**Restorative language**

Restorative language helps shift the focus away from blame and shame to root cause and repair. One of the most powerful ways that we can build relationships with children and families is by having restorative conversations.

**Please note:** what is most important is that we speak to children, young people, their families and our fostering families to seek their views about what language they would prefer we use, as not everyone will have the same preference.

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| **Previous language used** | **Restorative alternatives** |
| Abscond | Run away; go missing. |
| Birth/biological parents | Parents; family; Mum/Dad. |
| Child in Care, Looked After child, LAC | Cared for child; call children by their name. |
| LAC/CLA visit | Home visit; [child’s name] visit; catch up. |
| Care Leaver | Care experienced adult. |
| Care plan | Future plans; my plans. |
| In care | Another home away from home; living with a different family in a different home. |
| Difficult to place | Finding it difficult to find a home good enough for me. |
| Drop out | Early school leaver. |
| Placement | Fostering family, child’s home or place where I live, forever home; our home; my house.  ***Not****e: be careful with the word family as this can have difficult connotations for some of our young people.* |
| Contact | Family time; seeing mum/dad/nan etc. |
| Foster carer/s | Fostering family; people who care about me. |
| Foster child | Call children by their names. |
| Life in care | Cared for journey. |
| Personal Education Plan (PEP) | My education plan. |
| Pathway Plan | Future planning for me when I turn sixteen; path to independence. |
| NEET | Unemployed or not in training or in education |
| Statutory visit | ‘How we are doing’ visit; time for me with my social worker. |
| Initial Health Assessment/Review Health Assessment | My health plan. |
| Transition | Preparing for change. |
| Therapy | ‘Talking things through’ sessions; help to work things out; ‘trying to make sense’ sessions. |
| Peers | Friends; people I go to school with; people in my support network. |
| Respite | A break for children; a day out; home away from home; stay over/stay over family. |
| Special needs | Additionally supported; the need and its name i.e. disabled, global developmental delay, learning need… |
| Challenging behaviour | Having trouble coping; distressed feelings; different thinking method, experiencing difficult thoughts. |
| Siblings | Our brothers and sisters; [insert child’s name] sister/brother. |
| LAC review | My meeting / my review; Improving my time as a cared for child Review. |
| Leaving Care | Moving on or moving up. |
| Permanence | My home without disruptions. |
| Moving placements | Moving to a new house; a new chapter or fresh start. |

**Feedback from young people as a result of the Pledge to consider:**

**Being in Care:** “Wouldn’t care in an everyday context”; “Don’t want people to know I’m in care”; “Treated as everyone else – don’t want to identify as that”; “Really have to go out of their way to hold this against you”; “Most people in school don’t know”; “Don’t like telling anyone”; “So why am I different when I come into care”; “Used in care against you”; “Ex bullies use it to wind me up”; “Segregation”; “I don’t think I’m in care”; “Being treated differently”; “People can feel like they are being treated differently because of their background”.

**Placement:** “Placement sounds temporary, if their forever home”; “Why, is it a happy placement?”; “Makes me feel separated from a normal family”; “I go to a work experience placement”; “Treat us like part of your family”; “May take the wrong way…that I’m the imported one”; “Don’t think of myself in care, think of myself in a normal home”.