

Corporate Parenting Plan 2021-2024

(EASY READ VERSION)

Children's rights (UNCRC) [Bill](#) will soon become law in Scotland which means children and young people should be protected, provided for, and given a say in decisions made about them.

Children and young people who experience care may need additional support to be able to make the most of their education. Between 2016 and 2020 a large number of children and young people who either experience care or require additional support were asked what education is like for them and what they would need to make it better. What they said can be found in two big reports*1.

These reports tell us that what is supposed to be happening, to help children and young people with their education, doesn't always happen. They also give us ideas about what needs to change. Based on these reports two big plans*2 were written. These plans contain lots of actions for the people who work directly with children and the organisations that support them. Some of these organisations, like Education Scotland, are called Corporate Parents.

Education Scotland is responsible for helping the education system make sure that **all** learners get the best education possible. Sometimes this means helping educators make sense of the law and their responsibilities, and how all the bigger plans fit together. Education Scotland have simplified all of this into four common themes and they've developed a set of actions that will support the education system with these themes.

*1 Reports: [The Promise](#) and [Support for Learning: All our children and All their Potential](#)

*2 Plans: The [Change Programme One](#) and [Additional Support for Learning Action Plan](#)

The themes are:

- Rights and participation
- Relationships
- Inclusion and universal support
- Wellbeing and care

The Education Scotland Corporate Parenting Plan (2020-2024) contains all these actions. The actions are written in a way to explain:

- what we want to happen
- what needs to change or improve to allow these things to happen
- what we and others will do to make these changes or improvements happen

We will also make sure that we think carefully about:

- the language we use
- the values we base decisions on
- the data we use to get the right support to those that need it most
- the training and support we give to those working with children and families

As we go along we will check that the plan is working by:

- finding out what the people involved think in lots of different ways
- looking at the data and a wide range of reports
- visiting, watching and reporting back to make sure that what should be happening, actually is
- checking that the resources and the training we provide is making the changes we are looking for

The plan of actions might change as we check on these things but what we are aiming to do will stay the same.

Rights and Participation

What we want to happen in all educational settings
<ul style="list-style-type: none"> • CYP* and parents are listened to and involved in decisions that affect them • CYP are engaged in learning and the life of their learning community • CYP with care experience don't feel different
What needs to change or improve to allow these things happen
<ul style="list-style-type: none"> • CYP are taught about their rights • All adults know about children's rights and how to respect them • Adults have the time to get to know, listen to, and support CYP
What we will do
<ul style="list-style-type: none"> • Ask CYP about our work and what they think we should be doing • Work with partners to develop practice that supports CYP with their wellbeing and their learning • Promote how to engage and involve CYP in planning and decision making • Use similar words and approaches across different settings and services

Inclusive Practice and Universal Support

What we want to happen in all educational settings
<ul style="list-style-type: none"> • CYP with care experience have the same opportunities and do as well in education as their peers • CYP with care experience receive all the support they need
What needs to change or improve to allow these things happen
<ul style="list-style-type: none"> • Educators have the skills and know how to meet all learners needs and help all learners feel included • Educational settings provide a range of supports, or work with partners, to meet the needs of learners and their families
What we will do
<ul style="list-style-type: none"> • Raise awareness about what works and what doesn't work for CYP who are care experienced and may require additional support • Provide information, practical support and learning about inclusive practice • Provide advice and support around to planning for transitions particularly for CYP moving on into further study, vocational training, or work

*CYP means children and young people

Relationships

What we want to happen in all educational settings
<ul style="list-style-type: none"> • CYP can go to any adult for help if they need it • CYP have positive relationships with the adults working with them • Parents trust and feel supported by the adults working with their child • Adults know and take account of a CYPs family circumstances
What needs to change or improve to allow these things happen
<ul style="list-style-type: none"> • Relationships are a priority in all educational settings • All adults understand how a child's background and family circumstances can affect their wellbeing and learning
What we will do
<ul style="list-style-type: none"> • Provide information and learning around relationship based practice • Promote ways to improve relationships based practice • Focus on what improves attendance and reduces exclusions • Help educational settings engage with and involve parents more

Wellbeing and Care

What we want to happen in all educational settings
<ul style="list-style-type: none"> • CYP feel safe, loved, included, and respected • Wellbeing of learners is prioritised • Wellbeing of the people who support CYP is prioritised
What needs to change or improve to allow these things happen
<ul style="list-style-type: none"> • Adults act with empathy and understanding • Adults know how to help CYP manage their own emotions • Wellbeing support is easy to access
What we will do
<ul style="list-style-type: none"> • Raise awareness of the importance of mental wellbeing to learning • Raise awareness of the impact of different types of care on wellbeing • Provide resources and to learning to support wellbeing • Encourage educational settings to be places where families can find advice and support with wellbeing and welfare • Share examples of education, youth, and community supports joining up • Support the range of adults who work directly with parents and families