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Curriculum Quality and Student Experience Committee

01 February 2024

Corporate Parenting Plan Update Jan 2024

1.0 PURPOSE OF PAPER
For discussion

1.1 The purpose of this paper is to provide the committee with an update on our Corporate Parenting plan and progress against the agreed actions.

2.0 EXECUTIVE SUMMARY

2.1 The full Corporate Parenting Plan is included in this paper. A visual representation of progress on each action is reported within the 'status' column.

2.2 Of the ten actions outlined within the plan, four actions are complete and six actions are progressing well.

2.3 Key progress: October 2023-January 2024:

- Ongoing work to re-focussing the role of the BYT mentor
- Developing a transitions programme with local employability service.
- Reviewing approaches to collecting and disseminating transition information
- Involvement in local partnerships
- Introduction of Positive Behaviour Strategy
- Trauma informed training
- Updated safeguarding processes

2.4 Opportunities going forward include:

- Working with partners to enhance transitions
- Exploring additional sources of funding to enhance the support offered to Care-Experienced young people
- Embedding a trauma-informed culture across the college.

3.0 RECOMMENDATION(S)/ACTION(S) REQUIRED

3.1 I recommend that the Curriculum, Quality and Student Experience Committee agree that the college is making good progress on the actions contained in the report.

4.0 BACKGROUND

4.1 Borders College is identified as a Corporate Parent under the Children and Young People (Scotland) Act 2014. Our duties as a Corporate Parent include

ensuring we uphold the rights and safeguard the wellbeing of looked after children and care leavers.

4.2 Our corporate parenting plan outlines the strategy and priorities we have identified to ensure we meet our responsibilities as Corporate Parents. The whole organisation is responsible for fulfilling these duties.

5.0 Corporate Parenting Plan Progress Update – January 2024

Our Plan 22-25

Not started	
Complete	
Some slippage but will be complete by deadline	
In progress – Ongoing	
Will not be complete by deadline	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 1 - Young People are aware that the College is an inclusive and supportive place to study where they feel safe and nurtured						
1.1	Throughout the transitions phase promote the wraparound services available to support the individual with a focus on mitigating the barriers caused by digital poverty, access to transport and mental health.	Use of various platforms to promote the services ie Social Media, Student Portal Named single point of contact. Care Aware Initiative with reporting available on Pro-Solution. Representation at 14+ Transitions and liaison with SBC Equality Lead	<u>External</u> CP Duty 58 1(c) GFSC Support Promise – A good childhood, Planning <u>Internal</u> Future Skills Strategy College Development Plan – Actions 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions MIS Heads of Sector	All students disclosing Care-Experience or Student Carer status have been emailed to advise of the support available to them. Pro-Monitor learner badges in place and reports available to allow Staff to identify students. Regular liaison with SBC Virtual Head to track and monitor Care-Exp students who are Schools leavers.	

		Positive destination data Under 22 Travel initiative Referrals for MH support			Student Funding status reports available weekly to allow Student Services team to follow up where required. Working with BYT mentors to re-focus this role. Working with the local Employability Service and other local partners to develop a transitions programme for Care Experienced young people. Currently reviewing our approach to collecting and disseminating transitions information to ensure the right people are round the table and that information is shared effectively with the relevant college staff.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
1.2	To adopt a proactive approach and ensure we offer all accepted applicants the opportunity to discuss their support requirements.	Welcome emails sent advising support opportunities available. Collaboration/Liaison with key Stakeholders to provide transitional support. Tracking admissions. Representation at 14+ Transitions and liaison with SBC Equality Lead.	<u>External</u> CP Duty 58 1 (d) GFSC Support, Identify Promise – A good childhood, Planning <u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector	All students disclosing Care-Experience or Student Carer status sent initial email detailing support available and contact details. Where Care-Experienced students had accepted a place, contact was made by a BYT Mentor prior to summer to start building relationships. All Care-Experience students and Student Carers were sent information regarding	

		Referral analysis. BYT Mentoring Support. Allocated Advisers. Quiet Induction.			the Quiet Induction and Supported Enrolment sessions.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 2 - All staff are alert and aware of matters that might adversely affect the wellbeing and/or achievement of young people						
2.1	Consider tracking and monitoring data to ensure appropriate scaffolding is in place to support successful outcomes.	Reporting tools available on Pro-Solution to enable identification & tracking. Equality and Inclusion Committee. Regular meetings with the Curricular Teams and key Stakeholders ie SDS/NOLB. Improved Outcomes/KPIs.	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood, Building Capacity <u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector Equalities Officer	Pro-Monitor learner badges allows easy identification of students. BYT Mentoring currently supporting 23 Care-Experienced students. Partnership with SBC Virtual Head supporting CE school leavers, regular tracking and monitoring meetings with SSM – Welfare and Transitions. Close liaison with Skills Development Scotland and Employability Service where concerns are raised around students sustaining their course. Developing data sharing processes with No-one Left Behind to facilitate improved scaffolding around students.	

2.2	Ensure all staff receive relevant CPD to raise awareness and provide appropriate support to learners.	Online Equalities and Corporate Parenting modules available for all Staff and a requirement for staff induction. Key frontline staff will receive relevant CPD. Staff Induction/Staff Awareness sessions available. Support Policies and Procedures.	External CP Duty 58 1 (a), (b), (c) GFSC Support Promise – Supporting the workforce Internal Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of People Services All Line Managers Equalities Officer	Online Corporate Parenting module is available on Canvas Involvement in regional CYPPP 'developing the Workforce' stream presents opportunities to develop communities of practice and identify local training opportunities/providers for college teams Work underway to identify college-wide training on trauma-informed practice. Pastoral team have all received introductory training on trauma informed practice. Introduction of positive behaviour policy which includes 'restorative practice' as a first step to supporting positive behaviour.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 3 - The College will ensure that young people who face additional barriers to sustaining engagement and achievement are assessed for specific pastoral and learning support						
3.1	Learners who disclose a need for support will have the opportunity to discuss and access the appropriate	Named Adviser Funding support available from Student Services team	External CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood	Director of Student Support Services	Student welcome sessions held during induction advising students of the support available and how to access, followed up by email communication.	

	services to support their learning and progress.	to ensure students funding is maximised. Advice/Guidance on Travel to access College. Collaboration/Liaison with key stakeholders. Referral analysis BYT Mentoring Improved Outcomes/KPIs	<u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector Student Services Teams Achievement Coaches	BYT Mentoring support for Care-Experienced students Ask us Anything sessions held throughout September 2023, allowing students the opportunity to speak to Staff about Support. Quiet Inductions provide an opportunity for students to meet 1-1 with staff prior to the start of the college year.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 4 - The College will seek to promote the interest of all our young people who face additional barriers and provide opportunities designed to support achievement, progression and promote wellbeing						
4.1	Using tracking and monitoring data to take appropriate action to provide interventions to support progress.	Reporting tools available on Pro-Solution to enable tracking, monitoring and early identification. Referral Analysis BYT Mentoring.	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – Building Capacity <u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support	Pro-Monitor learner badges allows easy identification of students. Project to align student support services within the curriculum will provide space to review and evaluate the data student support services currently use, and how we access it.	

		Regular meetings with the Curricular Teams and key Stakeholders ie SDS/NOLB.	Equality Outcome Action Plan 2 & 3	Heads of Sector Student Services Teams Achievement Coaches		
4.2	Provide advice and guidance on progression opportunities including support to make applications, attend open days etc.	HE adviser aware of students. Close liaison with SDS/NOLB Promotion of opportunities using various platforms. Effective collaboration and signposting. Work placement opportunities	External CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood Internal Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Student Services Manager – Welfare and Transitions Student Support Officer HE Student Services Teams Achievement Coaches	Advice and Guidance available to students from student services team with close liaison with Skills Development Scotland for advice on Careers and pathways. Partnership established with Employability Service to develop employment pathways for care-experienced young people	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
4.3	Through the Students Association provide opportunities for the learners' voice to be heard.	Student Experience Committee BCSA opportunities Collaboration with SBC Champions Board	External CP Duty 58 1 (e) Promise – A good childhood Internal Future Skills Strategy College Development Plan – Action 1-4	BCSA Development Officer Equalities Officer	Champions Board session held during Induction week. Current discussions with SBC around establishing a regular hub within the College for CE students. Student Support forum established to provide opportunities for students to share feedback directly with student services team.	

			Equality Outcome Action Plan		Consultation launching in Feb 2024 to understand the wants and needs of students in relation to accessing student support – a diverse group of students will be consulted with. Students; Association consulted throughout development of student policy, e.g. fitness to study and positive behaviour strategy.	
AIM 5 - The College will work to fulfil its role as an inclusive organisation and good corporate parent, working collaboratively with other local and national agencies and corporate parents						
5.1	Regularly review the Corporate Parenting plan, to ensure it is current and reflects local and national developments.	Representation on local/national forums. Reports to E&I and Curriculum and Quality Committee.	External CP Duty 58 1 (f) Promise – Building Capacity Internal Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan	Director of Student Support Services Student Services Manager – Welfare and Transitions Equality and Inclusion Committee	Discussion to be held around how we raise awareness of the plan and the CP responsibilities of all staff.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
5.2	Continue active engagement with all Corporate Parents to	Representation on SBC Operational Group, CDN forums, CEECEF, CPP, SFC Governance.	External CP Duty 58 1 (f) Promise – Building Capacity, Planning	Director of Student Support Services	Membership on the CYPPP Network 'A Good Childhood' supports regular engagement with Corporate Parents and	

	share good practice and deliver on our duties.	Membership with Scottish Mentoring Network. Collaboration with Who Cares? Scotland.	<u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan	Student Services Manager – Welfare and Transitions	key stakeholders across the local authority. Membership of CYPPP Network 'Developing the Workforce' provides opportunity to work with organisations across the region to share practice.	

6.0 IMPLICATIONS AND CONSIDERATIONS

6.1 Financial Implications

The Borders Youth Talent programme is funded through Robertson's Trust and Scottish Borders Council.

6.2 Learner Implications

The report provides an overview of steps taken by the college to ensure the college is an inclusive and supportive place for our learners; where staff are aware of the issues impacting young people, provide high quality support, and actively engage with partners to improve our approach to corporate parenting.

6.3 Staff Implications

There are no direct staffing implications from the contents of this report.

6.4 Equality and Diversity Implications/Equality Impact Assessment

By progressing actions within this report, we seek to improve outcomes for care-experienced learners and mitigate barriers to learning for students most at risk.

6.5 Sustainability/Environmental Implications

There are no direct implications on sustainability and environment from the contents of this report.

7.0 RISK COMMENTARY

If the college fails to meet its corporate parenting responsibilities, this may have a detrimental impact on the retention and success of our most vulnerable learners. This report provides assurance that the College is actively working to improve outcomes for looked after young people and care leavers and therefore mitigates this risk.

8.0 CONCLUSION

This paper should provide assurance that the College is demonstrating its commitment to meeting its corporate parenting responsibilities.

Amy Brydon

Director of Student Support Services

19/01/2024

Previous Board or College Committee Approvals:

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