



# Annual Conference 2019

6-7 November 2019

Murrayfield Stadium, Edinburgh

## WORKSHOP SESSIONS

Headline sponsor



Associate sponsors



Conference themes



Health and wellbeing



Supporting families and communities



Early years, learning and education



Participation, engagement and rights



Tackling inequalities



Organisational and workforce development

# DAY ONE – Wednesday, 6 November 2019

## Workshop Session 1 (10.35am-11.30am)

Select ONE of the following six workshops:

### 1a **Making my mark: expressive arts and children's rights**

*Heather Armstrong and Kirstin Abraham, Starcatchers*

Young children learn about their rights through lived experience, and the expressive arts are a great way to co-design experiences, develop a sense of agency and show children they can make a difference. You will learn about artistic and creative approaches used in a project to help children communicate what would improve their playground during their transition to P1. You will also develop your own ideas and explore how these can support and expand children's interests and thinking.



ROOM: Moncreiff

### 1b **Using lived and professional experiences to guide the workforce**

*Jimmy Paul and Sue Brookes, Independent Care Review*

Learn how the workforce workgroup of the Independent Care Review has explored and developed the emerging principles which people with lived experience and professional experience have insisted must guide the future of the care 'workforce'. This will include a focus on values, nurture, skills, love, and participation and engagement.



ROOM: MacPherson 3

### 1c **Listening to empower: how befriending can make a difference before and after baby is born**

*Liz Nolan, Aberlour*

Aberlour has been delivering their Perinatal Befriending Service since 2015 in Forth Valley, and since October 2018 in East Lothian, supporting women experiencing mental health issues during pregnancy up until their babies' first birthday. Hear about the impact and evaluation of this service from lived experience. Learn how Aberlour's befriending model of support helps to improve parents' mental health, reduce social isolation and support positive relationships between parents and their babies during the perinatal period and beyond.



ROOM: MacPherson 2

### 1d **My life in primary school: perspectives from a preterm child (and her mum)**

*Jenny, supported by her mum Gill Doyle, Riverside Primary School*

What is life like in primary school for a child who was born at 23 weeks, experiencing cerebral palsy, visual impairment and learning difficulties? Hear from Jenny and her mum about how the school helped her navigate her time in the mainstream – what went well and what could have been better. Explore an educational eTool designed to help teachers and parents better understand how to help children and young people in school.



ROOM: MacPherson 1

## Sponsor workshop:

### 1e **Moral distress: developing resilience in the face of unavoidable ethical challenges**

*Neil McMillan, The Kibble Group*

Austerity continues to affect the human services adversely, and juggling resources brings increasing challenges to those of us providing services. Often, we find ourselves making decisions that are resource-led and not needs-led. This can be morally distressing. Moral distress is the emotional state that arises from a situation when we feel that the ethically correct action to take is different from what we are tasked with doing – when policies or procedures prevent us from doing what we think is right. Explore the concept of moral distress and possible strategies to improve our experience of moral distress.



ROOM: Cap & Thistle 1



### 1f **Tackling social issues through poetry and music**

*Blair Minchin and pupils, Victoria Primary School*

This interactive session will explore some very hands-on ways to tackle emotional and distressing issues through poetry and music. The children will lead a quick performance of spoken word set to body percussion, then you will join them to play 'Bust a Rhyme', try beatboxing and body drumming, create four line 'raps', and put the whole thing together!



ROOM: Centenary

## Workshop Session 2 (12.00pm-12.50pm)

Select ONE of the following six children and young people-led workshops:

### 2a **Gaming and gambling: what's the difference?**

*Chiara Marin, Donna Brunton and Paul Anderson, Fast Forward*

Learn about the links between gaming and gambling, and the potential harms these pose to children's health and wellbeing. Explore the current landscape of gaming and consider a range of approaches and initiatives that can be used to address online safety, gaming and gambling with young people, and promote harm-reduction.



ROOM: Moncreiff

### 2b **Leader of the pack (brum brum!): diversion and desistance activities in Fife**

*Young people and motorbikes, supported by Includem*

Includem and Kingdom Offroad Motorcycle Club designed and delivered a programme for young people who were involved in anti-social, dangerous behaviours. The young people were introduced to safe and responsible motorbike riding, incorporating bike maintenance, first aid, teamwork and consequential thinking. The young people will share their experiences and demonstrate their new skills.



ROOM: MacPherson 3 / outside

## 2c **I am not your villain: stories of face equality**

### *Changing Faces' Youth Action Group*

The #IAmNotYourVillain campaign asks screen industries to stop using visible differences – a mark, scar or condition which affects someone's appearance – as a shorthand for villainy. The Youth Action Group will share their own personal stories of visible difference and give advice on making your own practice more inclusive. There will also be time to ask the young people any questions you may have.



ROOM: MacPherson 2

## 2d **How well do you know Armed Forces children and young people?**

### *Young people supported by The Royal Caledonian Education Trust*

Anyone working with children and young people will likely encounter those living in Armed Forces families, who often face challenges not experienced by their civilian peers. Listen to the young people share how high levels of mobility and parental deployment can significantly impact their health and wellbeing, and tell you what you can do to support them.



ROOM: MacPherson 1

## 2e **When the going gets tough: supporting young people to find coping strategies**

### *Young people supported by Quarriers*

Quarriers' Resilience for Wellbeing Service is an early intervention and prevention service that works with young people to improve their emotional wellbeing. Hear first-hand from the young people about how the resilience practitioners' work in secondary schools across the Scottish Borders has encouraged and supported them to develop the coping strategies that give them the confidence and resilience needed to achieve their goals.



ROOM: Cap & Thistle 1

## 2f **The golden ticket to a successful children and young people's advisory group**

### *Young people from Changing our World, Children in Scotland's advisory group*

Children in Scotland initiated their first children and young people's advisory group in 2017. Since then, Changing our World has helped to inform our priorities and contributed to numerous projects and events. Hear from our participation and engagement team about how and why the group was initiated, and from the group themselves about the challenges and opportunities it has brought them.



ROOM: Centenary

## Workshop Session 3 (1.50pm-2.45pm)

Select ONE of the following six workshops:

### 3a **My body is mine: helping children understand the concept of consent** *Corrie McLean, Three Sisters Consultancy*

In the UK, the age of consent for any form of sexual activity is 16, regardless of gender or sexual orientation. Not all young people understand what it means to have the ability to say no and be heard, to understand no and stop. Learn more about how to introduce children to the concept of consent through practical games and scenarios. Use the new relationships, sexual health and parenthood (RSHP) resource to promote children's self-confidence, respect for others and protection from harm.



ROOM: Moncreiff

### 3b **The impact of loss through childhood and adolescence** *Young people supported by Scottish Adoption*

Told through real life experiences and interactive participation, explore how loss is felt and experienced by children and young people as they move within the care system – and the implications of this at each developmental stage of childhood and adolescence.



ROOM: MacPherson 3

### 3c **Building an attuned workforce: it's all about relationships** *Sandra Strathie, Glen Strathie Partnership and Staci Kenny*

A cared-for worker is more able to care for a parent, as is a cared-for parent for their child. Cooperative exchanges based on warm relationships promote empathy and wellbeing and increase people's dedication to and passion for their work. Hear a young mother's experience of being nurtured by Home-Start Dundee and explore the positive impact of attuned, reflective practices in the workplace when love and play lead to better services for everyone.



ROOM: MacPherson 2

### 3d **Closing the gap in children's language and communication development** *Alison Gooding, NHS Ayrshire and Arran*

This early years project aims to support all children's language and communication development. Its Communication Champions Network supports children, engages with families and develops communication friendly environments. Reflect on the impact the project has had on staff, children and families and explore how to further reduce the risk of language and communication difficulty at 27-30 months.



ROOM: MacPherson 1

### 3e **The views of children experiencing domestic abuse and court-ordered contact**

*Dawn Ross, West Lothian Council (WLC) with Susan Lawson and Linda Hunter, Domestic and Sexual Assault Team (DASAT)*

Learn about the innovative Power Up/Power Down partnership project and how WLC subsequently created a Children's Rights post to ensure children's voices are heard in court. Explore the process of referral, information gathering, meetings, capturing and presenting children's views using different tools, while ensuring children's welfare and rights are paramount throughout. Hear how DASAT supports these children and their mothers to live safer lives.



**ROOM: Cap & Thistle 1**

### 3f **Inclusive play for children of all abilities**

*Danielle Campbell and Ivan Harper, The Yard*

The Yard are renowned for how their experienced and innovative disability and early years play professionals create inclusive play settings. Find out why, build your own confidence and feel empowered to deliver inclusive play. Explore practical examples, create and discuss easily adaptable play opportunities, ask questions and share your own ideas while playing with specially created resources.



**ROOM: Centenary / outside**

## DAY TWO – Thursday, 7 November 2019

### Workshop Session 1 (10.05am-11.05am)

Select ONE of the following five learning sessions:

#### 1a **Prevention of coercive control within adolescent relationships**

*Kate Tobin, Dartington Service Design Lab and Ruth Wallace, Renfrewshire Council*

Listen to the story of how data on children's wellbeing, service design approaches and systems thinking have been applied in an effort to achieve systems change in Renfrewshire. The work forms part of the National Lottery Community Fund's Early Action System Change Fund set up to tackle the root causes of inequality.



ROOM: Moncreiff

#### 1b **Capes and creativity: engaging reluctant young writers**

*Claire Heffernan, Super Power Agency*

Creative writing and individualised interaction can dramatically improve a young person's social-emotional skills. This interactive storytelling and bookmaking session will model fun and engaging ways to help reluctant writers. Create your own story using your own imagination – and learn how to apply the techniques used to your work with children and young people aged 8-18.



ROOM: MacPherson 3

#### Sponsor workshop:

#### 1c **Inspirational environments**

*Nikki Walters, Early Excellence*

If you work with children aged from 2-7 years, this is an opportunity to focus on what we mean by truly effective continuous provision. Revisit the principles, consider a fresh perspective and be inspired by innovative, exciting ideas. You will also have the chance to reflect on how to further develop your own enabling environments to support your children's self-initiated learning.



ROOM: MacPherson 2



#### 1d **Children's Parliament investigates: an alcohol-free childhood**

*Members of the Scottish Children's Parliament, supported by Orlaith McAree*

Members of Children's Parliament, aged 9-11, have worked with 100 children across Edinburgh to investigate the impact that alcohol has on children's lives and to explore the concept of an alcohol-free childhood. Discover their key findings and learn directly from the children involved themselves about the methods adopted during the investigation process.



ROOM: Cap & Thistle 1

## 1e **Bringing Barnahus to Scotland: transforming support for child victims and witnesses of crime**

*Anna O'Reilly, Children 1st, Fiona Wardell, Healthcare Improvement Scotland and Henry Mathias, Care Inspectorate*

A Scottish version of the Scandinavian 'Barnahus' model is now the Scottish Government's preferred destination for support for child victims and witnesses of crime. But what is it, and how can it reduce the retraumatisation of child victims and witnesses of crime? Explore what adopting a Barnahus model could mean in practice, and hear about the process around the development of a set of Barnahus Standards for Scotland.



ROOM: Centenary

## Workshop Session 2 (11.35am-12.45pm)

Select ONE of the following five learning and discussion sessions:

### 2a **Lego serious play: building the bricks for Children in Scotland's manifesto**

*Chris Small, Children in Scotland and Joanna McCreadie, Seamab*

Children in Scotland is currently working to develop their Manifesto for the 2021 Scottish Elections. Using lego play, take this opportunity to feed into the Manifesto and influence Children in Scotland's policy activity for the next five years. Advocate for specific policy calls you feel are essential if we are to improve the lives of children, young people and families.



ROOM: Presidents' Suite

### 2b **Additional support for learning review: have your say**

*Angela Morgan, ASL Review and Sally Covers, Children in Scotland*

Hear directly from Angela about how she will work to identify areas of good practice and further improvement in supporting children and young people with their learning. You will then share your thoughts and experiences of how ASL works in practice, working towards achievements and positive destinations, roles and responsibilities of staff, authorities and national agencies, and more, which will help to inform Angela's report.



ROOM: MacPherson 3

### 2c **Welly boots and Baltic bairns: a collaborative approach to outdoor learning**

*Mairi Ferris, Inspiring Scotland, Gordon MacLean, Learning through Landscapes and Karen Kirke, Glasgow City Council*

Learning through Landscapes' child- and parent-led Nurturing Nature programme in Scotland helps early years settings to take staff, parents and children into local greenspace to support attachment and bonding through natural play. Supported by Inspiring Scotland, collaborative groups in Glasgow have improved outcomes for children through outdoor play. Go outside and experience hands-on the impact of these projects in promoting outdoor play and learning.



ROOM: MacPherson 1 / outside



## 2d **Scotland's drug problems: impacts on children and families – what more can we do?**

*Katy MacLeod, Scottish Drugs Forum*

Scotland's drug-related death figures are the worst ever recorded and the highest in the developed world. What is driving this tragic and largely preventable loss of life? Discuss and learn about how we can work together to educate and support families, children and young people to reduce the risks that drugs pose to their health and futures.



ROOM: Cap & Thistle 1

## 2e **Creating a mentally healthy workplace**

*Amy Woodhouse and Cathie MacDonald, Children in Scotland*

Explore what we mean by a 'mentally healthy' workplace. Discuss what helps and hinders mental health at work, what employers' responsibilities are, and share your own experiences and good practice. Build on this in practical planning activities and gain knowledge, tools and ideas to share and implement with your own staff and colleagues.



ROOM: Centenary

## Workshop Session 3 (1.45pm-2.40pm)

Select ONE of the following five learning sessions:

### 3a **Think family, act family: the whole family approach**

*Gary Clapton, The University of Edinburgh and Angela Gentile, Circle*

A 'whole family' approach to family difficulties is more honoured in theory than in practice. More often than not, in statutory children and families work, child protection takes priority. Explore what some families in Scotland experience as challenges, the practices that helped to resolve problems from the parents' perspectives, and the varying definitions of 'referring problem'. Discuss how the protection of children can be better conceptualised and practised via work with families (rather than with individuals in families).



ROOM: Moncreiff

### 3b **Health inequalities: peer research into the role of communities**

*Chris Ross, Children in Scotland and Professor Niamh Shortt*

Children in Scotland, with funding from the Wellcome Trust, carried out a participative research project with children and young people aged 10-18 living in areas of high deprivation in Glasgow and Dundee. Gain an insight into the research and findings, and explore some of the recommendations on what community and place can do to improve people's health and wellbeing. Learn more about the peer research model used to engage with children and young people to gather views and experiences in relation to health, wellbeing, inequalities and place making.



ROOM: MacPherson 3

## Sponsor workshop:

### 3c **It takes a village to raise a child: integrative working in a therapeutic setting for under 12s** *Lynsey Morrison, Angela Pilkington and Caroline Fleming, Kibble*

Understand the inner workings of what is involved to provide a trauma-informed approach for children in an under-12 residential and education placement. Learn how integrative services such as care, education and therapy come together and work collaboratively to support children and their families at Kibble.



ROOM: MacPherson 2



### 3d **An honest conversation about 2020: survival in a complex change environment** *Alison Hay, CHANGE with early years practitioners from across local authority areas*

There is a feeling across the early years sector that the focus on getting to 2020 and delivering 1140 hours has not given sufficient thought to the impact this will have on practitioners. Join Alison for a no-holds-barred discussion on how issues such as lunches, parental engagement, ratios, and early intervention can impact staff wellbeing – and crucially, gain positive and practical ideas to support them.



ROOM: Cap & Thistle 1

### 3e **People change lives: building relationships through music** *Young people, parents, and staff from Sistema Scotland and Glasgow Centre for Population Health*

Explore the importance of relationships in supporting young people to thrive. Look in detail at the relationship between musicians and participants and how relationship-building is central to Sistema Scotland's core aim of transforming children's lives through music. Through a mix of performance, presentation and interviews, you will develop your understanding of positive relationship building.



ROOM: Centenary