

# CURRICULUM AND QUALITY COMMITTEE REPORT

<b>Subject:</b> Corporate Parenting Plan 2019-2021	<b>Purpose:</b> <b>For Approval</b> <input checked="" type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input type="checkbox"/>
<b>Prepared by:</b> Clare Nairn	<b>Date:</b> 14 May 2019
<b>Purpose:</b> To present the draft Corporate Parenting Plan for approval	
<b>Linked to Strategic Goal 2: Deliver successful outcomes for all our learners.</b>	
<b>Executive Summary:</b>  <p>The draft Corporate Parenting Plan 2019-2021 is attached for approval.</p> <p>Comments made by the Committee at the previous meeting regarding implications of including non-statutory requirements has been taken into consideration and the Plan has been amended accordingly.</p> <p>The approach taken has been commended by both SBC's Corporate Parenting Operational Committee, CELCIS (Centre for Excellence for Looked After Children in Scotland) WhoCares?Scotland and our CDN guidance and development networks as an innovative way to reflect our duties while widening the impact of the lessons learned from Corporate parenting.</p> <p>The 5 key aims enables us to clearly deliver and monitor the legislative requirements as a Corporate Parent in the Children and Young People (Scotland) Act 2014.</p> <p>In addition, this plan enables us to improving the efficiency of administering, monitoring and reporting of our Corporate Parenting responsibilities while allowing us to provide the basis and evidence requirements for a number of other similar initiatives we are currently undertaking to meet the expectations of our access and inclusion and widening participation strategies.</p>	
<b>Recommendation:</b> That the Board approve the Corporate Parenting Plan	
<b>Previous Committee Approvals:</b> Equalities and Inclusion Committee, SLT	
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>
Not for publication <input type="checkbox"/>	

# Corporate Parenting Plan 2019-2021



## Introduction

Borders College is a small, rural College serving the Scottish Borders Region which covers an area of 1800 square miles and which has a population of 113,000. The Borders College Region is the smallest of the 13 college regions in Scotland with Borders College its main provider of further education and a significant provider of higher education to HND level. It is the largest provider of post-compulsory education in the Scottish Borders. The rural nature of the region, with its sparse population, while providing a pleasant environment for families and many vibrant local communities, also has issues with low wages, poverty and isolation. The college recognises that these economic and social issues do prevail in the region and can be contributory factors in presenting significant additional barriers to young people reaching their full potential.

Nearly one in three of our local school leavers come to the College enrolling on either further education or higher education programmes. The College offers a broad curriculum with a wide range of vocational choices. We pride ourselves in being an inclusive organisation that welcomes applications from young people from a wide range of backgrounds. We are keen to ensure that all students who face additional barriers to learning whether care experienced, a young carer, estranged or living with a disability or learning need get the opportunities and support to make a success of their time at college. We will ensure that we recognise the additional barriers that many young people face in sustaining a positive learning journey and will make the necessary adjustments to give these learners the chances they need to succeed.

The College's ambitions are expressed in its Strategic Purpose, Vision, Values and Behaviours, which are set out in its Strategic Plan 2016-2020. These are:

### Strategic Purpose

Borders College will deliver **success for all learners** through:

- Successful qualification outcomes and
- Positive destinations

Borders College will support the economic and social development of the Scottish Borders through:

- The coherent and responsive provision of education, training and skills, and
- Excellence in learning and teaching

### Our Vision and Values

#### Vision

To be a College in which all learners succeed and which inspires growth, creates opportunity, raises aspiration and enhances lives.

## Values and Behaviours -

For our learners, our staff, our partners and our communities we will be:

- ✓ Inspiring
- ✓ Collaborative
- ✓ Innovative
- ✓ Supportive
- ✓ Excellent

## And to deliver our values we will:

- ✓ Behave as one team with a common purpose – the success of our learners, ourselves and our colleagues
- ✓ Maintain the highest level of respect for each other
- ✓ Value the contribution of everyone working for, learning in and associated with the College
- ✓ Act professionally and with integrity at all times
- ✓ Provide a positive role model for each other and for our learners

## Our Corporate Parenting Responsibilities

The College is identified as a 'Corporate Parent' in the Children and Young People (Scotland) Act 2014. Corporate Parenting is defined as:

*“An organisation’s performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.”*

(<https://www.gov.scot/publications/statutory-guidance-part-9-corporate-parenting-children-young-people-scotland/pages/3/>)

The Act is also underpinned by Getting it Right for Every Child, which is a national approach to improving the wellbeing of children and young people in Scotland, and it refers to eight wellbeing indicators, which offer a holistic view of each young person, identifying their strengths along with their barriers to growth and development.

The eight wellbeing indicators are shown in the diagram. *Source:*  
[http://www.educationscotland.gov.uk/Images/hwbfinalversion\\_tcm4-831086.pdf](http://www.educationscotland.gov.uk/Images/hwbfinalversion_tcm4-831086.pdf)

For a young person to become a responsible citizen, an effective contributor, a successful learner and a confident individual each of these wellbeing indicators need to be met. The College will play its part in ensuring that the services that we provide will contribute to the young person's sense of wellbeing.

### Committed as a Corporate Parent

As part of our Corporate Parenting Responsibilities, we must show how we are meeting the requirements in Sections 58 to 61 of the Children and Young People (Scotland) Act 2014; this plan indicates how we will meet these. Corporate Parenting is not a task that can be delegated to an individual or team. The whole organisation is responsible for fulfilling its corporate parenting duties and in order to plan and monitor our support for those students who are care experienced or those who face additional barriers to maintaining and achieving their chosen learning journey our action plan will underpin the following key aims:

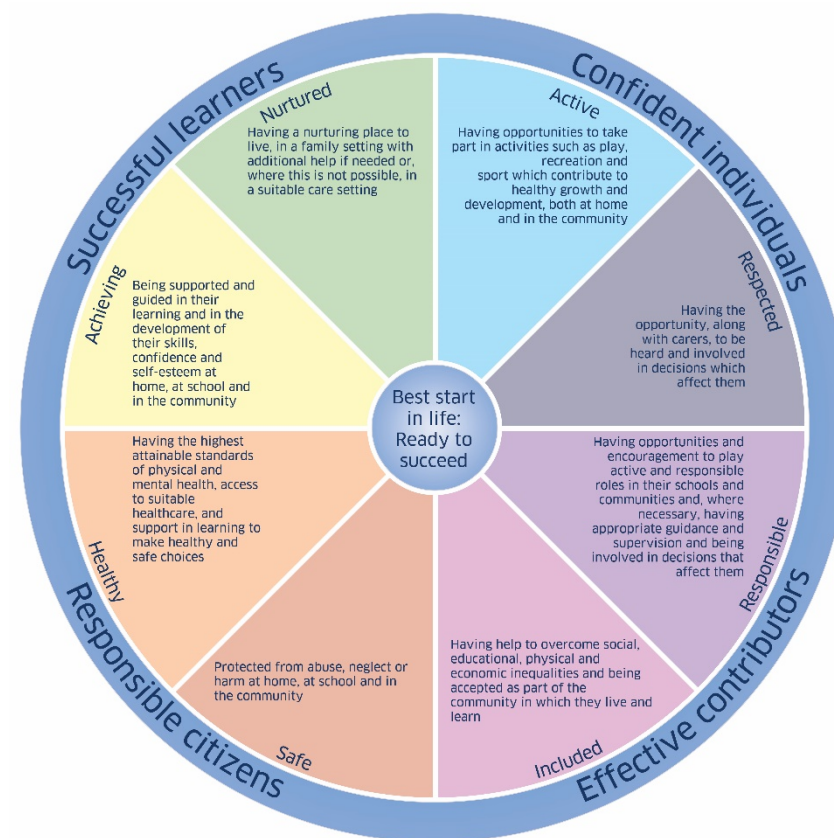
**Aim 1:** Young people are aware that the College is an inclusive and supportive place to study where they feel safe and nurtured

**Aim 2:** All staff are alert and aware of matters that might adversely affect the wellbeing and/or achievement of young people

**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

**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

**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



The College has a close working partnership with Who Cares? Scotland and has committed to 'Pledge to Listen' to children and young people with care experience pledging that *'the College is totally committed to working as a team, in partnership with care experienced young people, to ensure that we provide the best possible opportunities for these young people to develop their talents and achieve their full potential.'*

As a Corporate Parent we have also signed up to the Scottish Care Leavers Covenant, where the College will endorse the principles and actions outlined in the Covenant, incorporating them within this action plan and will work with our corporate parenting partners to deliver the transformational change required to improve outcomes for all our care leavers into adulthood.

The College is a committed member of the Corporate Parenting Operational Group for the Scottish Borders which has representation from Police Scotland, Social Work, Education, NHS Borders and Housing and we have developed a data sharing protocol with Scottish Borders Council to aid the transitions process for our care experienced young people.

### Our Statistics - Care Experienced

The College recognises that learner success for this group is considerably lower than the general population with only 54% of care experienced students achieving their success in 2016/17. It commits to finding an appropriate place at college for all those wishing to study, wherever this is possible, and accepts a young person may have a number of failed attempts at college before finding the skills to persevere and make the most of their abilities and achieve success.

<b>Outcome Agreement - National Measure</b> <b>The proportion of full-time enrolled Care Experienced students</b> <b>successfully achieving a recognised qualification</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Target for 2018-19</b>	<b>Projection 2019-20</b>
Percentage of CE FT FE enrolled students achieving a recognised qualification	55.7% (29/52 students)  11.5% partial (6/52 students)	46.1% (24/52 students)  13.5% partial (7/52 students)	64%	66%
Percentage of CE FT HE enrolled students achieving a recognised qualification	100% (2/2) students)	50% (2/4 students)	75%	83.3%

## Who is our Corporate Parenting plan for?

### Care Experienced Students

As a Corporate Parent, Borders College will support every young person, under the age of 26\*, who is looked after by a local authority through Foster Care Placement, Supervision Order, Kinship Care Order or in Residential care. In addition, those young people who were in care on or any time after their 16<sup>th</sup> birthday but are no longer looked after by a local authority, known as a 'Care Leaver'.

### Students who face additional barriers to learning

As we move into the 5<sup>th</sup> year delivering on our Corporate Parenting responsibilities, we recognise that our actions and commitments are critical in supporting not only our care experienced young people, but reflects our ambition and vision for all students who face additional barriers to entering, maintaining and sustaining a successful learning journey.

Although there is no legislative requirement placed upon the College, it is our wish to widen our Corporate Parenting principles to ensure those values are reflected in supporting access and inclusion while enabling attainment and positive outcomes for our wider student community, in particular those who are:

- Student Carers
- Estranged from family
- Experiencing mental health issues

### Student Carers

During 2019, the College has committed to working towards the new 'Going Further for Student Carers Recognition Award' an initiative through Carers Trust Scotland. Through this commitment, we will work to improve support, services and recognition for young people living with the challenges of caring, unpaid, for a family member or friend who is ill, frail, disabled or has a mental or other health issue or other additional problems.

### Estranged

We are also aware of an increasing number of students estranged from their families who struggle to complete their studies because of pressure and stress, most often around finance and accommodation, and the effect this has on their wellbeing. In recognition of this, we are committed to supporting students who are studying without the support or approval of a family network and will pursue the 'Stand Alone Pledge' to help students overcome disadvantage because of their estrangement.

## **Mental Wellbeing**

In addition, recent public discussion about student mental health and wellbeing and the growing concerns about the impact of mental health issues across our college community from both staff and students has concluded the need to focus on a whole college approach to supporting good mental health. The introduction of our Mental Health Strategy and Action Plan, working in partnership with our Students' Association to support their Mental Health Agreement and close liaison with a number of local and national agencies to access appropriate mental health information, support and services is critical to this whole college approach.

*\*Within legislation, Corporate Parenting is defined as for those under the age of 26. Borders College recognises the importance of a committed approach to support and guidance for all students and endeavours to support all Care Experienced students, as well as those who face additional barriers to learning, regardless of age.*

## **Monitoring and Review**

The Corporate Parenting plan will be monitored and updated by the Equality and Inclusion Committee and is the responsibility of the College's Regional Board who will approve the plan and monitor its progress on a biannual basis.



Aim	Action	Progress to Date	Further Actions	Staff Responsible	Timescale	Update/Progress	Corporate Parenting Duties (Care Experienced)	Scottish Borders Council Corporate Parenting Core Commitments	Going Further Recognition Criteria (Student Carers)
<b>AIM 1</b>									
Young people are aware that the College is an inclusive and supportive place to study where they feel safe and nurtured	Promote the specialist support services at open days, regional and national events.	Attend events to promote support services where required. Effective relationships with CDN, Who Cares? Scotland and Carers Trust.	Support events in relation to national campaigns eg Carers Week.	Student Services All Staff Students Association	Throughout until 2021		58 1(a) To be alert 58 1(e) To take action to help these children access opportunities and make use of services	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Support - supported to give them a fair chance of success
	To promote the Wellbeing service to students and work as advocates on behalf of the young people.	Attend Students Association events to promote service. Calendar of events for each month to target specific areas. Close working with ACs. Use of Welfare Facebook.	Look at better use of social media including Facebook and Yammer to promote services available.	Student Services Achievement Coaches	Dec-19		58 1(c) To promote the interests	<b>Core Commitment 4</b> - Children and young people will be supported to improve their physical, emotional and mental health and wellbeing.	Support - supported to give them a fair chance of success
	To ensure that students facing additional barriers have a named point of contact.	Care Aware applicants are sent correspondence with details of support eg emails, texts, letters.	Further refine the process of allocating support in order to where possible have 1 main contact.	Head of Student Services Student Services Team Lead	Oct-19		58 1(a) To be alert	<b>Core Commitment 2</b> - All looked after children and care experienced young people will be treated fairly, have equality of opportunity and have a sense of belonging in their communities.	Support - supported to give them a fair chance of success
	Ensure that information about specialist support services ie pastoral and learning support are included in all promotional materials. Eg Website and Course Guide.	Materials/Resources are reviewed annually to ensure up to date.	Update information platforms to ensure up to date eg College Website, Propel. Further utilise use of Social Media to promote services.	Student Services Team Leader	Aug-20		58 1(c) To promote the interests	<b>Core Commitment 2</b> - All looked after children and care experienced young people will be treated fairly, have equality of opportunity and have a sense of belonging in their communities.	Identify - proactively identified and awareness
	To offer all applicants with identified additional barriers to pre-enrolment visits to become familiar with the college.	Care Aware applicants are sent letters and leaflets with details of support and offered the opportunity for a meeting.	Review removing the age limit (under 26 years) of support in relation to Care Experienced. Continue to liaise with key School contacts to raise awareness of the support pre-enrolment.	Head of Student Services Student Services Team Lead Curriculum Learning Managers	Jun-20		58 1(b) To assess the needs	<b>Core Commitment 5</b> - Young people making the transition to adulthood will be supported to achieve their full potential	Identify - proactively identified and awareness
	To continue to provide the opportunity for young people with additional barriers to access support through the Borders Young Talent Programme.	BYT referral forms circulated to Schools. Promotional video circulated. Advice/Guidance at School Transition meetings.	Explore sustainability of Borders Young Talent from August 2020.	Student Services Team Leader Head of Student Services	Aug-20		58 1(d) To seek to provide opportunities	<b>Core Commitment 5</b> - Young people making the transition to adulthood will be supported to achieve their full potential	Identify - proactively identified and awareness
	To ensure that young people who face additional barriers are provided appropriate support throughout the admissions procedure eg offer support at interview, familiarisation visits.	Liaison with Schools, Social Work, TCAC teams to offer familiarisation visits. Contact with Skills Development Scotland and other training providers.	Review and monitor opportunities to raise awareness of the support available.	Student Services MIS Department Curriculum Learning Managers	Throughout until 2021		58 1(a) To be alert	<b>Core Commitment 2</b> - All looked after children and care experienced young people will be treated fairly, have equality of opportunity and have a sense of belonging in their communities.	Support - supported to give them a fair chance of success
<b>AIM 2</b>									
All staff are alert and aware to matters which might adversely affect the wellbeing and/or achievement of young people	Application and enrolment process allows reporting monitoring and analysis of various barriers to learning.	Report available through Unite for Care Aware applicants - accessed by SSTL. Email alerts when Care Aware applicants apply to College - new for session 19/20.	Review new Admissions system for Care Aware. Explore the possibility of when students tick the box at application stage they are aware support available. Check position of convictions section on online application.	MIS Department Curriculum Learning Managers Student Services	Dec-19		58 1(a) To be alert 58 1(b) To assess the needs 58 1(c) To promote the interests	<b>Core Commitment 2</b> - All looked after children and care experienced young people will be treated fairly, have equality of opportunity and have a sense of belonging in their communities.	Identify - proactively identified and awareness Report - progression, evaluation, KPIs
	To ensure that all college staff receive relevant CPD to raise awareness of the appropriate support required.	Carers Trust delivering a session on 20th February 2019 to frontline staff. Frontline staff MHFA trained and ASSIST.	Liaise with Who Cares? Scotland and Carers Trust on further training. Develop and launch resilience online materials.	HR Head of Student Services	Jan-20		58 1(a) To be alert 58 1(c) To promote the interests	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Support - supported to give them a fair chance of success
	All staff will undertake a mandatory induction programme which provides essential information to promote Access and Inclusion.	Liaison with HR/ISLT for Corporate Parenting module from CDN.	In conjunction with reviewed Corporate Parenting Plan launch the CDN Corporate Parenting module available on Moodle.	HR Line Managers Head of Student Services	Aug-19		58 1(a) To be alert 58 1(c) To promote the interests 58 1(f) To take action to improve as a corporate parent	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Support - supported to give them a fair chance of success
	Liaise with Course Tutors and Achievement Coaches to raise awareness of students who may face additional barriers to learning.	Student Services Team Lead currently coordinates support for Care Aware students. CTs/ACs advised at start of session.	Investigate whether CELCAT can indicate students on registers. Review and develop reports to monitor the achievement/progression of those students at risk.	Support Services Course Tutors Achievement Coaches	May-20		58 1(a) To be alert 58 1(b) To assess the needs 58 1(c) To promote the interests	<b>Core Commitment 3</b> - Corporate parents will ensure children and young people who are looked after at home have the same opportunities and outcomes as other children and young people <b>Core Commitment 4</b> - Children and young people will be supported to improve their physical, emotional and mental health and wellbeing.	Support - supported to give them a fair chance of success
	To ensure we are aware of current issues which directly impact on students who face additional barriers eg Care Experienced students, establish membership/contact with sector wide networks ie Who Cares? Scotland, CDN.	Regular attendance at CDN events, membership on CEECEF, CELCIS updates, Who Cares? Scotland events.	Continue to attend events to ensure knowledge of current issues relating to those who face additional barriers is up to date. Use appropriate platforms to communicate updates to staff eg Yammer.	Student Services All Staff Students Association	Dec-20		58 1(a) To be alert 58 1(c) To promote the interests 58 1(f) To take action to improve as a corporate parent	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Identify - proactively identified and awareness

Aim	Action	Progress to Date	Further Actions	Staff Responsible	Timescale	Update/Progress	Corporate Parenting Duties (Care Experienced)	Scottish Borders Council Corporate Parenting Core Commitments	Going Further Recognition Criteria (Student Carers)
<b>AIM 3</b>									
The College will ensure that young people who face additional barriers to sustaining engagement and achievement are assessed for specific pastoral and learning support.	To ensure that students with identified barriers to learning are offered the opportunity to be assessed fully for any learning support and necessary learning and support plans are put into place.	Student Services Team Lead forwards report to LS team. Disclosed applicants are given the opportunity to meet to enable assessment of appropriate support.	Develop Student Carers support plan for identified Student Carers. Approval of data sharing agreement with SBC Education to support all students who are transitioning to College.	Student Services Head of Student Services	Jan-20		58 1(a) To be alert 58 1(b) To assess the needs	<b>Core Commitment 2</b> - All looked after children and care experienced young people will be treated fairly, have equality of opportunity and have a sense of belonging in their communities.	Support - supported to give them a fair chance of success
	To ensure that students with identified barriers to learning are offered an initial assessment meeting to optimise the support available to improve their wellbeing, includes liaising with the funding team to secure the best funding package available to them.	Care Aware applicants offered this through initial letter. Effective links with local SW/TCAC teams. Form created (BC7) for funding purposes to streamline confirmation of CExp status.	Investigate how we can easily confirm the Student Carer status.	Student Services Student Funding	Mar-20		58 1(a) To be alert 58 1(b) To assess the needs	<b>Core Commitment 3</b> - Corporate parents will ensure children and young people who are looked after at home have the same opportunities and outcomes as other children and young people <b>Core Commitment 4</b> - Children and young people will be supported to improve their physical, emotional and mental health and wellbeing.	Support - supported to give them a fair chance of success
	Continue to develop our data sharing protocols and arrangements with relevant stakeholders to ensure support plans are continuous.	Data Sharing in place for Care Experienced with SBC.	Approval of data sharing agreement with SBC Education to support all students who are transitioning to College. Develop local data sharing agreements with Carers Centre/Chimes and other supporting agencies.	Head of Student Services Vice Principal for Curriculum and Student Services	Jul-20		58 1(f) To take action to improve as a corporate parent	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Identify - proactively identified and awareness
	To provide the opportunity for students who face additional barriers to be supported through a formal transitions process between school and college.	Students who access BYT are supported through the transition into College FT. Relevant staff attend secondary school transition meetings.	Liaison with local secondary schools on identifying and support young student carers to ensure carers statements are completed prior to FT College where required. Approval of data sharing agreement with SBC Education to support all students who are transitioning to College.	Borders Young Talent Mentors Student Services Achievement Coaches Course Tutors Curriculum Learning Managers	Aug-20		58 1(d) To seek to provide opportunities	<b>Core Commitment 2</b> - All looked after children and care experienced young people will be treated fairly, have equality of opportunity and have a sense of belonging in their communities. <b>Core Commitment 5</b> - Young people making the transition to adulthood will be supported to achieve their full potential	Identify - proactively identified and awareness
<b>AIM 4</b>									
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.	To monitor closely the attendance and progress of all our students who have identified additional barriers and take appropriate action to support them when there are any early signs of concern.	Care Aware weekly alert report sent to coordinator notifies of attendance under 100% previous week.	Develop MIS reports to track progression and achievement easily. Continue to liaise with Achievement Coaches to support student attendance and achievement.	Student Services Achievement Coaches Course Tutors Curriculum Learning Managers MIS Department	Aug-20		58 1(a) To be alert	<b>Core Commitment 5</b> - Young people making the transition to adulthood will be supported to achieve their full potential	Report - progression, evaluation, KPIs
	Support offered to and available to all Care Experienced FE/HE students with Graduation e.g. assistance in hiring of gowns.	Where students are eligible, Care Aware coordinator liaises with student.	Closer liaison with Graduation co-ordinator to ensure students are aware of support.	Head of Student Services	Sep-20		58 1(d) To seek to provide opportunities	<b>Core Commitment 3</b> - Corporate parents will ensure children and young people who are looked after at home have the same opportunities and outcomes as other children and young people	
	To provide advice and guidance on progression opportunities including support to make applications for higher education through UCAS, accessing open days or into employment.	Through support meetings students are made aware of opportunities available to them.	Promote with widening access students the support they can access. Promote Propel website. Support Care Experienced students to access replacement SQA certificates where required.	UCAS Adviser Student Services Achievement Coaches Course Tutors Curriculum Learning Managers	Jan-21		58 1(c) To promote the interests 58 1(d) To seek to provide opportunities	<b>Core Commitment 5</b> - Young people making the transition to adulthood will be supported to achieve their full potential	Support - supported to give them a fair chance of success
	Provide advice, guidance and support to enable students with identified additional barriers to manage life situations and crisis.	Use of shared contact logs with student support and ACs allow effective support. Staff attend relevant CPD. Good links with external support agencies. BYT/Wellbeing team have access to NHS link worker. Regular meetings for Student Support and Wellbeing Team.	Establish Mental Health Forum. Continue to access relevant CPD and attend events to ensure the services are up to date. Review contact logs to ensure effective recording of student support.	Student Services Team Lead Student Services Achievement Coaches	Jan-20		58 1(a) To be alert 58 1(b) To assess the needs 58 1(c) To promote the interests	<b>Core Commitment 3</b> - Corporate parents will ensure children and young people who are looked after at home have the same opportunities and outcomes as other children and young people <b>Core Commitment 4</b> - Children and young people will be supported to improve their physical, emotional and mental health and wellbeing.	Support - supported to give them a fair chance of success
	To provide opportunities for the students voice to be heard allowing them to provide feedback on their learning experience and to provide them the opportunity to become ambassadors, to inspire and advocate on behalf of others.	All students have the opportunity to access Students Association through the Class Representative process, Student Focus groups, Student Experience Committee, Ask Angela.	Explore opportunities for students to create case studies/profiles. Encourage Care Experienced students to participate in roles within Students Association. Promote opportunities for student participation within external stakeholders ie Carers Trust.	Student Services Students Association Achievement Coaches Course Tutors Curriculum Learning Managers	Mar-20		58 1(d) To seek to provide opportunities	<b>Core Commitment 1</b> - In order to meet their responsibilities, corporate parents will listen and respond to the voices of children and families/carers.	Identify - proactively identified and awareness

Aim	Action	Progress to Date	Further Actions	Staff Responsible	Timescale	Update/Progress	Corporate Parenting Duties (Care Experienced)	Scottish Borders Council Corporate Parenting Core Commitments	Going Further Recognition Criteria (Student Carers)
<b>AIM 5</b>									
The College will work to fulfil its role as an inclusive organisation and good corporate parent, working collaboratively with other local and national support agencies and corporate parents.	All policies and procedures are reviewed over time to ensure that they do not create barriers to learning.	Policies and Procedures are considered for EIA under review.	Create a Student Carers Policy inline with requirements for Going Further. All new or reviewing college policies are subject to EIA to ensure no barriers are created.	All policy authors.	Aug-20		58 1(e)To take action to help these children access opportunities and make use of services	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Support - supported to give them a fair chance of success
	The plan will be reviewed regularly by the Access and Inclusion Committee to ensure it is up to date and reflects any current developments.	Corporate Parenting standing item on agenda.	Add Student Carers as a standing item.	Head of Student Services	Jun-20		59 To prepare, publish and keep plan under review	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Report - progression, evaluation, KPIs
	Contribute to Regional Outcome Agreement and Further Education returns to Scottish Funding Council.	Data is cleansed to ensure accurate return.	Develop report on student carers and those with additional barriers to learning related to progression and KPIs using statistical and qualitative evidence.	MIS Department Head of Student Services	Aug-20		58 1(f) To take action to improve as a corporate parent		Report - progression, evaluation, KPIs
	The Curriculum and Quality Committee of the Regional Board to monitor the plan regularly.	Reports produced and presented to Committee.	Continue to report and update the Committee on the progress of the reviewed plan.	Vice Principal, Curriculum and Student Services Head of Student Services	Throughout until 2021		59 To prepare, publish and keep plan under review		
	Continue to work with other Corporate Parents and agencies to share good practice and explore benefits of other initiatives such as pledges/covenants ie Stand Alone, Going Further.	College are members of local committess ie Local Authority Corporate Parenting Operational Group, CPP, CEECEF membership.	College committed to achieving 'Going Further' Award. Explore Standalone pledge.	Vice Principal, Curriculum and Student Services Head of Student Services Student Services Team Lead	Jun-20		60 To collaborate	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Support - supported to give them a fair chance of success
	Promote the benefit of data sharing agreements with relevant stakeholders to ensure appropriate and supported transitions.	Promotion of current agreement at support meetings.	Approval of data sharing agreement with SBC Education to support all students who are transitioning to College to aid achievement and attainment.	Vice Principal, Curriculum and Student Services Head of Student Services	Jul-20		58 1(f) To take action to improve as a corporate parent	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	Support - supported to give them a fair chance of success
	Work closely with the Students Association to ensure they are an additional source for students who face additional barriers to access relevant guidance and support.	Regular liaison with Students Association.	Continue to support Students Association with their partnership agreement and other iniatives.	Student Services All Staff Students Association	Jun-20		58 1(e)To take action to help these children access opportunities and make use of services		Support - supported to give them a fair chance of success
	To build a network of other corporate parents where the roles and responsibilities of each is well understood and coordinated.	Effective network in place within the local community.	Continue to build networks outwith region.	Student Services	Aug-20		60 To collaborate	<b>Core Commitment 6</b> - Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.	
	Ensure we meet the legislative requirements of Corporate Parenting.	Reports to Government. Corporate Pareting Plan on Website. Annual Report produced for SBC Annual Corporate Parenting report.	Continue to contribute to SBC Corporate Parenting strategic plan. Monitor and review Corporate Parenting plan and prepare for the Regional Board to approve.	Vice Principal, Curriculum and Student Services Head of Student Services Student Services Team Lead	Jan-20		61 To report on fulfilment of corporate parenting duties		



