

Webinar recording

CELCIS Education Forum

Using Scotland's Secure
Care Pathway and
Standards to improve
educational outcomes for
children and young people



CELCIS Centre for excellence
for Children's Care and Protection

Education Forum March 22

Hello, everyone, and a very warm welcome to our first Education Forum meeting of 2022. I am Linda O'Neill, I am the Education Lead at CELCIS, and it's lovely to see so many of our regular forum members here, but it's also great to see some new members in the room as well. So if this is your first meeting, welcome, we hope you enjoy it. And I've been saying this for the last two years, but I'm really looking forward to getting the chance to meet with you face to face, in what does feel like the not too distant future anymore. I'm really delighted today to be able to welcome a number of contributors who have very kindly volunteered their time to help us think about how we can support young people who are cared for and educated and secure accommodation. They will be sharing information about resources available to help our practice and crucially sharing insights from young people who have experience of secure care. We are joined by Beth-Anne Logan from North Lanarkshire Council and STARR, Ruby Whitelaw from the Children and Young people's Centre for Justice, which is also known as CYCJ, and Kenny Collins and Leona Donnelly, both from the Good Shepherd Centre, and you'll get the chance to properly meet our contributors and ask some questions throughout the morning. Just before going into today's theme, I just wanted to run through some housekeeping and today's agenda. So we'll have our input from Beth-Anne, Ruby, Leona and Kenny, about the work they're involved in why this is such an important area of focus for our population of children and young people. We will then have the chance to split into breakout rooms to discuss some questions that our contributors have set for us before coming back together to share some of the themes from the discussions with the aim to finish up about

11 o'clock. You'll have seen in the housekeeping slides that we'll be recording the formal session and the presentation at the start. And we'll make the videos in any of the materials that are produced from today available on our website. We will only be recording the main session, though and not the breakout rooms. You'll see that you're not able to turn on your video or your microphone at the moment that's just during the presentation section at the start. But we will have the facility to use them during the breakout rooms. But until then, please feel free and I would encourage people to put any questions or reflections in the chat as Ruby and Beth-Anne, Leona and Kenny go through their presentations.

In terms of today's theme we've chosen secure care, as it's not a topic that we've had the opportunity to talk about at the forum before, but one that we know requires specialist and robust planning and support for children and young people who are cared for in these settings. I know that some people won't be familiar with what secure care is, which is one of our aims of today is to develop people's understanding of that. Secure care and accommodation as amongst some of the most intensive and restrictive forms of care that's available to children in Scotland, where children up to the age of 18 are looked after in a locked setting. The decision for them to live there will be made either through the Children's Hearing System or the Justice System. And the decision made to place children in secure accommodation is due to the level of concern about the risks or the actual harm that their behaviors pose to either themselves or others. And the aim of secure care is to provide intensive support, care and education to children to keep them safe and meet the really high level of needs and vulnerabilities that they either are or have been experiencing. There are robust regulations and requirements in place which aim at ensuring young people are only placed in this setting for as long as is absolutely necessary, and that they get the appropriate transition support before, during and after their time in secure care. Children who are in secure care are almost always those who have had experienced childhood adversity and difficulties such as significant losses in their lives, abuse, neglect, trauma and, or disruptive home and school life's. The Secure Care Pathway and Standards were launched in October 2020. And they're made up of standards that act as a guide for practitioners and young people as they journey into, through and beyond secure care. They focus on the areas that children and young people told us were the most important to them, and have the greatest impact on their experiences and the pathway and standards also aligned with the areas that are highlighted for improvement by the Independent Care Review and the commitments made in The Promise. I'm not going to talk too much more about this as we have invited along our contributors who are able to discuss this and the standards in much more detail, and much more articulately than I'm able to. But what I would like you to hold in mind as we listen to our contributions this morning, is that all children who are placed in secure care whilst having a right to high quality care, also have a right to high quality education. And we've got a really nice opportunity this morning to think together about the role that we can all play in ensuring that children's rights are upheld in this. I know that everyone in

the room will have different levels of experience in this area, and different levels of comfort when we're discussing our themes. The Education Forum has always been and does always seem to be a safe space, to ask questions for discussion and to learn from each other. So please feel free to take part in that as fully as you're able to today. If you do need to step out and away for a few minutes, please feel free to do that. And keep yourself safe and the children and young people that you know and work with safe, and your breakout room discussions and questions. And if there's anything that you'd like to talk about in more detail after the session, then please don't hesitate to get in touch with me or any of our contributors. So without further ado, I will hand over to Beth-Anne and Ruby who are going to kick us off, who will then be formed by Kenny and Leona. And just a reminder that you can put reflections and questions in the chat. And once our presentations finished, we will have the opportunity to come back to those questions before moving into the breakout rooms. So thank you very much again for coming along. This one will hand over to the Beth-Anne.

Thank you, Linda. So hello, everybody. Good morning. It's great to be here. My name is Beth-Anne Logan and I'm a Promise development worker at North Lanarkshire Council, I am a non-executive director for Children's Hearings Scotland, and I'm also the chair of STARR. So I'm going to tell you a little bit about STARR this morning. I am secure care experienced myself. I spent about 3 years in secure care. And in 2017, the Scottish Government set up the Secure Care Strategic Board off the back of the review that went into secure care, conducted Alison Gough at the time, who was working for CYCJ. And the Secure Care Strategic Board asked for members with lived experience to join that board, which is why I was there. I alongside a colleague, who also set up Starr, Laura Beveridge, we kind of get together and we realized very quickly that two people cannot represent the voice of those with lived experience. And we had to do something more. So we then ask the Board to give power to us to create a group of young people or adults with lived experience of secure care, to come together to share their experiences to influence decisions that were made, and to shape and design what the future of secure care should look like, and the Board agreed to that. So that was in January 2018. In March 2018, we had our first meeting. And we very quickly realized that there was an unmet need within the sector for a space for secure care experienced people to come together. As Linda had mentioned secure care is Scotland's most restrictive form of care. And it can often be a positive experience and an enriching experience. But it can also sometimes have traumatic elements to it, as well. So we were very vocal in how we wanted to see things changed and shaped and designed. And we sat up as a group and said like no, we really want to have a say in how secure care and the future of secure care looks and feels. So I was placed as a Secure Care Strategic Board member on the secure care pathways and standards working group. And we were tasked with creating a set of national standards that followed a young person's journey before, during and after secure care and what they can expect. So we had several meetings where we looked at the national standards as they were being developed. There were initially 140 standards I think, and they varied

through lots of different things. Our main purpose is to inform, advise, challenge and change the pathways before, during and after secure care. That's what we're set up to do. And we've created a circle of influence to educate people on what STARR is there to do. We want to make sure that we have a seat at the table when these conversations are happening around about secure care. We also want to make sure that our vision as realized, so our vision is on the screen just now. We want our children to be nurtured, cherished and loved. And we want that support to be delivered at the right time and by the right people. We want to make sure that the secure care is nurturing, supportive and trauma responsive, but equally STARR is striving for us to be a country where we don't need to restrict our children's liberty to keep them or others safe. But that we provide holistic rights based care for all those that need it within our community and to support in the sector to make sure that the conclusions of the Secure Care National Project and The Promise are kept so that all children grow up loved, safe and respected so that they realize their full potential in line with the National Performance Framework. I suppose one of the biggest things for us was the standards. And like I said earlier, initially we had over 140 standards, we did a big mapping exercise, and we mapped all the current legislation, and I'm doing it visually now because I am remembering it in the room, it was like flip chart galore. It was great. And we mapped all the legislation, we mapped all the different reviews, we mapped kind of what you needed - the outcomes and the outputs we need for our children and young people. These standards were co-authored by STARR. So through the mapping exercise, we could take the standard and like okay, 140 standards, that's not going to work. So we worked really, really hard together with the Secure Care Strategic Board and Standards subgroup and STARR as a collective to really filter these down, as well. So we've done an amazing few sessions. But one of the best sessions we had was at the Children's Commissioner's office in late 2018, where we Ragged (red, amber, green) the standards. We looked at the strategic implications which also included resources as well, let's be honest and frank about that. But we also wrestled with some really gnarly issues. So some of the stuff that STARR felt really, really strongly about was things round about searches. For those who don't know about when young people enter into secure care, they enter a garage, which is an air lock, and then they're searched. And what STARR was saying, the members of STARR were saying was that was a really traumatic experience for those that had experienced abuse or had had an adverse experience with people or experienced sexual abuse or anything like that, that was really traumatizing for them. And it was all done very quickly. And a lot of the time young people went into secure care on a crisis basis so they were already heightened. So we really wrestled with the search and the search standard. So the standard reads something like now, I'm searched when it is appropriate and necessary to keep me and others safe. And another one was front door entry and STARR felt really really strongly about young people being able to enter through the front door if they feel safe to do so. What STARR members told us was that they felt like a bit like a dirty secret because of going in through a backdoor, through a garage, through an air lock. And they wanted to really humanize the process of that.

So we had a bit of to-ing and fro-ing between the working group, the Strategic Board and STARR, and we arrived at the number of standards that we now have in front of us, the 40-odd standards that we have. Language was really important for STARR members. So it's important that the standards are written in first person present tense, because also falls on social care standards, but equally, it humanized that process for people and really made people think. And then we also had a period of extensive engagement within all the secure care centres in Scotland called 'From me, for me, with me'. And those engagements varied from centre to centre, which was fantastic. Because each centre is unique in itself. And it operates differently. And the proportion of young people can make different dynamics and stuff like that as well. So we had poems we had models of what secure care would look like if you had green open spaces and pets and stuff like that. And we had young people in one of the centres has a build it or bin it what would you build upon in secure care, what would you bin about secure care? And what do you think needs to be added and enhanced? We added a letter writing exercise where I wrote a letter to my younger self and recorded that and I delivered it at some of the centres and for those that couldn't make it, I recorded it and sent the video over. And that really inspired young people to write their own videos as well. So it was an extensive form of engagement was an extensive period of input and more than consultation was co-production. And we went back out to those young people who helped us create the standards as well, which was critically important. So I suppose one of the things that I want to let people know about is that STARR is a group for adults and young people of all ages. We work with young people who have been in secure care as a child or a young person, or a young person who is now an adult. And we are seeking new members, so if anybody knows anybody who has secure care experience, then please get in touch because we're always looking for new members to further enhance STARR. And I suppose one of the things that I'll finish one is that we have been lucky enough to be nominated for the Young Scot Award this year, I am a finalist in the community category for the work that we've been doing. We continue to grow from strength to strength and we will continue to be a critical friend to the secure care centres and that's our goal. Our mission is to ensure that we see change that young people feel safe, supported, loved, respected and understood as well. So I'm going to hand over to Ruby now, thank you very much.

I hope you got some of that, but I'm Ruby Whitelaw, CYCJ practice development advisor responsible for secure care. Bath-Anne mentioned the standards and how they moved from 140 initially. We now have 44 standards. And there is a standards website – it's called the secure care pathway and standards Scotland, so I would be really keen for you to check that out after the presentation, or at some point, when this is still fresh in your mind. One of the things that we did in our work within one of the centres where the standards have been developed. But one of the things that was really important was about getting a website that practitioners could visit, that gives them insight into what the standards meant, the before, during and after process, but also to build on the work that's

currently being done. So on the website, we have a video of Beth-Anne and Liam talking about STARR and talking about the development of the standards. We also have some short films from him some of the secure care centres in Scotland. So it gives you a sense of what they look like, what they feel like and what young people can expect when they go to live there. There's an event section on the website that highlights things that are happening across secure care. And just now there's information about a secure give practitioners forum that's happening tomorrow. So this will be the first time that CYCJ have organized this event. So we make sure that they've got them online so that if you're involved in secure care, or working with kids on the edges of secure care, you can visit the website and see what's happening. There's also practice examples. So this is one of the things that's been really quite helpful of late. We've got some practice examples from secure care centres. So for people who are unfamiliar with the standards, it gives you an insight into what do the standards actually look like in practice. So there are some case, examples of young people being accommodated within secure care and how local authorities and other agencies have worked with them to meet the standards. We also run a security of champs groups, so that that takes place every six weeks. And that's a range of people from across a variety of settings. So we have people from Cyrenians, from local authorities from secure care centres, and a range of different organizations who come together and discuss secure care with a view to making practice better. So we'll look at the standards. And in recent meetings, we've looked at the standards in clusters. And we've done that because there's 44 standards. So as you can imagine, going through each of them individually to identify how we're meeting them, it can be really quite cumbersome if you're only meeting every six weeks. So by grouping the standards together, we can get conversations going about how they link, how we can join them, how we can make sure that we're meeting the outcomes that we've been promoting within the standards for children and young people. So during the last group meeting, which was in February, we looked at a present a presentation from one of the local authorities who had really embraced the standards and had done an audit across a three local authorities looking at in how they prepared for young people going into secure care, the work that was done during it and what that meant in the economic process for young people leaving. So they've done an audit and I'm hoping that they're going to be able to do a blog or a practice example that we can put on the website that can be shared across different local authority areas because one of the things that we recognize is that not all local authorities are fully on board, in terms of working with the standards at the moment. So that's an area that we will continue to develop and practice. In terms of the relationship to education, three of the standards specifically mention education and we focused on that during the last champs group looking at how can we make education and the education provision before and during secure care, and afterwards, as well, in terms of that continuity of relationships? How can we keep them in place, so we'll be revisiting that later on at the end of the presentation. I'm going to pass you over to Leona and Kenny now for their input.

Thank you very much, Ruby, and Beth-Anne. And good morning, everybody. My name is Kenny Collins, I am the Head of Education at the Good Shepherd Centre. I've been in this role for just about three years, well, just over two and a half years now. But I've been at the centre since we opened in 2006. So it's become clear to us during our time at the centre with all the many visits that we've hosted and conducted with professionals, students, partners and families that there appears to be a lack of awareness of what an education provision is like within secure care. There are very often distorted perceptions of what school looks like within a secure care setting. And we're very keen to dispel some of those myths and misunderstandings through whatever opportunities present themselves. Just a couple of the myths that we have heard, things that people have said is that a secure unit is like a prison, and that young people are violent and difficult or impossible to engage or educate. And some companies have even presumptuously exclaimed that they know exactly the type of young people who are accommodated with us, and subsequently shut off any future work experience or skills development routes with them as a result. So young people who attend school with us have often been excluded, disenfranchised or absent from education for a significant period of time. And our goals are to encourage young people to attend school, support them to develop relationships with our staff, develop belief in themselves and inspire and encourage them to believe that they can achieve in school, offering personalized support as and when required. Using education to modify the understanding of what young people perceive to be diversity, participation, success and opportunity is essential for their progress within the Good Shepherd Centre. And we have a united responsibility here. The concept of inclusion and involvement exists within the microcosm of our school and the secure care pathway and standards strive to validate this, ensuring that children's rights are upheld, while they experience coherent support and progressive outcomes during their time with us. And we're also just like every other school, in that we are regulated by Education Scotland using the same framework of how good is our school? We align ourselves to national approaches such as Getting It Right For Every Child, and the national improvement framework, and we have high and realistic expectations of our learners. So, in order to give you a bit of flavour of what school looks like we have prepared just a short video that we will show you now, which includes a bit of Pupil voice so that you can hear straight from the young people themselves.

The structure of the learning environment and the supports available here at the Good Shepherd Centre allows a positive and inclusive learning experience for all of our young people. From the moment young people arrive in the centre, if not beforehand in some cases, staff began to compile an individual crisis management plan. This plan takes into consideration all of the background information available, plus input from professionals involved with a young person. Each plan consists of pertinent information, including past experiences, triggers, high risk behaviors and intervention strategies unique to that young person. A planning meeting also takes place within 72 hours involving a representative from each of the departments within the centre, the young person's social work team and

any other relevant parties. This gives us an up to date and thorough knowledge of a young person which allows staff to make informed decisions around their individualized education plan. At the earliest opportunity young people undertake a full initial assessment using the Wechsler Individual Achievement Test, which is a comprehensive assessment of reading, language and numerical abilities. This gives us a real time snapshot of the academic strengths and weaknesses of each student and highlights gaps and knowledge as well as possible learning difficulties. We can then make informed decisions regarding how to best take their education forward, which is invaluable when working with those who have often previously disengaged from education. Once the results of the assessment have been evaluated by the team supportive recommendations are shared with the young person concerned and plans are made in conjunction with them. Supports could include the use of additional resources, regular use of intervention programs, one to one support from staff or support within the class environment. Small class sizes of between one and six allow teachers increased opportunity to address each pupil's individual needs. This also bolsters the teacher pupil relationship, which is at the heart of all our learning experiences. Dynamic lesson plans are made for each individual rather than for a class. For example, a class could consist of a young person following BGE coursework one working at national four level and another studying at national five. Most kids who come to the school are more or less behind within some areas of their schooling. And that could be from missing a few maths lessons to not having been to school for a couple of years. But they can catch up quite quickly. We have a salon in the school. The teacher is called Leanne and you can go to salon get your hair down, do your nails wash other people's hair, you also got qualification from the salon. Davey's got a garden in the centre where you can just grow potatoes, carrots, things you grow in the garden. Design Technology which is taught by Tommy. Within that class you can build make up boxes to making an aeroplane, so you just set to be quite crafty in there which is good. The difference between mainstream school and school here is that mainstream schools normally have about 30 kids in the class. But in this school they're smaller classes. Everyone in the school will struggle at some point within at least one or two subjects. So then the teachers are there and they will help you. I prefer this school to a mainstream school because if you're behind they can help you. If you've got any issues they will help you. The teachers in the school do actually seem like they care.

I have been doing the Duke of Edinburgh for a good five, six months now and I have got one more thing to do. I have done my walking, cycling, kayaking. I have just got fishing. I like getting out, I like walking, I like doing exercise. I like being out and about.

Welcome to how good is our school? 2020. It is an opportunity for every pupil to question all aspects of our education. Here's what we think about our school.

What do you like about our school?

The school is good. Classes are good. The teachers are good, everything is good about the school. It's just nice and chilled out.

What sort of learning and teaching do you find enjoyable?

I like cooking, so Home Ec, and Media. Maths, PE, Cooking, Science, sometimes English.

Doing more practical stuff like filming, editing, being in the salon, doing Home Ec and Tech.

What sorts of learning and teaching do you find challenging?

I can't sit and write too much. And read. I don't like reading, sometimes.

Are you able to learn in ways that suit your needs or is everyone generally expected to do the same things the same way?

The classes are smaller so say like in a mainstream school the teachers don't pay attention to the kids that don't so good, but see here the teachers are paying attention to everybody, you get the same amount of support and I think it's better learning really. You can work at your own level, you don't have to do the same as everyone else.

Thank you for that, Michelle. So I hope that gives you a bit more insight into what the day to day life is like within the centre. Thank you to Michael in the chat. Michael has quoted standards 33,34 and 35 which I was going to go on to speak about just now, but just starting with standard 33 and reflecting on the video that you've just seen. It's our duty to make sure that young people's learning needs are understood, and that they are appropriately supported to have those needs met. We spoke a wee bit in the video there, the use of assessment, using the Y3 tool to explore reading, language and numerical abilities for every young person. That gives us a real time snapshot of academic strengths and learning opportunities for everybody. And it's really useful in highlighting gaps in knowledge and possible learning difficulties. So we feedback our findings from this assessment not in terms of deficits or weaknesses, but as an individualized level of educational comfort. We then directly integrate that individualized support that is required for each young person into their 10-weekly, IEP (Individualized Education Plan), to make sure that we are getting it right, and that we're constantly reviewing what it is that we're doing for every young person. Many of the young people who come to work with us have little or no previous attainment or achievements. Our short window of opportunity, and the average length of stay is between four to five months, is spent working with each young person to aim towards trying to give them a flavour of achievement, from which we can then begin scaffolding further success. I'm just very aware of time, I had much more to say. But I am going to pass you on to my colleague Leona to talk to you a wee bit more about the standards within education. Thank you.

Thanks, Kenny. So my name is Leona Donnelly and like Kenny, I've worked in the Good Shepherd Centre since it opened and at The Good Shepherd School. And I've been in this current role for two to three years as well. Now that Ken has provided an insight into what education typically looks like in our centre, I'd like to just share some of the challenges that we have to overcome, just to make sure that our children have the best possible chance to attain and achieve to their potential. So linking these challenges to the Secure

Care Pathways and Standards, the before stage of the journey for our children, as you've heard already, is a pretty significant time of chaos, a lot of turbulence and there's usually been a lot of a disruption to our young people's education. It's not unusual for us to get 14, 15, 16 year olds who come to us without Scottish candidate numbers at all. And then the years that I've worked in the Good Shepherd, I've been to loads of planning meetings with I hear that education is a protected factor for the child. But I don't think I've ever actually been to one where I hear that the young person has had excellent attendance and that they're on track to achieve good grades across all their subjects. And it seems to be that their education usually does take a hit in the time before a young person comes to us. So because of this, our children's learning can be really fragmented. But so can the information that we receive in regards to prior achievement levels, and any additional support requirements for our young people. Some schools are brilliant, some local authorities are excellent at providing information. But other times we don't receive any information. And we also don't have access to SEEMiS either. As do neither of the other secure care centres, as far as I'm aware, they still don't have access. So the during stage, when the young people are actually with us – as you've heard, we've got them for an average of like five to six months. Sometimes it's only days or weeks, but averages out like five to six months for most young people. And as Kenny says, this does give us this really short window of opportunity to help and support our young people through their education. And our initial assessments, they are a great tool for identifying the strengths and areas of opportunity. But they can't tell us what work has already been completed, what coursework. And we know that children in care have the poorest educational outcomes. And we want to do everything we can to help reverse this trend and use the short time that we've got our pupils for just to try and help them attain and achieve as much as they possibly can. But when we don't receive the information about their levels, about their completed coursework and such, then it just becomes really difficult. But the danger, is quite often of asking our young people to repeat work that they've already done. And sometimes our young people have actually moved between several educational establishments and schools in the previous months and years. So at times, they can be asked to repeat work over and over again if there's no record of it, if there's nothing on the SQA connect database to show that they've actually passed assessments or anything. So it really can be quite a bit of a balancing act just to try to make sure that our pupils achieve as much as they possibly can. But making sure that they've also completed all the necessary learning without repeating the work. Within secure centres, as well, digital access is quite a challenge, just because of the nature of secure care. The reason some of our young people are with us, they're not permitted to have the same access to the internet as they would in other schools. For example, every young person in Scotland has a Glow account, which is Education Scotland's digital network. But for the secure care centres, we've got a different version of Glow and our pupils aren't permitted access to Office 365 tools. So it's quite restrictive, we have contacted Education, Scotland, with other secure care centres, and we're trying to work together to try and come up with a

solution, a better solution, that is less restrictive, but while still maintaining the safety that our young people require.

Some of our other difficulties, difficulties that our teachers face, are that because it's such a small school that all one person departments, to that can actually be pretty isolating. Because we're not actually part of a local authority per se, either. So when it comes to this sharing, good practice, if there is a question about our assessment, moderation, cross verification, and so on, it can be quite difficult just to try and grab someone else that can help you with that. The structure as well of SQA awards can be quite challenging for us. SQA courses are usually built around the academic year. For us and the Good Shepherd Centre, there's not so much of an academic year, because our young people come into it all through the year. They stay with us for different amounts of time. So we just have to use whatever time they have to try and help them get through whatever they can. But with SQA qualifications there are cut off dates for registering pupils for National Qualifications. And that can sometimes prevent young people from gaining a course that they may potentially have managed to gain because it may become an after the November cut off or after the march cut off. Obviously, we do have quite a few other challenges. But again, I'm aware of time as well. So just thinking about the after journey for some of our young people. Probably the greatest challenge for moving on is that education is sometimes more of an afterthought in their moving on plans. There's not really many other provisions out there that offer the same level of intensive support that secure care schools can offer with the staff to pupil ratios. And we do know that this does benefit our young people. As Kenny said a lot of our young people have come through as a school refusers before, they've been totally disengaged with education, but during the time with us, they are attaining, they are achieving, and you heard from our young people, they're enjoying school. But there's not many other provisions out there that are possibly suitable. And we know that the provision of a suitable education or work experience can be the key that provides the required structure for young people moving on. And sometimes that lack of continuity of education can potentially become the weakest link and transitions. So thanks for listening to me regarding some of the challenges we face, and we'll all get a chance to kind of explore these bit further and breakout rooms. But for now, I'm just going to pass you on to Ruby.

Okay, thanks very much for that input. What I'm going to do is just spend the next few minutes giving you a practice example. As part of my PhD I interviewed young people who had experience of group care, which included residential care and secure care. And one of the young people gave me a really good insight into what secure care was like for them, in particular in relation to education. But I suppose what you can talk about the overall journey, just so that you can get a sense of some of the things that we still need to work on when it comes to secure care. So Lisa, obviously not her real name, had been in care for four years. During that time she had 12 social workers and in relation to before she went into care, I have highlighted standards, one and four, that look at decision making

communication, and also professional understanding of the impact of trauma. So before Lisa went on to secure care, she had no idea that she even had a Children's Hearing, she thought her placement was going really well. So it came as a real shock to her when her social worker and senior social worker turned up at her placement to tell her that it broken down and she was going to secure care. So you can imagine what that evoked for Lisa. On the journey to secure care she didn't know what it was like, she didn't know what to expect. But despite that the secure centre made her feel welcome and she gets settled in. So during - the standards I have focused on is keeping in touch - that's with family, friends and other people that matter to you, your learning needs being understood and supported, and an understanding of the wide ranging needs that you could have and encouragement to attain and focus on hopes and goals rather than needs and risks. So during the placement for Lisa, it was a bit challenging because she had done really well at school before she went into secure care. And what she realized when she got there was that the secure care provider wasn't able to continue with the education that she experienced within mainstream secondary school. So she focused instead on developing vocational skills, and she was able to achieve vocational qualifications. And I think it ties in a bit, with what Leona was saying, because some of the times it's about you having to repeat things, so she did get an opportunity to do things she'd done before. And she says that she didn't see any value in that at all. But while she was there, she had people that supported her from a range of different settings, including a teacher at school. So a teacher at school attended the meetings, she was in secure care for six months. So the teacher in school kept attending the meetings. So there was hope for Lisa, in terms of what would happen when she left secure care. And having spoken to a number of people, ongoing teacher involvement isn't standard. But I think it's something that we should be aspiring for for children that experience secure care. In terms of the after standards, I've looked at standards 40 to 44. And that looks at places for moving on, planning, going at the pace that's appropriate for the child, and making sure that people who they trust are involved in that process. So one of the real turning points for Lisa in terms of being able to get her life back on track was that people listened to what she said. So she didn't go back to the placement that she left before she went into secure care. She was able to be supported into her own tenancy. But she was also able to be supported back to her secondary school. So she went in in the seventh year. And that allowed her to continue with her academic education and she was able to achieve Highers. So that's a good example of how education can play a significant role in supporting young people who go into secure care, to come through the other end and to go back and have some kind of stability in their relationships. As I said, Lisa had 12 social workers, but she had one teacher that really stood out for her that stuck with her through her time in care. So I think it's a good kind of takeaway for us. But I'm going to move on to the questions now for the breakout room.

Okay, I don't know if somebody wants to come in and I'm more than happy to just talk through the questions. There are three questions that we're asking you to look at in the

breakout rooms. So question one is what can you contribute as a partner agency to help meet the standards? Question two is about what would you need to support you to implement the standards within your actual workplace? And question three, what barriers can you identify that would potentially impede your ability to meet the standards? And I suppose, how can you overcome those barriers? So I'm going to pass you back to CELCIS.

Thanks very much for that Ruby. And I just want to say a huge thank you to Beth-Anne, Ruby, Leona and Kenny for that input. I find it so interesting, I've learned so much about this and I especially thank you to the young people who took part in the video as well, it was really, really helpful just to get a bit of insight into I suppose A Day in the Life, and what's important to young people as well when they're in secure care. And to shout out to Beth-Anne and STARR as well for their nomination for the Young Scot Awards, everything crossed. And please let us know how you got on with that. Thanks very much Ruby for running through the questions for the breakout rooms. We are going to go into breakout rooms in just a couple of minutes, but we thought we would just pause and take a moment to see if anybody has any questions or reflections for any of our contributors before we go into the breakout rooms. I've got a couple I am itching to ask, but I will hold myself back and pass over to our delegates so please feel free to put your hands up or put anything in the chat that you would like to speak to contributors about.

I can't see any hands up. So I'll just be dead selfish and take the opportunity to jump in and ask a question if that's all right. Something that really struck me while I was watching the video, was it felt like quite a seamless mix of vocational and the more traditional academic, school based work that happens. I know that a lot of people will be aware that there's a lot of discussion going on in Scotland at the moment about what the curriculum in schools looks like and in placing more value on vocational qualifications and things and I suppose I am just interested in how you guys manage that so seamlessly, that mix between the academic and the vocational and how do you find where the value is placed, from the partner agencies that you work with, as well. So that's a massive question to ask in a couple of minutes, but any insights I'd be really interested in.

I think we have always realized that variety is essential to engagement and also personalization and choice. When we initially began to speak to young people who come in, like I said they've not been at school, school has not been a priority for them for such a long time, their confidence is in bits really, so we give them the opportunity to come and see the school in the evening when there is nobody else there and give them a tour of each classroom and start to talk to them about what their experience has been, Do they think that good things? Quite a lot of them will say that they're not good at creative subjects, like music or art. But through exposure to these things, and through the relationships that they begin to build with their peers, and the staff that work in the houses and within the school, and they give it a try, they give it a shot. And sometimes coming over the threshold is absolutely massive. It's one of the first things that I'll

comment on if I am at a LAC review or some sort of formal meeting for a young person, if they're coming to school, that is huge, absolutely huge. Engagement will then sort of come after that. But we need to recognize that there's an awful lot going on in the lives of every single young person who comes here. And so is fairly gradual is that their pace, but like I said, just the variety that's on offer that mix of creative elements, the mix of kind of formal academic subjects and vocational stuff really seems to work. But we review it constantly, so we'll take the opportunity for that, for instance, the how good is your school, we'll use that. And if it's in written form, you're not going to get anything or we tend not to get anything sort of particularly constructive back. But if we just talk, have a conversation with young people, and some of the young people that you've seen there, were quite happy to lend their voices to their experience of what's worked well for them. And what we might need to change. We also integrate that conversation to the pupil council meeting, which happens as well, but if there is a subject that we're not delivering, that they are keen on having, then we will make inroads to try and get that added on to the curriculum, whether that be during the day or within the evenings. But yeah, I don't know, Leona, if you've got anything else to comment on that. I don't have an exact figure, but I honestly cannot remember the last time we had anybody refuse to come to school, which is just incredible, given how many gaps there's been.

Thanks very much for that Kenny. Leona, do you want to come in on that as well?

No, just to echo what Kenny says. But we always have placed an importance on the vocational and wider achievements as well. And sometimes that's the kind of hook that's where you see our young people really just thriving when it comes to education. The young people in before who have been really reluctant to engage in the formal academic schoolwork, but you walk up a mountain with them and you just see them come into that element. You see them practicing all these amazing skills and gaining all these skills as well. Like the problem solving skills, and even just building the relationships as you walk up mountains with a young person that's really struggled with relationships within school and within the houses and when they're outside they are in their element they're offering to carry your backpack. They're making sure that you're properly fed, asking if you've been drinking enough and so on. And it's just, it's lovely just to see young, young people just really enjoying their education. And when it comes to the salon and things as well, for so many of our young people the hook can be okay, right, you might not want to engage in any work, but why don't you go and get your hair done, then that's kind of just what started the young person off that they're getting their hair done and they're seeing other young people working and think, Okay, I'll come and I'll maybe wash somebody's hair. And so it's just kind of working out what's best for each, each individual young person and where their interest lies.

Thanks, Leona, it's that relation approach in action. We do have another couple of questions. And Barbara has a question for our contributors.

It was more of a reflection than a question. I work for the volunteer tutors organization, which provides one-to-one educational support through trained volunteers. And we support a lot of children and young people who are not in secure care and I have been absolutely blown away by your presentations, because it's really, you know, informed me about what goes on there. And the educational support looks absolutely amazing, I have to say. We support a lot of young people who are school refusers, care experience, and are on the cusp of care, and are really struggling to interact in a classroom environment. So it seems to me that the relational side of things that you guys introduce, plays a huge part in that whole engagement process. And the fact that you can provide that one-to-one support and have those conversations to establish those goals and aspirations for the young person, I think is just so important, because, in our organization, we spend a lot of time before the tutoring starts, just getting to know that young person, and building the relationship up before the actual tutoring can begin. And I share your frustration about getting information from educational authorities, in order to get the right starting point, with the young person, as well, and particularly outwith Glasgow, we were doing have many relationships with educational authorities, educational services, and other local authorities. And then the fact that when they leave you, what supports are going to be in place to ensure that continuity of support. So as I say, I think it's a great educational support that you're giving them in the centres and, good luck with trying to ensure that that does continue when they leave the secure setting. So that thank you for all that information. That was really good.

Well, thank you for that reflection, Barbara, that was lovely. And I think, as ever we just hear those messages coming through, you know, from your service as well just about what young people tell us all the time. It's that real, authentic, meaningful relational approach, in order to want to come alongside and I love that example of you're walking up a mountain with somebody. I think that's literal as well as metaphorical. And I really, really aware of time. Because we've still got the chance to go into the breakout rooms. But we do have two other questions. And if I could just ask our contributors, if you've got any quick reflections on these, but we can also follow up with the people that have asked questions if we don't have time to cover that as fully as we would have liked. We've got Mr Hay here who's asked the question isn't able to see it only because you've got a pupil in the room just now. But wonders how you organize your curriculum and classes in terms of managing so many vulnerable young people alongside some might who be volatile and to ensure that everyone feels safe in order to progress and achieve.

Yes, great question. I noticed that in the chat, thank you for that Mr Hay, I think that the key word, there is communication. And we have to communicate and find out what is going on for everybody at all times across all disciplines. We actually have a team that we have named Wegecare, which is wellbeing, education and care who will come together to discuss regularly what is going on for every young person in the centre but every single

morning, we will also have about 15 to 20 minutes to find out what's been happening in the lives of young people the night before, so that we are prepared, so that we make any particular adjustments in terms of class groups in terms of our expectations for lessons within that day, and have a conversation with staff a bit they had experiences before – did they notice that a young person looks particularly down? Do we need to think about some sort of alternative for a particular class during the day, do we need to take advantage of the mindfulness or the holistic therapies that we have on campus? And would it be a better idea for a young person to maybe attend something like that, depending on what's presented itself, in terms of class groupings, we changed the way that that looked. Because of the pandemic, we used to have a maximum of six young people in class, but just due to the requirements of physical distancing we did just three, and we kept everybody the in house bubbles. And that has really worked. And in actual fact over the course of the last two years, we've seen attainment rise. And we can't really pinpoint exactly what it's down to, whether or not relationships are better, or what has really caused that. But could it be greater teacher interaction, that more intensive support, but we also have three, sorry, four, classroom assistants, and every morning, we will ask every teacher, is there additional support that's required to help your class to focus on the lesson at hand, and all that kind of thing. So we are taking full advantage of all the supports and mechanisms that we have available in the centre. But honestly, the key thing is talking to each other about what is going on in the lives of every young person. And that helps us to sort of know that we're getting it right or at least prepared to receive that young person into school in the safest possible way. I hope that answers your question.

Thanks very much for that, Kenny, I think it's that ability to be really adaptive and responsive. And in the here and now, as well is just so valuable to be able to meet young people's needs as well. Roselyn, I'm really aware that you had your hand up as well. But we do need to go to our breakout rooms. So could I ask that you either put your question in the chat or email it over to us and we can put it to the contributors and send a response that way and also make it available on the web page afterwards. As always, that's the really frustrating thing about having such a limited amount of time, is that you sometimes have to cut sections short, but we will do our best Roselyn to get your question answered. So thanks again to our contributors for answering those questions and our delegates for asking them. We're now going to move into our breakout rooms until about 10 to 11. We're going to have two rooms, myself and my colleague Michael will be facilitating those rooms. We've also got CELCIS colleagues, Gemma and Lizzie who are going to be in there, just taking some notes.

I think we've all made it back. Always nice to see lots of faces re-appearing on the screen. Thanks to Michelle's magic, thank you very much for that. I could have stayed in that breakout room for ages listening to people's reflections and discussion. I was saying in my group that one of the drawbacks of doing this, virtually, is that we never have as much

time as we would like. And I'm really, really hopeful that we can get back to some face to face forum meetings later in the year. Because we always have a wee bit more time, when we come together, face to face, so very much looking forward to that in the next few months. We'll keep folk updated about any plans that we've got around that. I am really aware of time, so I'm just going to move into the feedback now. We've got five minutes. And again, I know that we will not be able to capture the depth or the nuance or the richness of the discussion that we had. But it would be really, really good, I think just to be able to share with each other maybe a point from each of the questions or some of the themes that are coming through from the discussions. We will type up all the notes and make them available on the website. But it's always good to get a better feedback straight away. Lizzie, will I come to you first for feedback from the group that we were in?

Well, I just go through each point. Are we stopping? Nope. Okay, I'll just go. So, yeah, we had some great chats, actually. And all the points are kind of fairly interlinked. But we spoke under question one, about what can we contribute, and there was some discussion around what works going on about prevention, trying to make sure that young people, children don't end up in secure care, being deprived of their liberty, and education and care services working really closely together to provide intensive support so that children can stay living in the community. So that felt really important in terms of meeting the standards even before, at the before prevention stage. In terms of what support folks feel they need to implement the standards, there is a fair bit about kind of awareness raising knowing about these standards. And there are some really great resources out there, CYCJ do some excellent workshops that everybody can access. And I know Ruby would be delighted if people would email her and try and get more involved in hearing about what's going on and being more involved in the in the secure care champions group. So there, there are things out there, and it's just about how we raise awareness of that because it is patchy across the different local authorities and different organizations in Scotland. In terms of some of the barriers, we talked about how the transfer of information between education settings when children are transitioning from the community into secure care settings can be quite patchy. The experience of teaching staff within the centres is often that there's very limited information that's passed on about children and not really knowing where to get that and whose responsibility it is to provide that doesn't always work terribly well, which doesn't help to support children to have the best experiences. So I think those were those are the key points that I wanted to pick up on. And I don't want to hog the airwaves. So I'll stop there.

Thank you, Lizzie. That was great. Gemma and Michael, what about the group you were in?

Yeah.

So we that many of the same conversations as your group, Lizzie. And I suppose it was a short amount of time wasn't it with such rich conversations, but we had a lot of focus on

data and ensuring that across the journey, a young person's journey through education and into secure care, that we try hard to collect data that's helpful in the transitions between different settings for young people, and having really open and honest conversations with young people at points through that journey. And also, we spoke quite a lot about the transition back out, I think, based on the video that we were shown from the Good Shepherd Centre, that that fantastic work that's happened is supported and the transition out of secure care for young people as well. So that's a really brief summary.

Thank you, Gemma, much appreciated, and I just want to say thank you to everybody in the groups, and we always have a really limited amount of time. It's always big, big questions. And just to say thank you to everybody for contributing. We unfortunately have come to the end of our time together. And can I just say a huge, huge thank you to Beth-Anne, Ruby, Leona and Kenny for taking the time this morning to take us through the materials and the presentations. And also to the young people that are involved in that video, the people that are involved in STARR for taking the time and lending their voices to that, because I think it's so important that we keep children and young people at the very heart of this field, whenever we're thinking about it and talking about it. So a huge thanks and acknowledgement to them for sharing that with us today. In terms of next steps, we will make the video of the presentation and the slides and the notes from the breakout rooms available on our website and we shall send an email to let people know when that's available, please feel free to share those materials with colleagues that you think could be interested in it or didn't get the chance to come along today. We're always keen to spread the word about good resources and organizations that are looking for participation. Ruby, I know you'd say in our breakout room, that you're hoping to get more representation from education on the Secure Champs Boards, and that you've put your email in the chat. But we'll also make sure that that's available in the materials that go out so that people who want to find out more information about it can talk to you about what that would involve them so that they can get in touch with you directly for that. And I would just encourage anybody that is interested to please pick up the phone and speak to Ruby about it. I think it's so important that we make sure that education is a core part when we are thinking about young people's journey. And to through and out of secure care. Just to let people know, in case you're not aware, there's going to be a statement in parliament this afternoon, and the release of The Promise Implementation Plan. And I think you'll be able to watch that on Parliament TV. It's available on the internet, but you will also be able to see in on The Promise website as well. I'm not sure of the timing on that that but I know it is this afternoon. And finally, just a wee plea, I know that Michelle will be sending out an evaluation after the forum and to gather people's thoughts on the content and the format this morning. It's really, really helpful for us in thinking about what topics we cover, and what the format is like, particularly for being online at the moment. So please, if you've got five minutes, we'd be really, really grateful if you could take some time to do that. Gemma, Michael, thank you so much. Gemma is say that the statement is at two o'clock and Michael has put the link to Scottish

Parliament TV for anybody that would like to copy and paste that to watch it later on. So all that remains for me is to say a huge thank you for taking the time to come along this morning and spend some of your day with us. It's been lovely to have everybody in the room. Thank you again to our contributors and to all the internal staff at CELCIS behind the scenes in making everything run as well and hopefully this is just the start of our conversations about this and we'll have a wee think about how you make sure those continue in the future. So I hope everybody enjoys the rest of their day. And thanks again for coming along.

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