

# 10

## 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



*“The true measure of a nation’s standing is how well it attends to its children - their health and safety, their material security, their education and socialisation and their sense of being loved, valued, and included in the families and societies into which they are born.”*

UNICEF Innocenti Research Centre: Report Card 7



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## MINISTERIAL FOREWORD

It is vital that all children and young people access and benefit from Curriculum for Excellence, wherever learning takes place. The voluntary sector works closely with the Scottish Government and Local Government to deliver a joint commitment to national outcomes that:

- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- We are better educated, more skilled and more successful, renowned for our research and innovation
- We have improved the life chances for children, young people and families at risk

The voluntary sector contributes to making sure that all children and young people are included, engaged, involved and benefiting from Curriculum for Excellence, especially those who are at risk of disengaging and not going on to further education, training or employment. It is very important that we work with others to ensure that all children and young people are given the best start in life - this includes making sure they receive any additional support they need to maximise their educational achievement.

There are a range of initiatives to help every young person access the opportunities offered by the Scottish education system. There is provision beyond the classroom such as nurture groups, flexible learning packages, and personal development programmes to meet social, emotional and behavioural needs and keep young people engaged in their education. The voluntary youth sector has been at the heart of strengthening links between schools and the youth work sector, a key element of delivering the National Youth Work Strategy.

The Scottish Government funds the Pupil Inclusion Network Scotland (PINS) 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.

I offer my congratulations to the PINS network for being an invaluable resource to this sector by networking and sharing information through workshops, seminars, and an interactive website regularly updated with legislation, policy, research and resources.

I am delighted that this publication outlines how PINS and the agencies PINS support make a difference to young people at risk of disengaging from, or being excluded, from their learning. The pen pictures illustrate the huge commitment and positive impact on those young people, their families and their lives.

**KEITH BROWN MSP**

Minister for Schools and Skills

## 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 between formal and informal sectors to address vulnerability and exclusion.

The Pupil Inclusion Network brings together voluntary sector agencies with a commitment to improving educational outcomes for all children. Over the past four years the Network has grown and through 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 this publication you will hear more about the voluntary sector. Short pen-pictures of the sector's work evidence our commitment to:

- **Keep the child at the centre**
- **Work with families**
- **Work holistically and understand the social context**
- **Build relationships and partnerships**
- **Be practical and purposeful**
- **Understand and engage with policy**
- **Build skills and confidence**
- **Be critical and build the evidence base**
- **Make use of both insight and theory**
- **Have vision, innovate and celebrate achievement**

For more about PINS visit [www.pinscotland.org](http://www.pinscotland.org)

# 1 KEEP THE CHILD AT THE CENTRE

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

Oftentimes the context within which a child lives can be complex. Historically educational outcomes for the vulnerable child, family or community may be poor.

Without the child at the centre little can be achieved.

*“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.”*

Article 3 United Nations Convention on the Rights of the Child

## PEN PICTURE: QUARRIERS

*“Young people get their say about the school. It’s a good thing, because it’s our school and our chance to change things. Sometimes, though, it can take a bit of time, you just have to stick with it.”* - Pupil aged 15

Seafield School, a Quarriers project, is a registered independent school based in Ayrshire. The school provides support to boys aged between 7 and 17 years in both a residential capacity and as day attendees. Boys who attend Seafield School often experience significant social, emotional and behavioural difficulties.

The School makes efforts to keep the children and young people at the centre of discussion and school developments. The pupils have worked with staff to develop and agree a Young People’s Charter. This makes clear the rights and responsibilities of everyone at Seafield in terms of promoting rights, confidentiality and healthy, safe living.

In addition to the Charter and throughout the school year, young people are invited to contribute to various In-service and Development days. This helps the young people understand the reasons behind timetabling and curricular decisions and engages them more fully in their experience of education. It gives the young people a chance to say how they think things should happen in the school.

The young people are also involved in the recruitment of staff at all levels and are currently in the process of organising a conference.

*“You can put your views across and you get listened to.”* - Pupil aged 12

In the residential units, the young people regularly participate in Community Meetings. These give boys an opportunity to talk through what has been happening in school, arrange housekeeping matters such as laundry and meals, plan and organise outings and activities for evening as well as raise any issues or concerns.

Perhaps the most formal way young people are at the centre is through the school’s Young People’s Parliament. Members volunteer for this very important job and meet regularly to highlight and discuss issues that are important within the school. The Parliament is facilitated by an independent adult from Who Cares? Scotland.

The pupils are currently engaging with discussion and decisions about starting a Breakfast Club and Tuck Shop, menu choices in the dining room, fundraising activities and purchase of games and equipment for leisure time. Parliament members are very committed to making the approach work and report positively about their participation.

*“It means helping the school to be more fun for the boys.”* - Pupil aged 9.

## 2 WORK WITH FAMILIES

The family is the child's primary carer, educator and role model.

Of course no two families are the same; but some families may need additional levels of support.

The voluntary sector has long been able to build bridges between home and school; 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

## PEN PICTURE: THE PLACE2BE

*"A Place for Parents helped me to look at all the stuff I was avoiding."* - Participating parent

The Place2Be provides one-to-one and group counselling sessions, lunch-time drop-in services inside primary schools, and a transition service which supports children in their first two years of high school.

Through Place2Be children have the chance to explore their problems through talking, creative work and play; enabling them to cope now and make better-informed decisions about their lives.

To increase the effectiveness of our work Place2Be also support parents and carers; recognising that the child is often carrying their own worries, traumas and distress, but that there will be times when these are amplified and sometimes created by those around them. In these situations, The Place2Be acts as an influencer of the systems around the child - helping parents through counselling and teachers through consultancy - to provide the best "facilitating environment" for the child's healthy development.

Place2Be School Project Managers in Edinburgh offer "parent partnerships" to parents whose children access The Place2Be. This supportive work ensures that the counselling work done with the children is understood and bought into by the parents. More specifically, the Parent Worker offers one-to-one counselling on a short to medium-term basis to parents, who may have their own issues to unravel, through the "A Place for Parents" service. These issues are often in relation to the parent's own upbringing, and the way that has impacted on their ability to relate to their children.

In enabling parents to understand and come to terms with their own backgrounds, we regularly see an improvement in their relationships with their children, and the increased potential for a more positive and supportive experience of family life.

## WORK HOLISTICALLY AND UNDERSTAND THE SOCIAL CONTEXT

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 attendance, achievement and attainment.

In working for change projects and interventions seek to unpack presenting issues and work with home and school environments, not just individuals.

*“The voluntary sector has long provided a voice for different disadvantaged groups within our society, and community groups have long worked to tackle social inclusion in their neighbourhoods... There is increasing recognition among equalities organisations and poverty organisations of their common ground and the relationships between equalities and poverty... It is important to work together to tackle social exclusion and inequality and discrimination in whatever forms they take, whether they arise from income inequality, or prejudice, or from a combination of factors.”*

The Scottish Council for Voluntary Organisations (SCVO)

## PEN PICTURE: CIRCLE

*"Our son was on the verge of being permanently excluded from primary school because of angry and aggressive behaviour. A worker from the project started seeing him weekly to give him an opportunity to chat and explore his strengths. At the same time our family joined a cooking group at the project. Working all together like that really helped us to deal with conflicts and we learned to sit and eat together, which has really improved our relationships. There is much less fighting since we started coming to the project. We have now been referred to a connected project offering family therapy where we hope to continue to improve our family life." - 'Sammy', Mother of three children.*

For over 30 years Circle has been supporting disadvantaged children and families. All Circle's projects play a part in preventing truancy and exclusion by reducing chaos and increasing stability at home, helping children to integrate at school, and by improving communication between families and schools.

Circle projects support children to achieve their potential; working with children who are showing early signs of trouble at school. Problems stem from many causes such as parental substance use or poor mental health, so project workers give support to the whole family.

*"My daughter had been to after school activities at the project but the support we receive from the project really started when a worker did a follow up home visit. My daughter had begun behaving very aggressively towards me - once I even had to call the police to help calm her down. I was very worried about her. The worker supported me in attending meetings about it and put us in touch with young carers who have been great. Now the worker sees us both every week to help me with practical things and it gives us a chance to chat over things that we are finding difficult." - 'Stacy', parent who has a disabling lung condition.*

With Circle support for families can include several things:

- Practical help to parents in the home, for example to establish mealtime and bedtime routines
- Parents' groups to tackle isolation and help parents learn new skills
- Group work and activities for children that give children a sense of achievement, building skills and confidence
- Mentoring groups where primary school children are linked with an older pupil.

Circle's projects help to develop parenting capacity so children are living in more secure and stable homes; they increase children's attendance and attainment; and foster resilience and self confidence in children.

## 4 BUILD RELATIONSHIPS AND PARTNERSHIPS

Across PINS 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.

*“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 - PINS ‘Partnership’ event October 2006

## PEN PICTURE: PRINCES TRUST XLERATE WITH XL

*"I think the XL club has changed my attitude to the way I look at life."* - Participant in xlerate with xl

Since it was launched in 2004 xlerate with xl has helped improve the confidence, communication and team-working skills of 1,750 young people aged 14-16.

The programme encourages young people to make the most of their time at school, boosting their motivation and developing their confidence and self awareness, communication and organisational skills and their willingness to take responsibility and work as a team.

The initiative provides two advisors to each xl club; one from the school teaching staff and one from the local community education department. The multi-agency approach ensures greater benefits for the young people.

The programme is accredited through SQA Higher Skill units in Personal and Social Education although the ASDAN xl award continues to be offered as an alternative.

An enterprise element within the curriculum teaches club members ten steps to running a business; it also gives them access to enhanced work placements. The Prince's Trust Scotland has partnered with Young Enterprise Scotland to deliver the enterprise element.

*"Strathclyde Police has benefited greatly from working in partnership with The Prince's Trust. The Prince's Trust has given our cadets the opportunity to work with other young people, some of whom have been involved in offending, in a very positive way. It has allowed for young people from different areas to work together, breaking down the territorial barriers that exist. They have assisted in further improving our contact with 'hard to reach' young people, and the development of our staff."* - John Neilson, Assistant Chief Constable, Strathclyde Police.

*"Pupils and staff have been particularly pleased with the impact made by our new xl club. For many it has had a positive impact on their attitude across the school. Teaching and Community Education staff involved have benefited from high quality training and the challenge of using different approaches with vulnerable young people."* - Head teacher, Lochgelly High School, Fife

## 5 BE PRACTICAL AND PURPOSEFUL

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.

The sector is working to develop greater clarity about outcomes.

*“All children and young people have an entitlement to education directed to the fullest development of their personality, talents and mental and physical abilities and a right to be educated alongside their peers in mainstream schools.”*

The Standards in Scotland's Schools etc Act 2000

## PEN PICTURE: SKILL FORCE

*“Skill Force is not only providing training and qualifications, it is delivering real life skills to students who undoubtedly, in my opinion, would have at least been short term excluded by now.”* - Deputy Head, Moray Secondary School

The importance of securing school leavers routes into employment, education or training cannot be underestimated. Working with young people to ensure they have the choices and chances they need after school presents challenges which creative voluntary sector responses can address in partnership with schools.

Skill Force programmes have a mission to deliver inspiring programmes that increase the number of young people entering education, employment and training on leaving school.

The programme was initiated in the Ministry of Defence in response to a growing need to engage and re-motivate hard to reach young people using the talents and skills of former service personnel. It works within the school environment, mainly on programmes spanning years S3 and S4. The Skill Force programme is complimentary, yet in addition to, mainstream education.

*“Skill Force gives opportunities to young people who, for whatever reason, are unlikely to benefit from mainstream education. Too often one only hears about reported ‘problems’ involving young people, and a great deal of effort and achievement goes unrecognised - everyone involved in Skill Force should be really proud of their efforts.”* - Angus Robertson MP

Since 2001 over 2,000 young people from disadvantaged communities have engaged with Skill Force programmes which have been evidenced to have improved attendance and behaviour and reduced exclusion. 99% of young people who completed the programme in Scotland in 2007 have received awards or qualifications.

Skill Force teams typically consist of a Team Leader, plus pairs of Instructors who operate with a group of three to four schools throughout the year. The Long Programme (two years) is delivered to 14 and 15 year old students with every student spending two double periods per week with our team; 80% is classroom based with 20% of time spent on outdoor activities. The year ends with a challenging residential activity week during the summer. Individual teams are able to adapt the programme to meet the specific needs of their Local Authority and the schools with which they work.

## 6 UNDERSTAND AND ENGAGE WITH POLICY

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 Scotland's children and young people. The needs of young people 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.

Addressing vulnerability and improving life outcomes is often the stated aim of policy. But there is always a danger that policy gives an impression of families, or children and young people, as a problem to be solved.

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.

*“Children and young people will be a natural focus of early intervention. Many risks start to become apparent during childhood and there is good evidence to suggest that the earlier the action to prevent or mitigate risk and harm, the better.”*

Early Years and early Intervention: A Joint Scottish Government and COSLA Policy

## PEN PICTURE: CHILDREN 1ST

Children 1st are a strong public voice for vulnerable children and young people.

This means responding to consultations on issues that have an impact on children and young people's success at school, informed by experiences in services; issues like tackling causes of poverty, kinship care and parenting support.

At local service level Children 1st plans work and methods of intervention that take account of A Curriculum for Excellence, the Promoting Positive Behaviour and Inclusion agendas and the Additional Support for Learning legislation.

The Family Support Team works closely with 8 Primary Schools in Edinburgh to identify vulnerable children through regular informal contact, and through membership of multidisciplinary Pupil Support Groups. The team have successfully encouraged early referrals of children under 8 and particularly of girls who can tend to be overlooked.

Children 1st invests in evidence based methods which improve wellbeing both at home and in school. "Dinosaur School" is for children at risk of exclusion due to challenging behaviour, and "Incredible Years" is the parallel Parenting Programme (both by Carolyn Webster Stratton). Transition Groups are for children who will struggle to manage the change to High School.

Advocacy and mediation are used to improve relationships between parents and school.

### CHERYL'S STORY

Cheryl struggled in her P4 class. She constantly picked fights with her classmates. She is an admirably determined girl but she challenged her teachers aggressively, refusing to comply with requests. She could not accept compromises and the simplest problem escalated into confrontation. Underneath she had very low self esteem. She is in the middle of a family of 4. Her Mother is a lone parent living in one of the most deprived areas of the city, trying to manage on benefits.

Cheryl attended 'Dinosaur School' at the Family Support Team with 5 other children and puppets Molly and Wally. This intensive programme focuses on helping children to be successful in school by helping them to develop emotional literacy and managing their feelings, empathy, friendships, and problem solving strategies, while giving them lots of encouragement and positive feedback.

*"I have learned to share and be kind, how to solve problems, and to stay calm by breathing in and out."* - Cheryl

*"My relationship with school has completely changed for the better."* - Cheryl's Mum

*"Cheryl seems happier, and much more confident. She is more sociable, thinks before she acts, and gets into far fewer fights – she has really turned herself around!"* - Cheryl's Teacher

## BUILD SKILLS AND CONFIDENCE

Partnerships between the voluntary sector and schools 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 literacy, numeracy and skills for healthy living. The sector prides itself in supporting children and young people to develop core skills of communication, problem solving and working with others.

PINS has been engaging the voluntary sector with A Curriculum for Excellence.

*“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

## PEN PICTURE: FAIRBRIDGE IN SCOTLAND

The Fairbridge U16 Project in Dundee works in partnership with schools to enable 13 to 15 year-olds at risk of exclusion to re-engage with education. Many of those involved face barriers such as emotional and behavioural difficulties, low self-esteem, literacy and numeracy issues or chaotic lifestyles.

Personal and social skills development is central to the intervention which is delivered through a two-stage process.

Firstly, the Access course consists of ten days over four weeks incorporating a two-night residential experience and a graduation ceremony. Through the mediums of sport and outdoor education, participants capture a sense of unity and achievement and develop key personal/social skills such as positive relationships, effective communication and managing feelings. In turn, this boosts confidence, self-esteem and motivation.

The Follow-on programme develops skills through experiential learning and one-to-one support as the young people work towards identified personal goals and objectives and transfer learning back into the school environment.

Addressing low self-esteem has proved to be the most successful soft outcome for the project. Improvements are also made in young people's attitude towards teachers, behaviour towards others, relationships with peers, feelings about school, and willingness to learn. Over the first year, 40% of young people successfully re-engage with mainstream education.

### RICKY'S STORY

*"Ricky had a history of disruptive behaviour in class. Fairbridge gave him respite from his peer group for a short time each week, where he could learn to make his own decisions and was positively encouraged to reflect on his behaviour and achievements each day.*

*In school, Ricky's sense of belief in himself grew and his confidence made him more skilled at avoiding trouble. He has introduced some of the team-building games he learned at Fairbridge to our drop-in sessions and has become a valuable and responsible group member.*

*By referring back to his time at Fairbridge with Ricky, I have been able to reflect with him that this was one of the key factors in shaping the more mature and responsible attitude we see today.*

*Using Fairbridge alongside other in-school supports gives the young person the best platform from which to address their difficulties." - Elaine Hamilton, Pupil Support Worker, Baldragon Academy, Dundee*

## 8 BE CRITICAL AND BUILD THE EVIDENCE BASE

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.

*"Why keep doing the same thing if it's not working?"*

PINS member, 'Taking a Critical Stance' seminar 2008

*"Unexamined common sense is a notoriously unreliable guide to action."*

Margaret Martin: Senior Lecturer Educational Studies, University of Glasgow at the PINS 'Taking a Critical Stance' event.

## PEN PICTURE: ABERLOUR CHILDCARE TRUST

For over eight years, Aberlour's Crannog service has used internal and external evaluation to ensure its practice is firmly rooted in 'what works' and evidence based practice. The findings of four independent evaluation studies and the expertise of external researchers and academics have impacted upon Crannog's practice and methodology.

Building on existing internal evaluation systems Stirling University's Institute of Education completed an external evaluation and Best Value review of Crannog in 2003. By studying both efficacy and efficiency the study was able to report positive outcomes for young people and financial savings by providing effective community based options for young people at risk of placement in residential schools.

The Crannog team worked with the researchers to analyse and learn from the findings on outcomes for young people and to look more deeply at the quantitative and qualitative data we could or should collect. The Stirling research team challenged us to describe and articulate the theoretical framework and methodology used by Crannog. This led to the publication of The Crannog Approach available at [www.aberlour.org.uk](http://www.aberlour.org.uk)

Learning from that style of evaluation Aberlour then commissioned an action research study through Edinburgh University that has had a fundamental contribution to service improvement. The action research study ensures that when data is collected and analysed Aberlour work with independent academics to rigorously study the reliability of that data, what outcomes were achieved, what interventions achieved those outcomes, and how practice can be improved to achieve more.

This study evidenced a range of positive outcomes with further close examination of our intervention models and processes. This led to further development of the assessment, planning and outcomes measurement systems, all fully articulated in The Crannog Practice Manual, published in 2007. The Manual helps ensure the delivery of a consistent, evidence based practice model across seven sites in a large geographical area with over thirty five staff in multi disciplinary teams.

Making the practice model visible and making the standards of delivery explicit brings even greater accountability to services. More importantly, it makes assessment and planning systems visible and transparent to young people and families.

The Practice Manual has been endorsed by Edinburgh University and described by them as a good example of 'Getting it Right for Every Child' in action.

## 9 MAKE USE OF BOTH INSIGHT AND THEORY

The relationships built between the voluntary sector, host communities and schools, and between individual workers and service users, mean that programmes and interventions are built on trust and respect.

The insight which is gained in working with children, young people, families and partner agencies can be tested and explored, encouraging agencies to draw on a range of opinions and hypothesis to build programmes and interventions which help explain and guide what will contribute best to improving educational outcomes for vulnerable children and young people.

*“Many settings in which children can be found continue to focus mainly on poor behaviour and use sanctions and punishments as their main strategy for improving behaviour. A classic conundrum emerges, whereby adults pay most attention to the kind of disruptive and difficult behaviour they claim not to want... There is now a good deal of work on the kind of positive, emotionally and socially healthy environments that help promote good behaviour and the growth of mental and emotional wellbeing...*

*Such environments are those that get the right balance between warmth, participation, the encouragement of participation and autonomy, and the setting of clear boundaries and expectations – where the ethos is positive and the focus is on good rather than bad behaviour.”.*

Katherine Weare

## PEN PICTURE: BARNARDO'S SCOTLAND

Barnardos believes that maximising children and young people's educational achievement in the broadest sense is vital to them fulfilling their potential.

Working in partnership with parents and carers is essential to achieving sustainable change for children and young people at school, at home and in their community. A shared approach working positively with all other relevant professionals helps them to achieve their potential.

Barnardos provide services across Scotland working with children and young people in education, from pre-school to 24 years of age. These services provide systemic and solution focussed approaches.

The Space Project (Dundee) and Community Support Team (Blackford Brae, Edinburgh) have shown that by using systemic theory and solution focussed approaches they are able to facilitate sustainable change for children and young people.

Both services followed up on young people they worked with since 1999 who had left school. Outcomes show that more than 75% of those at risk of permanent exclusion when referred by their primary school had remained in mainstream education.

### KERRY'S STORY: A SYSTEMIC APPROACH

Kerry was referred to the Barnardos Community Support Team by her Head Teacher because of concerns about the level of violence at home between siblings and toward her mother. This was having an impact on Kerry's ability to manage the school day.

It was recognised after discussion with Kerry's Mum that family history and extended family dynamics played a part in the prevention of effective strategies for change. As an approach the Barnardo's team used a systemic family therapy model, whereby they met with the family as a whole to explore those dynamics and relationships. Family therapy is a branch of psychotherapy that works with families to nurture change and development. It views change in terms of the systems of interaction between family members. It emphasises family relationships as an important factor in psychological health.

The family met with the worker once a week in the family room to explore with them their perception of what was happening for them. The worker also used a reflective team model through the use of live video to allow interventions in the session by colleagues to reflect on the process as well as the task.

At the review the family observed that:

*"We all get on better together."*

*"I have stopped hitting people."*

*"I get more attention... The sessions have helped."*

# 10 VISION, INNOVATION AND CELEBRATION!

Engaging the disengaged requires the voluntary sector to think hard about purpose and the tools required to re-establish connections with learning, training or work.

When relationships have been formed, and the journey has begun, energy and morale must be sustained and efforts rewarded.

Often work with young people, a school or a community is bespoke, reflection is undertaken, risks are taken; and finally, success is celebrated.

*“In Scotland today many children are losing their way. Are we properly organised to help guide them back and adequately support them on their journey?”*

For Scotland’s Children: Better Integrated Children’s Services

*“Inclusive education is concerned with the quest for equity, social justice, participation... It is about the removal of all forms of barriers of discrimination and oppression and it is about the well-being of all learners.”*

Professor Len Barton, Institute of Education, University of London

## PEN PICTURE: LGBT YOUTH SCOTLAND - INNOVATE!

*“Young people need to see that there is nothing wrong with it and that it is not right to make fun of people who might be gay. It’s horrible to have to go into school every day and worry about whether you are going to be called a poof in the corridor or have people staring at you, it should not be allowed.” - Male, 16 years*

Every child and young person should know that they are valued. However, research shows that school can be difficult for young people who identify as lesbian, gay, bisexual or transgender, and for those young people who are questioning their sexual orientation or gender identity.

On the basis of research with schools and young people, LGBT Youth Scotland has developed the first anti-homophobia resource for teachers and other education professionals in Scotland.

It provides clear guidance regarding anti-homophobia and LGBT issues, and aims to equip teachers and allied professionals with tools to challenge homophobia and improve LGBT young people’s lives.

LGBT Youth Scotland hopes that this resource and its ongoing work with Scottish schools will move all of those with an interest in children and young people’s learning one step closer to ensuring that all young people are respected, included and supported in school.

The Dealing with Homophobia and Homophobic Bullying in Scottish Schools: Toolkit for Teachers is available at:  
[www.ltscotland.org.uk/homophobicbullyingtoolkit](http://www.ltscotland.org.uk/homophobicbullyingtoolkit)

## PEN PICTURE: RATHBONE - CELEBRATE!

Rathbone provides opportunities for young people to transform their life-circumstances by re-engaging with learning, discovering their ability to succeed and achieving progression to further education, training and employment.

Rathbone's philosophy comes directly from founder Elfrida Rathbone who believed that everyone, whatever their starting point in life, can make progress through learning. The organisation believes passionately that Elfrida's vision at the start of the twentieth century remains true now.

Rathbone celebrates young people's learning with their parents/guardians, making it possible to showcase the positive contribution that young people make to the wider community despite challenges they face.

HMle report states that Rathbone have 'committed and enthusiastic staff who work very well with vulnerable young people'.

### KATIE'S STORY

The Rathbone Scottish Achievers Awards honour those young people who have made significant progress through learning.

Katie is the 2009 Youth Choices winner yet not so long ago Katie was excluded from school. Rathbone's Choices programme offered an alternative approach and Katie has never looked back. Her attendance, behaviour and achievement have consistently improved, giving her confidence and self-worth with plans for the future.

"Rathbone gave Katie the chance and she took it. This was a completely fresh start for her and she quickly put her experiences at school behind her. Her attendance record was 100% even though she had a long journey every day to and from our centre. I am so pleased she is now moving on to the Get Ready for Work programme with us. Well done, Katie!" - Margaret Bryson, Rathbone Centre Manager, Ayrshire

"Rathbone treat you like a person and I made lots of friends. I was surprised to get an award as no one has ever really said 'well done' before." - Katie, Youth Choices Learner, Rathbone 2009

## REFERENCES

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[www.unicef-irc.org/publications/pdf/rc7\\_eng.pdf](http://www.unicef-irc.org/publications/pdf/rc7_eng.pdf)

**United Nations Convention on the Rights of the Child for more go to UNICEF at:**  
[www.unicef.org/crc](http://www.unicef.org/crc)

**Parents as Partners in their Children's Learning: Toolkit at:**  
[www.scotland.gov.uk/Publications/2006/09/07091311/22](http://www.scotland.gov.uk/Publications/2006/09/07091311/22)

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**PINS 'Partnership' event October 2006 More at:**  
[www.pinscotland.org/events.html](http://www.pinscotland.org/events.html)

**Early Years and Early Intervention: A Joint Scottish Government and COSLA Policy Statement at:**  
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**Skills for Scotland: A Lifelong Skills Strategy at:**  
[www.scotland.gov.uk/Publications/2007/09/06091114/0](http://www.scotland.gov.uk/Publications/2007/09/06091114/0)

**PINS 'Taking a Critical Stance' event. More at:**  
[www.pinscotland.org/events.html](http://www.pinscotland.org/events.html)

**For Scotland's Children: Better Integrated Children's Services at:**  
[www.scotland.gov.uk/library3/education/fcsr-00.asp](http://www.scotland.gov.uk/library3/education/fcsr-00.asp)

## AGENCIES

There are many agencies who are part of the PINS network but these agencies have contributed to this publication. Our thanks to:

**Aberlour Childcare Trust** - [www.aberlour.org.uk](http://www.aberlour.org.uk)

**Barnardos Scotland** - [www.barnardos.org.uk/scotland.htm](http://www.barnardos.org.uk/scotland.htm)

**Children 1st** - [www.children1st.org.uk](http://www.children1st.org.uk)

**Circle** - [www.circlescotland.org](http://www.circlescotland.org)

**Fairbridge Scotland** - [www.fairbridge.org.uk/scotland](http://www.fairbridge.org.uk/scotland)

**LGBT Youth Scotland** - [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

**Quarriers** - [www.quarriers.org.uk](http://www.quarriers.org.uk)

**Rathbone** - [www.rathboneuk.org](http://www.rathboneuk.org)

**Skill Force** - [www.skillforce.org](http://www.skillforce.org)

**The Place2B** - [www.theplace2be.org.uk](http://www.theplace2be.org.uk)

**The Princes Trust** - [www.princes-trust.org.uk](http://www.princes-trust.org.uk)

## THE PUPIL INCLUSION NETWORK SCOTLAND - PINS

This report draws on the work of PINS

The Network was established to

- Explore key issues and debates in work with disaffected pupils
- 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 has a website at [www.pinscotland.org](http://www.pinscotland.org) and meets 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 the TASC Agency.

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