

Report for Children's Hearing/Review

Name ...PATRICK BISHOP.....

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Kilmacolm

PA13 4ST

Council - Inverclyde Date ...22/1/96.....

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AUTHOR'S WRITTEN CONSENT

CONFIDENTIAL

Acting Head: George H Darroch

Telephone number: 01505 872201

Balrossie School
Kilmacolm PA13 4ST
22 January 1997

Supplementary Report for Child in Care Review

Boy's Name: PATRICK BISHOP
Date of Birth: 10.05.82
Home Address: 29 Blackstoun Oval, Paisley
Field Social Worker: Sheila Drysdale, Craigielea House, Paisley
School Keyworker: Catherine McFadyen, Lomond Unit
Date of Admission: 09.04.94
Date of Review: 23.01.97

Patrick transferred to Lomond Unit on Wednesday 13 November 1996. He has settled into Lomond and has made a few friends.

Lomond Unit is geared towards helping boys gain self-management skills, this appears not to be to Patrick's liking. For the most part Patrick co-operates with staff's requests, however the other side of Patrick can be very abusive and obstructive. These difficulties will be addressed in Patrick's care plan.

Patrick has been asking for overnight access visits to his gran. This was brought on by Patrick having to spend the night at his gran's due to the weather conditions which had been very severe and resulted in transport being unable to get to and from the school. Patrick had obviously enjoyed the overnight visit and decided he wanted further overnights at his gran's.

Patrick appears to be looking forward to Christmas, Patrick had previously stated that he did not want to spend Christmas in Balrossie. During discussion with Patrick around Christmas access he has stated that he does not want to go to a Children's Home, he would rather be with his family. The writer explained that by being based in Paisley Patrick would have unlimited access to his various family members. He was adamant that he did not want to be considered for respite over Christmas in a Children's Home were it to be offered.

Patrick visited his gran on Christmas Day. A taxi was organised to collect and return Patrick to Balrossie. Patrick was not at his gran's when the taxi called to collect him. A phone call was later received by the school from Mrs Bell to apologise for no-one being at home as they had been out visiting and had been delayed. A request was made that Patrick be allowed to stay at his gran's and that she would phone the school the next day.

Agreement was reached on Patrick staying out overnight and the taxi cancelled. The writer spoke to Mrs Bell the next day and confirmed that Patrick should be ready for collection by the taxi at 9.00 pm that evening. The remainder of Patrick's leave went well.

Supplementary Report for Child in Care Review - Patrick Bishop

Patrick on occasions has become very disgruntled about not being allowed overnights at his gran's due to their relationship having improved. On these occasions Patrick becomes abusive and threatening; occasionally for his own protection he has to be restrained.

Over the past week Patrick's behaviour within the classroom setting has deteriorated to such an extent that he has had to be removed from classes. On several occasions he had disrupted lessons by throwing equipment about the rooms and challenging staff. On a more serious note this behaviour was experienced within the Technical class where Patrick was behaving in a threatening manner with a power tool.

Patrick absconded from Balrossie on Monday 13 January with five other boys, dressed in his pyjamas. They made their way to Port Glasgow and then boarded a train for Paisley. On arrival all boys went to Patrick's aunt's house, whereupon Mrs Cecilia Bell notified the school, who in turn contacted the Police. Patrick was returned to Balrossie at 4.00 am on the morning of 14 January.

There has been a deterioration in Patrick's attitude and behaviour. He appears anxious about certain issues and is desperate to see his social worker (Sheila Drysdale), however when she visits Patrick refuses to speak to her.

Patrick continues to feel uncertain about where his future lies. The last Review on 20 November 1996 was unable to make any formal decisions, leaving Patrick, therefore, even more uncertain about his future.

Patrick's current attitude and behaviour is one of unco-operation and demands. He is determined to get his own way but when confronted and asked what exactly he wishes he does not know. His behaviour within the classroom setting has been aimed at disrupting the period. He refuses constantly to discuss any of his problems with staff and appears to be seeking physical confrontation with staff. Patrick at present is making any progress difficult to achieve and the purpose of continued residence here doubtful.

Catherine McFadyen
Catherine McFadyen
RESIDENTIAL CHILD CARE OFFICER, Lomond Unit

J Crawford
James Crawford
UNIT MANAGER, Lomond Unit

CMcF/JW
22.01.97

CARE PLAN

Name: Patrick Bishop

DOB: 10.05.82

Unit: Lomond

Area of Work	Objective	Method of Intervention	Persons Responsible
Patrick's challenging behaviour.	To reduce the frequency of these occurrences.	Patrick to be given positive feedback at all appropriate times and be given reasons for praise.	Unit Staff Keyworker Social Worker
Family relationships	To clarify Patrick's feelings with regard to his mother/family.	Extractions from class to enable Patrick to form relationships with keyworker in order that he gains feelings of security/trust that will enable him to talk freely about his feelings. Use of a life story book to help Patrick understand his situation better. Allow Patrick access to family members.	Patrick Keyworker Social Worker Family members
Patrick's self-image	Give Patrick more self-confidence/esteem.	Give Patrick praise as appropriate. Provide encouragement. Catherine McFadyen RCCO, Lomond Unit 22.01.97	Unit Staff Patrick Keyworker Social Worker

Education Report for Children's Hearing/Review

Name PATRICK BISHOP.....

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Kilmacolm
PA13 4ST

Council - Inverclyde Date 23/1/97

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Education Report for Review

Boy's Name: PATRICK BISHOP

Date of Birth: 10.05.82 Age: 14:8

Date of Admission: 09.12.94

Balrossie School

Kilmacolm PA13 4ST

23 January 1997

Class: 6

Tutor Teacher: Mr M Edwards

Subject: Technical

Attendance: 93%

Teacher: I Jamieson

General Report

Patrick is a capable boy who can and has produced work of a high standard. Recently Patrick's workrate has deteriorated very badly, on several occasions Patrick has refused to work at all. Behaviour is consistently poor. Patrick is very verbally abusive and will incite other boys to misbehave. I have addressed Patrick's recent very poor work/behaviour with him and he offered no reason. I have worked with this boy for the last 18 months and he is as unsettled as I have ever seen him. Patrick needs a lot of help at this time.

Developmental Needs

Patrick needs to motivate himself to resume working.

Next Steps

Encourage Patrick to work, negotiating the project with him.

Subject: Science

Attendance: 66%

Teacher: M Bernacca

General Report

Regrettably Patrick's behaviour and attitude to work has continued to deteriorate since the writing of the last report and he is continuing to have a negative effect on his classmates. He has very little motivation to do any work but when he puts his mind to it he is still capable of work of a good standard. He is currently working on the Environment Section of the Standard Grade Science Course.

Developmental Needs

Change in attitude to work in class. Improvement in self image and self esteem.

Next Steps

Work to restore his previous good attitude and behaviour in class. Complete the Environment Module which will be used as the basis for a Scotvec Module.

Subject: Modern Studies/History

Attendance:

Teacher: L Conway

General Report

Patrick has been completing coursework in Modern Studies on American Society. This has involved studying source material, drawing tables, mapwork and giving verbal answers in class. Patrick has demonstrated that he is an able boy who is easily capable of doing the work set before him with little difficulty. Patrick is adept at working independently but tends not/

Education Report for Review - Patrick Bishop

to ask for assistance if help is required - instead he tends to simply give up. Areas of concern with Patrick centre on his attitude and behaviour in class. Patrick is often verbally abusive towards myself or anyone who comes into the class. He often refuses to do any work and throws around jotters, worksheets and pencils when these are given to him. He indulges in childish behaviour such as destroying pictures, snapping rules and pencils and writing graffiti on the desk to gain attention or tries to leave class. On a number of occasions Patrick has threatened to use violence and has tried to hit myself several times now. Therefore I feel it is fair to say that whilst Patrick is perfectly capable of the work being set before him, he has made little progress in his education recently due to the nature of his behaviour and attitude towards myself and those staff involved in the collaborative teaching in this class.

Developmental Needs

Patrick needs to learn to control his temper and not indulge in dangerous and attention seeking behaviour. He needs to learn to act appropriately in the class setting and accept that he is in school to work.

Next Steps

To complete course on the USA and Scottish History topic of William Wallace. To study a course on Human Rights and Australia (Modern Studies) and the Falklands Conflict (History).

Subject: Mathematics

Attendance: 90%

Teacher: M Edwards

General Report

Patrick is currently working on the 'TJ' Maths scheme and SMP maths programme at a 5-14 level of D, and also Maths in Action Book 2.

Patrick has exhibited some unsettled behaviour this term which has crept into the classroom. Regardless of this behaviour, Patrick has still managed to produce some quality work and demonstrate a maturity towards his work.

Patrick can act immaturity and become verbally aggressive when challenged about his poor attitude and behaviour. This has been less apparent towards the end of term and it is my hope that after the Christmas break that he will again settle down and continue to progress.

Developmental Needs

Patrick has dealt with quite involved problems very well and he will continue this term to utilise the skills which he has to continue to solve these more involved types of problems.

Next Steps

Patrick will continue with his current scheme of work and also will continue to develop his problem solving skills.

Education Report for Review - Patrick Bishop

Subject: Home Economics

Attendance: 90%

Teacher: P Allan

General Report

Patrick's behaviour has improved recently to an acceptable level in class although he is often difficult to settle at the beginning of a period. Patrick is an extremely capable boy but because of his level of disruption this is not obvious, however he can cope with all work given.

Developmental Needs

Patrick needs to become more settled before he can progress much further. In future he will begin work on Scotvec Modules.

Next Steps

To try and work on Patrick's lack of motivation and to try and get Patrick into a mode of more settled behaviour.

Subject: Geography

Attendance: 97%

Teacher: J Barr

General Report

Having completed the topic on the tropical rainforest Patrick is now working on the Landscapes aspect of the Standard Grade course. He presents as a very capable pupil who grasps new Geographical concepts very quickly. In general he will complain about having to attempt the set class work but this is usually short lived and reasonably good natured. He requires very little assistance to complete work and will produce accurate, neat work.

Developmental Needs

Patrick requires to be extended in terms of the academic content of the syllabus, he appears to be functioning at a level below his potential. To that extent and with Patrick's co-operation I will try to provide appropriately differentiated work.

Next Steps

Continue to progress through the Standard Grade syllabus whilst monitoring Patrick's ability to cope with any differentiated work which is set.

Subject: English

Attendance: 98%

Teacher: A Watson

General Report

Patrick has demonstrated greater commitment and co-operation in English lessons in recent weeks. He has been prepared to settle to the task in hand more quickly and avoided the preamble of refusing to sit down, refusing to take his coat off, throwing his equipment or complaining about the content of the lesson. Patrick continues to lack confidence in his ability, however, and is all too secure in doing just enough instead of pushing himself to his limits.

Education Report for Review - Patrick Bishop

Developmental Needs

Patrick needs to develop greater confidence in his ability and should be extended academically and not simply cope at a level he would have been comfortable with during his primary education.

Next Steps

Target setting to enhance Patrick's self esteem and increase his current level of attainment. To involve Patrick in a Scotvec Communication module.

Subject: Computing Attendance: Teacher: W Richardson

General Report

Patrick had one or two very difficult and negative spells during last term where his problems and, not, least, his immaturity were very much to the fore. I had many particular difficulties with Patrick's aggression and extremely challenging behaviour. However heading toward Christmas Patrick seemed more settled in my class and worked hard. The work which he was doing was not entirely appropriate for someone of his age but at least he was keen.

Developmental Needs

Patrick has to do a bit of growing up and learn to handle his difficulties in a more responsible way. He is clever enough but too often his progress is hindered by a negative attitude.

Next Steps

Patrick has to be prepared to learn more skills which will be of genuine use to him when he leaves school. I intend to try Patrick out with a relevant Scotvec module.

Subject: Art Attendance: Teacher: C Horn

General Report

Patrick had a very poor start to the term but his work effort and attitude have improved dramatically towards the Christmas holiday. Patrick lacks confidence in his ability and is sometimes reluctant to start, however he has good observation and practical skills and has produced excellent work in printing and design.

Developmental Needs

Build on skills already developed. Assist and encourage Patrick to settle when starting new work, encourage a positive approach to his work.

Next Steps

Continue present programme building confidence in understanding and using visual elements. Introduce other media artists and designers.

Education Report for Review - Patrick Bishop

Subject: Personal & Social Education

Attendance: 75%

Teacher: M Edwards

General Report

Patrick has been involved with a section of work concerning Bullying this term. He has involved himself in class discussion and has raised some good ideas about ways in which to tackle bullying within the school.

His behaviour has been good, but he must still try to be more conscious of inappropriate language that he still uses at times.

Summary & Recommendations

Since his last review, Patrick has gradually become more and more disruptive within the school, with violent outbursts and potentially dangerous behaviour coming to the fore. He has, with his behaviour, strained a lot of relationships within the school with both pupils and staff. He is disrupting other classes, as well as his own, this having a detrimental effect upon other pupils' education within the school.

I feel that Patrick has reached a point where to mend these relationships, he would have to demonstrate a far greater commitment to Balrossie School than he has shown or is indeed likely to show, taking into account that this behaviour scenario has been evident before. Patrick will not discuss any problems that he has with staff members and he refuses to accept any help offered. This, along with his apparent lack of commitment to Balrossie School has meant that Patrick is not progressing within the school.

Recommendations

- 1 Question Patrick's continued placement at Balrossie School.
- 2 Continue to encourage Patrick to discuss his future with members of staff and allow progress to be made.

Signed *M Edwards*
Tutor Teacher - Mr M Edwards

Signed *T Reid*
Head of Education - Mr T Reid

ME/JW
23.01.97

Child in Care Review Child/Young Person's Report CR4

Review meetings take place to help make plans for your future. They should help you and make sure that your views are heard and taken into account. It is not always easy to say what you want at reviews. Often there will be people that you don't know. To help get your views over, please fill in this form. You might want to get an adult to help you, like your foster carer, residential worker, or social worker or someone else you trust. When you've filled it in, please send it back in the envelope provided. When you've done this, it will be copied and sent, with all the other forms to everybody coming to the Review.

1. Date of Review: 230197

2. About You

2a Your Name

PATRICK BISHOP

2b Your Date of Birth

Day Mon Year
10 05 87

2c Your Age

14

2d Your sex

Male
Female

3. Name and address of Home or Foster Parents

28 DRUMS AVE
FERGUSON PARK
PARSONS
Telephone No

4. Coming into care

You'll probably only want to fill this in for your first Review. It's important for us to know how you feel about coming into care for your sake, and also to help others.

4a Do you know why you are in care?

Yes

No

If you said yes, please fill in the next sentence.

4b The reason I came into care was.....

4c Please tick the box which describes how you felt about coming into care

very happy

happy

okay

unhappy

very unhappy

Now please fill in the next sentence

4d The reason I felt like this was

5. Living in Care

Please fill this in for every review. Knowing how you feel about living in care will be important for planning your future.
 For each question, please tick the box which best describes your feelings.
 Please also write any comments you would like to make in the space provided.

5a Life in Care

very happy
 happy
 okay
 unhappy
 very unhappy

Please put down the good things and the difficult things for you about living in care

Good things	Why?
GYMNASIUM / ACTIVITIES	

Difficult things	Why?
ITS BORING NOT WANT OVERNIGHT LEAVE	

5b Getting on with Foster Parents/Staff
 I feel like this because

very happy
 happy
 okay
 unhappy
 very unhappy

WITH SOME

5c Getting on with adults
 I feel like this because

very happy
 happy
 okay
 unhappy
 very unhappy

AS ABOVE

5d Getting on with other young people
 I feel like this because

very happy
 happy
 okay
 unhappy
 very unhappy

5e School or Work
 I feel like this because

very happy
 happy
 okay
 unhappy
 very unhappy

*SOME I GET ON IN
OTHERS I DON'T.*

5. Living in Care continued

5f Contact with your own family
I feel like this because

I WOULD LIKE INCREASED LEAVE INCLUDING OVERNIGHTS

5g Clubs you're in *NONE*
I feel like this because

I WOULD LIKE TO JOIN A FOOTBALL TEAM

5h Sports/Leisure time
I feel like this because

very happy happy okay unhappy very unhappy

5i Contact with your social worker
I feel like this because

very happy happy okay unhappy very unhappy

5j Compared with the time of your last review, how have things been for you?

much better better the same worse much worse

5k Try to list the people or things that have made things better for you, or worse.

What is better or worse?	Who or what makes it better or worse?
NOT GETTING OVERNIGHT ACCESS WITH OTHER BOYS IN THE UNIT ARE	GRAND & FAMILY MAKE LIFE BETTER WHEN I SEE THEM

6. Your Future

Again, this section should be filled in for every review, so that your views are known before decisions are made. Although there is no guarantee that you'll get exactly what you want, it is important for the review to consider your views along with the views of everyone else.

6a The most important things for my future are, in order of importance ...

1. The most important ... <i>OVERNIGHT LEAVE</i>	2. The next most important ... <i>INCREASED ACCESS</i>
3. The next most important ... <i>I WOULD LIKE TO RETURN TO MAINSTREAM EDUCATION</i>	4. And also ...

6. Your Future continued

6b Please fill in below the problems you think you might face, and also who, or what, might help you.

Problems you might face	Who, or what might help
I DON'T WANT TO FALL OUT WITH ANYBODY & SPOL MY LEAVE.	SOCIAL WORK & STAFF AT THE SCHOOL -

6c Please write down what other help you'd like from the staff or foster carers where you are living.

The help I'd like is I WOULD LIKE HELP IN A REVIEW TO MAINSTREAM SCHOOL

6d Please write down the help you'd like from your social worker, and how often you'd like to see him/her.

The help I'd like is I DON'T WANT TO SEE HER

6e Please write down any points to make about contact with your natural family.

I AM NOT WORKING OUT AS MUCH AS I WOULD LIKE TO.

7. Your wishes for the Review

7a I would like this person to be at my review

Name: MOTHER / GRAN

7b I would prefer this person not to come:

Name: _____

7c I would like the following points discussed at my review

1. OVERTIME LEAVE
2. MAINSTREAM EDUCATION
- 3.

7d Would you like to write down any other comments?

Thanks for completing this report. Please sign it, put it into the envelope provided, and make sure it goes back to the Social Work Department in good time.

Signature: Patricia Bishop

Date: 16, 1, 97

Child in Care Review Review Minutes CR7

1. Date of review: Day Mon Year
2 3 1 0 9 6

2. Child details

Surname/other name(s)	Forename(s)	Date of birth			Age	Sex	Legislation	Religion	Ethnic origin
		Day	Mon	Year					
Bishop	Patrick	1	0	0 5 3 2	1 4	M	7	C	W

3. Placement address

c/o Balrossie School
Kilmacolm
Post code
Telephone

4. Child/young person's home address

Post code
Telephone

5. Area team

Craigielea

6. Social Worker

Sheila Drysdale

7. Location of review Please tick box.

Foster home Residential unit Parental home Social work office Day care Other

If other, please specify:

8. Placement/RIC information

8a Date current placement began 0 9 1 2 9 4

8b Date of RIC 2 3 0 4 9 4

8c Placement Type (Enter from code list) 8

8d Placement Objective (Enter from code list) 5

9. Last review

9a Date of last review Day Mon Year
1 2 0 8 9 6

9b Outstanding work from last review

Please note decisions from last review which have not yet been completed.

Decisions of Last Review	Action Required	Person Responsible	If action not completed, explanation:
1 Review panel to be requested – recommend discharge from care.	Report	Social Worker	30.10.96
2 Day Boy Placement to be confirmed.	Contact Educational Psychologist		Inter-District policy not clear as yet.
3 Finance for above	Educational Psychologist		
4 Family finances to be sorted out.	Apply for child benefit	Father & Social Worker	N/A

10. Present at review

10 a Present at review

Name	Designation and agency	Address	Report received?
Jackie McCrae	Senior Social Worker	Craigielea Area Office	
Sheila Drysdale	Social Worker	Craigielea Area Office	Yes
Martin Reynolds	Teaching Staff	Balrossie School	Yes
Harry Scott	Unit Manager	Balrossie School	Yes
Patrick Bishop	Subject	Balrossie School	Yes
Alison Young	Minute Taker	Craigielea Area Office	

10b Invited but did not attend

Name	Designation and agency	Address	Report received?	Apologies received?
Liz Edwards	S.R.O. Child Care	Renfrewshire Council H.Q.	No	No
Rossalyn Redpath	Educational Psychologist	Carbrook Street	No	No
Ms Cecilia Bell	Mother	28 Drums Ave	No	No
Mrs J Bell	Grandmother		No	No
Mr G Bishop	Father		No	No

11. Summary of discussion

SEE ATTACHED SHEETS.

Jackie McCrae, Senior Social Worker, (Chairperson) opened meeting by way of introducing everyone present and explained that today's meeting had been convened to look at and discuss any progress or changes since the last review and to address Patrick's needs for the future. Jackie explained to Patrick that his own input to today's meeting was very important and also his rights to appeal against any decisions made.

SOCIAL WORK REPORT

Patrick's mother, grandmother and Gordon were all invited to today's meeting but have not attended and have not given their apologies. At the last review on 12.08.96 plans were made for Patrick to live with Gordon Bishop and to attend Balrossie on a Day Boy basis. Since this time plans have broken down as Gordon has decided to look for work in Aberdeen. Margaret Ann, Gordon's partner, is very fond of Patrick but has reservations about looking after Patrick as she already has 3 children of her own. Patrick is quite hurt and angry about this and has become very quiet. In the past when problems such as these arrive Patrick gave up. Patrick has had a deal of disappointments since being in care, although he now seems to cope better and can talk about his feelings. Since the change in local authority there are no clear inter-district policies on Day Boy Placements as yet.

Patrick is very loyal towards his family, his gran has always supported him although his relationship with her seems to have changed. Since coming to Balrossie Patrick has not seen his befriender and does not want a joint befriender.

Patrick is keen to find out about childrens' homes, this is an issue which will be addressed. Patrick has contact with his mum, gran and Aunt Helen. He has acknowledged that in the past that his mum and gran have let him down. Patrick shows a degree of maturity and is clear that he wants to be around his family. At this juncture of the meeting Sheila expressed to Patrick how well she feels he is coping, and has always co-operated with returning from access visits.

BALROSSIE SCHOOL REPORT - Harry Scott

When Patrick was on a Day Boy placement at Balrossie it was relatively successful when he was staying with Gordon. Since things have broken down there has been a marked deterioration in Patrick's behaviour and attitude towards Balrossie. Patrick shows no motivation or commitment which would not have happened previously, overall Patrick's needs have to be met and at the last review it was decided that Balrossie could not offer Patrick much more.

Patrick has chosen not to see his dad at the moment. There has been no contact at all between Patrick and his dad. He has started to have day visits with his mum and gran and still does not want to go home at weekends.

BALROSSIE SCHOOL REPORT - Martin Reynolds/Teaching Staff

After the summer break Patrick came back to Balrossie as a Day Boy. He has a great relationship with staff and is very well liked, and staff are sympathetic towards him. Patrick in the past had been keeping out of mischief but since his Day Boy placement has broken down there has been a deterioration and he is showing negative behaviour. Patrick is a bright boy and well organised when he is keen, he is a very able boy although recently he has been more involved in behaviour incidents. It is felt that Patrick is capable of achieving his standard grades and he would cope well in a more senior school as he has shown signs of maturity.

CONCLUSION

In conclusion, Patrick is a bright, capable and mature young person who has always had a great sense of loyalty to his family, although he is showing signs of hurt over a recent placement breakdown. Patrick copes well with his education and has the potential to cope with mainstream education. A possible option for Patrick's future would be to be placed in a Childrens' Home and attend mainstream education, Patrick feels okay about this. A possible appointment will be made to attend Planned Admission Group (PAG) to identify the best Childrens' Home for Patrick.

12. Decisions of review

12a Family Access

12a(i) Is new PA1 to be issued?

If yes, by whom?

Yes No N/A

Sheila Drysdale - Social Worker

12a(ii) Parent/guardian's access

Access by whom?	Venue	Frequency	Duration	Conditions	Supervision/support required (incl escort)	Section 29 help

12a(iii) Access by family and significant others

Access by whom?	Venue	Frequency	Duration	Conditions	Supervision/support required (incl escort)	Section 29 help
Mum & Gran	Day Visits Home	As and when Patrick wishes		Must arrange with Balrossie School		

12b Additional resources required

Resource required and for whom?	Reasons	Person responsible	Date required

12c Resources shortage

Please identify any resources required but not available

12d Planned contact by social work staff

With whom?

Child/young person	Frequency	Purpose of planned contact	By whom?
Parent			
Carers			
Others			

12e Is application to Criminal Injuries Compensation Board appropriate?

Yes No N/A

Yes No N/A

12f Has financial assessment been completed?

12g Summary of Decisions

Decision	Action required	Person responsible	Timescale
1 Patrick to remain at Balrossie School at present and S44 (1) (b) which will be requested at Childrens' Panel.			
2 Contact H.Q. re: appointment to be arranged with P.A.G. to identify a suitable Childrens' Home.			
3 Look at mainstream education as and when Childrens' Home has been identified. Martin Reynolds to be linked with this.			
4 Contact with families - PA1 to be completed by Sheila Drysdale in relation to contact with mum and gran.			
5 Day visits/access to be arranged for Patrick and his family as and when he wishes, as long as this is arranged with Balrossie School.			
6 Date of next meeting 18.12.96 in Balrossie School at 2.30 pm.			

13. Dissent

Dist. Manager to be advised?

13a Please note any unresolved disagreements.

Person disagreeing	Nature of disagreement	Action required	Yes/no

13b Was parent/child/young person advised of right of appeal and process for doing so?

Yes No N/A

14. Level of participation

14a Did the child/young person attend the review?

If no, why not? Too young to attend and understand proceedings.

Yes No

14b Did the parents attend the review?

If no, why not?

Yes No

14c Chairperson's assessment of level of participation

	None	Little	Satisfactory	Substantial	Full
By child/young person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Next review

Time: 2.30 pm

Date: 18.12.96

Venue: Balrossie School

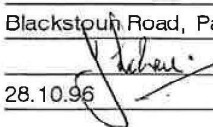
This review was chaired by:

Name: Jackie McCrae

Designation: Senior Social Worker

Address: Craigielea Area Office

Blackstoun Road, Paisley

Signature: 

Date: 28.10.96

Confidentiality

The information in this document is confidential to you. It must not be disclosed to any other person or agency without the written consent of the review chairperson

If you disagree with any aspect of this report you should contact the chairperson immediately in writing.

Child in Care Review Social Worker's Review Report CR1

1. Date of Review: Day Mon Year

2	3	1	0	9	6
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2. Child/young person details

Surname/Other Name(s)	Forename(s)	Date of Birth		Age	Enter from code list						
		Mon	Year		Sex	Legislation	Religion	Ethnic Origin			
BISHOP	PATRICK	1	0	5	8	2	14	M	7	C	W

Child/Young Person's Address

40 BALROSSIE SCHOOL
KILMALLUM.
Post Code
Telephone

Parent/Carer's Address

Post Code
Telephone

3. Current care episode details

3a Date Current Placement Commenced

0	9	1	2	9	4
---	---	---	---	---	---

3b Reception into Care

2	8	0	4	9	4
---	---	---	---	---	---

3c Placement Type (Enter from code list)

8

3d Placement Objective (Enter from code list)

5

4. Area Team:

5. Social Worker:

6. Details of Last Review

6a Date of last Review Day Mon Year

1	2	0	8	9	6
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6b Decisions of last review

Decisions of last review	Action required	Person responsible	If action not completed, explanation:
REVIEW PANEL TO BE REQUESTED - RECOMMEND DISCHARGE FROM CARE.	REPORT	SW	30/10/96
DAY BOY PLACEMENT TO BE CONFIRMED	CONTACT EDUC PSYCH		INTER DISTRICT POLICY NOT CLEAR AS YET
FINANCE FOR ABOVE FAMILY FINANCES TO BE SORTED OUT.	EDUC. PSYCH APPLY FOR CHILD BENEFIT	FATHER + SW	N/A.

7. Previous Episodes of Care

Dates From - To	Placement		Legal Status	Reason for RIC	Discharge Details
	Address	Type			
FEB '92 → APR '92	GRYFFE	6	7	LACK OF PARENTAL CARE.	TO PARENT
APRIL '94 → JULY '94	BEECH AVE			"	TO NEWFIELD
JULY '94 → DEC '94	NEWFIELD			EMOTIONAL DIFFICULTIES	TO BALROSSIE

Continue if necessary on separate sheet

8. Parent/Guardian details

8a Mother's Name

Surname

BELL

Forenames

CELIA

Age

Address

NOT KNOWN

Post Code

Telephone

8b Father's Name

Surname

Forenames

Age

Address

Post Code

Telephone

Does mother have parental responsibility?

Yes

No

Does father have parental responsibility?

Yes

No

9 Parental access/contact

9a Do you have a copy of the agreed access arrangement (PA1)?

Yes

No

9b If so, does access take place as agreed?

Yes

No

9c. How often does access take place?

DAY ACCESS TO GRANDMOTHERS

9d. Where does access take place?

28 DRUMS AVE

9e. Please note any difficulties and/or any help required for access:

ACCESS WITH GORDON BISHOP HAS BROKEN DOWN
- NO OVERNIGHT ACCESS BASE.

10. Other family/relative/friend details

10a Brothers and sisters

Care Placement?

Full Name	Age or DOB	Address	Yes/No
DIANE	16	PAISLEY	
JOHN	15	CARSEWOOD.	✓
KELLY - ANN	12	GALLOWHILL	
KEVIN	10	HARMONY SCHOOL.	✓

Continue if necessary on separate sheet

10b Other significant adults

Does this person have parental responsibility?

Full Name	Relationship	Address	Yes/No
JEAN BELL	MOTHER	28 DRUMS AVE	
HELEN BELL	AUNT	73 CANDREN RD	

Continue if necessary on separate sheet

11. Social worker contact

11a Dates of social worker's contacts with the placement since admission/last review Child seen?

Date	Type of contact (specify visit, telephone etc.) and with whom	Yes/No
13/8/96	OUTING WITH KEVIN.	
19/8/96	ESKORT TO SCHOOL.	
26/8/96	DURING HOME VISIT	
12/9/96	"	
1/10/96	AT BALROSSIE	
18/10/96	"	

Continue if necessary on separate sheet

11b Dates of social worker's contacts with the child/young person's Person seen?
family, relatives, significant others

Date	Type of contact (specify visit, telephone etc.), with whom, and where	Yes/no
23/8/96	HOME VISIT - GORDON BISHOP.	
26/8/96	"	
19/9/96	"	
1/10/96	TELEPHONE DISCUSSION.	

Continue if necessary on separate sheet

12. Other Agency involvement.

Name of agency	Contact person and designation	Telephone Number
BALROSSIE SCHOOL	STEVEN M'ANDREW	
HS + DC	BEFRINDING SERVICE.	

Continue if necessary on separate sheet

13. Progress Report

Please comment on the child/young person's progress since admission/last review, noting any significant developments

a Health PATRICK APPEARS TO KEEP GOOD HEALTH, AND CHOOSES TO BE DIFFERENT FROM HIS PEERS BY NOT SMOKING.

b Education/training/employment PATRICK'S EDUCATIONAL POTENTIAL HAS ALWAYS BEEN JUDGED TO BE BETTER THAN HIS PERFORMANCE BECAUSE OF SOME PROBLEMATIC BEHAVIOUR - THIS HAS BECOME MORE OF A PROBLEM LATELY.

c Child's relationship with family and others PATRICK APPEARS TO LACK FRIENDS AND CONSISTENT RELATIONSHIPS: HE CAN BE A LONER. HE OFTEN APPEARS TO INVEST MORE IN FAMILY RELATIONS THAN HE RECEIVES.

d Social Presentation PATRICK HAS ALWAYS BEEN QUITE AWKWARD IN HIS SOCIAL SKILLS AND CAN TEND TO BE OPPOSITIONAL WHEN HE IS HURT OR ANGRY ABOUT SOMETHING.

e Emotional and behavioural development THIS HAS BEEN AFFECTED LATELY BY CHANGES TO PLANS. PATRICK IS UNABLE TO EXPRESS HIS FEELINGS ABOUT THIS AND CONSIDER OTHER OPTIONS - HE APPEARS TO BE QUITE AN EMOTIONALLY INTRVERTED BOY WHO IS ALSO DISTRUSTFUL.

f Self-care skills PATRICK IS A CAPABLE YOUNG PERSON, WHO KEEPS HIMSELF CLEAN AND WELL-TURNED OUT.

g Family Circumstances PATRICK'S FAMILY IS IMPORTANT TO HIM. ALTHOUGH HE DOES NOT HAVE CONSISTENT CONTACT AND LEAVE CAN VARY, DEPENDING ON RELATIONS, HE RETAINS HIS LOYALTY, PARTICULARLY TO HIS MUM.

h Any other comments PATRICK IS CHOOSING NOT TO TALK ABOUT HIS FEELINGS THAT PLANS TO STAY WITH GORDON BISHOP HAVE FALLEN THROUGH - THIS MAY BE INDICATIVE OF THE REJECTION HE FEELS: IN FACT HIS ATTITUDE HAS BEEN QUITE NEGATIVE IN REACTION.

Continue if necessary on separate sheet

14. Issues for Review

Please note the main points you would like discussed at the Review

- ① CONTINUATION OF PLACEMENT OR OTHERWISE
- ② ACCESS/OVERNIGHTS

Social Worker's signature:

Senior Social Worker's signature:

Shirley J. Dwyer
[Signature]

Date: 23/10/96

Date: 23/10/96

Education Report - Patrick Bishop

Subject: Geography

Attendance: 100%

Teacher: J Barr

General Report

Since the start of the summer term Patrick has been following a Standard Grade course at Foundation Level on the Tropical Rainforest. Patrick has adapted well to the style of Standard Grade material and is coping well with the set work. Patrick is capable of producing good accurate and neat work but will on occasions rush to complete his work with the result that it can be untidy. He usually has a very unsettled spell at the start of a period and can be abusive but once this period is past he will settle and co-operate.

Developmental Needs

Work needs to be undertaken to encourage Patrick to develop more fully his answers particularly when he has been asked for a personal view on a relevant environmental issue.

Next Steps

Initially work will continue to encourage a more positive attitude at the start of a period from Patrick. Patrick will also be given the opportunity to attempt work at a more difficult level to assess his potential for General Level work.

Subject: Art

Attendance: 100%

Teacher: C Horn

General Report

The quality effort and motivation in Patrick's work has fluctuated through a very settled productive period to one where there was relatively no work done at all. During the settled period Patrick completed and attained all the targets set. His work shows competence in handling a variety of media eg paint, pencil and pens, an ability to observe and record from given sources and he has knowledge and ability in the use of LINE, TONE, COLOUR, PATTERN and SHAPE to express his thoughts and feelings visually.

Developmental Needs

Patrick requires support during his unsettled periods, particularly encouragement and guidance when coping with problems and learning how to deal with these in a more meaningful and mature manner.

Next Steps

Continue art programme building experience in skills, techniques and the use of mixed media.

Start printing, construction and paper sculpture. Continue work of other artists.

Subject: Computing

Attendance: 66.6%

Teacher: W Richardson

General Report

With one thing and another Patrick has had a difficult term which has resulted in him missing a lot of work. For a long period Patrick was indulging in a lot of negative behaviour and/

Education Report - Patrick Bishop

producing no work. This is disappointing as Patrick has previously shown himself capable and able.

Developmental Needs

To discourage Patrick from indulging in negative attention-seeking behaviour.

Next Steps

To get Patrick back on the rails and resume his previous progress. To introduce Patrick to the uses of Information Technology in society and industry.

Subject: Home Economics Attendance: 100% Teacher: P Allan

General Report

Patrick's behaviour has deteriorated badly over the last few weeks, when he does the work it is done with minimum effort. He reacts badly to correction and is often verbally abusive and threatening. He can however on occasions be charming when he is doing something which he wishes to do. He is an extremely capable boy with a good grasp of the basics in cookery and a good knowledge of the theory of the subject, unfortunately his standards of hygiene are poor although he understands the concepts.

Developmental Needs

Patrick needs to improve in the hygienic practices of the subject and also try to improve his motivation.

Next Steps

Patrick should be moving on to work independently, following written instructions, weighing and measuring for himself and even meal planning. He is capable of all of this but unfortunately has no inclination or motivation.

Subject: PE Attendance: 95% Teacher: C McDaid

General Report

Patrick is an able pupil and has demonstrated this in his football ability. However, he must try and participate in other activities other than football. He can be very good natured and can make sensible conversation, however, he is capable of going to the other extreme which is not acceptable in PE as he can become a danger to others in the class.

Developmental Needs

Patrick must be willing to work at other activities other than football. His co-ordination is good but his fitness level could be worked on.

Next Steps

Work on his fitness and continue work on co-ordination.

Education Report - Patrick Bishop

Subject: English

Attendance: 95%

Teacher: A Watson

General Report

Patrick is an able pupil who unfortunately sometimes fails to achieve his full potential as a result of his defiant attitude and determination to join in with the disruptions of others. He will frequently attempt to dictate the terms by refusing to work by refusing to co-operate, for example, in failing to take off his jacket or by moving away furniture and equipment. He indulges in tempter tantrums and is verbally abusive when criticised or corrected.

Developmental Needs

Patrick requires some input with written tasks where he is asked to express ideas and opinions independently. There will also be work aimed at extending his employment and comprehension of more complex vocabulary.

Next Steps

To trial Patrick on Standard Grade Foundation Level coursework to assess his ability to be entered for examination.

Subject: Science

Attendance: 95%

Teacher: M Bernacca

General Report

Patrick is a capable pupil who when suitably motivated can work independently and produce work of a high standard. Recently he has been letting himself down with his negative attitude to work and his poor language in class. A concerning development is that his poor and attention-seeking behaviour has been preventing other pupils from getting on with their work. He is working on the Energy Section of the Standard Grade Science course and is producing work at level 5.

Developmental Needs

Change in attitude to work in class.

Improvement in self image and self esteem.

Next Steps

Complete the Energy Module before moving onto the Healthy Bodies Module which will be used as the basis for Scotvec Module.

Subject: PSD

Attendance: 100%

Teacher: M Edwards

General Report

Patrick approaches this subject in an immature manner. This is evident by the way in which he reacts in a childish manner to questions and problems which he may feel some personal involvement in. He often tries to redirect the conversation when he feels uncomfortable with the subject being discussed. If pressed to give a response he often uses abusive language towards myself.

Education Report - Patrick Bishop

Developmental Needs

Patrick needs to learn techniques which will enable him to discuss problems and issues rather than ignoring or keeping a distance from.

Next Steps

Patrick will be involved in a school wide course discussing bullying at Balrossie School.

Subject: Technical Attendance: 91% Teacher: I Jamieson

General Report

Can produce work of a high standard. Unfortunately recent poor behaviour has detracted greatly from Patrick's performance - unusual , as Patrick is normally well behaved. Operating at S1/S2 level workshop practice.

Developmental Needs

Reinforce good practice already learned.

Next Steps

Encourage Patrick, through practising good methods already learned, to return to his usual standard of workrate.

Summary & Recommendations

Patrick is an able boy who can produce work of a good standard and who has demonstrated that he can work well. This aspect has been overshadowed recently by Patrick's immature and attention-seeking behaviour through his negative and inappropriate behaviour in class.

This has caused some concern amongst teachers at the school who feel that his behaviour of late is having an adverse effect upon other members of Patrick's class group.

- 1 A senior school placement for Patrick to be sought.
- 2 Patrick to work on his relationship with adults and to realise that his negative attention-seeking behaviour is inappropriate.
- 3 Patrick to approach school work in a more positive manner and continue to make progress in his subjects.

Signature *M Edwards*
Tutor Teacher - Mr M Edwards

Signature *T Reid*
Head of Education - Mr T Reid

ME/JW
22.10.96

CHILD IN CARE REVIEW
CHILD/YOUNG PERSON'S REPORT

Review meetings take place to help make plans for your future. Your attendance at this meeting should make sure that your views are heard and are taken into account. It is not always easy to say what you want at reviews. To help get your views over, complete this form and give it to your keyworker, or a senior worker in your unit. You may want to get an adult to help you fill it in, like your parents, foster parents, residential staff or social worker - or someone else if you like. When completed, it will be photocopied, and sent to everyone attending the review.

NAME: Patrick... Bishop AGE: 14

NAME OF HOME/FOSTER PARENTS: Balrossie

ADDRESS: Balrossie School... Kilmakom... old greenock road

SECTION 1. The past.

It is important to know how you feel about when you lived at home with your parents/guardians, especially if you are planning to go back. Even if you are not, it is helpful to know who and what was important to you in your past life.

WHAT ARE THE THINGS YOU REMEMBER MOST ABOUT LIVING AT HOME WITH YOUR OWN (OR SUBSTITUTE) FAMILY?

WHAT THINGS DO YOU MISS MOST? Not being able to stay out at weekends

WHICH PEOPLE FROM YOUR OWN (OR SUBSTITUTE) FAMILY MEAN MOST TO YOU

AND CAN YOU SAY WHY? My gran because she had taken me out as the home at weekends

WHAT THINGS FROM THE PAST WOULD YOU LIKE TO KNOW MORE ABOUT?

going back to a childrens home
stay with my mum at weekends

SECTION 2. Coming into care.

You may only want to complete this section for your first review. It is important that residential and field social workers, or foster parents, know how you felt about coming into care, both for your sake and also to help others.

WHAT DO YOU REMEMBER BEING TOLD ABOUT COMING INTO CARE?

To long to remember

WHO WAS IT TOLD YOU AND HOW DID THEY DO IT?

To long to remember

WHY DO YOU THINK YOU CAME INTO CARE? Because I was homeless
and was always getting flung out of
my rooms.

PLEASE TICK THE BOX BELOW WHICH BEST DESCRIBES HOW YOU FELT ABOUT
COMING INTO CARE.

VERY PLEASED	GLAD	O.K.	NOT SURE	UNHAPPY	VERY UNHAPPY
				✓	

WHAT WERE THE GOOD THINGS ABOUT COMING INTO CARE?

Nothing

WHAT WERE THE DIFFICULT THINGS ABOUT COMING INTO CARE?.

going away from my mum and family

SECTION 3. Living in care.

It is important that you complete this section for every review. Knowing how you
feel about various things (and why) are important for planning your future.

PLEASE TICK THE BOX THAT BEST DESCRIBES YOUR FEELINGS. USE THE
SPACE FOR ANY OTHER COMMENTS YOU MIGHT HAVE.

THE THINGS IN GENERAL ARE.....

Comments

GREAT		
FINE		
O.K.		
NOT GOOD	✓	
TERRIBLE		

LIVING WHERE YOU DO IS.....

Comments

GREAT	
FINE	
O.K.	✓
NOT GOOD	
TERRIBLE	

ii) SUPPORT FROM THE SOCIAL WORK DEPARTMENT IS.....

Comments

GREAT	
FINE	
O.K.	✓
NOT GOOD	
TERRIBLE	

iii) SCHOOL OR WORK IS.....

Comments

GREAT	
FINE	
O.K.	✓
NOT GOOD	
TERRIBLE	

THE PRESENT PLANS FOR MY FUTURE ARE.....

Comments

GREAT	
FINE	
O.K.	
NOT GOOD	✓
TERRIBLE	

SINCE YOUR LAST REVIEW, HOW HAVE THINGS BEEN? TICK THE BOX BELOW WHICH BEST DESCRIBES YOUR FEELINGS.

MUCH WORSE	WORSE	THE SAME	BETTER	MUCH BETTER
	✓			

1. WHAT ARE THE GOOD THINGS IN YOUR LIFE JUST NOW? *going to visit my mum*

2. WHAT ARE THE BAD THINGS IN YOUR LIFE JUST NOW? *Com my back from a dayboy*

SECTION 4. The future.

This section should be completed for every review, so that your views are known before decisions are made. There is no guarantee that you'll get exactly what you want. But, if nobody knows what you want, it will be very difficult to get it.

WHAT ARE THE MOST IMPORTANT THINGS FOR YOUR FUTURE, IN ORDER OF IMPORTANCE?

Most Important.....

to stay with my mum at weekends

Next Most Important.....

to visit my family

Next Most Important.....

regain dayboy place

And Also.....

WHAT WORRIES DO YOU HAVE? worried about my future.

WHAT HELP WOULD LIKE FROM YOUR STAFF, SOCIAL WORKER OR GROUP WORKER?

WHAT WOULD YOU LIKE TO BE DISCUSSED AT THE REVIEW? Going to stay with my mum at weekends

WHAT DECISIONS WOULD YOU LIKE MADE? Going to stay with my mum at weekends
day boy

IS THERE A SPECIAL PERSON YOU WOULD LIKE TO ATTEND YOUR REVIEW?
Mum

H. IS THERE ANYONE YOU WOULD PREFER NOT TO ATTEND? PLEASE GIVE REASONS IF YOU CAN.

I. IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY?

THANK YOU FOR COMPLETING THIS REPORT. IT WILL BE OF GREAT VALUE TO THOSE CONCERNED
IN YOUR FUTURE. PLEASE SIGN IT AND GIVE IT TO YOUR KEYWORKER, OR THE SENIOR IN
YOUR UNIT, WHO WILL SEND IT OUT TO THOSE ATTENDING YOUR REVIEW.

SIGNED: Patrick Bishop DATE: 23 / 10 / 96

RENFREWSHIRE COUNCIL SOCIAL WORK DEPARTMENT

DISPOSAL:

374/96.

REPORT TO THE CHILDREN'S HEARING

COPYRIGHT: RENFREWSHIRE COUNCIL 1996

RENFREWSHIRE COUNCIL (DATE)

The details of this report are confidential. They should not be given to any other person without permission being requested from the Social Work Department.

CHILD

Patrick Bishop

ADDRESS

c/o Balrossie School

Cumbræ Unit

DATE OF BIRTH

10.05.82

SCHOOL

Balrossie School

DOCTOR

REPORT
PREPARED BY

Sheila Drysdale

DATE OF
SUBMISSION

10/10/96.

SIGNED

Sheila Drysdale

SECTION 1

1. FAMILY MEMBERS

NAME	AGE	RELATIONSHIP	EMPLOYMENT/ SCHOOL
Cecilia Bell	36	Mother	Receiving benefits
Diane Shirley	16	Half-sister	N/K
John Shirley	15	Half-brother	In care
Patrick Bishop	14	Subject	Balrossie
Kelly-Ann Bishop	12	Half-sister	Lives in Gallowhill
Kevin Bishop	10	Half-brother	Harmany School Balerno

2. CHILD AND FAMILY PREVIOUS ADDRESSES

ADDRESS	FROM	TO
Patrick has lived in various addresses including his grandmother's previous tenancy at 8 Darkwood Crescent. His mother has had tenancies at 5 Logan Drive, Fergulsie Park and 29 Darkwood Crescent. She has also lived in Homeless Accommodation on at least 3 occasions. Patrick also has resided short-term with his paternal grandmother at Drums Avenue until her death.		

3. EDUCATION HISTORY OF CHILD

SCHOOL/COLLEGE	FROM	TO
St Fergus Primary School	Aug 87	June 94
Newfield Resource Centre	Aug 94	Dec 94
Balrossie School	Dec 94	Present

4. SUPERVISION AND LEGISLATION HISTORY OF CHILD

LEGISLATION/ e.g. 44(1)(a)	FROM	TO	REVIEW DATES	GROUND OFS OF REFERRAL
Sect 44 (1) (b)	12.08.92	28.08.92	July 93 08.11.95	Lack of parental care
Sect 44 (1) (2)	28.08.92	26.04.94		Lack of parental care
Sect 15/Beech Ave	26.04.94	12.08.94		Lack of parental care
Sect 44(1) (b)Newfield	12.08.94	08.12.94		Lack of parental care
Sect 44 (1)(b) Balrossie	08.12.94	Present:		

5. PLACEMENT HISTORY

ESTABLISHMENT OR CARER	FROM	TO	LEGISLATION
Gryffe Childrens' Home	12.02.92	28.08.92	Sect 44 (1) (b)
Beech Avenue Childrens' Home	26.04.94	17.06.94	Sect 15
Newfield Resource Centre	17.06.94	09.12.94	Sect 44 (1) (B)
Balrossie School	'09.12.94	Present	Sect 44 (1) (b)

6. SOCIAL WORK INVOLVEMENT

NAME	DESIGNATION	FROM	TO
Sheila J Drysdale	Social Worker	1991	1992
Jean McElwee	Social Worker	1992	1993
Charlie O'Donnell	Social Worker	1993	1994
Sheila J Drysdale	Social Worker	1994	Present

7. CONTACT WITH CHILD/FAMILY

DATES OF CONTACT WITH SOCIAL WORK STAFF

This worker meets with Patrick on average on a fortnightly basis and keeps weekly contact with the workers in Balrossie School. As a result of Patrick's changing circumstances, contact with family has been with different members of family as necessary, but on a regular basis.

8. CHILD/FAMILIES CONTACT WITH OTHER AGENCIES

AGENCY	OFFICER	DESIGNATION	FROM	TO
Balrossie School	Steven McAndrew	Keyworker		
Home Support & Day Care	Jennifer McLeod	Organiser		

This section should include:-

- Reasons for involvement
- Historical perspective of involvement with child and family
- Summary of child's situation to date
- Summary of Social Work intervention to date

HISTORICAL SUMMARY

Departmental records first indicate contact with Cecilia Bell and her sons Patrick and Kevin through the Social Work Duty System in 1990. Contact was made for advice on benefits and housing. At this time, it is noted that Ms Bell had been asked to leave her mother's house where she had been staying. This was neither the first, nor the last time that this had occurred. As a result Ms Bell sought Homeless Persons Accommodation.

In 1991, Kevin and Patrick were the subject of a Child Protection Investigation. They were 2 amongst several children who had been left in the care of a 16 year old while their mother's went out drinking. The children's names were not placed on the register, but sufficient concerns existed regarding their unsettled lifestyle, that a referral was made to the Reporters Department.

Late in 1991, Ms Bell again approached the Homeless Persons Unit and was allocated a furnished tenancy in Gallowhill. However she moved out of this without alternative accommodation, approached the Social Work Department stating that she could not cope with the boys behaviour, and left them in the care of relatives. When this arrangement could no longer be sustained, and Cecilia Bell could not be traced, the boys were received into care. Ms Bell later admitted that she had been on a drinking binge. From the 12.02.92 to 28.08.92, Patrick, with his brother, was resident in Gryffe Childrens' Home. His behaviour during this period was noted as being particularly problematic, and he expressed significant anger towards his mother whom he blamed for his circumstances. Rehabilitation was protracted due to inconsistent contact with Ms Bell. Case notes recorded that Ms Bell informed a worker that she attributed this to her alcohol habit which dated back to the previous year.

Ms Bell was supported to set up a tenancy in Ferguslie Park, and the boys returned to her care in August 1992. However, she was unhappy with local conditions, and by early 1993, had returned to live with her mother. During the next year it appeared that Ms Bell stayed with her mother at times, and during times of friction moved elsewhere. Her wish for a housing transfer, was undermined by the fact that she failed to keep appointments in connection with this, and the fact that she had a poor bargaining position as a result of her record as a tenant. She had previously abandoned 2 tenancies and owed housing arrears. At the end of 1993, Ms Bell was given accommodation in Homeless Persons facilities, but after investigation was deemed to be intentionally homeless and lost this accommodation. The Social Work Department gave the family accommodation in the family flat in Carswood Childrens' Home. This was to be a temporary arrangement pending rehousing in her original tenancy. However Ms Bell returned to stay with her mother pending these repairs being completed.

Case notes record that by early March Ms Bell was in possession of her tenancy. However it was not inhabited. On the 26.04.94, she approached the department, having been thrown out of her mother's house. She requested that they may be received into care, and then stated her intention to sleep rough with her sons. On the occasion when she approached the department Ms Bell was inebriated. As a result both boys were received into care on a voluntary basis. Resources were supplied by the Social Work Department in order to realise the aim of obtaining benefits and furnishing in order to make the inhabitation of the tenancy feasible. However Ms Bell did not maintain contact with the Social Work Department and in June of 1994 the Housing Department pursued an order of abandonment.

Patrick's presenting behaviour in Beech Avenue proved to be problematic, and he was removed to Newfield. His behaviour worsened and his attitude was best described as oppositional, defiant, and aggressive. This appeared, to the worker, to be attributable to the fact that he was not having any consistent contact with his mother. It appeared to be a reaction of distress. Contact between Patrick and his mother was extremely inconsistent up until June, and from mid-June to beginning of September 1994 Ms Bell entered into no formal arrangement in order to regularly see her sons. It was believed that they had intermittent and informal contact when they visited their grandmother Mrs Bell.

In September 1994 Ms Bell maintained access contact which was facilitated and supervised by Sheila Drysdale, Social Worker, on a weekly basis. At the point when this was to be extended, and Ms Bell given more responsibility, she ceased contact.

Patrick's contact with his grandmother built up towards the end of 1994, and resulted in overnights and Christmas holidays contact which soon became regular weekend stays. In December 1994, he moved to Balrossie School. There followed a period of stability, and indeed personal growth for Patrick. Positive changes were noted: Patrick was receiving an education, he formed positive relationships particularly with his keyworker, he appeared to become more socially confident, he became significantly less oppositional.

Rehabilitation back to his mother's care, was not possible. Reports of Ms Bell's whereabouts, and address were followed up with letters which were not answered. Patrick spent weekends and holiday with his grandmother until around August 1995. Mrs Bell withdrew this as a result of a grievance against the Social Work Department, and although it restarted around October it then stopped again as a result of failing relations between the two.

This juncture brings us up to the point where Patrick's supervision order was last renewed, and he was having day visits to his grandmother and other relatives, namely his aunt Rose and Aunt Theresa in Gallowhill. He subsequently was welcomed into their home on the same basis of leaves at weekends and holidays.

CURRENT ASSESSMENT

INTRODUCTION

In August of this year a Childrens' Hearing Report had been prepared in respect of Patrick, which recommended that he be discharged from Balrossie School on the basis on a Home Supervision Requirement, requiring him to stay with Gordon Bishop. This was in line with own wishes. However the timing of the Childrens' Hearing coincides with the need for an Annual Review, and in the time since this recommendation was made there has been a significant change.

Patrick has been resident at Balrossie School since December 1994. This has represented a period of stability for him after disruption to family life and a behavioural reaction appearing to be related to the distress of this loss.

Patrick has benefited from an environment which has provided consistent controls whilst offering him support with the difficult, and in the past turbulent, emotions which made life so difficult for him following his reception into care.

He has managed to form relationships with both people who have been his keyworkers. Patrick previously displayed a distrust of adults and difficulties in making relationships. He has been handicapped by an awkwardness and uncertainty in expectation, unsure of how to get positive attention and seemingly unfamiliar with consistency.

As aforementioned, in the process of access, this has benefited the transition to staying with his father. It had already been identified that it was not in Patrick's best interests, as he matured, to only experience residential school life. To this end plans have already been mooted for him to move into a more intimate environment of an eight-bedded children's home for teenagers. However, better than this, he has managed to integrate into family life. The decision to attempt intensive contact was with this aim and the alternative children's home placement was held in reserve.

With regards to school, Patrick has benefited from being offered a consistent education although his learning progress and potential can be hindered by a lack of application (please see reports). Patrick has never attended mainstream secondary and it is envisaged that for the next year it is in his best interests to attend Balrossie on a day boy basis as his living circumstances change.

Within the community Patrick is being encouraged by Mr Bishop to use resources such as clubs and to pursue interests. As yet he has not shown the confidence or interest to follow up these opportunities, mainly based outwith Ferguslie Park. However a previously rejected offer to take advantage of the befriending service has been taken up. Patrick seems to be enjoying this weekly contact.

Patrick's peer relationships are not in plentiful supply. He keeps contact with his brother, who stays in Ferguslie Park, each weekend but has no close friends of his own. He is welcome to have any friends to stay overnight at home. Within Balrossie, Patrick interacted with his fellow residents but was not particularly a significant member of the group of his peers. This can be a positive factor for Patrick so he has never been drawn to delinquency and always appears to follow his own good standards of behaviour in the community.

Access

At the time of the last review Patrick was having weekend and holiday access contact with his aunt in Gallowhill. This he had initiated by his own devices when his grandmother stopped his contact with her.

However Patrick appeared to encounter difficulties in living outwith his familiar home area and in understanding the reciprocal nature of relationships in a home/family setting. Unfortunately his own experience of relationships and inconsistency have ill equipped him to meet these expectations. This resulted in Patrick spending most of his time in Ferguslie Park and treating his access base as a place to stay.

As this arrangement ended Patrick again seized the initiative and did not attempt to resume access with his grandmother. Instead he made contact with his father, Gordon Bishop.

Mr Bishop lives in Ferguslie Park, with his partner Margaret-Ann and Nick 13, Kerri-Ann 9 and Sean 5. He has had intermittent contact with Patrick throughout his life. However he disassociates himself from the Bell side of the family.

Mr Bishop is currently employed by the Parks Department. He and the family live in an extremely well maintained 4 apartment cottage flat. Patrick shares a room containing bunk-beds with Sean.

Patrick worked towards establishing this home base with the Bishops and then once this happened he began to repeat the behaviour that he showed with his aunt. That is, he slept and ate in the household and had minimal interaction and participation in the life of the family.

Apart from Patrick's voluntary association with his mother's side of the family, it appears that he was often required to run errands. Of late, according to Mr Bishop, Patrick has become more assertive and refused to fulfil this role. This appeared to be the reason for a breach in relations with his grandmother during the summer holidays.

The problems in settling Patrick into life within the family occurred between Easter and the end of June. At a Care Review around this time the decision was taken, with Patrick's wishes, to attempt a long, unbroken period of home leave during the summer in order to attempt to address the shortcomings of access and give Patrick more time to settle into family life.

During this time this worker and Gordon and Margaret-Ann attempted to address the issues concerning access. In practical ways they consistently illustrated to Patrick that he was welcome but also made sure that along with considerations such as his privacy and space and being privy to the benefits of family, came the responsibility of taking part in family life. This refers not only to chores but more so to eating and socialising with the family and being part of the planning and decision making.

To the writer's knowledge this was not an experience to which Patrick was familiar, having experienced rejection on many occasions. At the start of the summer holiday Patrick reacted to a disagreement with Mr Bishop by going back to Balrossie. However a valuable lesson was made available to him when it was made clear that disagreements could be accommodated within the family without a breach in relations. It was made clear to him that he was wanted at home and he returned that day. It can be difficult for Paddy to respond to an overture of acceptance and this proved to be a turning point which led to a successful summer stay. This included accompanying Margaret-Ann and the children on a holiday to Aberdeen to relations. This too is a dramatic departure to the previous resistance of Patrick to encounter new places and people, which led to reluctance to go on holidays with Balrossie.

In short, the summer holidays appeared to have cemented Patrick's relationship with his father and the family.

In the past two weeks Mr Bishop has intimated that difficulties in finding employment have caused him to move away from the family home for an undetermined period. It has been made clear to Patrick that he is still welcome in the Bishop household, although Margaret Anne thinks that weekend contact is most realistic. In fact Patrick himself appears to question the reason to continue this contact, when Gordon Bishop is not resident at this house. This in spite of instances of good relations with Margaret and the children. As this information has recently come to light, and Patrick's circumstances have changed, the writer is unable to advise the Hearing at the point of preparing this report the likely outcome of such a change. Patrick himself is still working through his feelings regarding this. A child in care review is scheduled to held on 23.10.96, when full consideration will be given to present circumstances, and of course Patrick's feelings regarding these. This writer will furnish the Hearing with a verbal report regarding the outcome of this meeting.

CURRENT STAGE AND DEVELOPMENT OF THE CHILD

As described in this Historical Summary, the picture looked very positive after the summer break which Patrick spent with the Bishop's. There were some indications that he was wearing of the daily travelling routine. Although not officially awarded a day boy status, at this point Patrick was living in Ferguslie Park and travelling each day to school.

Patrick has not yet intimated his wishes regarding his future, following the change to his proposed living arrangements. It appears that he does not feel as if he belongs in the household without the presence of Gordon Bishop.

At present work with Patrick will be about helping him to explore and express his feelings, and have a say in how he feels he would like his life to develop. Especially during the years at Balrossie, he has improved increasingly able to make decisions about his future. For instance, his own approaches towards his aunts and Gordon Bishop in turn, when his access arrangements broke down with his grandmother.

CURRENT PROBLEMS OR DIFFICULTIES

As stated earlier the overriding problem is a change to plans which had been formulated around March/April 1996. Patrick himself, is not displaying problematic behaviour, but undoubtedly, he has found it difficult to negotiate change in the past, and this may be no exception to that rule. The foremost difficulties are going to surround helping Patrick to make an informed choice, and deal with any feelings which he may have as a result of the proposed plans breaking down.

CURRENT FAMILY CIRCUMSTANCES

Neither Patrick nor his family are inclined to let the Social Work Department know of his family circumstances. This is particularly in relation to the whereabouts of his mum, or the frequency of contact he has with her. To offer a statement as regards to his mother's current circumstances, would be to repeat hearsay, and at the time of writing are not based on information which has been given by Ms Bell herself.

However, it is worthwhile pointing out, that Patrick has always had a hope that his family could be reunited, even in the light of past feeling and distress, as a result of inconsistent contact or the inability of his mother to care for him.

It appears to this writer that if his family were to offer to care for him that this might be well received by Patrick. However on previous occasions he has shown considerable insight into the reliability or otherwise of such a possibility. The writer would also have to question such a move in the light of Ms Bell's lack of contact with the Department over the last two years, and no communication from her with regards to showing a commitment towards Patrick or his brother.

ASSESSMENT

The writer cannot offer a detailed action plan, as this will be the focus of the child in care review, and meetings which will take place with Patrick in the two weeks prior to the childrens' hearing. The previous action plan has been turned on it's head. With regards to future plans for Patrick's residence or access, it remains true from the previous plan, that Patrick has out grown Balrossie. It has significantly contributed towards his personal development and education. However, it is felt that Patrick's needs would better be met in a smaller more homelike environment as opposed to a residential school. In the next two years, he requires to acquire more social skills, and abilities associated with approaching adulthood. There remains the question of where Patrick would consider his home base to be, and where his educational needs would best be met. Previous plans, regardless of whether childrens' home or based at the Bishop's, incorporated a day placement at Balrossie. The situation concerning a potential placement on a day boy basis at Balrossie is not clear as a result of firstly the change in Patrick's circumstances, and secondly the lacking of a clear policy with regards to day placements at Balrossie from Inverclyde District Council.

Sheila Drysdale
Social Worker
CC1/RPT/PANEL/SBR-PBISHOP.

Sheila J. Drysdale

**RENFREWSHIRE COUNCIL
SOCIAL WORK DEPARTMENT**

REVIEW REPORT FOR CHILDREN'S HEARING

Name: Patrick Bishop

Address: Balrossie School/
28 Blackstoun Oval
Paisley

Date of Birth: 10.05.82

School Attended: Balrossie

Religion:

Section of Legislation: Section 44(1) (b) SWSA 1968

Reason for review and:
by whom called Local Authority

New Grounds of referral
(if appropriate):

Significant changes since
previous report: Change of home circumstances

Changes in Social Work
Department or Worker:

Contact with other agencies: HSDC
Balrossie

Report compiled by: Sheila J Drysdale, Social Worker
Craigielea Area Team
Blackstoun Road
Paisley

Date report completed: 28.08.96

UPDATE ON THE YEAR FROM NOVEMBER 1995 - OCTOBER 1996

Patrick has been resident at Balrossie School since December 1994. This has represented a period of stability for him after disruption to family life and a behavioural reaction appearing to be related to the distress of this loss.

Patrick has benefited from an environment which has provided consistent controls whilst offering him support with the difficult, and in the past turbulent, emotions which made life so difficult for him following his reception into care.

He has managed to form relationships with both people who have been his keyworkers. Patrick previously displayed a distrust of adults and difficulties in making relationships. He has been handicapped by an awkwardness and uncertainty in expectation, unsure of how to get positive attention and seemingly unfamiliar with consistency.

As aforementioned, in the process of access, this has benefited the transition to staying with his father. It had already been identified that it was not in Patrick's best interests, as he matured, to only experience residential school life. To this end plans have already been mooted for him to move into a more intimate environment of an eight-bedded children's home for teenagers. However, better than this, he has managed to integrate into family life. The decision to attempt intensive contact was with this aim and the alternative children's home placement was held in reserve.

With regards to school, Patrick has benefited from being offered a consistent education although his learning progress and potential can be hindered by a lack of application (please see reports). Patrick has never attended mainstream secondary and it is envisaged that for the next year it is in his best interests to attend Balrossie on a day boy basis as his living circumstances change.

Within the community Patrick is being encouraged by Mr Bishop to use resources such as clubs and to pursue interests. As yet he has not shown the confidence or interest to follow up these opportunities, mainly based outwith Ferguslie Park. However a previously rejected offer to take advantage of the befriending service has been taken up. Patrick seems to be enjoying this weekly contact.

Patrick's peer relationships are not in plentiful supply. He keeps contact with his brother, who stays in Ferguslie Park, each weekend but has no close friends of his own. He is welcome to have any friends to stay overnight at home. Within Balrossie, Patrick interacted with his fellow residents but was not particularly a significant member of the group of his peers. This can be a positive factor for Patrick so he has never been drawn to delinquency and always appears to follow his own good standards of behaviour in the community.

Access

At the time of the last review Patrick was having weekend and holiday access contact with his aunt in Gallowhill. This he had initiated by his own devices when his grandmother stopped his contact with her.

However Patrick appeared to encounter difficulties in living outwith his familiar home area and in understanding the reciprocal nature of relationships in a home/family setting. Unfortunately his own experience of relationships and inconsistency have ill equipped him to meet these expectations. This resulted in Patrick spending most of his time in Ferguslie Park and treating his access base as a place to stay.

As this arrangement ended Patrick again seized the initiative and did not attempt to resume access with his grandmother. Instead he made contact with his father, Gordon Bishop.

Mr Bishop lives in Ferguslie Park, with his partner Margaret-Ann and Nick 13, Kerri-Ann 9 and Sean 5. He has had intermittent contact with Patrick throughout his life. However he disassociates himself from the Bell side of the family.

Mr Bishop is currently employed by the Parks Department. He and the family live in an extremely well maintained 4 apartment cottage flat. Patrick shares a room containing bunk-beds with Sean.

Patrick worked towards establishing this home base with the Bishops and then once this happened he began to repeat the behaviour that he showed with his aunt. That is, he slept and ate in the household and had minimal interaction and participation in the life of the family.

Apart from Patrick's voluntary association with his mother's side of the family, it appears that he was often required to run errands. Of late, according to Mr Bishop, Patrick has become more assertive and refused to fulfil this role. This appeared to be the reason for a breach in relations with his grandmother during the summer holidays.

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Child in Care Review Review Minutes CR7

1. Date of review: Day Mon Year

1	2	0	8	9	6
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2. Child details

Surname/other name(s)	Forename(s)	Date of birth			Age	Sex	Legislation	Religion	Ethnic origin		
		Day	Mon	Year							
Bishop	Patrick	1	0	05	8	2	14	M	7	C	W

3. Placement address

Balrossie School
Kilmacolm
Post code
Telephone

4. Child/young person's home address

28 Blackstoun Oval
Paisley.
Post code
Telephone

5. Area team

Craigielea

6. Social Worker

Sheila Drysdale

7. Location of review Please tick box.

Foster home <input type="checkbox"/>	Residential unit <input type="checkbox"/>	Parental home <input type="checkbox"/>	Social work office <input checked="" type="checkbox"/>	Day care <input type="checkbox"/>	Other <input type="checkbox"/>
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If other, please specify:

8. Placement/RIC information

8a Date current placement began

0	9	1	2	9	4
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8b Date of RIC

2	8	0	4	9	4
---	---	---	---	---	---

8c Placement Type
(Enter from code list)

8

8d Placement Objective
(Enter from code list)

5

9. Last review

9a Date of last review

2	0	0	6	9	6
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9b Outstanding work from last review

Please note decisions from last review which have not yet been completed.

Decisions of Last Review	Action Required	Person Responsible	If action not completed, explanation:
Balrossie staff to pursue Day Placement	Contact Educational Psychologist	Teaching staff	Outcome not known
Exchange of house for family	Application to be made to Housing Dept.	Father and S.Worker	No exchange yet on offer.

10. Present at review

10 a Present at review

Name	Designation and agency	Address	Report received?
Eleanor Macphail	Senior Social Worker	Craigielea House	No
Sheila Drysdale	Social Worker	Craigielea House	Yes
Patrick Bishop	Subject	28 Blackstoun Oval	No
Margaret Ann McPherson	Mr. Bishop's Partner	28 Blackstoun Oval	No

10b Invited but did not attend

Name	Designation and agency	Address	Report received?	Apologies received?
Stephen McAndrew	Keyworker	Balrossie School	Yes	Yes
Harry Scott	Unit Manager	Balrossie School	No	Yes
Roslyn Redpath	Educ. Psychologist	Carbrook Street	No	No
Liz Edwards	Senior Resource Officer	Social Work Headquarters	No	Yes
Gordon Bishop	Father	28 Blackstoun Oval	No	Yes

11. Summary of discussion

Eleanor referred to the decisions made at the previous Child in Care Review when it had been agreed that Patrick no longer needed to reside within Balrossie but still required to attend Balrossie School on a day basis. Balrossie care staff have been able to confirm for Sheila that Patrick has been given a day boy place within the school. They are unsure, however, if the Educational Psychologist has organised the finances for this. She is currently on holiday and Sheila has been unable to speak to her prior to the review. Eleanor indicated that this matter should be resolved as quickly as possible.

Reference was then made to the decision made previously that Patrick should spend his summer holidays with his father Gordon and his family to test out whether he could live with them on a full time basis. If this did not work out, an alternative home base was to be identified to enable Patrick to move on from his residential placement at Balrossie. Margaret Ann reported that Patrick's extended stay within her home had gone well. There had been a slight hiccup the second week when Patrick returned to Balrossie following an argument. Once he realised that families do argue, that he was expected and welcome back to the family, his holiday period with them went extremely well. Patrick shares a room with Margaret Ann's son Sean, they now have bunk beds so are no longer overcrowded. Margaret Ann feels Patrick is now very much one of the family, he can be cheeky, but this is seen as a positive indication that he feels comfortable. Gordon and Margaret Ann intend to have Patrick live with them on a permanent basis.

Patrick agreed that the extended leave over the summer had gone well. He stated that his plans for the future were to live with his father and his family.

Margaret Ann also referred to a holiday he had had with her and her children in Aberdeen when he made new friends. She feels he is more relaxed, feeling more secure and generally better humoured.

Sheila confirmed that a report has been submitted to the Reporter requesting a review of Patrick's Supervision Order and recommending that he be discharged to the care of his father and Margaret Ann. No Panel date has yet been fixed.

Further discussions concluded that it would not be in Patrick's interests to return on a residential basis to Balrossie that, in agreement with the Reporter, he should remain with his father, attending on a daily basis until a Panel was held. Sheila agreed to contact Balrossie staff to organise daily transport.

One slight area of concern is the fact that Patrick is seeing less of his brother Kevin. His grandmother, Mrs. Bell appears to be discouraging contact. Patrick and Kevin continue to see each other at the Caring club and will no doubt sort out their contact between themselves. There is also no word yet about a move to a larger house for the family.

Continue on separate sheet if required.