

Essential reading for Scotland's children's sector

December 2019 – January 2020 Issue 195

Children in Scotland magazine



*Hope
in hard
times...*

How young
people are
leading the charge
for social justice
and community
empowerment

Featuring: Scottish Intercultural Youth / Scouts Scotland / 30 Under 30
Empower Project / Citadel Youth Centre...and more!

Transforming Early Years

Design early years classrooms with expert support

"Working with Early Excellence to design and equip our classrooms has been a really worthwhile investment. The infrastructure supports and enriches all aspects of our curriculum and ensures that our children have a stimulating and exciting environment in which to learn. As a result, all children are thriving."

Liz Moore
Headteacher
Thrussington CE Academy
Leicester

Enrich learning with high-quality resources

Equip classrooms with specialist furniture

Planning to revitalise your early years?

Explore Early Excellence today

To find out about Early Excellence and gain help to equip your early years classrooms visit earlyexcellence.com/getequipped

To access our FREE design service contact: nikki@earlyexcellence.com

Early Excellence
Inspirational Learning



Order a brochure pack & explore today

design@earlyexcellence.com



Children in Scotland
Level 1, Rosebery House
9 Haymarket Terrace
Edinburgh, EH12 5EZ
Telephone: 0131 313 2322
info@childreninscotland.org.uk
childreninscotland.org.uk

Issue 195
December 2019 - January 2020

Editorial
Editor: Jennifer Drummond
Managing Editor: Chris Small

Contributing editor:
Lynn Gilmour (equalities & participation)

Advertising
Tracy Hope
T: 0131 313 8829
E: thope@childreninscotland.org.uk

Design
Cover design: Alan Tait
alanjtaid.co.uk
Additional design: Angus Doyle
(page 16-17)

Joint Acting Chief Executives:
Simon Massey
& Amy Woodhouse

We acknowledge the support of the Scottish Government through a CYPFEIF and ALEC Fund Grant.

Our vision is that all children in Scotland have an equal chance to flourish.

The views expressed are those of the authors and not necessarily the opinions of the editor or Children in Scotland.

To contribute to *Children in Scotland Magazine* contact Jennifer Drummond, Editor:
T: 0131 313 8823/
E: jdrummond@childreninscotland.org.uk

Membership
Members of Children in Scotland receive discounts on publications, training and conferences, plus a range of digital communications.

For information on joining contact:
T: 0131 313 8829
E: membership@childreninscotland.org.uk
W: [childreninscotland.org.uk](http://childreninscotland.org.uk/join)

Subscriptions
Children in Scotland Magazine is published bi-monthly and is free for members. If you would like to subscribe, contact jdrummond@childreninscotland.org.uk

Children in Scotland Magazine is printed by Ink on Paper.

Registered charity in Scotland SC03527

Registered company number 83383

ISSN 1474-9424

Shortlisted in the 2018 PPA Scotland Awards – Best Member Magazine

Welcome



Jennifer Drummond
@jen_drum
#CiSMagazine

Anne Frank. Malala Yousafzai. Greta Thunberg.

These three inspiring young women all have something in common: each is personally responsible for changing attitudes, influencing activity at a global level and shining a light on an issue that needs action. They have, respectively, evidenced the harrowing realities and monstrosities of war; promoted gender equality; and encouraged global action on the climate emergency.

The life stories of these women are inspiring. Whilst each have their own personal story to tell, the wider message that young people can make a difference and be a force for change is definitely being heard by the next generation as more and more young people want to be active participants in society. As we process the outcome of the 2019 General Election, young people across Scotland are proving they are confident, engaged and responsible citizens, determined to

make social, political, economic and environmental change and leave the world in a better state than which they found it.

In this issue we share a number of examples of how young people are contributing to building a more inclusive, accepting, equal society – from the latest campaign of the Scouts movement to the 30 under 30 change-makers.

As we are constantly faced with political, economic and social challenges it is easy to lose faith; to feel down-hearted about the way the world is going and the state of what we will leave behind for our children, and our children's children. But with the next generation of social campaigners, climate activists and politically engaged youth making a very real and tangible difference, I can't help but feel we have a lot to be optimistic about.

Drummond

Contents



PAGE 08

PAGE 22

PAGE 28

FEATURES | PAGES 8-15

We hear how the **Scout movement** is driving forward societal change (page 8), discuss how to effectively challenge child poverty with **Bill Scott, Chair of the Poverty and Inequality Commission** (page 11) and find out more about the proposed **Disabled Children and Young People (Transitions) (Scotland) Bill** (page 14)

VOICES | PAGES 24-30

St Mary's Kenmore tell us how changes made in their secure unit have benefited both staff and young people (**Members' Spotlight** - page 24). We also hear **first hand experience from a young woman with autism** (pages 27) and learn about the **benefits of intergenerational project work** (page 28)

AGENDA | PAGES 18-23

Sally Cavers calls for better support to deliver a truly inclusive education system (page 18), **the Empower Project** reflects on how to make the online world safe and values-led (page 20), **Amy Woodhouse** highlights what the next UK Government need to prioritise for children (page 21) and **Tracy Kirk** reviews 20 years of the Scottish Parliament (page 22).

REGULARS | PAGES 4,16,29

Keep up to date with our extended **news pages** (pages 4-7). Find out about the new generations of women making change in our **photospread** (page 16) and meet one of our board members in our new column (page 29). Read our **an update on our latest work**: page 28.

Key stories from across the sector

'Teachers are in denial about racism', report finds

A ground-breaking report has revealed the extent to which black and minority ethnic pupils experience racism in Scottish schools today and makes key recommendation for change.

The *In Sight* report, published in November by Intercultural Youth Scotland, surveyed more than 100 BAME (black and minority ethnic) young people in Scottish secondary schools, asking how they perceive and experience secondary school education.

How racism was handled in schools was a key finding emerging from the report, with complaints about racist incidents often not being taken seriously enough.

More than half of the respondents felt teachers at school were not knowledgeable about the processes they would be required to follow if a racist incident happened at school.

One young person said: "Multiple racist incidents occurred and the pupils responsible were not held accountable."

Another said: "The person who makes the racist remarks is treated with too much compassion and it is quickly dusted under the rug."

A third response revealed: "Teachers are in denial about racism."

Lana Abbas, Intercultural Youth Scotland's co-Chair and spokesperson, writes in the report:

"We recognise the best efforts of some teachers when dealing with bullying, but the work isn't consistent. We have evidence of schools following procedures correctly, but this is not the same in every school.

"Racism cannot and must not be treated the same as a bullying incident."

Khaled Noon, Chief Executive of Intercultural Youth Scotland, described the report as a 'call to action' and said she hoped it will provide a clear evidence base for anti-racist activism in Scotland's secondary schools, and across wider society.

"We do not consider this report to be an academic text. We consider it to be a platform for action that will drive our service and provide a direction for change", she said.

"The future belongs to our young people and it is our duty to create change for them today. We seek collaboration from anyone who shares our passion for change".

The report also revealed around half of respondents felt subjects taught at school do not reflect life as a BAME young person in Scotland. Books read in English lessons did not relate to their culture, heritage or background, the report found.

> To read the *In Sight* report in full visit, interculturalyouthscotland.org

> Khaled and Lana addressed delegates at our Annual Conference on 6 November.

> Read our day one summary bit.ly/2pDkyFk

> Read our day two summary bit.ly/2s3LwXy

Photo: In Sight report

Nearly half a million books gifted to primary pupils to celebrate Book Week Scotland

Every pupil currently in P1 - P3 in Scotland has been gifted books as part of 2019's Book Week Scotland celebrations.

Scottish Book Trust worked in partnership with the Scottish Government, Education Scotland and Creative Scotland to devise and deliver this year's bags.

The books included in the Bookbug P1 Family Bag are shortlisted for the Bookbug Picture Book Prize, which celebrates the very best of Scottish authors and illustrators. New books, writing material and counting games will be included in this year's Read, Write, Count bags, gifted to all Primary 2 and Primary 3 pupils.

In total, 459,950 books were gifted in 63,500 bags, including 750 Gaelic bags.

> Vote in the Bookbug Picture Book Prize via the Scottish Book Trust website scottishbooktrust.com

> The winner will be announced on 29 January



Calls to scrap age limit for children's court evidence

More than 50 individuals and organisation have called for children to have their voices heard in court.

Under current Scots law, there is a presumption that only children over the age of 12 are mature enough to be heard in court.

However, responses to a consultation on the Children (Scotland) Bill led by Holyrood's Justice Committee, suggest there is widespread support for young people to give evidence, as long as the child is able to do so in a safe environment and effectively express their views.

The calls come after an announcement that, from next year, children who are witnesses in serious court cases will be able to give evidence on a video recorded before trial.

New regulations laid before Holyrood by Justice Secretary, Humza Yousaf, will initially cover High Court cases such as murder, culpable homicide and serious assault, as well as some domestic abuse trials, sex abuse trials and prosecutions for human trafficking and exploitation.

The method will be used in relevant cases from January 2020.

> More details on the consultation on the Children (Scotland) Bill, led by the Scottish Parliament Justice Committee can be found at parliament.scot/parliamentarybusiness/CurrentCommittees/112969.aspx

MSPs demand better mental health care for young offenders

Mental health support for young offenders must be improved, MSPs have said, calling for faster assessments, more flexible incarceration for those with mental health issues and different funding.

MSPs at Holyrood have called for assessments to be made within the first days of a youngster's placement in secure care or a Young Offenders Institution (YOI). Consistent, high-quality physical and mental health support should then be provided.

Politicians have also warned of a "postcode lottery" which exists in Scotland for the standards of mental health support available, particularly in secure care units outside of Glasgow. They have urged for the funding model for secure care to be reassessed.

The calls were made following an inquiry by Holyrood into mental health services and secure places for children and young people in Scotland, launched in the wake of the suicides of Katie Allan and William Lindsey inside HM YOI Polmont.

During the inquiry, the Centre for Youth and Criminal Justice told MSPs about the significant levels of mental ill-health found within secure care in Scotland. A survey conducted by the organisation indicated 35% of children had attempted suicide in the year prior to admission and 53% had suicidal thoughts.

However, just 36% of children within secure care had received support from the NHS's Child and Adolescent Mental Health Service (CAMHS).

A Scottish government spokesman said it welcomed the committee's report and would "carefully consider" its recommendations.

For news as it breaks...
 > Follow us on Twitter @cisweb

'Maximalist' pledge on UNCRC incorporation

The Scottish Government has announced it will incorporate the United Nations Convention on the Rights of the Child (UNCRC) into law to the maximum extent possible within the powers of the Scottish Parliament.

In a statement made on 20 November, coinciding with International Children's Day and the 30th anniversary of the Convention, Deputy First Minister John Swinney said:

"Through the responses to our consultation, it is clear there is widespread support for directly and fully incorporating all the rights set out in the Convention.

"Our Bill will take a maximalist approach. We will incorporate the rights set out in the UNCRC in full and directly in every case possible – using the language of the Convention.

"This approach will mean the Convention on the Rights of the Child is enshrined directly into Scots law. This represents a huge step forward for the protection of child rights in Scotland."

Children in Scotland's Joint Acting Chief Executive, Amy Woodhouse, welcomed the commitment to full incorporation – a move called for along with so many other rights organisations in Scotland – saying incorporating the Convention to the maximum was both right and welcome.

A Bill outlining UNCRC incorporation is to be laid before Parliament next year.

> Read our response in full
childreninscotland.org.uk/news
 (latest news)

Early Learning and Childcare expansion 'risks parental choice'

The Scottish Childminding Association (SCMA) has issued a warning that parental choice could be reduced if local authorities do not provide equitable access to all forms of childcare, including childminding, to deliver funded Early Learning and Childcare (ELC).

A nationwide audit conducted by the charity revealed only 12% of childminders in Scotland have been approved by local authorities to deliver funded hours for three- and four-year olds. Only 16% have been approved by local authorities to deliver funded hours for eligible two-year olds.

The SCMA has warned that such low numbers of approved childminders could compromise parental choice.



Graeme McAlistar, Chief Executive of SCMA, said:

"ELC is an ambitious and exciting policy which has the potential to help many thousands of families in Scotland.

"However, the evidence shows that nationally, the number of childminders who are currently involved in ELC delivery is deeply worrying and unacceptably low. Urgent action is now required to adjust the balance of childcare providers in delivering funded hours to ensure that we do not lose sight of parental choice and what childcare may be best for the child."

SCMA is urging parents who would prefer to use a childminder to contact their local authority to request to do so.

A recent survey of SCMA members found that more than one fifth (21%) had lost families from childminding due to not being able to offer funded hours.

Photo: ©NHS Health Scotland 2017

To read our latest news and press releases...
 > Visit the news pages of our website childreninscotland.org.uk/news/

Renewed calls for government to legislate on right to food

The Scottish Human Rights Commission and Nourish Scotland have launched a new 90-second animation highlighting what the Right to Food means and what is needed to make it real for people across Scotland. The film echoes calls from both organisations to absorb the Right to Food directly into Scotland's laws.

Judith Robertson, Chair of the Commission, said:

"Everyone in Scotland has the right to food. This is set out in international human rights laws that Scotland is signed up to.

"It is important everyone has access to information about the right to food – from people affected by food poverty and insecurity, to people working in government and the public sector, or people working in the food industry. We hope this new short animation will add to people's knowledge and understanding."

Peter Ritchie, Executive Director of Nourish Scotland, said:

"In Scotland, in 2019, the right to food is hollow for too many people. Food bank use continues to rise. The Scottish Government's figures on food insecurity show that worrying about running out of food is now commonplace.

"Scottish Government can take action. It can put the right to food into Scot's law. This won't close food banks overnight, but it will set us on a path of joined-up policy to make sure that everyone has reliable access to healthy and sustainable food for themselves and their family."

Launched at Nourish Scotland's Annual Conference in November, the animation, produced by Media Co-op, was developed with input and advice from people who face barriers in accessing their right to food, people involved in producing food, and people involved in community food projects around Scotland.



The video comes after the Scottish Government confirmed its commitment to progressing a Good Food Nation Bill in the 2019/20 Programme for Government.

Whilst this announcement was welcomed by a number of organisations campaigning to end food insecurity in Scotland, they also warned the Scottish Government that such a Bill must be used to introduce the right mechanisms and joined-up food policy to provide solutions to current challenges such as the climate emergency and biodiversity crisis, obesity and inequality.

> Watch the video at
youtu.be/mxLIQbCFJas

> Follow progress of the Scottish Government's work on developing a Good Food Nation at
gov.scot/policies/food-and-drink/good-food-nation

> Call 18 of our 25 Calls campaign urges action on participation and food education. Find out more at
childreninscotland.org.uk/main-25-calls/



Subscribe to *Children in Scotland Magazine* today - 6 issues for just £20!

Unique analysis, comment and features relating to the children's sector, delivered direct to your door.

To subscribe email jdrummond@childreninscotland.org.uk or visit childreninscotland.org.uk/cismagazine

Individual issues available from £3.95

Introducing the future generation of social activists

The latest campaign from the Scouts, designed by young people, aims to encourage and empower the next generation to build a more caring, inclusive and sustainable community. Scottish Scout, *Marc Sermanni* (left), explains



It feels like, today, we live in a more fractured society. There is a climate emergency, a mental health crisis and the influence of social media can make the real world feel a little bit less friendly.

But we've also seen that young people want to be more actively involved in their world, and their future. We are leading the call for change.

Scouts have always been at the heart of the community. While the issues that Scouts have faced might have changed, the desire of young people to make a difference remains constant. Over the next four years, Scouts from across the country will work with the support of charity experts to tackle six of Scotland's biggest social issues. These have been chosen by young people and include:

- protecting the environment
- promoting better mental health for all
- improving attitude and understanding of disability
- supporting refugees and displaced children
- helping to end homelessness, and
- promoting kindness in the community.

Over the last 15 months myself and a group of young people from across the UK have worked together to identify the big issues facing our country and to decide how we, as Scouts, could make a difference.

It was an amazing opportunity to be part of the Community Impact Group. Not only did I get the chance to make new friends from across

the country but we also got to meet some incredible people from right across the charity sector. It was incredible to hear about their causes and how we could contribute to their communities.

Charities were asked to submit a pitch and after a process of selecting the best applications, the promising new partners met with a group of young people. They proposed their ideas for the different activities that we could run with Scouts to help them to understand and take action on the themes.

After a very tough debate we managed to decide on six amazing partners – one for each of our themes.

Over the next four years each Scout group across the country will be encouraged to make a pledge on how they are going to support these charities and ultimately take action on each of the issues highlighted, working with key partners.

These are our themes and partners:

Theme 1: Protecting our environment

"We are the last generation that can stop our carbon emissions being so destructive"

We know there is a climate crisis, and young people are already leading on this issue, whether that is through the climate strikes, encouraging the reduction of single use plastics or through the beach cleans that take place up and down the country. We are the last generation that can stop our carbon emissions being so destructive. We will also be the ones that have to deal with the consequences of climate change if we don't start to make changes now.



Working with the WWF, we want to help Scouts learn more about biodiversity and how to protect our environment in order to help plan for a more sustainable future.

Theme 2: Better mental health for all

We want to work towards pursuing better mental health for all by equipping people with the skills, resources and knowledge they need to look after their own mental health.

"It's hard to find young people who aren't struggling with their mental health these days"

To me, it feels like it's hard to find young people who aren't struggling with their mental health these days, whether that's through stress over school work, or online pressures or something else completely. We can work together to help end the stigma around mental health. There's a number of ways that Scouts could do this, like incorporating wellbeing activities (mindfulness, relaxation, yoga) regularly into their Scout sessions and also by creating opportunities for their local communities to talk about mental health, and how they can help to keep themselves mentally healthy. We are working with SAMH to deliver on this issue.

Theme 3: Understanding disability

With the help of the National Autistic Society, we want to help improve the attitude and understanding of disability and autism within families, Scout groups and communities.

"Our goal is to create truly disability-friendly communities"

We want to increase opportunities, reduce isolation and create spaces where people of all abilities can thrive.

Theme 4: Supporting refugees and displaced children

Wherever they are from and wherever they live, children are entitled to grow up in safe and secure surroundings. But there is still a huge stigma in society around refugees. These are people fleeing for their lives and looking for a safe place to live.

"We want to build empathy within communities"

Working together with Save the Children, we want to show solidarity with refugees and displaced children by building empathy within communities and combating stereotypes. We want to build welcoming communities and stand up for children's rights around the world.

Theme 5: Helping to end homelessness

With around 14,000 young people classed as homeless, it is an issue that affects so many communities across Scotland. I hope that by learning about homelessness, not only will Scouts help those directly in their community but we will help to change the conversation and play a real part in ending it for good.

“We need to change the perception of what causes homelessness”

I'm already learning so much I didn't know, including what could cause homelessness. I'm really inspired to see what we can do, as young people in the Scouts, together with our charity partner, Crisis Scotland, to help change the perception of why people, especially young people, might find themselves without a home in Scotland.

Theme 6: Kindness in every community

The world can feel a little bit unkind nowadays, and social media doesn't help.

“Every act of kindness has the power to transform society”

Being kind is rooted in the ethos of being a Scout as we believe every act of kindness has the power to transform society and make it easier for everyone. Simple things can make someone's life so much better, like not being judgemental. Alongside British Red Cross, Scouts across the UK will become Kindness Champions in their community, helping to make the world a better place.

Along with each of the themes being determined by what we, as a group, felt were important issues in the

world today, those selected also fit with our own Scouts Community Impact badge, which helps young people to understand the issues in society, plan to take action and then tell the world about their achievement.

For me the most important thing about A Million Hands is that the issues were driven by young people. By focusing on these themes young people will be able to tackle issues within their community that they care about and will leave the world better than we found it.

Marc Sermanni is an Explorer Scout from Inverclyde and a member of the Scouts Community Impact Group

> Find out more about the Million Hands campaign on the Scouts website scouts.org.uk

> Call 3 of Children in Scotland's 25 Calls Campaign, urges better, more accessible support for children and young people struggling with their mental health. Read more at childreninscotland.org.uk/main-25-calls/

> Scouts meet with representatives of Crisis (page 9); and with partners, the WWF (below)

“Over the last 100 years the issues we've tackled have changed, but our young people's drive to make a positive impact remains as strong as ever”

**Tim Peake
Astronaut, Campaign
Champion and Scout
Ambassador**



Interview

“It's social engineering, and it's morally wrong”



Bill Scott, Chair of Scotland's Poverty and Inequality Commission, shares his perspective on the two-child benefit limit, what the new government's priorities must be – and his hopes for a more just society

By Chris Small and Jennifer Drummond

Images by CameraShy Photography

The Poverty and Inequality Commission's remit is to monitor the Scottish Government's progress towards legally binding child poverty targets, provide advice and promote solutions. It was established in statute by the Child Poverty (Scotland) Act 2017, and follows on from the previous, non-statutory body appointed by Ministers which operated from 2017-19.

Although the Commission has only met twice since its formation on 1 July, it has already identified priorities for action. Alongside research into free school meals uptake, responding to the national transport strategy consultation and providing input to the social security committee's enquiry on benefit take-up, the Chair and his eight Commissioners also intend to explore intersectional inequalities, in-work poverty and how the adoption of a wellbeing economy will contribute to reducing poverty in Scotland.

The Commission's first official piece of work – a review of the Child Poverty Action reports produced by local authorities and health boards – was submitted to Ministers in November.

So, is Scotland on track to deliver on promises to effectively tackle child poverty? What more needs to be done? And crucially, how are we going to do it? >

Do you think Scotland is on the right trajectory when it comes to tackling child poverty?

Bill Scott: There is a lot of really good work to address child poverty, but our trajectory at the moment is wrong; child poverty is going upwards. And we are working against a context where child poverty is expected to rise to over one in three. More needs to be done than is in the current plan to just stand still, far less meet the targets.

The Scottish Government has committed to bringing forward the Scottish Child Payment. While welcome, do you agree increasing benefits is not enough in isolation?

BS: I think the introduction of the Scottish Child Payment [which increases benefits for low-income families with children] is going to make a real difference. It will stabilise things, maybe even reduce things in the first couple of years. But it is never going to be enough on its own. The social security system is a safety net. It can help mitigate and even lift a few children out of poverty, but better employment and lower cost housing are also essential. The outgoing Commission identified living costs as key for progress. If we can't address those issues, that in itself would wipe out any gains you make in social security and improved income from employment.

Ultimately, a good social security system is necessary because there will always be people excluded from the labour market; disabled people, people with long-term health conditions, people with caring responsibilities, but it is not the only thing we need.

Former Scottish Government poverty advisor Naomi Eisendstadt said in her recent book *Parents, Poverty and the State* that we need to increase household income, highlighting measures such as better paid leave and flexible working support for parents. What do you think of what she has proposed?

BS: I have huge respect for Naomi and think [the 2016 report] *Shifting the Curve* had a real impact on Scottish Government policy. She got them to recognise it was a real issue that had to be tackled. So when she speaks, I think we all owe [it to] her to listen.



She argues the need to reduce pressure on families, and I very much echo that. The pressures from benefit cuts and cuts in services are particularly felt by those on the lowest income who are relying on them the most. So there is a disproportionate impact. We need to take more action to support parents to enter and sustain better rewarded employment.

“If the UNCRC is incorporated into Scots law we would be in conflict with UK policy. I look forward to that conflict being exposed”

Within the powers the Scottish Government already has, there's ways to increase income and decrease living costs. The Housing 2040 strategy is currently being developed; we need to look at that and make sure there is low-cost social rented housing available. We've been looking at social housing for middle market households and those living in precarious financial situations, but we need to maintain the level of investment for low rent, low-cost social housing as well.

What the Scottish Government has done with Free School Meals is to be welcomed, but we need to address uptake. Recent research shows uptake in schools in the same authority can be as low as 20% or as high as 90%. We need to address the

stigma still. And improve uptake of Universal Credit.

We need to look at a system of automation, whereby if a family applies for a free school meal they automatically get a school uniform grant, rather than having to make another application. Glasgow does this and we would like to see it happen in other local authorities; if you make one application, you get access to a range of benefits. We need to see more of that to make sure families are getting all the help they can.

Is there a problem with just expecting families to engage with services?

BS: We need to focus our energies on using existing services. The health service, GP practices for example, is a trusted service. And nearly everybody goes to their GP or health visitor for [their child's] immunisations. There you could talk to families in settings where they feel comfortable and from a position of trust, about the range of benefits available, such as Best Start Grant, etc. Nurseries are another. I've heard about welfare rights provision in schools; speaking to parents at parents' nights of the help and benefits available. It's about thinking “where are they?” and taking the service to them rather than expecting them to come to us. It's a smart way of reaching some of the families that are in the greatest need.

There have been many reports about the negative impact of the Westminster government's two-child limit on accessing benefits. Should it be scrapped?

BS: Yes. Any family could be affected by poverty at some stage in their life, perhaps because of ill-health, disability, an accident or sudden onset of a disabling condition. All of these things could plunge a family from being in relative affluence into poverty. To say to them “Oh, you've got three kids. We're not going to pay for the third because you should have anticipated

at some point in the future you might not be able to afford it”, is just awful. Are we only allowing rich people to have larger families? It's social engineering and morally wrong.

Also, thinking in practical terms, who is going to look after our ageing population if we don't have enough young people? We need a workforce for the NHS, for social care. Where are we going to get that if we restrict the number of children we have now?

Do you agree full UNCRC incorporation could give us an important reference point for delivering on rights to tackle poverty? With November's announcement about the aim of 'maximal' incorporation, should we be optimistic?

NS: I am optimistic. I believe if the UNCRC is incorporated into Scots law it could mean new rights that children need and are entitled to. In fact, one of the rights is a right to access benefits so, going back to the last question, any 'third' child would have a right to benefits. If we incorporated [the UNCRC] into Scots law, then we would have a law in conflict with UK policy. But I think it's about time we started having some of those debates around children's rights and, if we are going to honour those rights, what kind of society we need. In some ways, I look forward to those conflicts being exposed.

We [the Commission] would certainly be pushing for children's rights to be honoured. It's progressive realisation; we know some things aren't going to be delivered overnight, but we should be looking to progress rather than regress and see children's rights diminished. In Scottish society we do have the view that children should have rights and [incorporation] would give a new impetus to the rights agenda.

Do we need to be more radical in tackling child poverty, and more focused on redesigning our economy?

BS: I think there is a real natural sense of justice in the Scottish public, but we need a more radical approach. The problems that are there are structural and won't be overcome easily.

The Scottish Government estimates it spends about £125 million a year mitigating or taking people out of poverty. When the Scottish Child Payment is fully rolled out, it expects to spend an additional £180 million, taking the total to over £300 million. But the impact of the [UK Government] cuts hasn't fully been felt yet. And the impact is estimated to be well over £2 billion in the Scottish economy by the mid '20s. The £300 million has to be set against that level of cuts to people's income. And it's all coming out of the pockets of poorer families. So we need a radical restructuring.

The Commission and I are interested in finding out more about the wellbeing economy approach which says the objective of the economy shouldn't just be increasing Gross Domestic Product, but the wellbeing of every citizen. If that was to be the object of economic growth we need new measures of success. Is everybody benefiting, or just a minority?

There's a huge interest, and commitment, especially amongst young people, to save the environment and I don't think that's a completely different agenda to tackling inequality; we've seen a misuse of resources to increase the wealth of a few, and we need to harness the resources to improve the wellbeing of everybody.

Following the General Election, what should the new UK Government's priorities be in challenging child poverty?

BS: First would be to readopt the reduction in child poverty targets in law. Reintroducing child poverty targets would influence other policy areas. In Scotland, having those targets is driving at least some policies in the right direction.

Second would be an immediate increase in the minimum wage. We know two-thirds of children living in poverty are in working households, so we need to address that.

Third, we need to reverse some of the cuts to Universal Credit, especially the two child rule. When Universal Credit was proposed it was supposed to lift families out of poverty when they entered work. Now, over 50% of families on UC are finding they have reduced income from the legacy benefits that they've come off, and it's plunging them into poverty. I am aware of families losing up to £140 per week because of the loss of disability premiums and carers premiums.

And we need a massive investment in social housing. Housing of course is devolved, but an investment programme in England and Wales would have a positive effect in Scotland. Thanks to “Barnett consequential”, any increase in spending south of the border in areas that are devolved to the Scottish Parliament, such as health or housing, results in an increase in the Scottish Block Grant to meet the increase at UK level. So, an investment programme initiated by the UK Government would afford the Scottish Government more to invest here.

They are my personal priorities, I would hasten to add!

And priorities for Holyrood?

BS: Continuing and improving investment in social housing and also offering additional help to families that are worst affected by the UK benefit cuts. Lone parents are the worst affected, and families with disabled children or disabled parents.

The Scottish Government has got limited powers in the employment side but can encourage more employers to become Living Wage employers. Where local authorities have taken on that challenge, it has resulted in a number of employers outwith the public sector taking it on as well, so that could be one way.

What do you want to have achieved through your role with the Commission?

BS: I hope the Commission contributes to a more evidence-based approach, but also changes public discourse to focus on a more socially just society where every child is valued. It's only by valuing every child that we will have a better society to live in.

Every parent worries about the future for their children. I'm a parent, and a grandparent, and I think I have more to worry about now in terms of the future for our grandchild. If we don't achieve a socially just society, I worry not just for our children but for society as a whole.

> For more information on the Commission and its work, visit povertyinequality.scot

Transforming transitions

Proposals for a new Bill, launched in the Scottish Parliament in October, call for every child with a disability or long-term condition to be better supported during their transition to adulthood. *Neil Henery* tells us more



Photo credit: iStockphoto ©FatCamera

We know that there are key points in children's and young people's lives where early intervention can lead to more positive outcomes later. There has, rightfully, been a focus by the Scottish Government on pre-school interventions and childcare to eliminate or mitigate adverse childhood experiences.

However, the early years are not the only crucial phase in a child's or young person's life. Arguably, the transition to adulthood is even more significant. For disabled young people the challenges can be particularly acute and the need for support intense. The Scottish Transitions Forum report *Facing the Future Together* (2017) revealed that parents and carers of children with additional support needs 'do not, for the most part, look forward to their child's transition from school to adulthood'. Many parents have concerns about how their child will cope socially and if he/she will find appropriate training or employment. The report also notes that the majority of parents (90%) have no transition plan for their child, or are unaware of one.

Similar concerns are reported by young people themselves. In December 2018, Inclusion Scotland organised "Activate", a summit for young disabled people. Many issues of concern to young disabled people were discussed but all the young people involved had concerns about transitions from school to adult life. They said:

"Leaving school was really hard. It felt like jumping off a cliff. Everything just stopped in terms of support and I have really struggled to find employment. I'm volunteering for three

days a week, which is great, but I'm worried it won't lead anywhere. I never felt I was supported to make a plan for my future."

"I got a lot of therapy when I was younger, which suddenly stopped when I became an adult."

"I don't think my careers adviser really expected me to find a job. I want to work in policy but there was no advice or encouragement. It has been really hard to find my way since I left school."

At present, the Children and Young People (Scotland) Act 2014 entitles every child to a Child's Plan, but there is no statutory requirement to put in place ongoing and fully supported transitions plans for disabled children and young people in their transition to adulthood.

Nor do young disabled people have a right to ongoing support with their transition after they have left school. As a result, transitions for many disabled children and young people are often extremely challenging and consistently deliver poor outcomes for the children and young people.

In an attempt to address this situation, Johann Lamont MSP, with the support of a number of organisations including Camphill Scotland, has proposed a new piece of legislation – the Disabled Children and Young People (Transitions) (Scotland) Bill.

Launched at the Scottish Parliament in October 2019, the Bill would give additional rights to disabled children and young people by placing a statutory duty on local authorities to prepare and

introduce a Transitions Plan for each disabled child or young person within the local authority area. The Bill also places statutory duties on the Scottish Ministers to introduce a National Transitions Strategy, and to assign to a member of the Scottish Government, or to a junior Scottish Minister, special responsibility in relation to the exercise of their functions under this Act.

If passed, every child or young person with a disability or long-term health condition would be entitled to a Transitions Plan. It would be offered to disabled children and young people from age 14 until their 26th birthday. Where a Child's Plan is already available for the young person this would be incorporated into the Transitions Plan.

The Transitions Plan would belong to the child or young person. They, and where appropriate their parents/carers, would co-produce the plan with a lead professional. The transitions assessment undertaken by the Lead Professional would consider each of the Wellbeing indicators set out in Part 18 of the Children and Young People (Scotland) Act 2014.

"Current transitions for disabled children and young people are challenging and consistently deliver poor outcomes"

The Transitions Plan should consider all of the relevant aspects of a child's/young person's life including (but not limited to) education, employment, training, health, financial affairs, housing, leisure, citizenship and independent living.

At the national level, the National Transitions Strategy will provide an overarching framework in which local authorities, NHS Health Boards, the Integrated Joint Boards and other agencies can take action, including joint action to deliver improved outcomes for disabled children and young people in the transition to adulthood, and into their adult lives.

This strategy will afford a clear reference point to these agencies in terms of the aims and objectives, and outcomes, which the Scottish Ministers consider necessary to improve transitions for disabled children and young people. It will help to shape and inform how these agencies can best work, including joint working, to significantly increase the life opportunities of disabled children and young people, and to support them in accessing their rights, fulfilling their potential and in making the most of their lives.

This is a wonderful and very rare chance to make a real, lasting difference and ensure young people with disabilities get meaningful rights to support them as they navigate the transition to adulthood.

Neil Henery is Director of Camphill Scotland

> [More about Camphill Scotland at camphillscotland.org.uk](https://camphillscotland.org.uk)

> [Find out more about the proposed Disabled Children and Young People \(Transitions\) \(Scotland\) Bill: parliament.scot/parliamentarybusiness/Bills/113161.aspx](https://parliament.scot/parliamentarybusiness/Bills/113161.aspx)

> [The consultation is open until 22 January, 2020](#)

Case study

"Families need a transparent, planned transition process that meets need"

Kate, from Aberdeenshire, shares her experience of transition with her son who has complex needs and mental incapacity.

As a child, Wilf attended a hard-won out-of-area day placement at Camphill School Aberdeen, approximately one hour from home. He was settled, supported and amongst friends. The only real negative was he found the long journey and daily transitions home difficult.

When he became a teenager, we struggled to cope with the daily transition 'overload meltdowns' and disturbed nights. In crisis, when he was in S4, we applied to our local authority for a weekly placement, allowing Wilf to board at school during the week.

A six month in-depth assessment led to a unanimous recommendation that the weekly placement was the best way to meet Wilf's evolving need and our reduced resilience. He was 16.

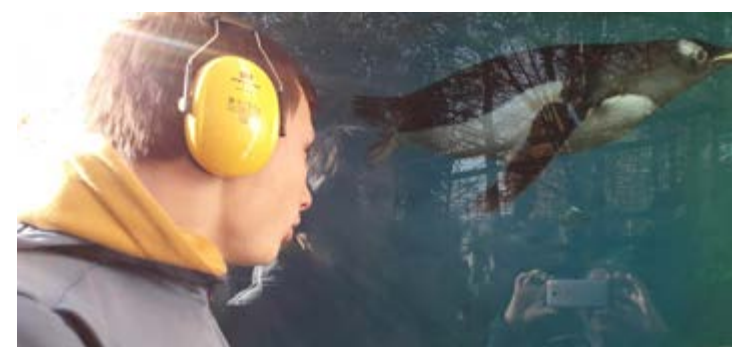
However, the recommendation was rejected by a local authority panel who had no expertise and who refused to meet with us. They offered no justifiable explanation. As a result, a long-term, carefully planned care pathway, that would have naturally evolved into a sustainable adulthood, was overturned. No alternative long- or short-term plan, nor any substitute provision was forthcoming.

We despaired and my own health significantly deteriorated. After a few more very challenging months, Adult Services (which contributed to the original assessment) stepped in to offer the same placement.

The relief was enormous, and Wilf is now attending the wonderful Camphill School Aberdeen Monday to Friday, coming home for weekends. He has never been happier or more settled.

But, although welcome, this unplanned, pragmatic solution, created by all the fabulous frontline case-holders who had met us, required an immediate, premature transition to Adult Services. Wilf lost the final two years of his educational entitlement (S5 and S6), including some significant beneficial therapies, in order to receive appropriate care.

We feel there is a need for a legal right to a transitions plan, and a transparent transition process that obligates the local authority to be collaborative, clear and accountable throughout, and meets assessed need. It would help eradicate crisis-led decision-making, experienced by so many families. We hope it would also mean no-one else experiences behind-closed-door decision-making regarding the care of a vulnerable young person with incapacity.



Pictured: Wilf (supplied by parent)

Meet Scotland's most inspiring women under 30



Caitlin Alexander
Law graduate, musician and aspiring social justice lawyer



Charlotte Armitage
Equalities Officer for YSI and Public Affairs Officer for Who Cares? Scotland



Beth Black
Musician and disability advocate. Founder of Bad Gals Singing Club



Ellen Blundson
Disabled Students Officer at University of Edinburgh, President of *The Student* and Global Brand Leader, InvisiYouth



Zoë Daniel
Presenter, consultant, journalist and broadcaster



Charlotte and Fionn Duffy-Scott
Owners of Category Is Books



Madeleine Dunne
Journalist and campaigner



Sarah Grant
Filmmaker and poet



Lorn Jean
Fashion Designer



Anne Kelso
Community food worker and environmental trainer



Katrina Lambert
Spokesperson with Girlguiding, Young Women Lead alumni, #iWill Ambassador and member of Youth For Change



Lisa Macrae
Co-Chair of the Independent Care Review



Alex Porter-Smith
Co-founder of High Tide Media and film-maker



Ellen Renton
Poet and theatre maker



Kirsty Robson
Regional Ambassador for the Holocaust Educational Trust



Katie Slavin
Founder of Shining Stars ASN Theatre School



Jess Brough
Writer, PhD student and founder of Fringe of Colour



Jenny Constable
Journalist and writer



Lauren Crilly
Scottish Irish Abortion Rights Campaign campaigner and community outreach worker



Erin Cuthbert
Footballer for Chelsea and Scottish Women's National Team



Anna Henschel
PhD student, Young Women Lead alumni and STEM advocate



Michaela Hruskova
Entrepreneur and PhD student



Razannah Hussain
Co-host of First Minister's Question Time: Next Generation, #iWill Ambassador and a member of Communic18



Michelle Jamieson
Psychologist and community advocate



Lauren Mitchell
Radio host on Northsound 1



Megan Mitchell
Producer of Matchbox Cineclub



Ellie Murtagh
Climate change adaptation professional, PhD Student, Science Communicator



Hala Ousta
Diversity and Accessibility Manager, FIFA



Chloe Whyte
Stirling Student Union President, Former MSYP and ALYVE Trustee



Meg Wishart
Opening speaker at the 2017 House of Lords Annual Chamber Debate and fundraiser for Project Magale

The YWCA Scotland's '30 under 30' list launched in 2016 in response to the absence of female role models in various high achieving or 'ones to watch' round-ups. Of the very few women who featured, only a handful were based in Scotland.

Disappointed by the injustice, and heartbroken at the failure to recognise the work of young women in Scotland, YWCA Scotland decided to launch their own '30 under 30 Inspiring Woman' list, honouring the achievements and aspirations of young women from across the country.

Now in its fourth year, the list is a veritable 'who's who' of young women who are breaking down barriers, fighting for social justice and leading campaigns for change.

The women featured, each with their own incredible story, are either from or currently live in Scotland.

YWCA Scotland has published profiles of each of the change-makers, from artists to footballers and business owners to campaigners, on their blog. Their experiences and visions for our society are inspiring.

Well done to each and every young woman who has made the list – and to those who didn't but who are inspiring and leading change in their own way.

Find out more: visit ywcascotland.org to read the list and meet each of the young women featured.

Follow the campaign: Twitter [@ywcascotland](https://twitter.com/ywcascotland) #30under30

Lead comment

Inclusive education should be more than just an aspiration



@sallycavers

Follow Enquire
@ASLadvice

We need to better empower and equip schools to support children with additional support needs - and the new review of implementation offers hope, writes *Sally Cavers*

The Scottish Government review of the implementation of the additional support for learning (ASL) framework is under way. Views and experiences are being gathered, with the report expected in Spring 2020. It is a welcome consideration of where the additional support for learning legislation and guidance is – and is not – being realised for children, young people, parents and school staff.

A common view is that the ASL Act in Scotland and the accompanying Code of Practice details exactly what we want for our children and young people with additional support needs. However, implementation and delivery, especially in recent years, has been challenging.

A number of reports and latest research have highlighted similar issues for teachers and support staff in meeting the range of needs in a classroom. Amongst the findings, it has been revealed that there is a sense of children with additional support needs not being included or offered an education that allows them to thrive and reach their potential. An increased level of disagreement between parents and local authority staff about how children's needs are provided for and met has also come into the spotlight.

There are many thousands of children with additional support needs who do receive very good levels of support, an education that will allow them to reach their potential, and the foundations for sustainable positive destinations.

I have yet to meet a practitioner who is not genuinely committed to getting it right and in my everyday experiences I meet many education staff whose passion and dedication leaves me inspired.

But for a significant minority of children and young people who are not receiving excellence and equity in education, the implications are profound.

Support for autistic pupils

Last year, Children in Scotland in partnership with Scottish Autism and the National Autistic Society Scotland produced a report responding to significant concerns about autistic children not in school and regularly sent home but not formally excluded. We titled it *Not Included, Not Engaged, Not Involved*. It was a deliberate play on the practice guidelines of a similar name (Included, Engaged and Involved part 2: guidance on preventing and managing school exclusions), to reflect the research findings and the distance a sizeable number of autistic children are from receiving the practice outlined.

Our report set out nine calls for action that, if implemented, would lead to improvements in the educational experiences of autistic children, and all children with additional support needs.

We have seen progress on our call for improvements to initial teacher training and continued professional development, but we would like to see more progress where mainstream

education is not working for autistic pupils. I am hopeful that the recommendations of the review will support this.

The national picture

National data looks positive for children with additional support needs. Local authority statistics show that more young people are securing positive destinations when leaving school, and there has been announcements about recent additional investment in school counsellors and support staff.

However, in the conversations I am part of there is a sense expressed that educationalists cannot deliver the inclusive provision we aspire to. Barriers relating to class sizes and the potential range of need in each class, the attainment challenge sitting incompatibly alongside inclusive education, and a reduction in specialists who can provide additional input and advice are simply too much to overcome alone.

Tension arising from access to specialists to support inclusive practice is prevalent. These feelings are perhaps validated when you review statistics which show the number of teachers specialising in learning support has reduced by 18% between 2010 and 2017. Other services experiencing decline have included educational psychology, speech and language therapy and local authority support teams such as behavioural support.

The importance of listening to children and young people

As adults we don't know what support currently feels like and therefore must make sure children and young people's views are front and centre of this review.

A network of Inclusion Ambassadors, first established by Education Scotland and now managed by Children in Scotland, provides an opportunity to consider a range of views from different local authority areas. Last year the five themes identified by the Ambassadors as important for inclusion were: friendship; belonging; awareness of additional support needs; positive attitudes; and asking for help and support. Similarly, our work with children as part of the My Rights, My Say support service has shown the power in a collaborative approach to listening to children and supporting a range of ways for views to be shared, heard and acted on.

"We cannot deliver the inclusive provision we aspire to"



If you haven't already done so I'd encourage anyone working with children with additional support needs to support children to contribute to the review.

Recognising the change required

The components of good practice seem, somewhat unsurprisingly, to be located largely in schools where there is strong inclusive leadership, where individual staff have the opportunity to lead, where inclusive values are embedded in all activity and where there are multiple opportunities for children and their parents to have a say and feel heard.

The review will consider the roles and responsibilities of support staff, teaching staff, leadership role, education authorities and national agencies. This feels critical given a range of concerns raised with our services around planning processes and support staff changes.

It is fair to say that we are not always doing supporting our schools, and school staff, to effectively deliver. Working hours surveys reveal the extent of teachers' working weeks, pupil support assistants talk of the impact of low morale and additional support for learning teachers describe being pulled into supply or cover roles. A system under pressure will not fare well for those within it.

I was at a recent question and answer session with the Deputy First Minister that had been organised by the National Parent Forum of Scotland where most of the questions to the Cabinet Secretary were about additional support for learning. The sense from the parents in the room was

of a failure to meet children's additional support needs, not limited to one area, but exacerbated by a gulf between what is meant to happen as outlined by legislation and its supporting guidance, and what is happening in practice. It was a small number of parents but their passion and determination in seeking improvement for their children led them to ask questions of the Deputy First Minister on a Saturday in Perth. We need to do more to secure better experiences and support improved relationships for these children and their families.

The appointment of Angela Morgan as the independent chair was a wise one. She is listening respectfully to everyone involved and is making thoughtful and skilful responses. My sense is that any recommendations will be achievable in the short term and will shine a light on what steps can be taken to make a difference. In the longer term I would welcome a broader national debate to consider the purpose of education and the scale at which it is delivered. But for now, I look forward to the report and its recommendations.

Sally Cavers is Head of Inclusion at Children in Scotland

> Contribute to the ASL framework review until the end of December. Email ChairASLIndependentreview@outlook.com

> For more information on the Not included, not engaged, not involved report visit notengaged.com

> Morgan shares her experience of education as a young person with autism page 27

Parliament, repurposed



@amywoodhouse

> Read our manifesto in full on our website
childreninscotland.org.uk

What should the new UK Government's child policy priorities be?
Amy Woodhouse gives an overview of our Manifesto calls

Ahead of the General Election, Children in Scotland put together a Manifesto aimed at the new UK Government and newly elected MPs. It identified four key areas and 14 calls we believe they must focus on to ensure the rights of young people across the UK are prioritised.

It was shaped by research evidence; learning from our projects; our 25 Calls campaign; the priorities of our members and partners; and the views expressed by the children, young people and families we work with. The Manifesto was supported by partner organisations including the Scottish Youth Parliament, Together, and YouthLink. Here's what we called for:

Rights and democracy

1. Extend the vote to 16 and 17 year olds in all UK elections and referenda
2. Fully incorporate the UNCRC and all international human rights treaties into UK Law

All children and young people have the right to a say on matters that are important to them (*Article 12, UN Convention on the Rights of the Child*), and extending the opportunity for 16 and 17 year olds to vote in all polls is a vital part of realising that. We also encourage the new UK Government to follow the Scottish Government's pledge and fully incorporate the UNCRC into UK law.

Children and young people's place in Europe*

3. Continuation of funding for Erasmus+ allowing young people to study, volunteer and participate in youth work projects in the EU and young people from the EU to study, volunteer and participate in youth work projects in the UK.
4. Continuation of opportunities to work, study and travel abroad: Visas should not be required for travel inside the EU.
5. Retention of all workers' rights granted by the EU.

No one living in the UK under the age of 20 voted in the 2016 referendum on EU membership. Many millions of young people have had no say whatsoever in the UK's future relationship with our European neighbours. The UK Government has a responsibility to ensure the decisions they take are in the best interests of those too

young to vote. We therefore urge them, and all newly elected MPs, to ensure that their positions on Brexit meet the priorities of children and young people.



Child Poverty

6. Reverse the benefits freeze
7. End the two-child limit
8. End the benefit cap
9. End the reduction in housing benefit
10. Readopt legally binding targets to reduce child poverty
11. Accept the recommendations of the UN Special Rapporteur's report on Extreme Poverty and Human Rights

The 2018 report by the UN Special Rapporteur on Extreme Poverty and Human Rights identified austerity measures and a punitive social security system as key factors influencing growing rates of child poverty across the UK. Close to 40% of children and young people are predicted to be living in the grip of poverty by 2021. In a wealthy nation like the UK, any child living in poverty is completely unacceptable.

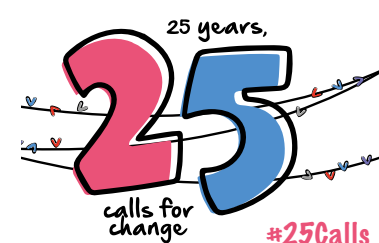
The Climate Crisis

12. Support the work of the Scottish Youth Climate Strikers, who urge the UK Government to commit to a specific target of achieving net zero greenhouse gas emissions by 2030
13. Commit all Government Departments to tackling the Climate Emergency
14. Use examples and evidence from young people-led climate change campaigns to inform development of policy and legislation at local and national level

Children and young people across the world have taken to the streets in huge numbers over the last year to protest about the lack of meaningful action by governments to address environmental targets. Parties now must demonstrate in detail how they are going to be held accountable in achieving these commitments.

Amy Woodhouse is Children in Scotland's Joint Acting Chief Executive

Empower young people to be values-led digital citizens



> Read the original calls made as part of our 25 Calls campaign, and more responses, at
childreninscotland.org.uk/main-25-calls/

Responding to Call 10 of our 25 Calls campaign, the Empower Project champions the need for more digital education and young people to be included in discussions about tech to ensure they stay safe

Change happens every second, every day in the digital world. We don't have the time to wait to ensure that conversation about digital values is translating into action on digital citizenship.

The time is now.

We need to speak openly about the abuse that is infiltrating online societies, and demand that platforms take responsibility. And we need to every single individual to respect, listen and be accountable for their digital footprint.

We should learn about digital citizenship in school, just as we learn about science and language. We should start positive conversations with our children about how they use their tech for good. We should make conscious decisions to plug in and plug out of our devices on a daily basis.

The values that underpin who we are as citizens should underpin our activity online. Respect, dignity, compassion, ambition, honesty, open-mindedness, integrity and love. Call out abuse online, block the content you don't want to see and take your online self-care as seriously as your offline.

At the Empower Project, we are taking action by listening to digital natives. We embed young people at the heart of our work so that they – and we – can develop a better understand of tech abuse and online safety. Young people are directly involved in how we create and spread knowledge to other young people, policy-makers and wider society. We need to take our lead from them.

We need young people to tell us what needs to change and demand it from decision-makers and online platforms. Crucially, we need to listen.

This response was first published online at childreninscotland.org.uk

> Find out more about the work of the Empower Project
theempowerproject.co.uk

> Call 10 of our 25 Calls campaign, by Jess McBeath, states "It's time to agree a common set of values in the digital world".



Image: As part of their response, the Empower Project made a zine capturing their members' digital views

* Recommendations made by the Children and Young People's Panel on Europe in their report 'Listen to us', published in February 2019.

For more about this landmark participation project supported by Children in Scotland and Together, visit
childreninscotland.org.uk



Twenty-twenty vision



@tkirk039

In 2019 Scotland marked two decades of devolution. *Tracy Kirk* reflects on a year of child rights legislation at Holyrood

There can be no doubt that 2019 has been one of the most momentous years for legislation that seeks to promote the rights of children. For many, it has seen the realisation of campaigns spanning both decades of the parliament's existence.

The Children (Equal Protection from Assault) (Scotland) Bill, introduced by John Finnie MSP, recently become law after 20 years of advocacy from children's rights organisations and academics alike. Not without controversy, the Bill, which gives children the same protection from assault as adults by removing the legal defence of 'justifiable assault', builds on years of campaigning and brings Scotland in line with the UNCRC and 57 other countries around the world that have voted to end lawful physical punishment of children.

The Age of Criminal Responsibility (Scotland) Bill was also unanimously passed this year, raising the age of criminal responsibility from eight to 12.

However, more needs to be done to raise it further, to 14 as a minimum – in line with the UN Committee's suggestions.

Restraint of children, an issue which is advocated on by the Children and Young People's Commissioner Scotland, is the next hurdle to be tackled.

Each of these have, at times, proved unpopular and controversial. But children's rights issues should not be shied away from on the basis that they are unpopular.

Human rights are not about popularity. We need to support young human rights defenders and families, while upholding children's rights – a challenge which has proven difficult and contentious thus far.

Over the years, key pieces of legislation have aimed to progress the understanding of children's rights, and their importance in a modern society. The Children and Young People (Scotland) Act 2014, for example, had an important impact upon interdisciplinary understanding of children's rights. Building on the Children (Scotland) Act 1995, this new legislation made provisions for rights, wellbeing and Getting it Right for Every Child (GIRFEC), early learning and childcare and looked after children. It was to build upon existing legislation whilst placing a greater emphasis on children's rights.

But some specific parts of it proved too divisive to take forward. One element of the Named Person scheme was deemed unlawful, because it was not human rights compliant. And here is a crucially important element to consider: children's rights are human rights. It is important that there is clarity on how child rights legislation works, which means putting the child at the centre of the process. Children's rights legislation should never contradict human rights legislation.

Work within education led to the development of Curriculum for Excellence – a cross-curriculum, whole school approach which reviewed the content of teaching and learning. It was a new, and bold, approach which was officially implemented in 2010. Since then, numerous education-based statutes have led to a focus on Getting it Right for Every Child (GIRFEC), curriculum changes, standardised testing and attainment.

It is perhaps important to note here that policies such as free school meals and free university tuition place Scotland head and shoulders above our neighbouring nations, although the delivery of these has varied over the lifespan of the parliament.

Legislation which recognises a duty of care to care experienced young

people, kinship carers and young carers must be hailed as positive along with the recent extension of these duties and right to support. The work of the Independent Care Review team in giving a voice to those with lived experience within the care system promises a thought-provoking report at the beginning of 2020. However, there has been much less recognition of young carers who are fulfilling roles which should be done by adults. This is an example where individualised approaches are important but largely invisible at present.

Ensuring that all those who work with children and young people know and champion the right for children to give their views, regardless of their age, should also be a priority going forward. The current focus on the age of 12 does not mean that a child must wait until this

"2019 has been momentous for children's rights"

time to give views or consent to activities within schools – despite what may be believed across education, health, social work and law. Going forward it is important that we start afresh and focus upon the importance of true participation. This seems to be an area the Scottish Parliament is taking seriously, having established a Community Outreach team that works directly with young people as well as other interest groups.

But there is a balance to be struck between protection rights and participatory rights. This concept and relationship is something which needs to be engaged with in the months ahead, recognising that all children are entitled to both types of right respected within the law.

What's more, the current reliance on age limits means that there is a disjointed and inconsistent approach to rights. Adolescents, for example, are old enough to have sexual intercourse, get married and vote but are not able to leave school except on statutory school leaving dates. Those under 16 can be charged with a crime by a court of law, deemed mature enough to be accountable for their own actions and understand and burden the consequences, but are not deemed responsible enough to vote. The suite of rights that are only enforced at pre-determined and outdated coming-of-age milestones needs to be addressed. We need to engage with the rationale behind age limits in Scotland to ensure that we are empowering our children and adolescents, not alienating them.

And 2020 looks like it will be another children's rights focused year in the Chamber. The 'maximalist' approach to incorporation of the UNCRC, which John Swinney has recently announced, will be important, developing a legal obligation to consider, protect and promote the rights of children and young people in every area of life. Other Bills announced so far cover a range of areas from food and food poverty, protections against hate crime, enhancing children's voices in court, and ensuring provisions for successful transition to adulthood for disabled young people, to name a few.

Scotland has the opportunity to be a world-leading legislator in child and adolescent rights – it's time to embrace that and put the expertise we have to good use.

Tracy Kirk is a Children and Adolescent Rights academic, and Lecturer of Law at Glasgow Caledonian University

Relationships, rupture, repair



An ACEs residential with Dr Suzanne Zeedyk

26 - 28 March 2020 Stirling

The rupture-repair cycle is central to all healthy relationships. It is in the repair of ruptures that resilience is built, in both relationships and for individuals.

This three-day residential course will explore this cycle in depth, making links with attachment process, traumatic experiences in childhood and the development of self-regulation capacities. You will leave with a clear understanding of why 'making up' really is more important than 'messaging up'.

Booking will open shortly for this event. To register interest, email: events@childreninscotland.org.uk



Professional Diploma in Therapeutic Life Story Work with Richard Rose

In partnership with life story work expert Richard Rose and St Andrew's Children's Society, we are pleased to announce our upcoming Professional Diploma course on Therapeutic Life Story Work.

Life story work is an effective intervention that helps children and young people recover from abuse, trauma or neglect and make sense of a disrupted upbringing. It offers deep reflective work with a child to help develop a coherent and accurate story of their lives, facilitating an understanding and acceptance of who they are and their past experiences.

During this programme, you will experience the potential of a therapeutic approach to life story work, focusing on the ability to develop creative and innovative approaches to direct work with children.

The Professional Diploma is taught on a part-time basis in four blocks – March, June, September and December 2020. Upon completion you will receive a Professional Diploma in Therapeutic Life Story Work.

Find out more at childreninscotland.org.uk/tlsw-diploma



Members' Spotlight

"We need to nurture our staff who nurture our kids"

Carole Dearie tells us how changes in one of Scotland's secure care units have had a positive impact on both staff and young people

St Mary's Kenmure is one of five secure facilities across Scotland which offer a controlled, safe and secure environment for young people who are deemed to be presenting a risk – either to themselves or to others. In St Mary's we have 24 beds across four separate house units. Young people are referred to us either through the courts or via the Children's Hearings System and can come from all over Scotland.

When I took over as Director of Services in 2017, I came in to an environment that fuelled a culture of absence, disrespect between staff and residents and extraordinarily high levels of restraint. Violence towards staff was not uncommon. The punitive approach which had clearly been the norm was unhelpful at best, and unhealthy at worst. Things needed to change.

As Angus Skinner once said, "buildings can be improved, bedrooms made more attractive, but staff make or break the system." This, a favourite quote of mine, became my mantra as I assessed what needed to change to have a positive impact on both the staff and kids within the unit.

Adopting a more therapeutic approach

Time and time again research says that supporting young people instead of constantly punishing them has better outcomes.

So first and foremost, I instigated a move away from a punitive approach towards a more therapeutic one. This was met with a very surprising response by some staff who, deciding they did not want to be part of the journey of change, left the organisation. I have absolutely no hesitation in saying this was the right thing for them to do as it helped to ensure that those working with the young people who come through our doors all share the same values.

Scotland, as a whole, has adopted an approach that is respectful and upholds children's rights. But this is not always lived in practice. Seeing the young people come through our doors at St Mary's it was clear to me we needed a radical shift. We needed to demonstrate love and nurturing approaches that conveyed respect and care from the outset.

Changing the environment

Alongside this, in November 2017, I took the first major decision that was to have a significant impact on the reduction of violence within the units. Starting with the unit that had the highest number of restraints, we changed the physical environment.

The hard, cold furniture, shipped from the USA, was not only uncomfortable but not at all homely or welcoming. Units were sparse and it was clear that risk was dictating what should be included and available. I wanted to manage the risk not avoid it. We changed it to softer, more homely furnishings – furniture that I would gladly have in my own home. For the young people who come to stay with us, this is their home – be it for just a few weeks, months, or more long-term. I wanted them to feel safe and comfortable, and not like they were in an environment that lacked warmth.

The results have been astonishing and data collated on the use of restraint was showing a sharp decline within this unit. The refurbishment was then rolled out to all units and again we have been impressed with the results. Across all four units there has been an 80% reduction in the use of physical restraint and one unit has had a 100% reduction.

Young people and staff have taken great pride in the newly refurbished units and young people willingly assist with household tasks to maintain a good standard throughout.

Since these changes were implemented, we have also seen a reduction from around £200,000 per year spent on repairing damages, to somewhere between

Voices From Within Project

"Young people don't feel placed in St Mary's, they feel part of St Mary's"

I want to know how kids feel now about their care so that I can make changes to improve things sooner rather than later. In 2018 I introduced a project titled 'Voices From Within' This project has three main roles; Advocacy Champion, Health and Wellbeing Champion and Activity Champion. The St Mary's Kenmure Voices Within project offers young people within the units a chance to take on additional responsibilities for a small monetary benefit.

Residents can apply for the posts, which are advertised in the units, and they attend interview. Those who are successful have the opportunity to provide tours for visitors, welcome new residents. The Champions attend monthly Senior Management Meetings to feedback the issues on behalf of the young people and an action plan is devised to demonstrate if and when the issues will be addressed.

Young people have responded exceptionally well to this project and we have seen self-confidence and self-esteem rise significantly. Young people say they don't feel as if they have just been placed in St Mary's, they feel a part of St Mary's.

Fundamentally, it is about teaching our young people respect and responsibility, and living those values ourselves.



Last year's Christmas card (pictured) from St Mary's, designed by a resident

£5,000-£10,000. I used to judge how difficult a night my staff had had by the police van and glaziers van which were parked outside the unit in the morning when I arrived. Those days are gone. In fact, the glaziers we use once called to ask if we were still open!

Introducing a staff outcome framework

I also felt it was not just important, but crucial, to look after the staff team.

I developed a staff outcome framework based on the SHANARRI framework embedded in the Getting it Right for Every Child approach. We adopted the same wellbeing indicators of safe, healthy, active, nurtured, achieving, respected, responsible and included, and added our own – 'hope'. To me, it was important that staff didn't lose hope, and sight of what we were, and are, trying to achieve.

In order to ensure each member of the team feels respected, valued and a key part of the bigger picture, the framework assessment is bespoke and tailored to each staff member. It is conducted as a self-assessment, creating a new culture of honesty and respect. Staff can be open and honest about how they feel they are doing within each area, and their answers are treated with respect. Anything requiring action is taken forward and necessary support given. The framework moves away from the supervision models of days gone by and is now much more inclusive and nurturing. Staff consistently spoke of supervision being about 'getting into trouble' and 'blame'. This inclusive approach has contributed not only to incidences of

"We needed an approach that conveyed love from the outset"

restraints being reduced as staff feel much more confident in relationship-building and intervening in crisis, but also significantly reduced staff absence levels.

The framework was launched at the Scottish Institute for Residential Child Care (SIRCC) conference in June 2018 and has been presented to the Care Review. The framework is proving popular and I am delighted to see that others have considered adopting something similar with their own staff. I've already met with a number of organisations and local authorities which are keen to look at implementing a similar model. I am keen to see this, or a version of it, adopted more widely for staff in care settings. I really believe that in

order to succeed in providing quality care services you have to take care of the carers. We need to nurture the staff who nurture our kids.

We work in what can be a very intense environment – emotionally, physically and mentally. So alongside the wellbeing framework, my staff also have access to mindfulness training as well

as cognitive behavioural therapy (CBT) and on-site drop in clinics.

As a result, we are nurturing a competent, confident staff team who have better quality and more positive relationships with the young people within our care. This can only be a good thing.

This is reflected within our young people also. Our last Care Inspectorate report, published in 2018, reported speaking to young people who said they



Carole (second from left) and St Mary's Kenmure senior management team

felt happy and safe. Comments made to the inspectorate included: "yes, I feel safe", "yes, we are listened to", "yes, we get looked after". As a parent, corporate or otherwise, isn't that what you want to hear from your child?

As the care sector, particularly residential care, is often under a negative spotlight facing allegations and cases of historic abuse, we are proof of what can be done well, with the right approach and the right people.

Carole Dearie is Director of Services at St Mary's Kenmure

> Find out more about the Glasgow-based secure unit for young people at stmaryskenmure.org.uk

> Written by Jennifer Drummond

Benefits of Children in Scotland membership

"Being a member of Children in Scotland lets us feel part of the larger discussion and debate around the policies and practices for children and young people across Scotland.

"Opportunities to share good practice and keep up to date with the latest news and events are absolutely invaluable. Secure care can sometimes feel on the periphery as opposed to being part of the continuum of care but being a member of Children in Scotland helps us feel an integral part of it all."

Carole Dearie, St Mary's Kenmure

Children in Scotland member since 2013



Join us in membership and help change children's lives for the better

Children in Scotland is the largest multi-disciplinary network in Scotland, dedicated to improving children's lives.

Our members span policy, practice and research in all areas relating to children, young people and families. Each contributes uniquely valuable knowledge, skills, experience, passion and dedication.

Together we can make a difference

Find out more about membership and join our network childreninscotland.org.uk

First person experience

"Until I found my voice, no-one was listening"



Photo: Morgan and her mother speak to Children in Scotland

Young autism champion, Morgan, along with her parents, tell us about finding her voice during a difficult time at school.

"What is the point / Of my lips if they don't make noise? / What is the point of doing nothing at all?"

For Morgan, these lyrics from Dua Lipa's *Swan Song* helped give her strength as she recovered from changes in her classroom support at school.

Morgan and her parents had always had a good experience with her education, with successful transitions, trusted relationships with school staff, and the right support in place.

But changes to how her support was provided, and a breakdown of communication, left Morgan feeling anxious and in P7 she missed two months of school.

"At primary I felt happy. I liked learning – mostly spelling and maths. And I wrote stories", she says.

"But in P6 I started to notice small changes to my support in school, like the special table and chair I used were changed without me or my parents being told. And I didn't have any support at lunchtime.

"I felt all my classmates were ahead of me and also felt left out."

At this time Morgan was also no longer receiving the same level of support from an Additional Support Needs Assistant (ASNA). These changes had a big impact and she started to feel anxious at school, as well as at home.

"The stress from class was passed on to lunch and I couldn't enjoy eating. I also began to have anxiety at home. I had bad dreams and wasn't sleeping well.

I changed school during P7 and slowly things changed for the better. When I moved to secondary, things continued to be good; there they have two ASNAs and a support base.

I have also been able to help other children, including some with late diagnosis autism, to talk about and feel confident about having autism. During mental health awareness week at school, there was a Pupil Voice event and I got to answer questions from the class about autism.

My old school talked about rights, but it should be about support. Until I found my voice, it felt like nobody was listening."

"Parents and children need a voice"

Morgan's mum and dad added:

"When the support for pupils attending mainstream school is there, it works. The changes and improvements in the past 10 years have been phenomenal.

"Morgan has always been very sociable, loved school, her friends, and learning, and was always a very happy child. All her teachers were always helpful and supportive. One teacher was a probationer who had done autism training, and that made a big difference.

"We were already concerned by Morgan's anxiety. When she came home from school in tears, that was the final straw.

"We were worried about her lack of support and feel the support she was entitled to wasn't there. When changes were made, we didn't feel involved or listened to.

"Things have been resolved in the end, and Morgan is now happy in her educational setting. But we feel it is important that when changed are made to children's support, both parent and child are involved in those decisions. It is important both parents and children have a voice."

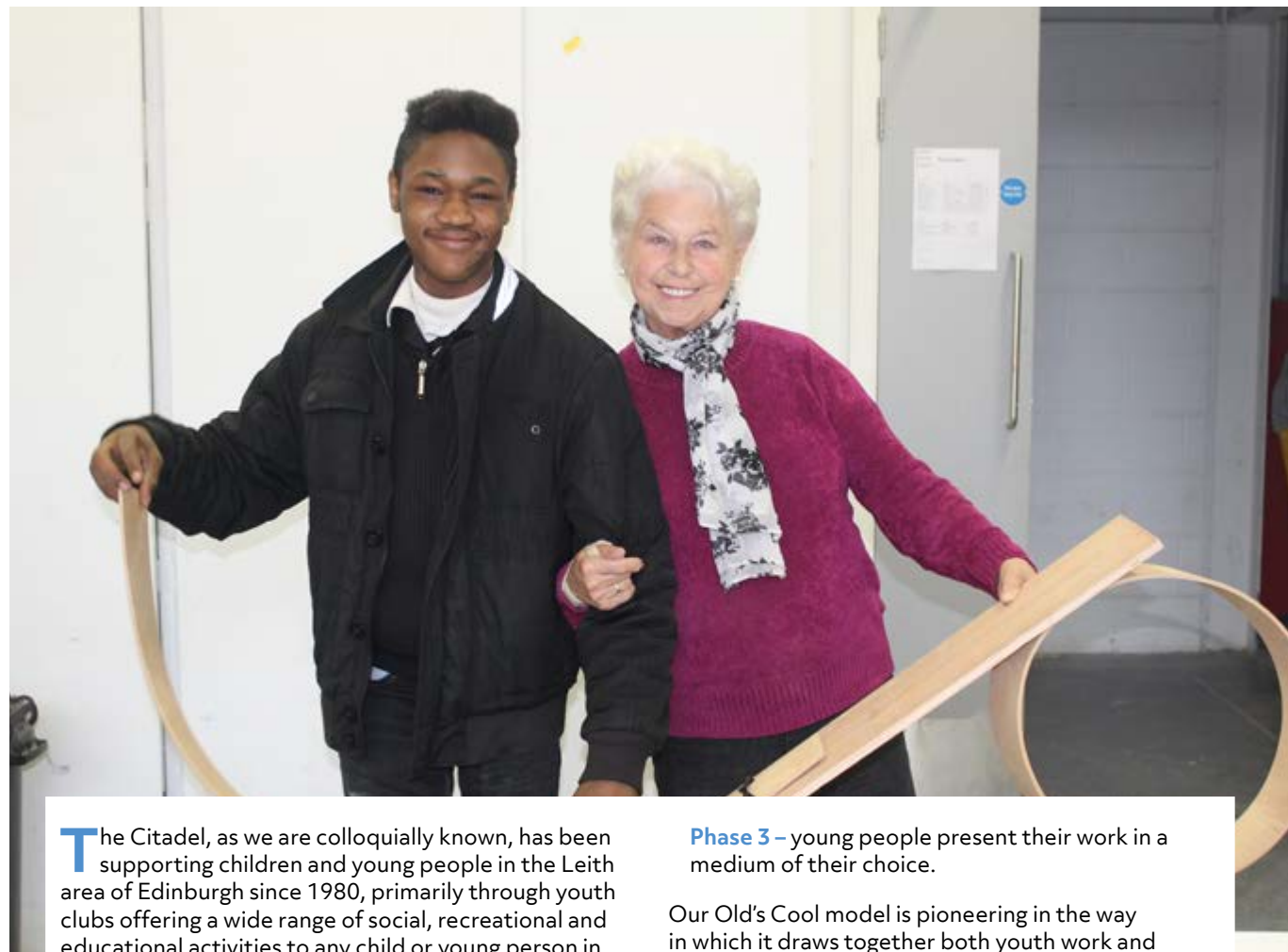
> Many thanks to Morgan and her family for sharing their story

> Interview by Lynn Gilmour

> The Autism Toolbox is a free, online resource to support the inclusion of autistic learners in Scottish education settings. Find out more at autismtoolbox.co.uk

Going Old's Cool

Ryan McKay of the Citadel Youth Centre on how an intergenerational project delivered in the Capital has innovatively brought together both young and old



Pictured: Participants work together in the Old's Cool project

The Citadel, as we are colloquially known, has been supporting children and young people in the Leith area of Edinburgh since 1980, primarily through youth clubs offering a wide range of social, recreational and educational activities to any child or young person in the local community. But increasingly, the Citadel is not just for the city's youth.

Our doors regularly open to support young parents as well as a host of other community events. Growing concerns over youth unemployment and tensions between young and older people has also made us committed to nurturing successful Intergenerational Practice (IP), and the development of the Old's Cool Intergenerational project.

The aim of Old's Cool is to train and support young people in S1 – S4 who are either disengaged or at risk of disengaging from school, to facilitate intergenerational (IG) activities with older people and present a record of their work to the wider community. The programme is split into three distinct phases:

Phase 1 – focusing on working with young people in school to prepare them in their role as facilitators.

Phase 2 – young people taking the lead in delivering the IG activities with older people in a community setting.

Phase 3 – young people present their work in a medium of their choice.

Our Old's Cool model is pioneering in the way in which it draws together both youth work and intergenerational practice. It has been designed to support youth workers as well as practitioners delivering both school and community-based IP. By acting as the intermediary between formal schooling, arts partners and local agencies providing services for older people, we have been able to build successful intergenerational relationships with partners who typically don't engage in the practice.

For those new to IP, the links between this innovative way of working and youth work may not be immediately apparent. How exactly do you go about bringing two opposing generations together, in a way that is mutually beneficial to both parties? How can you create a positive, educational experience that both young and older people will enjoy?

When developing Old's Cool it was clear that, rather than focus on the differences between generations, we needed to concentrate on their similarities. On the surface, young and older people may look different, or talk differently – but once you dig a little deeper, many of the key issues impacting on their lives are shared between both generations.

For example, safety in the community affects both generations, as does mental health. Anxiety, depression and social isolation are not age-specific. Challenging experiences in relation to employment can take place at all stages of life, whether it is starting out in your career journey or adapting to life post-retirement.

Our Old's Cool model challenges and widens our young peoples' world view. By exploring stereotypes of young and older people, both generations can improve their perception and understanding. This in turn challenges ageism while dispelling any misconceptions that may exist. By developing their communication skills, our young people learn to articulate opinions and challenge any preconceptions they may have.

In my early experience of developing Old's Cool it was common for teachers to focus solely on the potential impact of the programme on their pupils, with little thought for the positive impact on older people. By focusing on the shared experiences, we were able to deliver relevant programmes that authentically connected with both generations.

Focusing on similarities, each Old's Cool group were tasked with communicating using a variety of mediums. To date, groups have chosen to explore film, photography, audio interviewing and recording, music and soundscape creation, 3D printing, coding, wood and clay sculpture-making. Empowering the young people to choose and facilitate the forms of media results in improved self-esteem and confidence. This increased confidence for the young people directly impacts on their ability to form trusting relationships with the older people. The older people become less tech-phobic as they see modern media and communication in action.

Voluntary participation, a key feature of youth work, plays a fundamental role in Old's Cool. Put simply, those who are on the programme want to be there and this creates a genuine bond between participants. It also fosters a positive group atmosphere which in turn increases the participation of our young people in class and their wider lives.

On completing Old's Cool, our young people leave with a broadened sense of community, improved communication skills and the ability to engage positively with an older generation. These transferable skills can be applied to other areas of their lives, greatly increasing their chances of social and economic success.

Ryan McKay is a Development Worker at Citadel Youth Centre

Old's Cool Intergenerational Toolkit

At the Citadel we are passionate about the intergenerational work partnerships we foster. Many schools in Scotland are now involved in intergenerational practice (IP) yet it is still largely viewed as an optional rather than compulsory activity. We call on youth organisations and schools to build on the work we have started.

We are confident about the genuine difference youth workers can make by developing intergenerational work. To support youth workers in developing their own intergenerational work partnerships we have created the Intergenerational Toolkit. It has been designed to highlight and share the Old's Cool model, providing guidance on how to develop your own projects as well as best practice guidelines for schools.

> Find out more and download the Toolkit at citadel-youthcentre.org.uk/intergenerational-work/

Children in Scotland round-up

Win a free place on our training courses

We're shaping our calls for the 2021-26 Scottish Parliament right now which will influence Scottish parties' agendas. We'd encourage you to take part in a short survey where you can make your priorities clear. Everyone who fills it out is in with a chance of winning a free place on one of our training courses in 2020.

> Take the survey: on our website, via the 'Views Wanted' panel

childreninscotland.org.uk

Talking heads

Look out for the new Children in Scotland podcast series, launching mid-December

PPP, on land and sea

Our Policy, Projects and Participation team is leading an array of interesting projects.

Open Kindergarten, based on the trailblazing Nordic model of family support, is up and running with sites at Granton Early Years Centre in Edinburgh and Mayfield Family Learning Centre in Midlothian.

We're working with Scottish Throughcare and Aftercare Forum on Home and Belonging (H&B), supporting care-experienced young people in evaluating the 12 Life Changes Trust-funded creative H&B projects. An initial co-design workshops with the recruited young people was held in early December.

And finally, the team has been commissioned by Crown Estate Scotland to consult children on what they think land, coastline and the seabed should be used for. Look out for the findings in February!

> Email dmackay@childreninscotland.org.uk for more details on Open Kindergarten and Home and Belonging.

> Email ekerridge@childreninscotland.org.uk for more details on the Crown Estate work.

Joined-up thinking

We're always pleased to welcome new members. Organisations who've signed up in the past few months include North East Scotland College; Team Jak; WHALE Arts; SAMH; and CLD Standards Council

> Interested in joining us? Visit our website to find our more childreninscotland.org.uk/membership

25th amendment

Our 25 Calls campaign continues into 2020. From February we'll be returning to our original call-makers to ask for updates, and there's still time to add your voice to the campaign by submitting a response.

> Want to contribute? Email csmall@childreninscotland.org.uk

Introducing...

"The Board is getting one person but I've lots of voices behind me"

Each issue we hear from a member of our network about their life and work. Here **Liam Slaven**, who joined Children in Scotland's Board in August, tells us about what he wants to bring to the role, the value of volunteering – and his favourite late-night reading. *Interview By Chris Small*



Liam Slaven MSYP
Children in Scotland Board Member

I saw the Children in Scotland Board advert on the Young Trustees Scotland website. And I thought, 'I want to be on a Board because I like new challenges and I like affecting change and making a contribution'. I read the briefing in the pack and there was a bit saying you'd welcome people from the age of 16 to 26, people who are care experienced, LGBT etc and I thought 'oh I tick a lot of these boxes – I'd better apply!' I got an interview, gave it my best, and it worked out in the end.

A lot of my experience comes from volunteering. I've had many different volunteering opportunities – with Young Scot, Scottish Youth Parliament, and Who Cares Scotland? I'm a former advisor to the Children and Young People's Commissioner, and I'm a member of the Falkirk Champions Board. When I'm not working, I'm volunteering!

I love learning new things. So I thought I could bring my experiences, and my experience of working with other people, to the Board. And because I've worked with so many young people in the past, I can bring their experiences too. The charity and the Board is getting one person but I've got a lot of voices behind me.

My priorities in terms of issues include UNCRC incorporation. But there are other important areas. There's going to be a big culture change in Scotland because of the Independent Care Review. I'm on one of the work groups and it's going to be very interesting when they release their findings and recommendations. I'll be trying to champion that.

I love reading reports. When I'm at an event like your recent Networking Event and they're on tables I'm like, 'I'll just take one' and I'll read them on the train, or at 12 o'clock at night. I came home with hundreds of reports to read... At the first Board meeting there were lots of papers. But I like reading papers. I know you don't hear many 19 year olds saying that. I used to read copies of the Budget when I was 13 years old..!

Next issue: Issue 196, February - March 2020

The next issue of Children in Scotland magazine will be published in February 2020.

Want to contribute?

Contact our Editor via email jdrummond@childreninscotland.org.uk

Don't miss out!

Sign up to be a subscriber by emailing info@childreninscotland.org.uk



Free resources

The *In a Nutshell* series, cutting the jargon to help parents understand the curriculum, assessment, qualifications, careers information and much more.

Email enquiries@npfs.org.uk for further information, quoting Children in Scotland.



npfs.org.uk [parentforumscotland](https://www.facebook.com/parentforumscotland) [parentforumscot](https://twitter.com/parentforumscot)



www.fcsc.org.uk
[@FlexibleCScot](https://www.facebook.com/FlexibleCScot)

SAVE THE DATE

SATURDAY 1ST FEBRUARY 2020

Join us in
Bonar Hall, Dundee, DD1 1PB
as we launch the
Flexibility Pathway

An innovative management resource that
enables early learning and childcare providers to
increase bookings, be more flexible, and manage
staffing more efficiently.

Quality • Flexible • Inclusive
Affordable • Accessible
www.fcsc.org.uk

COMING SOON

Supporting you: supporting your staff

February 2020



Staff who feel supported within their own working environment are better placed to support each other and the families and children they work with.

Join us on this full day training course where we will look at management techniques to help you support your staff.

Topics covered will include:

- Mental health in the workplace
- Managing ethical dilemmas
- Creating a supportive, values-driven culture



Want to find out more?

Contact events@childreninscotland.org.uk



Netherlands study visit

02 - 04 March, 2020



According to the *Child Well-being in Rich Countries* report (Unicef, 2013), Dutch children were the happiest in the world. Children in the Netherlands were rated ahead of their peers in childhood wellbeing, including material wellbeing, health and safety, education, behaviours and risks, and housing and environment. In the same report, the United Kingdom came 16th compared with 29 other rich, industrialised countries.

Our upcoming study trip will explore the why and how of the Netherlands success, exploring its health, care and education system, cultural changes and innovative approach.

The trip is open to anyone engaged in education, childcare and the welfare of children, young people and families. We welcome delegates from across the professional spectrum, from early years practitioners to educational psychologists, front line staff, management, academics and administrators.

Book your space:

Online: childreninscotland.org.uk/Netherlands-study-visit-2020

Email: events@childreninscotland.org.uk

Tel: 0131 313 8828

Prices start at £825pp