



## One to One

### Letter from the Chief Executive

I was invited by a senior official from a major local education authority to work with him and his colleagues, encouraging and enabling the staffs of struggling schools to see the value of and adopt in practice an effective pastoral care programme that could creatively and positively affect pupils' lives.

He visited my office and we spent time becoming excited about the prospect of seeing pupils reaping the benefits of experiencing unconditional care, support and encouragement. We both visualised the transforming effects made possible for pupils and their families as schools became more committed to seeing pupils' needs being provided for, physically, psychologically and spiritually through ongoing, long-term pastoral relationships between themselves and their teachers.

The official approached the person who would be important in acquiring the necessary funding for this new project. On learning that I would be the one being invited to participate in the initiative, it was made clear that no funding would be made available because it was understood that I am a Christian.

In recent years there has developed, particularly in certain local authorities, a deep-rooted anti-Christian agenda, that has revealed itself not only in the well-publicised attempts to do away with Christmas and to undermine the predominantly Christian nature of religious education in schools, but in a determination not to provide funding for what they perceive to be Christian-led organisations.

More than one authority, having made three or four year funding commitments, have withdrawn funding after discovering or being told that the Schools Outreach worker is a Christian. However well-motivated those responsible see themselves to be, the result is that, over the past twenty years or so, many thousands of children have been deprived of the unconditional love and care of pastoral care specialists.

Even so, we can rejoice in the many thousands of young people who have been offered effective care and support and who still continue to benefit from the presence in their schools of caring adults from Schools Outreach and other organisations that are still active in many parts of the United Kingdom.

\* \* \* \* \*

So many of the issues that children and young people face today are symptoms of larger hidden problems such as abuse. In our last newsletter we dealt with the subject of bullying, one form of abuse. In this report the subject of the abuse of the young is continued.

*Dr Gordon Bailey*



## News

- We are still at our registered office—the landlord has asked us to stay on rent free until he re-lets or sells the premises so that he is not liable for council tax. We have agreed as Bromsgrove DC have once again kindly waived any council tax fees for us in the coming year.
- Vicky Harrison has now been taken on to the staff at her school in Rotherham. We have always had the ambition that our workers would become indispensable in the view of their host schools so that, as our initial funding was coming towards its end, schools would find ways of keeping the worker in post. Most schools take the worker on to staff in order to retain their presence in the school. This means of course that the number of workers employed by Schools Outreach shrinks over time. The almost total absence of pump-priming funding in the past few years has meant that since 2007 no new projects have been established.
- We would appreciate it very much if you would keep young Ellie in your thoughts. She is the daughter of our specialist in Swindon, Tim Freeman. She is having to have her feet placed in plaster for almost two months in order to help with a leg problem. Pastoral Care Specialists work under severe pressure and health problems in Tim's family add to the stress he is experiencing.
- If you regularly search the internet you could help raise funds for us at no cost to yourself. Visit <http://www.everyclick.com/schools-outreach>



## A look at ... the NSPCC

The NSPCC is one of the largest and best known child protection charities in Britain. They provide resources to schools, social services and other childcare professionals. They describe their work as follows: *"Its mission is to end cruelty to children. Our vision is a society in which all children are loved, valued and able to fulfil their potential. In other words, a society that will not tolerate child abuse - whether sexual, physical, emotional, or neglect."* Below are some statistics on child abuse from their website:

- Every ten days in England and Wales one child is killed at the hands of their parent. In half (52 per cent) of all cases of children killed at the hands of another person, the parent is the principal suspect.<sup>1</sup>
- More than one third (36 per cent) of all rapes recorded by the police are committed against children under 16 years of age.<sup>2</sup>
- NSPCC research shows that a significant minority of children suffer serious abuse or neglect. Our 2000 study of the childhood experiences of 2,869 18-24 year olds found that:
  - Six per cent of children experienced frequent and severe emotional maltreatment during childhood.<sup>3</sup>
  - Six per cent of children experienced serious absence of care at home during childhood.<sup>3</sup>
  - 31 per cent of children experienced bullying by their peers during childhood, a further seven per cent were discriminated against and 14 per cent were made to feel different or 'like an outsider'. 43 per cent experienced at least one of these things during childhood.<sup>3</sup>
  - Three-quarters (72 per cent) of sexually abused children did not tell anyone about the abuse at the time. 27 per cent told someone later. Around a third (31 per cent) still had not told anyone about their experience(s) by early adulthood.<sup>3</sup>
- A quarter (25 per cent) of children experienced one or more forms of physical violence during childhood. This includes being hit with an implement, being hit with a fist or kicked, shaken, thrown or knocked down, beaten up, choked, burned or scalded on purpose, or threatened with a knife or gun. Of this 25 per cent of children, the majority had experienced 'some degree of physical abuse' by parents or carers.<sup>3</sup>
- Almost two thirds of children killed at the hands of another person in England and Wales are aged under five.<sup>1</sup>
- The National Commission of Inquiry into the Prevention of Child Abuse estimated that the cost of child abuse to statutory and voluntary agencies is £1 billion per year in the UK. Most of this is spent dealing with the consequences of abuse rather than its prevention. The total cost of abuse far exceeds this estimate. Individuals and families bear most of the consequences, sometimes for the rest of their lives at an incalculable cost.<sup>4</sup>

<sup>1</sup> Home Office (2007) Homicides, firearms offences and intimate violence 2005/2006: supplementary volume 1 to Crime in England and Wales 2005/2006.

<sup>2</sup> Walker, A., Kershaw, C. and Nicholas, S. (2006) Crime in England and Wales 2005/06. Home Office Statistical Bulletin (July 2006 / 12/06).

<sup>3</sup> Cawson, P. et al. (2000) Child maltreatment in the United Kingdom: a study of the prevalence of child abuse and neglect. London: NSPCC.

<sup>4</sup> National Commission of Inquiry into the Prevention of Child Abuse (1996) Childhood Matters: Report of the National Commission of Enquiry into the prevention of Child Abuse. Volume 1: The Report. TSO. p.29

We are very grateful to the NSPCC for allowing us to reproduce some of their website material. For further information please visit their website at [www.nspcc.org.uk](http://www.nspcc.org.uk), write to them at Weston House, 42 Curtain Road, London EC2A 3NH, or telephone their head office on 0207 825 2500. If you suspect a child you know is being abused, please use their helpline 0800 800 5000.



## Say 'hello' to ... Fiona

This case study was written by one of our pastoral care specialists based in a high school. It shows how different community organisations working together can help to support young people who are struggling to cope with a difficult home life.

The story is true, just the names have been changed in accordance with our confidentiality policy.

*Fiona is a Yr 9 girl that I have been working with for approximately one year. She was originally referred for family issues - her dad had left the family home due to allegations being made against him from Fiona's older sister. During our conversations Fiona disclosed that her dad had hit her on a regular basis but what he'd done to her sister was far worse. She found it very hard to cope with the situation which resulted in her having many arguments with her mum. Fiona ran away from home several times. On one occasion the Police were called and came to speak to both Fiona and her mum. They came to an agreement and Fiona went home. Unfortunately, this was short-lived and she was soon running away again - this time she ran to her dad's relatives causing a lot of trouble.*

*Fiona's mum came into school one day to meet with me. She spoke openly about the situation—how much she was struggling with her four children, each one of whom was responding to the situation differently. Fiona was causing the most problems mainly because she was reacting in a violent manner. Her mum couldn't see any 'light at the end of tunnel' and didn't know how she was going to get through. The family had been referred to Social Services but unfortunately they weren't giving them much help. Fiona's mum saw school as the place to come to for help and support. I felt I could only listen to her and be a 'shoulder for her cry on' but I know that she appreciated this and said how much it helped her.*

*I started to meet with Fiona on a weekly basis. Even though she attended every appointment I felt she wasn't talking about the real reasons why she was behaving in a such a violent manner. We did some work on how to control her anger and spoke about conflict resolution. Her moods would change dramatically as she was with me - one minute she'd be saying that she didn't want anything to do with her dad, the next she was talking about missing him and wanting to see him. I felt she was having great difficulty dealing with the situation and really didn't know what to do for the best. While the allegations were being investigated the girls were not allowed any contact with their dad - this was difficult as they would see him around the local area (he was living with Fiona's sister down the road from them).*

*Fiona had an interview with a Child Protection Police Officer which she found very difficult as she had to explicitly describe what her dad had done to her. She answered the questions well but at the end of the interview she went to 'pieces' and was unable to attend school for a couple of days. The police officer told her mum that Fiona had a lot of anger in her and it was going to take a long time for her to deal with it in a positive way. Fiona's mum was told that her daughter's behaviour was probably going to get worse before it got better.*

*Towards the end of last year Fiona's behaviour had started to improve - she was managing to stay in her lessons and not cause problems outside of school. She told me she felt she was beginning to develop coping strategies and was feeling much better about life - beginning to see some positives. Her relationship with her mum was much better and they were able to hold a conversation rather than just shouting at each other. Her behaviour continued to improve, staff were praising her and she was responding well. She was doing well in her lessons and was looking forward to her future. She chose her options and decided to take Public Services - she worked hard towards this.*

*Half way through last term her behaviour began to deteriorate - she was getting involved with the 'wrong people' who were leading her into trouble. An incident occurred during half-term in which a bin was set on fire - it was on our CCTV and it showed that Fiona had been involved even though she was adamant she wasn't there but she knew who'd done it but wasn't prepared to tell anyone!*

*Fiona was referred to our PAYP (Positive Activities for Young People) worker - she had been on a few activities with the worker and had built up good relationships with everyone she'd come into contact with. The PAYP worker had the opportunity of referring some students to a Life Skills*

*(Continued on page 4)*

## About Schools Outreach

- > Working one to one with pupils who are struggling to cope with emotional problems
- > Working in groups with those children needing peer support
- > Getting involved in extra curricular activities to build good relationships with the children, their parents and the local community
- > Working alongside the school and other community organisations to provide extra assistance

Schools Outreach offers recruitment, training and employment of pupil pastoral care specialists for placement into primary or secondary schools across the UK.

Our aim is to incarnate unconditional care in the lives of children and their families. In the first instance children are referred to the pastoral care specialist by members of the teaching staff. By offering the precious gift of time (time the caring teacher longs for but cannot find) the specialist offers friendship, a confidential listening ear and



whatever help is practicable. Our specialists are based full time in one high school or perhaps two primary schools within a community for a minimum of three years.

We have also developed short training courses in pastoral care, community work and communication skills which are available to schools, churches and other youth organisations.

For further information about our work telephone or write to us at our office or visit our website.

## Say 'hello' to ... Fiona (continued)

*(Continued from page 3)*

*course (Local Intervention Fire Education) at the local Fire Station - she felt that Fiona would benefit from attending this course. The worker had a struggle to persuade both staff at school and Fiona's mum that this would benefit her, they saw it as a reward for her bad behaviour. They all eventually agreed and Fiona was referred. She spent a week out of school and attended the fire station each day.*

*The course is specifically designed to change the attitude and behaviour of young people by getting them to: adopt a new set of values; address the consequences of anti-social behaviour; work co-operatively with others; see the advantage of improving their own learning and performance; gain self esteem and self confidence; improve communication skills; and achieve self empowerment.*

*Fiona excelled on the course and the firemen/women spoke highly of Fiona's attitude and behaviour. She fully participated in all the activities and also encouraged others who were a little apprehensive, she was also the only girl attending which didn't bother her at all. At the end of the week staff from the students' school and their parents were invited to a presentation which included the young people showing what they'd done during the week and receiving their certificates. I took Fiona's mum who was very proud and couldn't believe what Fiona had achieved during the week. It was obvious that she had listened and overcome any difficulties she had previously had. The fireman she'd been working with asked if she was interested in becoming a Fire Cadet which she was - the first session is after the Easter break.*

*Hopefully, this experience was the turning point for Fiona, that she will continue to progress through life in a positive way and her attitude towards others will improve. I hope she's built enough confidence to be able to say 'no' to friends who try to lead her down the wrong path.*

### **Please Note:**

The pictures used in this newsletter are from the Microsoft Office clipart website and are not pictures of pupils we have worked with. Names included in case studies and report extracts have been changed in accordance with our confidentiality policy.

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