

# Core tasks for Designated Managers

in educational and residential establishments  
in Scotland



The Scottish  
Government

# Core tasks for Designated Managers

in educational and residential establishments  
in Scotland

Working together to build improvement in the educational outcomes of  
Scotland's looked after children and young people

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## FOREWORD

We are aware that a great deal of very positive work is happening across Scotland aimed at improving the educational outcomes of Scotland's looked after children and young people but we know that more needs to be done to ensure that we further reduce the gap between this group of children and young people and their peers. To achieve the best outcomes it is essential that our looked after children and young people receive the right sorts of support and educational stimulation at all ages and stages of their lives; from early years through to further and higher education.

Looked after children and young people can face real barriers to positively engaging in the educational opportunities available to them. This is often linked to the issues that led them to become looked after and the impact of their previous experiences in areas such as attendance and behaviour. Yes they can be a challenge to engage with but equally they can become achievers and enjoy many successes in their lives. Our job is to ensure that they are supported as and when they need it so that they achieve all that they can.

The role of the designated manager for looked after children and young people in schools was established following the publication of the *Learning With Care* report in 2001. Having a designated manager in educational establishments and developing a reciprocal role in residential child care establishments is central to improving educational outcomes; the *Looked After Children and Young People: We Can and Must Do Better* report acknowledged that our looked after children and young people need someone both in school and in their home setting who understands their issues and supports their educational attainment.

This publication of this document fulfils the Scottish Government's commitment under Action 9 of *We Can and Must Do Better* which states: *"In partnership with COSLA, local authorities and Learning and Teaching Scotland, we will produce a list of core tasks which clarifies the roles and responsibilities of the designated person within each school or residential establishment who undertakes this important role."* In addition to publishing the core tasks, the Scottish Government has simultaneously written to councils and independent providers of residential establishments asking them to identify a senior member of staff who will take particular responsibility for ensuring that appropriate resources are in place within their establishment for supporting the education of their children and young people.

We hope that the core tasks outlined in this document will provide valuable guidance to designated managers from across Scotland to assist them in discharging their responsibilities to our looked after children and young people.

Additionally, the role of the designated manager is further supported by a number of recent publications. The *We Can and Must Do Better* training materials and the examples of positive practice emanating from the national research into the programme of local authority pilot projects aimed at improving the educational outcomes of looked after children and young people provide practical support. The publication of the guide for community planning partnerships on being a good corporate parent provides an opportunity for local authorities to consider at a more strategic level their corporate responsibilities. In addition, the Looked After Children Website provides a wealth of information and a networking opportunities for those who support looked after children and young people.

Looked after children and young people are first and foremost children and young people. We know, however, that their life circumstances can and often do lead to barriers in their learning. We know that looked after children and young people can and do achieve many successes but that many will need support and encouragement (often in different ways) to do this. We all have responsibilities in this respect.

Finally, designated managers can provide individual looked after children and young people with real opportunities for success and as such we would commend this guidance to you.



A handwritten signature in black ink, appearing to read 'Adam Ingram'.

**ADAM INGRAM MSP**  
Minister for Children  
and Early Years



A handwritten signature in black ink, appearing to read 'Isabel Hutton'.

**CLLR ISABEL HUTTON**  
COSLA Education, Children  
and Young People Spokesperson



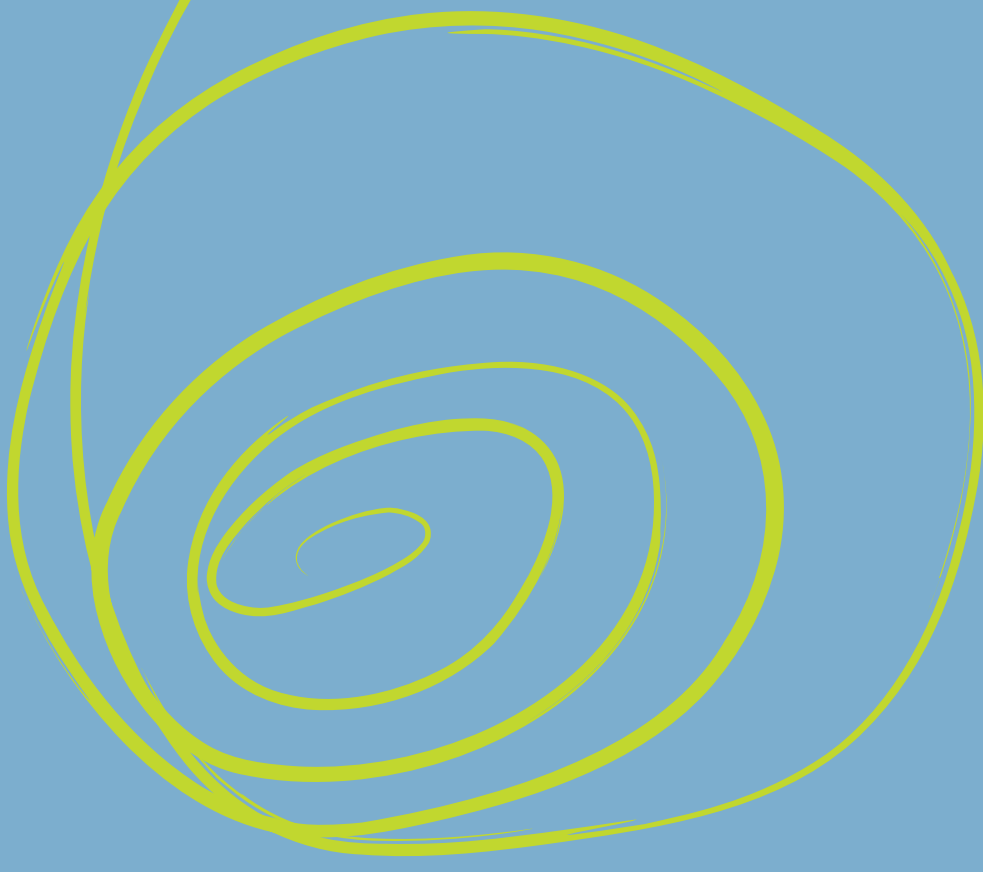
A handwritten signature in black ink, appearing to read 'Steven Paterson'.

**STEVEN PATERSON**  
Acting Director, the Scottish  
Institute for Residential Child Care

# Core tasks for Designated Managers

2.0 / BACKGROUND

2.0



The main recommendation 4 in the *Learning With Care*<sup>1</sup> report states that:

*“Schools should take particular care to identify the learning needs of all their looked after children, set them challenging but realistic educational targets and systematically monitor the progress made. A senior member of staff in each school should maintain an overview of looked after children’s progress and take responsibility for ensuring that appropriate measures are in place for supporting the children’s education.”*

As a result of this recommendation local authorities across Scotland took steps to ensure that a designated senior manager for looked after children and young people was identified in each of their educational establishments.

The *Looked After Children and Young People: We Can and Must Do Better*<sup>2</sup> report noted that whilst each educational establishment had an identified designated senior manager for looked after children and young people there was still a great deal of variation as to how this role is both defined and carried out across Scotland. In addition, the report considered the development of a reciprocal role within the residential child carer sector.

Furthermore, *We Can and Must Do Better* stated:

“Our looked after children and young people need someone both in school and at home who understands their issues and supports their educational attainment.

## ACTION 9

*In partnership with COSLA, local authorities and Learning and Teaching Scotland, we will produce a list of core tasks which clarifies the roles and responsibilities of the designated person within each school or residential establishment who undertakes this important role.*

### Next steps required

- a) We will write to councils and independent providers of residential establishments asking them to identify a senior member of staff who will take particular responsibility for ensuring that appropriate resources are in place within their establishment for supporting the education of their children and young people.”

The development of these core tasks also fits comfortably with other Scottish Government policies and strategies, e.g. *Curriculum for Excellence*, *Additional Support for Learning* and *More Choices, More Chances*.

Whilst the core tasks for designated managers relate specifically to looked after children and young people the needs of children and young people and young people who were previously looked after must not be forgotten or overlooked. *More Choices, More Chances* is the Scottish Government strategy to reduce the proportion of young people not in education, employment or training. It is firmly focused on identifying the needs of each young person individually, and targeting the relevant support where it is needed. This support must deliver equally well for all young people, including those with a background in care. The strategy identifies care leavers as one of the key subgroups to be targeted.



*16+ Learning Choices* is central to delivering *Curriculum for Excellence* and in realising our commitment to improving participation rates in learning post-16. The purpose of *16+ Learning Choices* is to provide an appropriate, engaging and relevant offer of learning, well in advance of the school leaving date, to every young person, regardless of their circumstances. This will be introduced incrementally, with universal coverage across Scotland by December 2010.

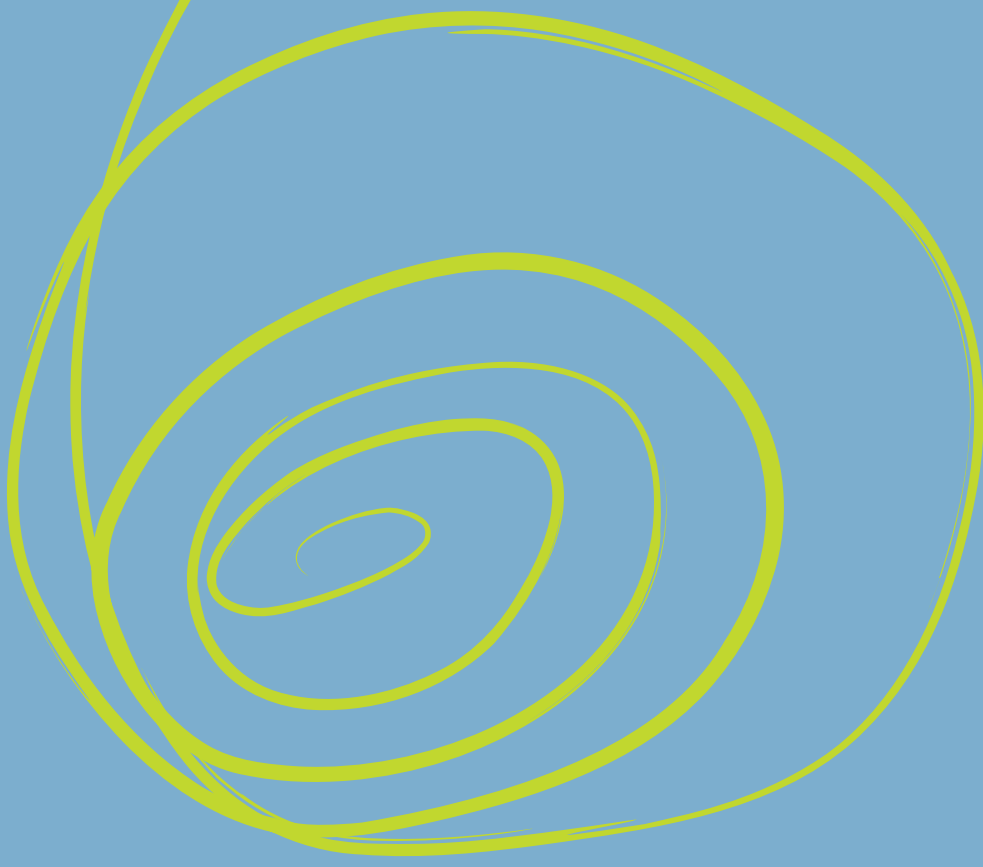
The core tasks outlined in this document have been developed by the members of the ***We Can and Must Do Better*** Becoming Effective Life Long Learners working group and endorsed by the members of the Implementation Board. Information regarding the membership of the working group and the implementation board can be found in section 6 (page 22).



Core tasks for  
Designated Managers

**3.0 / DESIGNATED SENIOR MANAGER FOR LOOKED AFTER  
CHILDREN AND YOUNG PEOPLE IN SCOTLAND'S  
SCHOOLS AND EARLY YEARS ESTABLISHMENTS**

3.0



## CONTEXT

Following the publication of the *Learning With Care* report a great deal of activity has been undertaken in early years establishments and schools in relation to improving the educational outcomes of looked after children and young people. Having a designated senior manager within Scotland's schools who has a responsibility for all looked after children and young people within their establishment and who understands about care and the impact of care upon education is critical to making joint working a reality.

The following set of core tasks relate to all early years establishments, local authority schools, grant-aided schools and independent schools across Scotland (including residential schools).

Schools from across Scotland vary in size, location and type. Some schools may have large numbers of looked after children and young people (possibly 20 or 30) and some may have a small number (1 or 2); indeed some schools may have periods of time where they have no pupils who are looked after. Nevertheless, it is essential that all schools have a named **senior** member of the management team who has a specific responsibility in relation to pupils who are looked after.

It is recognised that the responsibilities associated with the designated senior manager for looked after children and young people role may be fulfilled differently depending on the circumstances present in individual schools. The designated senior manager must, however, ensure that the core tasks are routinely and consistently undertaken within their school; this is particularly relevant where some tasks may have been delegated to other members of staff. It is important that the designated senior manager has a key function in developing school policy and practice.

## CORE TASKS

The following sets out the core tasks which are considered necessary in relation to the role of the designated senior manager for looked after children and young people within a school setting. All of the core tasks can be seen to fall within the 10 standards for personal care that all schools should strive to offer to all pupils. These are set out in *Happy, Safe and Achieving Their Potential – A standard of support for young people in Scottish schools*<sup>3</sup>. A copy of the 10 standards can be found at Appendix H or [www.scotland.gov.uk/Publications/2005/02/20626/51543](http://www.scotland.gov.uk/Publications/2005/02/20626/51543).

Whilst *Learning With Care* focuses on the education of children and young people looked after away from home, *We Can and Must Do Better* relates to the education of all looked after children and young people. Therefore, the role of designated senior manager for looked after children and young people within schools extends to **ALL** looked after children and young people within the school; not just those looked after away from home.

### Communication

- The designated senior manager holds a co-ordinating brief in relation to **all** the looked after children and young people in their establishment. Part of this includes a responsibility to ensure that fellow members of the senior management team are aware of which children and young people are looked after.
- The designated senior manager must familiarise themselves with all local policies, procedures and guidelines regarding looked after children and young people and ensure that these are both made available to all staff members and adhered to within their school.
- The designated senior manager must know which pupils in their establishment are looked after and, in the same way as for all other pupils, maintain confidential files in relation to each of them; sharing relevant information on a need to know basis.
- The designated senior manager must consider who else in the establishment needs to know some details of a child or young person's background, how much of this should be disclosed and consider how best to take into account the wishes of the child or young person; including any desire for confidentiality which can be reasonably and legally accommodated.
- The designated senior manager should make themselves known to each looked after child or young person and act as a reference point for that child or young person within the establishment.
- The designated senior manager, where appropriate, should consult and liaise with families and carers. In addition, the designated senior manager should act as the liaison person within the school for social work, education, local health services, and other relevant agencies.
- The designated senior manager must ensure that all adults sharing parental responsibility, including birth parents, for a child or young person receive copies of reports, invitations to school functions, and other documents, policies and prospectuses usually given to parents.
- The designated senior manager should establish a positive working relationship with the named nurse for the school in relation to looked after pupils.
- The designated senior manager is the custodian of all circulars, legislation and information on looked after children and young people.
- The designated senior manager will work with colleagues in the establishment to raise awareness of the needs of looked after children and young people to ensure that when a looked after child or young person joins the school teachers and other staff have an understanding of the context and additional responsibilities they have.
- The designated manager must know all of the residential establishments which have children and young people attending their establishment and develop working relationships with the relevant designated senior manager for looked after children and young people within each residential establishment.

## Meeting the needs of looked after children and young people

- The designated senior manager must liaise closely with other school staff, parents/carers, social work services staff and other agency personnel involved with the child or young person, to ensure co-ordinated support arrangements are in place to maximise the child or young person's learning potential.
- The designated senior manager must ensure that the educational needs of the looked after children and young people in their establishment are clearly identified and that the appropriate support plans are in place, and that these plans are closely linked to the child or young person's care plan. Additionally, the designated senior manager will closely monitor the implementation of these plans. The monitoring of attainment, achievement, attendance and exclusion statistics in relation to the looked after children and young people in their establishment will be an essential component of this process.
- The designated senior manager must ensure that looked after children and young people with additional support needs have appropriate ASL assessment and planning in place and that these are reflected in care planning documentation.
- The designated senior manager must ensure that there is an appropriate input to all statutory care plan reviews and Children's Hearings. In addition, the designated senior manager may also be asked to contribute to other meetings regarding looked after children and young people, e.g. risk assessment/management meetings, informal planning meetings, etc.
- The designated senior manager should support the efforts of parents/carers and others to provide an educationally rich home environment for all looked after children and young people within their establishment. The designated senior manager should consider parental involvement strategies within the school to ensure that the "corporate parent" has the opportunity to be involved in, for example, the Parent Council.
- The designated senior manager should encourage parents/carers and social workers to give priority to educational needs, and to help assess and balance the demands of education versus the need for contact arrangements (i.e. contact with parents, etc.) to take place within school hours.
- The designated senior manager must provide advice and guidance in relation to individual looked after children and young people within their establishment, and where necessary co-ordinate the pastoral needs of the children and young people concerned.

- The designated senior manager should institute measures within their establishment which are likely to help raise the attainment and achievement of looked after children and young people, and monitor their effect as part of a general raising of attainment and achievement strategy.
- The designated senior manager must ensure that the sending or receiving school is immediately contacted in circumstances where looked after children and young people move school. In addition, the designated senior manager must also ensure that accurate and up to date educational records are transferred between establishments within five working days. This is particularly relevant when the child or young person moves to a school outwith the local authority.

### Advocacy

- The designated senior manager must consult with looked after children and young people regarding the key/essential information they wish to be shared with appropriate staff only, taking into account age and level of maturity.
- Where practical and appropriate, the designated senior manager is the advocate for looked after children and young people within their establishment.
- The designated senior manager must ensure that their establishment has a policy on looked after children and young people, covering pastoral support, raising attainment and achievement, dealing with confidential information, attendance and exclusion, etc.
- In relation to attendance and exclusion, the designated senior manager must ensure that this policy reflects current legislation and considers national guidance. Current national guidance on attendance is contained in ***Included, Engaged and Involved: part 1*** [www.scotland.gov.uk/Resource/Doc/205963/0054747.pdf](http://www.scotland.gov.uk/Resource/Doc/205963/0054747.pdf) which considers the need for schools to take account of individual circumstances, including pupils who are looked after.
- Current national guidance on exclusion ***Circular 8/03 Exclusion from School*** [www.scotland.gov.uk/Resource/Doc/47063/0023825.pdf](http://www.scotland.gov.uk/Resource/Doc/47063/0023825.pdf) notes that exclusion should be used only as a last resort and that when deciding whether exclusion is necessary, must have regard to the particular facts and circumstances surrounding individual incidents and/or pupils. Given the negative impact that exclusion may have on the particular circumstances around a child or young person who is looked after, the designated senior manager must ensure that any decision to exclude is taken within this context and only following careful consideration of alternatives. New guidance ***Included, Engaged and Involved: part 2*** is being developed by the Scottish Government and will be circulated for consultation.

- The designated senior manager must ensure that all members of staff within their establishment are aware of the rights and responsibilities of all looked after children and young people. In addition, the designated senior manager must ensure that all looked after children and young people are involved appropriately in decisions taken about them and that their views are actively sought.
- The designated senior manager must ensure that all staff within their establishment guard against having low expectations of looked after children and young people and that they are aware of the potential of looked after children and young people being bullied or feeling stigmatised.

## LEARNING AND DEVELOPMENT

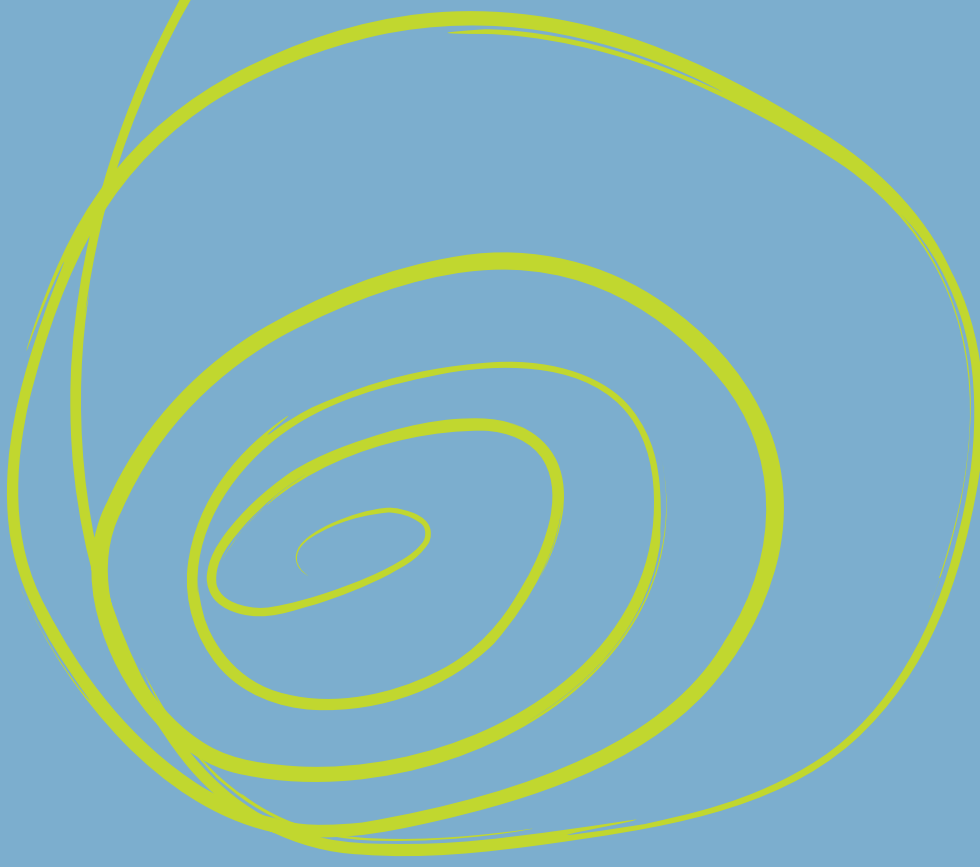
- The designated senior manager should, as appropriate, regularly attend multi-agency training courses relating to looked after children and young people.
- The designated senior manager is an advisor for establishment staff on issues to do with looked after children and young people; including their role as corporate parents to all the looked after children and young people within the establishment. The designated senior manager should ensure that staff receive appropriate access to training, information, time and support for their work with looked after children and young people.



Core tasks for  
Designated Managers

## 4.0 / DESIGNATED SENIOR MANAGER FOR LOOKED AFTER CHILDREN AND YOUNG PEOPLE IN FURTHER AND HIGHER EDUCATION

4.0



## 4.1 SCOTLAND'S COLLEGES

### CONTEXT

Scotland's Colleges have a strong tradition and proven track record of supporting learners to learn effectively. Recent policies and legislative duties have provided colleges with the opportunity to build on good practice. They have achieved this by refining and developing strategies, systems and operational practices to support learners, particularly at times of transition and especially for those who have additional requirements for learning.

Since the implementation of the Protection of Children (Scotland) Act 2003, Scotland's Colleges have made significant progress in safeguarding the children, young people and vulnerable groups to whom they have an increased duty of care.

In order to meet the duties of the above Act, each of Scotland's forty-three colleges have:

- designated safeguarding responsibilities to a member of the senior management team;
- produced policies, operational procedures and codes of conduct and practice;
- developed inter-professional working mechanisms, for example partnership working with school child protection coordinators; joint training with fellow professionals in social work and the police force;
- developed effective confidentiality, information sharing and disclosure procedures;
- developed systems for the safe recruitment for the selection of staff and volunteers;
- devolved responsibility for operational procedures to appropriate members of the college community, dependent on the size and diversity of the student body;
- taken steps to ensure safe use of the Internet, including the prevention of cyber-bullying; and
- provided robust programmes of initial and continuing professional development and training for all members of staff.

### CORE TASKS

*Learning With Care* recommended that a senior member of staff in each school should maintain an overview of, and responsibility for, looked after children's progress and education. The remit of a similar senior member of staff within a college of further and higher education would include responsibility for strategy, systems development and the devolvement and management of operational activities.

The policies, procedures and operational infrastructures which have already been implemented to safeguard children, young people and vulnerable groups will be harnessed in order to ensure that looked after children and young people thrive and learn in Scotland's Colleges.

The following sets out the core tasks which are considered necessary in relation to the role of designated senior manager for looked after children and young people in a college context:

- The designated senior manager holds a coordinating brief in relation to all the looked after children and young people and care leavers in their establishment.
- The designated senior manager must take responsibility for developing systems and procedures for the sharing of information with stakeholders, particularly at times of transition from school, or other educational provider, to college.
- The designated senior manager must ensure that consideration of the views of looked after children and young people and care leavers are included in any decision making process in relation to their educational and pastoral needs while at college.
- The designated senior manager must take responsibility for the development of a confidentiality policy and the handling of sensitive information on a need-to-know basis.
- The designated senior manager will ensure that the college works in partnership with colleagues with similar remits in associated schools and residential establishments.
- The designated senior manager will ensure that the relevant college staff have opportunities for appropriate continuing professional development and training in relation to looked after children and young people and care leavers.
- The designated senior manager will be the recipient of all circulars, legislation and information on looked after children and young people and care leavers and will take responsibility for identifying and communicating the implications of these for the establishment.
- The designated senior manager must ensure that structures are in place to identify, meet, monitor and review the educational needs of looked after children and young people and care leavers, pre and during transition, on course and pre-exit.
- The designated senior manager will ensure that appropriate tracking procedures are implemented and sustained so that the individual potential of looked after children and young people and care leavers is realised.

### 4.2 THE FRANK BUTTLE TRUST QUALITY MARK

#### CONTEXT

Action 13 from the *We Can and Must Do Better* report stated: “We (the Scottish Government) will work with colleges and universities to raise awareness and responsiveness to the issues faced by care leavers who enter further or higher education”. Furthermore the report also stated that: “We (the Scottish Government) will be supportive of initiatives such as the Frank Buttle Trust’s Quality Mark for universities which demonstrate support to care leavers”.

The decision to apply for the Frank Buttle Trust Quality Mark lies with the individual higher education providers. However, the standards required to be awarded the quality mark provide a useful framework which outlines the support higher education providers offer looked after young people and care leavers. Ideally all providers of higher education should strive to achieve this standard of support.

## COMMITMENT TO CARE LEAVERS (EXTRACTED FROM THE QUALITY MARK LEAFLET)

The Frank Buttle Trust has developed a statement of commitment to care leavers in higher education. The statement provides a charter through which further education providers can demonstrate their commitment to supporting care leavers.

The commitment recognises the challenges faced by care leavers on entering higher education and seeks to:

- Facilitate an increase in the numbers of care leavers entering higher education.
- To raise awareness of the needs of care leavers.
- To enable care leavers to make the most of their time in higher education and to complete their course of study.
- Help high education providers to identify how best to support care leavers.

Adoption of this commitment requires higher education providers to be more flexible in their support systems and to form active working relationships with local authorities to ensure that an appropriate plan is in place to support looked after young people and care leavers.

The commitment expects higher education providers to:

- Raise aspirations and achievement.
- Ensure that admissions procedures for care leavers are appropriate.
- Provide entry and on-going support.
- Monitor implantation of the commitment.

## RECOGNITION

To receive recognition, higher education providers need to apply to the Frank Buttle Trust for registration, demonstrating how their commitment to care leavers is embedded in their strategic policy framework, and how they will implement and monitor the scheme.

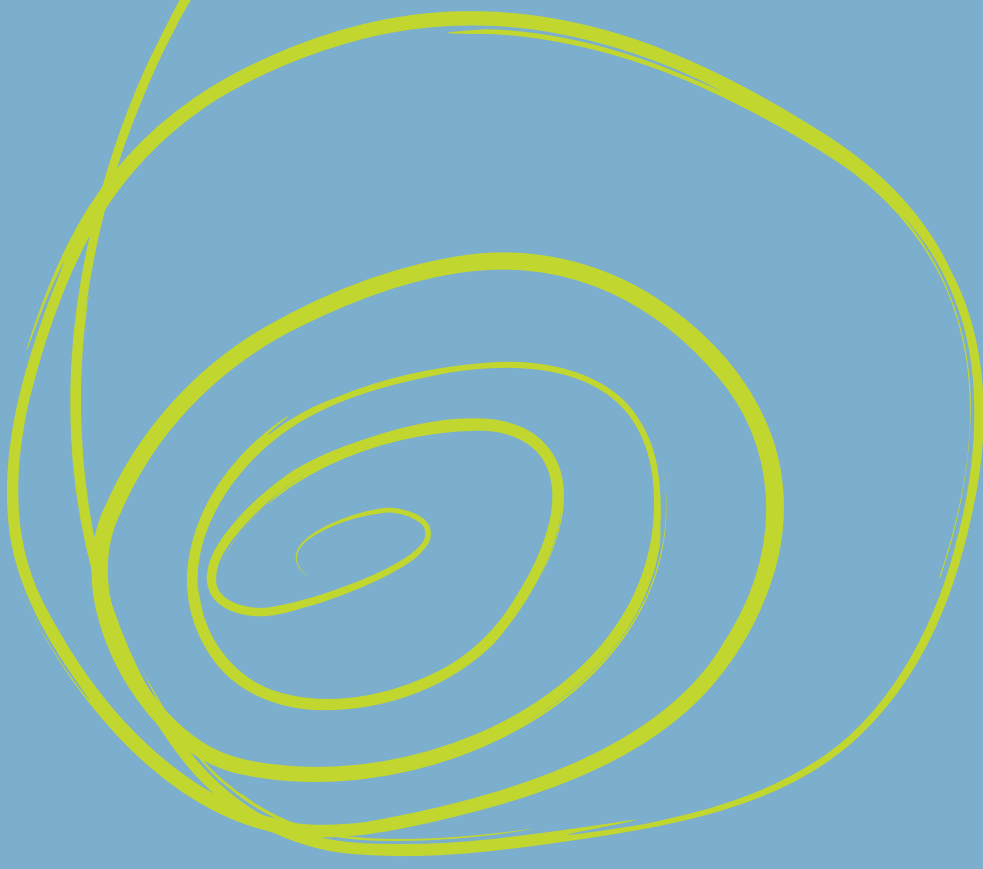
The Frank Buttle Trust will issue a Quality Mark to qualifying higher education providers, and review their plans for implementing and operating the scheme.

**The Frank Buttle Trust website – [www.buttletrust.org/](http://www.buttletrust.org/)**

Core tasks for  
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5.0 / DESIGNATED MANAGER FOR IMPROVING  
EDUCATIONAL OUTCOMES IN SCOTLAND'S  
RESIDENTIAL CHILDCARE ESTABLISHMENTS

5.0



## CONTEXT

Following the publication of the *Learning With Care* report a great deal of activity has been undertaken in residential child care establishments in relation to improving the educational outcomes of looked after children and young people, e.g. creating a more educationally rich living environment to support children and young people's learning.

Having a designated manager is critical to making joint working a reality. This person will have responsibility for promoting the education of children and young people within their residential establishment and a key function will be to develop the establishment's policy and practice in this context and ensure that it is implemented. The designated manager must have a working knowledge of education systems and understand the importance of children and young people being given every opportunity to maximise their educational potential.

The following set of core tasks relate to all residential establishments across Scotland who provide care for looked after children and young people; children's units/homes/houses, the care units within residential school and secure units.

Residential childcare establishments from across Scotland vary in size, location and type. However, it is essential that all establishments have a named **senior** member of the staff team who has a specific responsibility in relation to improving the educational outcomes of the children and young people in their care.

It is recognised that the responsibilities associated with the designated manager role may be fulfilled differently depending on the circumstances and staffing structures present in individual establishments. The designated manager must, however, ensure that the core tasks are routinely and consistently undertaken within their establishment; this is particularly relevant where some tasks may have been delegated to other members of staff.

## CORE TASKS

The following sets out the core tasks which are considered necessary in relation to the role of designated manager for improving educational outcomes within residential childcare establishments.

### Communication

- The designated manager holds a co-ordinating brief in relation to promoting the positive educational experience and outcomes for **all** the children and young people in their establishment.
- The designated manager must know all the educational establishments/education providers which their children and young people attend and develop working relationships with the relevant designated senior manager for looked after children and young people within each educational establishment.

- The designated manager must ensure effective communication pathways are created, maintained and recorded between home and school for all the children in their establishment and ensure that all relevant staff within the establishment are fully aware of these.
- The designated manager must ensure that all information relevant to the child's personal situation which impact on their capacity to engage and learn is shared with the designated senior manager within the school. Ideally this should be done immediately and in partnership with the child or young person's parent/carer (as appropriate) and their social worker/case manager. As part of this task, the children and young people and their parent/carer (as appropriate) should be consulted and advised about what information is being shared and why.
- The designated manager must ensure that all staff are aware of the restrictions and freedoms in relation to confidentiality when communicating with educational establishments.
- The designated manager must ensure that appropriate communication and involvement with families and carers on issues regarding the education of their child or young person occurs as soon as possible after they arrive in their establishment. Thereafter the designated manager should ensure that this communication routinely takes place and that all the communication is recorded appropriately.
- The designated manager must ensure that each school has up to date contact information for all of the adults who have parental responsibility for the child or young person; the exception being where the safety and wellbeing of the child is likely to be compromised.
- The designated manager has responsibility to keep up to date with all circulars, legislation and information on the education of looked after children and young people and for ensuring that these are communicated and understood by all workers involved in the care of the children and young people within their establishment.
- The designated manager will work with colleagues in the establishment to raise awareness of the educational needs of looked after children and young people to ensure that all staff have an understanding of the context and particular responsibilities they have to promote and support the educational experience of the child or young person.

### Meeting the needs of looked after children and young people

- The designated manager must liaise closely with residential colleagues, school staff, parents/carers, social work services staff and other agency personnel involved with the child, to ensure coordinated support arrangements are in place to maximise the child or young person's learning potential.

- The designated manager must work closely with the educational establishments (including further and higher educational establishments) to ensure that the educational needs of the children and young people in their establishment are clearly identified and that the appropriate support plans are in place, and that these plans are closely linked to the child or young person's care plan. Additionally, the designated manager will closely monitor and support the implementation of these plans, including contributing to the needs within the residential establishment. The monitoring of attainment, achievement, attendance and exclusion statistics in relation to the children and young people in their establishment will be an essential component of this process.
- The designated manager should take an active interest in supporting the educational establishment to ensure that children and young people with additional support needs have appropriate ASL assessment and planning in place and that these are reflected in care planning documentation.
- The designated manager should liaise with the relevant social worker/case manager to ensure that there is an appropriate educational input to all statutory care plan reviews and Children's Hearings.
- The designated manager should encourage residential workers, parents/carers and social workers to give priority to educational needs, and to help assess and balance the demands of education versus the need for contact arrangements (i.e. contact with parents, etc.) and health appointments to take place within school hours. Contact with family and health appointments should only in exceptional circumstances take place within school hours.
- The designated manager must ensure that the sending or receiving placement is immediately contacted in circumstances where children and young people move placement. In addition, the designated manager must also ensure that accurate and up-to-date educational records are transferred between placements within five working days.

## Advocacy

- The designated manager must consult routinely with children and young people regarding their school experience in order to identify and seek resolutions to issues or concerns raised. If concerns remain unresolved then it would be helpful to note them for discussion with the nominated person within the local education authority for looked after children and young people.
- The designated manager must ensure that all staff within their establishment are aware of the right of children to have a full-time education which should normally take place in a mainstream school. In addition, the designated manager should consider challenging decisions which undermine such rights, e.g. issues relating to attendance and exclusion. However, the designated manager should also be aware that there may be times when the child or young person, for whatever reason, may not be able to access education.



- Where a child or young person is not in education, or not receiving full-time education, the designated manager should immediately inform the placing authority and request an urgent review involving all relevant parties, including the child or young person and their parent/carer (as appropriate).
- The designated manager must ensure that all children and young people are involved in decisions taken about them and their education and that their views are actively sought.
- The designated manager must ensure that all staff within their establishment guard against having low expectations of looked after children and young people and that they are aware of the potential of looked after children and young people being bullied or feeling stigmatised.

### Learning and Development

- The designated manager should regularly attend multi-agency training courses relating to the education of looked after children and young people, as appropriate.
- The designated manager is an advisor for establishment staff on issues to do with the education of looked after children and young people; including their role as corporate parents to all the children and young people within the establishment. The designated manager should ensure that staff receive appropriate access to training, information, time and support to improve the education of the children and young people in their establishment.
- The designated manager must ensure that they remain up to date with all national and local developments in relation to the education of looked after children and young people, e.g. joint policies and procedures between education, social work and health services.
- The designated manager must ensure that they remain up to date with resources available to their establishment which could potentially support and improve the educational experience of the children and young people and all members of staff. The designated manager must ensure that this information is shared throughout their establishment.

### Educationally Rich Environment.

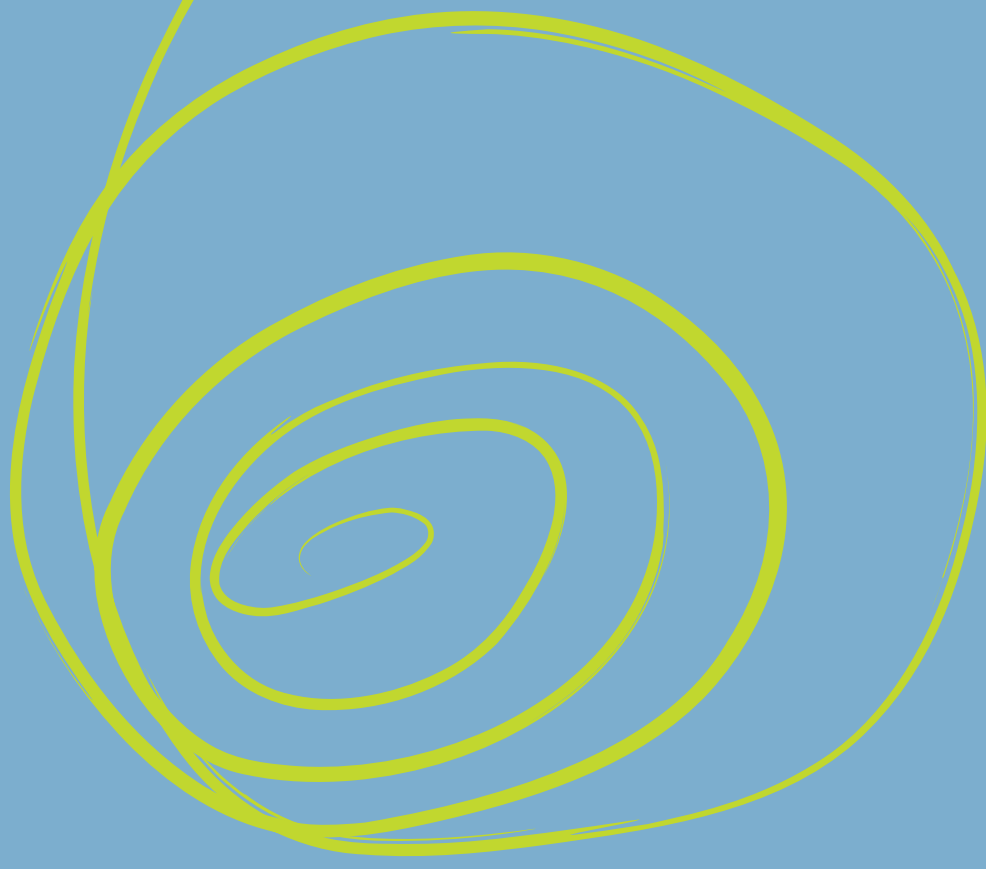
- The designated manager must encourage the development of a positive learning culture within the establishment for children and young people and members of staff, alike. The establishment must have a culture which promotes the value of education and lifelong learning.
- The designated manager should ensure that an annual evaluation of the “*educational richness*” of their establishment is undertaken using relevant parts of the National Care Standards<sup>4</sup> and the HGIOS self evaluation document<sup>5</sup>. Where improvements are required, the designated manager should work in partnership with the establishment management team to develop an appropriate action plan.

- The designated manager should ensure that the establishment development plan includes measures which are likely to help raise the educational attainment and achievement of children and young people, and monitor their effect as part of a general raising of attainment and achievement strategy.
- The designated manager should encourage all staff to consider what personal skills, talents, enthusiasms, etc. they can bring to enrich the educational experience of the children and young people. In support of this, the designated manager should consider the potential learning and development requirements of the staff (e.g. outward bound courses, awareness of local cultural and leisure opportunities, etc.) and ways to encourage the involvement of the children and young people.
- The designated manager should ensure that the physical environment and the internal resources of the establishment are conducive to promoting a positive educational experience for the children and young people.

Core tasks for  
Designated Managers

## 6.0 / MEMBERSHIP OF THE WORKING GROUP AND THE IMPLEMENTATION BOARD

6.0



## Members of the “Becoming Effective Lifelong Learners” working group

<b>David Cameron (Chair)</b>	Stirling Council	<b>Moira Shemilt</b>	Scottish Further Education Unit
<b>Carol Edgar</b>	South Lanarkshire Council	<b>Stuart Ritchie</b>	Learning and Teaching Scotland
<b>Jo Harrison</b>	Social Work Inspection Agency (SWIA)	<b>Dr Graham Connelly</b>	University of Strathclyde
<b>Gary Daniell</b>	Fairbridge	<b>Ron Crichton</b>	Scottish Government
<b>Bill Boyd</b>	Learning and Teaching Scotland	<b>Kathryn Chisholm</b>	Scottish Government
<b>Irene Grant</b>	Glasgow City Council	<b>Derrick Bruce</b>	Scottish Government
<b>Jennifer Davidson</b>	Scottish Institute for Residential Child Care	<b>Susan Bolt</b>	Scottish Government
<b>Julia Swan</b>	Falkirk Council	<b>Scott McDonald</b>	Scottish Government
<b>Margo Williamson</b>	Learning and Teaching Scotland	<b>Anna Fowlie</b>	Scottish Government
<b>Ron Culley</b>	Convention of Scottish Local Authorities (COSLA)	<b>Graham McCann</b>	Scottish Government
<b>Maureen Mallon</b>	Her Majesty’s Inspectorate of Education (HMIE)	<b>Shirley Laing</b>	Scottish Government
<b>Linda Connolly</b>	Social Work Inspection Agency (SWIA)	<b>Judy Waterman</b>	Scottish Government

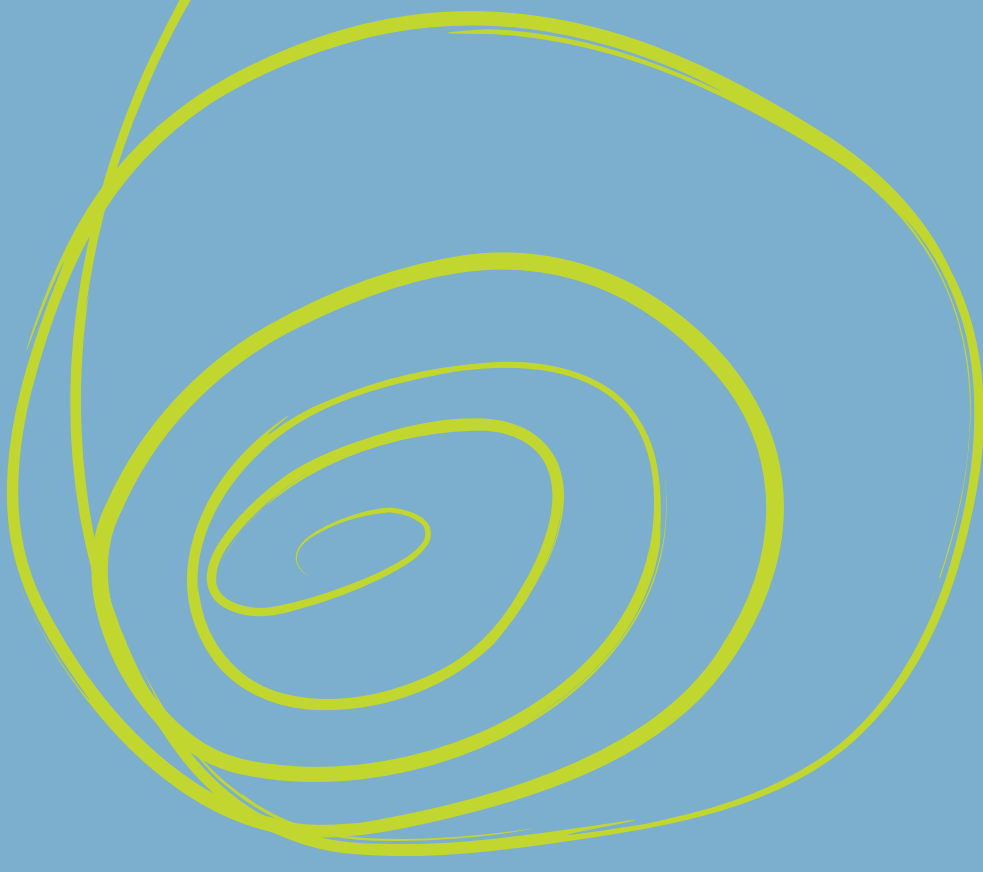
## Members of the Implementation Board

<b>Colin MacLean (Chair)</b>	Scottish Government	<b>Derek Feeley</b>	Scottish Government
<b>Fiona Lees</b>	East Ayrshire Council	<b>Mike Foulis</b>	Scottish Government
<b>Robert Nicol</b>	Convention of Scottish Local Authorities (COSLA)	<b>David Duncan</b>	Lothian & Borders Police
<b>David Cameron</b>	Stirling Council	<b>Liz Hunter</b>	Scottish Government
<b>Colin MacKenzie</b>	Aberdeenshire Council	<b>Pam Whittle</b>	Scottish Government
<b>Elaine Zwirlein</b>	Dundee Council	<b>Olivia McLeod</b>	Scottish Government
<b>Dr Graham Connelly</b>	Strathclyde University	<b>Shirley Laing</b>	Scottish Government
<b>Mark Batho</b>	Scottish Government	<b>Anna Fowlie</b>	Scottish Government
<b>Bridget Campbell</b>	Scottish Government	<b>Graham McCann</b>	Scottish Government
<b>Caroline Selkirk</b>	NHS Tayside	<b>Viv Boyle</b>	Scottish Government
<b>Addie Stevenson</b>	Aberlour Trust		

# Core tasks for Designated Managers

## 7.0 / REFERENCES

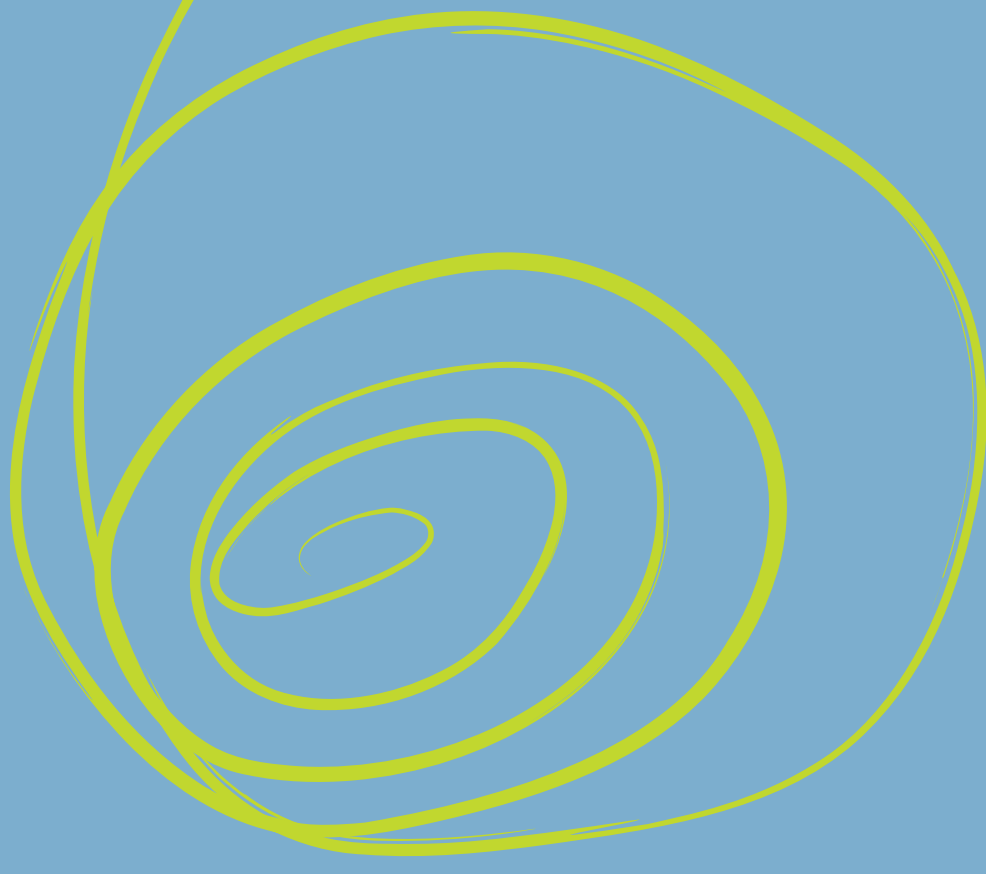
7.0



- 1 ***Learning With Care – The Education of Children Looked After Away from Home by Local Authorities***  
(Scottish Executive – March 2001)
- 2 ***Looked After Children and Young People: We Can and Must Do Better***  
(Scottish Executive – January 2007)  
[www.scotland.gov.uk/laceducationaloutcomes](http://www.scotland.gov.uk/laceducationaloutcomes)
- 3 ***Happy, Safe and Achieving their Potential – a standard of support for children and young people in Scottish schools***  
(Scottish Executive, 2004)  
[www.scotland.gov.uk/laceducationaloutcomes](http://www.scotland.gov.uk/laceducationaloutcomes)
- 4 ***National Care Standards for care homes for children and young people and for school care accommodation***  
(The Care Commission)  
[www.carecommission.com](http://www.carecommission.com)
- 5 ***How good is our school? (HGIOS) – Inclusion and Equality Part 1 – Evaluating the education and care placements for looked after children and young people***  
(HMIE – 2003)  
[www.hmie.gov.uk/documents/publication/hgioslac.pdf](http://www.hmie.gov.uk/documents/publication/hgioslac.pdf)

# Core tasks for Designated Managers

## RESOURCES



## THE *WE CAN AND MUST DO BETTER* TRAINING MATERIALS

Following the launch of *Looked after Children and Young People: We Can and Must Do Better* the Scottish Government gave a commitment to fully revise the Learning With Care training materials. This work has now been completed.

The revised training materials have been produced in a DVD-ROM format and re-launched as the *We Can and Must Do Better* training materials at a Ministerial Event in Glasgow on the 16th September 2008. The new training materials are ideal for both individual learning and tutored training courses. The target audience includes teachers, carers, social work staff, health workers and other professionals involved in the life of looked after children and young people and care leavers.

Included on the DVD-ROM are:

- *a new 30 minute film reflecting a young person's journey through the looked after system*
- *individual and group activities*
- *distinct bespoke training courses*
- *a flexible resource library of learning materials, downloadable documents, etc.*
- *short video clips of young people and adults providing their views and experiences.*

Topics covered by the training materials include:

- *An introduction to being looked after*
- *Pre-care and post-care experiences*
- *Corporate parenting*
- *Health and wellbeing*
- *Brain development and attachment*
- *Loss and trauma*
- *Resilience and emotional literacy*
- *The looked after child's world*
- *Being looked after in residential schools and secure care*
- *The education system*
- *Leaving care well*
- *Information sharing and confidentiality.*

It is the intention of the Scottish Government that all schools, residential child care establishments colleges, universities and other relevant stakeholders have access to the training materials.



## YOUR ROLE AS A CORPORATE PARENT (GUIDANCE)

*Corporate parenting* means the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of looked after children and young people, and care leavers. (*Looked After Children and Young People: We Can and Must Do Better*, Scottish Executive, 2007)

You can find out more in *These Are Our Bairns: A guide for community planning partnerships on being a good corporate parent* (Scottish Government, 2008).

Corporate parenting is not only a responsibility but a real opportunity to improve the futures of looked after children and young people; recognising that all parts of the system have a contribution to make is critical to success. Being a good corporate parent means we should:

- accept responsibility for the council's looked after children and young people;
- make their needs a priority; and
- seek for them the same outcomes any good parent would want for their own children.

Good parents make sure their children are well looked after, making progress at school, healthy, have clear boundaries for their own and others' safety and wellbeing and are enjoying activities and interests. As they grow older, they encourage them to become independent, and support them if they need it, to become part of the local community and access further or higher education, training or work. Corporate parents must do the same, albeit that many more individual people will be involved in the corporate family than some ordinary families.

Whether you are a teacher, a residential care worker, or work in any other capacity with looked after children and young people or care leavers, you are part of the corporate family and have an additional responsibility to those children who are in the care of your local authority. It is therefore your job to ask yourself "is this good enough for my child?" and do everything you can to make sure the answer is "yes".

## CHILDREN (SCOTLAND) ACT 1995

### LOOKED AFTER CHILDREN AND YOUNG PEOPLE: A BRIEF SUMMARY

This is a brief summary of the legislation about Looked After children and young people, it should not be taken as a comprehensive statement of the law. People should consider seeking their own legal advice as they consider appropriate.

The majority of children and young people who are considered to be **Looked After** will come into one of the following two categories.

- **Looked After at home**, where the child or young person is subject to a *Supervision Requirement with no condition of residence* through the Children's Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home).
- **Looked After away from home** (i.e. away from their **normal** place of residence), where the child or young person is subject to a *Supervision Requirement with a condition of residence* through the Children's Hearing system, or is provided with accommodation under section 25 (voluntary agreement) or is the subject of a Parental Responsibility Order (section 86). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children's unit, a residential school, a secure unit or a kinship placement.

The undernoted is a brief guide to the main parts of the **Children (Scotland) Act 1995** which governs many areas of a local authority's duties, powers and responsibilities in relation to Looked After children and young people and care leavers.

Section	Provision
17	This section imposes a <b>duty</b> on local authorities towards children who are " <b>Looked After</b> " by them by ensuring that they safeguard and promote the child's welfare, promote contact with those who have parental responsibilities, whilst taking into account the views of the child. A further duty is the provision of advice and assistance with a view to preparing a child for when the child is no longer Looked After-often referred to as "throughcare".
21	This section sets out details regarding co-operation between authorities and other bodies to help in the exercise of their functions.
22	This section imposes a duty on local authorities to provide a range of services to children who are "in need". Such services should be offered to safeguard and promote the welfare of the child and to prepare young people for when they are no longer Looked After.

Section	Provision
25	<p>This section imposes a duty on local authorities to provide accommodation for children, if:</p> <ul style="list-style-type: none"> <li>• No one has parental responsibility for them</li> <li>• They are lost or abandoned</li> <li>• The person who has been caring for them is prevented from providing suitable accommodation/care.</li> </ul>
29	<p>This section (entitled Aftercare) sets out the main local authority responsibilities, both duties and powers, to young people who leave the “<b>Looked After</b>” system following their school leaving age. Section 29 was amended on 1st April 2004 by the Regulation of Care (Scotland) Act 2001.</p>
30	<p>This section sets out when local authorities may give financial assistance towards the education or training expenses of those who have ceased to be Looked After following their school leaving age.</p>
31	<p>This section ensures that each child who is “<b>Looked After</b>” by the local authority has their case formally reviewed at regular intervals.</p>
53	<p>This section imposes a duty on local authorities to make initial inquiries, if information is received suggesting compulsory measures of supervision may be necessary for the child, i.e. a Children’s Hearing report.</p>
55	<p>This provides a local authority with the power to apply to a Sheriff for a <b>Child Assessment Order</b>, where access to a child for the purposes of gathering information is denied.</p>
56 (4)(b)	<p>This section provides the Reporter with the power to refer any case to the local authority for advice, guidance and assistance to a child and/or their family. This is commonly referred to as “<b>Voluntary Supervision</b>”.</p>
57	<p>This section allows a Sheriff to make a “<b>Child Protection Order</b>” where there are grounds to believe that a child is being ill-treated, neglected or will suffer harm. Whilst any person may apply for such an order, this is normally pursued by Social Work Services.</p>
70	<p>This section covers the disposal of a “<b>Supervision Requirement</b>” by a Children’s Hearing, the 2 main sub-sections being:</p> <p><b>70 (1).</b> The supervision requirement would, in most circumstances, stipulate that the child continues to reside in the family home. The child would be deemed to be “<b>Looked After at home</b>” by the local authority; and:</p> <p><b>70 (3).</b> The Supervision Requirement would require the child to reside outwith their normal place of residence (i.e. place a condition of residence), e.g. a foster care placement, residential/children’s unit, a residential school, a secure unit or a kinship placement. This child would be deemed to be “<b>Looked After away from home</b>”.</p>

Section	Provision
71	This section imposes a duty on a local authority to give effect to the Supervision Requirement of a child decided by a Children's Hearing and to any conditions contained within the Requirement.
73	This section ensures that "no child shall continue to be subject to a Supervision Requirement for any period longer than is necessary in the interests of <b>promoting or safeguarding his welfare</b> ". Section 73(2) ensures that no Requirement will remain in force for a period longer than one year without that Requirement being reviewed by a Children's Hearing.
86	This section provides the power for the local authority to apply to the Sheriff Court, to transfer parental rights and responsibilities to the local authority.

[www.ltscotland.org.uk/lookedafterchildren/about/what/legal.asp](http://www.ltscotland.org.uk/lookedafterchildren/about/what/legal.asp)

### THE LOOKED AFTER CHILDREN AND YOUNG PEOPLE WEBSITE

The new national website supporting improved outcomes for Scotland's looked after children and young people and care leavers was launched by Adam Ingram MSP (Minister for Children and Early Years) on 6th May 2008.

The website aims to support you and your work in improving outcomes for all looked after children, young people and care leavers - news, information, resources and networking opportunities.

These children and young people may live at home, in foster care or residential care, but will all be formally looked after by the local authority.

[www.LTScotland.org.uk/lookedafterchildren](http://www.LTScotland.org.uk/lookedafterchildren)

The website has been produced by the Scottish Government in partnership with the LAC Education Forum and Learning and Teaching Scotland, following the publication of the *We Can and Must Do Better* report.

## THE LAC EDUCATION FORUM

The LAC Education Forum was set up in late 2000 when a small group of education and social work professionals met in a Hamilton school to discuss issues surrounding the education of looked after children and young people. The purpose of this meeting was to network and share practice and experience.

Now the Forum has more than 250 members, drawn from:

- *the majority of local authorities across Scotland*
- *the NHS*
- *Her Majesty's Inspectorate of Education*
- *Scottish Institute for Residential Childcare*
- *Social Work Inspection Agency*
- *Who Cares? Scotland*
- *the residential school sector*
- *Save the Children*
- *Scottish Throughcare and Aftercare Forum*
- *The Big Step*
- *Strathclyde, Edinburgh, Glasgow and Abertay universities*
- *Scottish Government.*

The Forum meets up to four times a year to discuss current issues and to share practice and resources.

The Forum is also regularly used to share new publications, policy developments, issues raised by members and consultations, and to publicise events in relation to the education of looked after children and young people.

To join the LAC Education Forum or if you would like more information about their activities, etc. please follow the link below.

[www.ltscotland.org.uk/lookedafterchildren/workingtogether/laceducationforum/forum.asp](http://www.ltscotland.org.uk/lookedafterchildren/workingtogether/laceducationforum/forum.asp)

## THE FRANK BUTTLE TRUST QUALITY MARK

The Frank Buttle Trust awards a Quality Mark to higher education providers who can demonstrate that their commitment to care leavers is embedded in their strategic policy framework, and can show how they will implement and monitor their commitment. Institutions need to apply to the Trust to be considered for the Quality Mark.

The Quality Mark was developed following a five-year action research study which examined the challenges faced by young people who had been in the care of local authorities in attending higher education. The final research report, "Going to university from care", was published in May 2005 and demonstrated that those who did succeed did so against considerable odds, both in terms of pre-entry support, and support by the higher education provider.

The Trust then worked with a range of higher education providers and local authorities to develop the statement of commitment to care leavers in higher education.

The commitment recognises the challenges faced by care leavers entering higher education and seeks to:

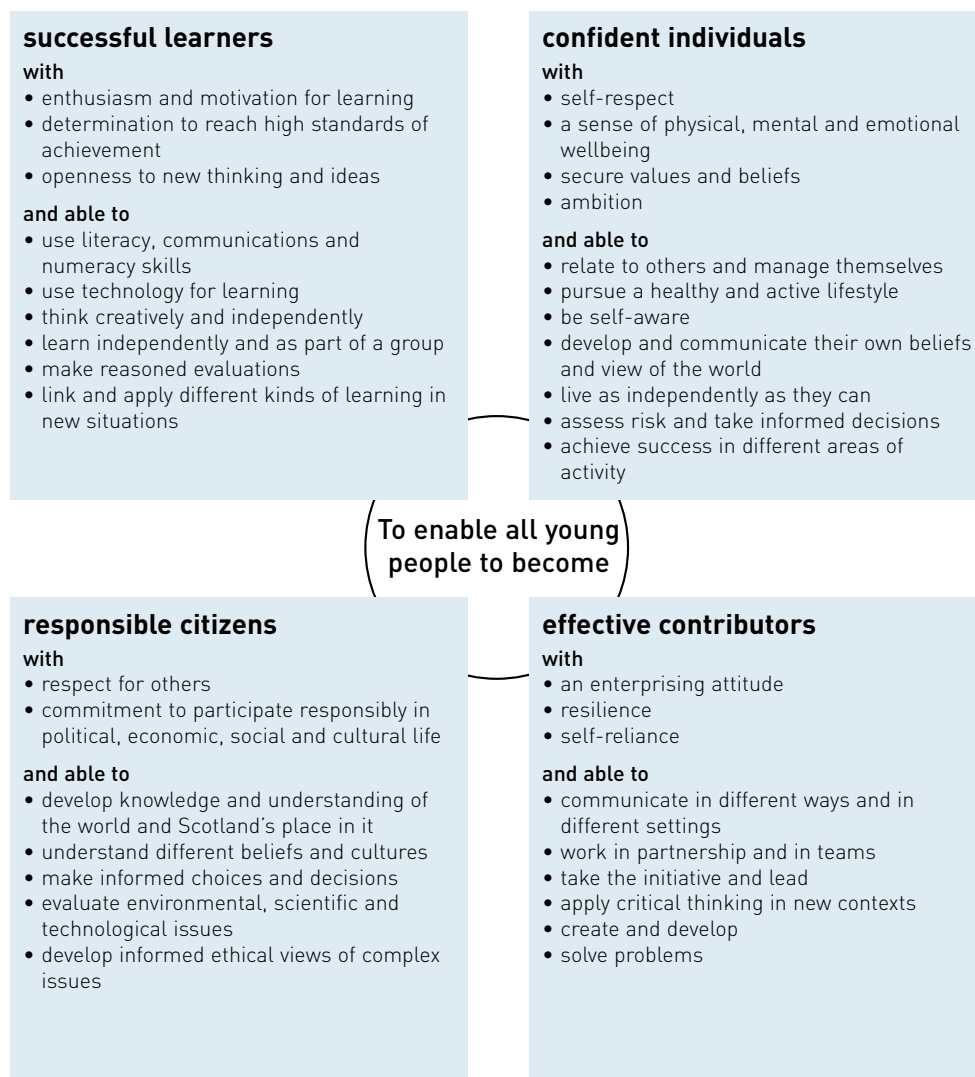
- facilitate an increase in the numbers entering higher education
- raise awareness of the needs of care leavers
- enable care leavers to make the most of their time in higher education and to complete their courses successfully
- help higher education providers to identify how best to support care leavers, and
- contribute to a national framework to assist local authorities to fulfil their obligations to care leavers.

The Quality Mark scheme was launched in Scotland in September 2007 at the University of Glasgow. At the launch event, the universities of Glasgow, Strathclyde and Abertay Dundee were the first in Scotland to be awarded the Quality Mark.

[www.buttletrust.org/](http://www.buttletrust.org/)

## CURRICULUM FOR EXCELLENCE

*Curriculum for Excellence* began with a National Debate on Education, from which came agreement about the purposes of education, i.e. to enable young people to become successful learners, confident individuals, responsible citizens and effective learners. These four “capacities” will be familiar to carers and social workers and they therefore provide a common language for the aims of care and education in relation to both support for and expectations of looked after children and young people. More detail is provided in the diagram below.



The eight curriculum areas are:

- Mathematics
- Languages
- Social studies
- Expressive Arts
- Sciences
- Technologies
- Health and wellbeing
- Religious and Moral Education



## THE 10 STANDARDS OF PERSONAL SUPPORT IN SCHOOL

In primary, secondary and special schools, and in partner agencies providing learning opportunities and support, children and parents can expect to find support to meet their personal, social and learning needs which reflects these standards:

<b>LEARNING FOR LIFE: TO ENHANCE LEARNING FOR LIFE, EFFECTIVE PERSONAL SUPPORT:</b>		
<p><b>1 Makes opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support throughout life.</b></p> <p>High quality programmes of education for personal and social development and health education should equip children and young people to be proactive in seeking information and help to support their life choices. Children and young people will have knowledge of local sources of information and help, in and out of school.</p>	<p><b>2 Provides access to information to help children and young people make informed decisions and choices.</b></p> <p>Children and young people should make personal choices based on relevant and up to date information that communicates effectively and is appropriate to the age of the child. Schools should offer access to information in ways that allow discreet access to it.</p>	<p><b>3 Makes opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society.</b></p> <p>Challenging and enjoyable learning takes place through a wide range of in-school and out-of-school activities that engage children and young people in exploring individual interests and contributing to their community.</p>

<b>REVIEW OF INDIVIDUAL PROGRESS: TO ENABLE REVIEW OF INDIVIDUAL PROGRESS, EFFECTIVE PERSONAL SUPPORT:</b>		
<p><b>4 Provides regular review of progress in learning, and personal and social development.</b></p> <p>Children and young people should be involved in regularly reviewing their personal goals with a member of staff that knows the child well, and can discuss the child's or young person's progress with parents on a regular basis.</p>	<p><b>5 Helps with transitions between stages in education and between different providers of education and personal development opportunities.</b></p> <p>Close liaison between schools and other service providers at transition points helps children and young people to feel personally prepared and helps children, young people and parents understand the support arrangements between providers.</p>	<p><b>6 Helps to plan for the future.</b></p> <p>Young people's future beyond school education is something the school and the young person proactively consider and plan for.</p>

**ACCESS TO SUPPORT: TO ENSURE ALL CHILDREN AND YOUNG PEOPLE, AND THEIR PARENTS, FEEL CONFIDENT THAT THE SCHOOL WILL SUPPORT THEM, EFFECTIVE PERSONAL SUPPORT:**

<p><b>7 Provides access to staff by children and parents who want support.</b></p> <p>Schools actively communicate to pupils and parents the role of all school staff in supporting them, and the roles of specialist staff and other agencies in providing specific support. Children, young people and parents should know who designated staff are and how to contact them.</p>	<p><b>8 Co-ordinates support between agencies and schools, wherever learning takes place.</b></p> <p>Schools will make clear statements of support arrangements for children and parents where other services contribute to the child's or young person's learning programme outside school.</p>	<p><b>9 Respects confidentiality.</b></p> <p>School staff, children, young people and parents are clear that the majority of concerns can be discussed in confidence with any member of staff, and the school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk of harm, while communicating a commitment to support and involve the child or young person when information must be shared.</p>
<p><b>10 Ensures time and space to seek help.</b></p> <p>The school involves children and young people in deciding the most appropriate opportunities and locations to access information and staff who will support them. Schools provide space in the school week to allow children and young people to build relationships with staff, reflect on their personal, social and emotional wellbeing and develop their knowledge of information and support available to them.</p>		

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This document is also available on the Scottish Government website:  
[www.scotland.gov.uk/laceducationaloutcomes](http://www.scotland.gov.uk/laceducationaloutcomes)

RR Donnelley B57422 09/08

