



# National Youth Justice Conference 2018

## ‘Narrowing the Gaps, Transitions in Youth Justice and Education’

### #YJconf18


# Programme Day Two

## Thursday, June 21





**National Youth Justice Conference 2018**  
Narrowing the gaps: transitions in education and justice  
Day 2, June 21

9.00am	Coffee and registration	
9.45am	Welcome/Chair	Graeme Logan, Deputy Director of Learning, Scottish Government
9.50am	Ministerial welcome	Michael Matheson MSP, Cabinet Secretary for Justice
10.15am	Falling between the Gaps?	Catherine Dyer CBE, Independent Chair of the Expert Group on Preventing Sexual Offending Involving Children & Young People
11.00am	Coffee	
11.30am	Excellence and Equity: Working together to support transitions and improve outcomes for children and young people	Elizabeth Morrison, Strategic Director (Interim) Education Scotland
12.15pm	Table discussion	Transitions in education and justice
12.45pm	Lunch and networking	
1.45pm	Independent Care Review: An update so far including justice and care	Fiona Duncan, Chair and Lead of the Independent Care Review
2.30pm	Workshops	
	1. Principles of Good Transitions	Room: Allanwater
	2. Inclusion Support and Youth Justice Collaboration in Dumfries and Galloway	Room: Lomond
	3. "It was the best of times, it was the worst of times"	Room: Blair Atholl
	4. "Anyone can be an astronaut!" Supporting young people at home so they can reach for the stars at school...	Room: Ochil
	5. Access to Industry's employability hub within Polmont	Room: Callander Dollar
3.30pm	Table discussion	Priorities for the future
4.00pm	Conference ends	



#YJconf18



# Youth justice conference – 'Narrowing the Gaps, Transitions in Youth Justice and Education'

# Opening Plenary

**Graeme Logan**

Deputy Director of Learning  
Scottish Government

# Michael Matheson MSP

## Cabinet Secretary for Justice

**Catherine Dyer, CBE**  
Independent Chair  
of the Expert Group on  
Preventing Sexual Offending Involving  
Children & Young People

**#YJconf18**

Falling Between the Gaps?

# You deliver

**engagement** with individuals and communities,

often with competing rights and obligations,

often impacted by myriad societal issues



# You deliver

**planning and implementation**  
of interventions to prevent and  
mitigate the risks faced by our  
most vulnerable citizens – risks  
which can lead to life limiting,  
and in extreme cases life  
threatening harm

**EXPERT GROUP  
ON  
PREVENTING SEXUAL OFFENDING  
INVOLVING CHILDREN AND YOUNG  
PEOPLE**

# Numbers

## Children & Young People

920,000 aged 15 and under

610,000 between 16 and 24

688,959 pupils in 2,514 LA Schools

28,000 pupils in 98 Ind. Schools

# Numbers

## Professionals working with C & YP

2759 professional social workers with children

17,000 police officers

59,970 teachers

12,325 hospital medical practitioners

3575 GPs

2,297 nurses in GP practice

1140 Health Visitors

# Data on Incidents Reported

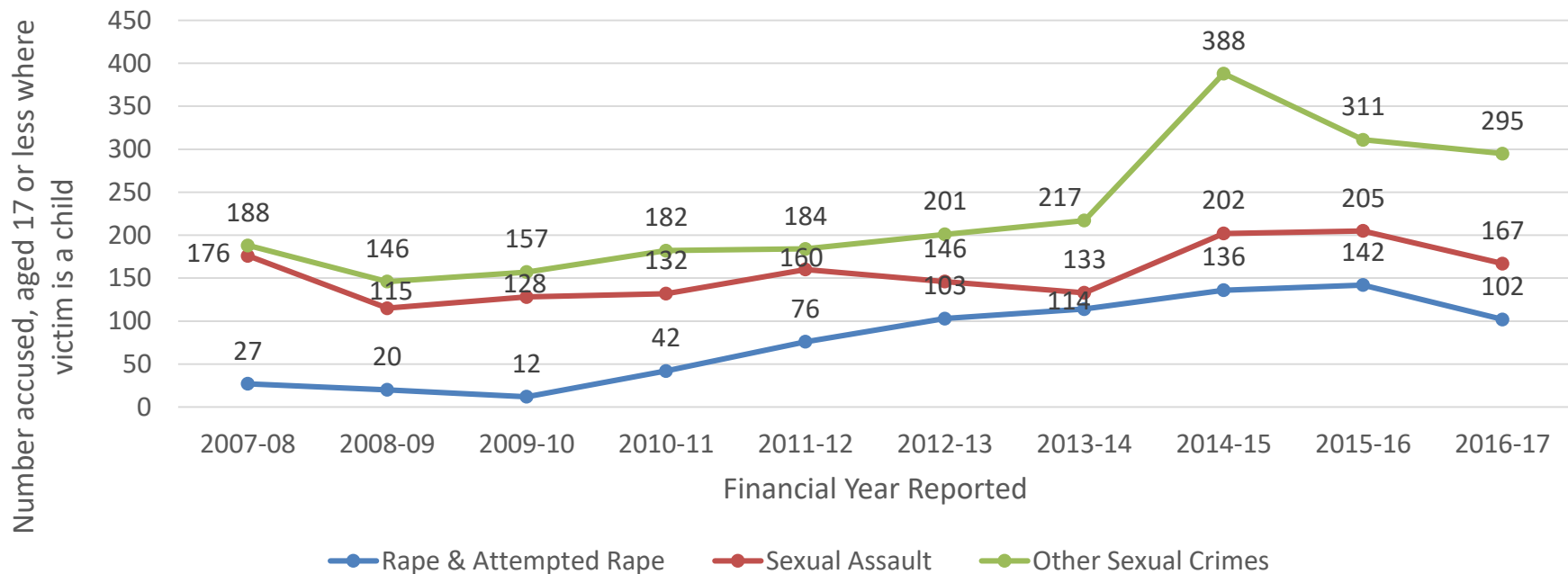
- SCRA
- COPFS
- Inspectorate of Prosecution

Caveats

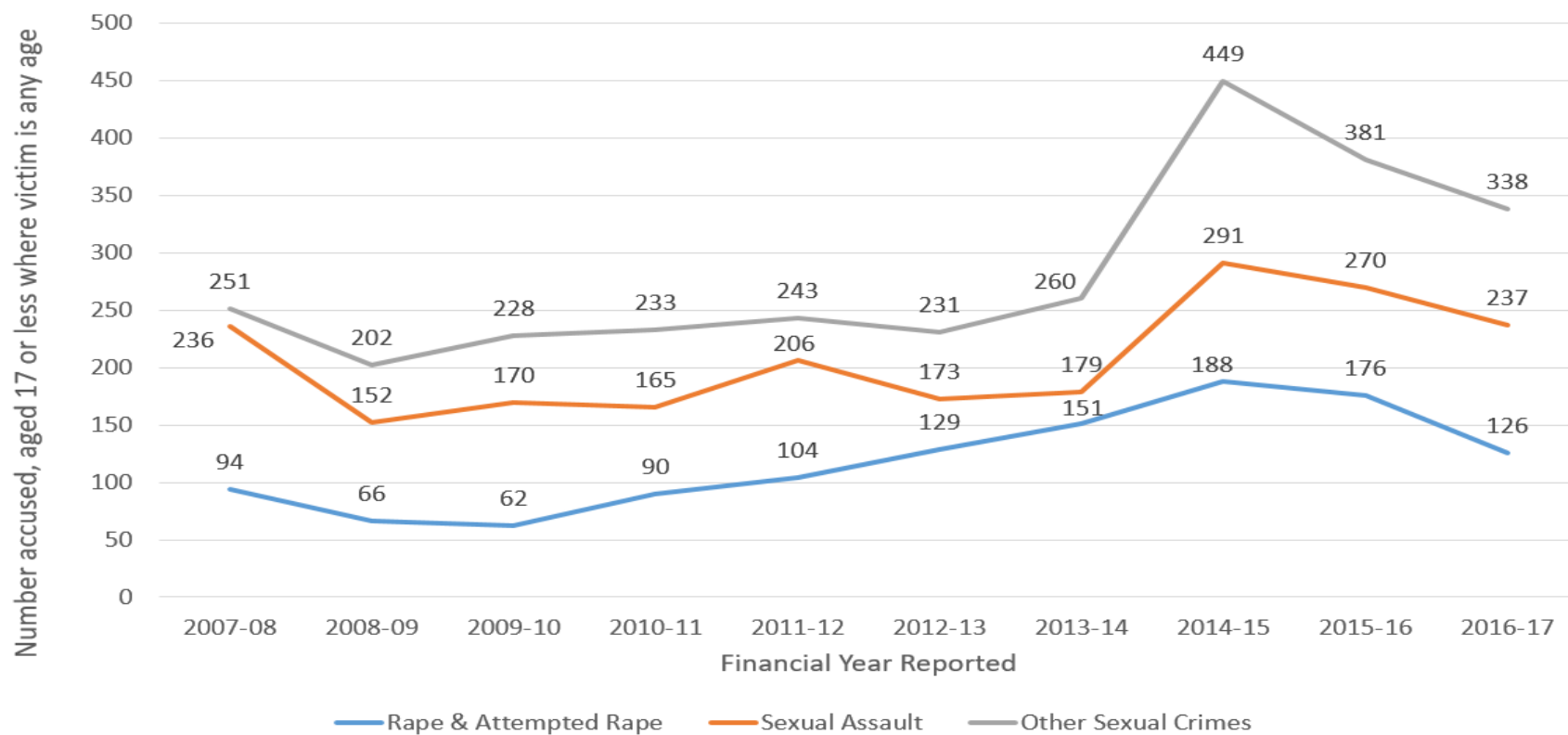
# SCRA Figures

Table 4: total number of children referred to SCRA for sexual offences								
			2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total			147	215	173	145	209	218

## Sexual Offence charges reported to COPFS

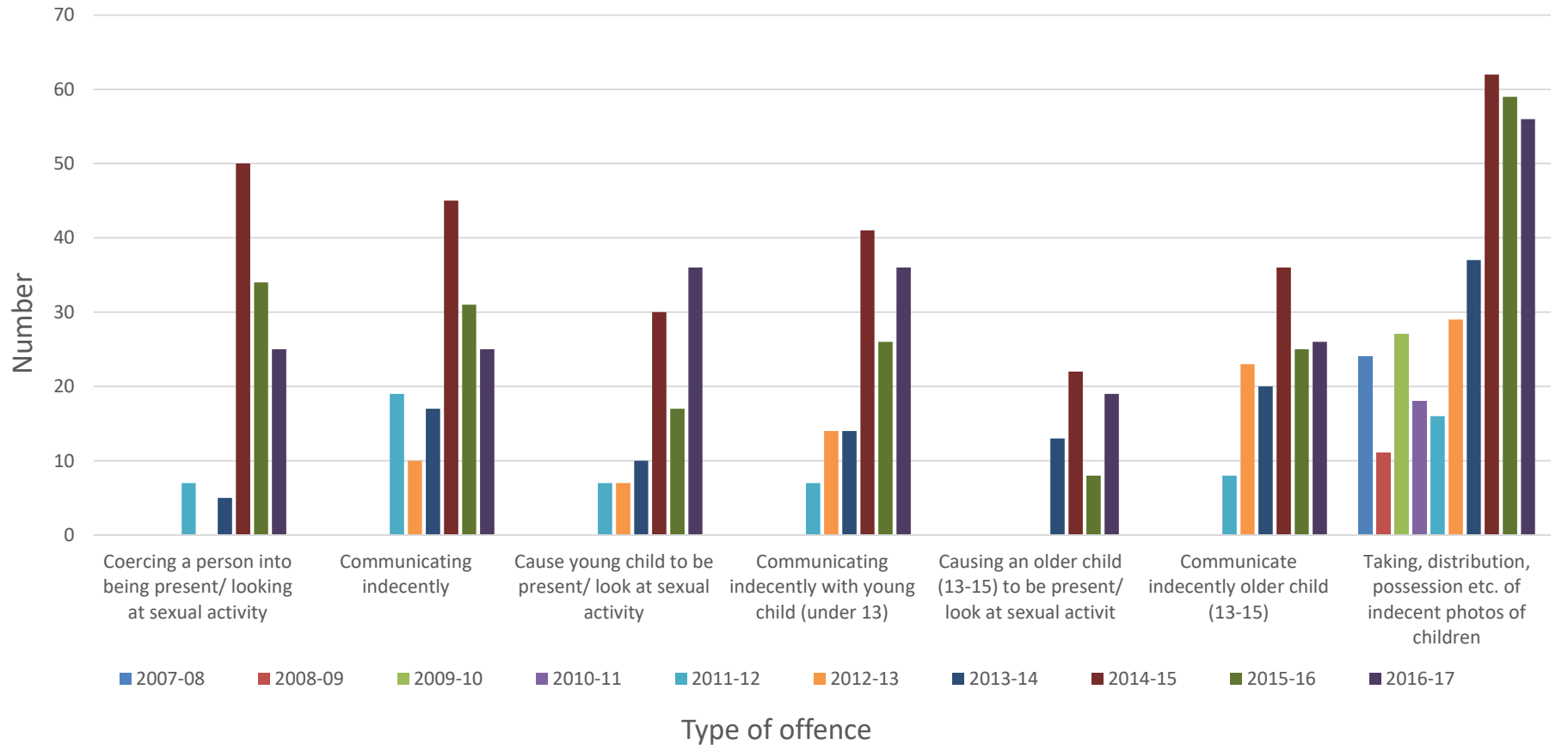


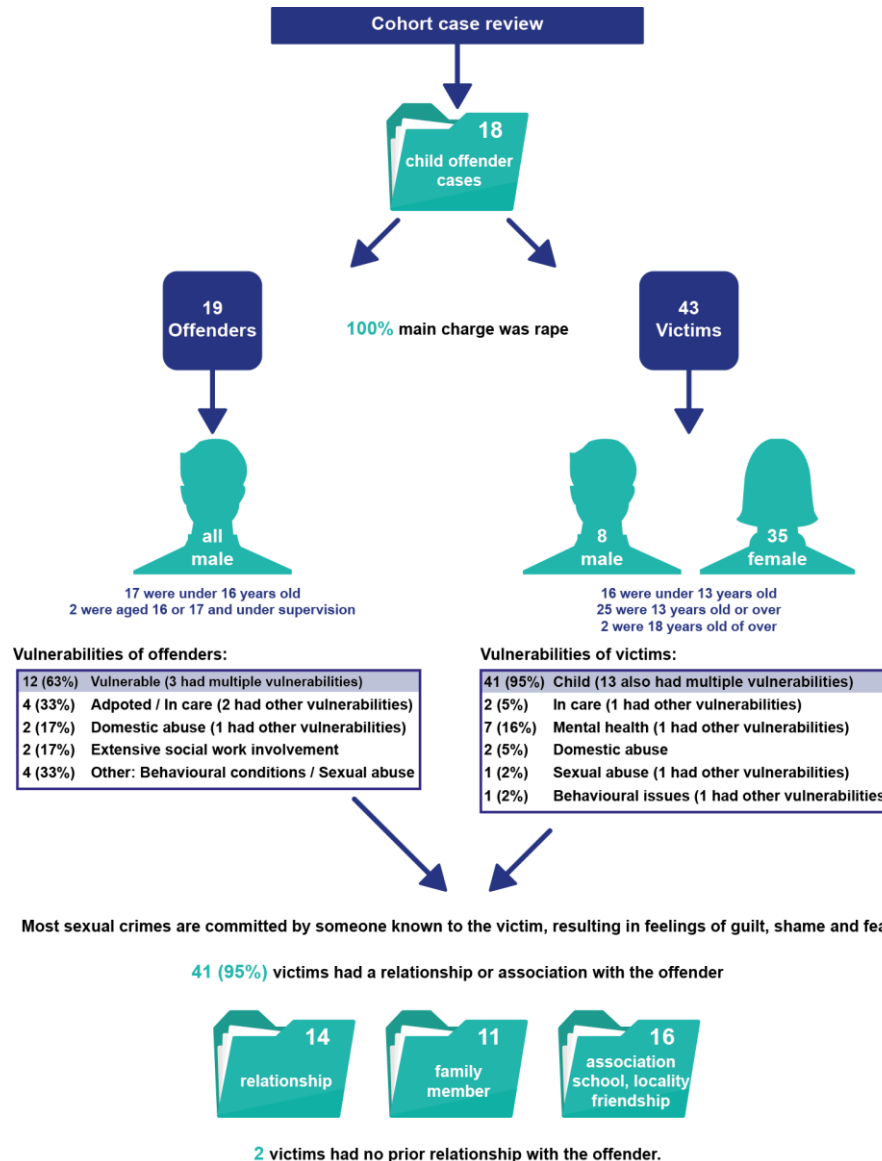
## Sexual Offence Charges reported to COPFS where victim is any age





### SG Clasifcation Level 3





# Our Methodology

Gather evidence about what, in Scotland, are currently understood to be:

The numbers of C&YP exposed to and /or exhibiting HSBs

The nature of these HSBs

The impact of HSBs on all involved

The legal repercussions for C&YP

The preventative programmes and materials available to

C&YP, parents, carers, and professionals and access to programmes

the gaps that require to be filled /changes that need to be made to better prevent HSB

# Categories of Behaviour and Prevention

Primary prevention activities are those aimed at all C& YP while secondary and tertiary are necessarily more specialised for the smaller numbers involved in increasingly serious harmful behaviours.

Our discussion of preventative actions at each level, as well as confirming those designed for perpetrators, necessarily include consideration of availability of support to victims of HSB, given the link between experience of HSB leading some individuals to become perpetrators.

# Aims

Our aim is to identify

- the numbers of C&Y, parents, carers and professionals who require support at each tier
- what combines to cause offending behaviours
- gaps in provision and what might fill them
- issues caused by the current law and what might meet them
- how best to ensure dissemination of appropriate information to all who require it

What other long term work may be needed in respect of sections of societal attitudes

# Primary Prevention

Primary prevention is the largest segment as it covers all C& YP, parents, first line professionals and service providers.

It entails universal access to sets of generic materials which are designed to be age, capacity and gender appropriate as well as signposting where to go for further support if that seems needed.

# Knowledge and Use of Primary Preventative Measures

- **Children**
- **Young People**
- **Parents and Carers**
  
- **Professionals involved in delivering services**

Including:

- nursery, primary and secondary schools
- higher education
- health care
- Police
- SCRA, prosecutors; judges and sheriffs;
- Social workers
- and all other providers of support services to Children & Young People including Third Sector providers and those who provide activities for Children & Young People

# Coffee Break

## 11.00am – 11.30am



# Elizabeth Morrison

## Strategic Director (Interim)

### Education Scotland



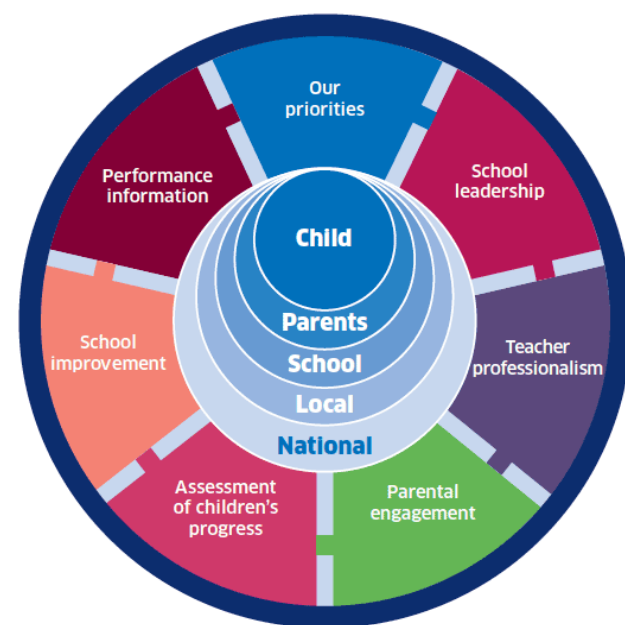
# Excellence and Equity: Working together to support transitions and improve outcomes for children and young people

**Elizabeth Morrison, Interim Strategic Director**  
**June 2018**

# National Improvement Framework

## Four key priorities

- Improvement in attainment, particularly in literacy & numeracy.
- **Closing the attainment gap between the most and least disadvantaged children.**
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.



# Vision

“Our vision for education is to close the unacceptable gap in attainment between our least and most disadvantaged children and to raise attainment for all.”



# Our defining mission ‘closing the gap’



“Closing the gap” is a shorthand expression for all of our work to interrupt the cycle of deprivation and the impact on children’s progress and attainment.

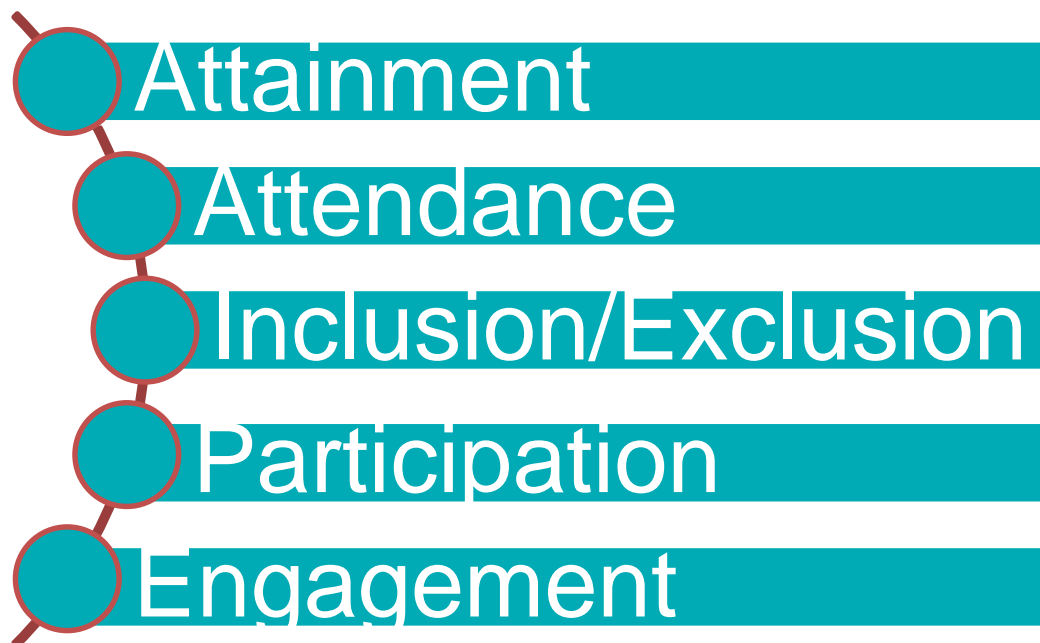
Transforming lives through learning

**In Scotland, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:**



**From Growing Up in Scotland**

## Key areas of focus to 'close the gap'



## Moving forward together .....


- focus on classroom practice/ pedagogy
- create a collaborative learning community
- clear, transparent inspection to support improvement
- embedding Getting It Right For Every Child approach
- collaborative partnerships



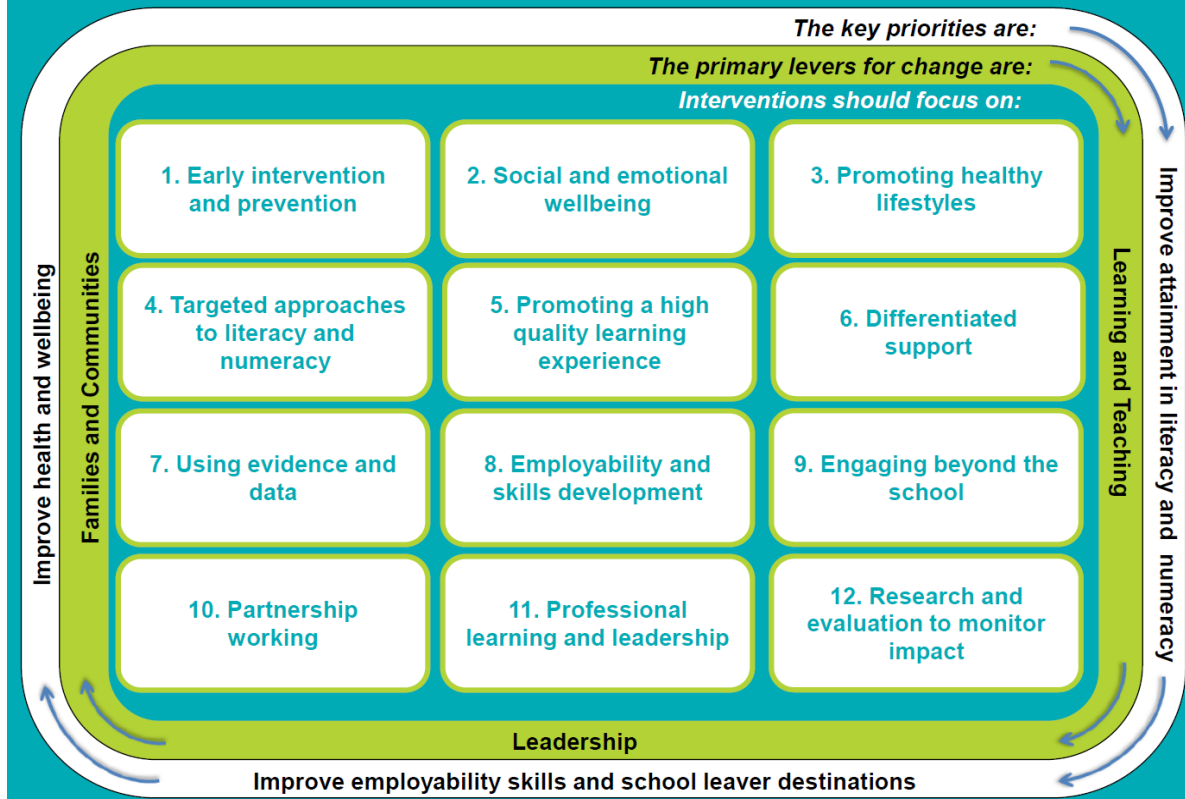


# Summary of progress so far

## Schools making the best progress:

- clearly **define** what the poverty-related attainment gap looks like;
  - use SIMD and tracking data to **identify and review** the progress of children living in poverty;
  - **plan** additional activities, interventions and resources to raise attainment in literacy and numeracy to ensure all children achieve in line with national expectations;
  - **maintain a focus** on health and wellbeing; and
  - continually **evaluate** the impact on children's progress and attainment and take further action where needed.
- 

# Interventions for equity



<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

# Scottish Attainment Challenge: Learning & Teaching Toolkit

This is the first phase of development of a Scottish specific toolkit which will grow to include more Scotland specific content.

Toolkit	Toolkit Strand	Cost	Evidence Strength	Months Impact
<p>Keyword</p> <input type="text"/> <p>Impact</p> <p>Strength</p> <p>Impact</p> <p>Search Reset</p>	<b>Arts participation</b> → Low impact for low cost, based on moderate evidence.	£ £ £ £ £	T T T T T	2
	<b>Aspiration interventions</b> → Very low or no impact for moderate cost, based on very limited evidence.	£ £ £ £ £	T T T T T	0
	<b>Behaviour interventions</b> → Moderate impact for moderate cost, based on extensive evidence.	£ £ £ £ £	T T T T T	3
	<b>Block scheduling</b> → Very low or no impact for very low cost, based on limited evidence.	£ £ £ £ £	T T T T T	0
	<b>Built environment</b> → Very low or no impact for low cost, based on very limited evidence.	£ £ £ £ £	T T T T T	0
	<b>Collaborative learning</b> → Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £	T T T T T	5
	<b>Digital technology</b> → Moderate impact for moderate cost, based on extensive evidence.	£ £ £ £ £	T T T T T	4
	<b>Early years intervention</b> → Moderate impact for very high cost, based on extensive evidence.	£ £ £ £ £	T T T T T	8

<https://education.gov.scot/improvement/Pages/EEF-Toolkit.aspx>

# Third Sector Guidance



- New resource which supports schools in working with Third Sector partners
- Sets out how schools can identify and share agendas and create purposeful partnerships
- Resource co-produced in partnership with the third sector, Education Scotland, COSLA, ADES and the Scottish Government

# Pupil Equity Funding

## **Key Principles include:**

Parents and carers, children and young people and other key stakeholders should be involved in the planning process, particularly in the 2018 Year of Young People.

## **Partnerships**

Parents and the local community are a valuable source of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

**DRIVING EXCELLENCE and EQUITY**  
**School Improvement Planning within the National**  
**Improvement Framework**

**Advice and Support to**  
**Schools, Parents/Carers,**  
**Partners and Communities**



**1. What is our local context? A shared understanding of the challenges and opportunities**

- Our actions take account of local improvement priorities alongside those in the National Improvement Framework (NIF). We share, with all stakeholders, a common understanding of our strengths and the local challenges we face.
- We clearly communicate key messages and responsibilities associated with the NIF within and beyond the school. All staff and other stakeholders have a clear and accurate understanding of their roles in achieving these objectives. We communicate clearly the progress being achieved and the priorities to be addressed. We work with all members of the school community in bringing about any necessary changes.
- We address any professional learning issues, to ensure the successful delivery of the NIF priorities. Staff are adaptable to necessary change and skilled in introducing improvements to their practice. Identified priorities take into account staff collegiate working time agreements and avoid unnecessary bureaucracy.
- We take an effective, proactive approach to risk management in improvement planning.

**3. What are we going to do now? A manageable, measureable annual improvement plan**

- Our children and young people, staff, parents/carers, partners and other community stakeholders are fully engaged in contributing their informed views about our school, ensuring shared ownership of our improvement plan.
- Our improvement plan demonstrates clearly how we will achieve progress towards local and NIF priorities. The plan contains a small number of appropriate targets, expressed as outcomes for learners. It includes:
  - observable and measurable outcomes which focus on learning, achievement and wellbeing;
  - priorities linked to NIF drivers and HGios24 quality indicators (QIs);
  - clearly identified responsibilities for implementation and methods of change, linked to named individuals and / or teams;
  - clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
  - clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
  - measures of success which include performance data, quality indicators and stakeholders' views.
- Our improvement plan is an active, working document which we review regularly, engaging with all stakeholders. We use it proactively, to monitor progress towards achieving the identified outcomes and improvements.

**2. How do we know? Effective, collaborative self-evaluation**

- Our approaches to delivering NIF outcomes provide a clear, effective framework for continually tracking, monitoring and assessing the impact of what we do.
- Our self-evaluation is effective and efficient. We take into account the views of all of our stakeholders. We consider the implications of future changes and influences in society on the lives of our children and young people. Our accurate understanding and self-evaluation of: our school's performance and impact of school leadership; teacher professionalism; parental engagement; assessment of children's progress; school improvement; and performance information, is based on reliable and comprehensive data. The results of our self-evaluation contribute towards the Scottish Government's analysis of progress with the NIF.
- We have clearly identified arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence (CfE) levels.
- We take active steps to ensure that our assessments of children's and young people's progress are accurate, informing decisions and interventions and contributing to their progress and wellbeing.
- We use the HGios24 framework with all stakeholders to evaluate our progress. We make effective use of all 15 QIs over a 3-5 year period, through a comprehensive self-evaluation plan which enables us to measure achievement of targets.

**4. How are we doing? An annual standards and quality report**

- Our planning and reporting engage all children and young people, staff, parents/carers, partners and other community stakeholders in joint working. Our annual report is a clear, brief and accurate reflection of our progress and achievements. It is a public document which we share with our stakeholders and is accessible to anyone who requests it.
- Our annual report provides clear evaluations of the progress we have achieved in relation to all NIF priorities and the following QIs: 1.3 Leadership of change; 2.3 learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; and any other relevant QIs linked to improvement work. The information we gather about our progress provides important evidence which we share with the Scottish Government to support the National Improvement Framework.
- Our evidence includes robust information about our assessment of children's and young people's progress and wellbeing, and the quality of their learning experiences, working with our partners and community.
- We accurately evaluate the impact of our plan to ensure excellence, equity and positive outcomes for all children and young people. We identify, plan and communicate further actions to improve outcomes for all learners.

## DRIVING EXCELLENCE and EQUITY School Improvement Planning within the National Improvement Framework

## Advice and Support to Schools, Parents/Carers, Partners and Communities



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  - observable and measurable outcomes which focus on learning, achievement and wellbeing;
  - priorities linked to NIF drivers and HGios74 quality indicators (QIs);
  - clearly identified responsibilities for implementation and methods of change, linked to named individuals and / or teams;
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- We take active steps to ensure that our assessments of children's and young people's progress are accurate, informing decisions and interventions and contributing to their progress and wellbeing.
- We use the HGios74 framework with all stakeholders to evaluate our progress. We make effective use of all 15 QIs over a 3-5 year period, through a comprehensive self-evaluation plan which enables us to measure achievement of targets.

### 4. How are we doing? An annual standards and quality report

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# A refreshed and refocused Education Scotland

*Education Scotland:*

***For Scotland's  
learners  
with Scotland's  
educators.***





**Children are the priority.**

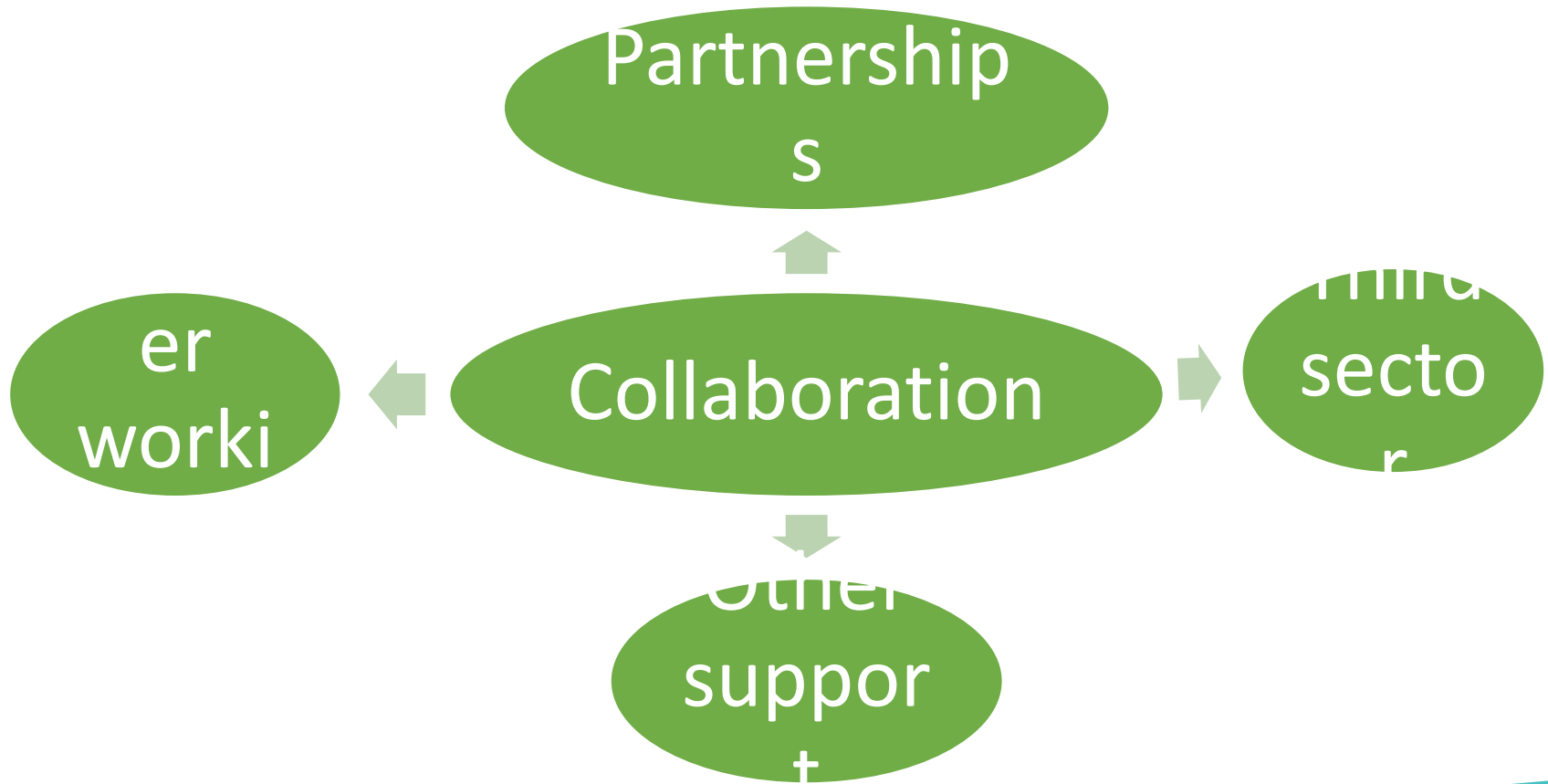
**Change is the reality.**

**Collaboration is the strategy.**

Judith Billings, Washington State Superintendent

# Collaboration





# Collaborative Professionalism – Andy Hargreaves



- Less initiatives, more initiative
- More autonomy from the system for schools, but less autonomy from each other
- Evidence based, but not data driven

Executive summary November

2017

# Curriculum for Excellence Levels

## **Broad General Education**

- **Early** - The pre-school years and P1, or later for some.
- **First** - To the end of P4, but earlier or later for some.
- **Second** - To the end of P7, but earlier or later for some.
- **Third and Fourth** - S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.

**Senior phase** - S4 to S6, and college or other means of study.

## Transitions in education

- Early learning and childcare to primary school
  - Primary to secondary school
  - Broad general education to senior phase
  - Senior phase to post-school destinations
- 
- School to school
  - Class to class
  - Work placements, college learning, foundation apprenticeships, etc

# What do we mean by inclusion in an education context?

‘Inclusion means taking positive action and intervening in order to enable achievement for all by **building and fulfilling the potential** of every child, young person and adult’.

*How Good is our school? 4, 2015*

‘Inclusive education in Scotland starts from the belief that education is a **human right** and the foundation for a **more just society**. An inclusive approach, with an appreciation of **diversity** and an ambition for all to achieve to their **full potential**, is essential to getting it right for every child and raising attainment for all. Inclusion is the cornerstone to help us achieve **equity and excellence in education** for all of our children and young people.’

*Scottish Government (2017) Consultation on the Presumption of Mainstreaming*

# Support

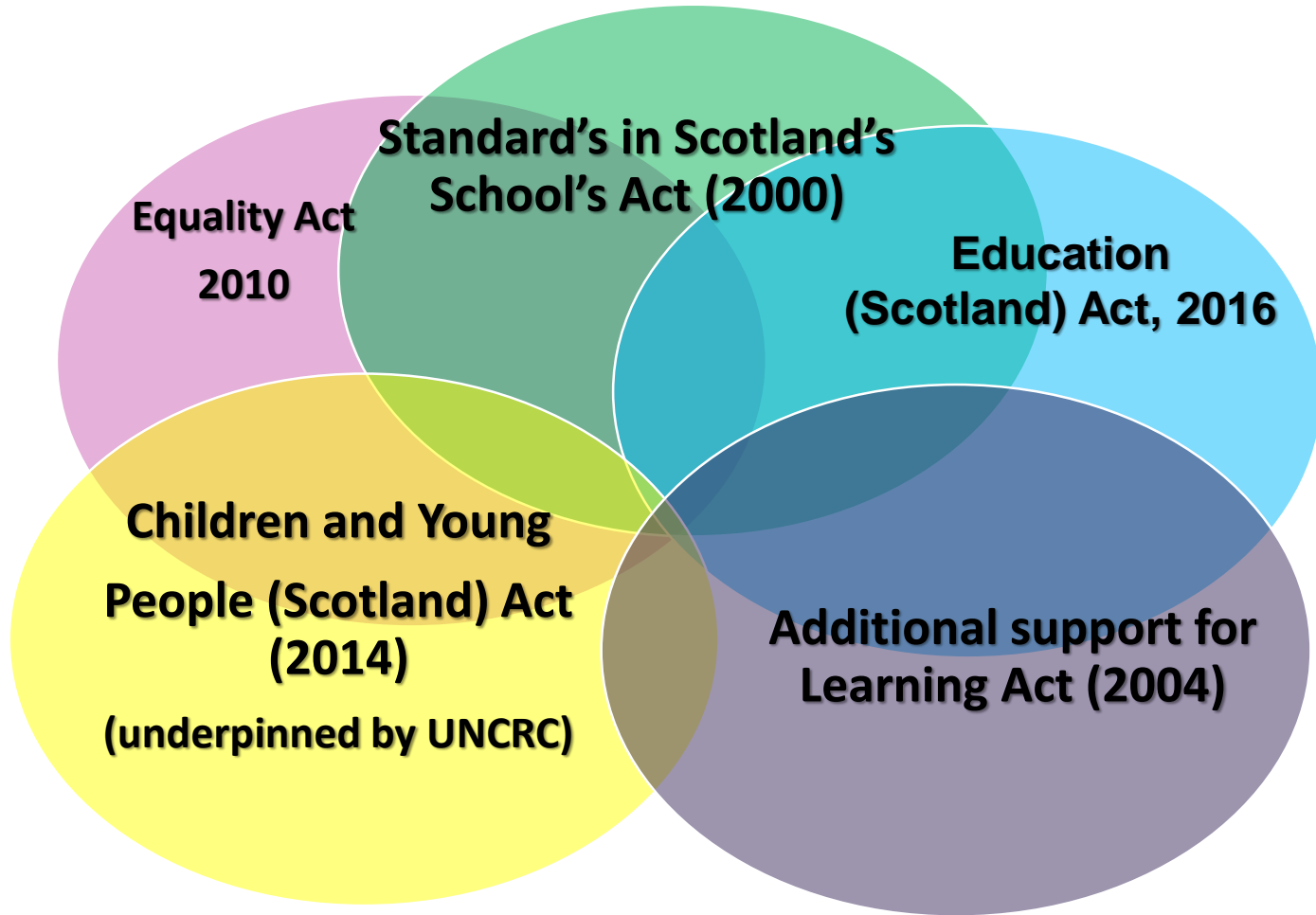
All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Building the Curriculum 3 sets out a range of entitlements for all children. These include the commitment that every child and young person is entitled to support to enable them to:

- gain as much as possible from the opportunities which Curriculum for Excellence can provide
- move into a positive and sustained destination.



# Some key legislation



# Additional Support for Learning Act and Code of Practice

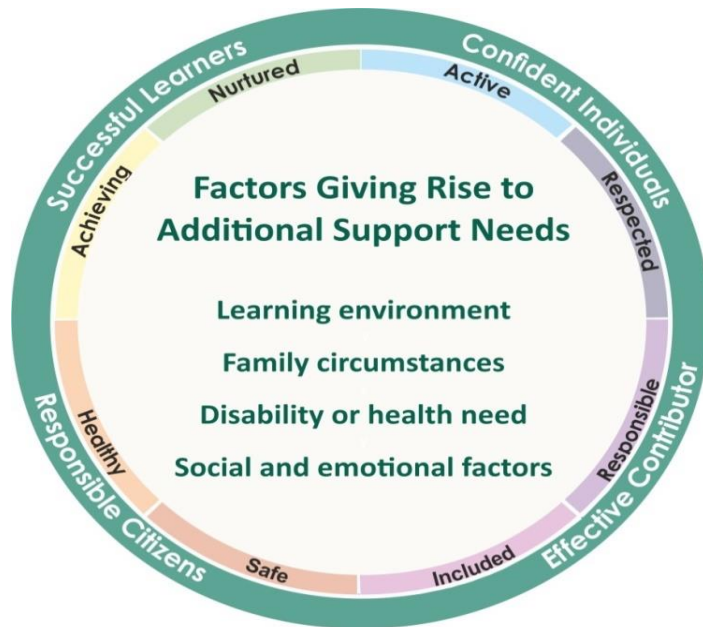
Specific transitional duties will apply to children and young people with additional support needs who:

- have a co-ordinated support plan
- are in a specialist placement such as a specialist unit or a day or residential special school
- have additional support needs arising from a disability within the meaning of the Disability Discrimination Act 1995
- are otherwise at risk of making a successful transition

Education authorities should have appropriate arrangements in place to ensure that changes in school education for all children and young people can be as smooth as possible. Effective planning helps to promote shared understanding and close communication among all relevant persons and above all helps to ensure that any required action is co-ordinated appropriately. An education authority's routine arrangements should enable schools to provide sufficient support for the majority of children and young people faced with changes in school education. In some circumstances, education authorities will require to involve other agencies to ensure that the transition process is effective for certain children and young people with additional support needs.

Supporting children's learning Code of Practice

# Barriers to learning



**Support for all learners** begins within the classroom and is provided by the classroom teacher who holds the main responsibility for nurturing, educating and **meeting the needs of all learners** in their class.

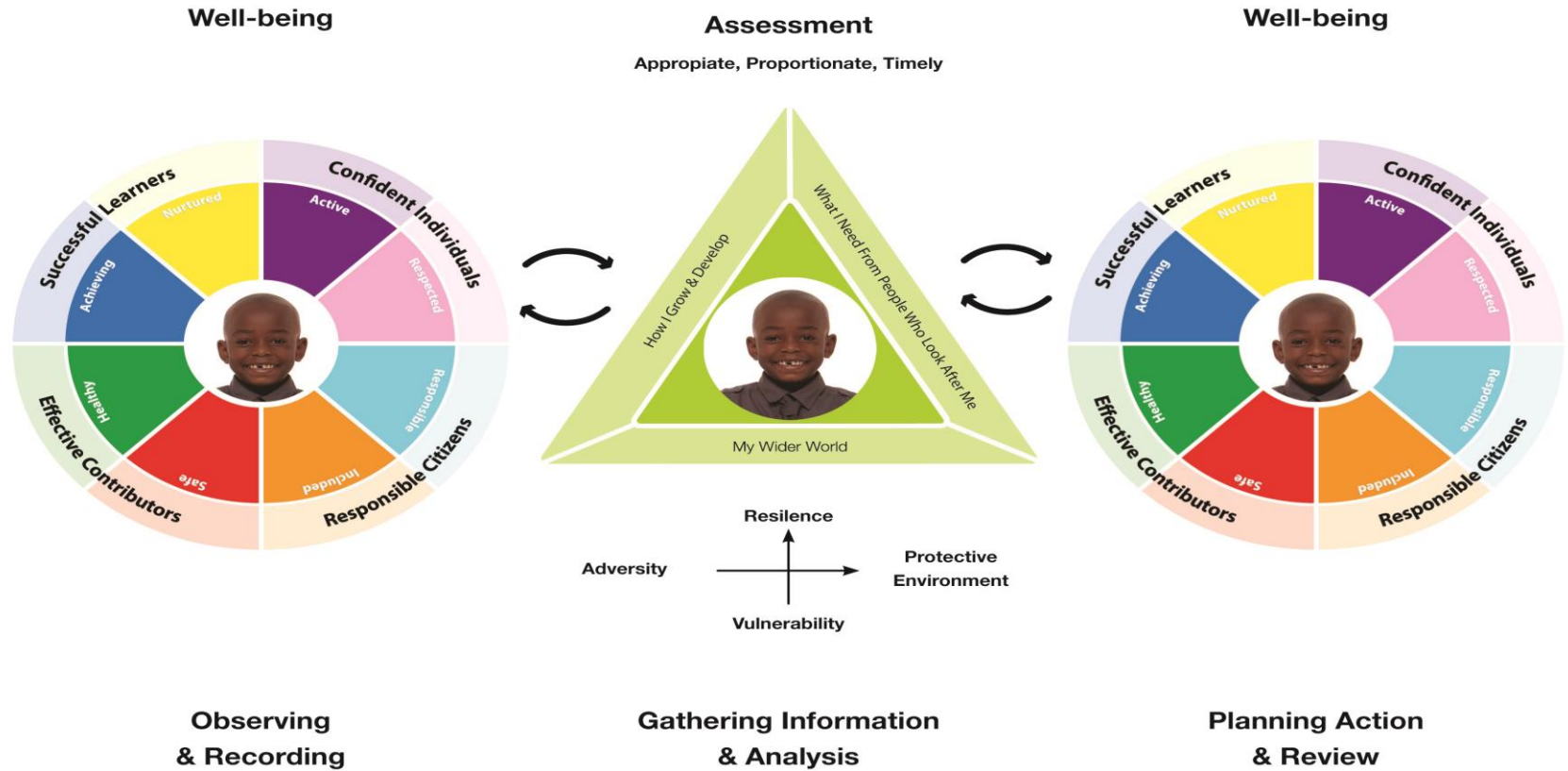
# Universal support

- Ethos, climate and relationships - responsibility of all
- A caring, inclusive, fair and focused environment
- Personal learning planning
- Planned opportunities for achievement
- Regular opportunities to discuss learning and development with an adult who knows young people well and with whom they have a mutually trusting relationship.

# Targeted support

- Additional or targeted support, tailored to their individual circumstances.
- Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.
- Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.
- This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise.

# The National Practice Model



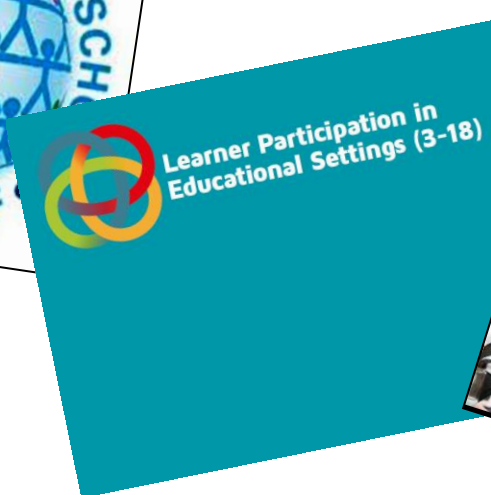
# Year of Young People 2018

## Increased **focus on children's rights**



SUPPORTING

year of young people  
bliadhna na h-òigridh  
2018





# Recognising and Realising Children's Rights

A professional learning resource developed by Education Scotland which aims to:

- Raise awareness and develop knowledge/understanding of the UNCRC
- Link rights-based practice to the Scottish legislation and policy context
- Support rights-based practice including learner participation across schools and other organisations
- Support individuals and establishments to begin to reflect on their practice in light of the UNCRC
- Support children to know, understand and claim their rights

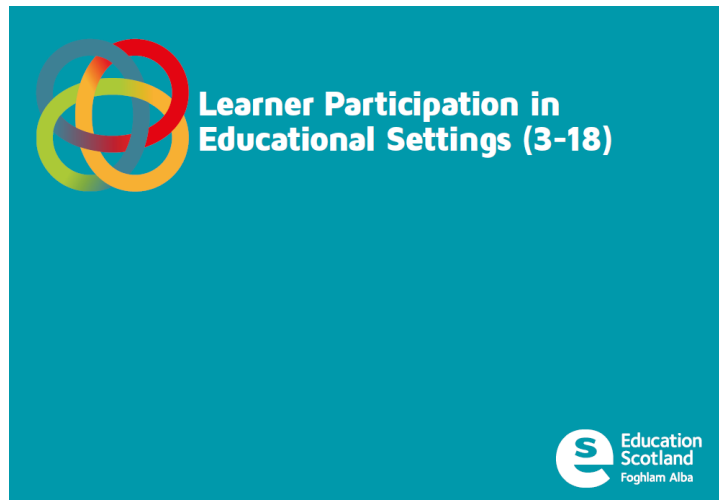
The United Nations  
Convention on the  
Rights of the Child





# Learner Participation in educational settings (3-18)

A guide for schools and early learning and childcare settings to take forward participation



## Four Arenas of participation:



Learning, Teaching, and Assessment



Opportunities for Personal Achievement



Decision Making Groups



Wider Community

# How good is OUR school?

## Theme 1: Our relationships



This includes friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.

## Theme 2: Our learning & teaching



This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.

## Theme 3: Our school & community



This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to what's available. It also includes having positive links between our school and our families and with partner organisations in our community.

## Theme 4: Our health & wellbeing



This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing.

## Theme 5: Our successes & achievements



This includes opportunities for achievement in our school and in the community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning.

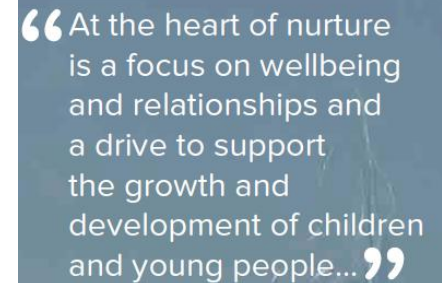


# Supporting positive relationships and behaviour



# Key messages on supporting positive relationships and behaviour

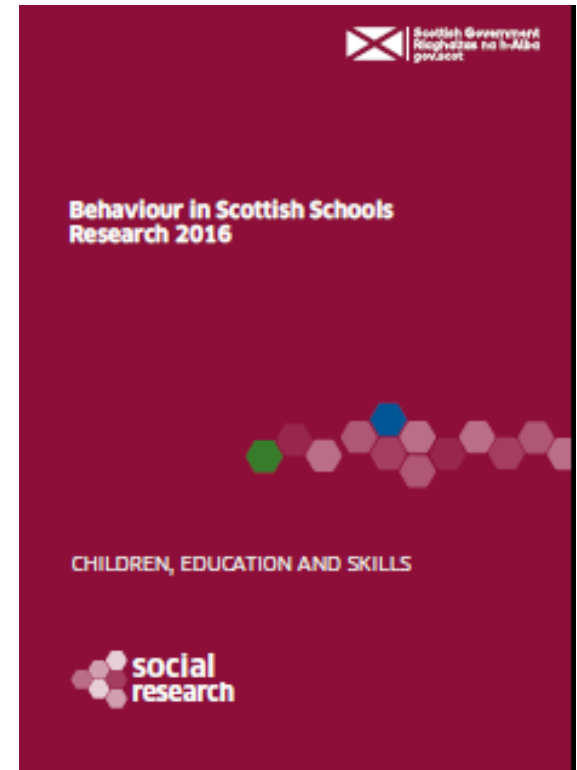
- Schools and local authorities should place **a greater emphasis on inclusion and early intervention** and exclusion should be: **a last resort; proportionate** and **for as short a time as possible**
- There should be a clear focus on the promotion and development of **positive relationships and behaviour** – schools should develop a positive relationships policy
- The learning environment (should be) built on **positive, nurturing and appropriately challenging relationships** which lead to high-quality learning outcomes. The ethos and culture of a school (should) reflect a commitment to children's rights and positive relationships.
- A whole school nurturing approach can provide a basis for building a positive culture and ethos which supports all those within the school community including children, parents, staff and partners.



“At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people...”

# Some evidence of impact

- The vast majority of staff reported that they **encountered positive behaviour** from pupils all or most of the time
- Most teachers were **confident in their abilities** to promote positive relationships and behaviour and to respond to indiscipline in their classrooms
- There was little change in staff perceptions of the **incidences of serious disruptive behaviour**.
- There was a **strong correlation between ethos of the school and perceptions of behaviour**.
- **Positive, preventative strategies** were highlighted as way of encouraging positive behaviour and preventing disruptive behaviour.

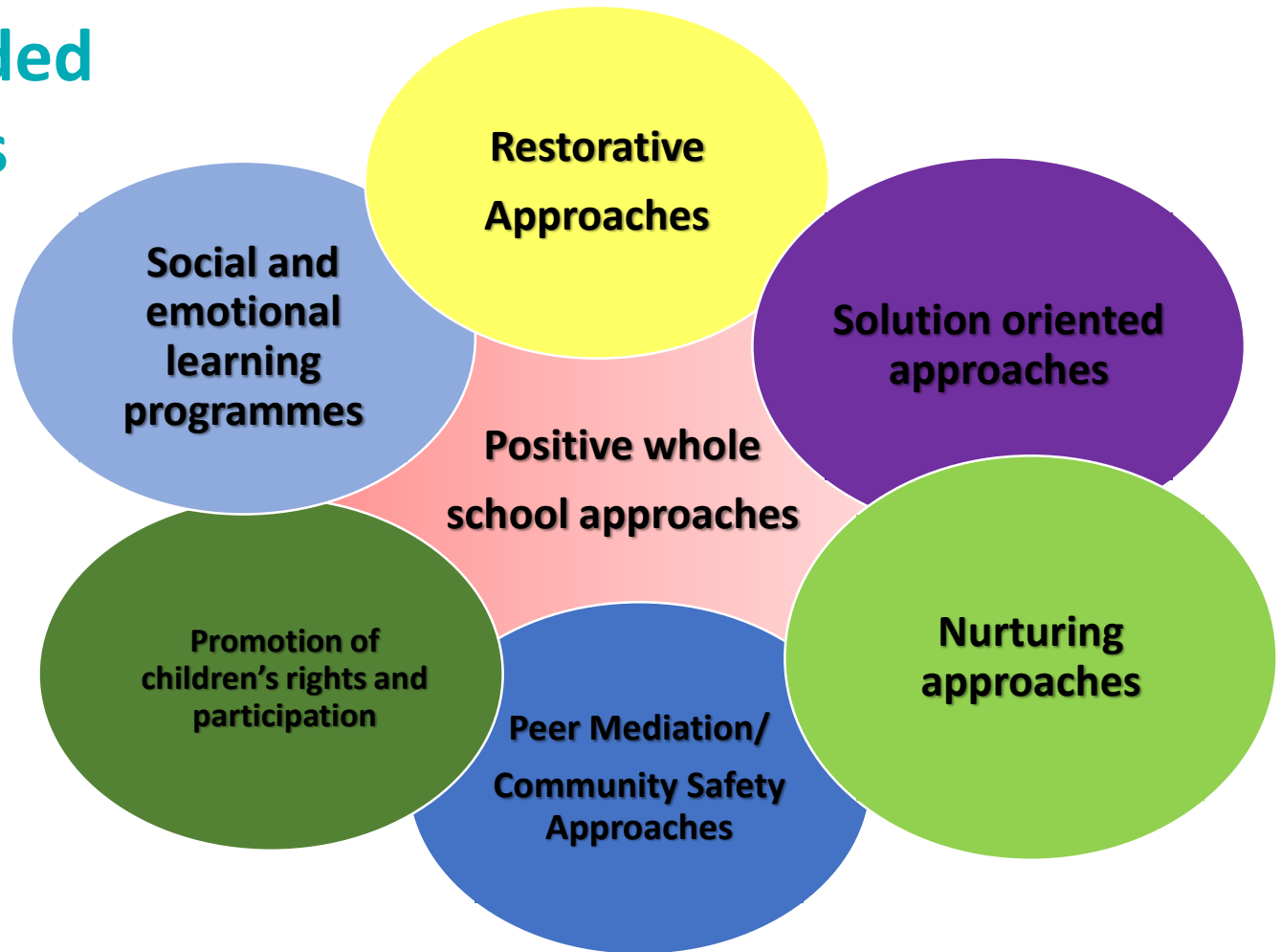


# Some evidence of impact

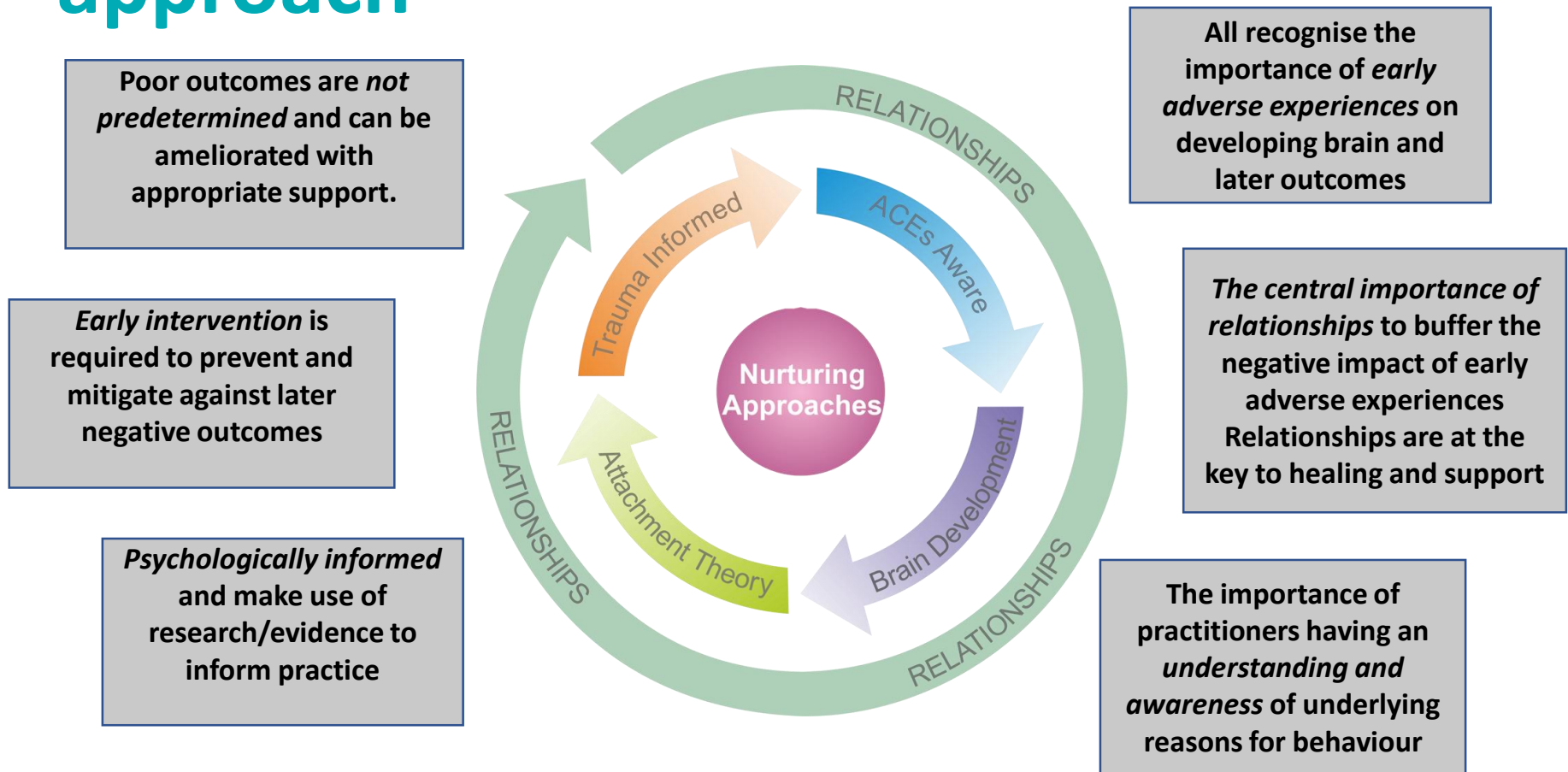
## Exclusions Data

- The number of exclusions has been falling year on year since 2006/07
- There was 1 permanent exclusion in 2015/16 compared to 292 in 2002/03
- Exclusion rates for pupils with ASN are 4 times higher than those with no ASN
- Exclusion rates are 6 times higher for those in the 20% most deprived areas

# Recommended Approaches



# Links between a nurturing approach, ACEs awareness and a trauma informed approach





# Mental Health Strategy

- ❖ Review Personal and Social Education (PSE), the role of pastoral guidance in local authority schools, and services for counselling for children and young people
- ❖ Roll out mental health training for those who support young people in educational settings

Mental Health Strategy:  
2017-2027

# Thank you



<https://education.gov.scot/improvement>



<http://bit.ly/saccommunity>



@attainmentscot    @elmmorrison



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# Table Discussion:

## Transitions in education and justice

# Lunch & networking

**Abbey Craig Restaurant**  
**12.45pm – 1.45pm**

# Fiona Duncan

## Chair and Lead of the Independent Care Review

# Workshops

2.30pm – 3.30pm

# Table Discussion:

## Priorities for Future



# Closing Plenary

**Graeme Logan**

Deputy Director of Learning  
Scottish Government