
LAC & CIN  
Damaged

They can not **look after**  
**themselves.**

Challenging  
High Risk  
**Vulnerable**  
LAC & CIN  
Damaged



They are **lacking** and  
**sinful.**

Challenging  
High Risk  
Vulnerable  
**LAC & CIN**  
Damaged

They are **broken**.

Challenging  
High Risk  
Vulnerable  
LAC & CIN  
**Damaged**

They are **broken**.  
They are **unfixable**.

The bigger  
problem is that  
we then  
unconsciously  
create an  
**expectation**.



They are **broken**.  
They are **unfixable**.  
I can't **help**.

The  
expectation  
then influences  
**our actions.**



We actually tell ourselves that we  
**can't help.**

I don't have the **skills.**

I've not had appropriate **training.**

I don't know what it's like to have  
**their difficulties.**

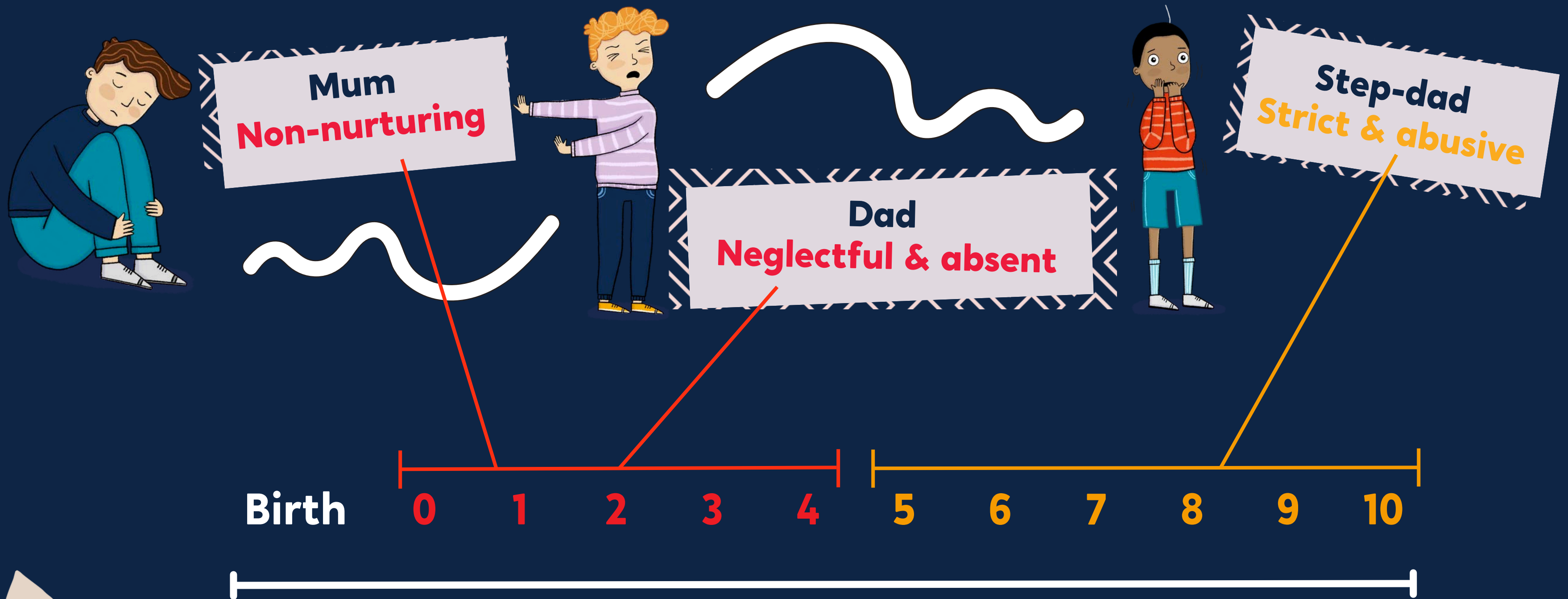
I **can't help.**

I'm anxious ill get something **wrong.**



# Sam's Parenting

# Sam's Experience



# A quick insight into child development theory

## 0-4 Years Old

Relationships with parents  
Initial attachment style  
Want attention of parents  
Developing trust  
Roles of Mum & Dad

## 5-10 Years Old

Developing logic  
Copying adults  
Male & female roles  
Learning 'good and bad'  
Relationships with peers





# How does this impact Sam?

## 0-4 Years Old

Relationships with parents  
Initial attachment style  
Want attention of parents  
Developing trust  
Roles of Mum & Dad

My parent's don't  
love me, they are  
always fighting  
and when I cry no-  
one comforts me

# How does this impact Sam?

## 0-4 Years Old

Relationships with parents  
Initial attachment style  
Want attention of parents  
Developing Trust  
Roles of Mum & Dad

I can't trust my  
parents, they  
don't keep me  
safe

# How does this impact Sam?

## 0-4 Years Old

Relationships with parents  
Initial attachment style  
Want attention of parents  
Developing Trust  
Roles of Mum & Dad

My Dad hit's my  
Mum and my  
Mum doesn't seem  
to care about me

# How does this impact Sam?

My parents shout  
at each other so  
I'll should shout  
too

## 5-10 Years Old

Developing logic  
Copying adults

Male & female roles  
Learning 'good and bad'  
Relationships with peers

# How does this impact Sam?

Dad and step-dad  
are violent - that's  
what it means to  
be a man

## 5-10 Years Old

Developing logic  
Copying adults  
Male & female roles  
Learning 'good and bad'  
Relationships with peers



# How does this impact Sam?

Shouting and  
hitting are good,  
its what my  
parents do

## 5-10 Years Old

Developing logic  
Copying adults  
Male & female roles  
Learning 'good and bad'  
Relationships with peers

# How does this impact Sam?

I will have  
relationships like  
what I have with  
my parents

## 5-10 Years Old

Developing logic  
Copying adults  
Male & female roles  
Learning 'good and bad'  
Relationships with peers

# How does this impact Sam?



**The brain has  
2 principles**

---

**Pattern Seeking  
&  
Survival Oriented**

---

'connections on the outside build  
connections on the inside'

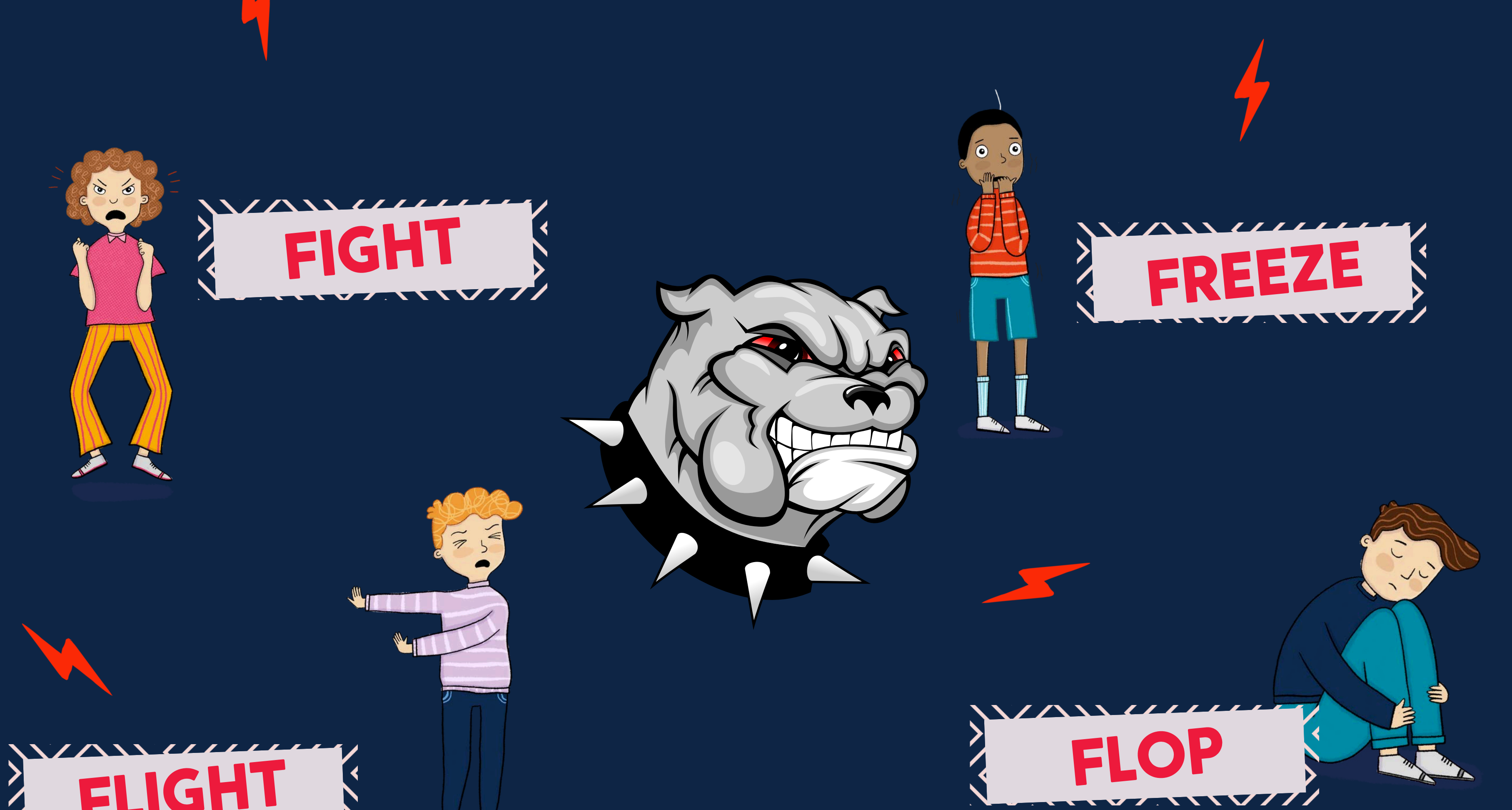
**Dr. Becky Bailey**





Lot's of things can **scare** us

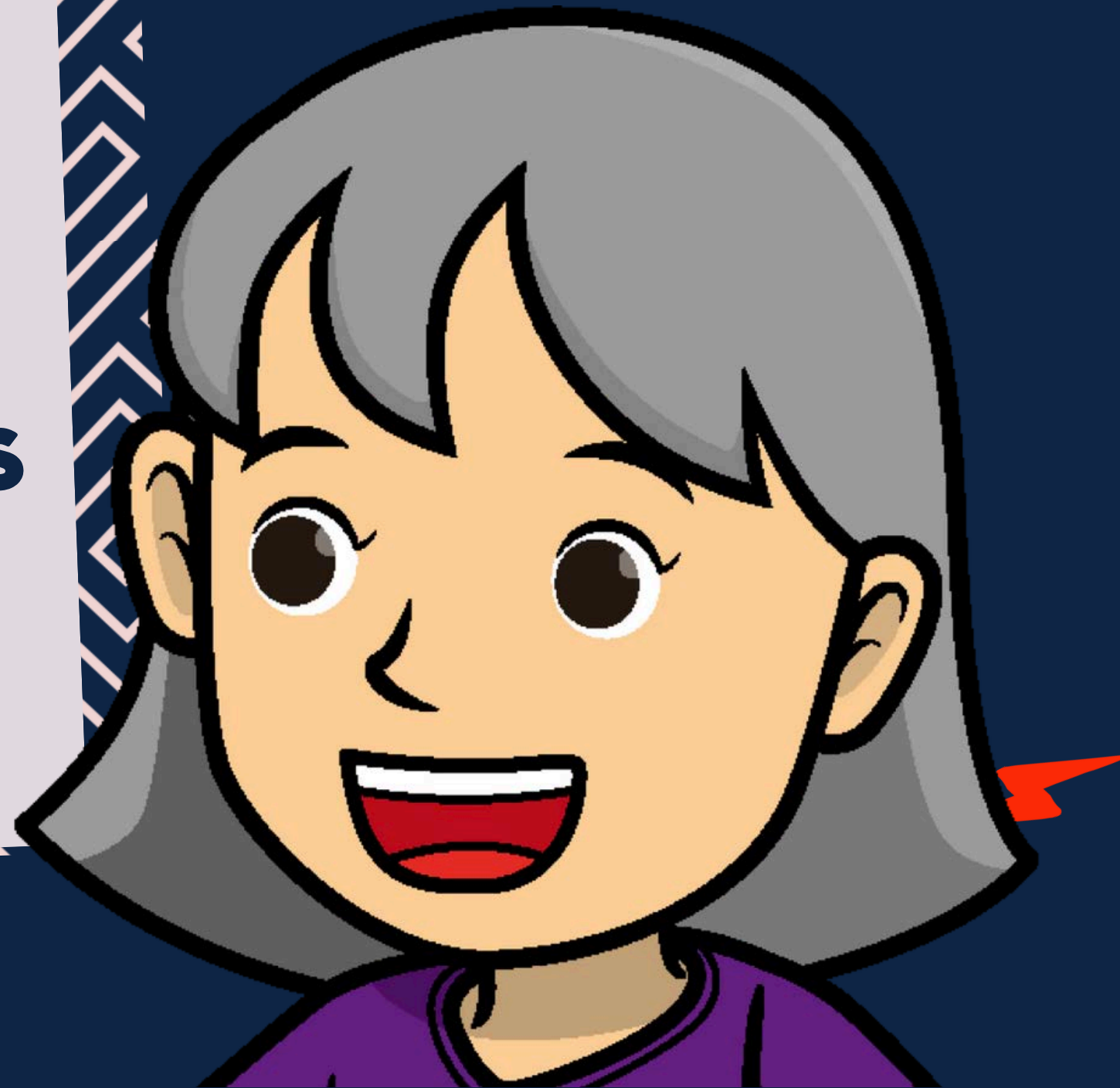




**For Sam  
this might  
not be a  
snarling  
dog**



**It might be  
relationships**





**Because**  
relationships  
in the past  
**have been**  
threatening



**Brain**  
**Principle 1**  
**Pattern**  
**Seeking**



## **Adult**

**Logic**

**Call a friend**

**Communicate  
boundaries**

**Sit with the  
emotion**




## **Children**

**Emotive**


**Panic**

**Push people  
away**

**Become  
triggered**



## **Brain Principle 2 Survival Orientated**





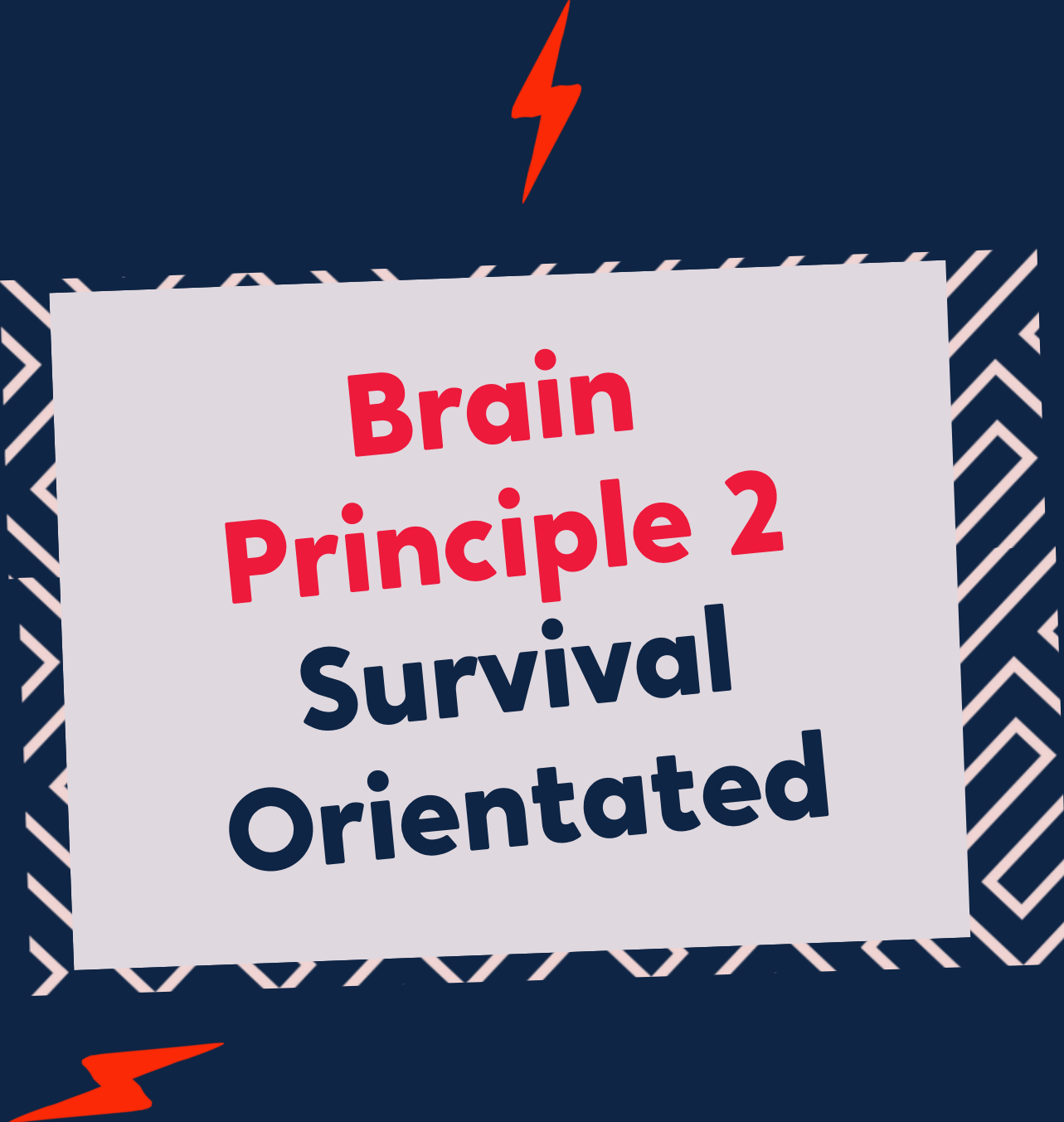
**FLAUNT**

**FREEZE**

**FLIGHT**

**FIGHT**

**FLOP**



**Brain  
Principle 2  
Survival  
Orientated**





**Sam  
needs to feel  
safe**

Sam is taken into care

Their  
new family  
looks like this





**Social  
worker**

Sees the Sam  
the least

This is like a  
**grandparent**

**School**

Sees Sam  
a lot

This a family  
**friend**

**Foster  
Carer**

Sees Sam  
everyday

This a  
**parent**







**Everyone  
write's about  
Sam.**

**A Profile\***  
**This is a  
statutory  
document.**

**\*It can go by different  
names.**



# Sam's Profile.

**16 years old**

**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.**

**Isolates themselves in their room, we are seeking psychological assessments as we think the links to early childhood trauma.**

**Disruptive behaviour when confronted with authority and their 'outbursts' are hard to control.**

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

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





I've got to think about **all the other**  
**children in my school.**

This is a **safeguarding** concern.

Maybe a '**special placement**' would  
be better.

I can't **help.**

It's too **high risk.**

It wouldn't be the right place for **Sam.**



# 5 Unconscious Bias

in Sams Context

1. Age bias
2. Gender bias
3. Ancor bias
4. Horns effect
5. Confirmation bias





**This  
will feel  
challenging**



**There is  
no such thing as  
Challenging Behaviour**



## **The Moralist**

# **2. Pratical Tools**



# Tool 1

## Challenging stigma

To prevent young people from experiencing judgment.

# 1. **Challenge** Young People

When they tell you that they don't want people to know they have a social worker.

# Use these five steps:

1. Tell them they will not be judged\*

\*and if they feel they are, they come to you

2. Explore both scenarios\*

\*talk about both scenarios and what it looks like if teachers do or do not know

3. Involve them in decision making\*

\*make an agreement what to say to teachers in both scenarios

4. Don't take their first answer\*

\*ask them to go away for a couple of days to think about it first

5. Tell them you want to have their back





# Tool 2

**Being a safe adult**

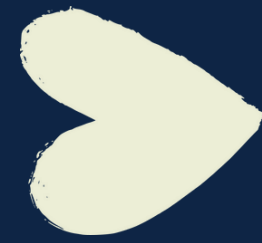
To help young people learn how to trust.



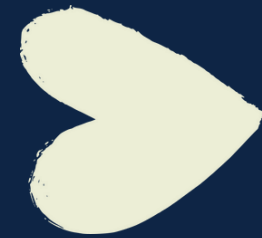


Here's a simple tool  
to help communicate  
you are safe





# Recognise



# Reassure



# Redefine

(when young people are showing signs they are not feeling safe)

# Recognise

(what young people are saying)



# Reassure

(communicate safety)



# Redefine

(redefine the narrative)





# Tool 3

**Holding young people accountable**

To give them ownership to change their behaviour.

# Separating Reason and Behaviour 4 Stages

Adapted from 'Emotion Coaching'

1

## Recognise Reason

Emotion or Reason

2

## Offer Support

Personally or Seek it

3

## Highlight Behaviour

Separating from Reason

4

## Give Ownership

Create Accountability



# Avoid 3 things

1. **Personalising** the system
2. **Excusing** behaviour
3. **Worrying** you will get something wrong



## **The Moralist**

# **3. Know your Young People**



# Sam's Profile.

**Is at high risk of absconding.**

**Persistent young offender with offences including burglary and affray.**

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**Disruptive behaviour when confronted with authority and their 'outbursts' are hard to control.**

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

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# Sam's Story.

**Was late home.**

**Took property that belonged to them from their parents house without asking, Sam was attacked for it.**

**Smoked some weed with their friends at school.**

**Sam was frightened and lonely, they drove to see their mum - this happened once.**

**Sam is always moved school, they just want friends.**

**Sam struggles to feel safe with people.**

**Sam's family were really abusive, when Sam is reminded of that they go to their room and are often found crying.**

**Sam lived in a house where abuse was normal, they get scared when they hear shouting.**

**Sam has lived in so many places, the rules keep changing and its hard to keep up.**

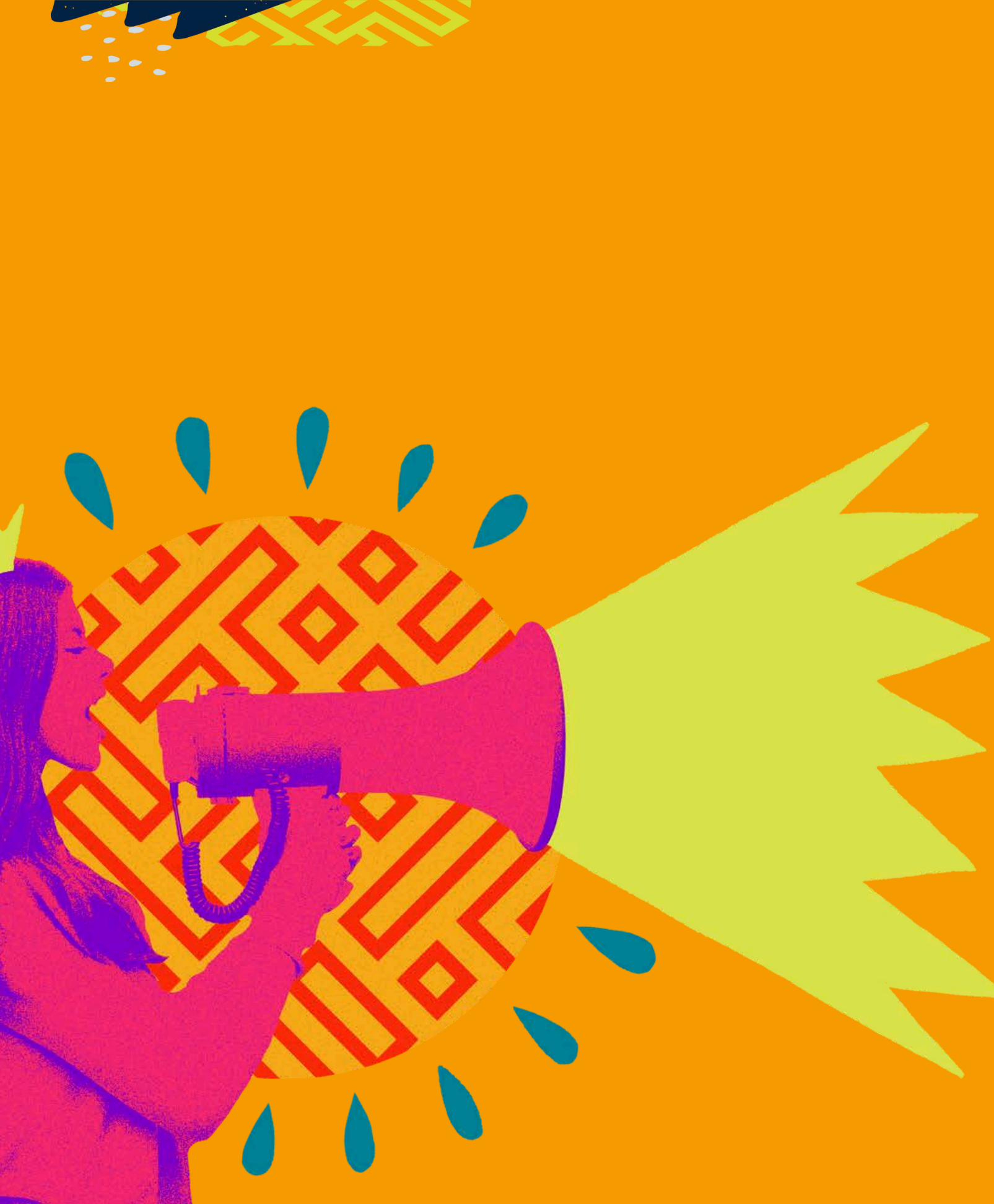
**Sam just wants to be loved.**

This transforms:

'I can't **help.**'

**Intro:**

**'I want to help.'**



# Today's Keynote: **The Moralist.**



# Be a Moralist



**Thank you**  
**for listening**







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