Ability grouping, culture of, 76–77
Academic Self-Concept (ASC), 29–30
Additional needs, 87, 94
Adolescence, 121
Adolescents, 124
Adverse Childhood Experiences (ACES), 121–122
Alcohol, 42–43, 120, 132
consumption, 121
dependence, 42–43
final reflections on educational impact and interventions, 123–124
parental alcohol use, 122–123
scale of drinking, 120–121
impact of underage drinking, 121
young people in care, 121–122
Amphetamines, 131
Amsterdam Gold, 131
Annihilation, 131
Applied Sociology, 8
Attuned pedagogy, 94
Attuned teaching, 87
anti-bias stance, 89–90
build relationships, 90–91
dilemmas and labels, 87–88
learning conversation, 86–87
manifesto for, 89
rationale, 86
reflections, 92–94
safe, enabling environments, 91
tenets, 88
over time, 91–92
Austerity, 142–143
BAME, 25
Binge drinking, 42–43, 121
Black Caribbean, 77–78
Black Mamba, 131
Black students, 38
Blackmail, 141
BLM, 25
Breakfast, 155
club attendance, 155
Care, 99
Care Act, The (2014), 100
Caring, 97–98
Child care, 99
Child criminal exploitation, 133–134
Child development, 54
Childhood, 113–115
Childhood Studies, 8
Children, 151–152
development and learning, 67
rights to education, 64–65
speaking for children, 46
Children and Families Act 2014, 98, 100
Children and young people (CYP), 53–54, 97–99
Bronfenbrenner story, 56–59
ecological systems theory, 54–55
identifying, 99–100
in schools, 87–88
Tom’s exosystem, 58
Tom’s macrosystem, 58–59
Tom’s mesosystem, 57–58
Tom’s microsystem, 57
Tom’s story, 55–56, 59
Tom’s story and professional practice, 59–60
welfare of, 110–111
Classroom Assessment Scoring System (CLASS), 74
Club drugs, 130–131
Cocaine, 131
Community of practice, 64–66, 68 principles, 68
Contextual Safeguarding, 8–9, 18, 20
County lines, 133, 135, 141 context of young people’s lives, 142–143 school based responses to ‘vulnerability’ and, 146–147 understanding, 143–146
Cuckooing, 144–145
Culture of ability grouping, 76–77
Dependent substance use, 42
Dependent use, 43–44
Designated Safeguarding Lead (DSL), 16–18, 111
Developmental Child Psychology, 8
Disability, 25
Disability Studies, 8
Discourses, 78–79
Dissociative drugs, 131
Diversity, 64
Domestic care, 99
Drinking games (DGs), 132–133
Drug misuse/dependence, 42–43
Duty, 6
Early Years, 8
Ecological system theory (Bronfenbrenner), 9–10, 54–55
Education (Independent Schools Standards) Regulations (2014), 110–111
Education, 8, 64, 73–74, 100, 123, 135, 151–152
Education Act (2002), 110–111
Educational Psychology, 8
Effective teachers, 74
Effective teaching, 74
Emotional care, 99
Engagement, 6–7
Extra-familial harm, 18–19
Family, 97–98
Family functioning, 45
Fare Share, 154
Fictionalised narratives, 55
Food, 151–152
Food insecurity, 152–153 awareness of children experiencing, 153 barriers to support, 155–156 considerations, 156–157 teacher’s perspective, 153–154
General care, 99
General Certificate of Secondary Education (GCSE), 123–124
GHB, 131
GRT, 25
Gypsy/Roma, 77–78
Hallucinogenic drugs, 131
Harm, 13–14
Harmful drinking, 42–43
Harmful sexual behaviour, 18–19
Hazardous drinking, 42–43
Health and Social Policy, 8
Heavy alcohol use, 121
Hegemonic masculinity, 15–16
Identification, 101–102
Identity, 8–9, 25, 27–28
Identity Politics, 24–25
Illegal drugs, 131
Illicit drugs, 4–5
Illicit substance use, 130–131 alcohol, 132 county lines, 133–135 drinking games, 132–133 potential signs, 135 responding to alcohol and drug use, 135–136

Index
<table>
<thead>
<tr>
<th>Impacts</th>
<th>Negative labelling, 34, 75–80</th>
</tr>
</thead>
<tbody>
<tr>
<td>of CYP providing care, 97–98</td>
<td>Nitrous oxide (laughing gas), 131</td>
</tr>
<tr>
<td>of parental use, 42</td>
<td>Non-Maintained Special Schools (England) Regulations (2015), 110–111</td>
</tr>
<tr>
<td>Inclusion, 69</td>
<td>Not in education, employment or training (NEET), 120, 124</td>
</tr>
<tr>
<td>Inclusive education, 64–66</td>
<td>Novel psychoactive substances (NPS), 130–131</td>
</tr>
<tr>
<td>Inconsistency in parenting practices, 44–45</td>
<td>Older school-aged children, 45</td>
</tr>
<tr>
<td>Individual, championing of, 28–30</td>
<td>Parental absence, 45</td>
</tr>
<tr>
<td>Ineffective parenting, 44–45</td>
<td>Parental alcohol misuse, 123</td>
</tr>
<tr>
<td>Initial Teacher Education programmes, 76</td>
<td>use, 122–123</td>
</tr>
<tr>
<td>Intersectionality, 27–28</td>
<td>Parental drinking, 123</td>
</tr>
<tr>
<td>Intimate care, 99</td>
<td>Parental substance use. See also Illicit substance use, 44–45</td>
</tr>
<tr>
<td>Intimidation, 141</td>
<td>mechanism and impact, 44–45</td>
</tr>
<tr>
<td>Keeping Children Safe in Education (KCSiE), 4–5, 110–111, 142</td>
<td>threshold of harm from, 46–47</td>
</tr>
<tr>
<td>Ketamine, 131</td>
<td>Parents, 42–44, 122–123</td>
</tr>
<tr>
<td>Labelling, 8–9, 26–27, 33–34, 37, 77–78</td>
<td>Perceptions of children childhood, 113–115</td>
</tr>
<tr>
<td>experiences and strategies, 37–39</td>
<td>policy and practice context, 110–112</td>
</tr>
<tr>
<td>theory, 74–75</td>
<td>schools, 112</td>
</tr>
<tr>
<td>Labels, 33–34, 74–75, 87–88</td>
<td>significant non-parental adults, 112–113</td>
</tr>
<tr>
<td>Learners, 28–29</td>
<td>Perceptions of scale, 43–44</td>
</tr>
<tr>
<td>Learning conversation, 86–87</td>
<td>Policy, 13–14, 24</td>
</tr>
<tr>
<td>LGBTQ1, 25</td>
<td>Power, 34, 36</td>
</tr>
<tr>
<td>Liquid ecstasy. See GHB</td>
<td>Practical care, 99</td>
</tr>
<tr>
<td>Local Authority Designated Officer (LADO), 111–112</td>
<td>Preschool children with substance using parents, 45</td>
</tr>
<tr>
<td>Low-and middle-income countries (LAMIC), 121</td>
<td>Prevalence substance use, 42</td>
</tr>
<tr>
<td>Magic Breakfast, 154</td>
<td>Prevention, 6–7</td>
</tr>
<tr>
<td>Mainstream system, 64</td>
<td>Professional development programmes, 79</td>
</tr>
<tr>
<td>Malpractice, 34</td>
<td>Professionals, 6–7, 134</td>
</tr>
<tr>
<td>Misuse, 42–43</td>
<td>Protection, 6–7</td>
</tr>
<tr>
<td>Mixed white-and-black Caribbean, 77–78</td>
<td>Public Health, 8</td>
</tr>
<tr>
<td>Modern Slavery Act of 2015, 143–144</td>
<td>emergency, 155–156</td>
</tr>
<tr>
<td>Multiplicity of identities, 35</td>
<td>Pupil Referral Units, 144</td>
</tr>
<tr>
<td>Narrative analysis, 53–54</td>
<td>National Advisory Committee on Drugs (NACD), 44–45</td>
</tr>
</tbody>
</table>
Qualified Teacher Status (QTS), 111
Recognition, 102
Relationships, 54, 57
Responsibility, 6
Risk-taking behaviour, 120
Risks, 110, 130
Role as individuals, 111
Safeguarding, 4–5
  children in education, 6–7
  children in education, 112
  vulnerable’ children in schools, 14–20
Salamanca Framework for Action, 64
School(s), 5–7, 46–47, 67–68, 76, 112, 145
  actions, 17
  assessment framework, 20
  based responses to
    ’vulnerability’ and county lines, 146–147
  in England, 13–14
  experiences of young carers, 101–103
food, 152
  food provision, 155
  implications for, 80
  leaders, 65–66
  meals, 154
  staff, 4, 13–14, 153
  working in, 53–54
Self-concept, 75, 77
Self-esteem, 77
Self-fulfilling prophecy, 74–75
Self-identification, 101–102
Serious violence, 141
Shared identity, 25
Significant non-parental adults, 112–113
Social Identity (SI), 26–27
Social identity theory (SIT), 26–27
Social Psychology, 8
Social Work, 8
Space, 17
Special education, 64, 66–67
Special Educational Needs (SEN), 4–5
Special Educational Needs and Disability (SEND), 76–77
Specialist carer support organisations, 98
Spice, 131
Spoilt identity, 34
Staff, 29–30
Standards Agenda, 76
Stereotypes, 34
Stereotyping, 77–78
Stigma, 37
Stimulant drugs, 131
Street drug, 130–131
Students, 74
Substance use, 45, 130
Support for young carers, 102–103
Support staff, 4, 7
Supporting Looked after children In Decreasing Drugs, and alcohol study (SOLID study), 122
Synthetic cannabinoids (SC), 130–131
Teacher(s), 4–5, 7, 55, 73–74, 76, 110
  agency, 78–80
  domains of teacher practices, 74
  implications for, 80
  labelling, 75
  perspective, 153–154
Teaching. See also Attuned teaching, 88
Toxic masculinity, 17–18
Trauma informed, 91–92
Traveller pupils, 77–78
UN Convention on the Rights of the Child (1989), 6–7, 64, 74–75, 112
UN Declaration on Human Rights (1994), 64–65
Underage drinking, impact of, 121
Understanding, 102
Unintended consequences, 35–36
United Kingdom (UK), 130
Universal Declaration of Human Rights, 64
Universal interventions, 124
Urban drugs syndicates, 142

Vulnerability, 13–14, 24, 27–28, 33–34
(un)safe spaces and contexts, 17–20
as contested concept, 15–17
effects, 36
Efie and Callum, 16–17
as identity marker, 26
as nuanced concept, 24–25
school based responses to ‘vulnerability’ and county lines, 146–147
vulnerability-transgression nexus, 15–16
Vulnerable, 87, 90, 144
children, 141
Whole-school approach, 67–68
Working Together to Safeguard Children, 4–5, 142
Working-class, 25
Young carers, 97–99
identification and recognition, 99–100
impact of providing care on young carers’ well-being and opportunities, 100–101
school experiences, 101–103
Young people, 120, 130, 134, 141
in care, 121–122
context of young people’s lives, 142–143
Youth Work, 8, 142–143