

# Education Scotland as Corporate Parents

Education Scotland work regionally, across different sectors of education<sup>1</sup>, and with many other partners who work with children and their families. Education Scotland are therefore well placed to promote educational practice and policy that supports children and young people’s wellbeing and their engagement with learning. We know that with the right support, from the right people, at the right time **all** children and young people can thrive and achieve good educational outcomes. As [corporate parents](#) we pro-actively promote the interests of children and young people who have care experience. We do this by supporting system leaders and practitioners to have the awareness, the knowledge and the skills to best meet the needs of children and young people who have care experience. We aim to be ‘leaders of learning’ by modelling good practice in all aspects of corporate parenting.

Each ES Directorate has a vital role to play in our collective corporate parenting role:-

Corporate Services	Professional Learning & Leadership	National Improvement	Regional Improvement	Scrutiny <sup>2</sup>
Ensure ES staff are equipped with the information and support to carry out their corporate parenting duties and are enabled to deliver on the actions in the corporate parenting plan.	Supports education professionals to make a difference in the classroom, their educational setting, and the wider community through access to a wide range of professional learning (PL).	Identifies and promotes universal support that will enhance the wellbeing and learning. Improve outcomes for care experienced children and young people.	Provide professional advice and guidance to address identified issues, work collaboratively with partners to empower them as corporate parents. Deliver and support PL.	Evaluates how well education providers assess, monitor and track the needs and progress of care experienced children and young people and provide assurance that education providers are fulfilling their duties.

The four main mechanisms that we use to fulfil our corporate parenting duties include:

<p style="text-align: center;"><b>Our Policies</b></p> <ul style="list-style-type: none"> <li>Ensure that our plan, procedures and guidance on corporate parenting are reviewed at least annually and kept up to date and in line with SG policies and relevant legislation</li> <li>Inform staff of our plan and their role, responsibilities and duties</li> </ul>	<p style="text-align: center;"><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Ensures all ES staff are aware of how to be good corporate parents when working externally</li> <li>Is regularly co-created and delivered with key partners and other corporate parents</li> <li>Exemplifies good practices and is aligned with GTCS professional standards</li> </ul>
<p style="text-align: center;"><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Working with SG and partners to respond to issues and initiatives</li> <li>Supporting the development of strategies and policies to promote the wellbeing and learning</li> </ul>	<p style="text-align: center;"><b>Reporting</b></p> <ul style="list-style-type: none"> <li>To Directorate Leads and Leadership Team</li> <li>Publicly in the Equality Outcomes Report and Corporate Parenting Plan Report</li> </ul>

<sup>1</sup> Sectors include the independent school sector, post-16 settings and the Prison Service

<sup>2</sup> Up to and post Education Reform Scrutiny colleagues will continue to work alongside ES in line with the principles above to continue to support improvement across the educational system.

## Legal Framework for Corporate Parenting and Education

[The Children and Young People \(Scotland\) Act 2014](#) Part 9 ('The Act') defines **corporate parenting** as "the formal and local partnerships between all services responsible for working together to meet the needs of **looked after** children, young people and care leavers". Education Scotland (ES) is a corporate parent. Additionally, Education Scotland, has the responsibility of supporting the education system to fully implement the [Education \(Additional Support for Learning\) \(Scotland\) Act](#) 2009 (as amended). This Act determines that all children and young people who are looked after are entitled to additional support until they are assessed as not requiring this support.

These two pieces of legislation provide the legal framework for care and education of **looked after**<sup>3</sup> children and young people in Scotland.

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<sup>3</sup> Children and young people unequivocally told us, through the Independent Care Review (2020), that they find the current 'language of care' stigmatising and disrespectful therefore throughout this report and plan 'system' language is only used were an alternative might create confusion.