

Corporate Parenting Plan 2019-2021

(Updated Oct 2020)



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.”

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

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:

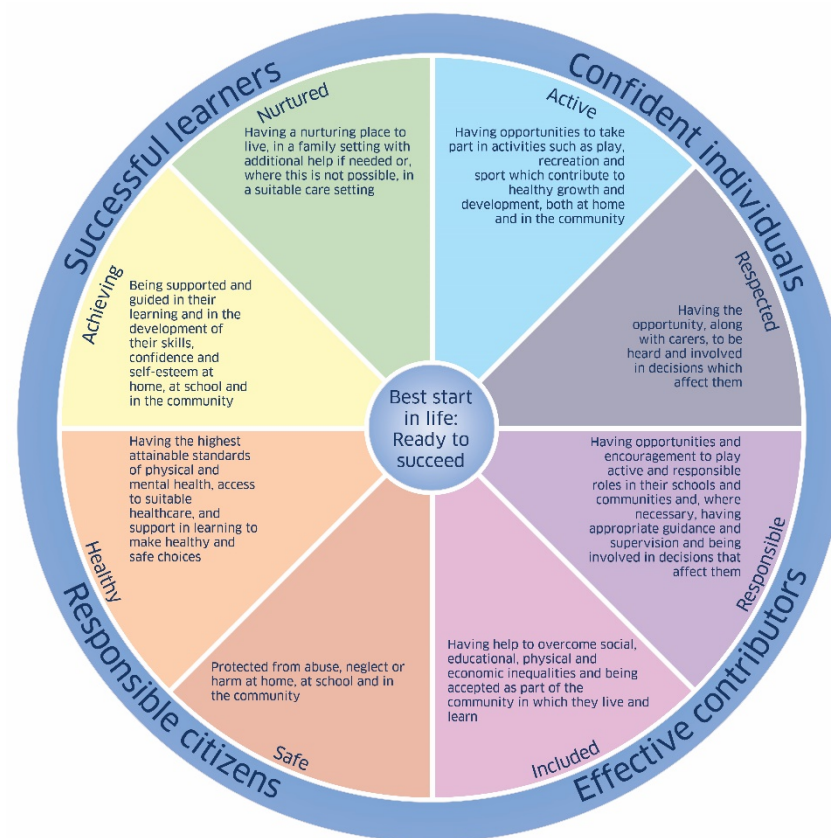
Aim 1: Young people are aware that the College is an inclusive and supportive place to study where they feel safe and nurtured

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.

Outcome Agreement - National Measure The proportion of full-time enrolled Care-Experienced students successfully achieving a recognised qualification	Actual 2016-17	Actual 2017-18	Target for 2018-19	Projection 2019-20
Percentage of CE FT FE enrolled students achieving a recognised qualification	55.7% (29/52 students)	46.1% (24/52 students)	64%	66%
	11.5% partial (6/52 students)	13.5% partial (7/52 students)		
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 16th birthday but are no longer looked after by a local authority, known as a 'Care Leaver'.

**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.*

Students who face additional barriers to learning

As we move into the 5th 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.



Monitoring and Review





The Corporate Parenting plan will be approved by the Regional Board and progress against the plan will be monitored annually by the Curriculum and Quality Committee.




Corporate Parenting – Action Plan (Updated Oct 2020)



Not started		Complete		Some slippage but will be complete by deadline		In progress – Ongoing		Will not be complete by deadline	
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No.	Action	Evidence/Measures	Characteristic/External Driver (See External Driver Key)	By whom and when	Progress/Update	Status
AIM 1 - Students are aware that the College is an inclusive and supportive place to study where they feel safe and nurtured						
1.1	Promote the specialist support services at open days, regional and national events.	Use of Social Media and other platforms to promote services. Leaflets created to showcase Care Aware support. College website has dedicated webpages for Care Aware support.	Care Experienced 58 1(c) SBC CC4 Student Carers GFSC Support	Student Services Students Association All Staff By Aug 2020	Complete and embedded into the service offer.	
1.2	To promote the Wellbeing service to students and work as advocates on behalf of the young people.	Student Portal available for students to access with dedicated tiles on student advice, guidance and wellbeing. Use of Social Media and other platforms to promote services. Representation at College events ie Freshers, Open Days to promote services. Collaboration with BCSA on awareness raising campaigns.	Care Experienced 58 1(a) and 58 1(e) SBC CC6 Student Carers GFSC Identify GFSC Support	Student Services Achievement Coaches By Dec 2019	Complete and embedded into the service offer.	



		Awareness raising of services available to allow Staff to promote the service eg use of Yammer, Induction, Freshers.				
1.3	To ensure that students facing additional barriers have a named point of contact.	<p>Admissions process in place when applicants disclose a welcome email is sent with the support available to them.</p> <p>Enrolled students who disclose are allocated a named point of contact.</p> <p>Reports available on MIS system for CLMs and Achievement Coaches.</p>	<p>Care Experienced</p> <p>58 1(a) SBC CC2</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Head of Student Services Student Services Team Lead</p> <p>By Oct 2019</p>	Complete and embedded into the service offer.	
1.4	Ensure that information about specialist support services ie pastoral and learning support are included in all promotional materials. Eg Website and Course Guide.	<p>Student Portal available for students to access with dedicated tiles on student advice, guidance, wellbeing and learning support.</p> <p>Use of Social Media and other platforms to promote services.</p> <p>College website and Prospectus have dedicated pages for Care Aware support.</p> <p>Leaflets created to showcase Care Aware support.</p> <p>External websites eg Propel are promoted.</p>	<p>Care Experienced</p> <p>58 1(c) SBC CC2</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Student Services Team Lead</p> <p>By Aug 2020</p>	Complete and embedded into the service offer.	


1.5	To offer all applicants with identified additional barriers to pre-enrolment visits to become familiar with the college.	<p>Care Aware applicants who disclose are sent a welcome email with details of support and offered the opportunity for a meeting.</p> <p>Collaboration with Partners to provide transitional support for applicants.</p> <p>Borders Young Talent provides an opportunity for early transitional support those being supported.</p>	<p>Care Experienced</p> <p>58 1(b) SBC CC5</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Head of Student Services Student Services Team Lead Curriculum Learning Managers</p> <p>By June 2020</p>	<p>Lockdown situation has prevented physical visits, however ongoing support has been provided remotely and collaboration with partners continues to enable appropriate support.</p>	
1.6	To continue to provide the opportunity for young people with additional barriers to access support through the Borders Young Talent Programme.	<p>BYT referral forms circulated to Schools and Mentors allocated.</p> <p>Attendance at School Transition meetings provides opportunities to promote services.</p>	<p>Care Experienced</p> <p>58 1(d) SBC CC5</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Head of Student Services Student Services Team Lead</p> <p>By Aug 2020</p>	<p>Completed for session 19/20. Extended support offered to 20/21 FT cohort as a result of COVID19.</p> <p>Sustainability of programme continues to be explored.</p>	 
1.7	To ensure that young people who face additional barriers are provided appropriate support throughout the admissions procedure eg offer support at interview, familiarisation visits.	<p>Liaison with Schools, Social Work, TCAC teams to offer familiarisation visits.</p> <p>Contact with Skills Development Scotland and other training providers.</p>	<p>Care Experienced</p> <p>58 1(a) SBC CC2</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Head of Student Services Student Services Team Lead WLT Managers</p> <p>By Aug 2020</p>	<p>Lockdown situation has prevented physical visits, however ongoing support has been provided remotely and collaboration with partners continues to enable appropriate support.</p>	




No.	Action	Evidence/Measures	Characteristic/External Driver (See External Driver Key)	By whom and when	Progress/Update	Status
AIM 2 - All staff are alert and aware to matters which might adversely affect the wellbeing and/or achievement of students.						
2.1	Application and enrolment process allows reporting monitoring and analysis of various barriers to learning.	<p>Reports available on MIS system to enable identification and monitoring of students who disclose.</p> <p>Corporate Parenting, Student Carers Working Group established to provide opportunity to monitor and discuss barriers to learning.</p>	<p>Care Experienced</p> <p>58 1(a), 58 1(b) and 58 1(c) SBC CC2</p> <p>Student Carers</p> <p>GFSC Identify GFSC Report</p>	<p>MIS Department Curriculum Learning Managers Student Services</p> <p>By June 2021</p>	<p>Digital Transformation Project will provide opportunity to address data analysis and reporting.</p> <p>Change date of completion to June 21.</p>	
2.2	To ensure that all college staff receive relevant CPD to raise awareness of the appropriate support required.	<p>Relevant CPD modules available to Staff via online platforms.</p> <p>Key frontline staff receive relevant CPD where appropriate eg Who Cares? Scotland and Carers Trust sessions delivered.</p>	<p>Care Experienced</p> <p>58 1(a), 58 1(c) and 58 1(f) SBC CC6</p> <p>Student Carers</p> <p>GFSC Support</p>	<p>HR Head of Student Services Line Managers</p> <p>By Jan 2021</p>	<p>Modules launched and will be made available as essential CPD.</p> <p>Change of date to Jan 21.</p>	
2.3	All staff will undertake a mandatory induction programme which provides essential information to promote Access and Inclusion.	Relevant CPD modules available to Staff via online platforms which are mandatory for completion.	<p>Care Experienced</p> <p>58 1(a), 58 1(c) and 58 1(f) SBC CC6</p> <p>Student Carers</p> <p>GFSC Support</p>	<p>HR Head of Student Services Line Managers</p> <p>By Aug 19</p>	<p>Complete and embedded.</p> <p>Part of mandatory induction for all staff.</p>	



2.4	Liaise with Course Tutors and Achievement Coaches to raise awareness of students who may face additional barriers to learning.	<p>Reports available on MIS system for CLMs and Achievement Coaches.</p> <p>Monitoring and awareness of students who face additional barriers managed by Student Services Team Lead.</p>	<p>Care Experienced</p> <p>58 1(a), 58 1(b) and 58 1(c) SBC CC3 and 4</p> <p>Student Carers</p> <p>GFSC Support</p>	<p>Support Services Course Tutors Achievement Coaches</p> <p>By Jun 2021</p>	<p>Columbus reports have been developed and made available to all AC and CLM to provide holistic overview for individual areas. Systems review will consider identification process to indicate additional support or need.</p> <p>Change of date to Jun 2021.</p>	
2.5	To ensure we are aware of current issues which directly impact on students who face additional barriers eg Care Experienced students, Student Carers, establish membership/contact with sector wide networks ie Who Cares? Scotland, CDN.	<p>Attendance at events/networks to ensure knowledge of current issues relating to those who face additional barriers is up to date.</p> <p>Use appropriate platforms to communicate updates to staff eg Yammer, Staff Newsletter.</p> <p>Membership on relevant groups eg CECEF, SBC CPOPG.</p>	<p>Care Experienced</p> <p>58 1(a), 58 1(c) and 58 1(f) SBC CC3 and 4</p> <p>Student Carers</p> <p>GFSC Identify</p>	<p>Student Services All Staff Students Association</p> <p>By Dec 2020</p>	<p>Complete and embedded.</p> <p>College achieved the Carers Trust Scotland Student Carers Recognition Award in Oct 2020.</p>	


No.	Action	Evidence/Measures	Characteristic/External Driver (See External Driver Key)	By whom and when	Progress/Update	Status
AIM 3 - The College will ensure that students who face additional barriers to sustaining engagement and achievement are assessed for specific pastoral and learning support.						
3.1	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.	<p>Liaison with Learning Support Team to ensure those identified have opportunity for assessment.</p> <p>MIS reports allow identification and follow up where required.</p> <p>Monitoring and awareness of students who face additional barriers managed by Student Services Team Lead.</p>	<p>Care Experienced</p> <p>58 1(a) and 58 1(b) SBC CC2</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Student Services Team Lead Head of Student Services Learning Support Manager</p> <p>By Jan 2020</p>	<p>Complete and embedded in our service offer.</p>	
3.2	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.	<p>Liaison with Learning Support Team to ensure those identified have opportunity for assessment.</p> <p>MIS reports allow identification and follow up where required.</p> <p>College forms created to ease confirmation of status for funding purposes ie BC7 and BC8.</p> <p>Collaboration with Partners to provide transitional support for applicants.</p>	<p>Care Experienced</p> <p>58 1(a) and 58 1(b) SBC CC3 and 4</p> <p>Student Carers</p> <p>GFSC Identify GFSC Support</p>	<p>Student Services Team Lead Head of Student Services Student Funding</p> <p>By Mar 20</p>	<p>Complete and embedded in our service offer.</p> <p>Student Carers Policy developed and awaiting launch.</p>	






3.3	Continue to develop our data sharing protocols and arrangements with relevant stakeholders to ensure support plans are continuous.	Data Sharing agreement in place with Scottish Borders Council for Care-Experienced young people.	Care Experienced 58 1(f) SBC CC6 Student Carers GFSC Identify GFSC Support	Head of Student Services Vice Principal for Curriculum and Student Services By Aug 21	Currently in discussion with SBC legal to agree and implement a Data sharing Agreement between the two organisations. Require to explore method of agreement with out of area organisations Change date to Aug 21.	
3.4	To provide the opportunity for students who face additional barriers to be supported through a formal transitions process between school and college.	Collaboration with Partners to provide transitional support for applicants. Borders Young Talent provides an opportunity for early transitional support for those being supported.	Care Experienced 58 1(d) SBC CC5 Student Carers GFSC Identify GFSC Support	Borders Young Talent Mentors Student Services Achievement Coaches Curriculum Learning Managers By Aug 20	Complete and embedded. BYT project and involvement in transitions meeting.	





No.	Action	Evidence/Measures	Characteristic/External Driver (See External Driver Key)	By whom and when	Progress/Update	Status
AIM 4 - The College will seek to promote the interest of all our students who face additional barriers and provide opportunities designed to support achievement, progression and promote wellbeing.						
4.1	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.	Tracking and Monitoring of students with Risk Register in place and regular meetings with key Staff. MIS system generates weekly attendance reports for analysis and intervention.	Care Experienced 58 1(a) SBC CC5 Student Carers GFSC Report GFSC Support	Student Services Achievement Coaches Curriculum Learning Managers MIS Department	Complete and embedded into service offer. Identified Wellbeing Advisors tracking attendance and follow up for CE and SC students.	


4.2	Support offered to and available to all Care Aware FE/HE students with Graduation e.g. assistance in hiring of gowns.	Liaison with Graduation co-ordinator to ensure students are aware of support.	Care Experienced 58 1(d) SBC CC3	Head of Student Services By Sept 2020	Complete and embedded into service offer.	
4.3	To provide advice and guidance on progression opportunities including support to make applications for higher education through UCAS, accessing open days or into employment.	Promotion of opportunities using social media platforms. Individual support meetings providing advice and guidance. Liaison with Skills Development Scotland where relevant.	Care Experienced 58 1(c) and 58 1(d) SBC CC5 Student Carers GFSC Support	UCAS Adviser Student Services Achievement Coaches Course Tutors Curriculum Learning Managers By Jan 2021	Complete and embedded into service offer. Following recent awareness session, raise awareness of My World of Work	
4.4	Provide advice, guidance and support to enable students with identified additional barriers to manage life situations and crisis.	Collaboration and Liaison with key frontline staff to ensure effective support. Regular meetings held to discuss referrals and support requirements. Risk Register for Tracking and Monitoring of attendance and progression in place. Collaboration with Partners and external support agencies to ensure we have effective signposting.	Care Experienced 58 1(a), 58 1(b) and 58 1(c) SBC CC3 and 4 Student Carers GFSC Identify GFSC Support	Student Services Team Lead Student Services Achievement Coaches By Jan 2021	Counselling and mental wellbeing service established Mar 20 and this is now an ongoing and available service. Continue to promote and raise awareness of MH provision available and MH platforms. Look at creating an area on Moodle and investigate possibility of a dedicated all student teams page for MH and Wellbeing.	

4.5	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.	Care Experienced 58 1(d) SBC CC1 Student Carers GFSC Identify GFSC Support	Student Services Students Association Curriculum Learning Managers By Aug 2021	BSCA developed student feedback mechanism and progressing a represented democracy approach to capturing student feedback. Position on working group available to CE/SC and other vulnerable student groups Change date to Aug 2021	
4.6 NEW	Continue to seek feedback from Students/Staff on the support we provide to our vulnerable groups to ensure we are meeting need.	Utilise the Working Group and expand membership invites.	Care Experienced 58 1(d) SBC CC1 Student Carers GFSC Identify GFSC Support	Head of Student Services Student Services Team Lead Students Association By Aug 2021	Promotion of Working Group via Yammer platform seeking staff to join the group.	

No.	Action	Evidence/Measures	Characteristic/External Driver (See External Driver Key)	By whom and when	Progress/Update	Status
AIM 5 - The College will work to fulfil its role as an inclusive organisation and good corporate parent, working collaboratively with local national support agencies and corporate parents.						
5.1	All policies and procedures are reviewed over time to ensure that they do not create barriers to learning.	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.	Care Experienced 58 1(e) SBC CC6 Student Carers GFSC Support	Policy Authors By Aug 2020	Completed and embedded.	

5.2	The plan will be reviewed regularly by the Access and Inclusion Committee to ensure it is up to date and reflects any current developments.	Agenda updated for A&I to include standing item for vulnerable groups. Working Group created which reports into the A&I committee.	Care Experienced 59 SBC CC6 Student Carers GFSC Report	Head of Student Services By Jun 2020	Completed and embedded.	
5.3	Contribute to Regional Outcome Agreement and Further Education returns to Scottish Funding Council.	Data reviewed to ensure accuracy.	Care Experienced 58 1(f) SBC CC6	MIS Department Head of Student Services By Aug 2020	Completed and embedded.	
5.4	The Curriculum and Quality Committee of the Regional Board to monitor the plan regularly.	Reports produced and presented to Committee.	Care Experienced 59 SBC CC6	VP Curriculum and Student Services Head of Student Services By Aug 2020	Completed and embedded.	
5.5	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 committees - ie Local Authority Corporate Parenting Operational Group, CPP, CEECEF membership.	Care Experienced 60 SBC CC6 Student Carers GFSC Support	Head of Student Services Student Services Team Lead By June 2020	Completed and embedded.	
5.6	Promote the benefit of data sharing agreements with relevant stakeholders to ensure appropriate and supported transitions.	Promotion of current agreement at support meetings.	Care Experienced 58 1(f) SBC CC6	VP Curriculum and Student Services Head of Student Services By Aug 2021	Continue to progress development if this. Amended date to Aug 2021	

5.7	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 agreements and initiatives.	Care Experienced 58 1(e) Student Carers GFSC Support	Student Services Students Association By June 2020	Complete and embedded. All resources and help materials contained within student portal and provision of awareness initiatives throughout the year	
5.8	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.	Care Experienced 60 SBC CC6 Student Carers GFSC Support	Student Services By Aug 2020	Complete and embedded.	
5.9	Ensure we meet the legislative requirements of Corporate Parenting.	Reports to Government. Corporate Parenting Plan on Website. Annual Report produced for SBC Annual Corporate Parenting report.	Care Experienced 61	Vice Principal, Curriculum and Student Services Head of Student Services Student Services Team Lead	Completed and embedded.	
5.10 NEW	Establish Corporate Parenting, Student Carers and Estranged Working Group (CORPSCE)	Look at student participation on the group in AY 20-21. Review Curricular input for the group. Consider how the data collected is contributing to the College's success measures.	Care Experienced 58 1(f) SBC CC6 Student Carers GFSC Support	Head of Student Services Student Services Team Lead By June 2021	Working Group established and meeting dates in place.	

5.11 NEW	Ensure language of inclusion is widened out across College documents.	Ensure any new College documents use correct language ie use of Student Carers, Care-Experienced with OA, A&I Plan etc.	Care Experienced 58 1 (c) and (e) SBC CC6 Student Carers GFSC Identify	All College document Authors Equality Officer	Ongoing	
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External Drivers Key

Corporate Parenting Duties		Scottish Borders Council – Corporate Parenting Strategy		Going Further for Student Carers	
58 1(a)	To be alert	SBC CC1	In order to meet their responsibilities, corporate parents will listen and respond to the voices of children and families/carers.	GFSC Identify	Proactively identified and awareness
58 1(b)	To assess the needs	SBC CC2	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.	GFSC Support	Student Carers are supported to give them a fair chance of success
58 1(c)	To promote the interests	SBC CC3	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	GFSC Report	Monitor and report on progression, evaluation, KPIs
58 1(d)	To seek to provide opportunities	SBC CC4	Children and young people will be supported to improve their physical, emotional and mental health and wellbeing.		
58 1(e)	To take action to help these children access opportunities and make use of services	SBC CC5	Young people making the transition to adulthood will be supported to achieve their full potential		
58 1(f)	To take action to improve as a corporate parent	SBC CC6	Corporate parents will raise awareness of corporate parenting responsibilities across organisations and agencies.		
59	To prepare, publish and keep plan under review				
60	To collaborate				
61	To report on fulfilment of corporate parenting duties				