

## Board of Management

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### 1 Introduction

On the 1<sup>st</sup> April 2015, parts of the [Children and Young People \(Scotland\) Act 2014](#), came into effect. Part 9, relating to Corporate Parenting, was one of the parts of the Act which came into effect. Under the Act the College is now a Corporate Parent and as such must prepare, keep under review and publish a 'Corporate Parenting Plan'.

### 2 What is corporate parenting?

The definition from statutory guidance on corporate parenting is:

*“An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted”.*

Section 96(2) of the Act describes the term wellbeing in terms of eight indicators.

- Safe      ▪ Active
- Healthy      ▪ Respected
- Achieving      ▪ Responsible
- Nurtured      ▪ Included

### 3 Who does corporate parenting apply to?

3.1 In the Act corporate parenting applies to:

- a. Every child who is looked after by a local authority (this may be in Foster Care; Kinship

Placement; at home; Residential Unit or School; and Secure Unit.)

- b. Every 'care leaver' under the age of 26

#### 3.2 Post Education

Looked after children and care leavers can often lack the skills and self-esteem necessary to impress employers, and as a result many find themselves trapped in long term unemployment.

### 4 What does it mean to be a corporate parent?

4.1 The Act states that corporate parenting for the College is about secure nurturing, positive childhoods, from which vulnerable young people can develop into successful learners, confident individuals, responsible citizens and effective contributors. The Act states:

“It’s about listening to the wishes, needs and fears of the children and young people we work with, and proactive and determined in our effort to meet them.”

## **Dumfries and Galloway College Corporate Parenting Action Plan**

The corporate parenting plan follows the model developed by The Centre for Excellence for looked after Children in Scotland (CELCIS):

### **5 Collaboration**

It is also a requirement that corporate parents must work in collaboration with other corporate parents, sharing information, providing advice or assistance, co-ordinating activities, and funding activities jointly. The College will collaborate with Dumfries and Galloway Council, local schools, Skills Development Scotland, and local Universities. **In addition to the six areas above the Plan includes activities and actions in relation to collaboration.**

### **Review**

The action plan will be reviewed every 3 years or whenever legislation changes affect any part of it.

**This plan was adopted by the Board of Management at its meeting on the 15<sup>th</sup> December 2015 and has been reviewed and changed as appropriate. It is also impact assessed.**

### The Plan

The plan covers each of the six areas and follows the model developed by The Centre for Excellence for looked after Children in Scotland (CELCIS). The six areas are:

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
<b>1 Alert</b>	1.1 Care Leavers and Looked After Young People (LAYP) have a specific contact in the Student Support and Guidance Team, but all staff will support at any given time.	All staff in department (Student Advisers, Guidance Coach, Education Support Workers and Learning Zone staff) to be aware of issues, which may affect Care Leaver/LAYP students.	Monitor attendance and behaviour. Liaise with social workers, residential care providers etc. Having a specific adviser dedicated to this role means information does not get lost in the system, and is passed to relevant staff in the College.
	1.2 When at school transitional meetings be proactive re. asking about Care Leavers and LAYP who may apply. Particular attention to be paid to winter leavers. Info from E.C.G as appropriate.	Contacting Pupil Support staff in relevant year groups.	Fewer students arriving about whose needs we are not aware. Continue with the close collaboration with feeder schools to identify prospective students.
	1.3 Contacting residential care homes to ensure we are aware of all young people in care who are attending College.	Phone calls/visits	Fewer students arriving about whose needs we are not aware especially if the student is from another region in Britain. Identify all Care Leaver/LAYP students.

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	1.4 Advice sessions for students to include general Care Leaver info. Mentioning relevant staff by name.	Teaching staff aware of where to signpost the students (obviously not asking directly, but making whole group aware of facilities).	Care Leaver/LAYP students going to student advisers in The Point for information, and knowing there is a support system. Give advice and information to make sure they are fully supported and aware of support available.
	1.5 Student Support and Guidance Team put on awareness days.	Helps alert students to certain issues that can be unsafe to them or family/friends.	Students will know who they can turn to for support/advice eg student advisers or external agencies.

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	1.5 Application forms/enrolment forms more user friendly for this group, to allow them to alert us to their circumstances.	Forms has been adjusted, to <b>Are you at present or have you been in the care of Social Work and are Care Experienced, such as Foster Care, Kinship Care, Looked after at Home, Residential Care, Secure unit or other?</b>  <b>This has been added to both app/enrol forms, but as examples not a drop-down menu.</b>	Greater awareness, to allow us to support the group of relevant students.
	1.6 Ensure we have named contact for the young person in the community.	This is on the new assessment form.	Quicker communication in case of a crisis.

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1.7	Listen 2Us group.	Arrange meetings regularly.	Awareness of issues/difficulties from the young people themselves. Opportunity to develop useful systems.
1.8	Staff development/suitable events.	CDN/ Safeguarding events/ regional events.	Raising awareness of the difficulties to make sure the Care Leaver/LAYP students are not disadvantaged, and are supported to a high standard.
1.9	Education Support Workers to scan classes for students struggling.	Identify struggling students and refer for Needs Assessment.	Education support put in place or other support systems as appropriate, eg. Guidance Coach
1.10	All new staff made aware of possible issues/difficulties.	At induction with Head of Student Support & Guidance	Awareness of responsibilities and risks.
1.11	Through care/ <b>Aftercare</b> team.	Keep in contact.	Multi-agency support.
1.12	Regional Council's Corporate Parenting team in contact as appropriate.	Communication	Relevant Information sharing regarding local and national provision. Opportunity to discuss issues .
1.13	Changes in student behaviour.	Be proactive.	Support internally/ signpost to relevant agencies for help
1.14	Student Association and Class Reps made aware of whom to liaise with if they are	Training for class reps and Student Association.	All relevant staff aware of possible issues surrounding Care Leaver/LAYP students.

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Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
	dealing with an issue regarding a Care Leaver/LAYP student. They must signpost.		
	1.15 Residential Care Homes, Kinship Placements, Foster Carers and Secure Units all have contact details of the member of staff responsible for Care Leaver/LAYP students in College.	Ensure that agencies involved have the contact details at the earliest opportunity.	Information is shared effectively to ensure the best possible outcomes in all situations.
	<p>1.16</p> <p>Being alert to mental health issues Care Leaver/LAYP students may face whilst attending college.</p> <p>Mental Health Charter Elaine Crawford</p> <p>“Blue Elephant” safe place to talk to someone about their mental health.’</p> <p>BIG WHITE WALL</p>	<p>Identifying these at the start of course to help with transition into College life. Create time to speak with college safeguarders. Signpost to self-help apps such as Flowy, Headspace, In Hand. Direct students to online resources such as <a href="http://www.mind.org.uk">www.mind.org.uk</a> <a href="http://www.studentsagainstdepression.org">www.studentsagainstdepression.org</a> <a href="http://www.ayemind.com">www.ayemind.com</a> <a href="http://www.bigwhitewall.com">www.bigwhitewall.com</a></p> <p>All students have access to big white wall</p>	<ul style="list-style-type: none"> <li>• Improving mental wellbeing and giving Care Leavers and LAYP tools that help them to identify when to seek further assistance or distraction techniques to help with anxiety etc.</li> <li>• Helping to take forward with the Student Association Mental Health agreement.</li> <li>• Blue Elephant, to help alleviate stigma and creating a safe places that students can come in and speak about their mental health.</li> </ul>

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	1.17 Being alert to significant life events.	<b>Send an email</b> card to acknowledge e-birthday/Christmas e-Card. <b>create spreadsheet to organise birthdays</b>	Care Leaver/LAYP students feel less lonely, and they feel supported and connected. Helps with communication.
	1.18 Being alert to students' hardships	<b>Liaising with PT and GC to alert us to hardships.</b>	If there are any Care Leaver/LAYP students with hardship issues that we weren't aware of they can be offered hardship money e.g. Holywood Trust/Crichton Foundation if appropriate.

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<b>2 To assess the needs:</b>	2.1 Consult and engage with Care Leaver/LAYP students to identify needs and potential barriers to participation. Not every student will disclose this to adviser, but may to their Personal Tutor.	Individual or group meetings as the group see fit.	Improving provision. To ensure staff understand barriers faced by that student group.
	2.2 Information sheet developed (mini needs assessment)	Form developed. Awareness of SHANARRI principles.	Useful information relevant to individual students, to ensure we effectively teach and support the student.
	2.3 Transitional meetings with Care providers and the prospective student. Collaboration with other agencies. Data sharing.	Awareness of provision in the community.	Awareness of issues to ensure the best possible start at college. Early intervention. Effective partnership with care providers to ensure any additional needs are identified and the process of providing specific support put in place i.e. needs assessment carried out. Ensure care providers have sufficient info on relevant college paper work.

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	2.4 Application form allows students to alert us to the fact they are Care Leavers and/or LAYP.	Emphasise this at meetings and advice sessions to social workers and other relevant staff.	Their needs are met as soon as possible, to ensure they do not get lost in system.
	2.5 Assess the needs of Care Leaver/LAYP students who do not have enough money for basic needs. Application to Crichton Foundation for higher award.	Provide lunch vouchers for most struggling Care Leaver/LAYP students, so that they are never without a lunch, but cause of lack of money also to be explored. We will be able support students with	Lunch voucher to be used in canteen - Care Leaver/LAYP students gets at least 2/3 square meals a week whilst attending College. Supports Care Leaver/LAYP students who are in supported accommodation or have own tenancy agreement. Support Care Leaver/LAYP

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		any financial difficulties that may unexpectedly arise.	students with most outgoings.
<b>3 To promote the interests</b>	3.1 Liaise with The Prince's Trust	Meetings with Team leaders.	Information on Care Leaver/LAYP students who have taken part, and any problems of which we need to be aware/address to fully support.
	3.2 Liaise with Student Association [SA]	Introduce Care Leaver/LAYP students to students involved in association. SA Manager to email monthly updates on what is coming up, what activities/events are going to running. Email/Text to be sent out by Student Adviser to Care Leaver/LAYP students informing them of these activities/events.	Awareness/ inclusion in events.



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	3.3 Get-together with the Care Leaver/LAYP students who feel comfortable with meeting as a group.	2 lunches per academic year, but also handled delicately , as some Care Leavers and LAYP guard their privacy.  <b>Does not happen, students are very reluctant to meet up with each other.</b>	Friendships.
	3.4 Student adviser for Care Leavers and LAYP organises additional funding if appropriate.	Keep fully informed through student referral system of concerns/ absence by teaching staff.	Improve retention.

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	3.5 Student contact details	Ensure we have relevant email /contact details of Care Leaver and LAYP students, and not just of their care providers.	Ensure students have all relevant info/ empowerment.
	3.6 Free breakfast club	Ensure that students get at least one meal a day.	This will help with concentration and promote health and wellbeing.
<b>4 To seek to provide opportunities:</b>	4.1 Pre-course meetings as necessary	Dates/times arranged in advance. Transitional information passed on.	Smooth transition and awareness of possible barriers to learning/inclusion.
	4.3 Work closely with Skills Development Scotland to promote opportunities.	Contact and meeting.	Help with positive destinations/ awareness of career paths.
	4.4 Promote Lunchtime Sports Activities/Gardening Club	Information to be circulated to students.	Confidence/Inclusion.

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	4.5 Involvement in Citizenship week/info days.	Students aware of opportunities.	Confidence/Inclusion.
	4.6 Thorough pre-exit meeting.	One to one meetings arranged.	Positive destination after college course.
	4.7 Provide funding to pay for graduation costs, gown/cap, photos etc.	Fund this through The Holywood Trust.	Feeling of achievement, and positive outcome for future prospects.
	4.8 Introduce Care Leaver/LAYP students to the Student Association when they start College.	Develop links with the SA, to find out what current activities are running. Let the Care Leaver/LAYP student know.	Keep active with sports activities. Promoting mental wellbeing. Feel included and develop confidence, meet new people.

Area:	Current relevant activities	Actions needed to progress work in this area	Expected outcomes
<b>5 To take action to help these children access opportunities and make use of services:</b>	5.1 Specific leaflet explaining what Care Leaver/LAYP students can access at college and how they will be supported.	Leaflet distributed as necessary.	Greater security/ awareness for Care Leaver/LAYP students. Have a college contact.
	5.2 Information on smoking cessation , pregnancy health, sexual health, drugs and alcohol etc.	Information sessions, leaflets, sign posting. Citizenship.	Improved health and well-being.
	5.3 Promote use of College Fitness suite.	Students shown around and induction arranged.	Feel good factor/healthy living/inclusion.

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5.4	Make use of College “Just Ask” scheme.	Make students aware that they can “ just ask”.	Information acquired as needed re. college/directions. Care Leaver/LAYP students will be signposted to a member of Student Support and Guidance Team if the “just ask” student cannot help.
5.5			
5.6	Information on College website and LearnNet (College VLE) for Care Leaver/LAYP student where services, opportunities and contact details of relevant support staff are featured.	Meeting with Information Services to move this forward.	Information communicated effectively to students.
5.7	Pre-exit one to one meetings	Via PLSP system.	Positive destinations.
5.8	SAAS bursary available <b>£ 8,100</b> Vacation grant from SAAS <b>College Bursary now £202.50 pw</b>	Make students aware.	Encourage to progress in their education and provide financial help.

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	5.9 Support with UCAS applications	Liaise with Admissions department.	Less stress and anxiety about putting their UCAS applications in.
	6.0 Leaflet that explains what Care Leaver/LAYP students can access and how they can be supported to be constantly updated.	Keep simple user friendly language.	Easier to understand from a Care Leaver/LAYP student’s point of view.

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<b>6 To take actions to improve as a corporate parent:</b>	6.1 Crichton Foundation money to help with financial difficulties	Advisers explaining benefits.	Relieve some monetary stress.
	6.2 Awareness of current provision and associated services for young people leaving care.	Contact with social work/ housing partnerships.	Awareness of difficulties and provision available when advising young people.
	6.3 Liaise with Care Hub ( Police Scotland) for safeguarding issues.	Continue to liaise.	Awareness of issues and steps which may need to be taken.
	6.4 Holywood Trust applications considered for appropriate students.	Advisers or Personal Tutors identifying appropriate students.	Students making application to assist in a crisis or to help academically.
	6.5 Continue to provide a good quality and effective service.	Get feedback from Care Leaver/LAYP students.	Change processes as needed to ensure we continue to provide an effective, high quality service.
	6.6 To improve as a Corporate Parent by making all College staff aware of issues.	Discussed at induction with Safeguarding and Student Support and Guidance Manager.	All lecturers and academic staff are made aware of what we need to do as a Corporate Parent. All lecturing staff have read and fully understood the content of CPP. Improved communication between all departments where information can be shared that is relevant to Care Leaver/LAYP student.

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	6.7 Closer monitoring by Personal Tutors/Guidance Coach with regards to progress, identifying any additional learning needs and attendance issues. Earlier intervention needed from Personal Tutor.	Students can be signposted to student adviser <b>for CE students</b> .	Increased retention. Sense of feeling more supported. Removal of any barriers that might be preventing Care Leaver/LAYP students from attending and learning at same rate as other students.
	6.8 Improved communication between Student Support and Guidance team and academic teams. Student support and Guidance and Academic departments working more closely due to restructure.	Currently work with the referrals for early intervention if needed. Continue to work closely with Academic teams.	Better retention and Care Leaver/LAYP students feel more supported with any difficulties and barriers that may arise.
<b>7 To collaborate with other corporate parents</b>	7.1 Schools.	Contacting schools who have <b>new</b> staff/have become remiss about asking College to transitional meetings.	Young people's needs flagged up to College before they enrol at College.
	7.2 Children's Hearings/Reporter/Child's Plan Meetings	Attend when invited	More relevant support in College
	7.3 Skills Development Scotland	Session to raise awareness	Positive signposting for college and SDS
	7.4 Lead "Named person" for council	Continue to meet to progress systems.	System for referral from College
	7.5 Police	Continue to liaise, and maintain links	Support and information, holistically.
	7.6 Social work	Continue to liaise	Support and information
	7.7 Local authority care homes and private care homes	Making them aware of our facilities/support systems.	Working in partnership to ensure the best possible outcomes for students in residential care.

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<b>Area:</b>	<b>Current relevant activities</b>	<b>Actions needed to progress work in this area</b>	<b>Expected outcomes</b>
	7.8 The College is committed to attending external training events on Looked after Children, Young People and Care Leavers	Being aware / alert to training opportunities. Staff members share info to relevant staff group.	Constantly improve skills for working with this group of students.

