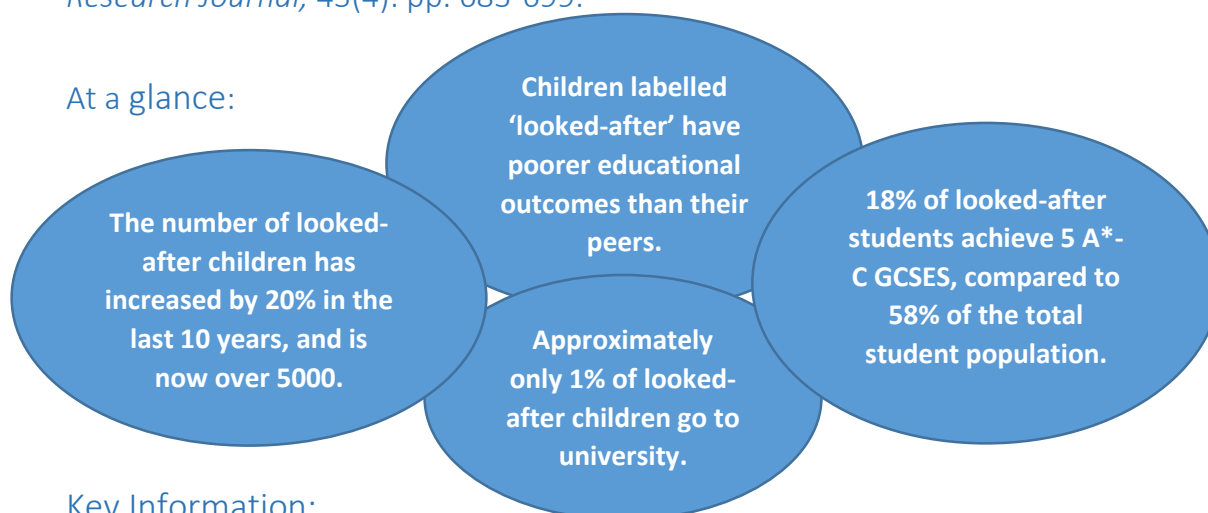


Looking After Looked-After Children.

Mannay, D., Evans, R., Staples, E., Hallett, S., Roberts, L., Rees, A. and Andrews, D. (2017) The consequences of being labelled 'looked-after': Exploring the educational experiences of looked-after children and young people in Wales. *British Educational Research Journal*, 43(4): pp. 683-699.

At a glance:



Key Information:

- Despite Government initiatives, looked-after children's educational experiences and achievements are a widespread issue. Students that have been labelled as 'looked-after' perform less well than the general population, across a range of outcomes.
- When students reach secondary school, they become acutely aware of a difference between themselves and their peers. Looked-after students feel that their label may lead to teachers undermining their abilities.
- Looked-after students recognise that they may need additional support, but prefer that this is given in response to their individual needs. Motivation is key in encouraging students to reach their full potential.

How you can use this in your classroom:

- Push and challenge individuals in your classroom. This will keep students motivated.
- Listen to students when they need support.
- Encourage and discuss aspirations in lessons. Explain the value behind different activities. Where possible, link lesson content and skills to students individual ambitions.
- Keep an open-mind. Just because a child has a label does not mean they have certain limits. Avoid encouraging a self-fulfilling prophecy by using positive phrases. They *can* do it!

Further Reading:

- Ferguson, H.B. & Wolkow, K. (2012) Educating children and youth in care: A review of barriers to school progress and strategies for change. *Children and Youth Services Review*, 34(6): 1143-1149.
- Berridge, D. (2012) Educating young people in care: What have we learned? *Children and Youth Services Review*, 34(6): 1171-1175.

Research Opportunities

What are the experiences of LAC students at your school?

Do these students have aspirations that we can support them with?

Are students motivated? How could they be challenged more?

What can be done to close the attainment gap?