

Turning the page

Why children's futures must mean inclusion in democracy, learning and the arts

People power

Roslyn Neely on the ethos of child first, patient second

Only connect

Angela Morgan on valuing all in education



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Welcome

It's May already and as anyone who works to support to children and families in Scotland knows only too well, the business of spinning plates to balance the demands of service delivery with long-term planning never stops. But, as many of the contributors to this edition point out, we also need an opportunity to pause and reassess our goals.

As much as the world still feels in turmoil, a new-found sense of community and commitment to partnership working has emerged in the last two years. This edition of *Insight* is informed by that sense of solidarity and our shared desire to keep children, young people and families at the heart of services.

To paraphrase George Bernard Shaw, 'Progress is impossible without change'. Our contributors are finding ways to buck the status quo and in doing so they're helping some of society's most marginalised, from those with support needs to families in poverty. I hope the voices in this issue inspire you to be part of the change we all want to see.



Jennifer Drummond
Editor

@Jen_drum



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Cover: Yunhan Yang

Upcoming webinars



Strengthening Scotland's children's sector workforce is one of our key priorities. Here's a summary of some of the learning opportunities we have coming up in Summer 2022.

Feedback, questions or suggestions? Email events@childreninscotland.org.uk

- | | |
|---------|---|
| May 24 | Vicarious trauma and self-care
Jan Montgomery Tuesday, 24 May, 10:30am-12pm |
| May 27 | An Introduction to Therapeutic Life Story Work: with Richard Rose
Richard Rose Friday, 27 May, 10am-4:30pm |
| June 1 | Girls and autism: a hidden minority?
Rhiann McLean Wednesday, 1 June, 10:30am-12pm |
| June 8 | Learning from projects: Participation through the Pandemic – FREE
Children in Scotland project team Wednesday, 8 June, 10am-11.30am |
| June 9 | Supporting children and young people who self-harm
Penumbra Thursday, 9 June, 10:30am-12.30pm |
| June 15 | Leadership & management: attunement in leading, developing and mediating
Sandra Strathie Wednesday, 15 June, 10.30am-12pm |
| June 22 | Creating racially diverse and inclusive settings for children and young people
Nuzhat Uthmani Wednesday, 22 June, 4pm-6.30pm |
| June 28 | Member Event: Risk taking behaviour and young people led solutions
Fast Forward Tuesday, 28 June, 10:30am-12pm |
| July 5 | The teenage brain: implications for behaviour and learning
Jan Montgomery Tuesday, 5 July, 10:30am-12pm |
| July 26 | Challenging gender inequality as caregivers
Gender Friendly Scotland Tuesday, 26 July, 10:30am-12pm |
| Aug 3 | Supporting LGBTI children and young people: awareness and inclusion
LGBT Youth Scotland Wednesday, 3 August, 10:30am-12pm |



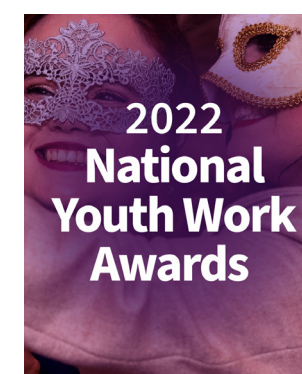
Bulletin

News, moves and innovative projects from our members and wider network...

National Youth Work Awards 2022

Taking place in person on Wednesday 1 June 2022 at the Hilton Hotel in Glasgow, this annual awards ceremony celebrates the youth workers and volunteers across Scotland who are making a difference to the lives of young people. Recognising universal, targeted and specialist youth work provision, organiser YouthLink Scotland has announced an impressive list of finalists from across the sector, including organisations and individuals in membership with Children in Scotland. In total, 37 youth workers, volunteers, youth groups and lifetime achievers will be honoured. We wish all finalists the very best of luck and look forward to congratulating the winners.

Find out more at youthlinkscotland.org



Joy unconfined

At the V&A Dundee until 5 June, 'Listening to Joy' is an interactive playscape designed by British-Nigerian artist Yinka Ilori for families of all ages. This vibrant, free-to-access installation uses pattern, music and colour to inspire. Bright zip walls form a maze that can be opened and closed, creating new ways to change the space. Visitors can also experiment with sound using two circular xylophones. The sounds will be recorded, mixed and transformed into a series of musical pieces, recording the fun and laughter provoked by the maze.

Find out more at vam.ac.uk/dundee

Standing up to racism

A P6 class at Glebelands Primary School in Dundee is actively campaigning to educate school children on how to deal with racism if they are victims of it or see other people subjected to it.

Their project, *Don't Recycle Racism*, won a Dragon's Den-style competition in a Social Enterprise initiative and the class has since secured partnerships in the local community with Biffa, Xplore Dundee, Jigsaw Media, NHS and Dundee Council. The pupils have designed a website hosting a wide range of learning resources on anti-racist education for primary-aged children. Their aim is to have their sticker/QR code in every primary classroom in Scotland, and locally on buses and Biffa bins to allow access to the information for all.

#DontRecycleRacism

Find out more at dontrecycleracism.co.uk

Expanding InTandem

InTandem, the national mentoring programme for children and young people looked after at home, is to be expanded to include 8-14 year-olds living in kinship care arrangements across Scotland thanks to new funding from the Robertson Trust. Run by Inspiring Scotland, InTandem recognises that young people looked after while living at home can experience challenging circumstances. A range of evidence, including research funded by the Robertson Trust, shows how mentoring can help support work to narrow the attainment gap in school, and to improve engagement in education. This three-year award will expand the number of children and young people mentored each week and begin to address the current gap in support for children living in kinship care arrangements.

Find out more at inspiringScotland.org.uk/latest-news



If you have a suggestion for a project, service or resource to feature on the Bulletin pages in our next issue, please contact Catherine Bromley: cbromley@childreninscotland.org.uk by 9/9/22

Chris Small on our continuing partnership with Edinburgh College of Art – and why environmental printing is a priority for us

Inspired ideas and future prospects

Much of the positive feedback to the first edition of *Insight* (see page 38) focused on the contribution of illustration students at Edinburgh College of Art. For our second issue we've been delighted to continue the collaboration, this time with fourth year postgraduates, as ECA's MA Programme Director Mike Windle explains:

"A few weeks ago Chris Small contacted me asking if MA Illustration here at Edinburgh College of Art might be interested in a live brief with Children in Scotland's Insight magazine. This was a good fit for us, before we launched into the third and final semester over summer."

"We have a large (64) cohort of postgraduates from all over the world. Not all of them have come from an art and design background – we see this as empowering for the group – but all have applied with excellent and wide-ranging portfolios, and with strong commitments."

Personal projects range enormously from very commercial to gallery-based images and artefacts. Briefs are not mandatory for us but must be made attractive and able to fit well with a student's ideas. I was delighted to see over 70 images produced.

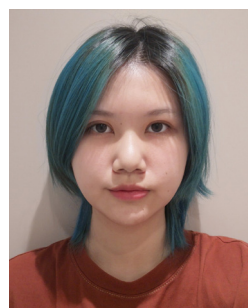
"Only four can be used at this time, however work done will augment future prospects for all. Chosen illustrators Han, Gianna, Yuan and Yunhan have backgrounds in advertising, architecture, illustration and health science respectively. It is this mix of expertise that helps and encourages students to bring their evolving and unique ideas to the table in seminars for discussion, and in presentations such as this. We appreciate this opportunity to appear in Insight!"

Thank you to Mike, this edition's featured illustrators (see panel below) and to all the students who took part. We look forward to developing the partnership with ECA for our next issue. ●

Illustration students at ECA published in this edition



Yunhan Yang
Cover



Yuan Wang
Page 7



Gianna Morelli
Page 20



Han Lin
Page 35

Green light on a sustainable *Insight*

In planning *Insight*, we thought carefully about how to create a new publication that mixed the digital and print experience, following feedback from members that you appreciate both. For our printed version, environmental considerations are a key concern.

We're conscious that printing produces a carbon footprint. While paper can be easily recyclable, unless it comes from forestries with a record of good practice on sustainability, then we could be contributing to deforestation. Choosing a reputable, local printer who can advise on these issues is therefore a major part of getting our environmental policy right.

Our printer, Ink on Paper, is based in Dundee, and the paper we use is certified by the Forest Stewardship

Council. We're grateful to the company's director, James Kain, for his guidance on appropriate paper selection and transparency about environmental print processes.

Other steps have been taken to ensure the hard copy version of *Insight* is as 'green' as possible. We carefully control the number of print copies produced, whilst ensuring we're meeting members' demand and advertisers' expectations of circulation. Posted issues of *Insight* arrive in a paper envelope with a reminder on the outside that it can be recycled (the envelope that is, not the publication – copies of *Insight* are already highly collectable).

If you have any questions or feedback about our environmental print policy, please contact me at: csmall@childreninscotland.org.uk ●

Billy Anderson Head of Services, Children in Scotland

Throughout my professional career, I have worked in various roles across the third sector and in multiple local authorities.

In every post, children and young people have been a source of both inspiration and energy. It can be so easy to fall into the trap of 'people politics' and risk losing sight of the main goal: educating and supporting the wellbeing and development of those who will ultimately be in the driving seat as the world moves on.

It was said to me, whilst acting as a young person's mentor, that I was in a privileged position. These words have followed me through time and always pull me back from the politics that often invade work in this field.

Remaining connected to the children, young people and families that have accepted us into their lives is absolutely crucial. Even if this is a fleeting moment, we need to actively listen to their voices, stories and experiences and include them in the fabric of our decision-making. In Scotland, we have a welcome and healthy shift towards co-design and co-production of services. This cannot be consigned to the history books as a trend that fades.

Words like, 'brave', 'strong' and 'innovative' are often used in relation to policy development. In order to be all of these things, we also need to be vulnerable. Too often this term is assigned to children, young people and families who fall into a certain category. This is especially true for those with additional support needs. But being vulnerable should not necessarily be seen as a sign of weakness or a criteria for pity. It is often the very foundation for bravery, strength and innovation.

We must connect with our own vulnerability, including acknowledging when we do not have the answers, and

work together with a sense of empathy and understanding that enables change to happen in an organic and truly collaborative way at the most human of levels.

In my new role as Head of Services at Children in Scotland, I see the fantastic services available for children, young people and families with additional support needs, as I did in my previous post as Senior Policy officer and coordinator of the Children's Views

service for My Rights, My Say. I also see the drive and authentic will of all staff teams to support each other, learn and be vulnerable in pursuit of remaining connected.

Our blend of generalist and specialist approaches has successfully created a collaborative space where conversations, trust and solidarity align to place the voices of children, young people and families at the front and centre of everything that we do.

I am a youth worker at heart. Everything I do is about making human connections and facilitating the space for vulnerability to be productive and a driving force for improvement. I am fully committed to the power of listening and the transformative role that Children in Scotland and its membership can play in the lives of all children. Writing for this column in the first edition of *Insight*, Children in Scotland's Chief Executive Judith Turbyne observed: "When things become difficult, sometime the first casualty is the ability to listen." I wholeheartedly agree and would add that in order for us to listen, we need to feel vulnerable and relinquish control, even if just for a minute, and truly reconnect with people.

To that voice that first encouraged my reflection, the young people and families who gave me direction and focus, and to every voice I've heard along the way; I remember, I hear you and I thank you. ●

"Being vulnerable is often the very foundation to bravery, strength and innovation"

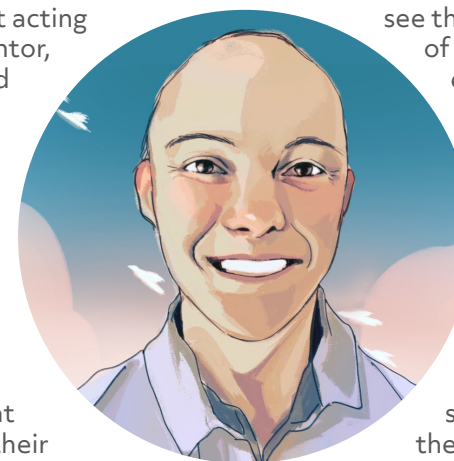


Illustration
Yuan Wang

“Our role is to see the world from two feet lower than everybody else”



Roslyn Neely, Chief Executive of Edinburgh Children's Hospital Charity, talks to us about ensuring children, young people and families are at the heart of decisions about their healthcare journey – and how the organisation is working to strengthen confidence, resilience and wellbeing

Interview by **Jennifer Drummond**

Over the last decade, Edinburgh Children's Hospital Charity (EHC) has grown from a wholly grant-giving organisation to delivering its own services through an award-winning Children's Wellbeing Team, Youth and Family support team, volunteering programme and retail arm. It has also undergone a rebrand, freeing itself of the original 'Sick Kids' moniker to better reflect the ambition of recognising visitors to the hospital as people first and patients second.

The charity played a vital role in the transition to the new state-of-the-art Royal Hospital for Children and Young People site, ensuring the building could meet the functions required of it. These range from facilitating ongoing collaborative work with services in an area fondly referred to as the 'family support wing', to funding practical and clinical enhancements to improve the care, support and environment for adolescent and tender-age patients.

In the 2021 Scottish Charity Awards, EHC was named Charity of the Year and won the People's Choice category in recognition of their support and innovations during the pandemic.

Here, Chief Executive, Roslyn Neely discusses their child-focused approach, commitment to empowering children, young people and families in their healthcare journey and how they are supporting developments in the field of child health.

Jennifer Drummond: EHC provides a safe, welcoming service for those who need to visit or stay in the hospital. How do you support children and families in some of their most difficult moments?

Roslyn Neely: If you think about what a Maggie's centre is to someone with cancer, that's what our children's wellbeing team and the hub is to any visitor to the hospital. It is a service that is, I believe, unique to a children's hospital setting anywhere in the UK.

A full arts programme is run by the Children's Wellbeing team and is intended both as a distraction but also to help achieve clinical outcomes. For example, we might have young people facing a lifetime of physiotherapy and they are fed up with it, so we work with DanceBase who collaborate with the physio to focus and target movement.

We get referrals constantly throughout the day from wards, and we do a lot of work particularly with the CAMHS inpatient unit. For many of these young people it can be a very traumatic time – they don't have a lot of control over the environment, and their freedoms are quite restricted. We use an art programme, guided by what they tell us they want to do, to give them back some control and the freedom to express themselves. The quality of what comes out is brilliant and it opens them up to talk to staff about how they are feeling. We utilise our arts programme often as a way in, to get to know the young person and to build trust.

Our Youth Work and Family Support team talk to young people about what is available for them in their local community and support attendance at our youth group or condition-specific groups. For some of our regular attendees, who may be in hospital every six to eight weeks for several hours of an infusion, the first place they come is the hub. Their treatment takes them out of school, takes them away from their friends and makes them different. Our youth work team will have an activity set up which keeps them entertained and makes it less about being in a medical setting, sitting in a waiting room. There's also a hot cuppa and a supportive ear for mum or dad.

The Youth Work team, in partnership with 6VT Youth Cafe, is also present in the emergency department on Friday and Saturday night so that when young

“Our services are unique to a children's hospital setting anywhere in the UK”



I hear professionals say ‘they won’t want that’, or ‘they can’t do that’ – but do they *know*? Have we actually asked and involved them? Often it comes from a good place, from wanting to protect people, but people don’t always require protection.

I do believe the power dynamic is shifting. Parents are the experts in their own child and their child’s illness, the doctors are the medical experts and the child or young person themselves live constantly with their condition. There needs to be an appreciation that you do things *with* them, not just to them. We have to be willing to work with children and families and ask what worked, what didn’t – and then be willing to flex it.

We want to make sure children are genuinely, not in a tick-box way, involved in everything that happens to them on their healthcare journey; how it looks, how it feels, what they experience and that they feel valued during the process. There is the will but I don’t think we are quite there yet.

If we can do that, and do that well, then we are really worthy of the ‘child first, patient second’ statement that we have made.

Healing environments

JD: Part of your work is to transform spaces in and around hospitals into colourful, playful welcoming spaces. Why is this focus on the environment important, particularly in a health or clinical setting?

RN: You are never going to hospital with a spring in your step – you are going because someone is unwell or you are going to hear a potentially life-changing diagnosis. So, to walk in and it’s unpleasant and the paper is hanging off the wall, it smells weird, it’s echo-y and there’s bright lights – it doesn’t help.

We want you to feel special, cared for and welcome, so we work very closely with the NHS staff teams about what the experience is for the young person as they move around the space with their family. The old days of sticking a sticker on a wall are over. We’ve really had to up our game. We’ve incorporated lighting, technology, interactive elements and we think about the child’s experience. What do they see as they come through a corridor space? We might have painted the walls and they are beautiful, but a

child could be lying on a bed looking at a white ceiling.

We also have to be sensitive to all the uses of the building. There are rooms that are really lively and engaging, but there are also spaces throughout the hospital to support difficult conversations. These rooms are bland, based on requests from parents, because they don’t want to associate a colour or a picture with that moment. One parent mentioned the need for a mirror because if they were going back out to their child they didn’t want to look like they had been crying.

You wouldn’t think of those things unless you ask the people who are using them. We are serious about doing it this way, because it avoids getting it wrong and massively increases our chances of getting it right and improving it for somebody.

JD: How did the approach of keeping the child at the centre help with the move of the hospital from the site by the Meadows to its new home in Little France?

RN: When it came to the move [in 2021] there was a lot of nostalgia for the old hospital, so we had to make sure the new building had a heart and soul as quickly as possible. There are a number of charities and support services in the same building, more places for families to relax, outdoor spaces, child-friendly spaces, the hub – and more. Compared to what we had before, it’s incredible. It is an amazing facility that has set a benchmark for us.

Unfortunately there was a lot of political wrangling about the new building and anything in the papers was very negative. As a parent, you would have been terrified but in truth it is a tremendous building and facility. When the Octopus moved into the building [EHC orchestrated a giant inflatable octopus in the old building to help create excitement around the move] it helped us to speak to the children and cut through the noise. An octopus had moved into the building so the children had to move to another – great – building. They got it.

When adults are under pressure, they can forget there are children who have concerns or worries or want to know a bit more. I think that’s often our role – to see the world from two feet lower than everybody else.

**“
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Funding enhancements and grant programme

JD: One of the lesser-known areas of your work is your funding programmes. What have been some of the pioneering projects the charity has been involved with?

RN: Our flagship project was bringing world-class laser surgery to Edinburgh to help with the treatment for epileptic seizures. It reduces children from having eight-hour open brain surgery to a two-hour, almost non-invasive surgery.

Lots of the groundbreaking work happens relating to surgical procedures, but it is also about improving imaging, or bringing in equipment so that children can monitor at home and reduce the number of visits into the hospital. It doesn’t always have to be world-class and unique, sometimes it might be something that is having great results in adults but not used in paediatrics yet. We work really closely with the team in the hospital to identify what the next thing is that would make a difference.

It must be an enhancement for us to fund it. We never let the NHS off the hook with anything they should be providing, nor would they ask us to, but if there is an extra that would improve care, be less invasive, improve recovery time, reduce the amount of anaesthesia needed or have a longer lasting impact – that’s what we are looking to fund.

We also fund new pilots and research into new ways of working. There is an amazing one at the moment with the hospital psychology team looking at early screening of children with epilepsy, identifying which ones are at risk of needing CAMHS input and providing an early intervention. They are showing results of well over 50% of children and young people being diverted away from needing that kind of support. We funded that for three years so that they could get the evidence together. Now this will be rolled out as standard practice.

In this regard, the Children’s Hospital is Edinburgh’s best kept secret. They don’t shout about it, but the work that goes on is incredible. It’s just our privilege to be able to provide the support. •

To find out more about the work of EHC, including their support services, their funding programmes and their grant-giving, visit echcharity.org

people are at their most vulnerable – perhaps they have been victims of crime or maybe they have misused alcohol or drugs – the team is able to support them then and there.

These are just a few examples, but for everyone we come in contact with, the hope is they feel better, they get home quicker, they engage with people and the services they need, and they speak about how they are feeling when they are there. All of our work is aiming for that, whilst making them feel safe, respected and able to speak up.

Child-led practice

JD: One of your core values is ‘child first, patient second’. How is that represented in your work, and how do young people feel that in practice?

RN: The absolute best people to put forward their case are children, young people and families themselves. It won’t ever be possible for children and families to be at every NHS meeting or every meeting of every service, so we have a responsibility to try and speak on their behalf. There are some professionals who are incredible at this, but there is still a way to go in terms of understanding that the child at the heart of it all still wants to play, to have fun, to have friendships, to be in a caring and safe environment.

Opening page and above:

**Roslyn Neely
photographed at
Edinburgh Children’s
Hospital, April 2022,
by Phil Wilkinson
philspix.com**

**“
We want to
make sure
children are
genuinely
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healthcare
journey”**

Making participation the habit of a lifetime

As UNCRC incorporation progresses, **David Sweetman** reflects on the work of Children's Parliament in helping young people find their voice – and why engaging adults will be crucial for change

Children's Parliament celebrated its 25th anniversary in 2021. In our time, we have created a body of work that is based on direct work with children. We use creative and inclusive methodologies that evidence the power and meaning of a children's human rights approach. In doing so, children learn about and practice the power of kindness, empathy, trust and human dignity. They become their own advocates, learning skills and gaining confidence that means participation becomes the habit of a lifetime.

Our *Investigation* approach supports children to explore a topic and present their findings, which we describe as a 'call to action'. From their work we produce resources such as films, games and training toolkits to progress the rights of children in the area investigated. Our focus is on the children who are participating but also ensuring a legacy for others.

The investigation will often gather knowledge from adults and experts, and with the children doing their own research. The class or group will spend several sessions identifying areas to explore. A small group of investigators will then take this forward. When we are looking for investigators, we will work closely with school staff to identify children who will gain the most out of being involved, who have been interested in the initial workshops and who represent the diversity of the school. It is fantastic to see the children develop through their



experiences with us – from being the youngest presenters at COP26 and presenting the Queen with trees for her estate to visiting the Capital or going on a train for the first time. Hannah, one of our former Members of Children's Parliament (MCPs), has presented to a conference on her experiences, speaking confidently and eloquently about the difference that Children's Parliament has made to her life. We now have former MCPs working in a diverse range of sectors including human rights organisations, healthcare, the private sector and teaching.

Investigations in action

Our Investigations have covered an array of topics, ranging from

mental health and bullying to climate change and the health and wellbeing curriculum. To see the number of direct calls turned into action is incredibly powerful.

Our Climate investigation was launched as part of the first ever Citizens Assembly. Climate Investigators from across Scotland discussed the key issues and activity needed around climate change and the climate emergency. In the lead-up to COP26, in partnership with the Scottish Parliament, Globe Legislators and Scottish Youth Parliament, we held The Moment, the largest ever direct engagement in Scotland for children and young people to talk directly to their locally elected representatives.

“Our Investigators are a fantastic group of young people who put their hearts and souls into the causes that matter to them”

The last two years has meant that we, like others, have had to review and adapt our way of working to remain connected and progress this work, particularly with those from remote areas of Scotland. Our fantastic team recently delivered an investigation exploring Mental Health in the Western Isles without ever physically meeting the children. However, this did not impact the quality of the results. Indeed, two of the participants of the sessions presented their calls to action in March 2022 as part of our Annual Cabinet takeover with the First Minister and her senior team.

Enabling new voices

Our Investigators are a fantastic group of young people who put their hearts and souls into the causes that matter to them. Enabling these voices to be heard is crucial, but the delivery of change and significant outcomes sits with us as adults. An important part of our work is engaging adults in our work, supporting – and celebrating – them in their work to deliver on the rights for all children. Our “Unfeartie” movement aims to recognise the adults who have made the commitment to support and progress children's rights. Our first ever Unsung Unfearties campaign drew nominations for teachers, the emergency services and individuals who volunteer for local organisations. Together, we can all be the change we wish to see.

Next steps

Whilst the Investigators model will continue to form the base for much of our work, 2022 will see us transition our Year of Childhood 2021 programme to focus on Growing the Movement. Working with our teams in capacity building, education and our new Children as Human Rights Defenders (CHRD) programme, the aim is to drive cultural change through bespoke events, workshops and interactions. Grow the Movement is the opportunity to generate interest and support for Children's Human Rights in Scotland beyond the legal framework.

We will work with our friends and partners to ensure that the will of the Scottish Parliament on UNCRC incorporation is delivered in 2022. Our investigations model will continue to sit at the centre of our drive to ensure that children across Scotland are healthy, happy and safe – and that adults are not only listening but delivering children's calls to action. •

Opposite

Children's Parliament Investigates: Children discuss the concept of fairness

David Sweetman is Head of Operations and Business Development at Children's Parliament.

Find out more about Children's Parliament Investigates and the wider work of Children's Parliament at childrensparliament.org.uk

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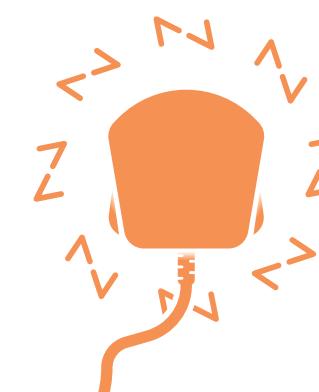
The Learning Guide

Stay plugged in to hear about all the latest learning opportunities and programme highlights!

Look out for our new edition, published late June.

Visit:

childreninscotland.org.uk/learning





Arts

Creativity and connection: why live performance is something to shout about

Researcher Siân MacGregor and Imagineate's Fiona Ferguson discuss a new study aiming to make a bold statement about the centrality of the arts to young people's lives. By *Catherine Bromley*



In the last two years, while the pandemic has closed theatres, church and village halls across the country, we've had the opportunity to consider what our young people are missing out on. We've had the chance to think about what the value of live performance to children and young people is and what their importance as an audience might be. We've had time to think about and invest in the digital infrastructure that supports equal access to the arts and provides vital training to teaching staff.

Now Imagineate (producers of the Edinburgh International Children's Festival) has partnered with the University of Aberdeen to support a PhD exploring how children experience and appreciate live theatre and dance. Siân MacGregor, who has spent her professional life working in theatre, hopes to bring together academia, professional practice and the voices of children and young people to create an authoritative statement on why children's experience of the arts matters.

"I started off in theatre for grown-ups and then I felt this real calling and evangelism towards children's theatre,"

Siân says. "So it's completely personal and slightly selfish to be doing this research!"

Within the study, Siân will be focussing on the subjective. She'll look at what the audience experience is like for children, what they get out of it, how they use it to understand their relationship with the world around them, and how it might help them understand issues they're dealing with and develop their critical faculties. "We're looking at shared experiences and reflecting on them. The experience is just as important as 'the art'," she says. "What's important to a young person about a performance might not be the thing a grown-up is interested in."

Fiona Ferguson works as Creative Development Director at Imagineate, a role that involves oversight of all the charity's output aimed at engaging children and young people. She believes we've come a long way in "understanding the value of participation, of children involved in making theatre and dance, which is what we do in our year-round schools programme". But she feels Siân's research will emphasise that "it's equally valuable being an audience member for a performance, happening for you".

"The experience is just as important as 'the art'. What's important to a young person about a performance might not be the thing a grown-up is interested in"

Opposite
I am Tiger by
Oliver Emanuel
(Photograph: Mihaela
Bodlovic)

Above
Sound Symphony
by Ellie Griffiths
(Photograph: Brian
Hartley)



“There is value in participation of children in making theatre and dance, but this research will be saying it’s equally valuable being a performance participant”



Acknowledging how important it is to give all young people the opportunity, as Fiona puts it “to think through things in a very safe space” is one key part of the work. Another aspect to consider is how a response – in this case a young audience’s response – helps to shape a work of art, and how that honesty and immediacy can make it or break it.

“We learn as we get older to restrain ourselves from showing immediate feedback and then we talk about how much we loved or hated a piece of work afterwards, in the bar, with a glass of wine,” says Fiona. “For children, it’s immediate. If you’ve lost them, if they’re bored, the fidgeting starts, you can feel it and it’s really tangible. Equally when they’re laughing or when you can hear a pin drop because they’re so in it, it’s just as immediate. So a performance without children in the audience is just not the same, because you’re missing that spontaneous reaction, and you’re missing all that interaction that children bring to an audience.”

Above
Little Top by
Starcatchers and
Superfan

In the two years that it wasn’t possible to go to the theatre, great things have been achieved in developing a digital infrastructure that allows schools in remote communities to see shows online (with accessibility features included). At the same time, school staff have been supported to feel empowered in sharing and inspiring an appreciation of the arts.

Imagine has invested in its Teachers Theatre Club and in creating onTAP, its new digital resource enabling teachers across Scotland to facilitate post-show discussions with children so they can critically analyse live theatre and dance performances. This helps pupils develop critical reflection skills, enhancing their confidence and supporting them to develop and articulate their opinions.

Fiona says that she’s “really proud of what we have online but it’s fantastic to be back this year in person. Children need I think to be meeting with artists, meeting with performers and being part of an audience.”

Opposite above
Little Murmur by
Aakash Odera
Company

Opposite below
Birdboy by United
Fall

Bringing it back to children's needs and rights, Siân says that her ultimate goal in her research is to produce something that has value to the young people who contribute to it.

"The best outcome would be a positive endorsement from the children, because we aim to go back to the children who help us with the research to show them what they've done, what they've created" she says.

"And also for it just to solidify the place and the importance of the arts for children. If that creates a domino effect that helps make concrete the rights of children as human beings rather than human 'becomings' – contributing to that shift would be great." •

Right *Strings* by Barrowland Ballet



“
*Children need to
be meeting with
artists, meeting with
performers and being
part of an audience”*



Imagine, Edinburgh International Children's Festival continues until 15 May. Find out more about their work in schools on the website: imagine.org.uk

Left
We Touch, We Play, We Dance by Second Hand Dance (Photograph: Zoe Manders)



Road Safety Scotland has developed a new road safety learning resource aimed at primary school aged children. The free online resource is designed to get the youngest road users thinking about road safety in an active and immersive way, with interactive missions to help them practice staying safe around roads and traffic.

With the help of three animated superhero characters, Roadstars evolve over the primary school years, tasking children with appropriate missions to develop their road safety skills as they grow and learn. For the youngest, the Early Years level teaches ELC and PI children a song and dance outlining the road safety basics. The First level, aimed at P2-P4, features engaging videos with interactive questions that embed and test children's learning, while the Second level targets P5-P7 with a series of 360° interactive experiences that challenge older children's attitudes and behaviours.



The new online resource is available to enjoy in class or at home, and is linked to Curriculum for Excellence. It can be found at www.roadsafety.scot

Rise to the challenge

Real change for children with support needs will only happen when we challenge the status quo, writes *Angela Morgan*



At the end of February 2020, I submitted my report on the Review of the Implementation of the Additional Support for Learning (ASL) legislation in Scotland to the Deputy First Minister. Two years later, I still have very strong recollections of the distress and frustration shared with me by children, parents, teachers and other frontline practitioners. Many of them evidenced Additional Support for Learning as not being equally valued or visible within Scotland's education system.

In the context of continuing political and media obsession with measuring attainment in the form of qualifications (as a proxy for education and learning), one of the primary consequences is a performance measurement which drives and disguises exclusion. It has led to processes which label, stigmatise and set thresholds for access to help only when at crisis levels, instead of supporting and facilitating early intervention.

Many of the implementation processes are in complete contradiction to the spirit and ethos of the ASL legislation. Fundamentally, the legislation is about the right of all our children and young people for recognition, inclusion, and help to flourish and succeed on their own terms. Yet I found thresholds requiring clinical diagnosis even for acknowledgement of a need and a focus on planning. These bore little relation to consequent action though complied with plan completion targets – a prime example of the wrong measures driving the wrong behaviours.

Behind these contradictions and implicit in the current approach to implementation of Additional Support for Learning is a deficit model of thinking. The belief that the purpose of “additional support” is to supplement or replace a deficit in the child which prevents them from succeeding by narrow standards of attainment and qualifications. While there is no shortage of good – sometimes excellent – policy and guidance on inclusion,

what actually gets measured, and the standards by which children, teachers, school leaders are judged and compared as ‘successful’, are exam results.

My heart sank when I read recently that the Scottish Conservatives have called for school funding to be more closely linked to ‘pupil performance’, presented as an incentive for schools to innovate. This is another contradiction. During my review, senior advisors told me that all politicians’ postbags are stuffed with letters from desperate parents and carers of children who do not fit in, yet we still see this mindset that assumes children are units of formal learning ability. This approach also does nothing to acknowledge, account for and respond to the corrosive effects of poverty and inequality in family and community life outwith the control of education. Nor does it account for the increase in children expressing distress through behaviours which cause harm to themselves and to others. During the review I heard some shocking comments about “bad” and “undeserving” poor children and their families and a strong and unapologetic lobby for their exclusion.

There are deeply uncomfortable issues around behaviours which must be openly debated and considered in the context of all children's rights and employer responsibilities. There are hard questions with no right answers in a world where there will never be enough resources. A huge part of school and learning experience is social; it is a public service delivered in a group setting. But what are the limits and where are the edges?

A headteacher said to me: “Schools need to be ready for children and young people as they are, not as we think they should be ... there is a fantasy that someone out there can fix things ... sprinkle magic dust and make the challenges go away”

So what do schools need to look like now that 32.3% of children

in Scotland are identified as in need of additional support for learning? How do we protect and ensure the right to flourish equally whether in or out of mainstream provision?

What inclusion is not, is a veneer of performance measurement focused on keeping bodies in buildings, too often resulting in senior school staff containing distressed, disruptive children in their offices.

You needn't look far to see where there is a fundamental breakdown in delivery of the values underpinning rights and inclusion. The recent news item about the Andrew G Webster QC report to Borders Council on their handling of school assault allegations is a lesson in the consequence of leadership disconnected from values and purpose.

What I found repeatedly was that protection against system failures for children who do not fit the standard model came from principle-driven individuals and teams showing leadership at all levels. It came from people who really knew and liked the children, who valued their own role and responsibility and who were determined to do the best for them.

“He just cared”, or “she just got it”. These are the human connections and relationships creating value and visibility for children who do not fit the mould.

The future of education is currently under scrutiny in Scotland. This is a chance for change. We need to move away from conceptualising those with additional support needs as a costly afterthought, continuing to deny reality and failing to meet the needs of nearly a third of our school-age children. Instead, we need to refocus the vision on the children my review considered, understanding them as mainstream, not ‘additional’. Then, as the children and young people in the review told me, we can be confident of benefit to all children. •

“Implicit in the current approach to implementation of Additional Support for Learning is a deficit model of thinking.”



Angela Morgan was the Independent Chair of the Review of Implementation of Additional Support for Learning in Scotland 2019 – 2020.

Illustration: Gianna Morelli

Impoverishing families is a political choice. But it's still possible to make a different one



Every day the headlines highlight the crisis of struggling families facing energy price hikes and rising costs. But this crisis isn't new. First, we had austerity cuts reducing money in the pockets of low-income families. Then the pandemic hit, entrenching poverty even further.

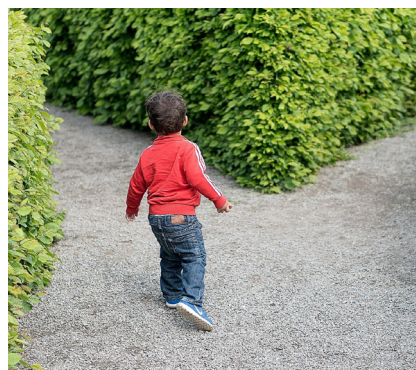
It is hard to overstate the impact the cost of living crisis will have on the poorest families. We know of too many families already living lives of quiet desperation, forced to turn to foodbanks for food and to charities for help with bills. This is before the storm really hits.

Disposable incomes are set to fall by 2.2%, the steepest decline since records began in 1956. Benefits are rising by just 3.1% while inflation will soon hit 8%. For those on the lowest incomes, this will have the biggest impact.

Parenting across Scotland's recent **Cost of Living Crisis** research showed that in November 2021, 49% of all parents in Scotland were finding it difficult to pay their bills. This rose to 58% for single parents. Those on the lowest household incomes were significantly more likely to struggle financially. Nearly half (47%) also reported they were less able to put money aside or to save for the future – a chilling statistic given what lies ahead.

The Chancellor's Spring Statement and a package of support promised much but failed to deliver. For a typical working-age household, income will fall by 4% or £1,000 in 2022-

“We know of too many living lives of quiet desperation”



23. The poorest quarter of households will see incomes drop by 6% as benefits fail to keep pace with inflation. It is projected that this will plunge a further 1.3 million people across the UK, including 500,000 children, into poverty.

The costs of poverty, both to individuals and to society, are well known: health inequalities, the poverty-related attainment gap, poorer educational and employment outcomes, and ultimately lower life expectancy. By failing to target children and families most in need, we shore up problems for the future.

Poverty is a political choice. The UK Government has made the decision to slash the incomes of those who can least afford it, with policies like market rent housing benefit, the two-child benefit cap, the bedroom tax and last year's move to take away the £20 uplift in Universal Credit that kept so many families afloat. There is simply nowhere for low-income families to cut back. There simply isn't enough money in the pot.

It is possible to make better choices. The Scottish Government has set its sights on tackling child poverty with targets set in legislation and an ambitious new Tackling Child Poverty Plan. Amongst other things, the Plan promises new

employment support for low-income families, a continuation of its affordable childcare expansion, working with local authorities to mitigate the effects of the benefit cap and a rise in the new Scottish Child Payment. This rise will undoubtedly have the biggest impact by putting money straight into the pockets of those who need it most and giving them the dignity to make choices about their lives rather than being forced to rely on hand-outs.

As always, the devil is in the detail and in the implementation. Measures need to be rolled out quickly and at scale. Careful monitoring and an iterative approach are needed to ensure that, if measures are ineffective, they can be adjusted timeously. Government must consider the evidence and work alongside types of priority family groups most at risk of child poverty: lone parent families, minority ethnic families, families with a disabled child or adult, families with a younger mother (under 25), families with a child under 12 months and larger families (three or more children).

We, along with fellow members of the End Child Poverty coalition, urge government at national and local level to use every lever at their disposal to ensure child poverty in Scotland is consigned to the past. It is unconscionable that in the 21st century, one in every four children in Scotland is living in poverty. As a country we can, and must make better choices and ensure that no child's life is blighted by poverty. •

Clare Simpson is Manager of Parenting across Scotland (PAS). Find out more about their work and the cost of living at: parentingacrossscotland.org

The rights of young people are being resisted around the world. Let's make sure Scotland steps up



The international children's rights community is watching with excitement (and envy) at children's rights developments in Scotland. A commitment to fully incorporate the UN Convention on the Rights of the Child in law is the holy grail of children's rights implementation. Moreover, the cross-party commitment is indicative of an acceptance that children can, do and should have rights. This augurs well for the incorporation journey, but the road ahead is unlikely to be straight or pothole-free.

In global research on the incorporation of the Convention in law, we learnt that political will is crucial. While Scotland has that in spades, it cannot be assumed that everyone is on message or understands what the message entails. The South African scholar, Professor Julia Sloth-Nielsen, describes the universal acceptance of children's rights in the process leading up to the South African Final Constitution and the 'chicken soup' effect that followed: essentially everyone agrees they are a good thing, but unanimity can dissipate when things get tough, contentious or require resources.

UNCRC incorporation will be met with resistance and subversion. The fact is that resistance to children's rights is real right across the world. One of the consequences of this is that an alternative 'lexicon' for children's rights has emerged – one that attempts to avoid contention and controversy but has the potential to dilute their nature and their force. It takes many forms. A persistent example is the use of the term 'child wellbeing' as a substitute for or constant companion to child rights. Child wellbeing is, of course, important but does not afford

the entitlement that comes with human rights.

Professor Michael Freeman eloquently captures why affording children human rights matters so much:

“Without rights, the excluded can make requests, they can beg or implore, they can be troublesome; they can rely on, what has been called, noblesse oblige, or on others being charitable, generous, kind, co-operative or even intelligently foresighted. But they cannot demand, for there is no entitlement” (Freeman, 2007)

The use of the language of human rights is especially important for children who are often denied the ability to make decisions for themselves or access to the mechanisms that can deliver human rights accountability. It is a legal truism that there are no rights without redress. If we do not accept that children's interests are sufficiently important that they impose obligations on others then we absolve the state and others from the responsibility of providing opportunities for children to do the very thing for which rights surely exist – to claim them.

Children's rights have, arguably, been subject to various waves of understanding and, with that, implementation. I'd suggest the first of these (pre- the Convention on the Rights of the Child) was child protection. The second wave has focused on child participation – evidenced by a phenomenal growth in initiatives that bring children into decision-making. While there is still much to be achieved in both spheres, in recent years we have witnessed a surge of examples of children not waiting to be included but instead

“Children must be able to do the very thing for which rights surely exist – claim them”

creating their own initiatives and campaigns to secure children's human rights. These children are human rights defenders (whether they describe themselves as that or not) and are entitled to have their own rights protected when they do so.

Scotland has already been playing a leading role in understanding what it means to be a child human rights defender. Incorporation of the UNCRC in law – arguably the ultimate public recognition that children are indeed human rights holders – is a critical step in creating an enabling environment in which children will not only enjoy but also be in a position to claim human rights for themselves and others.

Success will depend on many things including an acknowledgement that children are rights-holders, with all that this recognition entails. •



Professor Laura Lundy is Co-Director for the Centre for Children's Rights and Professor of Children's Rights at Queen's University, Belfast.

A wrecking reform

Proposals to scrap the Human Rights Act in favour of a new Bill of Rights have been met with widespread criticism. **Bruce Adamson** reflects on how the HRA has impacted Scottish policy and practice – and the risks of abandoning it



Children's rights protections are in grave danger of being eroded by UK Government proposals to reform the Human Rights Act.

The Human Rights Act 1998 incorporates the European Convention on Human Rights (ECHR) into domestic law. The Act's duty on public authorities to act compatibly with the ECHR has helped to mainstream human rights into policy and decision-making and fostered greater

understanding and awareness of human rights. This must not be eroded.

Children whose rights have been violated have been able to obtain a remedy in national courts, rather than having to go to the European Court of Human Rights in Strasbourg. That domestic accountability and justiciability has been a driver for culture change.

At the launch of the Council of Europe's children's rights strategy

in April, the President of the European Court of Human Rights spoke about the importance of the ECHR to children's rights. Interpreting ECHR through the lens of children's rights allows the Court to ensure that children are given the special protections they are entitled to. Judge Spanó highlighted the need for a common rights framework across Europe especially as we tackle issues such as rights in the digital environment, climate change, and the impacts of the Russian invasion of Ukraine.

At the conference, governments from across Europe reiterated their commitment to children and to the human rights framework. The UK Government chose not to participate. Instead, it has plans to replace the Human Rights Act with a weaker Bill of Rights. We are not the only human rights defenders with concerns. Our response to the consultation, developed jointly with the other devolved UK Children's Commissioners, echoes disquiet from all the major human rights civil society bodies.

The European Court of Human Rights has a vast body of jurisprudence on children's rights. The case law on the right to respect for private and family

“Important aspects of Scots law have been led and influenced by ECHR rights. Particularly where governments have been slow to act”

“Celebrating the UNCRC's 30th birthday, one child told us ‘My rights are my armour to me.’ The existing legislation is a strong part of that armour and must not be eroded”

life, the prohibition of inhuman or degrading treatment, the right to liberty, and to a fair trial have been particularly useful in developing our understanding of those rights.

Closer to home, important aspects of Scots law have been led and influenced by ECHR rights. Particularly where governments have been slow to act. For example, the Children (Equal Protection from Assault) (Scotland) Act 2019 was the culmination of a series of cases against the UK for failure to properly protect children from physical punishment.

The ECHR has made a hugely positive impact on our Children's Hearing System. The Human Rights Act continues to drive the development of good practice as the system moves from a predominantly welfare-based model to one in which children are recognised and respected as rights holders. Following an ECHR-based challenge to the Supreme Court in 2020, changes to the Children's Hearing system means its legislation now complies with the principles of the right to family life in relation to siblings and other family members.

The Human Rights Act is a direct incorporation model. It takes the rights directly from the ECHR, and, when things go wrong, provides a remedy for rights breaches. This model protects the minimum standards but also actively encourages governments to put in place higher standards through other laws. It's the model

that we used for the UNCRC (Incorporation) (Scotland) Bill which was unanimously passed by the Scottish Parliament in 2021.

Moving away from this model in favour of the government making up its own interpretation of rights, separate from the agreements it has already made and the well-developed international infrastructure for interpreting those rights, will invariably lead to retrogression. One of the fundamental principles of the law of treaties is that governments will act in good faith. The proposal to expressly permit the UK to choose not to implement European Court of Human Rights decisions against it would put the UK in clear breach of the ECHR and undermine the rule of law.

The case for incorporating rights into law is clear. In fact, the Scottish Government has committed to incorporate other international human rights treaties into law. It is the best way to ensure rights are respected, protected and fulfilled.

Scotland rightly received international praise last year when the UNCRC (Incorporation) (Scotland) Bill was passed unanimously by the Scottish Parliament – although continued delays following the Supreme Court ruling last year that amendments were required, means that children in Scotland are still waiting for their UNCRC rights to be in law. Now proposals to reform the Human Rights Act risk stripping away the ones that are there.

To celebrate the UNCRC's 30th birthday, we asked children and young people to share their rights stories in seven words. One child told us 'My rights are my armour to me.' The Human Rights Act is a strong part of that armour and must not be eroded. •

Bruce Adamson is the Children and Young People's Commissioner Scotland.

“Fallacy of logic”: Changing our World's view on the proposals

Words: Parisa Shirazi

Holding a dedicated session with our children and young people's advisory group, Changing our World (CoW), we received feedback raising concerns about the scope of the proposed British Bill of Rights, the loss of protection as a result of moving away from the internationally recognised ECHR and the contradictory nature of the legislation as it stands.

Members were worried about changes they viewed as being aimed at 'groups this government find unpopular', such as immigrants or those who have criminal records.

Feedback identified concern over proposals that the protections afforded through any human rights legislation can vary, dependent on previous behaviour or criminal convictions. As one young person observed, this goes against the very notion of universal rights and the intention of human rights law; in their words it represents “a fallacy of logic”.

Instead of new legislation, the young people we spoke with were keen to see more protection of the rights already enshrined in law through the Human Rights Act, and more focus on rights identified through the UNCRC.

They also called for more activity to ensure citizens understand and are aware of their rights, including widespread embedding of human rights education into the curriculum, awareness campaigns and more media coverage of human rights issues.

Parisa Shirazi is Policy, Projects and Participation Officer with Children in Scotland.

Find out more about the Changing our World advisory group on our website: childreninscotland.org.uk/changing-our-world



Wanted: more guts, less gameshow

Andrea Bradley on Professor Ken Muir's recent report – and why the culture of politicking, hierarchies and 'scores on the doors' must end

There's no doubt that Professor Ken Muir understands that the future of Scotland's education system is at a critical juncture. Its progress depends on a complete culture shift more than superficial adaptations.

In his report, Professor Muir declared the need for 'the redistribution of power, influence and resource within Scottish education to reflect the principles of de-centralisation and local decision-making, to genuinely empower teachers and practitioners and put learners' voices at the heart of decision-making'. We have consistently argued for greater empowerment of teachers and more democratic decision-making since 2017's governance review of education.

That empowerment must be underpinned by a 'recognition and celebration of Scotland as an ethnically diverse society' is unquestionable. Voice and agency must be held by educators and young people from Black, Asian and minority ethnic backgrounds. We must move on from political platitudes to making it happen and urgently.

The call for increased collaboration is critical to making stronger progress towards our shared objectives. Working and learning together is key to our future development as a profession, but we need the time to collaborate; this time, promised by the Scottish Government, is needed now.

There can be no doubt that politicking, hierarchies, command and control culture, hyper-accountability models and stretched resources have undermined the trust and confidence of the teaching profession in national agencies. Emergency restoration work is

“Hyper-accountability models and stretched resources have undermined the confidence of teachers

needed. To this end, Professor Muir's recommendation of including the teacher voice alongside learners and other stakeholders is very welcome.

Importantly, the report also highlights the need for a rethink on resourcing. It calls for a recognition of the role and value of early years education and, by implication, the need for more qualified teachers and an end to the cuts that have decimated this part of the sector.

He has listened to the sector about the scandalous under-resourcing of Additional Support for Learning, indicating the need for 'greater resourcing and attention... on ensuring the needs of individual learners are met, including, crucially, those with additional support needs'. Action on this is long overdue.

On teacher workload, Professor Muir concludes the need for reduced levels of bureaucracy "with clarity and agreement on what are appropriate forms and levels of accountability and system evaluation". Too much time and energy is wasted on paperwork and processes that serve agendas far removed from the learning, teaching and nurturing of the young people who are the raison d'être of our education service and the teachers who work within it.

We want a national conversation about a future vision for Curriculum for Excellence, but we are also impatient to see

changes that have long been called for, especially in the context of Education Recovery. The decluttering of the primary curriculum and the shift towards exit qualifications in the senior phase are two examples of changes in the interests of pupil wellbeing that could parallel a wider national conversation.

When it comes to national bodies, our members want to see real change and progress. A simple rebranding exercise of the SQA won't be accepted and a replacement for Education Scotland should have far-reaching authority over curriculum and assessment (with an appropriate balance between the two) as well as practice and policy. Unsurprisingly, the government has stopped short of accepting this in full: the Learning Directorate is to retain control of education policy for now.

We would have liked to see the abolition of inspection in favour of collaboration-based accountability, as in Finland. But the commitment to a new body that operates a supportive inspection system is welcome. Hopefully we will see an end to the crude 'scores-on-the-doors' approach: Scottish education isn't a gameshow.

Delivering a contemporary, coherent and socially just vision, which genuinely puts learners at the centre, will take collective will, trust and courage. The big questions is: does Scotland have what it takes? •

Andrea Bradley is the Assistant Secretary for Education and Equality for the Educational Institute of Scotland (EIS).

Putting Learners at the Centre: Towards a Future Vision for Scottish Education by **Professor Ken Muir**, was published in March 2022.

Meet your inner baboon

Nicola McAllister enjoys an accessible study of empathy exploring the myth of 'naughtiness'

When I heard that broadcaster, journalist and star of *Strictly Come Dancing*, Kate Silverton, had written a book about childhood brain development and behaviour, I was a tad sceptical. What does Kate Silverton really know about the neuroscience of behaviour? Quite a lot as it turns out. Kate's academic roots are in child development and psychology, and she has recently retrained as a child psychotherapist.

There's No Such Thing as Naughty pulls on Kate's academic and professional knowledge as well as her experience of being a mum, speaking openly and honestly about the challenges of raising a young family and juggling a career. Readers learn of her passion about developing healthy brains in children and the journey of translating the science into an accessible form for parents and carers to grasp. Engaging and conversational in style, the book is easy to read and digest.

At the start we meet the lizard, the baboon and the wise owl. All reside in the baobab tree; the tree of wisdom. This is a brilliant representation of Dr Bruce Perry's Neurosequential Model of the brain. The tree represents the brain. At the bottom is lizard, who represents the survival brain. In the middle is the cheeky baboon, who represents the emotional and relational brain. At the top sits the wise owl, representing the thinking brain.

Throughout, Kate reflects on challenging situations that she has experienced with her own children. Instead of focusing solely on behaviour, she uses the animals to identify and understand what might be going on inside their bodies and brains and how she can help.

Woven throughout are the themes of connectedness, attachment and relationships. We learn of Kate's collaborative approach to parenting – something her husband Mike has had to learn. He appears regularly through his 'Man-oeuvres with Mike' columns. His input focuses on their

differing perspectives and how Kate has supported him to embrace an alternative model of parenting that differs significantly from what he experienced as a child.

As an established journalist, Kate has access to respected professionals in the field of attachment, trauma and developmental neuroscience. Many of these have been interviewed and are quoted in the book, including Dr Gabor Maté, Dr Bruce Perry and Dr Suzanne Zeedyk. Their knowledge highlights the science and research underpinning the approaches Kate is promoting.

Throughout the book, the focus frequently shifts from child to adult. The importance of co-regulation – how we can use our own emotional regulation to sooth our child's stress responses, while being aware of our own physiological state – is explained and explored. Kate uses the lizard, baboon and owl metaphors when considering the adult response. She urges us to use our fully grown wise owls to support and protect our fluffy owlets. After all, two baboons going head-to-head will never end well!

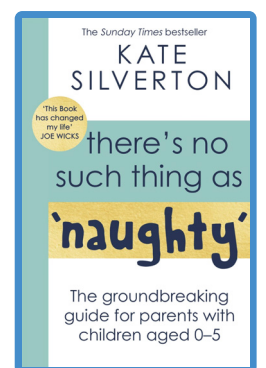
There are many resonant themes touched upon, from the importance of sleep to sibling rivalry to bereavement. The common thread is empathy. Kate states that 'empathy is crucial if our children are to become (wise owl) adults who care for other compassion, who get along with others and, on an even wider scale, for a future generation to thrive as a healthy society'. Very few parents or carers would argue with that. •

Nicola McAllister is a child development and behaviour specialist. She runs Nicola McAllister Training and Consultancy.

There's No Such Thing as Naughty, by Kate Silverton, is published by Piatkus. Available now.

Dr Suzanne Zeedyk is one of our regular trainers. Go to our website to find out more about our learning programme: childreninscotland.org.uk

“There are many resonant themes touched upon, from the importance of sleep to sibling rivalry to bereavement”



Rock the vote!

Responding to John Wall's book *Give Children the Vote*, **Juliet Harris** considers arguments to enfranchise the youngest in society – and how this links with Scotland's commitment to children's rights

Together (Scottish Alliance for Children's Rights) has long celebrated that 16- and 17-year-olds have the right to vote in Scottish Parliament and local government elections. We've also long bemoaned the fact that 16- and 17-year-olds were not given this right in the 2016 referendum on the UK's membership of the European Union. This meant many 16- and 17-year-olds were able to vote in the May 2016 Scottish Parliament elections, which would impact on the next five years of their lives – but not the subsequent EU referendum that would have a profound impact on their futures.

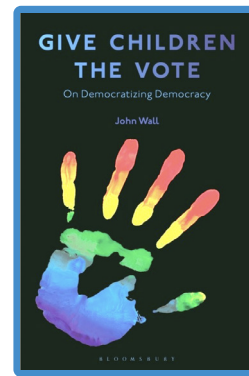
John Wall's book powerfully argues that it is time to give all children the vote, eloquently illustrating that denying them that right, isn't good for anyone – child or adult. It creates an enormous imbalance of power through which government remains unaccountable to a significant proportion of the population.

Wall believes this will change, that democracy can and should evolve to become "more just and inclusive". He tracks how democracy has moved from being a "prerogative of gentlemen" just over 100 years ago to today. He provides a challenge to the many common arguments against children having the right to vote by comparing them to similar arguments made against enfranchising people in the past – non-landowners, women, black and brown people and those under 21.

Examples offered included: "Women are already sufficiently represented by the vote of their husbands" – just like today's claim that "children are already sufficiently represented by the vote of their parents" and "[If women vote then] sentiment and not reason might guide the deliberations of the world". I can promise I've often heard "if children could vote they'd want to ban school and have chocolate for every meal".

Members of Together face many of these accusations when taking forward work to embed children's human rights across Scotland, yet so much of their work demonstrates the value of involving children in decision-making. Wall uses Scotland as an example of a country with "influential" parliaments for children and young people. As an example, the Children's Parliament recently supported the participation and engagement of children under 16 in Scotland's Climate Assembly. Their 'Calls to Action' included important policy recommendations such as banning plastic packaging and single use plastic, creating community sharing libraries for toys, clothes, food and tools and making sure new houses are built to be environmentally friendly.

Recognising the power, insight and wisdom of these children, the Climate Assembly integrated the Calls to Action into their final report. Equally, the Scottish Youth Parliament, which successfully led the campaign for Votes at 16 in Scotland, initiates a range of



“Making this change would merely add an extra layer of political consideration and scrutiny”



campaigns on issues ranging from active travel and tackling child poverty to incorporating children's rights into Scots law.

One of the primary arguments faced by the Votes at 16 campaign was that children don't understand important "adult" issues such as taxes and international affairs. But we must acknowledge that adults don't fully understand important "child" issues either. Whilst all adults have been through childhood, a childhood 20, 30 or 40 years ago is very different to a childhood today. How much do adults really understand how children feel about Covid, the impact of social media, climate change, anti-racism and more? Wall reflects that no adult who votes in a democracy has experience of all aspects of life. He sees voting as "a collective enterprise that draws upon a diversity of voices to reach shared decisions". We all rely on this collective experience to elect politicians to make informed decisions on our behalf. Giving children the right to vote would merely add an extra layer of political consideration and scrutiny.

Elevating children and young people's priorities on the political agenda would be of benefit to society as a whole, putting pressure on government to improve policies for children, parents and families. If children could vote, would policies such as the benefits cap be introduced so readily, with such little consideration of the impact on children's rights? Would more attention be given to the impact of poverty on children, if children were able to vote in UK elections? If children across the world could vote, would our leaders have stepped back from making the commitments needed at COP26 to limit global warming? If children could vote, politicians would need to learn to speak more accessibly, in a way everyone can understand. At Together, we recognise the value that adults get from child-friendly publications – noting how many people like to read our child-friendly State of Children's Rights reports before tackling the full 181-page version!

Even if giving all children the right to vote was accepted as a good idea, how would it work in practice? Would we see babies at the ballot box? Wall argues that proxy-claim voting would be necessary for anyone who cannot vote directly on their own behalf; they would be represented by whoever is most likely to vote in their best interest.

The right to vote: A timeline

1832

"Qualifying men", such as small landowners, tenant farmers, shopkeepers and householders who paid a yearly rental of £10 or more, and some lodgers

1867

All male heads of households

1918

All men over 21 and most women over 30

1928

All men and women over 21

1969

Everyone over the age of 18

1999

Establishment of the Scottish Parliament and the right to vote for everyone over the age of 18

2014

Scottish independence referendum – 16- and 17-year-olds given the right to vote

2015

Voting age reduced to 16 for all Scottish Parliament and local elections

2016

EU referendum – right to vote for those aged 18 and over; Scottish Parliament elections – right to vote for all those aged 16 and over.

Juliet Harris is Director of Together (Scottish Alliance for Children's Rights). Find out more about their work, including extending voting rights, at togetherscotland.org.uk

Give Children the Vote, by John Wall, is published by Bloomsbury. Available now.

This would also allow for other people who lack capacity, for example those with dementia, to have their say at the ballot box, potentially leading to more consideration of issues such as health and social care.

A number of European countries have recently considered the idea of proxy-claim voting. A cross-party commission developed plans for such a system and introduced a bill to the German Parliament as recently as 2008 (although it ultimately didn't come to a vote). Similar initiatives have been discussed in France and Italy.

It could be easy to dismiss the idea that children will be given the right to vote in our lifetimes. Wall's book provides a welcome challenge to such thinking, reminding us that "people underestimate how quickly things can change". It was only two lifetimes ago that the right to vote only belonged to a few wealthy landowning white men in a handful of countries. Wall provides that it would be "rather strange if voting rights grew exponentially over time but then suddenly halted at the brick wall of age 18".

Given how proud we are in Scotland of having votes at 16 and a widespread commitment to deliver a "revolution in children's rights", shouldn't we also begin to talk about ensuring all children have the right to vote? I'd highly recommend you read John Wall's book to help kick-start this conversation! •



Under the 'Rights, Democracy and Scotland's Place in the World' theme of our **2021-26 Manifesto**, we call on political parties to ensure that children and young people have a say in key Scottish Government decision-making processes, including Citizens' Assemblies.

To find out more about our Manifesto and our calls, visit: childreninscotland.org.uk/2021-26-manifesto/

Sparks of genius

From songwriting to silversmithing, a new Children in Scotland-led project has helped 106 young people with additional support needs develop their creative passions

Words: David Mackay



Question: What do Ludwig van Beethoven, Frida Kahlo, Walt Disney and Vincent van Gogh all have in common?

Answer: All these artists have overcome barriers, as a result of disability, to leave behind a long-lasting cultural legacy and some of the most inspiring, powerful and engaging works of art ever made.

Last year, a discussion about music, film and art from a range of famous creators with disabilities was the starting point for a new Children in Scotland project co-designed with children and young people. Part of Creative Scotland's Nurturing Talent Fund: New Routes programme and with emergency funding from the Scottish Government aimed at

mitigating the impact of the pandemic, our project explored how to make arts funding more accessible for children and young people with an additional support need or a disability.

We already have extensive experience working with children and young people through our participation and engagement work, as well as direct engagement with those with additional support needs through our Inclusion Ambassadors work. We are also acutely aware of the learning that happens outwith the classroom, with a call for better access to quality youth work, sports and arts activities included in our 2021-26 Manifesto.

This project was a chance to harness that knowledge to make a positive impact on young people in the short to medium term.

Project development

We worked with four children and young people with an additional support need and freelance artist Rachel Rostock to create a new fund that helped young artists overcome barriers and get creative. The co-design group decided the fund would support young people to realise an arts-related project or simply try out a new creative activity.

The group first identified a range of challenges that may prevent young people with disabilities from getting involved in arts activities. These focused largely on issues with anxiety, low self-esteem or a lack of confidence. They also identified that discrimination and stigma can deter young people from getting involved in creative projects, as well as financial constraints.

During this discussion, one project member quoted Albert Einstein to illustrate the point of varying abilities and strengths: "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." It was clear the group wanted this project to support young people to build their confidence and see that anything is possible as well as provide some financial aid to explore creative opportunities.

Over the course of four months, the panel met regularly to develop the fund. This included designing the name and identity, developing the application process, and agreeing on a process for decision-making. In August 2021, the Access All Arts Fund opened for the first time.

The Award

Available to young people aged 11-26, the Fund offered awards of up to £1,000 to support creative interests and passions. It gave young people choice and autonomy and the accessible application process encouraged applicants to communicate their ideas and interests in their own words.

The response was phenomenal, with more than 230 applications covering music, drama, visual art, dance, creative writing and film and TV. Applicants' energy and enthusiasm really shone through. Many shared how creative activities helped to support their wellbeing and boost their confidence, as well as those who had turned to creative outlets during the pandemic to relax or learn something new.

The co-design panel made decisions about who to fund and supported creativity in the broadest sense – from zine-making projects to customising clothes, silversmithing to gardening and songwriting to flower arranging. A total of £68,000 of funding was distributed to 106 awardees in November 2021, and we received a flurry of lovely messages from young people, parents and carers in response.

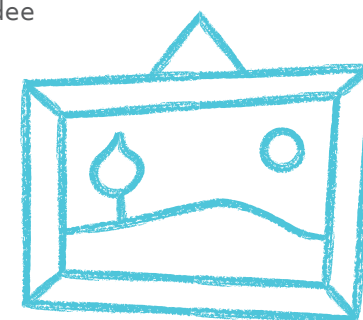


Opposite and top: Access All Arts awardees

Above: Access All Arts funding gave one young person the opportunity to put on a dance performance

"My son was delighted to hear yesterday that his application had been successful. He has had an extremely difficult time behind him. He suffered from severe anxiety, had panic attacks, missed nearly a year of school, spent many weeks without going outside and went through therapy. He has been slowly rebuilding his confidence and self-esteem. He completed the application with very little help from me. I helped him to understand what the questions asked for, but all the answers were in his own words. He is starting to believe that he is good at something and can learn and achieve his goals. This award means a lot."

Mother of 2021 Awardee



Continued success

Earlier this year, we contacted some of our awardees to see how they were getting on and find out what difference the funding had made to them. A short survey was completed by 66 young people with more than 90% reporting that the fund had had a positive impact on their mental health and wellbeing. Awardees also said the fund had helped them to learn new creative skills and overcome barriers to getting involved in creative activities.

"Thank you so much! I am so glad that funds like this exist to help people who are just starting out and often feel as if the art world is exclusive and not accessible for them. This was a great push in the right direction for the future of accessible arts."

2021 Awardee

"I am growing in confidence not only at dance but life in general. I am still nervous around new people but have managed to perform on stage in front of a big audience. I am proud I can do this"

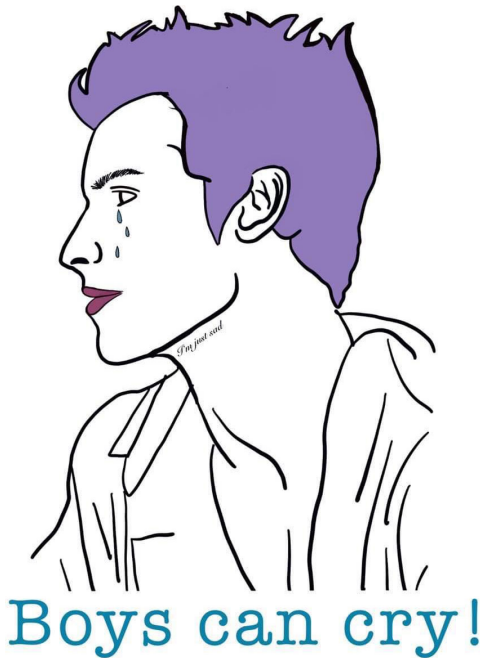
2021 Awardee

We are delighted that Creative Scotland will be supporting a second round of the Access All Arts Fund in 2022.

The project started with a look at the creative legacies left by those who have overcome adversity and recognising that anything is possible with the right tools and opportunities. We look forward to continuing to support children and young people with additional support needs or a disability to access the arts and realise their full potential and perhaps their own legacies!

David Mackay is Policy and Projects Manager with Children in Scotland.

The Access All Arts Fund first year report is now available on the [Children in Scotland website](#).



Above: Artwork created by Access All Arts awardees



“Having young people with different perspectives and ideas was vital”

Ryan Cuzen, one of the four young people involved in co-designing the fund, discusses the importance of genuine participation

What made you get involved in the project and what did you find most enjoyable?

In my role as a Young Ambassadors for Independent Living Fund Scotland's Transition fund, I learned about Creative Scotland's idea to create a new arts fund aimed at young people with disabilities or additional support needs. They were looking for young people with a disability or additional support need to work with a team from Children in Scotland to co-design the new fund. I knew this would be a great way to widen access to the arts.

Having young people with different perspectives and ideas was vital, we were able to come up with a more three-dimensional approach.

I enjoyed working as a team with other young people on the advisory panel. The level of creative control afforded to us helped me feel my ideas were welcomed, considered, and incorporated.

Why was 'Access All Arts' agreed as a good name for the fund?

Accessibility was an integral part of this fund's design. The term 'Access All Arts' brings in accessibility and all aspects of the creative arts. Filmography, audio drama, literacy, theatre, painting, and podcasts were included. I also felt the "Access All" brought in the point about arts being accessible for all. Young people with a disability or additional support need must be given the same opportunities as everyone else to experience the arts. Who knows, maybe the applicant will consider it as a possible choice of career down the line.

Why is it important that children and young people with additional support needs are involved in designing new projects, services, or opportunities?

Different points of view are an essential aspect of life. Having young people with lived experience of a disability or additional support needs involved

in the design of funds, training programmes and opportunities is vital. It shows we are being listening to, included and our ideas and voices are being heard.

Using our lived experience will help young people relate to these projects and know that the services work for them. It's also important in terms of real accessibility.

How would you like to see the fund develop in year two?

I'd love to see the fund reach even more young people with a disability or additional support need.

If we continue to review what's working well in the fund and what could work "even better if" then we have a clear picture going forward for it to grow and help young people explore more areas of the creative arts industry.



Get yourself in tune

Attunement training can help transform team dynamics and turn a difficult discussion into a learning conversation. As part of our **Learning Focus** series, we share delegates' experience of the 90-minute webinar, led by **Sandra Strathie**, and their thoughts on how it will inform their work in future

Words: Kate Griffin

Covid has changed so much of everything for everyone. We don't want things to just go back to 'normal', but 'forward' to something better... but how do we do that when many in the third sector are worn out by delivering services throughout the pandemic, continuing to work hard, experiencing ill-health, bereavement, stress and uncertainty?

The impact of professionally supporting people with many of the same feelings (alongside the other things that make life more difficult for many, such as poverty, disability, inequality) and negotiating the balance of lifting restrictions whilst keeping everyone safe at work has been difficult.

The Attunement in Leading, Developing and Mediating training with Sandra Strathie provided the opportunity to reflect on some of these challenges with colleagues across a wide range of organisations and to look at ways of working that support good communication and an empathetic approach.

Sandra started by introducing us to the idea of attunement – finding ways to communicate, listen and connect with people. In a relatively short time span, we covered a lot of material in a variety of engaging ways, including thought-provoking case studies, learning points,

group conversations and some searching questions. Children in Scotland staff shared comments from the Zoom chat and other feedback which meant that even though we were a large online group there was lots of input from learners, including questions with issues that resonated with many of us.

It was helpful to see that others are feeling similar pressures and challenges, mainly around balancing different priorities to make time to really focus on attuned leadership, with some practical tips and successes being shared. In addition to the presentation slides we received useful follow-up resources including discussion questions, leadership styles information, self-assessments, and a reading list of further material.

Some of the take-aways for me were around staying focused on our purpose. It's hard in the thick of things to keep that big picture in mind but it's ultimately why we do what we do. Few in our fields of health, education, social care and the arts do it for the money or personal glory. We do it because it makes a difference in people's lives, and it matters. Keeping this at the heart of how we work as individuals and as a team or organisation not only helps clarify if what we are doing feeds that purpose, but also reminds us why we want to do the work as well as we can.

One of the most useful parts of the training was having the

time for self-reflection with some questions about our own leadership styles, strengths and where we are focusing our energy and time. What do our teams need now? Are we getting the right balance between managing (getting the job done) and leadership (supporting people, taking the initiative)?

Sandra got us thinking about how we can become more attuned, starting with recognising what we need to be in the right place to support others. There was a real range of ideas from learners on ways to be kind to ourselves and celebrate what's been achieved.

One of the questions in the session was 'How would you like to be remembered as a leader?' It made me consider that, rather than thinking about my own qualities, it's more about the impact I can have on others.

As Dolly Parton said, "If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then you are an excellent leader". Now that's something I hope we can all work towards. ●

Illustration (opposite)
Han Lin



Words: Rosa Huczynska

Sandra Strathie used this quote from the poet Vaclav Havel to end her training: "Hope is a feeling that life and work have a meaning." For me it summed up the purpose of the whole session.

The training explored attunement – the quality of connection between individuals – in the workplace. It offered space for self-reflection on our strengths, motivations and how we find opportunities to use our best qualities. We considered what helps us be attuned to the same factors in others, and their opportunities to shine.

Many participants were managers, thinking about how this would work in their teams. Others had no direct reports but were interested in shaping the direction of their organisation to work most effectively for the young people they support.

How will I bring these principles to my work? I hope to create better connections when I facilitate meetings. In my role I work with a wide range of professionals and with children and young people. Now when I set up working groups or project teams, I will apply the attunement principles much as I might in a workplace team: trying to ensure everyone has a clear sense of purpose.

In aiming to create attuned meetings, I will give thought to how I open up the space within a team to develop relationships, and for members of the team to develop their role. ●

Kate Griffin is Head of Programmes at WHALE Arts. Find out more about the organisation at whalearts.co.uk

Rosa Huczynska is Lead Officer – Children's Services & Partnerships, Children & Families, at Stirling Council.

The next Leadership and Management: Attunement in Leading, Developing and Mediating webinar with Sandra Strathie will be held on **Friday 15 June**. Find out more and book at childreninscotland.eventbritestudio.com or email events@childreninscotland.org.uk

Putting it into words

Indigo Childcare Group is leading a pioneering new programme focused on reducing the language-related attainment gap in the early years

Case Study: Loving Language

Words: **Kirsty Dawson**

At Indigo, we empower families to overcome poverty and its challenges through innovative, evidence-based and family-informed learning and childcare solutions. We aim to support families and communities to break the generational cycle by improving health, wellbeing and learning, giving children the best possible start in life.

Child poverty and poor language and communication are strongly linked, with the attainment gap beginning in the early years. Children in the most disadvantaged areas are much more likely to have concerns reported at their 27-30 month assessment than those from the least disadvantaged areas.

Five-year-olds who struggle with language are six times less likely to reach the expected standard in English at age 11 and ten times less likely to achieve the expected level in Maths. Children with poor vocabulary at age five are more than twice as likely to be unemployed at age 34 than children with good vocabulary and one-and-a-half times more likely to have mental health difficulties. Of young people in the criminal justice system, 78% have a language or communication difficulty. Evidence does show however that these detrimental impacts can be prevented with early identification and intervention in language and communication.

Indigo has partnered with the Robertson Trust and the National Lead for Allied Health Professionals, Pauline Beirne, to create the Loving Language



programme, including my new role as Speech and Language Therapist (SLT) in the core early years team. It reflects our shared ambition to close the language-related attainment gap for children through genuine collaboration with families and practitioners.

We aim to build on the good relationships Indigo has with families to promote key messages supporting loving, positive relationships and language-rich interactions for all children. This will include the production of resources, provision of accessible advice and, where relevant, family support and coaching, working closely with our Family Support Coordinator.

Early Years Practitioners will be supported to use strategies which strengthen the language and communication skills of all the children. We will also extend the offer of professional learning to colleagues in the wider early years community in the Castlemilk area of Glasgow.

Families and colleagues will be supported to make activities at home and nursery as communication-friendly as possible, supporting children to get the most out of interactions

and language-learning experiences.

My role will be to partner with practitioners and families to help them identify children's language and communication needs as well as NHS SLT services. We aim to embed quality communication support from our youngest babies until the children start school. We will lead high-quality learning experiences through the development of the 'Loving Language' 0-5 curriculum as well as targeted language and communication interventions for the children identified as at risk.

Backed by national and international evidence, we believe in the positive impact and outcomes that can be achieved when children are supported to have the best language and communication skills they can. We want all children, families and practitioners to benefit from our findings.

Please get in touch if you want to know more or to share your own experiences. Email: kirsty.dawson@indigogrp.com

Above: **Child Development Officer, Reece Watt, supporting the language learning of some of Indigo's youngest children in Castlemilk**

Members' spotlight

Every issue we profile one of our member organisations to highlight their work, recent projects and how they've responded to the pandemic

Organisation: **Scottish Adoption**

Profile: Scottish Adoption recruits, assesses and approves adoptive parents to love and care for children who cannot live with their birth families. The organisation provides innovative support to everyone involved in adoption, including adopted adults and children, birth families and adoptive parents.

How has Scottish Adoption adapted during the pandemic? **Sue Brunton, Chief Executive:**

Our team were able to provide prospective adopter assessments, training, group work and therapies online during the pandemic. We even managed to move some children from foster carers to their prospective adoptive families during the lockdowns, taking a great deal of additional planning and flexibility on behalf of everyone involved.

Three parent support groups, set up during the pandemic, helped parents connect with each other and receive support from workers and peers. These groups were so successful they will now be a permanent fixture.

We have also found the benefits of combining the best of online and face-to-face to stay connected – the move to a hybrid model of service delivery generally works well for our staff and families.

What have you been hearing from families about their experiences over the last two years?

Families were struggling in different ways and it was vital that we adapted quickly so that we could still respond to everyone's needs.

Some children struggled with being out of school with no

routine, causing tension in families where children couldn't engage with online work. Families generally felt isolated from their support networks and newly placed children didn't have the opportunity to form attachments with extended family members. Families also missed out on proper enhanced transitions to school so when the children did go back into school some really struggled. We had to offer a lot of extra support to schools around trauma and attachment.

How do digital platforms help you connect and support communities?

On social media, Teen Talk **Instagram** and Teen Talk **Twitter** are aimed at sharing adopted young people's lived experience. These came from our Adoption Ambassadors who felt strongly that adoption group work helped them navigate some of the most difficult times in their adolescence, helping them feel less isolated and supporting them to make sense of their past.

Teen Talk publishes **blogs**, **podcasts** and views of children and young people collected from our groups. It also signposts young people, adoptive parents, prospective adoptive parents and professionals to other content featuring young people's lived experience.

Our National Adoption Youth Group Forum has also been established for any agency either running a youth adoption group or to support others to start a new group.

Why is membership of Children in Scotland important to you?

Regular updates help us keep abreast of a wide range of relevant topics across Scotland. You are not afraid to tackle the big issues facing children, young people and families in Scotland, you promote best practice and your values really resonate with those of Scottish Adoption. Great workshop and webinar topics too! •



More information about Scottish Adoption is available at scottishadoption.org

To find out more about the National Adoption Youth Group Forum contact melanie@scottishadoption.org

Interview by **Catherine Bromley**

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

To contribute to *Insight* or enquire about subscribing, contact Jen Drummond:

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Insight is published twice-yearly and is free for all Children in Scotland members. For information on membership, email:

membership@childreninscotland.org.uk

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Feedback, opportunities and updates about your member experience

Readers respond:

‘This is a chance to connect and share learning’

We were pleased by the enthusiastic responses to our first edition, published last November. Here are just a few of the comments we received:

“What a cracking job you’ve done of it! I love the use of illustrations throughout. Brilliant range of topics covered and reporting styles too. Particularly liked the book review and the detailed policy focus on a live bill. Thanks again for sharing and well done on such a fantastic new format.”

Gina Wilson, Head of Strategy, Children and Young People’s Commissioner Scotland

“It looked brilliant in terms of layout and the content. Definitely the kind of mag you want to sit down with and enjoy over a cuppa! Congratulations on a great first edition.”

Sarah Leary, Communications Manager, Starcatchers

“I love the magazine. I’m reading it bit by bit and the articles are really diverse and so interesting as well as being of the moment and relevant. Even the paper it’s printed on feels nice to handle and substantial ... I was especially excited to see the piece on the back pages about DMD as I have a family with a young lad with the condition and it gives me a valuable insight into the condition. Thanks again and I look forward to the next edition!”

Karen MacKnight, Family Support Worker, Thriving Families



Fast forward to your next learning opportunity

Our next members’ only training event takes place on Tuesday 28 June with Fast Forward, Scotland’s national youthwork organisation specialising in risk-taking behaviours, prevention and early intervention. We’ll be pleased to welcome Donald Lockhart from Fast Forward’s Going Forward project. He’ll lead a session about risk-taking behaviour and young people-led solutions and how they’ve adapted their service delivery to support vulnerable and at-risk young people online.

Sign up here: childreninscotland.org.uk/events

Access your discounted training today

Don’t forget, Children in Scotland members get a discounted rate on all webinars in our open learning programme. Upcoming training includes sessions on ‘The teenage brain: implications for behaviour and learning’ (Tuesday 5 July) and Supporting LGBTI children and young people: awareness and inclusion (Wednesday 3 August).

More information is available in your Membership Guide on our website: childreninscotland.org.uk/get-involved/join-us-in-membership/

For any questions or feedback about your membership experience, contact Catherine Bromley: cbromley@childreninscotland.org.uk

Free child safety resources

child accident prevention trust



We want all children to have the freedom to grow and learn, safe from serious preventable harm.

We help families build confidence and skills in managing the real risks to children’s safety.

Use our free resources to help keep children safe.



Button batteries

A 17-month-old boy died in Motherwell on Boxing Day after swallowing a button battery.



Many people simply don’t know the damage button batteries can do and are shocked to discover how many everyday products in our homes are powered by them.

Our free resources – including a poster, leaflet, workshop plan, translated fact sheets and a booklet for parents with poor literacy – can help you spread the word.

Order your free printed copies here:

www.capt.org.uk/pages/shop/department/button-batteries

Download copies here:

www.capt.org.uk/button-battery-safety

Visit our button battery advice hub to find out more:

www.capt.org.uk/button-battery-safety



Child Safety Week 6-12 June 2022

Child Safety Week is our annual community education campaign, acting as a catalyst for thousands of safety activities Scotland-wide.

This year, Child Safety Week runs from Monday 6th to Sunday 12th June.

We’re offering you masses of free downloads, including fact sheets and workshop plans, to help make child safety interactive and engaging.

Visit: www.childsafetyweek.org.uk



Stay connected

Visit our website:

www.capt.org.uk

Sign up to our safety alerts:

www.capt.org.uk/sign-up

Follow us:

www.facebook.com/ChildAccidentPreventionTrust/

<https://twitter.com/CAPTcharity>

www.instagram.com/capt_charity

Children want and need more play and better play in their homes, schools and communities.

Play Scotland has a range of resources and toolkits to support play in schools.

Play Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the ability to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and their independent motivation to learn. Find out more at www.playscotland.org/playful-pedagogy

The Play Types Toolkit is intended for schools and education professionals. The aim is to highlight the range of types of play children experience, their vital contribution to learning and development, and to support the integration of play into the school day.

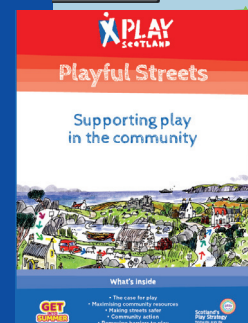
The **Play Well series**, including the **Play Well Pack**, the **Play Well Outdoors Pack**, and the **Play Well activity cards** are packed full of ideas to support children's wellbeing, based around the SHANARRI indicators. Find out more about these evaluated tools at www.playscotland.org/play-well-project

We are also delighted to launch our **Playful Streets: Supporting play in the community** resource, which is full of ideas to support families and communities to play outside more around their homes. It can be found here www.playscotland.org/resources/playful-streets-supporting-play-in-the-community



PLAY WELL OUTDOORS PACK
Supporting wellbeing through play

What's inside
GET OUT AND ABOUT
IN YOUR COMMUNITY
IDEAS FOR PLACES TO VISIT
OVER THE SUMMER AND BEYOND
12 THINGS TO DO
BEFORE YOU ARE 12



www.playscotland.org
info@playscotland.org



Scotland's
Play Strategy
Valuing play, every day

