



CURRICULUM, QUALITY AND STUDENT EXPERIENCE COMMITTEE

30 MAY 2024

Corporate Parenting Plan: Update May 2024

1.0 PURPOSE OF PAPER

For discussion

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

2.0 EXECUTIVE SUMMARY

The Corporate Parenting Plan is included as an appendix to this paper. A visual representation of progress on each action is reported within the 'status' column.

Of the ten actions outlined within the plan, 8 actions are completed and 2 are progressing well.

Key progress: February 2024-May 2024:

- Newly recruited Borders Young Talent Mentors bring colleagues with lived experience into the project.
- Updates to safeguarding processes have led to a significant increase in engagement with the process and improved tracking and monitoring of safeguarding incidents.
- Borders College has signed up to CDN's Trauma Informed College's Project, which will increase organisational awareness of the impact of trauma on an individual's behaviour, development and wellbeing.
- Early analysis suggests an improvement in KPIs for Care Experienced students in 2022-23.

3.0 RECOMMENDATION(S)/ACTION(S) REQUIRED

I recommend that the Curriculum Quality and Student Experience Committee agree that the college is making good progress against actions outlined in the Corporate Parenting plan.

4.0 BACKGROUND

Borders College is identified as a Corporate Parent under the Children and Young People (Scotland) Act 2014. Our duties as a Corporate Parent include ensuring we uphold the rights and safeguard the wellbeing of looked after children and care leavers.

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

5.0 Corporate Parenting Plan Progress Update – May 2024

The College has made good progress against this plan since our last update in February 2024. Please refer to the appendix to view the full plan.

Key developments since February include the introduction of new BYT mentors. During recruitment we openly encouraged applications from care experienced candidates. As a result, we were able to recruit a mentor with lived experience which has added value to the project.

A range of training opportunities have been offered to staff, including sessions on safeguarding, trauma-informed practice and corporate parenting.

Following updates to safeguarding processes we have experienced an increase in referrals and improved tracking and monitoring of safeguarding incidents.

Borders College have signed up to CDN's Trauma-Informed Colleges programme. The aim of this work is to develop our understanding of trauma to assist in the development of trauma-informed approaches to supporting staff and students. Care-experienced students are often impacted by the effects of early childhood trauma, so this project is expected to have a positive impact on this group.

6.0 IMPLICATIONS AND CONSIDERATIONS

6.1 Financial Implications

The Borders Young Talent Programme is funded through Robertson's Trust. Our funding period comes to an end in March 2025. Plans are progressing to make a bid in to Roberson's Trust 'Big Changes' fund in order to continue, and build upon, the work of this project.

6.2 Learner Implications

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

6.3 Staff Implications

There is a risk that capacity for supporting Care Experienced students is reduced as a result of funding challenges.

6.4 Equality and Diversity Implications/Equality Impact Assessment

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

6.5 Sustainability/Environmental Implications

There are no direct implications in relation to sustainability and environment from the contents of this report.

7.0 RISK COMMENTARY

If the college fails to meet its corporate parenting responsibilities, this may have a detrimental impact on the retention and success of our most vulnerable learners.

8.0 CONCLUSION

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

Amy Brydon

Director of Student Support Services

17 May 2024

Previous Board or College Committee Approvals:

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

Update: May 2024

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

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


		Under 22 Travel initiative Referrals for MH support			tours, hosting activities and events to create a sense of belonging and help to get student support in place. Improved sharing of transitions information through ProMonitor developments. Report and Support platform in development.	
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No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
1.2	To adopt a proactive approach and ensure we offer all accepted applicants the opportunity to discuss their support requirements.	<p>Welcome emails sent advising support opportunities available.</p> <p>Collaboration/Liaison with key Stakeholders to provide transitional support.</p> <p>Tracking admissions.</p> <p>Liaison with SBC Equality Lead.</p> <p>Referral analysis.</p> <p>BYT Mentoring Support.</p> <p>Allocated Advisers.</p> <p>Quiet Induction.</p>	<p><u>External</u> CP Duty 58 1 (d) GFSC Support, Identify Promise – A good childhood, Planning</p> <p><u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3</p>	<p>Director of Student Support Services</p> <p>Student Services Manager – Welfare and Transitions</p> <p>Student Services Manager - Learning Support</p> <p>Heads of Sector</p>	<p>All students disclosing Care-Experience or Student Carer status sent initial email detailing support available and contact details.</p> <p>Where Care-Experienced students had accepted a place, contact is made by a BYT Mentor prior to summer to start building relationships.</p> <p>All Care-Experienced students and Student Carers are sent information about Quiet Induction and Supported Enrolment sessions.</p> <p>All Care Experienced students offered an opportunity to meet with an SDS careers advisor.</p>	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 2 - All staff are alert and aware of matters that might adversely affect the wellbeing and/or achievement of young people						
2.1	Consider tracking and monitoring data to ensure appropriate scaffolding is in place to support successful outcomes.	<p>Reporting tools available on Pro-Solution to enable identification & tracking.</p> <p>Equality and Inclusion Committee.</p> <p>Regular meetings with the Curricular Teams and key Stakeholders ie SDS/NOLB.</p> <p>Improved Outcomes/KPIs.</p>	<p><u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood, Building Capacity</p> <p><u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3</p>	<p>Director of Student Support Services</p> <p>Student Services Manager – Welfare and Transitions</p> <p>Student Services Manager - Learning Support</p> <p>Heads of Sector</p> <p>Equalities Officer</p>	<p>Pro-Monitor learner badges allows easy identification of students.</p> <p>BYT Mentoring currently supporting 23 Care-Experienced students.</p> <p>Partnership with SBC Virtual Head supporting CE school leavers, regular tracking and monitoring meetings with SSM – Welfare and Transitions.</p> <p>Close liaison with Skills Development Scotland and Employability Service where concerns are raised around students sustaining their course.</p> <p>Indicative KPI analysis suggests improved retention and success for care-experienced students in 2022-23.</p>	
2.2	Ensure all staff receive relevant CPD to raise awareness and provide appropriate support to learners.	<p>Online Equalities and Corporate Parenting modules available for all Staff and a requirement for staff induction.</p> <p>Key frontline staff will receive relevant CPD.</p> <p>Staff Induction/Staff Awareness sessions available.</p>	<p><u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support Promise – Supporting the workforce</p> <p><u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3</p>	<p>Director of People Services</p> <p>All Line Managers</p> <p>Equalities Officer</p>	<p>Online Corporate Parenting module available on Canvas</p> <p>Involvement in regional CYPPP ‘developing the Workforce’ stream presents opportunities to develop communities of practice and identify local training opportunities/providers for college teams</p> <p>Borders College has signed up to CDN’s Trauma Informed College programme.</p>	



		Support Policies and Procedures.			<p>Two trauma-informed college leads have been identified and have received training.</p> <p>CDN's 'Introduction to Trauma-Informed Practice' has been delivered to all staff.</p> <p>Pastoral teams have received introductory training on trauma informed practice and Corporate Parenting Learning Sessions attended by pastoral staff in April 2024.</p> <p>Introduction of positive behaviour policy which includes 'restorative practice' as a first step to supporting positive behaviour.</p> <p>College-wide trauma-informed diagnostic session planned for August 2024. A newly established trauma-Informed steering group will use outcomes to develop a college action plan.</p> <p>Improved tracking and monitoring of safeguarding incidents, and an increase in the number of Lead Safeguarders across the college. New process has led to an increase in safeguarding referrals demonstrating increased engagement with the process (11 safeguarding referrals in 2022-23, 27 referrals in 2023-24, +145%)</p>	
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					Wider Leadership and Senior Leadership teams engaging in safeguarding training delivered through the Public Protection Unit.	
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No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 3 - The College will ensure that young people who face additional barriers to sustaining engagement and achievement are assessed for specific pastoral and learning support						
3.1	Learners who disclose a need for support will have the opportunity to discuss and access the appropriate services to support their learning and progress.	<p>Named Adviser</p> <p>Funding support available from Student Services team to ensure students funding is maximised.</p> <p>Advice/Guidance on Travel to access College.</p> <p>Collaboration/Liaison with key stakeholders.</p> <p>Referral analysis</p> <p>BYT Mentoring</p> <p>Improved Outcomes/KPIs</p>	<p><u>External</u></p> <p>CP Duty 58 1 (a), (b), (c)</p> <p>GFSC Support, Identify Promise – A good childhood</p> <p><u>Internal</u></p> <p>Outcome Agreement</p> <p>Future Skills Strategy</p> <p>College Development Plan – Action 1-4</p> <p>Equality Outcome Action Plan 2 & 3</p>	<p>Director of Student Support Services</p> <p>Student Services Manager – Welfare and Transitions</p> <p>Student Services Manager - Learning Support</p> <p>Heads of Sector</p> <p>Student Services Teams</p> <p>Achievement Coaches</p>	<p>Student welcome sessions held during induction advising students of the support available and how to access, followed up by email communication.</p> <p>BYT Mentoring support for Care-Experienced students</p> <p>Ask us Anything sessions held throughout September 2023, allowing students the opportunity to speak to Staff about Support.</p> <p>Quiet Inductions provide an opportunity for students to meet 1-1 with staff prior to the start of the college year.</p> <p>All care-experienced students offered 1-1 sessions with a careers advisor.</p>	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 4 - The College will seek to promote the interest of all our young people who face additional barriers and provide opportunities designed to support achievement, progression and promote wellbeing						
4.1	Using tracking and monitoring data to take appropriate action to provide interventions to support progress.	Reporting tools available on Pro-Solution to enable tracking, monitoring and early identification. Referral Analysis BYT Mentoring. Regular meetings with the Curricular Teams and key Stakeholders ie SDS/NOLB.	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – Building Capacity <u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector Student Services Teams Achievement Coaches	Pro-Monitor learner badges allows easy identification of care-experienced students. Ongoing developments within ProMonitor and ProMetrix will improve the ability to track and monitor the progress of care-experienced students.	
4.2	Provide advice and guidance on progression opportunities including support to make applications, attend open days etc.	HE adviser aware of students. Close liaison with SDS/NOLB Promotion of opportunities using various platforms. Effective collaboration and signposting.	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood <u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Student Services Manager – Welfare and Transitions Student Support Officer HE Student Services Teams Achievement Coaches	Advice and Guidance available to students from student services team with close liaison with Skills Development Scotland for advice on Careers and pathways. Partnership established with Employability Service to develop employment pathways for care-experienced young people.	

		Work placement opportunities				
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No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
4.3	Through the Students Association provide opportunities for the learners' voice to be heard.	<p>Student Experience Committee</p> <p>BCSA opportunities</p> <p>Collaboration with SBC Champions Board</p>	<p><u>External</u> CP Duty 58 1 (e) Promise – A good childhood</p> <p><u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan</p>	<p>BCSA Development Officer</p> <p>Equalities Officer</p>	<p>Champions Board session held during Induction week. Current discussions with SBC around establishing a regular hub within the College for CE students.</p> <p>Student Support forum established to provide opportunities for students to share feedback directly with student services team.</p> <p>Consultation launched in Feb 2024 to understand the wants and needs of students in relation to accessing student support.</p> <p>Students; Association consulted throughout development of student policy, e.g. fitness to study and positive behaviour strategy.</p>	
AIM 5 - The College will work to fulfil its role as an inclusive organisation and good corporate parent, working collaboratively with other local and national agencies and corporate parents						
5.1	Regularly review the Corporate Parenting plan, to ensure it is current and reflects local and national developments.	<p>Representation on local/national forums.</p> <p>Reports to E&I and Curriculum and Quality Committee.</p>	<p><u>External</u> CP Duty 58 1 (f) Promise – Building Capacity</p> <p><u>Internal</u> Future Skills Strategy</p>	<p>Director of Student Support Services</p> <p>Student Services Manager – Welfare and Transitions</p>	<p>The college is represented on the following forums:</p> <ul style="list-style-type: none"> - Children and Young People's Planning Partnership (A Good Childhood and Developing the Workforce subgroups) - Local Employability Partnership transitions subgroups 	

			College Development Plan – Action 1-4 Equality Outcome Action Plan	Equality and Inclusion Committee	<ul style="list-style-type: none"> - CDN Care Experienced, Student Carers and Estranged Students PLC <p>Progress on corporate parenting reported regularly to the Equality and Inclusion and Curriculum Quality and Student Experience Committees.</p>	
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No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
5.2	Continue active engagement with all Corporate Parents to share good practice and deliver on our duties.	<p>Representation on SBC Operational Group, CDN forums, CEECEF, CPP, SFC Governance.</p> <p>Membership with Scottish Mentoring Network.</p> <p>Collaboration with Who Cares? Scotland.</p>	<p><u>External</u> CP Duty 58 1 (f) Promise – Building Capacity, Planning</p> <p><u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan</p>	<p>Director of Student Support Services</p> <p>Student Services Manager – Welfare and Transitions</p>	<p>Membership on the CYPPP Network ‘A Good Childhood’ supports regular engagement with Corporate Parents and key stakeholders across the local authority.</p> <p>Membership of CYPPP Network ‘Developing the Workforce’ provides opportunity to work with organisations across the region to share practice.</p> <p>Membership on Care Experienced, Student Carers and Estranged Students PLC provides opportunity to share best practice across the sector</p> <p>Visits to Dumfries and Galloway College and Dundee and Angus college to learn about their approaches to supporting care-experienced students.</p>	