

Corporate Parenting Strategy

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Owner	Directorate of Student Life
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Introduction

In July 2015 there were 15,404 Care Experienced Young People (CEYP), previously known as Looked After Children and Young People, in Scotland.¹ 427 of this number left school in 2014-15, who account for less than one per cent of Scotland's 52,491 school leavers². However, in comparison to their non-looked after peers, CEYP are under-represented in higher education and have lower school attainment². They are also more likely to live in poverty, experience homelessness, and have poor mental health including above average rates of suicide and self-harm. We know that our CEYP are amongst the most vulnerable in society, with only 4% of CEYP progressing to university study in comparison to 39% of school leavers in 2014-15².

To help improve the outcomes for CEYP the Children and Young People (Scotland) Act 2014 has named a number of organisations as Corporate Parents, which includes Glasgow Caledonian University (GCU) alongside all post-16 education providers. As the University for the Common Good, GCU welcomes the opportunity to build on our long-standing commitments to CEYP. We believe that the GCU ethos and specifically our 2020 vision, a key goal of which is to transform lives, fully aligns with the duties under the Act. As a proud Corporate Parent, we aim to help create a society where our CEYP are given every opportunity to succeed.

¹ [Scottish Government, 2016, Children's Social Work Statistics 2014/15](#)

² [Scottish Government, 2016, Education Outcomes for Scotland's Looked After Children, 2014-15](#)

Corporate Parenting Duties

The Children and Young People (Scotland) Act 2014 Statutory Guidance, Part 9, defines Corporate Parenting as “an organisation’s performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.”

As a Corporate Parent, GCU is required to uphold the rights and safeguard the wellbeing of a CEYP according to the Getting It Right For Every Child (GIRFEC) indicators as referenced by the Scottish Government³. These are often referred to as SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included). These distinct yet overlapping indicators highlight the flexibility of care needed to holistically support each CEYP.

The Children and Young People (Scotland) Act 2014, sets out the following corporate parenting duties:

Duty 1:	To be alert to matters which could adversely affect the wellbeing of looked after children and care leavers
Duty 2:	To assess the needs of care-experienced young people for the services and support provided by the corporate parent
Duty 3:	To promote the interests of looked after children and care leavers
Duty 4:	To seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing
Duty 5:	i) To access opportunities provided by the corporate parent ii) To make use of services, and access support, provided by the corporate parent
Duty 6:	To take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to those children and young people

³ GIRFEC (Getting It Right for Every Child) is a practice initiative, enshrined in law by the 2014 Children and Young People (Scotland) Act.

<http://www.gov.scot/Topics/People/Young-People/gettingitright>: *GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.*

Action Plan 2017-18

As a Corporate Parent, GCU aims to provide the information, advice and support that a good parent would offer to help CEYP make the transition to GCU and participate fully in the university community during their studies. To ensure that all aspects of GCU life take into account the needs of CEYP, our Corporate Parenting Steering Group has members from across the University including a care-experienced student. The group provides a forum for discussion, information sharing and cross-institutional communication regarding the corporate parenting actions, as well as overseeing the monitoring and reporting on the CP plan.

Through consultation and in partnership with our care experienced students, university staff through our CP group and other CPs from the West of Scotland Care Leaver Forum, we have devised an action plan that is situated within our well established holistic approach to student support. This aims to provide all students with the support they need whilst offering additional bespoke support to CEYP who declare and or seek additional support at any point in their educational journey.

Support for CEYP is outlined on our website at www.gcu.ac.uk/careleavers covering outreach, application, transition, and on-programme support alongside contact details for our named contact.

List of definitions:

CELSIS – Centre for Excellence for Looked After Children in Scotland

CEYP – Care Experienced Young Person

CP – Corporate Parent

LEA – Local Education Authority

SDS – Skills Development Scotland

Student Wellbeing – this team includes wellbeing, mental health, counselling and disability services

Student Enquiries, Advice and Events – this team includes the advice/enquiries desk, students events, and funding including the CEYP bursary

WC – Who Cares? Scotland

Duty 1: To be alert to matters which could adversely affect the wellbeing of looked after children and care leavers					
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Stay abreast of sector developments in relation to CEYP and respond accordingly	<p>Membership of local and national groups for CEYP, e.g. The West of Scotland Care Leavers' Forum</p> <p>Use sector/organisational/ individual good practice to inform GCU policy and practice e.g. work of CELSIS, WC</p>	<p>Work in partnership with other CPs e.g. Social Work services, SWAP West, MCR Pathways</p> <p>GCU CP Steering Group established and meets every semester (see Appendix A)</p> <p>Work with SDS to identify numbers of CEYP in current partner schools to inform/ support targeting GCU actions and activities</p>	Named contact	Commence 2016, on-going each academic year	
2. Provide support in critical instances	Student wellbeing team to provide support in critical instances	<p>Establish case conference process</p> <p>Develop increased capacity and capability in staff to support in critical instances across GCU</p>	Student wellbeing team	On-going on a case by case basis	

Duty 2: To assess the needs of care-experienced young people for the services and support provided by the corporate parent

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>1. Identify CEYP</p>	<p>Identify CEYP through UCAS</p> <p>Opportunity to self-identify at registration</p> <p>Opportunity to access other support mechanisms throughout studies, e.g. wellbeing or disability services</p>	<p>Flag applications from CEYP to named contact</p> <p>Contact CEYP within a month of applying to advise them regarding GCU's support</p> <p>Add question to postgraduate application form to find out if prospective postgraduate students are care experienced</p>	<p>Named contact/ admissions</p>	<p>In place for September 2017</p>	
<p>2. Ensure lines of communication are open</p>	<p>Prospective students emailed /lettered with follow up phone call</p> <p>CEYP students have a named contact</p> <p>Encourage face-to-face meeting before commencing studies</p>	<p>Contact prospective CEYP students at point of offer</p>	<p>Named contact</p>	<p>Commence 2016-17, on-going each academic year</p>	

Duty 3: to promote the interests of looked after children and care leavers

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Involve CEYP in Corporate Parenting	Liaison with named representative within Student Association CEYP consulted on CP planning	Invite a CEYP to join CP steering group (see Appendix A)	Named contact	In place for session 2016-17	
2. Raise staff/student awareness of the issues and problems faced by CEYP	Corporate Parenting training delivered by WC to senior managers (April 2016)	Roll out Who Cares online training resource to student facing staff and new staff (2017-18 onwards) Communication plan in place to inform staff and students about CP	Line managers to cascade information in partnership with named contact	Plan in place for 2017-18	
3. Help CEYP access GCU	Contextualised admissions policy in place which references CEYP as a protected characteristic	Review and retest robustness of policy post 16/17 /17/18 intake	Admissions Team	Commenced for students entering in 2015	
	The named contact can help advise prospective students as early as S3 e.g. with education planning, or their application to GCU	Annual letter to schools each September. Widen distribution to include colleges and LEAs	Named contact	Increased distribution 2017-18	

Duty 3: to promote the interests of looked after children and care leavers (continued)

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
4. Provide appropriate support to our CEYP	Signpost student to relevant support from the range of welfare and wellbeing services, available to all GCU students, pre-induction, induction and during studies e.g. GCU's Student Wellbeing Team: Mental Health Adviser, Student Wellbeing Adviser, counselling and disability support	Include a meeting with the Student Wellbeing Adviser for those students who take up a pre-induction meeting to encourage take up of support if it is ever needed	Named contact/ Student Wellbeing team	In place for 2016 entrants	
	Provide CEYP students with priority financial assistance, which includes the Care Experienced Student Bursary	Funding opportunities advertised to eligible (NB *) students at point of offer and before entry to GCU	Student enquiries, advice and events team / Named contact		
	The Students' Association Advice Centre offers independent advice and guidance		GCU Students' Association	On-going	

*To access this support a CEYP is defined as someone under the age of 26 on the first day of study, who has been looked after, accommodated or fostered:

1 for a period of six months or more at school age until the sixteenth birthday 2 or at least three months from the age of sixteen

This may have been through a local authority, a voluntary or private organisation or social work support at home or in kinship care. To confirm this status we will require verification from the relevant body or local authority.

Duty 3: to promote the interests of looked after children and care leavers (continued)

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>5. Provide appropriate support to our CEYP</p>	<p>Free, self-catering, accommodation awarded on a needs basis to care experienced students in the University's halls of residence. Accommodation is offered for up to two years and can be provided for 365 days a year (NB *)</p> <p>Additional partnership from 17-18 with Unite Foundation that supports care-experienced and estranged students with free 365 day accommodation for up to three years in Unite halls of residence.</p>		Accommodation Office/ Named contact	Applications received by June ahead of September entry annually	
	<p>CEYP are able to access advice from the Named Contact before commencing and during their studies</p>	<p>Investigate matching care leavers with GCU staff member to provide additional support throughout first year of study</p>	GCU Outreach department	Staff mentoring in place for September 2017	

*To access this support a CEYP is defined as someone under the age of 26 on the first day of study, who has been looked after, accommodated or fostered:

- 1 for a period of six months or more at school age until the sixteenth birthday 2 or at least three months from the age of sixteen

This may have been through a local authority, a voluntary or private organisation or social work support at home or in kinship care. To confirm this status we will require verification from the relevant body or local authority. After the two-year period, GCU will be happy to provide support in finding alternative accommodation.

Duty 3: to promote the interests of looked after children and care leavers (continued)

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>6. Provide appropriate support to our CEYP</p>	<p>Each academic school has a Learning Development Centre. The centres provide students with support for their academic development in areas such as academic writing, study skills, time management and ICT Skills</p>	<p>Include a meeting with the LDC for those students who take up a pre-induction meeting</p>	<p>Learning Development Centres</p>	<p>September 2016</p>	
	<p>Four laptops available for long-term hire across the academic year specifically for care experienced students.</p> <p>One-to-one library support available by request</p>	<p>Monitor and review uptake</p>	<p>Library Services/ Named contact</p>	<p>September annually</p>	

Duty 4: to seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>1. Increase opportunities for CEYP – early intervention outreach</p>	<p>Dedicated one-to-one mentoring for care experienced S5/6 pupils in partner secondary schools</p>	<p>As the Glasgow City Council programme, MCR Pathways, expands into additional schools, our mentoring programme will be phased out</p>	<p>Named contact</p>	<p>Mentoring to phase out by June 2017 as pupils finish their last year at school</p>	
	<p>Outreach activities through GCU’s initiatives. <u>Caledonian Club</u> for pupils 3-18 and families in five Glasgow communities <u>School Connect</u> working with partner West of Scotland schools <u>College Connect</u> working with partner Scottish colleges</p>	<p>Work with partners to enhance provision for CEYP</p>	<p>Outreach Department</p>	<p>Reappraise September 2017</p>	
	<p>Work with partners to offer taster days for CEYP</p>	<p>Investigate delivering additional opportunities with other CPs</p>	<p>Named contact</p>	<p>Activity delivered by June annually</p>	
	<p>Information, advice and guidance on options, choices and courses available to CEYP from S3. Wide distribution of support advertised online and through activities</p>		<p>Named contact</p>	<p>On-going</p>	

Duty 4: to seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing (continued)

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>2. Opportunity to engage with and give back to GCU community through paid outreach employment</p>	<p>Encourage students to participate in opportunities such as the Student Leaders Programme, clubs and societies or the new Common Good Award</p> <p>Guaranteed interview for Student Mentor position within School and College Outreach department</p>	<p>Share information about new opportunities with CEYP as and when they arise</p>	<p>Outreach Department</p>	<p>September annually</p>	

Duty 5: to take appropriate actions to help those children and young people					
i) to access opportunities provided by the corporate parent					
ii) to make use of services, and access support, provided by the corporate parent					
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Advertise the support we offer to a wider audience to inform CEYP	Promote our support through the university and CP network Member of MCR Pathways' HE group to inform their mentors and pupils	Promote support at collaborative events to inform social workers, foster carers and residential staff on the support we can offer	Named contact	On-going	
2. Forge introductions with key contacts at GCU	As care experienced students apply we encourage a face-to-face meeting with named contact and other key staff Outline support available to all CEYP when they apply or contact GCU		Named contact	On-going	

Duty 6: to take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to those children and young people.

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Continue to reappraise and evolve our support in collaboration with other CPs and CEYP	<p>Corporate Parenting group within GCU established to stay abreast of best practice from across the sector and monitor progress</p> <p>Raise awareness throughout GCU through cross-institutional membership</p>	Revise membership to include CEYP representative and include academic schools	CP steering group	September 2017	

Monitoring and review

GCU's Action Plan will be reviewed by its Corporate Parenting Steering Group (see Appendix A) each semester so we can reappraise to deliver the best support for CEYP. The strategy will be reviewed in April 2018 then a monitoring report will be made available on the University's website.

Appendix A: Corporate Parenting Steering Group – Terms of Reference

The primary function of the Group is to oversee the development, implementation, reporting, monitoring and evaluation of the University's Corporate Parenting Plan. It is responsible for:

- Ensuring that all aspects of GCU life take into account the needs of Care Experienced Young People (CEYP)
- Providing a forum for discussion, information sharing and cross institutional communication regarding GCU's corporate parenting actions and responsibilities
- Overseeing the regular monitoring, appraisal and reporting on the Corporate Parenting Plan
- Acting as a forum to support the sharing and dissemination of good practice in relation to CEYP across the University

Composition of the Group

The group will be chaired by the Head of GCU Outreach (Eleanor Wilson), with the following membership:

- School Connect Manager and Named Contact for CEYP *Rachel Hyslop*
- Student Wellbeing Manager *Avril Williams*
- Student Engagement, Enquiries and Advice Manager *Kirsty MacInnes*
- Widening Participation Managers from GSBS, SEBE and SHLS *Julia Weedon, Yvonne Wayne and Joanna Marshall*
- Equality and Diversity Advisor *Adrian Lui*
- Admissions Team Lead (Undergraduate) *Francesca Massa*
- Director of Academic Quality and Development *Ruth Whittaker*
- Representative from Accommodation Office *Lynn Ferrier*
- Representative from Governance *Deborah Donnet*
- Representative from Strategy and Planning *Mary Daly*
- Representative from the Students' Association *Rachel Simpson*
- Student representative from a Care experienced background

The group will be clerked by the GCU Outreach Administrator.

The group will report to the Executive Board.

Appendix B: Equality Impact Assessment Form

1. DESCRIBE
1.1. Name of policy/strategy/decision
<i>Corporate Parenting Strategy</i>
1.2. Owner
<i>GCU Outreach, Directorate of Student Life</i>
1.3. Date
<i>26th May 2017</i>
1.4. Aims of policy/strategy/decision
<i>The Corporate Parenting (CP) Strategy presents the background and Corporate Parenting plan of actions, created to comply with the Children and Young People (Scotland) Act 2014. This Act has named GCU, alongside all post-16 education providers, as Corporate Parents to Care-Experienced Young People and Care Leavers. Under this Act we are required to fulfil the six named duties. The plan outlines current provision and planned actions for staff and students to meet these requirements.</i>
<i>Compliance with the Children and Young People (Scotland) Act 2014; and ensuring we are supporting care-experienced young people and care leavers appropriately.</i>
1.5. Who does the policy/strategy/decision affect?
<i>Staff, students, applicants, visitors and all care-experienced young people and care leavers.</i>
1.6. Could there be any potential implications for equality, or people with protected characteristics?
<i>This policy aims to support the principles of Equality & Diversity, and ensure that students are not discriminated against. This applies to all aspects of the student experience, including applications and admissions. Our contextualised admissions policy takes the proactive approach of viewing care experienced students as a protected characteristic.</i>
<i>This policy applies to all care-experienced young people and care leavers, regardless of personal characteristics or circumstances.</i>

2. ASSESS

What are the implications, positive or negative (and evidence for this) of the policy/strategy/decision in relation to GCU's duty to have due regard to the need to:

2.1. Eliminate unlawful discrimination, harassment and victimisation?

There is likely to be a positive impact on this duty as it will allow care-experienced young people and care leavers with additional support regarding their situation. For example, in addition to a named contact, GCU has in place specialist support to address specific challenges faced by CEYP such as poor mental health (i.e. Student Wellbeing/Mental Health Adviser), as well as wider support around disability (i.e. Disability Team and Faith and Belief Centre)

2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?

There is likely to be a positive impact on this duty as the policy is based on flexibility for a group who could be viewed as at a disadvantage.

2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

There is likely to be a positive impact on this duty as the strategy includes raising awareness to staff and students to remove prejudice, thereby breaking down barriers.

3. ACTION

3.1. If a negative impact has been identified, how will this be addressed?

No negative impact is currently envisaged from the Corporate Parenting Strategy; however once it is operationalised, the Corporate Parenting Group will monitor the implementation and application of actions to inform future appraisal to the strategy.

There should be no direct negative impact on the protected characteristics, as this applies to all students and the principles of the strategy support equality and diversity. Although the strategy is free from discrimination, its application may allow scope for discrimination e.g. prejudices or attitudes of staff supporting their students. Therefore, a development need may arise for staff, mitigated by appropriate information sharing to staff through a communications plan and training opportunities.

3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes

No changes.

4. MONITOR AND REVIEW

4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?

This strategy will be reviewed by the Corporate Parenting Steering Group each semester so we can reappraise to deliver the best support for care-experienced young people and care leavers. The strategy will be reviewed in April 2018 and a monitoring report will be made available on the University's website in line with the Children and Young People Scotland Act 2014.

5. PUBLISH

Please email this completed form, along with the policy/strategy and any other relevant information⁴ to equality@gcu.ac.uk for publishing on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.

6. SIGN OFF

6.1. EIA Owner	Date
Rachel Hyslop	26 May 2017
6.2. Equality and Diversity Advisor	Date
Adrian Lui	30 May 2017

⁴ Information or evidence may be removed if it is commercially sensitive or personal information