

## Annual Conference 2019



### Tackling inequalities Workshops

## DAY ONE – Wednesday, 6 November 2019

Workshop Session 1 (10.30am-11.20am)

### **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.

### **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.

### **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.

**1e Moral distress: developing resilience in the face of unavoidable ethical challenges**  
*Neil McMillan, Kibble*

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.

Workshop Session 2 (11.40am-12.35pm)

**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.

**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.

**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.

Workshop Session 3 (1.25pm-2.20pm)

**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.

### **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.

### **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.

### **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.

## **DAY TWO – Thursday, 7 November 2019**

Workshop Session 1 (10.05am-11.05am)

### **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.

### **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.

**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 re-traumatisation 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.

Workshop Session 2 (11.35am-12.45pm)

**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.

**2b Additional support for learning review: have your say**  
*Angela Morgan, ASL Review and Sally Cavers, 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.

**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.

**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.

**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).

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

*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.

**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 Flemming, 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.

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**Our other conference themes are:**



**Health and wellbeing**



**Participation, engagement and rights**



**Early years, learning and education**



**Organisational and workforce development**



**Supporting families and communities**