

Corporate Parenting Plan 2021-2024

Background

During 2020 two significant reports, [The Promise](#)¹ and [Support for Learning: All our children and All their Potential](#)², were published. These reports encapsulate the 'voices' of children and young people, parents, carers, practitioners and partners. Both have considerable implications for how educational practitioners fulfil their corporate parenting duties and how we in Education Scotland (ES) support the wider education system to do this.

By way of background, the Independent Care Review (ICR) was commissioned in 2016 to listen to those with experience of living, and working in and around, the 'care system' to properly understand what needs to change. The ICR gathered evidence of how 5500 children and young people experience Getting It Right For Every Child (GIRFEC) in practice, including within education. The Promise highlighted a significant gap between policy intention and implementation and provided a set of 80 'asks' of those who provide the scaffolding around the care system. This 'gap' between policy and practice was also noted in the review of ASL Implementation, known as The Morgan Review. Legally all 'looked after'³ children and young people are considered to require additional support for learning until they are assessed as not requiring that support. The recommendations from the Morgan review, which gathered the views of children and young people, parents, practitioners and a wide range of supporting partners, are therefore highly relevant to all learners with care experience. As a result of both reviews national action plans have been developed to realise the recommendations. These include:

- The Promise [Change Programme One](#) (first of three consecutive 3 year action plans)
- [Additional Support for Learning Action Plan](#)

The ES Corporate Parenting Plan will compliment and contribute to these national action plans.

Additionally, in March 2021 the Scottish Parliament passed the UNCRC⁴ (Incorporation) (Scotland) [Bill](#) unanimously, however due to a legal challenge, further work is required before the legislation can be officially enacted. Scotland, however, remains committed to being the first UK country to incorporate the UNCRC into its domestic laws to the maximum extent possible. Full implementation of the [Bill](#) will mean that recognising and realising children's rights will be a legal requirement and not just good practice. The 54 Articles of the Convention outline how children and young people should be protected, provided for, and given the opportunity to participate in decisions made about them. For educational practitioners, in addition to the underpinning articles (2, 3, 6, & 12) and the education specific articles (28, 29 & 31), realising the rights of children and young people with care experience can be even more complex when

¹ Based on the Independent Care Review (2016-2020)

² Based on the review of additional support for learning (ASL) implementation (2019-2020)

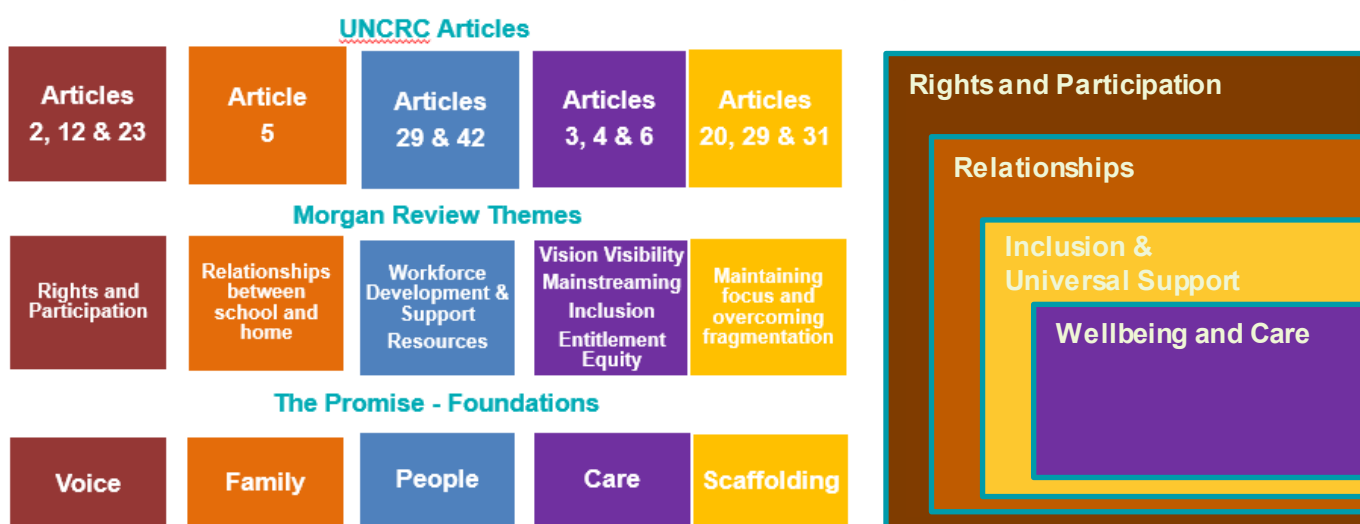
³ 'Looked after' legally means that the care of the child or young person is the responsibility of the state, but 'care experienced' is a broader and more inclusive term which anyone who has ever spent any period of time in their life involved with the 'care system' might identify.

⁴ United Nations Convention on the Rights of the Child

the articles concerning family support (5), social life (15), privacy (16), and access to information (23) are considered.

Although ES does not directly deliver education to learners it does have the responsibility of supporting the education system at every level to ultimately ensure **all** learners receive high quality learning experiences and educational outcomes. This includes supporting the wider education system to understand national legislation, policies, priorities and plans and essentially “making sense” of the complexity for practitioners and educational leaders. In line with this responsibility ES have identified the common themes across The Promise, The Morgan Review and Children’s Rights and the possible implications for practice in educational settings. Four common themes emerged:

Rights ↔ The Promise ↔ Morgan Review → Common Themes



The themes are interdependent with children’s rights and participation underpinning them all.

The previous ES Corporate Parenting Plan was organised around our legislative duties. The new plan is organised around the **common themes** identified above. This approach:

- reflects more accurately what children and young people with care experience said they need to improve their educational experiences and outcomes
- promotes alignment of legislation and policy initiatives in terms of implementation (Change Programme One, p67). For example supporting education services to join up their collective responses to the Morgan Review, The Promise, and Children’s Rights to reduce duplication of time, effort and cost (Change Programme One, p58).

As with all ES activities the Corporate Parenting Plan 2021-24 is underpinned by the principles of Getting It Right for Every Child. The actions identified in the plan are designed to optimise the use of existing universal and targeted support structures rather than creating anything new. The Plan outlines:

- Outcomes - What we want to happen
- System enablers - What would support the realisation of the outcomes
- Actions – What we will do

There are also practice considerations common to each of the themes. These **common considerations** include:

- language and values
- data intelligence and how this is used to prioritise support for children and families
- workforce support and development

Measuring effectiveness and impact

Measures specific to individual themes will be explicitly recognised on the plan however the **common measures** used to evaluate progress across all actions include:

- people's views
 - direct feedback from practitioners/Education authorities
 - indirect feedback from learners and parents/carers
- national and local data⁵ and reports
- direct observation of practice
- reports⁶ including those from inspection visits
- uptake and evaluation of professional learning (PL) opportunities such as
 - webinars
 - resources on the National Improvement Hub
 - activities on the Professional Learning and Leadership (PLL) portal

Consultation and feedback

All partners listed in the plan contributed to its development. Additionally, the following partners were consulted during the drafting of the plan:

- HMle
- Scottish Government: Youth Justice Team, Children's Hearings Advocacy Team
- Who Cares?Scotland

Reviewing and reporting

- Progress towards the actions will be reviewed quarterly
- Similar to our previous plan it will be a live document and may change over its three year lifespan to be responsive to changing system needs
- An interim report will be produced
- A summary report will be produced at the conclusion of this plans lifespan and published on the Education Scotland website





⁵ Educational outcomes such as attendance, exclusions, attainment and destinations

⁶ Such as those produced for SAC Funding including the Care Experienced CYP Fund

Education Scotland Corporate Parenting Action Plan 2021-2024

[Appendix 1](#) provides a key for the links between this plan and the Corporate Parenting legislative duties, Education Scotland’s wider Corporate Plan (21-22), The Promise Plan (21-24) and the ASL Action Plan. [Appendix 2](#) provides a key for all acronyms and hyperlinks to partner agencies.

Rights and Participation

What we want to achieve (Outcomes)		
<ul style="list-style-type: none"> • Children and young people (CYP⁷) with care experience feel safe and valued in their educational setting • CYP (and their parents/carers⁸) are listened to, respected, involved and heard in every decision that affects their education (Promise Plan, p3) • CYP encounter no barriers to their engagement in learning or in the life of their learning community (Promise, p71) • Care experience is normalised in educational settings and is never stigmatising (Promise, p87) 		
What we need to see in the system for the outcomes to be possible (Enablers)		
<ul style="list-style-type: none"> • Educational settings are rights-respecting environments where rights are explicitly taught and experienced • Practitioners are given the time to listen to CYP and have access to information, guidance and PL that will help them: <ul style="list-style-type: none"> ○ support those with care experience and their families in ways that are not stigmatising ○ use simple, transparent, caring language when writing reports, assessments, plans, or speaking to CYP and their parents ○ be more aware of the equity issues associated with care experience and that some rights can be more difficult to realise for some children ○ include learners with care experience in planning every aspect of their education including decision making and improvement planning • Care experience is explicitly recognised in national, regional, local and school improvement plans (Change ONE, p22) 		
What we will do (Actions)	Links to	Leads & Partners
<ul style="list-style-type: none"> • Embed care experience as an equity issue in the ES Corporate Plan and Equality Strategy • Consult with CYP including those with care experience on our key plans and provide them with leadership opportunities within the organisation. For example as part of advisory groups • Work with key partners regionally, nationally, locally to gather and express children and young people’s views (reactively and proactively) • Share emerging and effective practice in terms of peer lead approaches and meaningful participation of CYP with care experience 	 6  1  4  1	JMCC National Leadership Network (YP with CE) Columba 1400 (L Stewart) CELCIS (L O’Neill)

⁷ Hereafter CYP refers implicitly to care experienced children and young people

⁸ Hereafter parents will refer to both biological parents and carers

<ul style="list-style-type: none"> Support RICS, LAs and educational establishments to embed children’s rights into policies and practice Provide professional learning on Participation (Learner and Parental) and Children’s Rights to practitioners and partner agencies to promote consistency of language (in terms of care experience) and approach (in terms of rights and participation) 	3 2 8 6 4 - 5	MJolly/CLD Officers SCRA & CHS CELCIS (Participation Network)
<ul style="list-style-type: none"> In collaboration with other corporate parents we will collect, analyse and evaluate a range of intelligence and evidence, such as data around educational outcomes⁹, feedback from stakeholders¹⁰, inspection and other official reports, and case studies, with respect to CYP with care experience. We will examine this information for emerging patterns and share emerging and effective practice Support Education authorities to interrogate their data about learners with care experience to inform dynamic and future planning 	6 5	Scrutiny Team NIF Advisers Attainment Advisers CELCIS (VSHT Network)
<ul style="list-style-type: none"> Reframe how we talk about care experience Co-create a systems-wide new narrative around care experience Promote non-stigmatising language in policy and practice 	1 & 6	JMCC Each and Every Child
<ul style="list-style-type: none"> Work with partners to identify processes that will improve information flow and planning/coordinating support between practitioners and services (GIRFEC, CSPs, and staged intervention) 	6 3	JMCC (Ed/SW data) FForeman (CSPs) LAitken (GIRFEC)

Relationships









What we want to achieve (Outcomes)
<ul style="list-style-type: none"> In their educational setting there is ‘No Wrong Door¹¹’ for any child or young person Relationship-based approaches are consistently demonstrated by all educational practitioners (Promise, p73 and ASL Review, Theme 7) Parents trust and feel supported by practitioners (ASL Review, Theme 6) CYP are supported holistically in the context of their families (Change One, p42 and 45)
What we need to see in the system for the outcomes to be possible (Enablers)
<ul style="list-style-type: none"> All practitioners:

⁹ Including attendance, exclusions, attainment and post school destinations





¹⁰ CYP, parents, practitioners, education authorities, and partners




¹¹ All adults are approachable. It isn’t only the role of pastoral care or support for learning staff. If an adult cannot directly help they can help the CYP find the support they need

- recognise that being able to emotionally connect and pro-actively develop/nurture positive relationships with **all** the CYP they work with is a significant aspect of their role (as outlined in the GTCS, CLD and SSSC standards)
- receive on-going support and professional learning in order to increase their confidence in using trauma informed approaches (Change One, p30)
- Educational settings work to ensure that ‘positive relationships’ are embedded in their vision, values and aims and is a key theme on improvement plans
- Educational settings provide practitioners with the time and space to prioritise building, nurturing and restoring relationships with CYP, parents, and families (Change One, p53)

What we will do (Actions)	Links to	Leads & Partners
<ul style="list-style-type: none"> ● Produce guidance on ‘Promoting Positive Relationships and Behaviour in Educational Settings’ to promote consistency of language and approach ● Produce professional learning resources on ‘Restorative Approaches’ will also be produced in partnership with relevant stakeholders and shared with practitioners ● Support educational settings to implement relationship-based practice. This will be achieved by providing guidance, professional learning and support to practitioners ● Exemplify and share simplified relationships policies on the National Improvement Hub ● Support Education authorities, proprietors of independent schools, and head teachers to effectively use self-evaluation (based on HGIOS4 and Wee HGIOS) and supporting processes (coaching, mentoring, and supervision) to promote consistent relationship-based approaches ● Provide advice to Scottish Government on the development of policies and guidance, for example, around Exclusions and Physical Intervention (Change One, p28 & p40) 	 1-3 & 6  4  5-7	JMcC LAitken MVP Team PLL Team SAGRABIS CHS/SCRA/ Police Scotland JMcC RIC Teams (supported by IWE) MJolly (IEI 3) JMcC (IEI 1-3)
<ul style="list-style-type: none"> ● Facilitate a Network for specialist provisions for CYP who require more targeted social and emotional support. The Network will regularly share emerging and effective practice and promote supportive collaboration for resource development, professional learning, or approaches to quality assurance and self-evaluation 	 4 & 6  1	JMcC & LAngus
<ul style="list-style-type: none"> ● Help to build the capacity of practitioners to engage parents in their child’s learning and involve them in the wider life of the setting/school/establishment ● Support practitioners who are taking or are considering taking a family learning approach ● Linking education services into the work of the Family Support Delivery Group to embed Intensive Family Support Principles in all children’s services (Change One, p42) 	 4 & 5  2 & 5  3	B Ferguson S Docherty



















Inclusive Practice and Universal Support

What we want to achieve (Outcomes)		
<ul style="list-style-type: none"> • There is no difference in the attendance, participation and achievement of CYP with care experience compared to their peers (UNCRC Articles 2 & 28 and Achieving Excellence and Equity 2022 NIF, p8) • CYP with care experience receive all the support for wellbeing and learning that they need to help improve their outcomes (Change One, p26 & 28) • Universal support that is: <ul style="list-style-type: none"> • preventative and does not require the child or young person to be formally 'looked after' (ASL legislation) before the support is offered • provided at the earliest opportunity and in the most meaningful and effective way to support CYP and families 		
What we need to see in the system for the outcomes to be possible (Enablers)		
<ul style="list-style-type: none"> • Education leaders prioritise improving inclusive practice and ensure the needs of all CYP are met • Educational settings and local authorities fully implement the recommendations of The Promise and the ASL Review and UNCRC incorporation through improvements in their practice which should be inclusive and non-stigmatising • Practitioners have the skills and know how to improve inclusive practice and support all learners more effectively • Educational settings provide a continuum of support ranging from universal to highly intensive and targeted through: <ul style="list-style-type: none"> ○ effective inclusive practice (universal) including early identification and support of learners needs ○ recognising and meeting the needs of all learners who require support ○ working effectively with youth, community and family learning services, social work and other agencies to provide holistic support for children and their families (Change One, p47) • Practitioners proactively nurture the educational ambitions of CYP with care experience, ensure they receive their full educational entitlement, and regularly reinforce the message that education is a protective factor now and for the future 		
What we will do (Actions)		Leads & Partners
<ul style="list-style-type: none"> • Raise awareness across the education system (education authority, RIC, supporting service/partner, and Network level) of The Promise, the ASL Implementation Review and Children's Rights, identifying commonalities and implications for practice. (Decluttering of guidance-Promise, p24) • Provide information and practical system support around policy coherence, implementation and alignment across policy areas - decluttering and decoding the complex policy, legislative and practice landscape (Promise, p26) • We will provide professional learning to promote and support inclusive practice including: <ul style="list-style-type: none"> ○ implementation of Included, Engaged and Involved Parts 1, 2 and 3 and raise awareness that attendance and engagement in education is a protective factor for learners with care experience ○ identifying, assessing, and addressing barriers to learning/wellbeing with a specific focus on social and emotional needs 	 1, 3-6  1 & 4  4-5  3-4, 6-7	IWE, PLL and CLD Teams SCRA, CHS and OHOV (G Main) CELCIS (VSHT Network)

<ul style="list-style-type: none"> ○ innovation in curriculum design and using curricular models that are creative and flexible and meet the needs of individuals 		
<ul style="list-style-type: none"> ● Promote very early planning for post-school destinations for young people with care experience (ideally during BGE) and ensure that widening participation and access is explored fully ● Provide support for the careers ecosystem, including the DYW Networks, to improve planning and learner pathways to positive post school destinations. For example, supporting the implementation of Young Persons Guarantee by working closely with the DYW coordinators in educational settings ● Work with partners to promote enhanced support for transitions (both education and care if these are concurrent) and on-going support to ensure those destinations are sustained 	 1, 3-6  3-5  3	IWE Team DYW Team Careers Service Partners (including SDS) PROPEL Staf and ARC

Wellbeing and Care

What we want to achieve (Outcomes)
<ul style="list-style-type: none"> ● CYP and their families receive the right support, from the right people, at the right time (GIRFEC) ● CYP with care experience feel loved, safe and respected by everyone working with them (Change One, p28) ● The time CYP with care experience spend in education is positive and supportive ● There is universal understanding and recognition of the connection between wellbeing and: <ul style="list-style-type: none"> ○ learning capacity ○ parenting capacity to care for their children ○ staff capacity to consistently provide compassionate care towards children and young people who are regularly distressed ● Wellbeing support for learners is prioritised by everyone who works with them (Maslow's Hierarchy of Needs) ● Practitioners signpost families to appropriate supports as needs arise (Change One, p42-48) ● Staff receive regular supportive supervision to promote resilience and mitigate against compassion fatigue (Change One, p54)
What we need to see in the system for the outcomes to be possible (Enablers)
<ul style="list-style-type: none"> ● Practitioners who: <ul style="list-style-type: none"> ○ are fully aware that education is part of the scaffolding of care and understand their role and responsibilities as corporate parents (The Promise, p.) ○ are empathetic and understand what CYP are communicating through their actions (Nurture principle 5) ○ have the trauma informed and trauma responsive skills to meet a diverse range of needs, for example, how to co-regulate with CYP who are distressed

<ul style="list-style-type: none"> ○ understand that CYP with care experience have a higher risk of becoming marginalised¹² and that they have a role in reducing this risk ● Wellbeing supports that are easy to access for learners, families, practitioners, and educational settings. (The Change programme, p26) 		
What we will do (Actions)		Leads & Partners
<ul style="list-style-type: none"> ● Support the implementation of GIRFEC for all learners (GIRFL) ● Promote the importance of mental wellbeing to learning (NIF Plan TP1, p65) ● Promote an awareness and use of both curricular and pastoral resources, and professional learning that supports mental, emotional, social and physical wellbeing (The Change Programme, p51) ● Promote an awareness of all available staff wellbeing supports and resources 	 5-6  2-4  1 & 4  3 & 6-7	IWE Team LAitken TJohnston (Curriculum) JBurnett (Curriculum) CKremer (Curriculum)
<ul style="list-style-type: none"> ● Provide resources for pastoral care leads and practitioners on issues that uniquely or disproportionately affect the wellbeing of CP with care experience (on National Improvement Hub and to relevant Networks). For example, Children’s Hearings – what practitioners need to know, children’s rights and care experience, prevalence and impact of Foetal Alcohol Spectrum Disorder, risk and impact of criminalisation, impact of trauma ... 	 1,3 & 6  4  8	JMcC, CHS, SCRA, SPS, Disclosure Scotland, FASD Hub HWB/PSE/Pastoral Care Networks
<ul style="list-style-type: none"> ● Raise awareness of the secure care standards and their implications for educational settings both before YP require secure care and on their return to non-secure educational settings ● Provide educational advice and support for the Secure Care Group (The Change Programme, p56) 	 1  4  8-9	Scottish Government Secure Care Centres Care Inspectorate CELCIS (L O’Neill)
<ul style="list-style-type: none"> ● Raise awareness about how the type of care placement can have significant impact on educational outcomes. For example the difference between educational outcomes for children looked after at home, in kinship care, fostered, or in residential care ● Share emerging and effective practice and interventions that support different groups of CYP by type of care, age/stage, gender, need etc.. ● Provide educational advice and support to the Kinship Collaborative. (Change One, p56) 	 1  4  2-5  5-9	Scottish Government Attainment Advisers Kinship Collaborative
<ul style="list-style-type: none"> ● Raise awareness that educational establishments are a key resource or place for universal family learning, family support, and possibly wraparound targeted support for CYP, parents and families ● Share case studies of emerging and effective practice where school and youth/family/community based programmes are coordinated to support CYP with care experience and their families well ● Support practitioners who work directly with parents and families, for example, through co-development of parenting programmes, adult learning, family learning, family restorative approaches etc 	 4-6  4  2  3	S Docherty & B Ferguson ¹³ Who Cares?Scotland

¹² Marginalisation could include disengagement from learning, social withdrawal from peer group, truanting, non-attendance or formal exclusion.

¹³ ES Family Learning and Parental Engagement Officers

Appendix 1: Key to linking the Plan to Policy, Priorities, Promises and Reviews

Corporate Parenting Legislative Duties					
1 Alert	2 Assess	3 Promote	4 Opportunities	5 Access	6 Improve
Education Scotland priorities on Corporate Plan		Promise Plan 21-24 Change Programme One		ASL Action Plan	
1 System leadership		3 Planning		3 Leadership & planning	
6 Culture, values and behaviour		4 Workforce Support		5/4 Workforce & ASN spend	
5 Best Use of Evidence		5 Building capacity		9 Assurance	
4 Inclusion, wellbeing, and equality		1 A good childhood		8/1 Rights & Participation	
2 Curriculum		2 Whole family support		6/7 Relationships	
3 Learning, teaching and assessment				2 CfE review	

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Appendix 2: Acronym and Organisation Guide

ARC Scotland	Supporting organisation for the Scottish Transitions Forum
ASL	Additional Support for Learning
BGE	Broad General Education (describes age/stage of children is Years 1-3 of Secondary School)
CE	Care experience
CELCIS	Centre for Excellence for Children's Care and Protection
CHS	Children's Hearing System
CLD	Community Learning and Development
CYP	Children and Young People
DYW	Developing the Young Workforce
FASD	Foetal Alcohol Spectrum Disorder
GIRFEC	Getting It Right for Every Child
GIRFL	Getting It Right for All Learners
GMWP	Glasgow Motivation and Wellbeing Profile
GTCS	The General teaching Council for Scotland
HBSC	Health Behaviour in School-Age Children
HWB	Health and Wellbeing
IWE	Inclusion, Wellbeing and Equalities (ES Team)
LA	Local Authority
MVP	Mentors in Violence Prevention
NIF	National Improvement Framework (Schools)
OHOV	Our Hearings Our Voice
PLL	Professional Learning and Leadership (ES Team)
PROPEL	Post-school education webpage for BECOME – (Charity for Children in Care and Young Care Leavers)
RIC	Regional Improvement Collaborative
SAGRABIS	Scottish Advisory Group for relationships and Behaviour in Schools
SCRA	Scottish Children's Reporter Administration
SDS	Skills Development Scotland
SPS	Scottish Prison Service
SSSC	The Scottish Social Services Council
Staf	Scottish Throughcare and Aftercare Forum
SW	Social Work
UNCRC	The United Nations Convention on the Rights of the Child
VSHT	Virtual School Head teachers' Network (facilitated by CELCIS)
YP	Young People

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