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### WELCOME

I am very pleased to introduce the Good Shepherd Centre (GSC) Service Standards and Quality Report for 2019/20. This report highlights the quality and scope of our work across the centre with and for young people and their families; and our performance against the goals we set for improvement and development during the business year 1 April 2019 to 31 March 2020. It also covers slightly different timescales for progress during the school year 2019/20 (to August 2020).

As Director at GSC I continue to be proud and humbled every day by the young people in our care and by the kindness, dedication, skills and talents of the people who work here in every department of Team GSC. Reflecting on the year I am also struck by how much young people and staff have achieved despite the impact of the Coronavirus (Covid-19) Pandemic which began to impact significantly on every area of life at GSC from February 2020.

In last year's report, we introduced our Journey approach to developing the SIP (Service Improvement Plan) for the centre and you will see that we moved forward at a pace on this Journey during the year. The focus of our improvement goals was again on making sure our core values and the principles of being kind, respecting rights, being nurturing and relational drive everything we do. In fact, this report from 2019/2020 could be titled 'It's Our Nature to Nurture' as it sums up our approach and was also the name of one of the workshops at our 'Looking Ahead' event in August 2019. This brought together our young people, our staff and professionals and partner organisations to reflect on the concluding year of the current SIP programme which began back in 2014/15 and to look ahead to the next SIP and beyond.

Back in 2014, we hosted a national 'research into practice' conference which shared the outcomes of ground-breaking research completed with young people living at the GSC, the first of its kind in Scotland to explore outcomes and impact for young people during and throughout their being in secure care, through the lens of their own reporting of their wellbeing. This influenced the development of a fully integrated Service Improvement Plan. By that I mean that the SIP is a living self-assessment tool and does not sit in a folder on the shelf. The

expectations, goals and concrete actions set out in the plan each year are built to respond to feedback and ongoing evaluation of what we do and how we do it, by young people, their families, the staff team, the specialist professionals and agencies who work with us and the regulators who inspect us. That evaluation and feedback is mapped out against each of the SHANARRIH domains – SHANARRIH with an additional H for Hope which has been included at the GSC since 2014.

In this report you will read about some of the highlights of this final year of the current SIP programme. This includes how we worked in partnership with young people to name our care houses; Lyle, Kilpatrick, Nevis and Lomond; the refurbishment of all of the young people's bedrooms in Lomond House, the Courtyard Project we began to modernise our outdoor spaces for young people living in secure care, and our central contribution to another innovative research project Talking Hope, which published its report in November 2019. You'll also read about our coproduction work and young people's influence across Team GSC and beyond including with the Independent Care Review. You'll see that we completed a programme of all-staff workshops about mental health and wellbeing which were attended by 87% of our entire staff team and that we linked to this our Journey Projects aimed at promoting everyone's mental wellbeing, and you'll read about exciting events and award programmes young people have undertaken, including MasterChef challenges, creative arts and music based programmes, Princes Trust awards, documentary film making and media opportunities and much more.

Happy Reading!

Alison Gough Director

## BETTER OUTCOMES, BETTER FUTURES



The Good Shepherd Centre aims to get it right for every child. We are constantly working to develop the services we provide for children and young people. Look out for the SHANARRI(H) wellbeing icons throughout this booklet.



## WELLBEING AND HOPE OUTCOMES FRAMEWORK

In February 2020, Scotland's Independent Care Review published its final conclusions in The Promise. This states that "Overcoming trauma requires a foundation of stable, nurturing, loving relationships. Scotland's focus and understanding of risk must shift to understand the risk of not having stable, loving, safe relationships. For above all else the Care Review has heard it is that children want to be loved, and recovery from trauma is often built on a foundation of loving, caring relationships". The Good Shepherd Centre (GSC) has long understood the impact of trauma and loss in the lives of the young people we care for, and our approach puts relationships at the centre of everything that we do with and alongside young people and their families. Our outcomes framework reflects this by ensuring that the eight wellbeing domains set by the Scottish Government are embedded in our strategic planning and improvement systems and that young people's views in relation to their wellbeing are placed at the heart of our interventions. Current research indicates that the domain of Hope is also of great importance to the development of a young person's wellbeing and we added this to our unique outcomes framework SHANARRI (H) several years ago.

Many systems used to track the wellbeing of looked after children carry out testing and retesting on a yearly basis. However, we believe in the value of ongoing feedback and self-reporting of changes in the wellbeing of young people placed in our care. Using the national practice model (GIRFEC) as the basis of our outcomes framework, we have created a range of bespoke tools to help young people and those supporting them to understand changes in young people's wellbeing at 10 weekly intervals throughout the young person's placement. This approach helps us to be proactive in terms of identifying and prioritising areas of wellbeing and what each young person needs to help them individually. It also helps us to monitor the changes and progress that happens throughout their time with us.

The aggregate data generated by this process is used to carry out ongoing research related to each young person's assessment of their wellbeing and sense of hope. This data helps us to identify the average rate of change in young people's states of wellbeing and hope outcomes and provides "snapshots" of young people's wellbeing and hope at significant stages of their placement. We can then assess the overall performance of the service in achieving the best possible outcomes for young people.

## MODEL OF CARE

The Good Shepherd Centre model of care was developed to respond to the range of needs, risks and behaviours which we know affect young people who have experienced harm, loss and trauma. We have continued to adapt and enhance our methodologies in response to academic and practice research and sector knowledge in Scotland and internationally.

The model has assisted staff within the Good Shepherd Centre to develop their understanding of research and best practice relating to the needs and risks associated with the experience of trauma. This has assisted with the identification of variables that may be significant in terms of assessing risk and in terms of measuring progress within our Wellbeing Outcomes Framework.

The Model implemented within the Good Shepherd Centre advocates adherence to a set of theoretical principles to help inform staff approaches, while retaining the flexibility to closely match interventions to the individual needs and risks presented by the young people placed in our care.

Research suggests that a staff team who feel competent in their knowledge base and are flexible in their ability to adapt their interventions to the needs of the young people in their care are more confident and have higher levels of morale. We believe that this approach helps to produce better outcomes for young people who have experienced attachment/trauma in their childhood.



#### The principles that inform our model of care are as follows:

## Strengths based approach to holistic risk assessment and risk informed management of young people's behaviours

We do this through encouraging self-expression, helping young people to identify their strengths and talents and build their coping strategies for managing emotions. We emphasise de escalatory techniques and promotion of self-regulatory skills. During 2019/2020 we recorded a 40% reduction in serious situations where there might have been a need to physically intervene and hold young people safely where their behaviours were challenging to others.

## Focus on participation and inclusion

including activities involving staff, parents, children and social workers to ensure that they are fully involved in the promotion of the young person's wellbeing.

## Understanding of attachment/trauma theory

Everything we do is underpinned by an awareness of the impact that traumatic and harmful experiences and relationships can have on children's wellbeing. This informs all interventions and interactions between staff and young people at the GSC. The staff team have a full understanding of the way in which each young person's experiences can impact on their neurobiological, physical, emotional and psychological development. This also assists staff to choose the best approach or strategy in their attempts to meet the young person's needs.

#### Promotion of a therapeutic alliance

At GSC we understand that relationships are nearly always at the centre of harm and trauma in terms of the situations which have led to young people's intensive support needs. But we also know that safe, trusting and caring relationships are the key to healing and recovery from relational trauma. At the GSC we place great importance on the relationships between staff and young people to assist in the modelling of healthy attachments and the development of the young person's sense of physical, emotional and psychological safety.

#### Focus on skills development

with young people through the application of the outcomes framework. This includes ensuring that learning and education happens within the care houses and cottages and not just during the school day.

## OVERVIEW OF SERVICES

SfLL&W

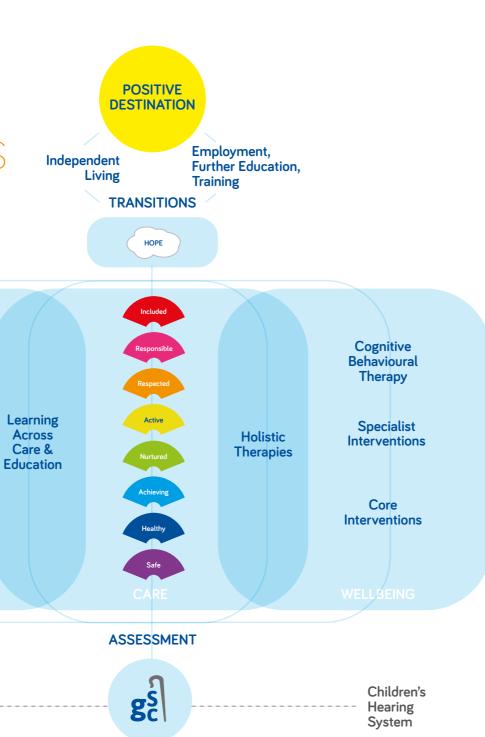
Attainment

Curriculum

Criminal

**Justice** 

System



## SECURE CARE

Young people have had a 44% improvement in feeling Nurtured Young people have had a 47% improvement in feeling Healthy



The Good Shepherd Centre's Secure Care houses provide a safe and supportive environment for young people aged 12 up to 18 who present a risk of harm to themselves or others. Young people are referred through the Children's Hearing System or the Criminal Justice System.

The young people live within one of our three, 6-bedroom houses. Lyle House offers a comprehensive assessment of the way in which a young person's adverse childhood experiences have impacted on their overall wellbeing including problematic behaviours. If the young person remains in the centre following their assessment they will usually move on into Kilpatrick House or Nevis House, if this is agreed to be in their best interests. They will undertake a range of specialist interventions that are individualised to promote their strengths and respond to the risks identified in their assessment.

All the houses offer a homely, therapeutic, nurturing living environment where young people can feel safe, respected and valued in the context of their relationships with their staff. Nurture areas and sensory rooms provide safe, soothing and calm space for the young people to reflect or have relaxation time and utilise sensory strategies that aid their emotional regulation and resilience.

All young people are encouraged to decorate their bedrooms to their own taste and exercise as much autonomy as possible within the context of the ongoing assessment of risk.

#### Pathways and Standards

In preparation for the launch of the first national pathway and standard for young people who are in or on the edges of secure care in Scotland, young people at the GSC participated in various workshops. They looked at how these could be published and introduced in ways that made them understandable for young people. In addition to this; staff and young people have been instrumental in collaboratively working with the Care Inspectorate to help devise the Quality Framework for Secure Accommodation Services which will support self-evaluation, scrutiny and improvement support.

#### **Welcome Project**

This was established as part of our Journey innovations, and to align with the national pathway and standards and what young people have told us about their experiences before they arrive in secure care and during their stay at the GSC. The welcome project focuses on making the arrival of young people as simple and nurturing as possible. We have introduced a more holistic referral process to share relevant information between professionals, to ensure young people's rights and needs are met throughout all stages of their journey. The focus is on achieving a fully rights-based approach and making all our processes as child friendly as possible.





#### **Eat Well Project**

Research has shown that eating well (i.e. a well-balanced diet; rich in vegetables and nutrients) may be associated with feelings of wellbeing. Young people who stay at the GSC have often had limited access to healthy food options. Many may have experienced food poverty and health inequalities. At the GSC we work hard to enhance their knowledge and understanding of nutrition and the mental and physical health benefits of a balanced diet. The initial purpose of this project was to develop innovative ways to actively involve and encourage our young people in menu planning, food preparation, cooking and sharing food with others. The Project has been teaching young people and staff skills that they can adopt and use throughout their life to support and maintain an overall healthy lifestyle. Gary Maclean, Winner of MasterChef the Professionals, has been instrumental in supporting us on our journey and held a workshop to engage the young people and 'feed their minds' with practice examples of cooking that they took pride and joy in making.



# CLOSE SUPPORT & SEMI-INDEPENDENT LIVING

#### **Lomond House**

Our Nurture Room has been completed giving the young people freedom of access to a room for relaxation utilising sensory objects, aromatherapy oils, calming lighting and sounds. This is used throughout the day by our young people to support their wellbeing and allows for a quiet space for them to relax.

At Lomond House we have reviewed our risk assessments to make sure we are maximising young people's choices and autonomy. This has made a significant difference in enhancing young people's sense of self-worth and confidence as the young people have more freedoms than in the secure care houses. Making sure young people have increasing choice and opportunities for example to budget, cook meals in the Lomond House Kitchen; and spend time without staff presence including in the local community and beyond helps them to prepare for a less structured environment

Young People have access to a wide range of activities such as cycling, gardening, social activities and walks within the local community. Young people are also supported and encouraged to further their education, work or volunteering and to obtain awards such as Duke of Edinburgh and John Muir Award.

#### **Technology**

We have created an Internet hub for our young people to have the same technological opportunities as non-looked after peers. This has been a huge success, particularly for online gaming and providing practical learning opportunities in managing social media safely: an essential Life Skill.







#### Food

We have increased the cooking opportunities for our young people by purchasing several cooking appliances required for cooking for large groups. This has played an important part in developing our young people's skills to meet the requirements of the Life Skills and Tenancy and Citizenship modules. The young people are also involved in choosing and preparing their own meals at lunchtime within the house.

By Week 40

Girls had a 35% Boys had a 42% improvement in feeling Safe feeling Safe

#### **Bedrooms**

Our bedroom project was completed. This involved consultation with young people on the design of the rooms and each young person choosing the colour scheme and soft furnishings for their room. All six bedrooms were equipped with new furniture, flooring and lockable bathroom doors.

We have also installed mood lighting in the bedroom corridors to add to the homely feeling within the house.

#### Hill View Cottage

Over the last twelve months Hill View Cottage has continued to develop its service in order to support our young people transitioning into the wider community in a nurturing, individualised and trauma responsive way.

Through consultation with the young people, we have helped them to identify and maintain positive relationships with those that are important to them through improving the level of connectivity and access to online forms of communication. Staff have continued to support our young people in developing and practicing their own life skills both within Hill View Cottage and the community.

Within the cottage young people have further benefitted from improvements to the home environment and in making use of the garden and outdoor spaces. The conservatory space has continued to develop as a multipurpose sensory and games area, benefitting from new furniture and lighting. This has helped to make more of a connection for the young people between the main living areas and the private outdoor seating area and garden. This improved the options for young people as to where they can choose to relax and interact with staff, spend quiet time themselves or when choosing where and what activities they would like when spending time with their visitors.

All the young people in Lomond House and Hill View Cottage were provided many opportunities to express their views and influence their care and the service provided in the GSC. These opportunities include house meetings, pupil council and food committee. They were also involved in external opportunities through participating in events such as developing secure care pathway and standards and the Independent Care Review.

## HEALTH AND WELLBEING

Over the last year, the Wellbeing Support Team has continued to deliver an integrated Wellbeing Support Service. The team works with individual young people and sometimes with groups of young people. A range of accredited programmes and activities help and support young people to move forward and reach their potential no matter what their background or circumstances.

#### 'Keeping Families Together' Project

The Good Shepherd Centre have been involved in discussions with Cyrenians regarding funding they received from Cashback for Communities to support young people and their families. Over the next three years the Good Shepherd Centre will be working in partnership alongside the Cyrenians 'Keeping Families Together' project, which will support young people aged 12+ in the GSC and their families at the point of admission, and those who are in the process of returning home.

#### Tenancy and Citizenship SQA Award

The Wellbeing Support Team have continued to offer young people the opportunity to engage in the Tenancy and Citizenship SQA Award, which has been integrated well into the centre over the last year. This qualification is preparing young people for the future and adult life. The course aims to prepare young people for further education, training or employment, to live a healthy lifestyle and to become responsible, contributing citizens.

#### Stay Connected Support

The Staying Connected team at the Good Shepherd Centre are focused on ensuring that young people feel, and are, well supported and that their transition support plans are as robust as they can be. The team support young people as they are preparing to leave and keep in touch regularly through the Stay Connected Plan when they move on. This plan ensures that ex-residents get phone calls, visits or any other form of practical and emotional support required for a minimum of twelve weeks. Since offering this service over the last year, over 31 young people have received, benefited and engaged in this support.

Young people | Young people have had a 38% | have had a 40% improvement in | improvement in feeling Respected | feeling Responsible

The team decided that there had to be a further way to support all ex-residents in a way that was easy, accessible and safe particularly as lockdown began to impact young people. We have seen through the years that young people's preferred method of contact is social media, therefore, The Wellbeing Support Team have researched and took guidance

in relation to being able to start looking into a Facebook page which would allow young people to stay in touch with members of staff and other ex-residents. This is currently being developed with a view to piloting this in the next few months.

#### **Holistic Therapy**

Our Holistic Therapist continues to gather evidence of the beneficial aspects of this service for young people here at the GSC. Using the Neurosequential model of Therapeutics (NMT) to enhance her practice, she has shown how this intervention is an important part of our young people's care. She has been gathering evidence from sessions and linked the outcomes and benefits with the NMT framework, showcasing that the work being carried out here is scientifically proven in terms of our young people's developmental trauma. There is a direct link with the body's nervous system, the brain stem (where regulation occurs) and the relaxation methods used within this therapy.

Over the last year, our young people have further evidenced the benefits by requesting additional input from Holistic Therapy during their stay, before and after meetings, when feeling particularly anxious or emotional, to help during their school day and for moving on. The impact of such input on young people is evident, in that they are seeking physiological changes for their body and mind and become intrigued that this can be achieved through natural means.

The GSC have showcased Holistic Therapy by attending conferences, linking with care leaver agencies and within our own Centre's events, promoting the profound benefits we continue to witness daily here within the GSC. This led to the development of our own video, working with our young people to give other services an insight into this current, beneficial, nurturing, relationship-based, trauma informed therapy that has become so popular we have had to develop another therapy room on site and further training in this field.

### **EDUCATION**

In 2019/2020, we continue to make progress in addressing the National Priorities in Education

#### **National Priority 1**

Improvement in Attainment, particularly in literacy and numeracy.

Our attainment statistics for 2019/20, despite being impacted by a Pandemic in March, demonstrated a significant increase from the previous year. The Covid-19 situation impacted on every area of young people's lives, and we are proud that at the SGC we were able to continue to offer a rounded and full Education experience in school, initially through a shortened school day but with smaller class groups which actually saw an increase in young people's attainment. The GSC school remained open to all our young people throughout the Pandemic including Lockdown and a successful summer school.

#### **National Priority 2**

Closing the attainment gap between the most and least disadvantaged Young People.

Our focus on Pupil Voice activities significantly enhanced full Centre activities and improvements. Young people rose to the challenge when they were included in decisions that affected change and their involvement has an incredibly positive impact on their confidence, knowledge and skills.

Our recent full centre activities have included a focus and consideration of UNCRC, the language that we use as professionals, the creation of our Centre Charter of Rights, the consideration of the secure care pathway and standards which were in development and our approach to School and Service Improvement. All activities have been coproduced as full Centre initiatives between young people and staff members.

By Week 40

Young people have had a 39% improvement in Achieving

Working together on the development of policy and frameworks has had a profound impact on the development of each Young person's skills, particularly, speaking, listening, empathy, negotiation and debate, all of which are essential skills for learning life and work.

#### **National Priority 3**

Improvement in children and young people's Health and Wellbeing.

The Mental Health and Wellbeing Award was delivered throughout the academic year of 2019–2020. The award is taught in an integrated way across subjects so that different teachers across disciplines co-deliver aspects of the award (refer to Healthy section of 2018/19 improvements).

#### **National Priority 4**

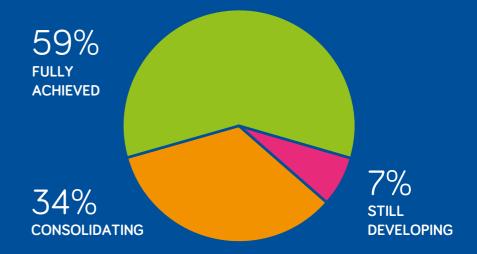
Improvement in employability skills and sustained, positive school leaver destinations for all young people.

SDS careers advisers continued to deliver services remotely, allowing young people to continue to consider and develop their employability skills and next steps.

Young people were able to undertake a new heritage conservation qualification through the Canal College. Young people with more than one barrier to employment is a key group identified in the Scottish Government's 'Developing the Young Workforce – Scotland's Youth Employment Strategy' and canal college specifically addresses the needs of this demographic.

## SERVICE IMPROVEMENT PLAN TARGETS

The Good Shepherd Centre 2019/2020 Targets



#### **SUMMARY**

The final review of 2019–20 has indicated that GSC has achieved 59% of the strategies set out within the SIP. Although this falls below our initial target of 70%, over the last 2 years, the Centre has been going through a significant period of change and many of the strategies achieved have continued to significantly improve our services. With the introduction of our Journey Approach and in anticipation of the Independent Care Review reporting and how this might influence Scotland's direction of travel, it should also be noted that a number of strategies in the developing category (34%) have carried over into the new SIP year 2020–21.

The proportion of strategies listed in the consolidating category (7%) should be considered to be at an acceptable level given the complexity associated with the completion of these goals with some of the strategies being discarded due to the changing needs of the Service. The remaining strategies will continue our journey and be worked towards and reviewed throughout the duration of the new SIP year.

## 2019/2020 IMPROVEMENTS

#### Safe

We have made considerable advancements in ensuring that our approach is as least restrictive as possible and tailored to every individual young person's needs. We have reviewed our policies in relation to searching and other restrictive practices to take this fully into account.

As part of this process our staff engaged in a truly collaborative programme of restrictive practice reflection and training sessions, and their ideas were then integrated into our revised policies.

A Welcome Project team has been established to respond to young people's calls for action about what helps them to feel safe and respected during their arrival in secure care. The project looks at every area of this, from the point that a young person is referred to the GSC, to the day they arrive and how they are supported to settle in. The Welcome Project is also preparing for the implementation of least restrictive practices in accordance with the draft secure care pathway and standards.

New arrivals paperwork has been created which features more visually accessible information and a welcoming tone.

A scoping exercise was undertaken with young people and staff to see how young people in Lomond House could have more freedom and choices. Feedback from young people tells us that this has been very successful.

As a result of these changes, we have seen the following impact:

- Significant reduction in serious incidents
- Significant reduction in the number of personal searches required to keep people safe

#### Healthy

The GSC won an SQA National Star recognition in 2018 for developing the innovative Mental Health and Wellbeing Award. The integration of this award across the centre was at the heart of our Jounrney approach during 2019/20. We commissioned an independent Education and Social Work specialist consultant who had worked with GSC on the award design, to facilitate a programme of all staff workshops, which were attended by 125 staff from every area of life at the GSC. From the workshop programme we established Project Teams to roll out the award with staff and young people. The award was delivered throughout the academic year of 2019–2020. The project team met regularly to produce lessons and content that would enhance the delivery of the course. The award is taught in an integrated way across subjects so that different teachers and disciplines co deliver aspects of the award.

The intended impact of the award is to:

- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

Our initial dietary analysis work from April 2019 has resulted in the formation of the Eat Well Project. The Eat Well project is now embedded into the Pupil Council and new and innovate ways of involving all staff and young people in healthy eating and developing independent cooking skills are constantly being generated.

#### Achieving

**Education Stats:** 

**68** young people attended the Good Shepherd school in the academic year 2019–2020.

The guide average amount of school days is **58 days**.

Average length of stay at the centre was 104 days (around 14 weeks, or 3.3 months)

 $104 \times (5/7) = 78 \text{ days}$  (on average weekdays/school days)

 $78 \times 0.75 = 58$  days (this is an estimate of a crude average amount of school days taking holidays into consideration)

The total attendance for 2019/20 is 92%

Total SQA Unit Qualifications **285** (35% increase from 211 in 2018/2019)

SCQF level 2

**46** (119% increase from in 2018/2019)

SCQF level 3

96 (5% increase from 91 in 2018/2019)

SCQF level 4

**143** (57% increase from 91 in 2018/2019)

Total SQA Course Qualifications **30** (2 level 2, 16 level 3, 10 level 4) 42% increase from 21 in 2018/2019

Total Wider Achievement Awards **229** 

#### **Nurtured**

A consultation was carried out with young people into the design/layout of the bedrooms in Lomond House to ensure that the layout demonstrated a transition away from the Secure bedroom layout. The bedrooms in Lomond House have since been refurbished and young people have expressed their delight and satisfaction with the way in which they can now truly personalise their own bedrooms.

Nurture rooms have been redeveloped in Lomond House after an initial scoping exercise into the potential development of an area that could offer sensory initiatives. This room is now functional and exists as a space that can be utilised for Holistic Therapy.

#### **Active**

In 2018–2019, we identified through a scoping exercise that a complete Fitness Suite Refurbishment was required.

We received a £10,000 grant from the National Lottery that has allowed us to explore new equipment and fully refurbish the Gym space, these plans are now in the final stages of consideration.

The benefits of new gym equipment extend far beyond specific sports training. A strong physical fitness program that utilises strength training equipment helps students develop healthy habits that will accompany them through life.

Our focus on the development, support and enhancement of physical wellbeing at GSC will:

- Build, develop and sustain an attitude to Lifelong Healthy Habits
- Reduce Stress
- Reduce Future Risk of Chronic Disease
- Improve Learning and motivation

#### Respected

Restorative Approaches training has been implemented in the school for several years now and has now been rolled out across all disciplines. The aim of restorative practices is to develop relationships and to manage conflict and tensions by repairing harm.

Becoming a restorative centre has had many benefits, including increased attendance, reduced exclusions and improved achievement.

Our strengths-based approach and focus on language is now thoroughly entrenched in practice and incorporated throughout all documentation.

#### Responsible

#### **Pupil Voice**

We ensured a multitude of creative opportunities for young people to have their say through focus groups and surveys and recorded evidence of their participation. Some examples include:

- How Good Is Our School video capturing young people's assessment of the GSC school and learner experiences
- Collaborative workshops to co-produce our Centre Charter of Rights
- Cartoon workshops towards the secure care pathway and standards

Pupil Voice activities significantly enhance full Centre activities and improvements. Young people rise to the challenge when included in decisions that affect change and their involvement has an incredibly positive impact on their confidence, knowledge and skills. Our goal is for young people to develop and take an active role in their community, society and decision-making processes, and we take our duty to encourage them and foster opportunities for them to develop these skills seriously.

Our recent full centre activities have included a focus and consideration of UNCRC, the language that we use as professionals, the creation of our Centre Charter, the consideration of the draft secure care pathway and standards and our approach to School and Service Improvement. All of these activities have been coproduced as full Centre initiatives between Young People and staff members.

Pupil voice gives young people a sense of ownership, encouraging them to be actively involved in change and improvement, hence encouraging responsible citizenship. Pupils quite often see issues from a different, and interesting perspective. Their views can be eye-opening, and their ideas and suggestions can be used as an opportunity to effectively enhance their experience.

#### Included

The Tenancy and Citizenship Award is now integrated into everyday activities within Hill View Cottage to maximize the number of young people completing this award and it is becoming more accessible to those pupils in Secure Care due to the Interdisciplinary, integrated delivery model.

The Tenancy and Citizenship Award aims to reduce unnecessary and preventable tenancy failure by providing learners with the requisite skills, knowledge and self-belief to obtain their tenancy, maintain their tenancy and to meet tenant responsibilities.

Our goals are to increase the likelihood of tenancy sustainability by allowing learners to develop a knowledge and understanding of the processes, rights and responsibilities related to tenancies as well as supporting health and wellbeing and maximizing life opportunities.

During 2019–2020, GSC delivered 35 individual Tenancy and Citizenship units and 5 Full course awards.

#### Hope

The GSC was a key partner with Strathclyde University's Talking Hope Project. In May 2019, we hosted a very successful multi-agency Talking Hope Event for Phase 2 of this innovative research project, which the Good Shepherd Centre part funded. This event brought together some of our young people, GSC staff, the research team and other professionals to reflect on what the concept of hope means for young people with intensive support needs and how we can take forward learning from the research. The Talking Hope report was published in November 2019.

#### Individual Hopefiles

Each Young person now has their own individual progress record within school and the continuous update of each young person's Hopefile is the ongoing responsibility of designated Key Teachers. 10 weekly Key Teacher meetings are held to ensure that every aspect of a young person's progress in school is challenging, supportive and appropriate to their level of comfort.

#### Curriculum for Hope

We continue to ensure that young people are offered a nurturing, supportive environment where they feel a sense of love and belonging and are supported in the development of their self-esteem and optimism for the future.

Our curriculum content has been enhanced significantly with the progress made through the delivery of the mental health and wellbeing award and our Rights Respecting school work.

#### Staying Connected

Since undertaking a scoping exercise in terms of ways in which GSC could maintain an oversight of progress of young people who have returned to the community, the wellbeing team are now exploring safe ways for young people to stay connected to the staff with who they have worked with and the young people who have shared their experience. This project will be presented to the SMT to ensure that the mechanisms, forums and platforms that are suggested are safe and manageable.

### **EVENTS**

#### Events and Interdisciplinary Learning 2019-2020



#### **Careers and Opportunities Day**

We celebrated another successful Careers and Opportunities Day back in April. Our young people had prepared for the event in the preceding weeks in their Employability Class by researching the visiting organisations and considering the skills and qualities required to pursue careers. They enjoyed networking with representatives from a number of workplaces, further education and training providers to learn about potential career pathways and had lots of fun practising their enterprise skills in the afternoon.

#### G in the Park

The sun was shining, the music playing, the burgers were sizzling on the BBQ and the courtyard was alive with singing and dancing. Our talented staff and young people once again had the chance to shine at our annual G in the Park festival alongside a host of visiting artists and DJs. The entertainment continued away from the main stage with attractions such as inflatables, giant outdoor games and a silent disco.



#### **Talking Hope**

On 23 May, we hosted a fantastic event on the GSC campus for Phase 2 of the 'Talking Hope' project. This was an interactive day of learning and conversation to consider Talking Hope from different points of view. We welcomed guests from a range of areas including University academics and researchers, social workers, CAMHS practitioners, residential care staff and of course our own young people and young people with experience of care. The day included a range of activities. There was a presentation from the researchers and research project team. We also had a panel interview with young people from the GSC who had been active participants in the research; A Hope Walk which involved participants spending time at 'Talking Points' in our gardens and grounds and a powerful workshop where young actors read the words of young people who had contributed their stories and given accounts of their lives during the research.



#### **Power of Words**

We opened our academic year with a full school event centred around "rights and language". Our young people took time to reflect upon the UNCRC and decide on the rights they felt were most important to them to create their own rights-based centre charter. Young people took part in an exercise to contemplate some of the language used in our centre, in particular, secure care related jargon. Pupil voice was then used to create a dictionary of new words and terms to replace some of the existing language. The final task of the day provided our young people with the opportunity to consider new names for their houses. Scottish Hills came out as the overriding winner from this activity and resulted in the founding of Lyle, Kilpatrick, Nevis and Lomond Houses.



#### **Looking Ahead**

In August, we invited young people, staff and stakeholders to take part in our Looking Ahead event held in Cora House. The day was packed full of presentations and activities to reflect and provide feedback on the past five years and to take stock of where we are now, how we arrived here and how we want to be in the future. It was a fantastic day that included an interactive tour, workshops on 'The Power of Language', and 'It's our Nature to Nurture' and concluded with an "Introduction to LEGO Serious Play", which provided everyone with the opportunity to use LEGO to build and communicate their own ideas. The Looking Ahead day gave our staff team a taste of how they could creatively express their ideas through LEGO Serious Play at each of the Mental Health and Wellbeing all-staff workshops that we ran over the next few months.

#### **Summer School Celebration**

The Sun got his hat on and came out to play for our first ever Summer School celebration. Our young people took advantage of the great weather and our new sports pitch to work towards the Fairbridge Award in conjunction with Dan and Amy from the Princes Trust. They worked extremely hard throughout the Summer Term to achieve their awards through various activities that allowed them to develop their skills for learning, life and work. Their efforts cumulated in the young people organising a celebratory Sports Day, full of individual and team events. The highlight of the day was definitely when the Tug o' War rope split, leaving our young people performing a victory dance and our staff lying in a crumpled heap on the ground.





## McMillan Coffee Morning and The Big Soup Share

We celebrated the World's biggest coffee morning by inviting our friends, the residents of Erskine Care Home, along to join us. Our young people had spent the preceding days baking cakes and making soup prepared with produce harvested from our own garden to ensure our invited guests received a warm welcome. Some of our talented young people and staff even put on a live musical performance that delighted all in attendance. £355 was raised on the day to help provide support to people living with cancer.

#### **Cartoon Roadshows**

Professional cartoonist, Terry Anderson, who uses cartoons to campaign for human rights, hosted a series of workshops with our young people in the centre. The focus was placed on creating imagery to represent our young people's views and emotions around the journey to, during and after secure care, as part of our inclusive review of our policies and in preparation for the launch of the upcoming national secure care pathway and standards. The preparatory roadshows cumulated in a full school event, held in the games hall and the harvesting of pupil voice and some incredible creative talent.





#### Halloween

The ghosts and ghouls of the Good Shepherd Centre managed to shake off the chains of rigor mortis and drag their badly decomposing corpses to the Sports Hell Hall for some Halloween fun. The venue was transformed into a terrifying crypt to host a number of spine-chilling games such as "Beat the Grim Reaper Keeper" and "Severed Head Bounce". Everyone had so much fun dressing up that some staff members have yet to take their scary masks off.



#### Christmas

We kicked off our Christmas celebrations on 13th December by hosting a Vintage Christmas Party for the residents of Erskine Care Home. We invited them to the centre to enjoy homemade soup and baking, courtesy of our young elf people. The residents enjoyed tucking into their Christmas Puddings whilst singing along with our Vintage Christmas Choir. The celebrations continued for Christmas Jumper Day and for our full centre Christmas Party, where we rounded off the year with family, friends and Santa, commending our young people's achievements and enjoying a tasty Christmas dinner.

### World Radio Day

In February, our school took part in World Radio Day as they joined thousands of people across the planet for a celebration of all things wireless. We had a fun filled day, packed with activities celebrating "Diversity and Inclusion" which was the theme for this year's event. Our young people enjoyed some industry-immersed learning from Bauer Academy that allowed them to write scripts and create radio adverts in conjunction with the branding and marketing material they had created in their Media class. In Science they learned about Morse Code and radio waves and some even had a go at building their own radios. In Modern Languages class, Spanish podcasts were created, and young people enjoyed taking part in DJ Sessions with DJ Steg of Sound Lab and Sunny G Radio and DJ Paul. We were delighted to also be joined by Clyde 1 presenter, Cassi G, who spoke very highly of her experience being interviewed and recorded by our young people. The next morning, we were thrilled to receive a mention and promise of a future visit and live set from Cassi and George on the Clyde 1 Bowie at Breakfast Show.



## HIGHLIGHTS OF OUR ACHIEVEMENTS

Staff from all areas of the centre attended a workshop where we identified our key achievements and challenges for this year and targets for completion by the end March 2021. We also reflected on our key achievements since 2014, all staff highlighted what they thought were our most important achievements since 2014.

#### 2014/15

A master plan was created with the involvement of staff, young people, families and partners We hosted a 'Research and Practice' Symposium

#### 2016/17

We introduced a Holistic Health team. In conjunction with Glasgow School of Art students, a new bedroom design was created.

#### 2015/16

We began to develop our Restorative Practices.

The Hope Framework was fully integrated into

SHANARRI.

#### 2017/18

New support services were introduced HR, Marketing & Communications and Fundraising. A Mental Health & Wellbeing multi-disciplinary team was developed.

#### 2018/19

Our outdoor sports pitch was complete, as was the bedroom redesign project.

The role of a Mental Health Nurse was introduced.

## PROFESSIONAL DEVELOPMENT

As an organisation we continue to invest in our staff through ongoing professional development.

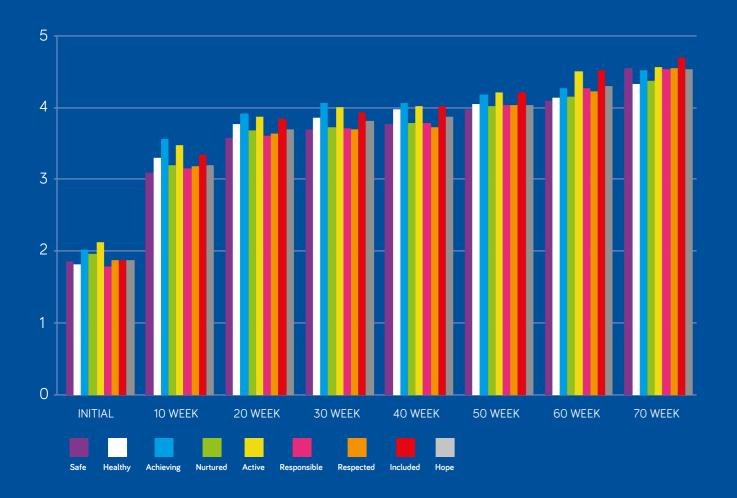
In 2019/2020 professional development opportunities have comprised:

- Successful external verification of SVQ 3&4 Social Services: Children & young people
- Annual PDP/PLP
- TCl every 6 months
- Restrictive practice reflection and training
- Weekly education collegiate training and professional development sessions
- Nurturing Approaches whole centre training
- Trauma Training
- CSE refresher annually
- Child protection annually
- Supporting staff to undertake HNCs
- Supporting staff to undertake Masters qualifications
- All staff workshops focused on mental health and wellbeing of young people and staff

## OUTCOMES REPORT

All our young people are provided with outcomes reports which illustrate their progress under SHANARRI(H) headings.

SUMMARY OF ALL SHANARRI HEADING SCORES 2020



## INSPECTION REPORTS



### **Care Inspectorate**

http://www.careinspectorate.com/index.php/type-of-care

#### **Education Scotland**

https://education.gov.scot/inspection-reports/renfrewshire/8600066





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