

Way too serious language

The words we choose are important. When interacting with children and young people we should aim to help them feel connected, informed, respected and included.

Case

Ensure children and young people's plans are personalised and use language that promotes young people taking ownership of their plan: e.g. talk about 'your plan for the future' or 'what you need'.

Formal titles

Keep children's personal relationships in mind: When communicating with young people call people by their names, not 'your CSO' or record a child's 'Nan' as 'PGM' in their plan.

Placement

Understand how the young person wants their 'placement' to be referred to: Consider using words like 'your home', 'your family', or 'where you are staying'.

Absconded

Use words such as 'running away' or 'left home because...' Provide context for what happened.

Respite

Normalise spending time outside of the immediate family unit: Don't say respite, instead say sleepovers (or a word of the young person's choice). Ask if it is OK if the young person stays with...(person's name).

Exiting and leaving care

Contribute to a transition process that is normalised: e.g. 'about being more independent' or 'planning for your future'.

Supervised contact or access

Normalise language around family visits: Talk about visiting with mum or dad or having a talk with mum and dad.

As part of the Round-Table discussion on the 6th April 2019, this is what CREATE young people said about terms we use in our everyday practice. Young people want us to be more personable in the words we choose to use, so they don't feel any different to any other child or young person in our community.

create
FOUNDATION