



# PINS

Pupil Inclusion Network Scotland

# 10 THINGS WE DO TO MAKE A DIFFERENCE

How the voluntary sector makes a difference to the educational experience of vulnerable, disaffected and excluded pupils.



Pupil Inclusion Network Scotland

[www.pinscotland.org](http://www.pinscotland.org)

@PINScotland

2016

*"The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love."*

Bruce D. Perry



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## WELCOME

### Ministerial foreword

Tackling inequity is at the heart of the Scottish Government's agenda in order that every child can succeed in school and gain the skills for life. Our focus on raising attainment for all and closing the equity gap cannot be achieved without the support of partners such as the Pupil Inclusion Network Scotland (PINS), who this Government fund to consider, promote and support policy and good practice across agencies from all sectors working with young people who are at risk of becoming disengaged or excluded from education. PINS is relevant to anyone working with young people and is an invaluable resource to the voluntary sector and partners.

I am delighted to offer my support to PINS for this new edition of '10 Things We Do To Make a Difference' which once again, recognises the important role and contribution of PINS; the agencies which PINS support; and the voluntary sector.

Ensuring and supporting the health and wellbeing of our children and young people, including making sure they receive any additional support where needed, is paramount to the success of this Government's focus on attainment; and I would like to offer my congratulations to PINS for the role and contribution that they place in helping to achieve this.

This publication outlines the creative and innovative ways that the voluntary sector contributes to making sure that all children and young people are included, engaged, involved in their education. It is through examples such as those identified by PINS that we can see how the voluntary sector support and nurture our children and young people; help them realise what they can achieve; raise their aspirations; and give them a fair chance to succeed.

Whether it is through engaging with parents and carers, supporting the development of policy or building the skills and confidence of our children and young people directly; this publication showcases the variety of ways in which the voluntary sector at both a national and local level helps our children and young people to have the best start in life and ensure they receive the best education in the world.



A handwritten signature in black ink that reads "Alasdair Allan". The signature is written in a cursive style with a horizontal line under the name.

DR ALASDAIR ALLAN  
Minister for Learning, Science and Scotland's Languages



## 10 THINGS WE DO TO MAKE A DIFFERENCE

The voluntary sector is a diverse alliance of agencies that impact on all aspects of Scottish life. The sector has a particular interest in improving outcomes for some of the most vulnerable and disadvantaged children, young people and families in Scotland.

When it comes to education too many children and young people are left behind as others achieve. In the context of a commitment to making all children and young people successful learners, confident individuals, responsible citizens and effective contributors strong partnerships are needed to address vulnerability and exclusion.

The Pupil Inclusion Network brings together voluntary sector agencies and colleagues in statutory sector roles who share a commitment to improving educational outcomes for all learners. Via the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures the things we do to make a difference.

In 2010 we published our first '10 things we do' report. In this publication you will hear more about the voluntary sector. Short pen-pictures of the sectors work evidence our continued commitment to:

- KEEP THE CHILD AT THE CENTRE
- WORK WITH PARENTS AND CARERS
- WORK HOLISTICALLY AND UNDERSTAND THE SOCIAL CONTEXT
- BUILD RELATIONSHIPS AND PARTNERSHIPS
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For more about PINS visit [www.pinscotland.org](http://www.pinscotland.org)

When it comes to education too many children and young people are left behind as others achieve.

# 1 KEEP THE CHILD AT THE CENTRE

*"In all actions concerning the child, whether undertaken by public or private social welfare institutions, courts of law, administrative or legislative bodies, the best interests of the child shall be a primary consideration".*

United Nations Convention on the Rights of the Child (Article 3)

Oftentimes the context within which a child lives can be complex. Historically educational outcomes for the child, family or community may be poor, but without the child at the centre little can be achieved.

The voluntary sector believes that support for the child - with the intention of impacting on wellbeing and engagement, achievement and attainment at school - requires the child to be at the centre of all considerations and actions.

*"In all actions concerning the child...the best interests of the child shall be a primary consideration"*



## PEN PICTURE: Jeely Piece Club

Over the past twenty-five years knowledge and understanding of child development has been enriched by research into attachment between a child and primary carer. Current policy and guidance, for example Pre-Birth to Three, Curriculum for Excellence, Building the Ambition and the National Child Protection Guidance, reflect and promote the significance of emotional attachments and the impact from environmental influences.

Scotland's Practice model GIRFEC encapsulates this ethos by keeping the child at the centre of services. The Jeely Piece Club Nursery applies these principles on a daily basis. This nursery has been operating in the community of Castlemilk, Glasgow for 40 years. The organisation was founded by local parents, and continues to support families and any individual who has an important role in making childhood memorable, happy and successful.

### Case study

Jim and Joan are teenage partners with additional support for learning needs. The couple met at school, and over time were looking forward to the birth of their first baby. Social work completed a pre-birth assessment, housing support identified accommodation, and the family was referred to the Jeely Piece Nursery.

GIRFEC provides principles of practice which are used to gather and collate information for each family in order to ensure a personalised response from integrated services. Jim and Joan were encouraged to consider their needs by focusing upon current issues, protective factors, and identifying potential difficulties in the post-birth period. The couple immediately joined the Jeely teen-parents' programme, and participated in a First Aid course, 'Cooking on a budget', and were introduced to Glasgow Life leisure facilities with their peer group.

The first few weeks and months of caring for their baby daughter were busy and stressful for the couple. A baby in the family meant that the couple had to learn new skills, and gain understanding of their responsibilities, capabilities, support mechanisms, and the means to access guidance.

The baby girl attended the Jeely nursery on a part-time basis from an early age. Jim and Joan stayed in the nursery for several sessions a week, and the key worker showed the couple how to interact positively with their daughter. The Jeely sensory room provided a relaxed atmosphere in which Joan could feed the baby, develop a secure attachment relationship, and discuss any anxieties with experienced staff. A Jeely home-play worker facilitated play in the home environment and created an effective link with nursery. The Positive Start team liaised with the Jeely, sharing information, discussing concerns, and identifying the best approach to supporting this couple and extended family to care effectively for the little girl.

Jim and Joan were visited by a housing worker who ensured that their accommodation met the needs of the family. The Jeely senior worker attended regular social work core group meetings with the family, and latterly supported Jim to take his daughter to an orthoptist appointment. This family is achieving potential.

The Jeely nursery children are kept at the centre of our integrated service, and we create partnerships with families which promote inclusion, and support every child to achieve.

## 2 WORK WITH PARENTS AND CARERS

*"The role that parents and carers play in raising the next generation of Scots is central to everything that we want to achieve for our families, our communities and our country."*

National Parenting Strategy: Making a positive difference to children and young people through parenting

Parents are the child's primary carer, educator and role model. Voluntary sector agencies have been central to the development of the National Parenting Strategy. Of course no two families are the same and some families may need additional levels of support. The voluntary sector has long been able to build bridges between home and school and other statutory services; restoring and repairing relationships so that the needs of the child come into focus.

*"Successful home/school partnership working depends on the development of mutual trust and respect between school and parents. Schools need to use the skills, knowledge and experiences that all parents and all staff bring to the school to support children's learning".*

Parents as Partners in their Children's Learning Toolkit

*"Successful home/school partnership working depends on the development of mutual trust and respect between school and parents."*





## PEN PICTURE: One Parent Family Scotland

One Parent Families Scotland (OPFS) is Scotland's national organisation working with and on behalf of one-parent families. We are acutely aware of the needs of one parent families in an ever-changing environment, both in terms of practical services and, importantly, in terms of being able to access those services.

The principles of GIRFEC and Curriculum for Excellence are embedded in all our activities. Engagement is with families – parents and children; a strong emphasis is placed upon child development and family learning. At structural level, we continue to work closely with partner organisations, locally and nationally, influencing policy, contributing to service design, and ensuring that the voices of single parents are heard by policy makers and planners alike.

To illustrate our work our Braes Project father's worker has provided an example of his work where he was able to support a father to improve the learning outcomes for his frequently excluded 15-year-old son.

Dad shared that he was receiving letters from school about his son's behaviour in his maths class, these letters were causing a lot of stress at home. Dad's own problems with reading made it difficult for him to know exactly what was happening, but it was clear that his son was displaying behaviour that was seeing him excluded from class.

Initially our father's worker liaised with the Pastoral Head at the school to agree that in future Dad would get texts rather than letters, which helped improve the communication between Dad and school.

As the learner's exclusions from class continued, the OPFS worker and the Pastoral Head arranged a meeting to bring the teacher, Dad, the child, and the OPFS worker together in a supportive environment.

Father and son were then able to hear from the teacher and a positive strategy was devised to help the learner achieve his potential. Dad better understood the situation and with improved communication was better able to help support his son with the work at home.

Our father's worker supported Dad to access support with his own reading/writing and the young learner responded to the belief that the adults placed in him, and did in fact achieved his National 4 qualification in Maths at the end of the term.

We asked our school colleague to tell us about the school's view on the role which the worker from One Parent Families Scotland had played:

*"The impact and importance of this work could not be higher. In our setting it was initially about advocacy. We had not realised we were dealing with a parent who was virtually non-literate. Rather than our on-going communications about the child being helpful they were a source of considerable anxiety and stress that helped make the situation worse. When the Children and Family Worker was able to share this with us we were able to stop the unhelpful actions and start to build the positive. The worker's role changed at this point from simple advocacy to mediation. He was able to work with both father and child to help them understand what the school wanted and how best to support this. In this situation there has been a huge turnaround in attitude, behaviour and attainment."* Pastoral Head, partner High School

## 3 WORK HOLISTICALLY AND UNDERSTAND THE SOCIAL CONTEXT

*"Quality of life is the combination of objectively and subjectively indicated wellbeing in multiple domains of life considered salient in one's culture and time, while adhering to universal standard of human rights."*

J.L. Wallander

The voluntary sector partners who make up the Pupil Inclusion Network share a commitment to reconnecting children and young people to education, raising aspirations and improving school attendance, achievement and attainment. In working for change, projects and interventions seek to unpack presenting issues and work across home, school and community environments.

The social context within which children live and learn has always been central to the sectors responses, this means agencies work to support learning about challenging and complex issues.

The social context in which children live and learn has always been central to voluntary sector responses.



## PEN PICTURE: TESSA: Argyll and Bute Rape Crisis

TESSA is Argyll and Bute Rape Crisis's Youth Project for young people of secondary school age which aims to raise awareness of issues surrounding internet safety, cyber-bullying and grooming. It also seeks to challenge inappropriate behaviour.

We deliver a range of age-appropriate interactive workshops to schools, parents groups and youth clubs. These workshops are designed to be interactive and fun while still giving information, tips and hints on how to keep safe on and off-line. In addition to the workshops available for mainstream pupils TESSA - Supported Learning offers 1-2-1 pupil-lead interactive workshops for vulnerable learners. Using visual, audio, and arts and craft materials these workshops are designed to help express feelings and emotions in a safe manner, helping young people to explore the dangers of the Internet, sexual bullying and abuse in a sensitive way.

In today's world, access to the Internet is easy. Simply switching on your mobile phone, tablet, laptop or gaming console will place you in a world where anything is possible. This digital environment has created a difficulty for young people as consequences of poor judgment or behaviour may not initially feel real. It is much easier to say things to someone when they are not in front of you and it can also be easier to be convinced to do things you would never dream of doing in public, such as taking naked pictures of yourself and sending it onto a boy/girlfriend or to someone you think you are having an online relationship with. This can often start as harmless fun and it can seem that no one else will find out about it. Unfortunately, young people can find themselves in situations where they are being blackmailed into taking more explicit pictures and films or being convinced to meet up with someone they think they know because they have been chatting to them online for a while.

When young people have found themselves in these situations the impact on their lives can be devastating. They are afraid of what family, friends, peers or teachers will think of them. Some young people can become reclusive and not want to mix with anyone, sleeping patterns may be disturbed causing concentration and attention to be affected, this can appear as though they no longer care and get into trouble at home and school. Exclusion from school for poor attendance or behaviour will then have a knock on effect on their education and the outcome of adult life.

TESSA use a range of materials to show young people how easy it is to get into difficult situations online. Whilst exploring this we ensure each pupil is aware that there are several ways to access help and support should they need it. An example of the resources we use are the CEOP films (Child Exploitation Online Protection). These short films are designed specifically for young people and during the workshop we discuss what is happening, ask if participants can see similarities to the way they behave and explore how they can make their online life safer.

Links to a sample of films:

*Caught in the web* [www.youtube.com/watch?v=ZTYZMdbq8PE](http://www.youtube.com/watch?v=ZTYZMdbq8PE)

*CEOP Jigsaw* [www.youtube.com/watch?v=\\_o8auwnJtqE](http://www.youtube.com/watch?v=_o8auwnJtqE)

*CEOP Matt thought he knew* [www.youtube.com/watch?v=9JpyO5XlfCo](http://www.youtube.com/watch?v=9JpyO5XlfCo)

## PEN PICTURE: Show Racism the Red Card

Show Racism the Red Card works with a variety of learners and the majority of those engaging with our anti-racism educational opportunities are children and young people in the context of formal school settings. These participants will be representative of the school population across Scotland and therefore 96% will identify as white British or white Scottish and therefore won't be experiencing disadvantage/exclusion because of racism.

In all of our educational work we encourage young people to think holistically about racism by reflecting on their own perceptions of experiences of inequality. This is a powerful way for young people to conceptualise social injustice. We also recognise that young people experiencing social exclusion are often more susceptible to the misconceptions and 'othering' which can lay the foundations for racist actions. Our work attempts to challenge those misconceptions and give a voice to young people who often don't have an outlet for the frustrations they may feel.

The impact of our work for excluded young people can be illustrated through a project recently delivered in Crieff, Perthshire.

The school had a number of pupils who were not being presented for the new National 4/5 exams. Despite classes being suspended for exam leave, these 'unpresented' pupils still needed to be timetabled for activity within school. The young people had not been consulted in this process and many were experiencing social disadvantage and exclusion from education. Show Racism the Red Card staff communicated closely with the school and offered an opportunity for these young people to be involved in an educational anti-racism programme. Through creative activity the project supported the group's exploration of the dangers of racism to both victims and perpetrators and offered a voice to young people who often felt disenfranchised in their community. Reflecting on their participation one of the young people told us what they got from their engagement:

*"At first we weren't sure what the Show Racism the Red Card project would be all about but after becoming involved we were really inspired and pleased that people cared what we had to say about the issues. We had to present our project at two different events with Perth and Kinross Council and with first year pupils and we never imagined we would be able to stand up in front of people and talk. I would definitely challenge racism now if I heard my friends using it"*

SRtRC, Participant

From the perspective of Show Racism the Red Card it was very important to ensure that the pupils valued participating in this project. It can be very easy for adults to dismiss young people's voices, but we value young people as being key players in the struggle against racism and it is important to amplify their views and feelings around prejudice and discrimination in order to educate peers as well as older generations. The pupils involved in this project exemplify just how passionate they are about this subject.



## 4 BUILD RELATIONSHIPS AND PARTNERSHIPS

*"Partnerships are by nature inefficient. It's only sensible to collaborate if real collaborative advantage can be envisaged. Achieving collaboration requires a great deal of energy, commitment, care and resource".*

Professor Chris Huxham speaking at the PINS 'Partnership' event

Across the Pupil Inclusion Network programme of seminars and workshops the complexities and challenges of partnership work arise again and again. Voluntary sector agencies recognise that relationships and partnerships between organisations create pathways for children and young people. And that sharing in success and challenges results in better practice and in turn better outcomes for learners.

*"Achieving collaboration requires a great deal of energy, commitment, care and resource."*

## PEN PICTURE: APEX Inclusion and the Museum 2Go2 Project

'Apex Inclusion' believes all young people should have equal opportunity to achieve their potential, whatever their circumstances. Our beliefs and value base extend from more than 25 years experience working with young people in a variety of settings, predominantly in schools for the last 8 years. School can be the most continuous presence in a young person's life; therefore the opportunity to work in partnership with education and learners is instrumental in achieving positive outcomes for those we work with.

Apex was contacted by the National Museums Scotland (NMS) regarding their Museum 2Go2 Project. The purpose of Museum 2Go2 was to re-engage and reignite an interest in science for pupils who were disconnected from the subject or wider curriculum. The project involved working with two groups of young people in S1-S3 from two different local authorities. Participants were involved in the selection process with a mixture of self and directed referrals. Apex's consultation with each school's Science Department, Guidance Teachers and Depute Rectors' ensured the project had a holistic view of each young person to tailor the project to individual needs. The objective was ambitious - to create a science show and perform to visitors in the Grand Gallery of the National Museum of Scotland.

Phase 1 of the project was so successful that our partnership was extended into Phase 2 whereby pupils from the Apex Inclusion service worked with design company O-pin to create a piece of contemporary jewellery. The participants' completed jewellery pieces have been photographed and will be displayed in the new Art and Design Galleries of the museum in 2016.

For the young people involved in the initiative there was opportunity to prepare and deliver a professional presentation. They had to work in teams and perform at the NMS in front of a live public audience. All the while they were involved in a cross curricular experience of science, using literacy and performing arts skills, while developing core Curriculum for Excellence capacities. This was an opportunity for those less interested in science to engage in a whole new way and even consider a potential science related career.

The Museum 2Go2 participants themselves told us they enjoyed taking part in a cross-curricular experience of science using literacy and performing arts skills; reporting increased self confidence, evidenced by their presentation and performance. The impact of working successfully in a team was tangible.

*"After the performance I felt great because I talked in front of lots of people."*  
- Project participant.

This example of a successful partnership is allied to several ingredients: communication, co-ordination, collaboration, openness, trust and agreed goals and values. The cross-fertilisation of education, third sector, National Museum and young people that this project represents is rich in all of these areas, adding value to existing relationships that continue to be strengthened by further, ongoing developments.



## 5 BE PRACTICAL AND PURPOSEFUL

*"Results? Why, man, I have gotten lots of results! If I find 10,000 ways something won't work, I haven't failed. I am not discouraged, because every wrong attempt discarded is often a step forward."*

Thomas Edison

Making and building on small gains is often at the heart of the work the voluntary sector is engaged in with children and families. Whilst expectations must be high, progress may be slow, and the experience of success needs to be embedded in day to day living.

Voluntary sector agencies have been engaging in the Early Years Collaborative and Raising Attainment for All programmes. Engagement with the improvement methodology at the heart of these programmes means that practitioners can turn ideas into action, and connect action to learning, so that small step changes can be developed and spread to maximise improvement.

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## PEN PICTURE: Stepping Stones and Circle Father's group

All parents are different as are all children; this means that our approach as workers who support families requires being adaptable to individual needs. At Stepping Stones North Edinburgh we try to fit to the needs of the family and address the issues they feel are present and concerning to them. To achieve this we offer a variety of services such as home visits to initially build a relationship with parents, further down the line we may then be able to provide or engage these parents in group work, following this our role would be to look at the wider community resources that can provide ongoing and holistic support for the family.

In collaboration with PrePare and Circle Scotland we have been running a fathers group called Becoming Dad. The group work looks at the emotional regulation of fathers, their ability to prioritise and manage emotions as well looking at making positive choices. A key to the success of this work - and any other work with families - is effective collaboration between projects. This requires joining resources and experience to best support the family. Although we have received hugely positive feedback, running a group is never easy and the main issue a worker faces is simply getting men through the door! We have identified potential barriers such as anxiety, transport and timing. As professionals it is key to be mindful of these barriers and we have found the key to breaking these is the father building a positive relationship with a worker who they then feel confident in attending a group with.

The group has been evaluated within the work of the Early Years Collaborative. This encouraged us as professionals to follow a Plan, Do, Study, Act (PDSA) style of practice. This involved piloting the group and the work that the men carried out, evaluating the process by gathering feedback and then running the group again with small changes made based upon our previous experience. This has been the case for each of the groups we have run, making changes such as the day of the group, timing of the group and some of the activities.

With all work with families you have to plan the smaller steps and the bigger goals will follow on. It can be frustrating as a worker when it takes a long time for changes to occur, but in the face of the chaos that some families face, it's important to remember that these small steps all count.





## 6 UNDERSTAND AND ENGAGE WITH POLICY

*“The Scottish Government recognises the important role that the third sector can play in building a successful Scotland. It is committed to developing an enterprising third sector, which can contribute to achieving outcomes for individuals and communities across a range of fields including health, the economy and public service delivery.”*

Voluntary Action Scotland

Social Policy guides the way we respond to the questions and challenges children and families face. Scottish Government policy pays particular attention to the protection, care, welfare and education of children and young people. The needs of those who struggle to stay connected to education, employment or training have been well articulated and there is a commitment to getting better at early intervention and prevention.

Being connected to the day to day experiences of children and families means the voluntary sector can engage in an honest dialogue with Government, attempting at all time to influence and inform and ensure policy meets the demands which poverty, exclusion and discrimination present.

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## PEN PICTURE: National Third Sector GIRFEC Project

Getting it Right for Every Child (GIRFEC) is at the heart of ensuring that all children get the most from their education and learning, particularly those children and young people who are vulnerable, excluded and who need additional support and help. To ensure that GIRFEC works in practice it is vital that all agencies involved with children and young people work well together. This includes the many third sector organisations supporting children and their families, and providing services across Scotland in our most disadvantaged communities.

The National Third Sector GIRFEC project ([www.3rdsectorGIRFEC.org.uk](http://www.3rdsectorGIRFEC.org.uk)) aims to support Community Planning Partnerships (CPPs), Third Sector Interfaces and the wider third sector to strengthen their role in implementing GIRFEC in localities. A crucial part of this involves embedding the role of the community and third sector in community planning.

Without meaningful involvement of the third sector in community planning structures and processes, the wider stakeholder group, and particularly those with statutory responsibilities within the Children and Young People (Scotland) Act to deliver the Named Person Service, may not be aware of the rich range of community and voluntary sector resources available across their localities. Developing these connections at Community Planning Partnership (CPP) level will help to ensure all partners are supported to meet the range of wellbeing needs, including those which impact on children and young peoples' learning, through an integrated approach which has the child firmly at the centre.

Therefore, our core purpose as a project is to strengthen and embed the role of the Third Sector in local Children's Services planning and delivery.

There are three main aspects of the project:

### **Work in Demonstration areas**

This is direct work in localities which allows community planning partners to assess the level and effectiveness of their engagement with the third sector. This assessment leads to an action plan to improve engagement. The project also supports CPPs in reviewing progress.

At the end of the period of support from the project, a local learning session is organised in partnership with the CPP and other stakeholders. Other areas with a geographic or thematic connection to the 'host' CPP are invited to come and share knowledge and good practice in a supportive context.

### **National influencing role**

This is work to promote and advocate for the role of the third sector with the Scottish Government, local government and other stakeholders. This involves participation in strategic working groups, engaging in dialogue and building connections with strategic partners and contributing to the development of national policy and legislation.

### **Capacity building**

This is work with Third Sector Interfaces and other third sector organisations to help them build their capacity to engage effectively in children's service planning.



## 7 BUILD SKILLS AND CONFIDENCE

*“Scotland has a long tradition of valuing learning for the wider benefits that it can bring to the individual, to society and communities and to the economy. This Government continues to support fully the view that the years we spend in education generate a form of capital that has the potential to produce a long-term return. Skills development contributes to economic development from which we believe other benefits flow such as social justice, stronger communities and more engaged citizens.”*

Skills for Scotland: A Lifelong Skills Strategy

Partnerships between the voluntary sector and schools and colleges have resulted in a growth in opportunities for children and young people who were once excluded to immerse themselves in developing personal and learning skills that enable them to become lifelong learners.

The Pupil Inclusion Network has had a specific interest in those areas of Curriculum for Excellence that are the responsibility of all: literacy, numeracy and health and wellbeing. The voluntary sector prides itself in supporting children, young people and parents to develop core skills of communication, problem solving and working with others.

*“Skills development contributes to economic development from which other benefits flow such as social justice, stronger communities and more engaged citizens.”*

## PEN PICTURE: Kibble Education And Care Centre

Kibble Education and Care Centre is Scotland's national specialist provider of child and youth care services. We offer specialist care to young people (5-25) with complex social, emotional, behavioural and educational challenges. Our wide range of services is fully integrated ensuring a smooth transition for young people as they progress on their Kibble journey.

A great deal of our work centres around encouraging young people to re-engage with learning, whether it's through tailored education or supported employment. We ensure the most disadvantaged young people in society have the opportunity to develop skills for learning, life and work.

*"The staff gave me full support and helped me manage my emotions. I am now an independent young woman who can see a positive future and a successful career."*

Young Person, (S6 - studying 3 Highers)

Our Education and Young Workforce Development team works with young people and empowers them to build sustainable futures underpinned by the Kibble values of safety, structure, stability and success. We offer school age pupils the opportunity to work towards industry recognised vocational qualifications whilst continuing to study for SQA qualifications. This model, which often links in with potential employers, ensures that we maximise outcomes for learners in post-school destinations.

*"My job at KibbleWorks was initially for six months and in that time I got loads of training and the chance to do an SVQ2. Between working and learning I now feel I've got a really good start to my career path. Getting paid every month is brilliant too – I feel really independent!"*

- Young Person, KibbleWorks

KibbleWorks, our collective of youth training and employment enterprises has over a decade of experience in offering flexible, responsive and tailored employability support for young people (16+) facing barriers to employment. Young people can upskill and improve their job prospects through an integrated programme of vocational training and work placements in a diverse range of areas. As an accredited centre, we also offer City and Guilds and SQA qualifications. The recent opening of The Experience, at Hillington Park in Renfrewshire, further strengthens our provision. Operating as a themed entertainment and events venue, it will provide a minimum of 50 transitional jobs per annum for young people aged 16+.

As a direct outcome of Kibble's approach, young people are confident with aspirations to access employment opportunities. The combination of employability skills, vocational qualifications and work experience offers young people an excellent foundation to pursue their chosen career path and ultimately a successful, independent life.



## PEN PICTURE: SkillForce and Newlands Junior College

It has been a privilege for SkillForce to work in partnership with Newlands Junior College in Glasgow. Championed by Scottish Businessman Jim McColl, Newlands Junior College stands apart by offering every one of its young people a guaranteed apprenticeship at the end of their course. Combined with a Curriculum for Excellence education that offers variety, individualisation, opportunities for achievement, integrated communication with both students and their parents/carers, the focus within Newlands Junior College is on nurture, health and wellbeing and employability skills. These capacities are embedded and run alongside academic qualifications, for example each young person is provided with breakfast and lunch. SkillForce works in Newlands Junior College on a daily basis and we enjoy a positive and productive relationship with Principal Iain White and his colleagues.

The environment is conducive to learning and with the focus on health and wellbeing and nurture it offers those young people with additional needs increased support. During our partnership SkillForce have already delivered a number of awards and qualifications with the young people in Newlands Junior College including ASDAN Bronze, Duke of Edinburgh, Emergency First Aid and National Navigation Award. We have also delivered a number of Fearless course modules that focus on a safer community by helping young people aged between 11-16 to report crime or suspicions of crime without being contacted by Police. During the course we also made a film about social issues around drugs, 'Fearless'.

We have constant communication with the young people's parents/carers and this helps to maximise engagement, as well as providing us with useful feedback on the programmes we offer. We can see the development of our young people at Newlands Junior College via our tracked results – in their character, behaviour and attendance. There has also been an intense focus on outdoor experiences and outdoor learning which has contributed towards the results of our young people. Going forward we will continue to work through the SkillForce Stepping On programme and will also deliver the SkillForce Prince's Award in conjunction with our Royal Patron HRH Duke of Cambridge.

## 8 BE CRITICAL AND BUILD THE EVIDENCE BASE

*"Research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term and community safety and cohesion in the long term."*

Better Relationships, Better Learning, Better Behaviour, Scottish Government

The voluntary sector works to define models of reflective practice which sit alongside a culture of targets, outcomes and inspection. The sector is growing in its capacity to seek and present evidence of our impact; and build programmes and interventions on what we can learn from each other. While the difficulties faced by a child may be complex, we need to know that our intervention makes a positive difference to the child's learning and experience of school.

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## PEN PICTURE: Children 1st

It's just some sugar, butter, eggs, flour and a bit of icing. But the cake baked in this 16-year-old's kitchen during a home visit was a turning point. It was the moment a young mum realised that baking wasn't all that hard. It was fun actually, and something she wanted to do more of. It sparked a passion for cooking – prompting her to stay on at school and study Home Economics because she would like to pursue a career in catering.

In Girvan and Maybole CHILDREN 1ST supports families with children from birth to age 12 who are facing challenges. Often children have a developmental delay. Many have a physical disability. All need the attention and nurture of loving parents or carers. For some parents this isn't easy. Maybe they've had poor parenting role models, a traumatic event in their own childhood, or lack confidence for things such as going to the baby group at the local library. Without interaction and play children struggle to learn. And if their brains aren't learning this can hold back their physical, emotional and psychological development.

When families are referred to the service we ensure an action plan for the child is put in place. This reflects the Scottish Government's 'Getting it Right for Every Child' (GIRFEC) approach, and specifies outcomes – the positive changes we're aiming to achieve – that match one or more of its wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included. Through talking to parents and carers, children and referrers, and using tools such as 'Parenting Daily Hassles', a 'Strengths and Difficulties' questionnaire, and the GIRFEC 'Wellbeing Wheel,' we agree a package support to meet the family's needs. Good communication with local partners is essential. For our 16 year old we were able to offer child-care for her baby around her school timetable thanks to information from the Deputy Head Teacher.

The action plan is flexible. It's reviewed every three months. Some outcomes may be achieved, new ones may be agreed. To gauge progress, we record observations; for example if part of our support is to encourage a child to 'try and play nice' with their sibling, can they then give an example of having done so? We talk to local partner agencies. We gather data, both 'hard,' such as school attendance figures, and 'soft,' for example 'is mum parenting more confidently?' At each review we plot progress against the wellbeing indicators.

Where does this information go? Into the CHILDREN 1ST Integrated Information Management System, along with data from almost every other local and national service we deliver. So in making statements such as 'in 85 percent of instances where we aimed to improve family relationships, across our services, we were successful,' we can do so with confidence.

## 9 MAKE USE OF BOTH INSIGHT AND THEORY

*"There is nothing so terrible as activity without insight".* Johann Wolfgang von Goethe

Agencies can draw on a range of opinions and hypothesis to build programmes and interventions. Some of the best insight can come from participating children and young people. Ultimately, programmes based on both insight and theory will contribute best to improving outcomes for vulnerable children and young people.

Agencies can draw on a range of opinions and hypothesis to build programmes and interventions.





## PEN PICTURE: Alcohol Focus Scotland

Addressing Scotland's relationship with alcohol and understanding and reducing alcohol harm is central to the purpose of Scotland's national alcohol charity. Alcohol Focus Scotland (AFS) has developed innovative learning resources to help practitioners support children, young people and families affected by alcohol, this includes Oh Lila! for early years learning, and Rory the story of a little dog which is a learning resource aimed at primary school children and addresses the issue of parental alcohol problems.

When it comes to young people's learning about alcohol and other drugs too many educational programmes to date can be seen as didactic, overly focused on information-giving and presenting alcohol as something to be feared. Research tells us that interactive educational programmes based on a social influences approach, which attempt to give young people the confidence and skills to resist social pressure to consume alcohol, might be more effective. With this in mind AFS sought to develop a programme for 14 to 16 year olds that would address risk and resilience and focus on critical thinking. The final piece of the approach has come with the recognition that much of the pressure to normalise and consume alcohol is being played out in the world of social media where young people are digital natives and adults can be easily excluded from the places and spaces young people (and the alcohol marketers) inhabit.

To develop the Alcohol Truth Project AFS looked to learning from the edgy Tobacco Truth programme in Florida, USA. That approach identified a set of ugly truths which no corporation selling a harmful product wants their new potential consumer base to know.

To develop and pilot the Alcohol Truth Project young people worked with AFS facilitators to first explore their digital lives and understand how social media marketing works. Alongside this emerging critical media literacy young people began to look at the place of alcohol in their community and the idea of alcohol harm. Young people soon discovered that they are targeted by sophisticated marketing techniques which are used to build brand awareness and the acceptability of alcohol. As a response young people made their own social media messages on those ugly truths that mattered most to them, view these at [www.alcoholtruthproject.wordpress.com](http://www.alcoholtruthproject.wordpress.com)

Implementing preventative intervention during adolescence is crucial to prevent the onset of problematic drug use. However the methods used to engage young people in considering how they can counteract the social and cultural practices which promote excessive alcohol consumption are rarely considered. Learning from the Alcohol Truth Project has confirmed that young people need to be seen as producers of knowledge, not mere consumers; preventing alcohol harm needs to involve engaging young people's critical social perspective and mobilising their support to promote positive social and cultural change.

*"I thought it was going to be about alcohol but its more about social media and its effects on alcohol advertising – how they market to young people...Raising awareness about advertising on social media, if we raise awareness now when you're older you'll remember the facts about alcohol and make safer more informed choices...Made me aware of how the alcohol industry targets people." Craig*

## 10 INNOVATION AND CELEBRATION

Engaging a learner who has become disengaged requires the voluntary sector to think hard about purpose and the tools required to re-establish connections with learning, training or work. Often work with children, young people, school or community is bespoke and risks are taken. The sector is strong on growing and developing new approaches to entrenched problems.

When relationships have been formed, and the journey has begun, energy and morale must be sustained and efforts rewarded. And of course, success needs to be celebrated.

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## PEN PICTURE: Children's Parliament

*"Being part of the project has helped me be more talkative, even my Gran mentioned it. And at school I think I've been more willing to read out readings and stories. I think my teachers have noticed it, they say I've been talking a bit more. It's a good thing. It really helps my relationships, 'cause I get to know people a bit better."* Project Participant

Peter was a participant on a Children's Parliament programme designed to increase confidence, enhance peer relationships and improve engagement in learning. The programme was made possible by funding from the Big Lottery's Realising Ambition Programme and allowed Children's Parliament to work in partnership with selected primary schools across East Glasgow. Participants like Peter, referred to the programme after the death of his friend left him struggling to cope in school and at home, were given the opportunity to work alongside a small group of peers to identify and express their future ambitions.

Through shared meal times, interactive arts activities and nurturing support from adults, participants were encouraged to work at their own pace to express ideas and share dreams for the future. The short-term programme incorporated group work, individual support and creative play. To conclude the project, community celebration events were organised. These were dedicated exhibition spaces where project participants had the opportunity to share their dreams for the future with their friends, family, school and project staff.

*"My goals for the week were to grow my confidence, the project definitely helped me. It helped by making me speak out loud and share my views, and make the models."* Project Participant

Children's Parliament invests time in working alongside children as co-creators of their own safe space. These spaces are nurtured through relationships that celebrate the strengths that children bring into a group. Challenges are created to support learning and extend children's horizons about what they may expect of themselves now and in the future. Through engagement in a learning space beyond the confines of a traditional classroom, vulnerable children are given an opportunity to find their voice. Training for staff in participating schools seeks to ensure that teachers are able to support participants on their return to the classroom.

Children's Parliament believes that it is through the provision of opportunities like this that vulnerable children can grow in confidence, build their aspirations, reach out to others and reconnect with the world around them.

This short film brings the project to life: [www.youtube.com/watch?v=kMNdwg8OseM](http://www.youtube.com/watch?v=kMNdwg8OseM)

Listen to the reflections of a class teacher who referred 2 of her pupils:  
[www.youtube.com/watch?v=Gre0djDa0d0](http://www.youtube.com/watch?v=Gre0djDa0d0)

Scotland's former Chief Medical Officer, Sir Harry Burns, reflects on his observations of the programme: [www.youtube.com/watch?v=bpR18VXdawM](http://www.youtube.com/watch?v=bpR18VXdawM)

## PEN PICTURE: Duke of Edinburgh's Award

The Duke of Edinburgh's Award (DofE) works in partnership with Sikh Sanjog Youth Service to deliver a flexible personal development programme that engages young women from ethnically and culturally diverse backgrounds who are at risk of leaving school with limited qualifications.

Youth workers at five Edinburgh schools offer participants the opportunity to complete DofE sectional certificates. This enables them to complete their Volunteering, Physical and Skill activities and have their achievements recognised and celebrated. Through engaging with DofE, participants reengage with education, overcome barriers and help their lives along a positive track.

The activities offered to participants are given careful consideration by the youth work team. Cultural practices are taken into account to maximise chances for the young women to participate. Peer mentoring is a key feature of the project and participants are encouraged to exchange cultural insights and become leaders in their own right.

For Physical activities, dance classes are female-only and for the Skills activities participants undertake a cultural project. By offering appropriate activities through a culturally sensitive approach, youth workers create a safe and secure environment in schools where participants can thrive and achieve their goals.

The success of the project in reengaging young women in education has resulted in The Royal High School offering the DofE Leadership programme as part of the curriculum in 2015-16.

The achievements of over 50 participants were celebrated in January 2015 at a parliamentary reception with Presiding Officer, the Rt Hon Tricia Marwick MSP and Minister for Children and Young People, Fiona McLeod MSP. The positive impact of achieving DofE certificates was evident to all on the night.

*"I'm thrilled to see so many diverse young women taking part in achieving and standing up for what they believe in, making a difference for the invisible voices within society. The project has been an amazing journey, seeing confidence and self worth grow in each and every one of them."*

Khaleda Noon, Youth Development Manager at Sikh Sanjog

To find out more about The Duke of Edinburgh's Award and its flexible approach to learning, please visit [www.DofE.org](http://www.DofE.org)



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**9 Make use of both insight and theory**

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## ABOUT PINS

This report draws on the work of the Pupil Inclusion Network.

The Network was established to:

- Explore key issues and debates in work with vulnerable and disadvantaged learners.
- Create opportunities for the sharing of good practice across providers and across sectors.
- Link members to useful information and resources.
- Create opportunities to meet and discuss approaches to pupil inclusion work.
- Increase voluntary sector influence on policy relating to excluded, disaffected and disengaged young people.

The Network operates via a comprehensive and accessible site at [www.pinscotland.org](http://www.pinscotland.org) and through a programme of seminars and workshops of interest to Network members.

Membership of the Network is free and registration is via the PINS homepage at **[www.pinscotland.org](http://www.pinscotland.org)**

PINS is supported by the Scottish Government and managed jointly by the Scottish Government and voluntary sector agencies. On a day to day basis the Network is facilitated by TASC (Scotland).

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