



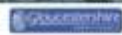
Ambassadors

For vulnerable
children/young people

Language That Cares Glosterarry

Created by Our Ambassadors and
The Participation Team

Gloucestershire County Council





Here in Gloucestershire, we have created our own Glossary of words to use as alternatives to many of those commonly used by Professionals about our young people. This document has been produced by our Ambassadors and offers suggestions to some of the institutionalised words often used to describe our children and young people.

We have consulted widely - with children and young people, Social Workers, Police, Education and Health colleagues.

Whilst these are child friendly alternatives, it is important that you ask the child what words they prefer. We recognise that we are all different and unique, we all have particular trigger words that really impact us - words that i find offensive may be perfectly acceptable to you. That said however, there are many words that children and young people who have had experiences of the care system which are unanimously disliked, found offensive or degrading.

Making relationships with children is so important, it enables you to have those conversations about what words they use or would like to have used when professionals are describing them.

Young people are able to access their records from the age of 13 if they are considered to be Gillick Competent (i.e., 'able to understand the impact of accessing your records'). Quote from <https://www.gloucestershire.gov.uk/council-and-democracy/data-protection/your-information-rights/> (page 11.1)

'I like the alternatives for challenging behaviour, this is because when i was younger i was going through a lot of emotional problems and often that got described as challenging behaviour this had a detrimental affect on me as i felt i could not express my emotions without getting told i was being challenging...Abscond sounds scary/intimidating...i think there's no need to use professional terms, using simpler terms make things more clear and easier to understand...certain words can have a negative effect on self-esteem, self-confidence and self-image.' (Ambassador)

A-C

Abscond:

Difficulty staying there
Not come home/arrived
Leave/left
Prevented from returning
Needs more context (e.g., may not feel safe at home)
Left the house

Asylum seeker:

Person in need of care
Young person seeking asylum
By name and context

Birth/ biological parents:

Child's family
Son/ daughter /child
By name/ by preference (e.g., tummy mummy)

Case:

Child (or their name)
Young person
Actual name in recording- names make it personal.
Liquid logic changes language to reflect 'child'

Challenging behaviour:

Difficulty managing emotions
Needs emotional support
Communicating feelings/ emotions
Difficulty expressing emotions
Distressed feelings
Different thinking method
Difficult thoughts
Displaying behaviours that may indicate they are experiencing problems with their emotions

C-D

Care leaver:

Care experienced adult

Care plan:

Future plans

My plan

Contact:

Time with family/ friends

Family time/ Family meet-up time

Seeing people who are important to them

Going to see

Making plans to see our family

Seeing mum/ dad/ grandma etc.

Contact centre:

Connection Centre

A safe place to meet

The name of the place

Meeting place

Consistent guide:

Constant support

Designated teacher:

Name of the teacher

Support teacher/in school

Link teacher

Learning mentors

Difficult to place:

Needs extra support

Not found the right place yet

Place does not meet the needs of the child.

Cannot find a home good enough for them

Failed by system

D-H

Drop out:

Early school leaver
Child(name) is no longer in school
No longer at school because...

Foster carers:

Person looking after
Foster mum and dad
Their names
Carers
My family
People who care about me
My new family
The family that chose us
Aunty/uncle
Personal to child/young person (ask them)

Full potential:

Maximise opportunities in/of...
Keep achieving
Doing (trying) their best
You will make sure I have every chance to achieve my dreams

Having trouble coping:

Needs support
Finding...difficult...

High aspirations:

Motivated
Personal goals
What they want to achieve
Good choices
Wanting the best for our children
Hopes/wishes

I-L

In care:

Away from home
Being cared for
Another home away from home
Living with different family in a different home

Isolation:

Reflection time

Independent visitor:

Friendly face
Their name

Kids:

Children (young person)
Their name

LAC review:

My meeting or my review meeting
Improving your time in care
[Child's name]'s review

LAC visit:

Check-in
Life review
Home visit
[child's name] visit
Visit to see...
Catch up with...

LAC/ foster child:

Call children by their names

Leaving care:

Moving on or moving up

M-P

Moving placement:

Moving to a new house
Living somewhere else/ somewhere new
Safe place
A new chapter
A fresh start

NEET:

Taking a break from education and employment
Unemployed or not in training or education
Still deciding on plans/ aspirations
Unsure of next steps
Not sure of next steps

Peers:

Friends
People of the same age group
Class
Other children/young people
Friendship group
Who you choose to spend time with?

PEP:

School review
Education meeting
Education plan

Permanence
My home without disruptions

PA:

Advisor
Personal advisor
Guidance giver

P-R

Placement:

(temporary) home- long term
House

Where you live

Where you currently live

Our home or home

My house or the house where I live

Pathway plan:

Future planning for 16+

Leaving care plan

Path to independence

Putting themselves at risk:

The child may have been groomed

The child is at an increased vulnerability of being abused
and/or exploited

Respite:

Break away

Time away

Play day

Visit

Staying with...

A break for children (not carers)

Day out

Home away from home

Stay over... / stay over family

Sleepover

Time off/time off for us/ time off for our carers

Restrained:

Supported to stay safe

Physically supported

Physically held to stay safe

Depends on context

R-S

Reunification:

Going home to your family
Going back to live with family
Going back home
Returning home
Returning to...
Support to go home

Siblings:

Brothers and sisters (or no gender if preferred)
People who are related to me
No half/ steps unless preferred
Names

Sick:

Poorly
Unwell
Ill
Not feeling well

Special needs:

Additional needs / additional support
The needs name, i.e. disabled, learning needs, etc.
Specific needs
Just needs
Extra help/support with...

Social worker:

One to one worker
Someone who understands your family background and
knows what you have been through

S-T

STAT visit/ statutory visit:

Visit from social worker
Check in
Visit
Catch up/pop in
Coming to visit to see how we are doing

Therapy:

Talking through things through session
Trying to make sense sessions
Help to work things out

Transition:

Preparing for change

