



**LOVED
SAFE
RESPECTED**



IN THE CITY OF EDINBURGH

we have the ambition to be the best place in Scotland for Children and Young People to grow up.

We are committed to fulfilling our responsibilities as Corporate Parents and pledge to Keep The Promise.

Staff in schools recognise our crucial role in

- being alert to and assessing the needs of the children and young people in our care,
- providing opportunities to promote children's welfare and wellbeing, and
- taking any action deemed necessary or appropriate to ensure children's rights are met.

CARE EXPERIENCED



We use the term care experienced when a child or young person is

- looked after at home through a Compulsory Supervision Order (CSO)
- looked after away from home
- previously looked after, at some point in their lives, the child has experienced a care placement.

In Education we use the terms currently care experienced and previously care experienced.

When a child or young person is currently in a care placement, a statutory term called Looked After is used. For these children and young people, there are legislative requirements around their safeguarding.

We should always use these terms with dignity and respect.

There are many reasons children may become looked after, including:

- they face abuse or neglect at home
- they have disabilities that require special care
- a parent's disability, illness or death
- they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK
- they have been involved in the youth justice system.

Children and young people may be cared for in the following settings



AT HOME

living with family
with support from
social work



KINSHIP

living with close
family or
friends



FOSTER

living with
another
family



RESIDENTIAL

living in a
children's
home



SECURE

living in a
secure
setting

Edinburgh's Schools defining loved, safe, respected

● 123
SCHOOLS

Staff across all schools participated in professional discussion as part of our annual update on Child Protection.

● OVER
6000 STAFF

As well as deepening our understanding about our roles as Corporate Parents, staff were able to recognise and understand their crucial role in supporting, developing and inspiring Edinburgh's children.

● INFORMED
DISCUSSION

Using their own school practice as inspiration, staff discussed how we can ensure children and young people feel loved, safe and respected in our schools.

● OVER 1500
RESPONSES

The following pages summarise key messages from the responses.

LOVED



FOR CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE TO FEEL LOVED IN SCHOOL

we need to develop warm and nurturing relationships with them,

we need to make school a place of care and safety,

we need to make them feel welcome and show an interest in their lives,

we need to know and remember what to do when they need help and support. Our relationships are based on kindness and acceptance.



warmth

kindness

compassion

smiles

understanding

acceptance

hope

humour

remembering

empathy

championing

BY SHOWING LOVE, CHILDREN AND YOUNG PEOPLE WILL



feel welcomed and nurtured in school. They will know they belong.



know people believe in them and feel safe enough to learn.



build relationships of trust. They will know we care and want the best for them.

LOVE in Edinburgh Schools

Smile and show them that you are pleased to see them!

We welcome children using their names and understand that they are individuals.

We keep promises we have made,
We turn up when we say we will.
We build trust.

We have positive enrolments and transitions, We know them.

We work hard to connect and communicate with families.

We learn about the wider interests of the child.

We spend time with children to make them feel wanted, important and valued.

Keep them in mind - say that you saw something that reminded you of them, ask how important events went.

Take time - ask "how are you?" and listen to the answer.

Use a positive and encouraging manner. Show excitement when they achieve.

SAFE



FOR CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE TO FEEL SAFE IN SCHOOL

we need to provide safe spaces for them to go to when they need them,

we need to listen to their concerns and support them in ways that have been agreed,

we need to have consistent routines and responses,

we need to recognise that these themes are interwoven and that our practice should be empathetic and nurturing.



safe

predictability

nurturing

check-ins

encouragement

scaffolding

trust

consistency

taking time

clear boundaries

calm approach

**BY KEEPING
CHILDREN
AND YOUNG
PEOPLE
SAFE,
THEY WILL**



know what they can expect from us and what we can expect from them.



engage with learning, and have positive relationships. This will lead to attainment and better outcomes.



learn in environments that support them to develop resilience, Trusted adults will support them through change.

SAFE in Edinburgh Schools

Make sure children know the routine of the day, expectations and have space to ask questions.

Have clear, consistent rules and boundaries based on class and school values.

Use clear, simple language and instructions, spoken slowly, clearly and requests respectfully made.

Have someone and somewhere for individuals to go when they may feel overwhelmed or emotional.

A young person feels safe when adults are predictable and nice to be around.

If things have to change give the child a explanation in advance. Take time to listen to their concerns or questions.

We have emotion check ins using Emotion Talks, even when we think things are ok.

Be fair and explain your reasoning calmly.

Know them. Know what makes them happy, angry, sad, hurt, proud.

Acknowledge our role as being a constant, reliable figure in young people's lives.

RESPECTED



FOR CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE TO FEEL RESPECTED IN SCHOOL

we need to prioritise their voice. We need to listen to children and ensure that they feel listened to and empower them to actively participate in their education and wellbeing plans,

we need to make sure school is a positive and welcoming place for them, always,

we need to celebrate their individual strengths and qualities. All children should feel wanted.

we need to approach children and families with an attitude of unconditional positive regard, and we need to ensure that we are inclusive in all that we do.



voice

celebrate

empower

solution-focussed

restorative

child-centered

empower

listen

collaborative

fairness

promote rights

**BY
RESPECTING
CHILDREN
AND YOUNG
PEOPLE,
THEY
WILL**



feel that they belong in their school community. They will feel proud and will know they can succeed.



feel that their voice and experiences matter. Their views will be acted upon and they will feel valued.



feel confident to try new things. Their success will be celebrated.

RESPECTED in Edinburgh's Schools

Take every opportunity to boost their esteem, confidence, personal acceptance, strength and respect from others.

Be consistent and encouraging. Be ambitious and have high expectations for all.

We will ensure we use a GIRFEC approach. The young person is at the centre.

Show a caring and understanding attitude towards families background and upbringing, Be non-judgemental.

The plan belongs to everyone, involve and work well with all partners. We need to work together.

Use pupil voice to inform decisions. Make sure pupils have a say and demonstrate that they have been heard. Value their words.

Speak well of and to them.

We give roles of responsibility to Children, It shows them they're valued.

Use the same respectful tone of voice with young people as you would with colleagues.

Be open and willing to grow your own knowledge. Learn from others.

THE PROMISE

School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.



The following pages can be used to support schools' self evaluation.

A call to action from the good childhood section in The Promise.

LOVED - we know our community

There is a designated manager in each school who has an overview of each care experienced child/young person and their education planning.

All members of the senior leadership team and pastoral care/pupil support staff are aware of which children/young people are care experienced.

All relevant members of staff know which children/young people are care experienced. (Where necessary, the views of children, social work and families should be considered).

Senior Leaders have regular and positive interactions with and about the care experienced community in their school, this includes children and young people, families, staff and partners.

Our care experienced community have access to adults who value education and encourage them to have high aspirations e.g. mentors, role models.

Care experienced children and young people are encouraged and enabled to maintain positive friendships with peers.

Children and young people have access to wider achievement opportunities and are supported to develop out-of-school interests and hobbies.

SAFE - we promote their wellbeing

Processes are in place to ensure key indicators such as attendance, attainment and wider achievement are tracked and monitored.

Attainment is tracked each term. A detailed plan for improving the learning experience and attainment of all currently looked after children is in place, with responsibility and accountability for delivery clearly indicated.

All currently looked after children are considered for assessment for additional support needs (in accordance with guidance).

Attendance is monitored regularly and where appropriate, referrals to HomeLink and EWO are made. Social work colleagues are aware of patterns of absence and are actively involved in plans to improve attendance.

Schools maintain accurate records including key contact information, review meetings, chronologies and relevant information from partners.

We aim for stable and consistent educational experiences. Where possible, school moves are kept to a minimum. If unavoidable, every effort is made to ensure the young person and family adapt to their new environment.

School staff communicate and plan carefully around transitions, particularly between primary and secondary school and post school destinations.

When a pupil becomes looked after or when a looked after child joins the school, there are processes in place to support the child and family.

RESPECTED - we hold them in high esteem

The school attends and makes valuable contribution to all statutory reviews such as LAAC reviews and Children's Hearings. Reports and minutes are shared where appropriate and securely filed.

Education should be a priority in the child's plan and when needed, is supported by ASL services.

Action points from Review and GIRFEC meetings are actioned, monitored and reviewed.

Care Experienced children/young people have their voices heard both at an individual level and in whole school decision making structures.

Children and Young People have a key adult in school who cherishes them. The adult knows the child's story, is trusted by them and has a range of skills and strategies to support the child/young person.

Bespoke mechanisms and strategies are in place to engage families (e.g. regular phone calls home, particularly highlighting things that are going well).



LOVED SAFE RESPECTED

in Edinburgh's Schools
April 2022