A Good Childhood

Right to an Education

**Keeping the Promise Award Pilot - Session 2021-22**

Working with two clusters, Bellshill Academy and Coatbridge High, the Virtual School has created a “Keeping the Promise” Award course. The purpose of the course is to support schools in developing their awareness and understanding of The Promise and the commitment made by the Scottish Government and by North Lanarkshire Council to improving the educational experiences and outcomes for our care experienced young people.

The course has been created in partnership with a variety of staff across Education and Families, our Promise Development Workers, wider council services and other relevant partners including WhoCares?Scotland.

Main Aims

* To raise awareness and understanding of The Promise – the commitments made around education and learning to support inclusion and improve outcomes
* To highlight our responsibilities under The Promise – what we need to do as “good parents” to ensuring the best for our care experienced learners
* To highlight the particular needs of our care experienced learners and some of the challenges they face which impacts on their access and availability for learning
* To support staff to consider how they can contribute to positive changes both individually and collectively
* To recognise those schools who are striving for excellence in their understanding of the specific needs of care experienced young people and in their delivery of support to them
* To drive forward the Plan 21-24

The award consists of five short hour-long training sessions - four delivered to all staff and one specifically designed for the Designated Manger for each school involved. Training sessions are delivered virtually and on scheduled Inservice days with presentations recorded and available on NL Learning Hub for future use by staff who wish to revisit or are unable to attend a session.

Input is provided in collaboration with a number of partners including the council’s Talent and Organisation Development Team, Cluster Improvement and Integration Leads and staff working within the clusters, school management teams, Promise Development Support Workers, Educational Psychology and WhoCares? Scotland.

Upon completion of the course, an e-learning module will be available to all participants covering the content of each presentation and with links for further learning and development in each area.

To gain the Keeping the Promise Award. Schools need to be able to demonstrate all staff have participated in/viewed the required presentations and a minimum of 70% of staff have successfully completed the e-learning module.

To date, presentations one and two have been delivered (November 2021 and Feb 2022) with over 200 participants attending. Session three for Designated Mangers will be delivered at a twightlight session next term and sessions four and five will be delivered as a two-hours presentation on the May Inservice day.

Connections have also been made with CELCIS to support the accreditation of this award at the end of the pilot.

The impact of the Promise Award will be evaluated as part of the pilot. However, feedback to date has been positive from the staff involved. Furthermore, this has encouraged the team around a child in one school to create a support network with a number of teachers supporting a young person to understand their life story and the impact their past experiences can have on their learning.

Keeping the Promise Award –

* Setting the scene;
* Introduction to “The Promise” – context, key features of document and current political landscape
* What is “Care Experienced?” – understanding of the definitions of terms
* How schools can make a difference – a young person’s story of what works
* Responsibilities of all;
* What is a corporate parent?
* What does the Promise say?
* Corporate Parenting in NLC
* How do we deliver this? What can I do?
* Responsibilities (Designated Managers and CIILs only)
* Role of the Designated Manager
* Effective Record Keeping
* Preventing exclusions
* Behaviour is communication part one;
	+ Brain Development
* Trauma awareness/ACES
* Language matters
* Behaviour is communication part two;
* Relationships matter
* Supporting well-being
* Partnership working