

# Glasgow Kelvin College Corporate Parenting Action Plan

The Vision for our Care Experienced Young People.



## College Values and Our Pledge

---

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 to show that we are committed to understand and support care experienced people.

Sitting alongside our College values of 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

---

The Children and Young People (Scotland) Act 2014, came into effect on the 1st of April 2015. Part nine of the Act 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 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**

---

Recorded College data show, that for academic session 2014/15, 75% (16,791) of Glasgow Kelvin College learners stated that their place of residence was located within the Glasgow City postcode area.

For the same period, the College processed 19,745 enrolments from 16,791 students. 45% of these enrolments were from students who reside in the most deprived decile (10%) in Scotland (SIMD12). This is a result of the College's long-standing commitment to its local communities and its close partnership links with the local authority, community and third sector organisations.

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

---

Published in March 2015, Social Work Statistics in Scotland cited that approximately, 15,590 Children and Young people were Looked After or Accommodated in Scotland; the number detailed as being resident within the Glasgow City area (3,504) account for over 20% of the National figure.

In addition to this, the figures relating to the amount of young people not recorded as being in Education, Employment or Training sits at around 9.3% of the City's population.

## Our Plan

---

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.

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 will undergo Who Cares? Scotland's Corporate Parenting training by August 2016; new staff will be trained as part of the College's staff induction programme.

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.

Duty	Aim	Action	Responsibility	Timescale	Progress
58 1(a) - To be alert to matters which, or which might, adversely affect the wellbeing of children and young people	To be able to identify all care experienced learners attending the College	<p>Include option to disclose care experience on Moodle and Student Intranet</p> <p>This will trigger an automatic follow up communication to the learner with an email which will signpost and discuss the relevant support areas and extended support available</p>	<p>ICT – new project</p> <p>Information Services; Learner Support ICT</p>	<p>Jan 2020</p> <p>May 2020</p>	New team looking at shared platform.
	To ensure CEYP are able to access support funds timeously.	<p>Fast track applications from learners who declare themselves to be care experienced</p> <p>Emergency discretionary funds</p>	<p>Bursaries; Student Funding</p> <p>Student funding</p> <p>SMT and regional partners</p>	<p>Session 19/20</p> <p>August 20</p>	<p>CEYP field on new bursary system. Funding now fast tracked by the bursary team. new Care Experienced bursary 87 learners have the FE CE bursary.</p> <p>All CE learners will be entitled to CE bursary</p>

Duty	Aim	Action	Responsibility	Timescale	Progress
	To ensure CEYP and College staff are aware of relevant support available within and outwith the College	Promote and signpost support services by means of leaflets, College IT networks,	Learner Support; Advice & Guidance; Student Association; Class tutors; lecturers	April 2019 – achieved	New area on site for Care leavers being developed
	To ensure that records of needs for CEYP are obtained from the relevant external partners	Data-sharing agreements are in place with local authorities, SDS, Residential Units, Schools other external partners. Explore with partners to ensure the transfer of data.	SMT	September 2019	New agreements being devised due to GDPR.
	To ensure that all College staff understand their role and responsibilities with respect to corporate	All existing college staff to undergo corporate parenting training;  Corporate parenting training to be included in new staff induction programme	Corporate Parenting team  OD manager	Jan 2020	New Corporate Parenting learning unit will be available to all staff.

Duty	Aim	Action	Responsibility	Timescale	Progress
	parenting and safeguarding				
	To ensure College staff are 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 to be uploaded to Safeguarding and Corporate Parenting area of Student Intranet	Corporate Parenting Team; OD Manager -CPD	6 monthly review	
	To ensure CEYP are aware of the College's Complaints and Commendations procedures	Information will be distributed through Learner Induction sessions and Guidance classes	Learner Engagement Officer; Course Tutors; Youth Workers; Lecturing staff, Peer mentors	Yearly – August induction.	This is now an annual session.
58 1(b) To assess the needs of care experienced children and young people for services and support	To ensure that all CEYP attending the College benefit from an assessment of needs using GIRFEC principles, and that any identified needs are addressed and	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.	Class Tutor; Learner Support; Advice & Guidance; other identified support partners	Yearly – August – September	All class tutors – refer to AGLS team if a learner declares care experience at any time throughout the academic year.

Duty	Aim	Action	Responsibility	Timescale	Progress
	appropriate support offered.				
	To ensure that relevant collaboration and communication between the College and relevant external agencies, e.g. health, housing, local authorities, throughcare and aftercare teams continues throughout CEYP's time at College.	Members of Corporate Parenting (CP) team to liaise with throughcare and aftercare teams from health service, local authority, housing agencies and social work departments.	CP team members; Single Point of Contact (SPOC)		Arrange to meet with North East health and Care Partnership and GCC Attend Regional meetings – CP Co-Ordinators CP Forum. Provide 6 monthly updates to SMT – EDI Manager
58 1 (c) – to promote the interests of those children and young people	To ensure that CE learners are involved in all aspects of College life	Young learners group to be set up Focus groups	Student Association; CEYP  Student Association;	Nov 2019	Consultation with young people as to what this should be called and look like.



Duty	Aim	Action	Responsibility	Timescale	Progress
		Two week summer programme for young people – CLD staff to help ease transition into college life	MCR pathways CLD staff		Arrange meetings with team to progress this –August 2019
		Ensure CEYP, through Learner Induction know their rights and responsibilities under the Equality Act (2010) and what to do if they experience discrimination.	Equality Manager; Student Association; Class reps; Peer mentors	Yearly – August Induction	All learners issued with equalities briefing. This will be included every year at induction
		Review SA constitution to ascertain the appropriateness of incorporating a Corporate Parenting Officer on Student Association Executive	Student Association CEYP NUS	Jan 20	Contacted SA to progress this nationally – awaiting feedback S/A president working with NUS to progress this.
	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	Director of Curriculum; CP member and SPOC  Curriculum Managers; Admissions; advice and guidance.	3 times a year - September, February and May  Feb 2019	EDI Manager/SCM Transitions attend meetings. Feedback to workgroup.  Admissions procedures evaluated and updated. - achieved.

Duty	Aim	Action	Responsibility	Timescale	Progress
		Provide information on courses available at colleges and HEI providers. Promote MAs as a positive destination	SDS staff member from BDU. Advice & Guidance; Marketing; Faculty staff; FE and HE forum members	February - August - Yearly	Information on College courses and support is on Propel site.
		Provide information to senior phase learners on learning opportunities and support available at Glasgow Kelvin College.  Identify CEYP coming from schools to ensure a seamless transition to College	Schools Liaison Curriculum Manager  Schools/SDS/MCR	February - Yearly	Data sharing agreements in place
58 1(d) – to seek to provide those children and young people with opportunities to participate in activities designed	To increase the learning opportunities available at GKC for CEYP learners	Promote College Transitions programme to partner organisations	Marketing; Senior CLD Worker	Yearly	Process will be continued.
		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	Yearly at programme reviews.	Overseen by essential skills staff. Embedded into Transitions classes. Achieved

<b>Duty</b>	<b>Aim</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Progress</b>
to promote their wellbeing,		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	Each academic block.	
		Work with West of Scotland Care Leavers Forum to explore HE articulation routes and support arrangements	CP member, SPOC	yearly	Director of Curriculum to lead this.
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	Students Association; Learner engagement officer; Peer mentors	yearly	Training for class reps and peer mentors.
		Promote access to the John Wheatley Learning network to support digital inclusion and access College learning resources	CLD workers CM transitions CM Schools	At each new academic block.	Information provided to CEYP about networks.
		Explore providing Breakfast clubs to ensure all CEYP have access to a healthy meal to aid concentration in class and health and wellbeing of CEYP	SMT	August 2019	To be reviewed with a views to extending this in all campuses.

Duty	Aim	Action	Responsibility	Timescale	Progress
		Explore contextualised programmes with individual CEYP and make reasonable adjustments for individual circumstances.	Class tutors, lecturers and CMs	August 2019	Some individualised timetables for CEYP attending transitions programmes.
		Increase number of extra support classes for essential skills	CMs – Communications/ Numeracy/ICT; Learner Support	Aug 2019	Meet with essential skill staff to advance this. Explore suggestion of a Friday PM homework club.
		Explore staff volunteering as mentors when learners leave school and attend college as their full time learning option	SMT CM transitions SPOC	Jan 2020	Paper to SMT – Equalities manager.
		Deliver learning on emotional resilience and target information about them to CEYP	Faculties, CLD workers Learner support Advice & Guidance	Yearly	
58 1(f)- to take such other action as it considers appropriate for the purposes of improving the way in which it exercises its	Improve access to support and information and listen to the voices of CE learners with regard to College life and learning	Class reps in Transitions and EVIP course team meetings	CLD Workers/ EVIP coaches, Learner Engagement, SA	Yearly	Annual target to ensure CE learners' Views are heard.
		CEP on Transitions Steering Group	SCM	May 2017	Achieved.

Duty	Aim	Action	Responsibility	Timescale	Progress
functions in relation to those children and young people.					
		Ensure continued participation in FE Forum for CEP and West of Scotland Forum	CP member and SPOC	3 times a year	SCM –transitions and EDI Manager attending these fora
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	To improve data sharing and shared working practices	<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>School liaison Curriculum Manager, SPOC</p> <p>SMT lead/SPOC</p> <p>SMT lead/SPOC</p>	<p>August 2019</p> <p>Dec 2019</p>	<p>Data Sharing in place. Safeguarding concerns shared with CP Co-ordinators and City Council Lead.</p> <p>Still to be accomplished.</p>

