**UASC Working Group Minutes 28.11.2024**

**Surrey Virtual School – Relation Sex Education Project**

 **Nadia Mughal – Surrey Virtual School**
We are going to start doing something in Surrey regarding relationships and sex education because we feel that when our young people arrive and they go to school, they're getting some form of education and support with that. But when they're going straight into college they're coming from an environment or a country where maybe some of these things are very taboo and straight into a very different environment and they're not really getting that support. So we really felt that this was an important agenda.
We are doing it with Big Leaf [Big Leaf Foundation - Home](https://www.bigleaffoundation.org.uk/)
They do lots of fun things, so they're a little bit outside of the social care team and then they can have a really open and wonderful relationship with them.
We are running a pilot in Jan. There's going to be lots of people there, so there'll be the young people and support from NHS colleagues and we're looking for materials because we don't want to use something which is too complicated and in terms of the vocabulary as well, we just want to make it simple.
How it would work and what it would look like is that it would be an ESOL lesson and I know they've already been talking about healthy living and other things so that we're going to now move that kind of nicely into relationships and sex education.
It would just be a very relaxed environment for them so that they could try to first of all name some of the anatomy then talk about it and then what potentially happens in a relationship because a lot of the time and you'll find that in some of the Muslim countries it is a taboo.
You won't have sex outside of marriage, so these young people are in kind of new territory and they're exploring and they've got all the freedom that they want. So we just want to take it really nice and slow. And according to their needs.
We don't know how it's going to run completely, but we have some materials and we were going to just share it with them and we were going to see how that would work because again, we've never tried this before.

We will come back once we've done this and then share everything with you and our materialsWe weren't going to split the girls and boys up, but if they wanted to we could do that. So we're just really going to play it by ear. I think we're going to have 10 to 15 in this group.

We want to get involved with our general further education colleges because that will be the next step to say this is what we've done.

 **Cass Hardy – Surrey Virtual School**
That was one of the main drivers for me when I was approached by the lady from sexual health because so many of our young people, the unaccompanied young people, are coming unstuck by kind of social mores here that they do not understand, particularly around social media and, you know, inappropriate use of Snapchat and all these things that, of course, are totally unfamiliar to them.

A lot of the young people are being excluded for inappropriate behaviour but they don't realise it. Rather than just kick them out, which is an ongoing problem for so many reasons that we've got, we'd rather that they received education about what is and isn't appropriate.

 **Aissa, Clare-Ann: Westminster Virtual School**
Yeah. Hi. So just to pick up a few points, so obviously we've had the same issues with a lot of our boys, but some of the girls as well.
We've also found that actually some of our boys are being caught into it through Snapchat by indigenous girls and boys who think it's funny to see how they'll respond to a girl you know talking to them or approaching them. But a lot of misunderstanding. We've also found that it tends to be the more susceptible tends to be certain cultures rather than others. So what we implemented, we have a youth group that we run every week.
And what they did was they had the sexual health team come in and they did it as a like a quiz. And then obviously they talked about a lots of the things like diseases and how to use yourself. But they did it as a quiz. And what we actually found was having the different cultures there and the different genders actually helped them all to talk because they were. And we had indigenous children within the group as well. It's a mixed group so it enabled them all to understand it from different perspectives and how each of them viewed particular questions or particular scenarios and how they would respond. It wasn't like a whole project, but they they come in and they do that session regularly about every six weeks they come in and you know it's something that we've been bringing up to our colleges.

Link/Contacts:

[Big Leaf Foundation - Home](https://www.bigleaffoundation.org.uk/)

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**Our Second Home** **Amos Schonfield – Our Second Home**
So I come from Our Second Home, which is a youth movement supporting people with refugee backgrounds to build communities, become leaders and flourish into adulthood in the place they call home.
We've been working over the past few years on residential trips that we run through most school holidays. Now we're running eight or nine trips a year at this point for young people in London, Essex and in Bristol as well. We're offer leadership training for the graduates of those programmes and we also have youth clubs. We have a weekly youth club in Bristol and we have a fortnightly one at the Youth club in Hillingdon and we're hoping to start in 2025 a 2nd Fortnightly Club elsewhere in another borough in London, so if anyone has any insights as to where you reckon there is need.
The core of our work in all these residential trips that we run mostly during school holidays, we have some other trips as well. We have girls and non binary weekend which is actually this coming weekend. The trips are supported door to door, so we will pick people up from a central meeting point.
We'll travel together to an outdoor activity centre. Usually people stay in dorms overnight or residential. They're normally between four and five days long.
And activities include your classic outdoor excursions, so as well as you know, going for a walk, there'll also be high ropes, rock climbing, other kinds of outdoor activities that you might think of. Then also team building and community building activities.
At the moment we what we offer is a leadership training programme which is certified by AQA, not accredited. It is an unaccredited course, but it's a certified course where people become peer leaders. So we have people who are able to then go on sort of almost like a conveyor belt in which they go from being participants to leading future participants.
Participation is open to people aged 14 to 18 inclusive and leading is from 17 and above.
All we ask is that people have lived experience of the asylum system and that they have a basic level of English.
We run them like I said in school holidays. The next one is February half term, then we have for our next girls residential is April Easter Holiday.
And then the following ones for London, we have a May trip for Bristol and then we have two in the summer for people based in and around London.
I will put my our website and e-mail address in the in the chat if you want to sort of stay in the loop to hear more about.
Submitting referrals for our programmes at the moment is free, but as you can imagine with any free trip of this nature we build up a waiting list pretty quickly.
But we're also open to sort of more in depth partnership that we're this trip that we're running now. We're partnering with another organisation where we're splitting the cost 50/50, but they are able to refer as many young people as they want. They can refer everyone for an entire trip.
So if you do have a big group of people that you would like to ensure they can, they can have this kind of experience. We're more than happy to think about partnering.

 **Frazier Stroud – Barnet Virtual School**
How many people do go on the trip in general?

 **Amos Schonfield**
We always seek to have between 35 and 40 young people on a trip and that doesn't include our leaders, of which about 50% are people who have refugee backgrounds, but they're factored in already because they're part of the community.

 **Nicola Kelly - Hillingdon Virtual School**
Hi Amos, my name is Nicola. I'm one of the practitioners in Hillingdon Virtual school. A few of our young people have gone on your trips and loved it like they just the glowing feedback. So I can absolutely vouch for all of them and their feedback

 **Amos Schonfield**
Yeah. So ideally people, well, as long as people can reach what the meeting points which are normally train stations in central LondonBut we generally as long as people are based anywhere in London and Essex, that's the sort of somewhat arbitrary catchment, but which we can extend if it's convenient for people to get get to meeting points.

**Links/Contacts:**

[Our Second Home | non profit organisation for young refugees & asylum seekers](https://www.oursecondhome.org.uk/)

Amos email - amos@oursecondhome.org.uk

For the hub in West London - ali@oursecondhome.org.uk

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**Wokingham Virtual School Post-18 Options Discussion**

 **Frazier Stroud – Barnet Virtual School**
Jess (McGinley) wanted to discuss a little bit about post 18 careers advice and guidance and maybe give us an insight into a bit about what they’re doing to tackle that. And then we can see what other people think about.

 **Jessica McGinley - Wokingham Virtual School**
Careers employability support or further education options for our post 18 care leaver cohort. I think what we would like to try to do is create some type of mapping kind of project or mapping document that we could just share with our PAs that you can then point the young people that you're working with towards.
I'm aware that everything disappears a bit off the Cliff once they become care leavers, and I want to try and be supportive of the teams that are working with them as possible.
So I just wanted to kind of open up the floor for a discussion in this forum to see.
If anyone already has anything like this in existence or that already exists in their virtual schools, or if there are particular resources that I can that you wouldn't mind sharing that I can, then you know, compile into some type of document which I would then be very happy to share with the group.
And it's a very, very early stages has only come from the very large amounts of requests that we've had in the last couple of months or so I don't have anything yet. I just wanted to pick everyone's very knowledgeable brains around this subject before I started.

 **Clare-Ann Aissa – Westminster Virtual School**
There are lots of job lists that go round that are accessible. There's lots of companies that can provide that kind of information, job centres, so I can have a word with them and see where they kind of get their information from and if you put your e-mail in the chat, I can maybe pass on whatever I can find for you.
We can also put you in touch with the GLA coordinator. She has a newsletter that she sent me regularly and on it has all the ESOL clubs that are running for anybody who's over 18

 **Fahmeeda Ghulam – Barking and Dagenham**
Emma Ayres organises the work experience for these students so I have put her e-mail in there for you to directly get in touch

 **Frances Easter Brennan - Islington Virtual School**

The lead for post 16 in Islington Fermi has some oversight across the 16 to 25, so he is available not as to case work post 18, but to give a consultation to personal advisors who want help. We also do things like he and I are going to give some training to the personal advisors that it's going to be sort of semi mandatory about you know how to do a college application how to write CVs how to support young people to do XY and Z so that there there's an upskilling and greater confidence in the post 18 workers in that area.

**Contacts/Links:**

Emma.Ayres@lbbd.gov.uk – Post-18 Work Experience Contact

[Care Leavers Wanted - Care Leaver Covenant](https://mycovenant.org.uk/)

[Post 18 options | National Careers Service](https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18)

Also worth exploring who is your local lead college/provider for adult learning to see what creative things they can offer/design for 19+

[Elevate - careers service - Brighter Futures For Children](https://brighterfuturesforchildren.org/young-peoples-zone/careers-service-for-young-people/)------------------------------------------------------------------------------------------------------------------------

**Islington Virtual School – Video Project**

 **Frances Easter Brennan - Islington Virtual School**
The Pan London Post 16 working group are working on a project to try and make some videos about care experiences and to do that, we are partnering with New City College, Ardley Green which is in Romford. The students there are making as part of a documentary live brief some videos about 3 topics, one is one of which is the experience of coming into care, one of which is the experience of leaving care and moving into being a care leaver and independence, and one of which is one thing that you would love for your school or college or teachers or education workers to have known about your care journey or your experience as a care experienced young person.
The aim of the videos is to be able to be used for educational CPD and professional development purposes for educational staff, so it's a raising awareness kind of project.
We will make them available to everyone in all our kind of associated networks once they're made, which might be a little bit of a journey because we're working across a number of different things and with young people making the videos themselves. But one thing that we are asking everybody, if possible, if you do any direct work with young people who are care experience is could you promote this opportunity to them if they want to share their views?
There is a Padlet for them to share their views on which they can share their views anonymously and it's only available to people who have the link. You can send anything to me, video text, voice note, poem, artwork, anything. It's just we're trying to collect as many people's voices as possible.
People can have whatever level of involvement they want it to have. It can be in English, it can be in a home language. It doesn't matter if it's in a home language, it'll be helpful to know which one so we can get it translated.
But the goal is just for the media students who are making the videos to have a really good resource of real, lived, kind of fairly current experiences that they can take from and use in this documentary project. If your young person wants to have credit, they just put their name and they will be credited in the video. If they want to be anonymous, just don't put your name.
If they want to travel to Romford and be interviewed by the young people then I will try and make someone cover the costs.
So there's a range of kind of participation options. They could do a zoom call, they could, you know, just record themselves on their phone and send it to us or if they actually want to go to the college and get involved and be in a 4K Magic TV studio, they could also do that.

**Contacts/Links:**

Padlet link - [Young People's Voices](https://padlet.com/franceseasterbrennan/young-people-s-voices-yr1prrz5ndx1r5jx)

*Young people can share anything they have made/said about care experience – this applies for UASC and other care types.*

*Views can be given – with a drawing, music, poem, text, writing, voice note, video or by visiting NNC Ardleigh Green in Romford in person or virtually – we would arrange the last two.*

*Views can be anonymous or with a name – named people will get a credit on the video.*

*Views can be left on the Padlet or shared with me via email.*