

Callan's story



Requests for support from educational professionals

The Children's Views service supports children to pass on their views in formal processes – the service is not instructed by the child but supports children to respond to questions set out to them by tribunal services or educational professionals.

Callan's My Rights, My Say story

Callan is 14-years-old and attends mainstream school. He has ADHD and is also a young carer for his mum. He finds it very difficult to talk to the staff at school and often gets into trouble for getting angry and running away. He refuses to speak to the staff at school about how they can help him. Callan's mum is unwell and too anxious to speak to his teachers as she is worried Callan will be taken away from her. Callan's pastoral care teacher asked the Children's Views part of the My Rights My Say service to find out what Callan felt the school could do differently to support him. The school prepared a set of questions for the Children's Views worker to explore with Callan:



- What works well in school?
- What would you change if you could?
- What situations can be difficult for you during the school day?
- Is there anything you want your teachers to know about you?
- Is there anything we (your teachers) can do to make things easier for you?

How My Rights, My Say helped Callan:

- Callan agreed to meet with his Children's Views worker on an online video call while he was at home. They talked about Callan's favourite football team and how much he loves the sport. Callan and his worker took breaks when Callan needed it, and he was able to spin on his chair, draw and move around during the session.

- Callan told his Children's Views worker that he struggles in school because he cannot sit still. He also said he is worried about his mum because she is unwell, and this causes him to lose focus in school.
- Callan and his Children's Views worker talked about his school day and the different situations in school that can cause him to become upset and angry. Callan answered the questions from the school and prepared a list of ten changes the school could make to help him, including giving him movement breaks every 15-20 minutes and allowing him to leave class and go to the PE department if he is feeling too anxious to sit in class. Callan also asked for the school to find out if he and his mum could get more help in the house as Callan felt overwhelmed looking after his mum.

Sharing Callan's views:

- The Children's Views worker wrote a report with all the things Callan had told them. They included Callan's list of suggestions and requests.
- After they finished the report, the Children's Views worker arranged another video call with Callan where they went through the report together. Callan added a few points and decided that he wanted to remove some of the points he had made originally.
- When Callan was happy with the report, the Children's Views worker shared it with the school.

Outcomes

Callan's pastoral care teacher contacted the Children's Views worker to thank them for the report and assured them that they would work with Callan to implement the changes he had requested – Callan was also referred to the advocacy part of the My Rights, My Say service, who continued to work with Callan to support his relationship with the school. The school also made contact with Callan's social worker who arranged a review and made sure that Callan and his mum got more support in the house, and Callan got to spend more time with his befriender.

