

# Glasgow Kelvin College

## Corporate Parenting Action

### Update Plan 2021 -22

The Vision for our Care Experienced Students.



#### **College Values and Our Pledge**

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On 17 December 2015 the Glasgow Kelvin College Board signed the pledge, with Who Cares? Scotland, to “Be the best corporate parents we possibly can be to promote health, wellbeing and safety of our care experienced (CE) young people and will listen and respond to their needs.” Glasgow Kelvin College is also a friend of Who Cares? Scotland and is committed to understanding and supporting care experienced people.

Sitting alongside our College [Values](#) which include respect, integrity, creativity, professionalism, being participative and being supportive, the Pledge underpins our action plan to address the needs of our care experienced learners and help them to fulfil their potential.

#### **Children and Young People (Scotland) Act 2014**

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Part nine of The Children and Young People (Scotland) Act 2014 sets out the duties of corporate parents, who, the Act states, have a responsibility to understand the lives of Scotland’s looked after young people and care leavers, and respond to their needs as any parent should.

Schedule 3 within the Act lists a number of types of public bodies and organisations that are deemed to be corporate parents. Glasgow Kelvin College as “a ‘post-16 education body’ for the purposes of the Further and Higher Education (Scotland) Act 2005” is quite clearly defined as a corporate parent in respect of the Act. The Act also defines looked after young people as those who are under 26 years old and are, or have been, looked after by a local authority. This not only includes those in residential care, but also those in foster or kinship care, and those young people who are looked after at home with social work involvement.

The statutory guidance defines corporate parenting as, “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.” (Scottish Government, 2015).

Glasgow Kelvin College, through our Corporate Parenting Action Plan, will initiate processes and procedures to ensure that the College not only meets its statutory obligations, but goes beyond these in respect of offering help and support to our care experienced learners.

### **Context of Glasgow Kelvin College**

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Around 77% of the College’s students are Glasgow residents. Circa 48% of [College](#) enrolments are from students resident in the most deprived decile in Scotland with 63% from the most deprived quintile.

The College delivers a significant amount of activity to young people who face specific challenges, through the Glasgow City Council Enhanced Vocational Inclusion Programme and its Transitions to Learning & Work for care experienced young people. Student activity delivered by the College to learners who identified as care-experienced equated to 12% of its overall activity in academic year 2019/20. It also delivered 38% of its student activity to those residing within the 10% most deprived postcode areas in Scotland.

The College works closely with external partners such as Action for Children Scotland to ensure the young person receives a holistic and individual level of support which addresses their needs, whether these are financial, emotional or basic information and guidance. The [STAY](#) project with Action for Children is a regional partnership through Glasgow Colleges Regional Board with skilled advisors working with each of the Glasgow colleges to help students sustain and continue their studies. The Action for Children’s STAY project is aimed at improving outcomes for care-experience young people attending college.

We are committed to supporting our Care Experienced students (CE). During 2017/18, 31.7% of applicants for academic year 2018/19 who declared that they are care experienced were offered a place on a course. This was 1.4% higher than those who did not declare that they are care experienced. This increased by just over 6% on academic session 2019/20, where 34% of applicants who declared that they are care experienced were offered a place, slightly lower than those who declared that they are not care experienced. The number of offers to applicants declaring that they are care experienced increased by 44%.

## **Looked After and Accommodated Children (LAAC)**

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Looked after children and young people:

- an estimated 14,458 children were looked after on 31 July 2020, an increase of one per cent from 2019, this is the first year of increase after seven consecutive years of decline.
- There is a direct link between the start of the Covid-19 pandemic and the lower number of children becoming looked after and ceasing to be looked after from April 2020 onwards.
- Foster care (33%) remains as the most common accommodation for looked after children, and the numbers in kinship care continue to rise (31%).

### **Care leavers**

- Of the 3,325 a total of 229 young people were recorded as transitioning into Continuing Care in 2019-20.
- The total known figure for young people living in Continuing Care placements in 2019- 20 is 306. (<https://www.whocarescotland.org/who-we-are/media-centre/statistics/>)

## **Our Plan**

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Our Corporate Parenting Action Plan has been devised to meet the needs of our care experienced learners, not just to meet our statutory requirements. Working in partnership with Who Cares? Scotland, care experienced learners and staff from across the College and through consultation with other Corporate Parents, we have devised a plan that is based on the Getting it Right For Every Child wellbeing indicators (GIRFEC). Section 96(2) of the Act lists the eight indicators that would contribute to an overall notion of wellbeing. Normally referred to as the 'SHANARRI Indicators' these are:

- Safe: protected from abuse, neglect or harm;
- Healthy: having the best possible standards of physical and mental health, supported to make healthy and safe choices;
- Achieving: accomplishing goals and boosting skills, confidence and self-esteem;

- Nurtured: having a nurturing and stimulating place to live and grow;
- Active: having opportunities to take part in activities;
- Respected: being given a voice, being listened to, and being involved in the decisions which affect their wellbeing;
- Responsible: taking an active role within their home, school and community; and
- Included: being a full member of the communities in which they live and learn, receiving help and guidance to overcome inequalities.

While each indicator is separately defined, in practice they are connected and overlapping. Taken together the eight indicators offer a holistic view of each child or young person, identifying strengths as well as barriers to growth and development.



SHANNARI WELLBEING WHEEL.

Glasgow Kelvin is committed to raising awareness of the issues and problems faced by our young people, and to highlight the roles and responsibilities of every member of College staff in respect of Corporate Parenting. As such, all College staff and new staff as part of the College's staff induction programme will undergo Corporate Parenting training through the completion of an online compulsory module. In addition staff will be encouraged to complete the CDN Learn online: Corporate Parenting in Colleges training as part of the training for Safeguarding.

The Plan is set out so as to highlight the relevant duties as detailed within the Act, and list the associated College actions and responsibilities for each duty. In the main part, the relevant sections within the Act are:

- Part 9, Section 58, which states that, "It is the duty of every corporate parent, in so far as consistent with the proper exercise of its other functions, to be alert to matters which, or which might, adversely affect the wellbeing of children and young people to whom this Part applies, to assess the needs of those children and young people for services and support it provides, to promote the interests of those children and young people, to seek to provide those children and young people with opportunities to participate in activities designed to promote their wellbeing, to take such action as it considers appropriate to help those children and young people to access opportunities ..., and to make use of services, and access support, which it provides, and to take such other action as it considers appropriate for the purposes of improving the way in which it exercises its functions in relation to those children and young people."



- Section 60, which emphasises collaboration between corporate parents "when exercising their corporate parenting responsibilities or any other functions under this Part where they consider that doing so would safeguard or promote the wellbeing of children or young people to whom this Part applies." (Children and Young People (Scotland) Act 2014).

Our corporate parenting plan takes these two sections as a starting point and, as has been mentioned above, then seeks to go beyond the legislative duties, in terms of the support offered to our care experienced young people. The following table details the actions that we will undertake in respect of the specific duties as set out in the Act.

## **GLOSSARY of ACRONYMS.**

AFC – Action for Children

AGLS – Advice, Guidance and Learner Support Team

BDU – Business Development Unit

CEP – Care Experienced Person

CLD – Community Learning Development

CM – Curriculum Manager

CP – Corporate Parent

CSP – Core Skills Profiling

EDI – Equality, Diversity and Inclusion

EVIP – Enhanced Vocational Inclusion Programme

FE – Further Education

HE – Higher Education

HR – Human Resources

ICT – Information and Communication Technology

NUS - National Union of Students

OD – Organisational Development

OMT – Operational Management Team

SA – Student Association

SCM – Senior Curriculum Manager

SDS – Skills Development Scotland

SMT – Senior Management Team

SPOC – Single Point of Contact

SW – Social Work

TL – Team Leader

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
58 1(a) - To be alert to matters which, or which might, adversely affect the wellbeing of children and young people	Identify care experienced learners attending the College and provide support and assistance.	<p>Add options to disclose care experience on platforms Intranet.</p> <p>Automatic follow up will trigger communication to the learner with an email which will signpost relevant support areas and extended support available.</p> <p>Revised on application and enrolment forms to trigger contact with learner to be advised of support available.</p>	<p>ICT</p> <p>Head of Student Support Services</p> <p>Team leader Admissions</p>	<p>Access to support for Care Experience Learners added to MyKelvin and the Advice, Guidance and Learner Support portal.</p> <p>A revised Individual Learning Plan (ILP) being developed which will allow students to access their information; demonstrate progress and achievements.</p> <p>Admissions Team informs key staff to identify and follow up learners who have identified as CE to ensure support is offered.</p>	<p>Evaluate impact August 2022.</p> <p>Advice, Guidance and Learner Support portal and Action for Children through STAY project, give one to one support.</p> <p>Evaluate impact August 2022</p>
58 1(a)	CEYP can access support funds timeously.	<p>Implement fast track process for applications from learners who declare themselves to be care experienced.</p> <p>Emergency discretionary funds made available. COVID 19 support funds</p>	<p>Finance and Student Funding Manager</p> <p>Finance and Student Funding Manager</p>	Additional funding issued 19/20 and 20/21. issued timeously by the Bursary Team. 118 learners issued with the FE CE bursary.	Monitor and review through self- evaluation process.

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
58 1(a)	CEYP and College staff made aware of relevant support available within and out with the College.	Promote and signpost support services available by means of internal and external comms.	Learner Support; Advice & Guidance; Student Association; Class tutors; lecturers.	Construction of revised College website underway. Information for Care leavers being developed.	July 2022
		Information on MyKelvin regarding how to access support.	Director of Digital Services and ICT Team  Student Support Services Manager	My Kelvin launched. Information available to CE learners.  Routine information provided on an ongoing basis as part of student communication plan.	Monitor and review through self- evaluation process annually and Student Surveys.
	Record of needs for CEYP obtained from relevant external partners.	Data-sharing agreements are in place with local authorities, SDS, Residential Units, Schools other external partners.  Work in partnership with partners to ensure the transfer of data in line with GDPR requirements.  Partnership with AFC to support CE learners with data sharing agreements in place.	SMT  Director of Corporate Services	Process for data sharing agreements to comply with GDPR agreed and implemented with partners.  GDPR process ensures a data sharing agreement is in place with new partners.	Monitor and review through self- evaluation process annually.



Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
58 1 (a)	College staff understand their role and responsibilities with respect to corporate parenting and safeguarding.	<p>All staff to undergo corporate parenting training.</p> <p>Corporate parenting training to be included in new staff induction programme.</p>	<p>Corporate Parenting Team</p> <p>Director of HR and OD Lead</p>	<p>Refresher training 07 June 2022 – SMT and thereafter cascade to all staff 2022/23</p> <p>Staff required to complete online mandatory safeguarding and corporate parenting unit with College.</p> <p>Training offered by WhoCares Scotland routinely shared with staff.</p>	<p>July 2023</p> <p>Monitor annually and report to SMT. Appropriate action taken to ensure compliance.</p> <p>Future action – develop CPD log for staff to record training undertaken 2022/23</p>
9	College staff kept up to date on corporate parenting developments and issues affecting CEYP	Legislative changes, Health and well-being initiatives etc. will be communicated to all staff through SMT briefing. Information shared with students through MyKelvin	<p>Safeguarding and Corporate Parenting Team</p> <p>Director of Human Resources and HR Leads</p>	<p>Relevant training provided routinely at College Staff Development Days (three held per academic session) Training offered by WhoCares Scotland shared.</p>	<p>Session 21/22</p> <p>Future action CPD plan for each session – CPD log to monitor and record 2022/23</p>

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
	CEYP are aware of the College's Complaints and Commendations procedures.	Information to be distributed through Learner Induction sessions and Guidance classes.	Learner Engagement Officer; Course Tutors; Youth Workers; Lecturing staff, Peer mentors	Induction process for learners revised to incorporate information on Complaints and Commendations process implemented.  Course tutors provide additional information and support when required.	Review Induction annually and assess impact through Student Satisfaction Survey  Future action: develop course tutor handbook
58 1(b) To assess the needs of care experienced children and young people for services and support	CEYP benefit from an assessment of needs using GIRFEC principles, and any identified needs are addressed in partnership with the learner and appropriate support offered.	Assessment to be included as part of the ILP. Young person to be included in the decision making process.  Preliminary information to be gathered at application and interview stages.  Process for CEYP to identify their status and seek support at any point throughout the year.  Mechanism for needs assessment and support available in variety of ways including: one to one mentoring, ICT equipment, personal presentation and hygiene packs	Class Tutor; Learner Support; Advice & Guidance; other identified support partners	Processes in place. Class tutors to refer to AGLS team if a learner declares care experience at any time throughout the academic year.  Open referral process in place for support services.	Monitor and review through self- evaluation process annually.

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
	Collaboration and communication between the College and external agencies, e.g. health, housing, local authorities, throughcare and aftercare teams continues throughout CEYP's time at College.	Partnership with Action for Children to ensure CE learners are provided with support appropriate to their needs.	Head of Student Support Services and SCM - HCCLD	Attendance at Regional meetings – CP Co-Ordinators CP Forum. AGLS also attends to inform College agenda.	Attend three meetings per year.  Future action: Knowledge sharing at Safeguarding Committee meetings 2022/23
58 1 (c) – to promote the interests of those children and young people	CE learners are involved in all aspects of College life	Student Association to set up CE forum.	Student Association; CEYP	Programme established	Monitor and review through self- evaluation process annually.
		Two week summer programme for young people provided by CLD staff to help ease transition into College life	Student Association; MCR pathways CLD staff	Programme established	Monitor and review through self- evaluation process annually. Tracy Leavy, Director of Curriculum
		Ensure CEYP, through Learner Induction know their rights and responsibilities under the Equality Act (2010) and what to do if they experience discrimination.	Student Engagement Officer; Student Association; Class reps; Peer mentors	Incorporated into annual induction.	Monitor and review through self- evaluation process annually.  Future action: Refresher training programme for Class reps – WhoCares Scotland – 2022/23
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		Review SA constitution to ascertain the appropriateness of incorporating a Corporate Parenting Officer on Student Association Executive.	Student Association CEYP NUS	SA progressing Nationally. If agreed SA constitution will be revised.	June 2022
58 1 (c)	To ensure that CEYP applying for a College programme receive an interview and guidance towards the best area of study for them in their journey	Engage with FE and HE partners through West of Scotland Care Leavers forum and FE Forum for CEYP to develop appropriate processes.  Ensure care experience is taken account of during various admissions stages.  Involve CE Learners in College meetings and forums.  Supply CE gowns for graduation free of charge.	Directors of Curriculum  Admissions Team Leader Curriculum Managers; Finance and Student Funding Manager  Director of Business Development.	College representatives attend forum.  Admissions procedures monitored and reviewed as part of self-evaluation process.  Order process in place.	3 times a year - September, February and May  Monitor and review through self- evaluation process annually.
58 1(d) – to seek to provide those children and young people		Provide information on courses available at colleges and HEI providers.	SDS staff member from BDU. Advice & Guidance; Marketing; Faculty staff	Information on College courses and support is included on Propel site.	Reviewed each academic year

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with opportunities to participate in activities designed to promote their wellbeing		Positive destination support via AFC. Liaison with Colleges Scotland regarding university entry.	FE and HE forum members	Articulation routes being identified with each institution and progressed	Ongoing cycle
		Provide information to senior phase learners on learning opportunities and support available at Glasgow Kelvin College.	Directors of Curriculum/ Schools/SDS/ MCR	Data sharing agreements in place.	Monitor and review through self- evaluation process annually.
		Identify CEYP coming from schools to ensure a seamless transition to College	Director of Faculty/Schools/ SDS/MCR	Information sharing process agreed and in place.	Monitor and review through self- evaluation process annually.
59 1 (d)	To increase the learning opportunities	Promote College Transitions programme to partner organisations.	Marketing; Senior CLD Worker	Forms part of College communication plan.	Monitor and review through self- evaluation process annually.

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
59 1 (d)	available at GKC for CEYP learners	Ensure appropriate core and essential skills are included in College programmes to enhance attainment and improve progression.	Curriculum Managers; Lecturing staff; Director of Curriculum Quality Manager	Overseen by essential skills staff. Embedded into Transitions classes.	Achieved. Monitor and review through self-evaluation process annually.
		Introduce new ESOL course for unaccompanied minors	ESOL SCM/CM		August 21
		Offer an annual Transitions to Learning and Work Programme to a minimum of 20 CE young people aged 15 -17 all residing in the North East area. Ensure that a minimum of 75% of these students secure a positive destination upon completion of this course.	Transitions SCM/SW/ Schools/SW	In process of recruiting.	February 21
		Liaise with SDS, Jobs and Business Glasgow, local employers to support care experienced young people to access the apprenticeships suite, work placements and employment opportunities.	Faculty SCMs; Advice and Guidance SDS	Process in place.	Achieved. Monitor and evaluate as part of self-evaluation process.

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
		Work with West of Scotland Forum to explore HE articulation routes and support arrangements	CP member, SPOC	Curriculum Directors progressing as part of Operational Plan	Per academic year
58 1(e) – To take action to help these children access opportunities and make use of services and access support.	To ensure that CEYP are encouraged to access all opportunities to support them in their College life	Ensure involvement with Student Association (SA) – class reps to raise issues for CYEP- Include training on Corporate Parenting for class reps and peer mentors Work placement support from AFC worker	Students Association Learner engagement officer; Peer mentors	Training in place as part of SA induction.	Monitor and review through self- evaluation process annually and Student Satisfaction Survey.
		Promote access to the John Wheatley Learning network to support digital inclusion and access College learning resources	CLD Workers CLD Manager	Incorporated into Student induction	Per academic year
		Breakfast clubs to ensure all CEYP have access to a healthy meal to aid concentration in class and health and wellbeing of CEYP  Increase number of extra support classes for essential skills CEYP encouraged to attend for LS and to use CSP system	SMT  CMs – Communications/ Numeracy/ICT; Learner Support	Breakfast club established. Breakfast and lunch provided to support mental health and wellbeing during COVID 19  Individualised timetables for CEYP attending transitions programmes in place.	Monitor and review through self- evaluation process annually.  Monitor and review through self- evaluation process annually.

Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
		Explore contextualised programmes with individual CEYP and make reasonable adjustments for individual circumstances.	Class tutors, lecturers and CMs	Established Friday PM homework club.  Consider other activities with input from SA	Monitor and review through self- evaluation process annually.  2022/23
		Deliver learning on emotional resilience and target information about them to CEYP	Faculties, CLD workers Head of Student Support Services. Wellbeing and Engagement Lead	Activities identified and ongoing.	Monitor and review through self- evaluation process annually and Student Satisfaction Survey.
58 1(f)- to take such other action as it considers appropriate for the purposes of improving the way in which it exercises its functions in relation to those children and young people.	Improve access to support and information and listen to the voices of CE learners with regard to College life and learning	Class reps to attend Transitions and EVIP course team meetings  CEP on Transitions Steering Group	CLD Workers/ EVIP coaches, Learner Engagement, SA  SCM	Meetings scheduled and reps invited to attend	Monitor and review through self- evaluation process annually.  Monitor and review through self- evaluation process annually.
58 1 (f)		Ensure continued participation in FE Forum for CEP and West of Scotland Forum	Safeguarding and Corporate Parenting Team	College representation at meetings	3 meetings scheduled per year – dates shared with Team



Duty	Aim	Action	Responsibility	Progress to date	Deadline/Cycle
<p>60 – Corporate parents must, in so far as reasonably practicable, collaborate with each other when exercising their corporate parenting responsibilities or any other functions where they consider that doing so would safeguard or promote the wellbeing of children or young people</p>	<p>To improve data sharing and shared working practices</p>	<p>Increase School/College links relating to corporate parenting</p> <p>Work with local authority, community health partnerships and college regional structures supporting corporate parenting.</p> <p>Explore free leisure cards, extra funding for transport or a travel card with City Council and Glasgow Life.</p>	<p>Directors of Curriculum and Business Development</p> <p>SMT lead/SPOC</p> <p>SMT lead/SPOC</p>	<p>Links with schools increased and maintained.</p> <p>Process in place for safeguarding concerns shared with Safeguarding and Corporate Parenting Team and City Council Lead.</p>	<p>Monitor and review annual as part of self-evaluation process.</p> <p>Monitor and review through self- evaluation process annually.</p>