

REACH

facebook.com
/CELCIS

twitter.com
@CELCIStweets

ISSUE 5 Autumn 2014

The **CELCIS** magazine – the Centre for Excellence
for Looked After Children in Scotland

NEWS

Putting ideas into practice

Scottish Government, page 4

NEWS

Mentoring programme at Glasgow schools

Page 13

ALSO IN THIS ISSUE...

PAGE 15 Supporting kinship carers

PAGE 17 Rotherham and beyond

PAGE 18 SIRCC Awards



Improving education outcomes

Read more about our programme of work for looked after children

Continued on page 3 >>>

Foreword



Welcome to this education-focussed issue of Reach, which I hope you find interesting and stimulating. This magazine focuses on improving

educational outcomes for looked after children, young people and those who have recently left care. We have a range of interesting and thought provoking articles from organisations, schools and Scottish Government to show the sheer breadth of the work going on across Scotland to help our looked after children increase their life chances.

We already know that while there are clear exceptions, as a group looked after children and young people are less likely to achieve in school. The disruption to their home life and education can prevent them from reaching their full potential, and their pre-care experiences can contribute to having a hard time

engaging with learning in the first place. It is important to note that achievement and attainment does not necessarily mean all young people should strive towards an academic vocation, but we must ensure that through an engaging education, building on the principles of GIRFEC, that children have as many opportunities as possible.

As 'corporate parents', carers, teachers, parents, social workers, health professionals and organisations, we all need to work together to create the environment children and young people need to achieve and build confidence. We need to provide the support they need, for example, to maximise their chances to develop across the Curriculum for Excellence four capacities, particularly the goal of becoming successful learners.

While Scottish statistics show some improvements amongst looked after

children in terms of attendance and attainment, there is still a huge gap between looked after children and their peers. We have a weighty challenge to rise to: to give these children and young people the opportunity to realise the outcomes that we want for every child; indeed this is their right.

Having higher expectations for our looked after children and young people is the starting point in allowing them to flourish and achieve the very best that they can. My hope is that this magazine gives insight into some of the programmes of work which are helping us all to reach that goal, and the impetus to do more of the right things to reach that goal more quickly for every child and young person who is looked after.

Jennifer Davidson
Director, CELCIS

Contents



CELCIS is the Centre for Excellence for Looked After Children in Scotland. Together with partners, we are working to improve the lives of all looked after children in Scotland. We do so by providing a focal point for the sharing of knowledge and the development of best practice, by providing a wide range of services to improve the skills of those working with looked after children, and by placing the interests of children at the heart of our work.

- 03** Improving Educational outcomes for our looked after children
- 04** Putting ideas into practice
- 05** Improving the educational outcomes of looked after children using improvement methodology
- 06** St Roch's Secondary: an MCR Pathways Lead School where the development of every pupil is the responsibility of all.
- 07** Be Bothered at Rosshall Academy
- 08** Building the curriculum around the child
- 09** Research into the perspectives of designated managers
- 09** The future of the Buttle UK Quality Mark for care leavers
- 10** The Edinburgh Project
- 10** Pupil Inclusion Network
- 11** Stirling/Clackmannanshire Project
- 12** New resource for education staff
- 13** Mentoring programme at Glasgow Schools
- 13** New guidance published in England promotes the education of looked after children
- 14** Sector News
- 17** CELCIS News
- 22** Spotlight on Policy
- 23** Recent Publications and Useful Resources

Improving Educational outcomes for our looked after children

Graham Connelly and Ben Farrugia of CELCIS explain our programme of work on improving educational outcomes for looked after children.

When BAAF published a book called *Nobody Ever Told Us School Mattered* in 2001, it captured a widespread concern about the level of priority being given to the education of looked after children in the UK. Positive steps had been taken in Scotland with the passing of the Children (Scotland) Act 1995, but a feeling still persisted that the very real difficulties faced by looked after young people were being compounded by low expectations and inadequate support.

of the UK now benefit from improved statistics, specialised practitioners and the high-profile interest of parliamentarians.

As the focus on looked after children's education has intensified, outcomes have begun to shift in the right direction. Scottish statistics show improvements in the rates of school attendance, exclusions and positive destinations. But the average tariff scores (a means of aggregating values for examinations of different types to give a

or university. We also profile aspects of the CELCIS 'Improving Educational Outcomes' programme, which is now providing direct support to schools in five local authority areas. Utilising an improvement methodology to structure a process of engagement and development, CELCIS is enhancing the capacity of the sector to respond to the individual needs of children and young people. Our programme also supports the ongoing development and expansion of the Glasgow school mentoring project, and the sector-wide collaboration to widen educational opportunities for care leavers. The Buttle Quality Mark has been an important part of this, encouraging colleges and universities to improve their support arrangements for care-experienced applicants and students. But as Buttle UK steps back from the project in 2015, policy makers and practitioners in Scotland are beginning to consider the challenges and opportunities that lie ahead.

Although the current financial context presents significant challenges, these are also exciting times. Last year 85% of looked after pupils left school at the minimum school leaving age, compared with 30% in the general population. The recent introduction, as part of the Children and Young People (Scotland) Act 2014, of a new right for care leavers to remain in supportive, nurturing placements until they are 21, and to request assistance until they are 25, should help to undermine the pattern of young people forced to leave school when they leave care. With 'corporate parenting' also being put on a statutory footing, these changes present us with a chance to meaningfully improve rates of attainment and sustained positive destinations, supporting young people to remain in care and education until such time as they feel ready to leave. Greater stability, underpinned by positive, nurturing relationships, will lead, ultimately, to better outcomes.



Now, thirteen years on, the situation has changed. We no longer accept low educational outcomes as an acceptable consequence of a child being in care. Each new piece of legislation or guidance is stronger than the last in its emphasis on securing positive learning experiences for looked after children and care leavers. As the volume of research has increased, young people have been given a voice, helping us to identify the barriers to educational success which stand in their way. Pilot programmes and investment have followed, and all parts

measure of 'attainment') reminds us of the scale of the challenge that remains. In the academic year 2013-14, looked after school leavers in Scotland had an average tariff score of 116, compared to a national average of 407. 'Attainment' can be wide-reaching and we recognise that there are a range of ways in which our young people may achieve.

In this issue of REACH we showcase a range of initiatives designed to improve looked after young people's experience of education, be that at home, school, college

Putting ideas into practice

Luke Cavanagh, Improvement Advisor at the Scottish Government discusses the Model for Improvement, part of the Improvement Framework for Scotland's Public Services.



Have you ever had, or heard of, an amazing idea about how to make your work better? How many of these amazing ideas have actually happened, leading to change for you, your team, your organisation and, crucially, improved outcomes for children?

Most people put their hands up for the first question, but not the second. To understand why, we need to know what happens in the 'implementation' zone between forming an idea and seeing its impact become a reality.

Implementation is like the zone of wishful thinking. We have probably all experienced 'change' where the latest research findings are published, or new policy guidelines arrive, or experts visit to inspect our work, producing a series of recommendations for improvement. These are all critical bits of information but, on their own, do not represent effective implementation, or deliver the change required.

Once we've been given the new information and asked to do things differently, we're often left wondering how to make it happen. Time passes and we discover that these recommendations, however well-defined and communicated, have not been applied consistently and reliably across the country.

Then the next report, saying largely the same thing as the previous one arrives...

Quality Improvement is a term used to describe methods that help with implementation, a guide through the zone of wishful thinking. Originally used in agriculture, industry and manufacturing, it's moving into social policies like health and education.

The Model for Improvement is a Quality Improvement method used as part of the Improvement Framework for Scotland's Public Services. It asks three questions: What's your aim? How will you measure your improvement effort? And What ideas for change do you believe will work? You then start testing those ideas using the Plan, Do, Study, Act (PDSA) cycle. This involves learning in real time, testing under different conditions, starting small and building up your confidence about how to make a lasting change in your context.

The model is not the silver bullet to implementation, but it does provide a structured way of taking ideas into practice and then to scale.

At its heart, all improvement is local and must be owned by the people involved in the work, where the work happens. This is essential when it comes to adapting change ideas to your context and the needs of the children, families and communities who rely on your services.

Quality Improvement is a developing agenda and is quickly spreading from health, where it has been used for several years on the safety agenda, into early years (Early Years Collaborative), and schools (Raising Attainment for All Programme).

A cross-sector group has created a Strategic Partnership for Quality Improvement and is looking to maximise opportunities to create shared learning and common approaches to building improvement capacity in public services. If you wish to find out about this agenda and how it applies to you, then contact the Leading Improvement Team at the Scottish Government.

There are a range of examples in practice and a number are available on the Raising Attainment Programme and Early Years Collaborative websites. There you will find case studies and videos from practitioners who have been using an improvement approach. For example, the story from St Bartholomew's Primary School in North Lanarkshire is a great example of how quickly the model for improvement can be used to build confidence in a change idea. Their change idea, which was tailored to their context and priorities, used a mentoring technique to address literacy issues amongst pupils 'causing concern' in writing. Carrying out a series of short Plan Do Study Act tests, the school learned about the value of data for improvement, especially the way it can be used to help teachers track the progress of individual pupils and involve pupils in their own learning. The Primary School have now reached the stage where they are integrating measurement and data for improvement as a 'way of working' across the school.

www.scotland.gov.uk/Topics/Education/Schools/Raisingeducationalattainment

www.scotland.gov.uk/Topics/People/Young-People/early-years/early-years-collaborative

Improving the educational outcomes of looked after children using improvement methodology

Alison Hennessey, Research Fellow at CELCIS, explains the improvement approach we use with our projects.

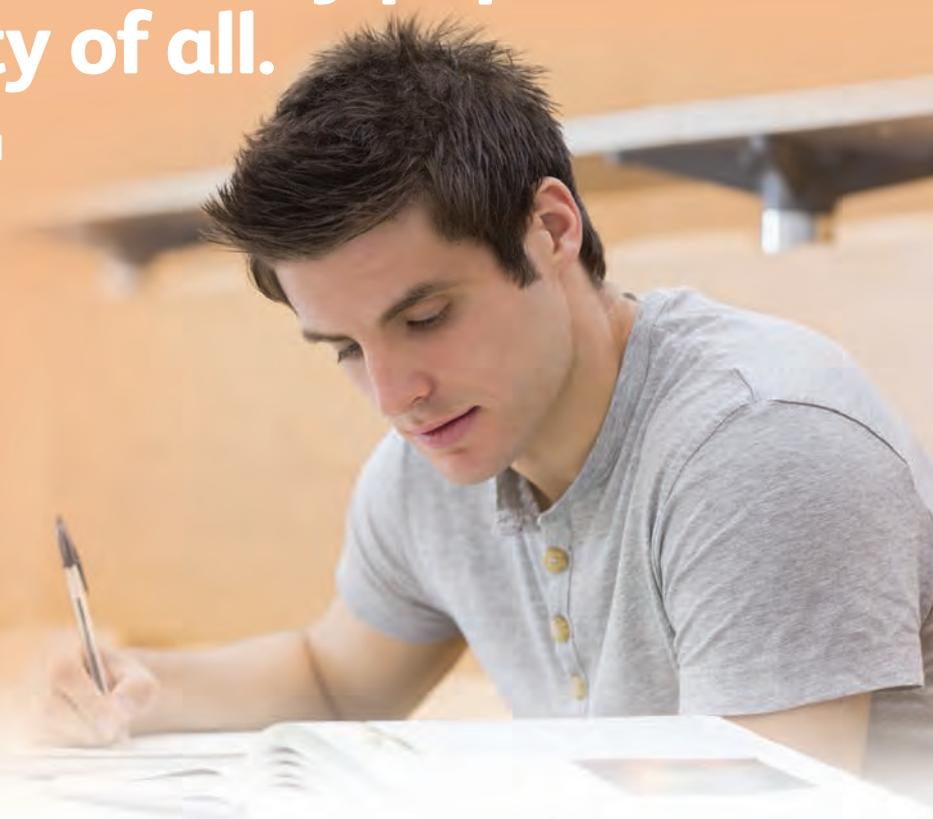
CELCIS is working with a number of local authorities throughout Scotland in an attempt to improve the educational outcomes of looked after children. Project designs are based on an approach called 'Improvement Methodology'. This method, which was recently adopted by the Scottish Government's Education Directorate, (see the article on the previous page) provides a model through which organisations can improve structures, procedures and practice. Small changes known as 'tests of change' are planned, implemented, studied and refined using PDSA cycles. If successful, the changes can then be tested more widely.

A driver diagram is created at the start of each project in order to clarify thinking, identify measures and aid communication. A driver diagram is a tool that helps to translate a high-level improvement goal into a logical set of underpinning goals and projects (see page 11). It captures an entire change programme in a single diagram and also provides a measurement framework for monitoring progress. In a driver diagram, an overall aim can be broken down into primary drivers, secondary drivers and actions. Primary drivers are features which must be achieved in order to fulfil the overall aim, and secondary drivers are features which must be achieved in order to fulfil the primary drivers. The language used in the drivers should contain verbs such as 'increase' or 'improve'. Each secondary driver should lead to an action, which can be thought of as a 'test of change'. The driver diagram is a dynamic document, which can itself be refined and improved as more information becomes available.



St Roch's Secondary: an MCR Pathways Lead School where the development of every pupil is the responsibility of all.

Tommy Donnelly, Depute Head Teacher with responsibility for pupil support, and Jacqueline Gallagher, Acting Depute Head Teacher with responsibility for personal support, write about equality of opportunity for all pupils at St Roch's Secondary School in Glasgow.



Pastoral care used to be the sole domain of the overburdened pastoral care principal teacher. In St Roch's Secondary School in Glasgow, every member of staff takes responsibility for the development of all our young people. Our starting point is the entitlement of all our pupils to the most effective support we can provide. Staff training, effective use of data and very strong links to our partners both within and outwith Glasgow City Council are all key in this.

We are passionate about equality of opportunity and are building a programme around supportive relationships which ensure that every one of our pupils has the opportunity to develop a strong relationship with one good adult through our universal personal support programme. Which aims to build self-esteem and resilience and an ability to identify and deal with the challenges of life. As a community we work together to improve the life chances of all our young people to ensure that they are safe, healthy, well cared for and have the opportunity to develop an ambitious mindset.

Within our community there are some whose needs cannot be wholly met through this programme. They may need a mentor, regular access to counselling, they may be deaf or visually impaired, speak little English, be very high achievers or need a modified curriculum. Some require minimal levels of support, others intensive support for a period of time and some will need additional support throughout their school careers. Our looked after children are part of this group that receives targeted support, the nature of which depends on the needs of the young person. Our approach to our looked after children is part of our whole school approach to all our young people - their needs and circumstances decide the nature of the support they receive.

St Roch's Secondary works in collaboration with the MCR Foundation and Glasgow City Council to provide a cohesive and comprehensive programme for our looked after children. So what do we offer?

- A personal adult mentor from the MCR Foundation and our Business Partnership Group to offer advice, inspiration and support. You can read about the mentoring programme on page 13 in this magazine.
- Enhanced support with options – a dedicated member of staff to discuss and review subject choices and advocate on behalf of the young person.
- School holiday activity programmes – a wide range of activities including pony trekking, abseiling, archery, gorge walking, canoeing and many other activities.
- Easter and Summer School – improving attainment and achievement in conjunction with local universities.
- Additional support during transitions in school and beyond school: ensuring that choices and destinations are sustained and positive.

And of course, that key relationship – with one good adult.

Be Bothered at Rosshall Academy

Jenny Dougall, Principal Teacher, Inclusion at Rosshall Academy explains how their Be Bothered Personal Development Programme supported looked after learners, raising their self-esteem, and developing emotional literacy and resilience.

I took up the post of PT Inclusion in January this year and have put in place a number of key initiatives to support our looked after young people at Rosshall Academy, including monthly whole-staff updates and an in-service awareness-raising training session. A mentor programme is planned.

Some of our S1-S3 pupils took part in a Personal Development Programme run jointly by the school and Stevie Siegerson from Be Bothered (www.steviesiegersonbebothered.com). The initial idea was to support our looked after young people, but we made the decision early on to not single out this group and 'label' them, so roughly half of all participants were looked after.

The programme is designed to give the young people an opportunity to develop their self-esteem, consider their aspirations and develop resilience using Rosshall Academy's School Values as a constant theme. The young people have undertaken a journey of self-exploration during the four months on the programme which consisted of 10 sessions each lasting two and a half hours. The School Values of aspiration, compassion, creativity, integrity, perseverance and respect were embedded and explored throughout the sessions and focused on the young people's understanding of them. The young people used a learner journal to record their journey through the programme.

The group completed a huge range of experiences, including:

- Building model rafts from juice cans, straws and string
- Making a board game based around their aspirations and real life events
- Selling doughnuts and cookies to raise funds for their trip
- Going on an activity day to Clyde Muirshiel where they built and tested the rafts they had previously made from cans and string and also took part in Canadian canoeing.

At the end of the programme participants invited two people to come and share their experiences. This could be a parent, carer, teacher or whoever they felt they wanted to be there when they presented their experiences to the guests.

At the end of the programme we carried out an evaluation based on Curriculum for Excellence Experiences and Outcomes. When asked how the programme had helped their learning, one pupil wrote, 'I concentrate more and pay attention', while another, when asked if their confidence has increased said, 'I am able to talk more and express myself without getting annoyed or angry'.

We will plan to repeat the programme next year, pending funding decisions, as well as introducing other planned initiatives such as homework/study clubs and the introduction of wellbeing plans.



Building the curriculum around the child

Eileen Cummings, Head of Education and Youth Training at Kibble Education and Care Centre discusses how the curriculum at Kibble is built around the children and young people.

According to Fiona Kendrick, UK Commissioner for Employment and Skills: 'Too many of our young people aren't making a successful transition from education into work and as a result, they risk falling in and out of short-term jobs...in other words, they risk becoming part of a new 'precariat'.

'Precariat' being people suffering from precarity - a condition of existence without predictability or security, affecting material or psychological welfare. Often it is applied to the condition of lack of job security brought about by economic structures and the resultant precarious existence. However, it also describes the lot of looked after children in Scotland.

If Curriculum for Excellence is about anything, it is about ensuring pupils become 'learnERS' instead of 'learnED'.

I have to attribute my use of this phrase to David Cameron, when he addressed the recent SIRCC Conference in Edinburgh with the Eric Hoffer quote 'In times of change, the learners will inherit the earth while the learned will be beautifully equipped for a world that no longer exists'.

The pupils of Kibble are more likely than most to be destined for 'a life of change' or to be part of a 'Precariat' and so the curriculum at Kibble is built with that in mind.

The reference image used to explain the curriculum is a climbing frame at Lapwing Lodge, where our Primary School Service is located. Pupils climb up the frame as they go through SCQF levels from National 1 at level SCQF 1 to the possibility of maybe even a Doctorate at SCQF level 12 – demonstrating our commitment to lifelong learning and skills for life and work, beyond time spent at Kibble.

As the pupils climb through the levels, the learning becomes more challenging and the resilience required – both at micro and macro level – becomes more testing. Our holistic curriculum is driven by GIRFEC and it takes place under the umbrella of SHANARRI wellbeing indicators on which youngsters are tracked, with impact measured and strategies identified and carried out.

The pegs at the start of learning on the climbing frame are many and close together but as the learning becomes more difficult, the pegs become bigger, more spaced out and darker in colour. Each colour represents a different context of learning – none is more important than the other. Pink represents learning through the 'Ethos and life of the School', blue represents learning through the curriculum areas and subjects, green represents learning through Wider Achievement programmes and orange represents learning through Interdisciplinary learning (IDL).

We carried out an evaluation and audit of the timetable structure, including Option Forms plus an analysis of attainment trends. All this provided us with the courses, programmes and learning experiences on offer in the columns.

Literacy, numeracy and health and wellbeing are cross-curricular themes in all our learning and feature prominently in our formal reporting.

Peer learning and support is also a feature of the Kibble Curriculum.

The impact of the Kibble curriculum is demonstrated by our pupils displaying the four capacities of being successful learners, responsible citizens, effective contributors and confident individuals.



Research into the perspectives of designated managers

The educational attainment of looked after children in Scotland remains low compared with children who are not looked after, especially for children who are looked after at home.

CELCIS has published a research briefing *Improving Educational Outcomes for Looked After Children: The Perspectives of Designated Managers for Looked After Children* that describes a research programme led by us, in partnership with local authority education departments, exploring how the barriers to looked after children's learning can be overcome.

Designated Managers for looked after children (DMs), pastoral staff and education officers in four local authorities were asked to describe the learning journey of the looked after children within their schools. Staff from early years' centres, primary schools and secondary schools were involved. The consultation is informing our work.

Key findings from the research:

- Low attendance of children looked after at home was seen as a priority for action by schools and management
- Schools often experience difficulties in engaging parents of children looked after at home in their child's learning



- Training focused on the needs of traumatised and disadvantaged children was rare
- Looked after children did not usually receive automatic assessment for additional support needs. This assessment was said to cause delays in enrolment during transition between local authorities.
- Many different planning documents were in use in schools. Although staff were familiar with GIRFEC, the multi-agency child's plan was not used everywhere.
- Designated managers differed in their views about whether education or social work should take the main responsibility for addressing concerns.
- Multi-agency working was said to be variable. Services provided by voluntary agencies were seen as particularly important by many participants.

You can read the full report on the CELCIS website.

The future of the Buttle UK Quality Mark for care leavers

Buttle's UK Quality Mark set out to raise awareness of the challenges faced by care leavers and looked after children in progressing to higher and further education across the UK.



It recognises good practice and is awarded to further and higher education providers who demonstrate their commitment to young people in and leaving care, and celebrates the work these institutions do to raise aspirations.

More than half of all universities in the UK have now been awarded the Quality Mark since it was established in 2006. Buttle UK now believes it has exceeded its original expectations and it is time to phase out the Quality Mark. After extensive consultation with the sector, Buttle UK believes that the way forward needs to focus on embedding practice into mainstream provision, with the

right policies to bring about change and ensure the very best support is in place for looked after young people and care leavers.

The contract for the Quality Mark with the Scottish Funding Council (SFC) continues in Scotland until July 2015, when we hope it will take up a new home. Over the next year Buttle UK will work with SFC and other key organisations including CELCIS, Education Scotland, Who Cares? Scotland, the College Development Network, Universities Scotland and NUS Scotland to share their experience and expertise.

The Edinburgh Project

An education-based pathfinder project based in Edinburgh ran between April 2013 and June 2014. The overall aim of the project was that all professionals working with a looked after child would have a shared understanding with respect to their education and ambitions.

One of the main drivers for this work was the improved recognition of a child's abilities. Examination of a selection of child's plans provided a baseline for the project, and revealed that attendance and behaviour were often the only educational aspects mentioned. In addition to this, any references to a child's talents or ambitions were rare. These findings echoed the national findings reported in a recent SCRA report, and prompted the development of a test of change which focused on these areas. The test was to determine whether improved communication between primary school and home had any effect on parental engagement with the school, assisting the school to view the child in terms of their strengths, in line with the principles of GIRFEC.

The work initially began in one primary school, and was later extended to a small number of primary schools in the city. The participating

schools all introduced a system of regular positive communication with parents and carers, although the method of delivery and regularity of communication chosen by schools evolved with consecutive PDSA cycles. All schools concluded that regular positive communication with home resulted in increased parental engagement, and led to increased awareness at school of what was happening at home. Parents enjoyed hearing positive things about their children. The focus on a child's strengths was said to have a positive effect on class teachers, and to complement the principles of GIRFEC.

Research interviews revealed that the Improvement Methodology (see articles on pages 4 and 5) worked very well in the school context. The idea that a large aim could be dealt with by breaking it down into manageable PDSA cycles was thought to be a key benefit. Interviewed staff made a series

of observations about the use of Improvement Methodology in schools. These included:

- Negotiations should be made with each school separately, and class teachers should be involved in discussions if they are the ones who will carry out the work. This will avoid miscommunication of plans.
- Schools require support from somebody who can oversee the various projects.
- Parents / carers should be presented with options if possible, in order to increase buy-in.
- When working with schools, plan carefully to avoid issues with timing. Summer term can be extremely busy for schools.
- Do not overwhelm schools with demands; keep it small.

Pupil Inclusion Network

Colin Morrison of Pupil Inclusion Network (PINS) discusses the effort we must all make to support our most vulnerable learners.

The educational outcomes of looked after children and young people remain a significant challenge in Scotland. To support practitioners across services, to understand the current context and to help us consider what has been learned and how far there is to go, the Pupil Inclusion Network (PINS) has made the experiences, needs and rights of looked after children and young people a key area of interest.

At a past PINS seminar on the issues many participants emphasised the importance of expectations, so that we must move beyond perceptions of looked after children and young people as 'hopeless and helpless' when it comes to attainment and achievement. It was identified that this needs practical and personalised approaches, that, working with colleagues across settings, we need to identify and share positive stories about our impact on young people's lives and educational

experiences. At the same PINS event Dr Graham Connelly from CELCIS made it quite clear that the purpose of our work should not be just with the individual child, but that the demand must be for transformational change when he said that, 'We should be working toward a culture of attendance and schools that are welcoming, supportive, stimulating environments'.

This month PINS launches its support for the new Raising Attainment for All agenda with a PINS seminar in November. Our desire is to connect third-sector providers to the new national collaborative, effort we must make to support the most vulnerable and marginalised learners.

Colin Morrison
E: info@pinscotland.org
W: www.pinscotland.org
@PINScotland



As well as access to an extensive bank of online resources, reports and articles, becoming a PINS member offers exclusive entry to a regular diary of free conferences and seminars. These events are organised around relevant and current themes, as identified through our PINS themes. By joining PINS you will also receive our monthly E-news bulletin, allowing you to track developments within the sector and providing you with the opportunity to be the first to hear about upcoming events.

Membership is free – join at
www.pinscotland.org

The Stirling/ Clackmannanshire Project

A project to increase the attainment and achievement of looked after children was launched in one local authority secondary school in Stirling/Clackmannanshire.



Like other improvement projects, a driver diagram was drawn up, and tests of change identified. Our hunch was that improved communication between the school and carers when a young person was absent from school would help improve attendance, and this became one of the drivers. The test of change associated with this driver was to determine whether meeting with carers to discuss the protocol had any impact on communication between the care setting and school. A baseline measurement confirmed that absences were not being accurately recorded, and that protocols were not being followed by carers. Following a meeting between the school and the care setting, communication between the care setting and home improved, and has been sustained.

A second driver was improved target setting for looked after young people at key stages in their learning journey. It was suggested that use of a 'recognition of prior learning' toolkit, known as *My Skills My Future* (MSMF) could assist schools and young people. The toolkit can be used

to allow young people to articulate the skills gained outwith school, and to increase opportunity and skills awareness. A pilot and research evaluation of the MSMF toolkit was conducted by CELCCIS for Education Scotland in 2012. The findings revealed that the toolkit was appropriate for use with looked after young people. Taking part in RPL profiling with an advisor was seen to increase resilience of looked after young people, as well as increase their awareness of skills and potential careers. Use of the toolkit was rolled out in the summer term of 2014 in East Renfrewshire, one of the local authorities involved in the initial pilot. The roll out was to test the use of the Toolkit with vulnerable young people in general, not looked after children and young people. Professionals were drawn from different agencies, eg social work, health, Enable and education. CELCCIS delivered training to a group of 30 professionals in the use of the MSMF toolkit. Feedback was largely positive, with many professionals reporting that they valued the toolkit; however, timing was said to be crucial and summer term was not an ideal time for work in schools to take place.

The toolkit was presented to support coordinators (many of whom are Designated Managers for looked after children) in Stirling and Clackmannanshire. Training in the use of the toolkit will take place before Christmas, and the toolkit will be used in Stirling and Clackmannanshire schools over the following months. The test of change will be to determine whether use of the MSMF toolkit has any impact on:

- Relationships between looked after children and the advisor
- Resilience of the young people;
- Awareness of opportunities
- Successful target setting

Measurements will include observation of advisor training days, questionnaires and advisor interviews.

Aim	Primary drivers	Secondary drivers	Test of change
All professionals who work with a child looked after at home to have a shared understanding with respect to education and ambitions.	Increased recognition and encouragement of achievements and ambition. Child's plans to include meaningful education targets.	Improved communication between school and home. School to focus on a child's strengths more. Improved knowledge transfer between social work and school staff.	Introduce fortnightly positive communication with home.

New resource for education staff

A new electronic toolkit for education staff has been created by the Scottish Children's Reporter Administration (SCRA). Here Jennifer Orren, SCRA's Participation Officer explains how this online resource can help teachers.

The e-book, which is available on SCRA's website (www.scra.gov.uk), is a training resource which is aimed at trainee/newly qualified teachers and education staff.

It gives a brief overview of what happens at a Children's Hearing and how education staff may become involved in the system. It also includes links to resources produced by SCRA for children and young people which may be of assistance to staff working with a child/young person who is coming to a Hearing – particularly for the first time.

Jennifer Orren, SCRA's Participation Officer explained: 'We have been working hard to improve the participation of children and young people in the Hearings System. We want to ensure that they are as prepared as they can be.'

'It can be a daunting experience for children and young people to come to a Hearing and we are committed to ensuring they have us much information and support as they need. Over the last couple of years, we have created a suite of information materials aimed at

children and young people. These have been developed in conjunction with young people who have been in the system and we have also involved our Modern Apprentices.'

Jennifer said that working in partnership was key to enhanced participation and engagement for children and young people.

She said: 'Our partners including teachers and social workers have a key role to play in preparing and supporting children and young people before, during and after their Hearing. Therefore, we wanted to provide people with the necessary information. We do have detailed information on our website for professionals, but the e-book gives an at-a-glance, quick guide for professionals, like trainee teachers who may have no prior experience of the Hearings System.'

Jennifer is keen to get feedback on other information which would be helpful to education staff. If you have any comments or suggestions, please get in touch. You can email communications@scra.gsi.gov.uk

As well as a suite of information materials for different age groups, SCRA has also introduced pre-Hearing visits to help improve children and young people's experience of attending Children's Hearings. Jennifer added: 'Formal and informal feedback from children and young people is consistently indicating that many of them feel that they would greatly benefit from pre-Hearing visits being made available.'

'Young people in particular are saying that they would benefit from pre-Hearing visits because either they have not attended a Hearing since they were young children, or, given their age, they have more questions about the Hearing process and room layout.'

To support SCRA staff carrying out pre-Hearing visits, two information packs – one aimed at children 11 and under, and another aimed at young people aged 12 and over - have been developed. The packs provide a range of materials to help prepare children and young people for their Hearing, provide more information and direct them to SCRA's website.



Going to a Children's Hearing

- a training resource for trainee/newly qualified teachers and education staff

Mentoring programme at Glasgow Schools

How the MCR Pathways Project is helping looked after young people in Glasgow's east end aim higher.

A new project is underway in Glasgow to pair school children from a looked after background with adult mentors who can help them navigate into higher education.

The scheme, which started at St Andrew's Secondary School, now operates in six schools in the city's east end, and a drive is underway to recruit 200 additional mentors to help boost the job and educational prospects and raise the aspirations of looked after children and young people.

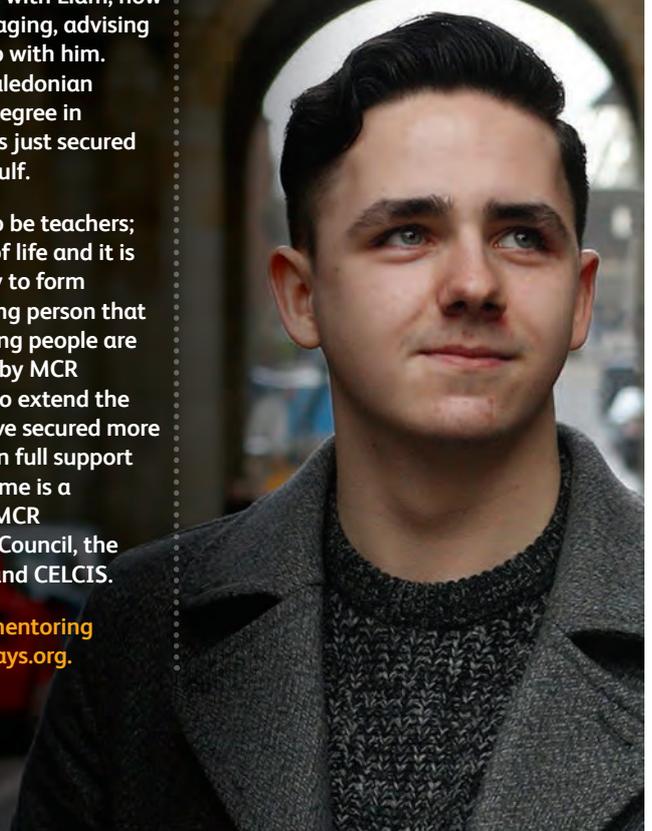
With the national average for school leavers entering higher education at 37%, in Glasgow this is just above 31%. In deprived areas of the city it is 22%, while the proportion of children from a care background going directly from school to higher education is around 1-2%.

The MCR Pathways project, which is being backed by The Herald's campaign to support the recruitment of mentors, is run through the schools, and teachers match pupils to mentors who have skills of benefit to the young people. It was set up by successful businessman Iain MacRitchie, and has already attracted many volunteers. Talking about the programme, Iain said: 'This is an education-based programme and what we're trying to do is give that young person a better educational outcome, more learning opportunities and a positive life experience.'

Liam Murray, a former pupil at St Andrew's school was paired with a mentor while at the school. His schooling had been disrupted by a chaotic family life, he has spent time in foster care and after being put on a reduced timetable at school, felt he was not good enough. His mentor Donna has worked with Liam, now 20, for eight years, encouraging, advising and building a relationship with him. Liam is now at Glasgow Caledonian University studying for a degree in building surveying, and has just secured a work placement in the Gulf.

The mentors don't need to be teachers; they come from all walks of life and it is life experiences and ability to form relationships with the young person that matter. A total of 254 young people are currently being supported by MCR Pathways and the plan is to extend the programme when they have secured more mentors. Mentors are given full support and training. The programme is a partnership involving the MCR Foundation, Glasgow City Council, the University of Strathclyde and CELCIS.

Find out more about the mentoring project at www.mcrcpathways.org.



New guidance published in England promotes the education of looked after children

The Department for Education has published statutory guidance for local authorities in England promoting the educational achievement of looked after children. The guidance also covers children who are placed out-of-authority.

Local authorities in England have a duty under the Children Act 1989 to safeguard and promote the welfare of looked after children, including a particular duty to promote the child's educational achievement. The authority must give particular attention to the educational implications of any decision about the welfare of children.

This statutory guidance applies to England only. It describes the essential actions which local authorities are expected to take in order to comply with their duty.

The guidance covers supporting all looked after children and details high-level responsibilities, implementation of the guidance, and supporting individual children.

Sector News

Protecting our young people from the dangers of smoking

Sheila Duffy, Chief Executive of ASH Scotland, discusses their research into how local authorities are tackling the difficult job of protecting looked after children and young people from the dangers of smoking.

Scotland has a vision of becoming tobacco-free by 2034 by putting smoking out of fashion for the next generation. To achieve this we must support all our young people to avoid taking up smoking and ensure they can live in environments free from damaging second-hand tobacco smoke.

Surveys suggest looked after young people are four times more likely to smoke than those who are not in care. There are also increasing numbers of children looked after in community settings, where exposure to tobacco may be greater.

People most often become addicted to smoking at a young age and exposure to tobacco smoke is a particular health risk

for children. If they are in a smoking environment, it is much more likely children will experiment with and take up smoking. So a robust tobacco control policy is vital to protect young people.

ASH Scotland recently researched how local authorities are going about protecting looked after children and young people from the harm of tobacco. The results of our investigation tell us that local authorities need to do more to protect the children in their care from the dangers of smoking. We acknowledge what a difficult role this is for residential staff and foster carers to achieve within care settings.

Our study found that potentially as many



as half of Scotland's councils do not have tobacco control policies for care services that deal with children.

We believe local authorities must ensure that they have tobacco policies to protect young people in care and we would like to see all councils working to implement them as soon as possible. Health-promoting tobacco policies are seen as a vital component in addressing the complex needs and circumstances of young people in the care system, by making it a key priority for children to be raised in smoke-free environments.

We are not criticising councils for their lack of policies. First, we want to help them address the situation, so we are eager to give advice and support to councils and care agencies to put together policies or improve their existing guidelines.

Since our research was completed, two councils and four care agencies have expressed keenness to link with ASH Scotland to review and further develop existing guidelines, or create new tobacco policies for looked after young people.

ASH Scotland is offering a free Tobacco Awareness Raising Session (TARS) to any organisation working with children and young people. These one-hour sessions can be tailored to your interests and needs and will introduce the key background information about smoking, health and young people and support discussion on how you can respond.



Supporting kinship carers in Scotland: a literature review

Alison Gillies talks about her recent study as part of her Masters in Social Work degree. The study considers the recent developments in Scotland to support kinship carers, in particular, financial support.

Aims of the study:

The study considered how recent developments in the financial support of kinship carers in Scotland have impacted on kinship carers and children in their care. In particular, the study considers the legal context of the current system of support for kinship carers and what the available literature reveals about the demographics of kinship care. The study reviews what the existing research uncovers about the outcomes for children who are living with kinship carers and how these outcomes may be influenced by the nature and extent of financial support offered by local authorities. It then focuses on developments since the 2007 Concordat between the Scottish Government and Scottish local authorities, by providing an analysis of current local authority financial support to kinship carers and an assessment of current proposed changes in the Scottish legal context. The study provides an analysis of the interaction between local authority financial support and the UK benefit and tax credit system. Finally, the study considers the implications of recent developments in this area for social work practice and highlights areas which, particularly in the Scottish context, are ripe for further research.

Summary of key findings:

1. The burgeoning numbers of children in kinship care, particularly those looked after by the local authority, reflects the current policy preference for kinship care as the first option, if possible, where children cannot remain with their parents. There are indications from recent research

that well-supported placements may provide a better option than other types of care, such as unrelated foster care and that kinship carers are more likely to continue to care for children in the face of, for example, very challenging behaviour.



2. While there has been little specific attention to what difference adequate financial support makes to children living in kinship care, it is not surprising that what research does exist indicates that even modest support can enhance the sustainability of kinship care arrangements. Several commentators note reluctance on the part of local authorities to pay kinship carers. This may relate to financial constraints, but also appears to have

more complex motives embedded in the sense that there is something innately undesirable about paying family members to care for their 'own'.

3. The study was able to assess developments in support to kinship carers since the 2007 Concordat between the Scottish Government and COSLA. The original commitment to remunerate kinship carers of looked after children to a level equivalent to that paid to unrelated foster carers has been realised in only eight local authorities. However, all local authorities do now have a scheme in place to pay allowances to kinship carers of looked after children, albeit that the levels of payment vary significantly.

4. There are significant differences in the Scottish legal context of kinship care in comparison to the situation south of the border. The difference can be put simply: kinship carers of looked after children in England and Wales are assessed as foster carers, whereas in Scotland they are not.

Much of the 'UK-wide' research fails to recognise the Scottish dimension and this has led to a research focus which assumes that for kinship carers of looked after children the major battles in terms of financial support have been won. As is clear from the data within this study, this is far from the position in Scotland. This points to an urgent need for research which acknowledges the Scottish legal dimension and can accurately inform the ongoing kinship care debate.

Sector News continued

Care Inspectorate works in partnership on joint inspection reports

In August, the Care Inspectorate published an evaluation of its first four pilot joint inspection reports.

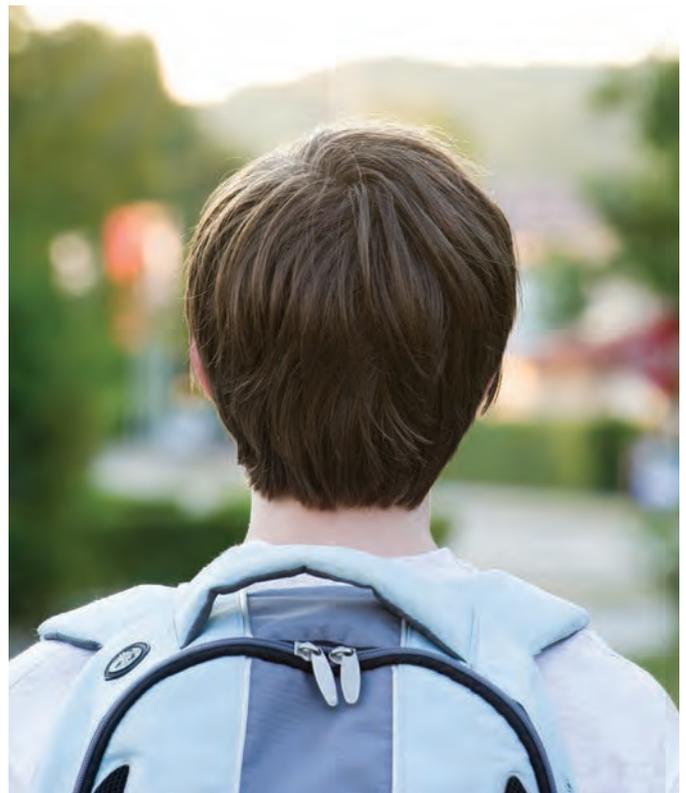
The Care Inspectorate worked in partnership with Education Scotland, Healthcare Improvement Scotland, and Her Majesty's Inspectorate of Constabulary in Scotland (HMICS) to carry out pilot inspections in Orkney, Edinburgh, North Ayrshire and Argyll and Bute up to last October. Those inspections reported on the performance of community planning partnerships in improving outcomes for children, young people and families. At the same time they facilitated and supported continuous improvement.

Inspectors involved in the pilots have reflected carefully on the process and in October 2013 the Care Inspectorate commissioned research to review the effectiveness of the pilot phase and identify areas for improvement.

The evaluation focused on how effective the inspections were in achieving improved services and outcomes for children and young people. It examined the extent to which the process was guided by agreed underpinning principles and was proportionate, effective and efficient. This report shows the findings and the plans for improvement as a result of the pilots.

Following on from the pilots, the programme is now mainstreamed and every community planning partnership will be inspected over the coming years.

You can read the full report at:
www.careinspectorate.com/index.php?option=com_docman&task=cat_view&gid=540&Itemid=100181



Parentzone Scotland

Parentzone Scotland provides parents and carers with up-to-date information on what and how their child is learning at school.

Education Scotland has recently refreshed the website and it is being re-launched at the Scottish Learning Festival in September.

The website now includes practical advice and tips to support learning at home during everyday activities, information on choosing a school and a whole new section on Additional Support.

The My School section has, as well as contact details for every primary, secondary and special school in Scotland, information on school awards, inspection reports and some statistical data.

Find out more on www.parentzonescotland.com

CELCIS News

Child Sexual Exploitation – Rotherham and beyond

Alexis Jay, Independent Chair at CELCIS and Visiting Professor at the University of Strathclyde discusses the implications of the Rotherham report and what we know about Child Sexual Exploitation in Scotland.



It has been a busy few weeks since I held the press conference on the publication of the inquiry into Rotherham Metropolitan Borough Council's children and young people's services handling of cases involving child exploitation.

My report described the most appalling exploitation and abuse. It has attracted attention from across the UK as well as internationally. Many people are quite rightly asking how this could have been allowed to happen. Whilst it is a complex case involving systematic failures across multiple agencies, the fact remains that 1400 of our most vulnerable children were subjected to horrific and often sustained abuse over a long period of time and it is indefensible.

The sexual exploitation of children is often hidden, and is something we need to be looking for if we are to ensure we prevent this from happening, adequately protect our children and young people and support their families. There are signs that care professionals must look out for, and effective preventive awareness-raising activities that should be undertaken, but we must remember that it is everyone's job to protect children from this horrific crime.

Of course, this is not a new issue for us here in Scotland. In 2013, CELCIS conducted a research study into the sexual exploitation of looked after children in Scotland. Whilst it is difficult to establish clear evidence as sexual exploitation by its very nature is often hidden, the report found that children and young people who have experience of the care system can be particularly at risk; the study found it could be as high as one in four of the care population. We know that the needs of these young people are often complex. They may have a range of physical, sexual, mental and emotional health problems, be disengaged from school and peers and they may repeatedly go missing. These are children and young people who require long-term interventions from knowledgeable staff working within a supportive environment to address the complex underlying vulnerability factors.

There has also been political attention on this problem in Scotland: in January this year, the Scottish Parliament's Public Petitions Committee published its first report into an inquiry on tackling child sexual exploitation in Scotland. Many key organisations, including CELCIS, gave

evidence. The report examined the nature and extent of the problem in Scotland to determine the most pertinent issues that need to be addressed and the effectiveness of current measures. The overarching recommendation was for the Scottish Government to establish a working group and develop a National Strategy for tackling child sexual exploitation, and this is currently underway. This strategic action plan is the framework for a co-ordinated approach to delivering prevention as well as support to victims. I support this approach and urge the Scottish Government and its partners to launch this plan as soon as possible.

Fundamentally, we need to value of all our children and young people. As the Rotherham Inquiry shows, many of these young people did not get the attention, help and ongoing support that they desperately needed. They remained hidden from view because those in authority chose to dismiss what was happening. Children and young people need safe spaces and relationships with trusted adults to provide opportunities to talk and, with support, to break away from these exploitative situations and people. We all have a responsibility to ensure that we keep our eyes open to this form of exploitation and, most importantly, take action to protect our children and young people, support families and successfully prosecute the abusers.

Alexis Jay has agreed to act as an expert adviser to the independent inquiry panel of experts in the law and child protection, to consider whether public bodies - and other, non-state, institutions - have taken seriously their duty of care to protect children from sexual abuse, in England as announced by Theresa May, The Secretary of State for the Home Department.

CELCIS News continued

SIRCC Residential Child Care Awards 2014

The SIRCC Residential Child Care Awards celebrate good practice in the provision of services for children and young people in residential care in Scotland.

CELCIS presented these awards at the SIRCC National Conference in June at a special awards ceremony. The award categories are:

- **Reaching Higher** (identifying new and good practice in a specific area e.g. throughcare and aftercare support, children's rights, etc.)
- **Innovative Partnership Work**

These awards can be self-nominated or nominated by colleagues or other organisations. We also host the Residential Child Care Worker of the Year Award. Winners are nominated by the young people they look after.

In 2015 we are introducing a new award Residential Child Care Team of the Year. Look out for further details coming soon.

The photographs show our winners

Reaching Higher Award

Falkirk Council for T Mor

Innovative Partnership Award – Commended

Dundee City Council for Short Breaks DVD

Innovative Partnership Award – Winner

Action for Children for SideStep

Residential Child Care Worker of the Year 2014 – Commended

(Supported by Who Cares? Scotland)

Maureen Campbell, The Meadows, North Ayrshire Council

Residential Child Care Worker of the Year 2014 – Winner

Dave Wallace, Rosslyn Avenue, South Lanarkshire Council

Maureen was nominated by Hayley and Dave was nominated by Brian.



Action for Children collect their award as winner of the Innovative Partnership Award for 'SideStep' from CELCIS Director, Jennifer Davidson. SideStep is a specialist service working with young people who are vulnerable to organised crime and the service offers opportunities into a different way of life. It is the first service of its kind in the UK and SideStep has now been integrated into the strategy of the Scottish Government's serious and organised crime taskforce.



Falkirk Council accepted the Reaching Higher Award. They developed an Independent Living Plan (T Mor) in response to their young people's biggest concern about moving on, which was living alone. To answer these concerns, the Council rented out a flat next door to their 'Tremanna' care home. This provides space for young people to practise living skills and means young people can return to Tremanna during the transition to independent living.



Dundee City Council achieved a commended in the Innovative Partnership Award category for their Short Breaks DVD. The project involved staff, children and parents making a short film about Dundee Council's short-break service for children with disabilities. The film gives children a glimpse of what they would experience on a short break and helps allay any fears the parents may have of short break care.



Dave Wallace from Roslyn Avenue accepts his award for Residential Child Care Worker of the Year. Dave was nominated by Brian, Damon and Kriss.



Maureen Campbell from The Meadows in North Ayrshire is pictured with Hayley who nominated Maureen. Maureen was commended in the Residential Child Care Worker of the Year category.

CELCIS News continued

CELCIS Partnership with Scottish Human Rights Commission to achieve Justice for Survivors of Historical Institutional Abuse

There has been much in the media recently about historical abuse and various responses: convictions of high profile figures, inquiries and confidential fora.

In Scotland CELCIS has been working with the Scottish Human Rights Commission (SHRC) since 2012 to develop an Action Plan for Justice for Victims of Historic Abuse. This process has involved engaging a range of stakeholders including survivors, providers and former providers, residential practitioners, faith groups and civil servants, in working together, firstly to identify the components of the Action Plan and secondly to seek commitments to implementing the Action Plan.

History

There has been a lengthy history to the process of addressing historical institutional abuse in Scotland, from the formation of survivor-led support groups in the 1990s, Petition PE535 by survivor Chris Daly in 2002, an apology by the First Minister Jack McConnell in 2004, and the Systemic Abuse Review by Tom Shaw in 2007. In 2010, Scottish Government carried out a consultation on Acknowledgement and Accountability and SHRC submitted their response: a human rights framework for the design and implementation of the proposed 'Acknowledgement and Accountability Forum' and other remedies for historic child abuse in Scotland (often referred to as 'The Human Rights Framework'). This drew on 'A Review of Human Rights Law Relevant' and a 'Consultation with Care Leavers and Survivors of Institutional Abuse' carried out by SIRCC in partnership with the Care Leavers Association. Both reports were commissioned for the purpose. Having submitted the Framework to Scottish Government, SHRC subsequently offered to carry out an 'InterAction' with a view to implementing The Human Rights Framework. They

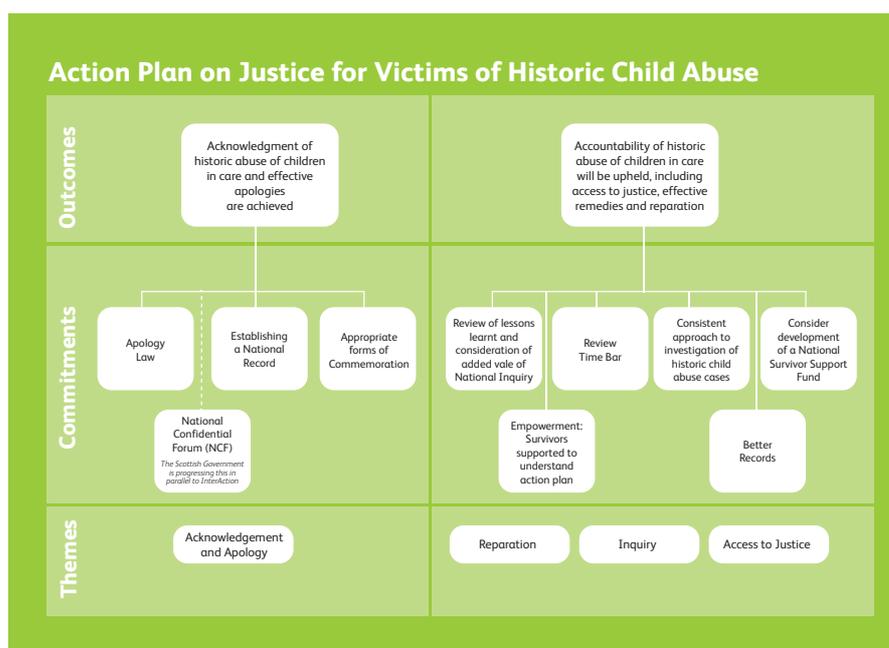
commissioned CELCIS to work in partnership with them in this process.

InterAction Process

An InterAction is described as a facilitated community dialogue. There was a considerable amount of preparation; identifying and engaging with stakeholders, creating ground rules, creating a website and identifying a chair. The website was created and is regularly updated, and Professor Monica McWilliams of the Transitional Justice Institute at the University of Ulster was appointed as Chair. The first InterAction event was held in February 2013 attended by representatives of each of the stakeholders. Since then there have been a series of

'mini-InterActions' to explore issues in detail, two further InterActions attended by Stakeholders and three events specifically for survivors of historical institutional abuse. Over time an Action Plan has been developed and this has been open for consultation. The process is near completion with the Action plan and stakeholders agreeing on commitments. It is anticipated that this process will be complete by the end of 2014.

More information about the InterAction process, including the SHRC Framework and the Action Plan can be seen on the SHRC InterAction website at www.shrcinteraction.org



CELCIS Research

Scottish First-line Managers' Views of Newly Qualified Social Workers' Preparedness for Practice

During 2013 a collaborative group was formed by researchers from the Scottish Social Services Council (SSSC), Glasgow Caledonian University (GCU) and CELCIS.

This group wished to explore the preparedness for practice of newly qualified social workers (NQSWs) in Scotland and to consider the roles of qualifying training, and employer support during the first years of practice.

Social work is a broad profession with a number of different practice areas. The work performed by social workers is often highly complex, and requires professional judgement and skill. As part of this work, CELCIS recently published the report Scottish First-line Managers'

Views of Newly Qualified Social Workers' Preparedness for Practice: findings from an online Delphi study.

A central aim was to provide timely information to contribute to the review of social work education and post-qualifying learning, and to the development of a national learning strategy led by SSSC. However, the research is also of interest to higher education providers, employers of social workers and to the wider social work profession in Scotland.

The report is available at www.celcis.org

Integrating Health and Social Care in Scotland: Potential impact on children's services

The first of three reports on the potential effects of the Public Services (Joint Working) (Scotland) Act 2014 and the integration of (adult) health and social care services on children and young people in Scotland, has been published by CELCIS.

The study was commissioned by Social Work Scotland (previously the Association of Directors of Social Work - ADSW) and carried out by CELCIS and Children in Scotland.

The Report:

- provides a summary of information relevant to current debates about integration
- highlights the relevance of these debates for children and family services
- provides context for the primary research strands of this study.

Findings show that there has been a call for greater levels of integration for decades in Scotland. Increasingly this is mandated in legislation or inferred in guidance. Various structures and systems have been used to promote the integration of health and social care in Scotland; these have often been interpreted differently in different areas resulting in some areas being more successful than others.



Spotlight on Policy

Inquiry into decision-making on whether to take children into care

In 2013 the Scottish Parliament's Education and Culture Committee concluded an inquiry into decision-making processes involved in determining whether a child should be taken into state care. Their investigation was centred on whether these processes are delivering the best outcomes for children and their families.

A broad range of organisations contributed to the Committee's discussions, and a considerable amount of formal evidence was submitted. From this the Committee concluded that the current system was not delivering as it should; despite the enormous efforts being made across Scotland to bring about improvement, too many children have been left too long in an unsuitable home environment. Too few children move quickly enough into stable, loving homes and go on to enjoy the same life changes as other children.

Acknowledging the important role CELCIS has to play in addressing this problem, in August 2014 the Committee invited CELCIS to update them on progress. The key points from this submission were:

- We developed a shared vision for permanence across Scotland – achieved through extensive engagement with Local Authorities and widely disseminated publication of Snapshots of Permanence: What is Happening in Scotland? Report;
- Direct consultancy support to 21 Local Authorities (to date) to enhance skills in decision making and report-writing, and increasing awareness of child development and attachment, with particular focus on contact. This work has included process mapping, case analysis and peer review (for example, when progress has been

protracted) to assist at all stages of permanence planning;

- Establishment of the Concurrency Planning Implementation Partnership (CPIP) with five local authorities (Edinburgh, East Lothian, West Lothian, Midlothian, Scottish Borders) and two Voluntary Adoption Agencies (St Andrew's Children's Society and Scottish Adoption) on the East coast, and similar work being developed on the West coast;
- In partnership with the Scottish Government and Aberdeen City and Renfrewshire Councils, the new Permanence and Care Excellence (PaCE) programme will explore innovative solutions to improve the permanency process in Scotland. The programme uses improvement methodology to work with local partnerships (local authorities, NHS Boards, children's hearings and the courts) to drive forward whole-system improvement in permanence. Improvements being tested include a timeline of key milestones for children to achieve permanence, awareness-raising for panel members in making decisions on contact, improved SCRA process to make more timely decisions and evidence to the Sheriff Court to look at case management timescales. The PaCE programme will be rolled out across Scotland, applying learning from the two initial sites;
- Creation of a clear flow chart on the steps and legislative requirements underlying the permanence process to give practical support to practitioners;
- Appointment of Specialised Sessional Consultants and expansion of our programme of work in Aberdeenshire, Dundee and Perth and Kinross;
- Consultation with eight Local Authorities on Understanding Permanence
- Hosted three innovative Practice Exchange Workshops with around 200 participants

from different local authorities and a variety of statutory and non-statutory agencies, including Barnardos, Care Inspectorate, Quarriers, Dean and Cauvin Trust, Children 1st, St Andrew's Children's Society and Who Cares? Scotland;

- Supported the Scottish Government in developing Adoption Service Plans (ASPs);
- Delivered workshops and presented papers in collaboration with partners at events such as the ADSW Conference (workshop in partnership with Glasgow City Council on theory of change), BAAF legal conference (presentation on concurrency planning), NSPCC conference (workshop in partnership with St Andrew's Children Society on attachment), SIRCC conference (paper in partnership with Lothian Villa Residential Care on permanence for young people in residential care);
- Ongoing collaborative working with relevant agencies and groups including Social Work Scotland, British Association for Adoption and Fostering (BAAF), National Society for the Prevention of Cruelty to Children (NSPCC), Scottish Adoption, St Andrews Children's Society, WithScotland, The Fostering Network (TFN), SCRA and Children's Hearings Scotland (CHS).

One year on from the publication of the final inquiry report, the Committee took this opportunity to speak directly to children and young people with experience of the care system in Scotland. The Committee also took evidence from David Blair, Head of the Looked After Children Team at the Scottish Government. Transcripts of both of these sessions are available on the Committee's website.

Training tailored to your needs

Do you and your organisation have a specific learning and development need, which requires to be approached in a flexible way? If so, CELCIS may be able to help. We offer bespoke courses and consultancy which are tailored to the needs of your organisation. Over the past 15 years, we have worked alongside agencies and organisations to identify their specific learning and development requirements and deliver expert training for those working with looked after children.

The training and consultancy we offer is unique. Our trainers and consultants are highly experienced; they couple their experience of working with children and young people with excellent delivery methods, to ensure that participants leave with knowledge which can be directly transferred into good practice.

All course content is evidence-informed, research-driven and designed to have a positive impact on outcomes for our children and young people. We are uniquely placed to offer this, combining our research, improvement and policy expertise with practitioner experience and best practice. We are committed to ensuring that bespoke training is tailored very specifically to your needs and what we offer is based on local issues, in a local setting and with a local perspective.

All of our courses meet the post-registration training and learning (PRTL) requirements of the SSSC and are developed in consultation with partners and stakeholders using the latest evidence-informed practice and research.

We are able to offer learning and development on any topic related to looked after children and have recently developed and/or delivered courses on the following:

- Attachment, trauma and resilience
- Throughcare and aftercare
- Recording and report writing
- Implementing Getting It Right for Every Child (GIRFEC)
- Children & Young People (Scotland) Act 2014
- Disability (autism awareness, communicating with children with social communication difficulties)

If your organisation has a specific learning and development need, please call us for an informal chat.

**For further information please contact
Amanda Lawler at 0141 444 8535 or
celcis.learning@strath.ac.uk.**

Recent publications and useful resources

The Scottish Journal of Residential Child Care

Volume 13, number 2 is now available online. The Journal provides a forum for debate and dissemination about topical issues in residential child care research, policy and practice. You can read the latest issue at www.celcis.org/journal. Read articles on bridging the divide between education and social work to improve the prospects of looked after children, supporting care leavers into higher education, a pilot study on developing mental and physical wellness for looked after young people through fitness and nutrition and many more. Look out for a special issue on Kilbrandon, due online in December.

www.celcis.org/journal

Trauma sensitive practice with children in care

IRISS has published the latest Insights, No 27, *Trauma sensitive practice with children in care*. This publication was written by Judy Furnival of CELCIS and Edwina Grant of Scottish Attachment in Action.

www.iriss.org.uk/sites/default/files/iriss-insight-27.pdf

Drumming Together for Change: a child's right to quality care in Sub-Saharan Africa

CELCIS in partnership with SOS children's Villages international and university of Malawi has published *Drumming Together for Change: a child's right to quality care in Sub-Saharan Africa*. It considers common challenges to implementing the UN Guidelines for the Alternative Care of Children identified in eight countries and provides a platform for advocacy to promote every child's right to quality care. See more at:

www.celcis.org/resources/entry/drumming_together_for_change

Educational Outcomes for Scotland's Looked After Children 2012/13 tables

The Educational Outcomes for Scotland's Looked After Children 2012/13 tables have been updated following the misallocation of looked after children in the 'full year' and 'part year' categories within the original publication.

www.scotland.gov.uk/Topics/Statistics/Browse/Children/EducOutcomesLAC/EducationOutcomesLAC2012-13-TablesUpdatedAugust201

SCRA

SCRA recently published a series of online statistics that show 19,077 children and young people in Scotland were referred to the Reporter.

www.scra.gov.uk/publications/online_statistical_service.cfm

The Autism Toolbox

The Autism Toolbox is a resource to support the inclusion of children and young people with autism spectrum disorder in mainstream education services in Scotland. As well as introducing and describing some of the more common challenges a pupil with autism might face, it provides real-life case studies from Scottish schools and practical examples of supports that you can translate and use in your own school setting.

www.celcis.org/news/entry/autism_toolbox_launched

We Can and Must Do Better

We Can and Must Do Better is a resource bank of training materials for anyone in Scotland concerned with improving the outcomes for looked after children, care leavers and their families.

www.wecanandmustdobetter.org

Would you like to submit an article or story to Reach?

Email us at
celcis.comms@strath.ac.uk

What do you think about our magazine?

Email us at
celcis.comms@strath.ac.uk

What would you like to see on our website?

Email us at
celcis.web@strath.ac.uk

University of Strathclyde
Level 3, Lord Hope Building
141 St James Road
Glasgow G4 0LT

t: 0141 444 8500
e: celcis@strath.ac.uk
w: www.celcis.org

CELCIS is the Centre for Excellence for Looked After Children in Scotland. Together with partners, we are working to improve the lives of all looked after children in Scotland. We do so by providing a focal point for the sharing of knowledge and the development of best practice, by providing a wide range of services to improve the skills of those working with looked after children, and by placing the interests of children at the heart of our work.