

KERELAW SECURE UNIT**REVIEW REPORT**

NAME: Thomas Edgar

D.O.B. 25.07.1986

D.O.A. 06.12.01

LEGAL STATUS: 70 (9)

HOME ADDRESS: 16 Alison Street Kirkcaldy Fife

DATE OF REVIEW: 15 January 2002

PRESENT AT REVIEW:

Introduction

Thomas was admitted to Kerelaw Secure Unit on 6/12/01. A Hearing took place on 7/12/01 and a warrant was issued to detain Thomas on a Place of Safety authorisation for a 22-day period. A further Hearing took place on 28.12.01 at Glenrothes, where a 3-month order was issued with Secure Unit condition naming Kerelaw.

Health

Since arriving into Bruce Unit, Thomas has received a medical and optician appointment. He keeps good health and presents no major concerns.

Education

Thomas has settled in very well at classes and receives favourable reports. Thomas however, feels that the work presented to him is below his capabilities and this matter will be discussed with his key teacher.

Conclusion

Since his arrival, Thomas's behaviour has presented no management problems compared to background reports from other establishments. We have experienced one incident from Thomas since his arrival, when a disagreement between himself and another young person showed a change to Thomas's personality and led to Thomas being removed to his room. He settled quickly and returned to the unit.

He presents a fairly self-contained, even at times quite remote, but is making attempts to build relationships with both staff and peers.

Points for discussion

Mobility programme

Anger Management

Through Care

Exit Plan

Rachel Graham
Residential Worker

S Beattie
Unit Manager

RG/SB/SSP14.1.02

((LAC 8))

Form for all professionals involved with a child/young person being looked after by the local authority.

Child's Name: Thomas Edgar

DOB: 25.07.86

Date of Review: 15.01.02

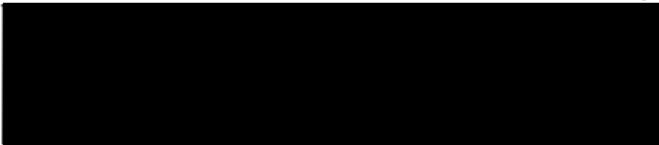
Please note any comments you may have in relation to the Care Plan/Supervision Agreement relating to the child being reviewed paying particular attention to issues relating to your own role and responsibilities.

Thank you for your invitation to Thomas's care review on 15 January 2002. I am sorry, but because of shortness of notice and other commitments I am unable to attend. I am willing to be involved in on-going planning for Thomas. I have had no recent contact with Thomas so I am not in a position to provide you with a detailed report at this time.

Educationally, for Thomas at present the focus should be on his preparation for completion of courses related to his secondary curriculum.

Socially and emotionally it continues to be important that Thomas addresses issues related to anger management and aggression. He is an able boy who requires an appropriate course following the completion of his formal education.

Completed by:


Lyndsey Oliver

Position:

Senior Educational Psychologist

Date:

14th January 2002

It is essential that the
child/young person's
PIN No. is recorded.

Pin No: 145167(5)

Looking After Children in Scotland: Good Parenting, Good Outcomes REVIEW OF THE CARE PLAN Minute of the Review Meeting PART 6

Name of the child/young
person

THOMAS EDGAR

Date of Review

15/01/2002

1. Have reports been received from the following? (See Question 8 in Social Worker's report for those requested to submit a report).

	Yes	No	Not Requested		Yes	No	Not Requested
Child/Young person	☐	☐	☐	Educational professional	☒	☐	☐
Mother	☒	☐	☐	Other interested parties (please specify)			
Father	☐	☐	☐	1:	☐	☐	☐
Carer(s)/residential care worker	☒	☐	☐	2:	☐	☐	☐
Health professional	☐	☐	☐	3:	☐	☐	☐

2. AGENDA FOR THE REVIEW:

The agenda should be drawn up at the start of the Review. All those invited to the Review should have had an opportunity to read the reports, prior to the Review. The chairperson should ensure that action on previous Review decisions and all issues of progress, change, difficulty or concern in the reports are put on the agenda for discussion.

Placement
Health
Education
Social/Emotional/Behavioural Development
Contact
Future Plans/Legal Situation

This form contains confidential information which should only be shared in
accordance with the Data Protection Act 1998.

3. RECORD OF DISCUSSION OF THE REVIEW

PLACEMENT

After the last review Thomas was placed in Oakbank but was only there a short time before being asked to leave as a result of assaults on staff. Thomas returned home as a short-term measure and as a result of concerns about his safety and the safety of others he was placed in Kerelaw Secure Unit on a 3 month order.

Within Kerelaw Thomas has kept a low profile and presents no management problems. There was one incident which was dealt with quickly and there have been no repercussions.

Thomas has been unit based so far which is restricting but he does enjoy the activities available. Thomas has been quite quiet within Kerelaw but he is now more settled and interacts better with staff. He is beginning to develop some relationships.

Thomas appears to be benefiting from the structure and boundaries provided. He presents as polite and well mannered and is a pleasure to work with. Thomas appears to be making a clear effort to control his behaviour.

HEALTH

Thomas has had an appointment with the dentist and requires treatment, which will be arranged.

He has also had an optician's appointment which confirmed that he has very limited sight in one eye. This is the result of an operation he had when he was younger to straighten his eye. The optician said that glasses would not help Thomas much, however this will be checked out again with another optician, given that Thomas has had glasses in the past.

Thomas also had a full medical which did not identify any problems with his health.

EDUCATION

Thomas is working towards three out of his four Standard Grades at Kerelaw. He is working at a General Level in English and Maths and a General/Credit in Science. Thomas is unable to pursue Standard Grade Computing in Kerelaw because they do not have a teacher for this. Thomas has his prelims coming up which will identify gaps in his learning for these subjects and work can then concentrate on these areas.

Thomas is able and there have been no complaints from his teachers with regard to his behaviour. Thomas does appear to be lacking motivation at present, however. Thomas himself feels that he is repeating work that he has done previously and it was confirmed that the reports that Kerelaw received did not indicate his previous achievements. Contact will be made with the educational psychologist in Fife and Bridges Project for further information on the work that Thomas has previously undertaken. It was also agreed that Thomas will be given extra work in classes where he is undertaking Standard Grade work and he will also be given homework which he will be given support to complete in the unit. Generally Thomas is committed and well behaved in the school setting but he needs encouragement to realise that he can still achieve. It was confirmed that Thomas will be able to gain qualifications in all the subjects that he is studying, some of them at Higher Still Level.

3. RECORD OF DISCUSSION OF THE REVIEW (continued):

SOCIAL/EMOTIONAL/BEHAVIOURAL DEVELOPMENT

Thomas's anger control has been the major concern in the past. Thomas is usually in control but sometimes he chooses to lose it. Some work was undertaken with SACRO in Fife and this raised the concern that Thomas showed a lack of conscience. There are also concerns about Thomas's impulse control and his threatening behaviour.

Thomas has calmed down in the highly structured environment of the secure unit. He has been controlling himself and discusses issues with staff. Thomas's name has been put forward for an anger management course which will be starting this week. This is an intense course over an 8 week period. This will also deal with the impulse control and threatening behaviour. Thomas is willing to undergo this course and this should be beneficial for him.

It has also been noted in the past that Thomas can be kind and caring. Thomas has been very co-operative with staff so far in Kerelaw.

Thomas has social skills but he can also be quite withdrawn. Thomas appears very subdued in the secure environment.

CONTACT

Thomas's mother has been visiting him on a weekly basis and his sister has also visited a couple of times. These visits have been going fine although Margaret is not happy about them being supervised. Kerelaw staff confirmed that all family visits to Kerelaw Secure Unit have to be supervised.

When Thomas has had contact at home in the past this has worked well for short periods but after about a week things become difficult with Thomas taking control. There is also concern about Thomas becoming involved in drugs in the community when he is at home. Arrangements will be made for a drugs worker to speak with Thomas at Kerelaw. Margaret is willing to have Thomas home for home visits. She will continue to visit Thomas in Kerelaw on a weekly basis until he is having home visits.

FUTURE PLANS/LEGAL SITUATION

Thomas has made a clear effort to control his behaviour and work with staff in order to move on from the secure unit. Thomas himself would like to move back to a small unit in Fife and return to the Bridges Project. It was, however, agreed that this is probably unrealistic given the recent history at No 4, the Bridges Project and at Oakbank. It was agreed that Andrea should look for a residential school placement for Thomas. It is important that any school that Thomas moves on to can provide him with an appropriate education to enable him to complete his Standard Grades. It is also a priority that Thomas is placed as close to Fife as possible to enable him to maintain contact with Fife and positively move on to independence within Fife.

A mobility programme will be set up for Thomas to enable him to work towards moving on from secure. This will start immediately and will start with local visits where Thomas will be supervised by two members of staff moving on to one-to-one outings locally and then a supervised visit home. If this is successful Thomas will then be able to have a day visit home which will lead to overnight visits and eventually full weekends. This will take place at Thomas's pace. It is important that there is good communication between Thomas's mother and the school during the mobility programme so that any

RECORD OF DISCUSSION (CONT):

difficulties can be identified and resolved quickly. It was agreed that when Thomas is having home visits Kerelaw staff will drop him off in Fife and Andrea will arrange for the volunteer driver to return him to Kerelaw at the end of the visit.

In order to help Thomas plan for his future he will have a careers appointment in Kerelaw and there will also be a referral to the Throughcare Team in Fife.

20260721-DP8595106-BIRT-PRIVATE

4. REVIEW CHAIRPERSON'S CHECKLIST

Have all the following been discussed at the Review? If the answer is no to any item either discuss before moving on to making recommendations/decisions or confirm that it is not necessary/applicable at this Review.

	Yes	No	N/A
1 Recommendations/decisions of last Review and actions taken	☒	☐	☐
2 Legal developments and any need for further legal change	☒	☐	☐
3 Need for/actions to be taken as a result of completion of an Assessment and Action Record	☐	☒	☐
4 Changes/progress in placement	☒	☐	☐
5 Use of sanctions	☒	☐	☐
6 Child/young person's safety	☒	☐	☐
7 Stability of placement	☒	☐	☐
8 Health/disability	☒	☐	☐
9 Learning/education/employment	☒	☐	☐
10 Identity	☒	☐	☐
11 Contact/family and social relationships	☒	☐	☐
12 Social presentation	☒	☐	☐
13 Emotional and behaviour development	☒	☐	☐
14 Self-care skills	☒	☐	☐
15 Relationship of child/young person and family with social worker	☒	☐	☐
16 Whether the period of looking after should end and, if so, the actions needed to achieve this.	☐	☐	☒
17 If applicable, leaving care and after care arrangements	☐	☐	☒
18 If applicable, pursuit of a claim for criminal injuries compensation.	☐	☐	☒

CHILD/YOUNG PERSONS NAME

THOMAS EDGAR

5.

RECOMMENDATIONS/DECISIONS MADE AT THE REVIEW

Recommendations/Decisions and Action to be taken	By Whom	By When
1. Thomas has responded positively to the structure and clear boundaries within Kerelaw Secure Unit. This is an appropriate placement for Thomas at present and he will remain in Kerelaw Secure Unit under Section 70 of the Children (Scotland) Act 1995 with a secure condition until his order expires.	Kerelaw staff	March 2002
2. Arrangements will be made for Thomas to receive necessary dental treatment.	Kerelaw staff	ongoing
3. Another optician's appointment will be made for Thomas to check out whether or not he still requires glasses. If Thomas does require glasses these will be provided.	Kerelaw staff	as soon as possible
4. Thomas will continue to work towards three Standard Grades plus certificates in other subjects. Thomas will be given additional work in class and homework in his Standard Grade subjects to ensure that he does as well as possible. Thomas will also be given support and encouragement to enable him to complete this work.	School & unit staff	ongoing

5. Contact will be made with Thomas's educational psychologist and with the Bridges Project Fife to request more specific information with regard to Thomas's previous achievements to ensure that he is not having to repeat work already completed.	Magnus Smith	as soon as possible
6. Thomas will undergo an anger management course over an 8 week period.	Kerelaw staff	as soon as possible
7. Thomas will also be seen by a drug worker regarding his drug misuse.	Kerelaw staff	as soon as possible
8. Thomas's mother will continue to visit him on a weekly basis at Kerelaw School until he is having regular home visits.	Margaret Edgar	ongoing
9. A mobility programme will be started with Thomas immediately which will build up towards Thomas having full weekends at home.	Kerelaw staff/ Margaret Edgar	as soon as possible

10. Regular communication will take place between unit staff and Margaret Edgar during the mobility programme. Any difficulties should be identified quickly and work should be undertaken to resolve them.	Rachael Graham/ Margaret Edgar/ Andrea Naim	ongoing
11. The plan will be for Thomas to move on from the secure unit to a residential school place at the end of his 3 month order. A residential school placement which offers an appropriate academic education and which is as near as possible to Fife will be pursued.	Andrea Naim	as soon as possible
12. Thomas will be provided with careers advice within Kerelaw School.	Kerelaw School staff	as soon as possible
13. A referral will be made to the Throughcare Team in Fife to become involved with Thomas immediately and attend the next review.	Andrea Naim	as soon as possible

REVIEW OF THE CARE PLAN - PART 6

Yes ☐ No ☒

If yes, please outline who and what and any action to be taken to resolve the disagreement(s):-

11

ATTENDANCE AT THE REVIEW

Please list all those who attended the Review and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the record to be provided
Jane Turk, Reviewing Officer	All reports & full minute
Thomas Edgar, Subject	All reports & full minute
Andrea Nairn, Social Worker	All reports & full minute
Margaret Edgar, Mother	Full minute
Pauline Smith, Depute Unit Manager	Full minute
Rachael Graham, Keyworker	Full minute
Magnus Smith, Teacher	Full minute

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REVIEW OF THE CARE PLAN - PART 6

List anyone invited who was unable/did not attend and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the record to be provided
Lyndsey Oliver, Educational Psychologist	Full minute
Lesley Stevenson, Team Leader	Full minute
BIRT-PRIVATE	

List anyone else who should receive all/part of the record.

7. Date and time of next Review: 7 March 2002

At: 11.30 am am/pm

Venue of next Review: Kerelaw School

REF: JT/MB

Part 6 above is an accurate and complete record of the Review meeting.

Name: JANE TURK

Date: 05/02/2002

Chairperson of the Review Meeting

Block Capitals please

7.

14

FEB 2002

Looking After Children in Scotland:

Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 4

Parent(s)' Report (or report by a person(s) with parental responsibilities)

Name of child/young person

THOMAS EDGAR

Date of Birth

25/7/86

Name of parent(s)

MARGARET EDGAR

1.

What are your views about where your child is staying

Very Bleak & from from outside.

2.

Have you met with the foster carer/key worker to discuss the day to day arrangements for your child's care?

Yes



No



Is there anything you would like to see change

3.

Are your child's health needs being met?

Yes



No



If No, what are your concerns?

This form is confidential but will normally be seen by the people who come to your child's Review. If there is anyone you do not want to see the form, speak to your social worker or to the Review Chairperson.

1.

4.

Are your child's pre-school/education/training/employment needs being Yes ☒ No ☐

If No, what are your concerns?

5.

Is there anything important about your child's race, religion, language or cultural background that you would like discussed at this Review?

If yes, please explain:

Yes ☐ No ☒

6.

Describe any changes in your family circumstances since your child became looked after/the last child care Review.

Changes in Family Circumstances:

None

7.

Which members of your family does your child have contact with? Are these contacts going well? Are any changes needed?

Contact:

Mother	<i>Yes</i>
Debbie	<i>Yes</i>
George	<i>Yes</i>

Looking After Children

REVIEW OF THE CARE PLAN - PART 4

ID

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8. Do you have any concerns about your child's safety?

Yes ☐ No ☐

If yes, what are they?

while in Kerklaan No

9. Since your child became looked after by the local authority, have you received the following written information?

- a) An assessment of your child's needs Yes ☐ No ☒
- b) A Care Plan Yes ☐ No ☒
- c) Minutes of all previous child care review Yes ☒ No ☐ First review ☐

10. Are there any changes to the Care Plan you would like the Review to consider?

11. What decisions would you like made at your child's Review?

12. Please describe anything else you want discussed at the Review which is not covered by the above questions.

Any Other Information

Date:

14/2/02

Name(s)

M EDGAR

(BLOCK CAPITALS)

Kerelaw School

Education Report

7/03/02

Name: - Thomas Edgar

English

Thomas is currently working towards completion of a folio of work for Standard Grade. He sat a prelim exam shortly after arriving at Kerelaw School, achieving an overall "5" – upper band foundation level. Thomas is disappointed at this and is committed to improving for the final exam in May. No problems in classroom behaviour.

Maths

Thomas is a likeable, hardworking boy in Maths. Unfortunately he has retained little of the mathematics taught to him at the Bridges Project from S3 or S4. Thomas has been taught in a process-orientated fashion and has developed few skills in problem solving as a result. He remains committed to improving.

Science

Thomas has completed half of the Standard Grade Science investigations necessary to be submitted as a candidate. His prelim grade was an overall grade "5", which is a pass at Foundation level. He generally works well in class but occasionally questions work given, when he is clearly not in a position to do so.

Home Economics

Thomas is working on Introduction to Food Preparation Techniques & Organisational Skills. He has made a good start, but will put in extra effort if he wants to complete Outcome 3. His behaviour and attitude remain satisfactory. Time is an important factor as to determine whether Thomas will achieve Access3 or Intermediate1.

Physical Education

Thomas is capable enough in this subject although he can overestimate his level of expertise. Thomas is following an Access3 course and works well presenting no management problems. Thomas has also participated in mountain biking and skiing within the outdoor activities program.

Art & Design

Thomas is currently working towards an Access3 qualification. He is an able and imaginative student who can work independently. His behaviour has been consistently of a high standard, and he appears to enjoy the subject.

Personal & Social Development

Thomas is working on a drug education course. He participates fairly well in class discussion, although his points are not always valid. He rarely causes any discipline problems.

Social Subjects

Thomas is working on the Access3 Social Subjects course looking at the influence of the media. Thomas works fairly well although he sometimes complains that he feels that the work is not challenging enough although he struggles with the work he is given. He rarely causes any discipline problems.

Craft & Design

Thomas is working on the Intermediate1 Unit Working with Wood. He shows a reasonable level of ability in the subject and has presented no real discipline problems.

It is essential that the
child/young person's
PIN No. is recorded.

Pin No: 145167(6)

Looking After Children in Scotland: Good Parenting, Good Outcomes REVIEW OF THE CARE PLAN Minute of the Review Meeting PART 6

Name of the child/young
person

THOMAS EDGAR

Date of Review

07/03/2002

1. Have reports been received from the following? (See Question 8 in Social Worker's report for those requested to submit a report).

	Yes	No	Not Requested		Yes	No	Not Requested
Child/Young person	☐	☒	☐	Educational professional	☒	☐	☐
Mother	☒	☐	☐	Other interested parties (please specify)			
Father	☐	☐	☐	1:	☐	☐	☐
Carer(s)/residential care worker	☒	☐	☐	2:	☐	☐	☐
Health professional	☐	☐	☐	3:	☐	☐	☐

2. AGENDA FOR THE REVIEW:

The agenda should be drawn up at the start of the Review. All those invited to the Review should have had an opportunity to read the reports, prior to the Review. The chairperson should ensure that action on previous Review decisions and all issues of progress, change, difficulty or concern in the reports are put on the agenda for discussion.

Placement
Health
Education
Contact
Social/Emotional/Behavioural Development
Future Plans/Legal Situation

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3. RECORD OF DISCUSSION OF THE REVIEW

PLACEMENT

Thomas's placement at Kerelaw appears to be going very well and he has presented model behaviour while there.

Thomas gets involved in everything going on in the unit and takes part in all the activities on offer. He gets on well with the staff and is presenting as much more relaxed and comfortable since the last review. He is also now more settled with the other young people within the unit.

Thomas completed the anger management course discussed at the last review and those running the course were very pleased with his contributions. He has received a very positive report from this piece of work.

HEALTH

Thomas has now completed his dental treatment and now will just need check-ups.

Thomas was taken back to the optician's and, with a bit of persuasion, they did give him glasses which he is wearing. The optician explained that the only benefit to Thomas in wearing his glasses is that it will take some of the strain off his good eye, through which he can see perfectly well, while ensuring some use of his poor eye.

Thomas's general health has been very good and he has not needed any medical attention.

EDUCATION

Kerelaw did receive information from the Bridges Project after the last review. This gave details of work Thomas had previously completed particularly within Maths. Magnus has found, however, that Thomas did not remember a lot of the work that they had previously covered. This was the result of Thomas having been taught in a mechanical way how to get the answer rather than being taught to understand how the concept actually worked. This has meant that they have had to go back to the beginning with Thomas who has needed to be re-taught in order to be able to sit exams. Magnus has noted that Thomas has not been taught problem solving skills and this is affecting not just his Maths but also his Science. In order to achieve marks at a general level in Standard Grade a lot of work will have to be done with Thomas on his problem solving skills. Thomas does have the ability to work at general/ credit level, however the gaps in his education mean that he is only achieving at foundation level at present although he could still gain general level with work. Despite his disappointment Thomas has been working very hard in classes. Thomas has also been working very hard in English which is the subject he was not very keen on and he has been completing portfolio work. Thomas also struggles in his understanding within English but he is working hard.

Within the school setting in Kerelaw Thomas is one of the best pupils both with his work effort and his behaviour. Thomas wants to achieve the best he can and is being given the support to do this.

Apex has just begun a programme of work with Thomas's class, which he will take part in which is designed to help young people who have had difficulties prepare for work and careers. This should be of benefit to Thomas. Thomas has had a careers appointment at Kerelaw but will have to have follow-up careers advice on his return to Fife.

3. RECORD OF DISCUSSION OF THE REVIEW (continued):

This is a crucial time for Thomas in his education and everything that he has done during his time in Kerelaw will be passed on immediately to whichever education resource Thomas moves on to.

CONTACT

Thomas's contact with his mother has gone relatively well with Margaret visiting him most Sundays when he is not home.

Thomas started home leave with a day visit then one overnight and since then he has been home overnights most weeks apart from one week after an incident where he stayed overnight with a friend. Thomas is now having three overnights a week at home, one during the week and two at the weekend. It was agreed that this pattern should continue.

Thomas is usually fine when he returns from home contact although he was quiet when he returned last night. On this occasion Thomas's mum did not come back with him which she usually does.

Both Thomas and his mum felt that the contact was going okay and Margaret feels that Thomas is getting on alright with his sister now when he is at home. From what Thomas said there are clearly still difficulties in the relationship with his sister.

There are never any difficulties with regard to Thomas returning to Kerelaw after home leave.

So far Thomas has been transported both ways for home contact. It was agreed that Thomas will now be able to return home on public transport but that the volunteer driver will still bring him back to Kerelaw. Staff in Kerelaw will work out transport arrangements for Thomas and ensure that he does know the trains and buses he has to catch.

SOCIAL/EMOTIONAL/BEHAVIOURAL DEVELOPMENT

Thomas has settled, worked hard and coped very well in the secure setting. There are still some concerns about how well Thomas could manage in an open setting, however everyone involved with him believes that he has the ability and determination to make an open placement work if he chooses to.

Thomas still has a low self-esteem and does experience quite a lot of frustration. This was highlighted by the education situation although it is to his credit that he has taken the disappointment in this area very well and he is still very motivated to do well.

Thomas manages extremely well in some social situations and has managed to stay out of situations which could lead him into difficulties within Kerelaw.

Despite his low self-esteem those involved with Thomas see him as having a lot of positives. He is intelligent, determined and ambitious. He can relate very well to adults and other young people when he chooses and, as noted on a number of occasions in the past, when he chooses to show it he can be very kind and helpful to others.

Thomas does still carry a lot of anger, however, and there are still emotional difficulties which he needs help to resolve. It is very important that the work undertaken on anger management in Kerelaw is continued and reinforced when Thomas moves on.

RECORD OF DISCUSSION (CONT):

Thomas has presented no behaviour problems whatsoever during his time in Kerelaw and this shows that Thomas knows how to behave appropriately. Thomas now needs to demonstrate that he has the self-control to do this outside a secure setting.

FUTURE PLANS/LEGAL SITUATION

Thomas has done extremely well with his placement in Kerelaw and no longer fulfils secure criteria. It is therefore important that Thomas is able to move on to an open setting at the end of the secure order.

The decision of the last review was that Andrea should pursue a residential school placement for Thomas. It has been extremely difficult to find a residential school placement for Thomas as a result of his need for a reasonable academic standard and because he is a school leaver after his exams. Schools are reluctant to offer a place for such a short time. There are still two options which Andrea has not yet heard back from, Kerelaw Open Unit and Oakbank. Thomas is not keen to remain in Kerelaw as a result of the distance from home. There may be difficulties in Thomas returning to Oakbank given his previous placement there.

As a result of the excellent progress Thomas has made in Kerelaw consideration was again given to Thomas returning to a small unit in Fife, however there is no place available at present. It was agreed that Andrea should now pursue a foster care placement in Fife for Thomas and Thomas was in agreement with this. This would be a short-term placement in preparation for Thomas moving on to independence when he turns 16 in July. Everyone involved believes that Thomas could make a success of a foster care placement if he is committed to it and sets his mind to it. This would be a positive way of him moving back to Fife and moving on to independence.

If Thomas returns to Fife he will need an education package to enable him to complete his three Standard Grades. This will have to involve Thomas's educational psychologist. It was agreed that Andrea will contact Lyndsey Oliver as quickly as possible and ask her to contact Magnus Smith for information on Thomas's educational achievements and work that needs to be undertaken with him to help him achieve as well as possible in his Standard Grades.

Andrea has made a referral to the Throughcare Team although we forgot to invite them to this review. It was agreed that they will be contacted as quickly as possible and given information about Thomas. As soon as a worker is allocated that worker should visit Thomas in Kerelaw to explain the service and to help Thomas start to plan his move on to independence.

4. REVIEW CHAIRPERSON'S CHECKLIST

Have all the following been discussed at the Review? If the answer is no to any item either discuss before moving on to making recommendations/decisions or confirm that it is not necessary/applicable at this Review.

	Yes	No	N/A
1 Recommendations/decisions of last Review and actions taken	☒	☐	☐
2 Legal developments and any need for further legal change	☒	☐	☐
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13 Emotional and behaviour development	☒	☐	☐
14 Self-care skills	☒	☐	☐
15 Relationship of child/young person and family with social worker	☒	☐	☐
16 Whether the period of looking after should end and, if so, the actions needed to achieve this.	☐	☐	☒
17 If applicable, leaving care and after care arrangements	☒	☐	☐
18 If applicable, pursuit of a claim for criminal injuries compensation.	☐	☐	☒

CHILD/YOUNG PERSONS NAME

THOMAS EDGAR

5. RECOMMENDATIONS/DECISIONS MADE AT THE REVIEW

Recommendations/Decisions and Action to be taken	By Whom	By When
1. Thomas has done extremely well in his placement in Kerelaw which has given him a lot of positive support and a sense of security. As a result of his progress and attitude Thomas no longer meets secure criteria and this is therefore no longer an appropriate placement for Thomas. Thomas will, however, remain at Kerelaw until a Children's Hearing to review his order.	Kerelaw staff	ongoing
2. Thomas has completed an anger management programme within Kerelaw and has participated well. A report from this programme will be available for Thomas's Children's Hearing and this work should be continued with Thomas when he moves on to another placement.	Kerelaw staff/ Andrea Naim	April 2002
3. Thomas has completed dental treatment and has had an optician's appointment. He will now only need ongoing checks. There are no other medical problems.		
4. Thomas is working hard within the education setting at Kerelaw where he is being given appropriate teaching to help fill in the gaps in his education and enable him to do as well as possible in the three Standard Grade subjects that he is sitting. Thomas will continue to be given appropriate work and support to achieve as well as he can in his exams.	Kerelaw education staff	ongoing

5. Thomas will also have the opportunity of taking part in an Apex programme within Kerelaw School to help him prepare for careers/work.	Kerelaw staff	ongoing ²⁵
6. When Thomas moves on from Kerelaw School information regarding his achievements and present educational requirements will be passed on immediately to his new education setting.	Magnus Smith	April 2002
7. Thomas has had a careers appointment in Kerelaw and has been given some advice and addresses, however he will need follow-up careers advice on his return to Fife.	Andrea Nairn	when necessary
8. Thomas's contact with his mother has been going reasonably well and he will continue to have home visits for three overnights a week. Thomas will begin to travel independently to Kirkcaldy but a volunteer driver will continue to return him to Kerelaw at the end of his leave.	Kerelaw staff/ Andrea Nairn	ongoing
9. Work will continue with Thomas to help him develop his self-esteem and recognise his strengths.	Kerelaw staff/ Andrea Nairn	ongoing

10. Thomas no longer needs secure conditions and he should therefore move on to an open setting at the end of his secure order. Residential school placements are being pursued although so far an appropriate place has not been identified. It was agreed that, as a result of his very positive progress, a foster care placement within Fife should be pursued as the preferred option for Thomas. If a foster care placement can be identified introductions should take place with a plan that Thomas moves on from his Children's Hearing.	Andrea Naim	as soon as possible
11. If Thomas returns to Fife then an appropriate education package will have to be put in place to enable him to complete his Standard Grades. Andrea Naim will contact Lyndsey Oliver, Educational Psychologist, on her return to Fife and ask her to contact Magnus Smith as quickly as possible for information regarding Thomas's educational requirements.	Andrea Naim/ Magnus Smith	as soon as possible
12. A referral has been made to the Throughcare Team and, as soon as a worker is identified, should visit Thomas in Kerelaw to explain the service and begin to work with Thomas to plan for him moving on to independence when he turns 16 in July.	Andrea Naim/ Throughcare Team	as soon as possible
13. The recommendation to Thomas's Children's Hearing will be for him to move on from Kerelaw School to an alternative open setting under Section 70 of the Children (Scotland) Act 1995.	Andrea Naim/ Kerelaw staff	
14. The longer term plan is for Thomas to move on to an independent living setting when he turns 16 in July.	Andrea Naim/ Throughcare Team	July 2002

REVIEW OF THE CARE PLAN - PART 6

Yes ☐ No ☒

If yes, please outline who and what and any action to be taken to resolve the disagreement(s):-

1. The first step in the process is to identify the problem. This involves gathering information about the situation and understanding the needs of the stakeholders involved. Once the problem is clearly defined, the next step is to develop a plan of action. This plan should outline the goals of the project, the resources required, and the timeline for completion. It is important to involve all stakeholders in this process to ensure that their needs and perspectives are taken into account. Once the plan is developed, the next step is to implement the project. This involves putting the plan into action and monitoring progress. It is important to communicate regularly with stakeholders throughout the process to ensure that everyone is on the same page. Finally, the project should be evaluated to determine if the goals were met and if the process was effective. This evaluation can provide valuable feedback for future projects.

ATTENDANCE AT THE REVIEW

Please list all those who attended the Review and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the record to be provided
Jane Turk, Reviewing Officer	All reports & full minute
Thomas Edgar, Subject	All reports & full minute
Andrea Naim, Social Worker	All reports & full minute
Rachael Graham, Keyworker	Full minute
Margaret Edgar, Mother	Full minute
Magnus Smith, Key Teacher	Full minute
Stuart Beattie, Unit Manager	Full minute

List anyone invited who was unable/did not attend and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the record to be provided
Lesley Stevenson, Team Leader	Full minute
Viv Boyle, Team Leader, Throughcare Team	Full minute
Lyndsey Oliver, Educational Psychologist	Full minute

List anyone else who should receive all/part of the record.

7.

Date and time of next Review:

6 June 2002

At:

2 pm

am/pm

Venue of next Review:

St Olaf's, 1 East Albert Road, Kirkcaldy

REF:

JT/MB

Part 6 above is an accurate and complete record of the Review meeting.

Name: JANE TURK

Date:

25/03/2002

Chairperson of the Review Meeting

Block Capitals please

7.

**Psychological Service**

Psychological Service, Matthew Street
Kirkcaldy, KY2 5AT

Tel: No: 01592 412500
Featurenet: 701 2500

Fax No: 01592 412515
Featurenet: 701 2515

FAX COVER

To: Mr Terry Wilson
Kirkcaldy School

From: Cynthia O'Brien

Date: 5/6/02

Pages to follow

Thomas Edgar, Fleming Unit

Attached is a short
report for Thomas's
review on 6/6/02.

Could you please give
Thomas a copy.
Thanks CO.

Your ref

Our ref LO/SK/Lyndsey/Cases/T Edgar LAC8

**EDUCATION SERVICE**

If calling, please ask for Mrs Lyndsey Oliver

05 June 2002

((LAC 8))

Child's Name	Thomas Edgar	D.O.B. 25.07.86
Date of Review	06.06.02	

I have not had recent direct involvement with Thomas so am not able to provide a detailed report at this time.

I have however liaised with Ms Andrea Nairn, Social Work Service and Mr Terry Wilson, Kerelaw School. Thomas is of school leaving age. He has completed five Standard Grade subjects in English, Maths, Computing, Home Economics and Modern Studies. The school reports that Thomas has been working very well in school.

I understand that Thomas wants to stay at Kerelaw. However, now that he has completed his secondary schooling it would seem appropriate for him to return to Fife. A number of college options would be available for him in Fife. I understand that he is interested in catering. He has recently met with the Careers Service at Kerelaw, but contact with the Careers Service in Fife would be a priority to enable Thomas to discuss fully the different options that are available to him now that he has completed his secondary schooling.

I am willing to be involved in planning meetings in Fife for Thomas to discuss his options.

I am sorry but due to the change of meeting time I am not able to attend Thomas's Child Care Review on 6th June 2002.


Lyndsey Oliver
Educational Psychologist

Cc Thomas Edgar
Mrs Edgar
Mr Terry Wilson, Kerelaw School
Ms Andrea Nairn, SWS, Kirkcaldy

Looking After Children in Scotland:**Good Parenting/Good Outcomes****REVIEW OF THE CARE PLAN****PART 2****Carers'/Key Worker's Report**

Name of child/young person

Thomas Edgar

Current Placement Address

BRUCE UNIT, SECURE.
KERELAW SCHOOL

Date of Review:

7-03-02

1

Please describe what has happened in the child/young person's placement since the last Review. (If this is the first Review, describe what has happened since the child or young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

i) Has there been a change of placement? If yes, describe the circumstances and the effects on the child/young person?

Change of Placement

No change of Placement

ii) Have there been any significant changes within the current placement which have affected the child/young person, e.g. someone arriving or leaving?

Significant Changes

No significant changes.

ADD ADDITIONAL PAGES IF REQUIRED

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998.

iii) What are the child/young person's relationships like with adults and other children/young people in the placement?

Relationships with Adults et

Thomas reacts very well to staff and to other young people within Bruce Unit.
Teaching staff relay same information

iv) Does the child/young person understand and accept the rules and guidance provided by staff/carers? Has s/he been subject to any sanctions? If so, what, how often and with what results?

Rules and Guidance

Thomas adheres to all guidelines from staff within Secure.
He has, since the last review received one V.I. form from classes for penning another young person and receiving marks, as a result, on his arm

v) How does the child/young person spend his/her leisure time? Are there activities s/he would like to be able to do which s/he is not doing?

Leisure Time:

Thomas enjoys the recreation within the unit such as pool, T.T. and gym. He has also been to the gym in the local community and local pool hall. Thomas also enjoyed an organised mountain bike trip.

vi) Are there any concerns about the child/young person's safety either because of his/her own or other people's actions? If yes, describe what will be done to protect him or her?

Concerns Re Safety:

No concerns in this area,
Thomas interacts well with his peers

vii) Does the child/young person feel safe in the placement? If not describe why, and outline what is being done to help him or her feel safer.

Safety in Placement:

Thomas feels safe within his placement. He has voiced no concerns to any staff member or when asked how he is coping with secure placement.

viii) Is the placement appropriate for the child/young person? Is the placement stable, fragile or approaching breakdown? Is a move needed for other reasons, e.g. a time limited placement? If the placement might need to end, what alternative(s) has been considered and what needs to be done to achieve it?

Appropriate Placemen

Within Kerelaw Secure Thomas has not been a management problem. During his stay, Thomas has complied with every aspect and he has been extremely stable. A more appropriate placement is require for Thomas nearer his home and social services to support his needs. He does not meet secure criteria.

ADD ADDITIONAL PAGES IF REQUIRED

2.

Please describe the child/young person's development since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

i) How is the child/young person's health? Has the child/young person had or refused any health assessments or treatment? If the child/young person is disabled, are there any specific needs or issues arising for him/her or you as carer(s)?

Health:

Dental treatment has been undertaken and completed.
Optician has been revisited and Thomas was issued with new glasses.
There are no other medical issues

ii) How is the child/young person progressing in pre-school provision/school/training/college/work? Are there barriers to him/her achieving his/her potential. If so, describe them. Does the child/young person have an education plan. If so, has

Education

Thomas completed his standard exams. He continues to do well at classes. However ~~for~~ as he works his way through different levels it is becoming more evident how many gaps there are in Thomas' education.

iii) What sense does the child/young person have of his/her identity, e.g., concerning gender, disability, sexuality, religion, culture, ethnicity, language, self-worth, knowledge and understanding of own or family circumstances? What is being done to support the child/young person to achieve a positive sense of identity.

Identity

Thomas is very aware of his placement and has taken full advantage of everything offered. Thomas has also been very open with staff members and has freely shared experiences with them. He needs encouraged at many levels to reassure and increase self-worth.

iv) With whom is contact taking place? Is it taking place as often as planned? What effect is it having on the child/young person? What contribution do the parent(s) or people with parental responsibilities make to the child/young person's day to day care?

Contact:

MRS Edgar visits regularly, once a week, according to his leave programme. These visits don't have any effect on Thomas. There are no other form of contact on a regular basis.

v) How does the child/young person relate with members of his/her family? Have there been any changes in these relationships or of family membership. How have these affected the child/young person?

Family and Social Relationships:

Thomas' relationship with his mother is always challenging, argumentative and non-supportive. At times, however, they try to co-operate with each other. Problems seem to arise when the sister is present and she appears to be a very demanding young person for her mother's attention. Therefore Thomas most of the time backs down.

vi) How does the child/young person present him/herself in social situations? What impression does s/he make on other people?

Social Presentation:

Thomas has been out in the community with staff and has always conducted himself in a very positive manner. He is polite and co-operative and very helpful.

vii) Describe the child/young person's behaviour. How is s/he developing emotionally? Have there been changes? If so, give details and possible reasons why you think this happened.

Emotional and Behavioural Development:

On arrival at Kerebau Thomas was a very somber young man. Seldom smiled and kept himself very much to himself. Thomas has changed during his stay. He is more settled, relaxed and gives the impression that he has confidence and trust in the staff members. He interacts well with his peers and causes little concerns.

viii) What self-care skills does the child/young person have? Are there any barriers to the child/ young person achieving appropriate self-care skills? If so, describe them.

Self-Care Skills:

Thomas is skilled in self-care and there are no barriers.

3.

Please describe the child/young person's and his/her family relationships with the social worker since the last Review. (If this is the first Review, describe what happened since the child/young person started to be looked after away from home). If there has been a change of social worker, what effect has this had on the child/young person, his/her family and you as carer(s)? Make sure you record positive developments as well as any problems.

Relationship with Social Worker

Unfortunately, Thomas has not seen his social worker since his last Review; on writing this report. (~~20/2/02~~) Information has been relayed to Andrea Nairn from Kerelaw on a weekly basis

- * Andrea has visited on 20/2/02. [†]
This meeting was very encouraging and productive between Andrea and Keyworker. Andrea was very pleased with Thomas and how open he was during discussion.

Declaration

To be signed by person completing the form.

I have checked this report for accuracy and completeness. (If applicable) The following questions have not been fully completed because:

- * Relationship with Social Worker.
Unable to complete fully because S/W was ill/courses/leave.
- * Emotional and Behavioural Development.
See overleaf.
Report will be ready for Hearing.

Signed:

me:

RACHEL GRAHAM

(BLOCK CAPITALS)

Date:

27-2-02

Designation

R. C. W.

Continuation

Please state question number and section of continuation.

* Emotional and Behavioural Development.

Thomas has attended Anger Management Programme with Kerelaw and reports from the facilitators are very encouraging.

Thomas has been very open during these meetings expressing his relationships with his mother and his father. This has been a very important step for Thomas and it is hoped that this work will be continued.

It is important not to let Thomas return or move on to another placement, without this work being addressed, which would be beneficial to Thomas' development.

**SOCIAL WORK SERVICE**

Our Ref: AN/DF/TEDGAR8

Date: 4th December 2001**COMPOSITE HEARING REPORT**

Concerning

NAME: Thomas Edgar

DATE OF BIRTH: 25.07.1986

HOME ADDRESS: 16 Alison Street, Kirkcaldy

CURRENT ADDRESS: No. 4 Rimpleton Park, Glenrothes

CURRENT LEGAL STATUS: Section 70(3) Children (Scotland) Act 1995
with condition of residence at Oakbank
Residential School.

DATE OF HEARING: Monday 7th December 2001

TIME AND VENUE: 2.15pm – Albany House, Glenrothes

GROUND OF REFERRAL: Review at request of the Local Authority.

REPORT COMPILED BY: Andrea Nairn, Social Worker

Social Work Service East Fergus Place Kirkcaldy Fife, KY11 1XT

MICHAEL SAWYER Head of ServiceTELEPHONE 01592 412424
FACSIMILE 01592 412321
TEXTPHONE 01592 412437

**SOCIAL WORK SERVICE****PART 1 – SECTION 1****HISTORICAL SUMMARY OF AGENCY INVOLVEMENT:****CHRONOLOGY OF INVOLVEMENT WITH CHILD & FAMILY:**

Social Work services have until recently had on/off contact with this family since June 1994 when Mrs Edgar came into Social Work Service seeking advice and assistance regarding Thomas behaviour. Work at this time was done on a voluntary short-term basis.

In January 1995 a referral was received from Dr Coghill consultant psychiatrist requesting social work assistance for Mrs Edgar in dealing with Thomas' behaviour. At this time an educational case conference was held at North Primary School and an auxiliary teacher was made available to support Thomas in class.

Prior to Thomas' move from Edinburgh he was enrolled at Pirniehall Primary School, however, his behaviour deteriorated to such a level that they felt they could no longer manage Thomas and he was transferred to Drylaw School in Edinburgh as a day pupil. Whilst at this school it would appear that Thomas did not display any major difficulties.

A children's hearing was held in February 1996 and at this time a decision was made that Social Work Involvement should continue on a voluntary basis. There was a marked improvement within the family environment and social work involvement ended in April 1996.

Gillian Beattie contacted this department in December 1998 stating that Thomas' behaviour was deteriorating and that he was being excluded from school. The enquiry and information team passed the information to Children and Families Team.

Steven Hatch became involved in working with this family in October 1999. It would appear that over the following year Thomas' behaviour both at home and in school deteriorated to such a degree that it was felt a referral should be made to the Children's Reporter. Dr Dunne consultant psychiatrist who Thomas refuses to see although Mrs Edgar maintained contact with him also made a referral to the Children's Reporter.

On 6th March 2000, Thomas attended a Children's Hearing. The decision of that hearing was that Thomas should remain on a Supervision Order and residential placement should be found for Thomas even if that

accommodation is outwith Fife.

On 6th March 2000, Thomas was placed at No. 4 Rimbleton Park, Glenrothes and he has been resident there since.

Thomas appeared at a Children's Hearing on the 19th January 2001. His case was continued until 6th April 2001 for Boarding Out Reports. However this proved unnecessary as Thomas' placement with his grandparents broke down.

On the 6th April 2001 the grounds of referral included seven offences. The Social Work recommendation that Thomas remain at No. 4 in terms of Section 70 Children (Scotland) Act 1995 was ratified by the Panel.

The case was continued until the 4th June 2001. Thomas was made subject to a Section 66 warrant with secure condition.

A secure placement was available at Kerelaw. However, on the 22nd June 2001 Thomas appeared again at a Children's Hearing, but the panel made the decision for Thomas to return to No4 on condition that he attended SACRO. An early review was agreed.

On the 24th July 2001 Thomas appeared at a Children's Hearing in terms of continued consideration of the SACRO application.

On the 29th August 2001 Thomas was made subject to S70 Children (Scotland) Act 1995 with a condition of residence at No. 4 Rimbleton Park. The supervision requirement also included a condition that Thomas attended the SACRO Personal Change Programme due to his offending behaviour and the fact that Thomas had been charged with assault against 2 shop workers using a scalpel.

Finally on the 5th November 2001, Thomas appeared at a Children's Hearing following a breakdown in his placement at No4 Rimbleton Park due to an assault against 3 staff members. He was made subject to Section 70 Children (Scotland) Act 1995 with condition of residence at Oakbank School, Aberdeen.

**SOCIAL WORK SERVICE****PART 2****BASIS OF REPORT:**

This report is based on regular and ongoing contact with Thomas and his family since allocation on the 11th October 2000. Regular liaison with education staff and No. 4 Rimpleton Park has also assisted in the completion of this report. Discussion has also taken place with Jim Wilson, SACRO. Departmental records have been referred to. Liaison between myself and Oakbank School, Aberdeen has also taken place.

CURRENT FAMILY COMPOSITION:

Name:	Relationship:	DOB:	Address:
Margaret Edgar	Mother		16 Alison Street, Kirkcaldy
Debbie Edgar	Sister	13	16 Alison Street, Kirkcaldy
Thomas Edgar	Subject	25/7/86	16 Alison Street, Kirkcaldy

RECENT EVENTS:

Following a hearing on the 29th August 2001 Thomas returned to No.4 Rimpleton Park, Glenrothes.

During the following 2/3 months Thomas' behaviour at No.4 fluctuated to quite an extent. Thomas can apparently be very accommodating with other young people in the unit but by extension he can also lash out causing fear and alarm.

I have been made aware that Thomas willingly took guidance from certain staff members at No. 4 but this was dependent on whether he had built up a trusting relationship with them. At times when Thomas feels threatened, he can be particularly intimidating towards staff.

On the 18th October 2001 Thomas was challenged by staff members at No. 4 when he attempted to bully another resident. This led to Thomas becoming very aggressive and when 3 staff members attempted to regain control by restraining him he assaulted them. He bit one of them in 4 places, kicked another in the chest and the other man received a kick to the stomach.

Staff were of the opinion that Thomas' placement at No. 4 was no longer tenable and he went on extended home leave to his mother's home.

This breakdown at No4 led to a Children's Hearing on the 5th November 2001 at which point Thomas was made subject to Section 70 Children (Scotland) Act 1995 with condition of residence at Oakbank School, Aberdeen.

Thomas was admitted to Oakbank School on Monday 12th November 2001. According to staff there Thomas settled very quickly and was given home leave for the weekend of the 24th/25th November 2001.

This placement however broke down on Tuesday 27th November 2001 after Thomas was charged with assault against three staff members. One of the staff members has alleged that Thomas attempted to strangle her. It was also apparently the belief of the staff at Oakbank that this was a premeditated attack by Thomas and 2 other male residents.

THOMAS' ATTITUDE:

Thomas has stated that he ended up assaulting the 3 staff members in Oakbank school after he observed them attempting to restrain one of his peers. He denies that this was a pre-meditated attack and he is annoyed at being excluded permanently.

Unfortunately, Thomas has shown no remorse and is not co-operating with Social Work. Thomas at the moments is in control of his situation and according to his mother he has been out over the weekend misusing drugs.

HEALTH:

Thomas generally is in good health. However, I am aware that he requires a dental check up and a new pair of glasses.

EDUCATION:

Thomas was on track to sit 4 standard grades and I have been led to believe that he did relatively well during the short time he spent in Oakbank School.

FAMILY RELATIONSHIPS:

The relationship between Thomas and his mother has improved considerably over the past year. Mrs Edgar however has no control whatsoever over her son's behaviour. She has informed me that Thomas has been staying out overnight recently and she believes he has been misusing substances, including solvents.

RESOURCES:

It is the opinion of the Social Work Service that Thomas requires a secure placement as he is placing others at an unacceptable level of risk.

Unfortunately, I have been unable to obtain a secure placement. Radical Services have met with Thomas and are willing to accept him on a 28 day

programme. This is a residential outdoor project, which offers activities such as climbing, canoeing, abseiling etc. To date however I have been unable to persuade Thomas to co-operate with staff from Radical.

SOCIAL WORK PLAN:

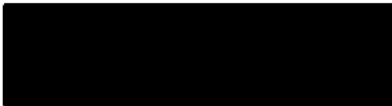
1. A secure placement to be sought for Thomas.
2. Thomas to be made subject to a place of safety at today's Hearing.
3. Thomas to go on the Radical Programme at least until a secure placement is available.

CONCLUSION & RECOMMENDATION:

In my opinion Thomas appeared happy and perhaps a little too relaxed about his placement at Oakbank School. It is highly likely that Thomas was seeking popularity when he attempted to assist one of his peers from being restrained by staff at Oakbank. What is however more alarming is the complete lack of remorse from Thomas or concern for what lies ahead in the future.

Thomas has been involved in three serious incidents over the past 6 months, all involving Thomas assaulting adults who have authority. I believe that Thomas will continue to be a risk to others in the event that he has choices and freedom. It is necessary therefore that a secure placement be sought for Thomas as a means to regaining some control over his behaviour and addressing his deep rooted anger.

Meanwhile it is my recommendation at today's hearing that Thomas be made subject to a place of safety. This will hopefully enable us to place Thomas with Radical Services for a period whilst a secure placement is established.


Andrea Nairn
Social Worker
Children and Families (2)

Lesley Stevenson
Team Leader
Children and Families (2)

**SOCIAL WORK SERVICE****Direct Line:** 412569**Our Ref:** AN/DF**Your Ref:****Date:** 14th March 2002

Gordon Frew
Kerelaw Residential School
Stevenson
Ayrshire

Dear Mr Frew,

RE: Thomas Edgar, D.O.B: 25/07/1986

I am writing to confirm that Thomas Edgar requires a Residential Placement, which will offer him care and enable him to sit three Standard Grades.

Thomas is eager to return to Fife and I would anticipate that his Supervision Order will be terminated in July 2002 and this will enable Thomas to make choices about his future.

I have made a referral for Throughcare Service and a Social Worker will link in with Thomas in the near future and support him on his return to Fife

Yours sincerely


Andrea Nairn
Social Worker
Children & Families Team 2

Social Work Service East Fergus Place Kirkcaldy Fife KY1 1XT

MICHAEL SAWYER Head of Service

TELEPHONE 01592 412424
FACSIMILE 01592 412321
TEXTPHONE 01592 412437



Please reply to:

46

Who Cares? Scotland
West Bridge Mill
Bridge Street
Kirkcaldy KY1 1TE

5 February 2002

Thomas Edgar
Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire KA20 4JY

Dear Thomas

I'm the Who Cares? worker for Fife and I've enclosed a leaflet about Who Cares? and the work we do.

I hope that this is of some use to you. If you have any questions about the leaflet or you feel I can help you in any way, please feel free to contact me.

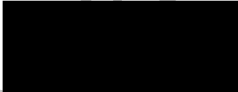
My telephone numbers are:

Office: 01592 265294

Mobile: 07712 872 096

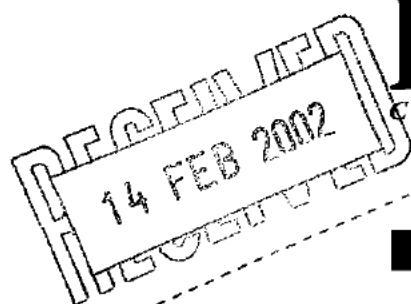
Both these numbers have a voice-mail service.

Kind regards


Steven Griffin
Young Person's Worker

National Office: Oswald Chambers, 5 Oswald Street, Glasgow G1 4QR Tel: 0141 400 6363 Fax: 0141 400 6393
Website: www.who-cares.org e-mail: who.cares.scotland@zetnet.co.uk
Sub Office: 11 Castle Street, Dundee DD1 3AA Tel: 01382 605515 Fax: 01382 605520
e-mail: whocaresdundee@netscapeonline.co.uk

A company limited by guarantee registered in Scotland no. 173232 Scottish Charity no. SC026076


SOCIAL WORK SERVICE

Ms Pauline Smith
Residential Manager
Kerelaw Secure Unit
Kerelaw Road
STEVENSTON
Ayrshire

Direct Line: 01592 412400

Ref: JT/AS/Edgar

Date: 12th February 2002

Dear Ms Smith

Re - Thomas Edgar - 25.07.86

A Child Care Review in terms of Section 31 of the Children (Scotland) Act 1995 will take place on 7th March 2002 at 11.30 am at Kerelaw Secure Unit. Please complete all sections of the enclosed report and return this to the Reviewing Officer by 28th February 2002 at the latest. Please share the content of the report with Thomas prior to the Review.

Please confirm attendance of the key worker and, if appropriate, the Unit Manager at the Review.

Many thanks.

Yours sincerely

[Redacted signature]

Jane Turk
Reviewing Officer

Enc

*Posted 1st Class
27-2-02*

**SOCIAL WORK SERVICE****Direct Line: 412569****Our Ref: AN/DF****Your Ref:****Date: 14th March 2002**

Gordon Frew
Kerelaw Residential School
Stevenson
Ayrshire

Dear Mr Frew,

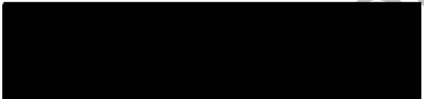
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I have made a referral for Throughcare Service and a Social Worker will link in with Thomas in the near future and support him on his return to Fife

Yours sincerely


Andrea Nairn
Social Worker
Children & Families Team 2

Social Work Service East Fergus Place Kirkcaldy Fife KY1 1XT

MICHAEL SAWYER Head of Service

TELEPHONE 01592 412424

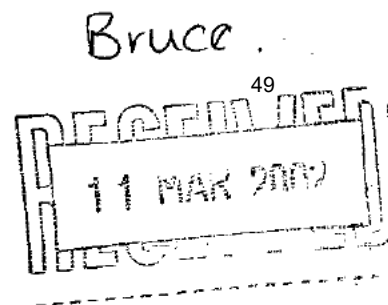
FACSIMILE 01592 412321

TEXTPHONE 01592 412437



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION



8 March 2002

Head of School
Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire KA20 4JY

Authority Reporter
Fife
Stuart Lynch

If calling please ask for:
Alex Miller

Telephone:
01592 414919

Dear Sir

Notification of Hearing and request for report by 14/03/2002

Please note that a children's hearing will take place for Thomas Edgar, (25.7.86), 16 Alison Street, Kirkcaldy

on Tuesday 19/03/2002
at 11:00am
at The Reporter's Department, Albany House, 3 North Street, Glenrothes, KY7 5NA

The hearing will review Thomas's supervision requirement because the condition of liability to be detained in secure accommodation is due to expire.

I have sent notification to David in a separate envelope.

I look forward to receiving your report in due course.

You or a representative from Kerelaw are invited to attend the hearing.

Yours sincerely

 Alex Miller
Reporter

**SOCIAL WORK SERVICE**

Thomas Edgar
Kerelaw
Stevenson
Ayrshire

Direct Line: 01592 412800
Your Ref:
Our Ref: JP/MP
Date: 13 June 2002

Dear Thomas

I was sorry to hear that we couldn't meet in Kirkcaldy on Tuesday, but I wanted to update you on progress made so far.

I have spoken to Matthew Ritchie, Community Education Worker for Link-Up Fife about activities you could become involved in over the holidays. Mathew has advised me that he will be holding a Group Leaders Course in the near future. This takes place in Fife Institute, Glenrothes and transport could be arranged to take you there. He was really interested to hear about your swimming and canoeing abilities, but needs to find out more information regarding the level you have achieved so far.

I would like to meet with you to discuss this matter further on Tuesday 18 June 2002 at 3.15pm in your home.

If this is not suitable, please call me to arrange another appointment, otherwise, I will see you on Tuesday.

Yours Sincerely

Jackie Pycroft
Social Worker
Throughcare Team

It is essential that the child/young person's PIN NO is recorded.

Pin No:

145167

Looking After Children in Scotland

Good Parenting, Good Outcomes

ESSENTIAL BACKGROUND RECORD

- 5 APR 2002

Wherever possible, the Essential Background Record should be completed before a child/young person is first looked after away from home by a local authority. In the case of an emergency admission, it should be completed as soon as practicable thereafter. It should be updated regularly and checked for accuracy before each review. If there are many changes a new Essential Background Record should be completed. The top copy is for the child/young person's file. A copy should be sent to the residential worker or foster carer.

This form is particularly designed to be used with a child or young person looked after away from home by a local authority, but can be used more widely.

Personal Details

When recording the child/young person's forename(s) and family name, please state the names recorded on his/her birth certificate. If the child/young person is known by a different name(s) also record this name(s).

1.	Forename(s)	Thomas
	Family name	Edgar
	Known as	
2.	Gender	Male ☒ Female ☐
3.	Date of Birth	25/07/1986
4.	Date this form first completed	25/03/2002
	Date of latest update	
5.	Where is the birth certificate held?	Mother
	Please tick if the certificate has been seen by a social worker	☐
	Where born (If Known, please state the name and address of the hospital, or address if a home birth)	Grimsby
6.	Nationality	White British
	Please give details of immigration status if applicable	
	Asylum Seeking	☐ Exceptional leave to return ☐
	Refugee Status	☐
	Home Office Registration Number	

Local authorities that have accepted children who are refugees must ensure that they visit the Home Office with an interpreter, a social worker and a solicitor as soon as possible after their arrival in the United Kingdom. Local authorities will need to keep records of Home Office registration numbers in order to prove the child/young person's existence for the purpose of claiming government grants.

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998.

Looking After Children

ESSENTIAL BACKGROUND RECORD

Legal and Protection Issues/History

7. Record of changes to the child/young person's legal status

NOTES FOR COMPLETION

This record should be established when the child starts to be looked after away from home, but should retrospectively outline, in chronological order, any previous legal orders.

Please list both the statutory reason for the child/young person being looked after and any other legal orders, e.g., a Section 11 parental responsibilities order. For any legal status that was in force prior to the implementation of the Children (Scotland) Act 1995 on 1 April 1997 please give a brief description and state the Section, and the Act, which applied. For any legal status that commenced after 1 April 1997, please consult the chart opposite.

Occasionally the child/young person might be subject to two concurrent looking after status, e.g., be subject to a CPO under S.57 of The Children (Scotland) Act 1995 whilst at the same time being subject of a home supervision requirement under S.70. It should, however, be apparent from the dates which status has taken precedence over the other.

Date Legal Status Began	Date Legal Status Ended	Act	Section	Description	Category	Reason for Status Ending, eg, Child went home
06/03/2000	05/11/2001	(C(S)A95)	S.70 3 (a)	Residential Placement at No 4 Rimpleton Park	Open Unit	Placement broke down due to violence against staff member.
05/11/2001	07/12/2001	(C(S)A95)	S.70(9)a	Residential School at Oakbank, Aberdeen	Open Unit	Placement broke down due to violence against staff member.
07/12/2001	28/12/2001	(C(S)A95)	S.66	Kerelaw Secure Unit	Secure accommodation	Return to Hearing following 22 days.
28/12/2001	19/03/2002	(C(S)A95)	S.70(9)b	Kerelaw Secure Unit	Secure accommodation	Hearing decision
19/03/2002		(C(S)A95)	S.70(9)a	Residential School	Open Unit	

Looking After Children

ESSENTIAL BACKGROUND RECORD

Categorisation of Legal Status

When completing the chart opposite for a child/young person who started to be looked after, on or after 1 April, 1997 or whose looked after status changed on or after 1 April, 1997, please categorise using the following chart. Always state a category from each column, e.g., C(S)A 95, S.57 Child Protection Order (8 Days), child protection measure. The category in the final column should be the same as that recorded in the Essential Core Record and Placement Agreement, Question 17.

Act	Section	Description	Category
The Children (Scotland) Act 1995 (C(S)A95)	S. 25	Child accommodated full time Child accommodated in a series of short term placements (Reg. 17)	Accommodated Under Section 25
	S. 86	-	Parental Responsibilities Order
	S. 70	Compulsory Supervision Requirement	Supervision Requirement at Home
	S. 70 S. 72(1)	Supervision Requirement with condition of residence Transfer of child subject to Supervision Requirement	Supervision Requirement away from home (excluding residential accommodation)
	S. 70 S. 72(1)	Supervision Requirement with condition of residence Transfer of child subject to Supervision Requirement	Supervision Requirement away from home (residential but excluding secure)
	S. 70(9) b	Supervision Requirement with condition of residence in secure accommodation	Supervision Requirement away from home with a secure condition
	S. 73(9)	Residential or secure condition imposed by review hearing	
	S. 75 Powers	Placement of child in secure accommodation	
	Secure Accom. Regs. 6 and 7	Placement of child in secure accommodation	
	S. 55	Child Assessment Order (7 Days)	Child protection measure
	S. 57	Child Protection Order (8 Days)	
	S. 61	Emergency Protection where CP Order not available	
	S. 45(4) and 5	Hearing warrants (7 Days)	Warrant
	S. 63(5)	Child detained by police	
	S. 66	Child detained under hearing warrant (22 Days)	
	S. 67	Extension of hearing warrant (further 22 Days)	
	S. 68	Warrant to hold child whilst grounds established (14 Days)	
	S. 69	Warrant to hold child for further investigation (22 Days)	
The Criminal Procedure (Scotland) Act 1995 (CP(S)A95)	S. 205(2)	Detention following a conviction for murder	Criminal court provision
	S. 208	Detention of child convicted of an indictment	
	S. 216(7)	Failure to pay a fine, maximum detention 1 month	
	S. 44(1)	Detention in residential accommodation	
	S. 43(4)	Detention of child (unruly certificate)	
Adoption (Scotland) Act 1978 (A(S)A78)	S. 51	Detention of child by the court (incl. unruly certificate)	Freed for Adoption
	S. 18	Freeing Order	
Other, e.g. Statute from England and Wales or Northern Ireland. Please State Statute.	S. 30	Return of child to the local authority	Other
	State Section	Describe effect	

Looking After Children

ESSENTIAL BACKGROUND RECORD

8. Is/was the child/young person's name on the Child Protection Register?

Yes ☐ No ☒

If yes, please give the following details

Current Registration

Categories :
physical injury,
physical neglect,
emotional abuse,
sexual abuse,
failure to thrive

Previous Registration

9. Are any other members of the child/young person's family or immediate household on the Child Protection Register ?

Yes ☐ No ☒

If yes, what, if any, are the implications for this child/young person, e.g., in relation to rehabilitation?

Implications

**Looking After Children
Placement History**

ESSENTIAL BACKGROUND RECORD

10.

Please record all placements since child/young person first looked after away from home.

Name of Carer should be foster carer/residential care worker/unit manager/relative/friend.

Where a looked after child/young person has both a main and a respite and/or holiday placement, record both/all.

Placement type: Please use the following: with friends/relatives; with foster carers; with prospective adopters; other community (specify); local authority home; voluntary home; residential school; secure accommodation; other residential (specify).

Began	Ended	Name of Carer(s) and address	Tick if respite/holiday placement	Placement Type	Reason for Leaving	Planned End	
						Yes	No
06/03/2001	05/11/2001	No. 4 Rimbleton Park, Glenrothes	☐	Open Residential Unit	Violence against staff	☐	☒
05/11/2001	07/12/2001	Oakbank Residential School, Aberdeen	☐	Residential School	Violence against staff	☐	☒
07/12/2001	19/03/2002	Kerelaw Secure Unit	☐	Secure Accommodation	Decision of hearing	☒	☐
19/03/2002		Kerelaw Residential School	☐	Residential School		☐	☐

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ESSENTIAL BACKGROUND RECORD

The NHS number is allocated by the Registrar General for Scotland when the child's birth in Scotland is registered.

The Community Health Index (CHI) number is a unique health service number under which a person's health records are stored in primary care and some hospitals. The CHI number is the one used on the Personal Child Health Record (PCHR).

Check with the child/young person's health board, as there may be local variations for some immunisations. They will also be able to tell you if any subsequent changes have been made to this table.

(1) Hib is the immunisation against a number of infections, caused by the bacteria *Haemophilus influenzae* type b, that include meningitis. If the child has not yet received Hib immunisation before one year of age, a single dose of Hib may be given between one and four years.

(2) If not yet given.

(3) Not necessary if Measles/ Mumps/ Rubella already given.

(4) BCG is the immunisation against tuberculosis. In some Health Boards, it is only administered to people who are considered to be at particular risk.

HEALTH

11.

Child/young person's NHS number

ELBXS188

Where is the NHS Card kept?

At mothers home.

12.

Child/young person's CHI Number

13.

If applicable, who holds the Personal Child Health Record (PCHR)

If PCHR not available, who is taking responsibility for checking health information?

14.

Immunisation due

Given?

At two months

Diphtheria/Tetanus/Whooping Cough

Yes ☒ No ☐

At two months

Poliomyelitis

Yes ☒ No ☐

At two months

Hib

Yes ☒ No ☐

At three months

Diphtheria/Tetanus/Whooping Cough

Yes ☒ No ☐

At three months

Poliomyelitis

Yes ☒ No ☐

At three months

Hib

Yes ☒ No ☐

At four months

Diphtheria/Tetanus/Whooping Cough

Yes ☒ No ☐

At four months

Poliomyelitis

Yes ☒ No ☐

At four months

Hib

Yes ☒ No ☐

Between 12 and 18 months

Measles/Mumps/Rubella

Yes ☒ No ☐

Between 4 and 5 years

Diphtheria/Tetanus/Poliomyelitis

Yes ☒ No ☐

Between 4 and 5 years

Measles/Mumps/Rubella(2)

Yes ☒ No ☐

Between 10 and 14 years

Rubella (3)

Yes ☐ No ☐

Between 10 and 14 years

BCG(4)

Yes ☒ No ☐

Between 15 and 18 years

Tetanus and Poliomyelitis

Yes ☐ No ☒

Looking After Children

ESSENTIAL BACKGROUND RECORD

Check with Health Board e.g., Neonatal BCG, Hepatitis B or any other.

15.

Has the child/young person had any other immunisations?

Yes ☐ No ☐

If yes, please specify, and state if due to exposure to particular health risks.

16.

Please indicate medical, or other reasons for any immunisations omitted, e.g. health condition, religious reason.

WHERE TREATED: If in hospital or a clinic, give the name of the department as well as the name of the hospital/clinic and the place where the hospital/clinic is located.

17.

Has the child/young person had any significant accidents, injuries, illnesses or operations during his/her life? If yes, please give details.

Significant Accidents

Year	Where Treated	Reason	Consultant/Doctor if known
1987	Grimsby Hospital	Groin operation	Unknown
1989	Grimsby Hospital	Eye operation to correct squint.	Unknown
1999	Victoria Hospital	Nose cotterised	Unknown

Looking After Children

ESSENTIAL BACKGROUND RECORD

Education

The PPR (Pupils Progress Record) is normally held at his/her current school and will contain much of the information required for this section.

Please list all formal educational provision made for the child/young person. As well as schools attended, include nursery and pre-school provision and periods of home tuition.

23. Where is the child/young person's PPR held?:

Kerelaw Secure Accommodation.

24. Education provided and schools attended.

From	To	Name and Address of School/Provision	Type eg, Primary	Reason for Leaving
1990	1991	West Primary School, Grimsby	Primary	Family moved to Scotland
1991	1991	North Primary School	Primary	Family moved to Edinburgh
1991	1992	Pimiehall	Primary	Permanently excluded
1992	1993	Drylaw	Primary	Family moved to Fife
1993	1995	North Primary School	Primary	Family moved house
1995	1997	West Primary School, Kirkcaldy	Primary	Family moved house
1997	1998	Balwearie High School	High School	Excluded permanently
1998	1999	Boreland	Off Campus	Planned Move

1999	2001	The Bridges		Move to Residential School
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9.

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Looking After Children

ESSENTIAL BACKGROUND RECORD

25. Have there been any significant periods of non-attendance at school for the child/young person?Yes ☐ No ☐

If yes, please give details.

Date(s)	School	Reason for non-attendance e.g., extended illness, refusal to attend, exclusion
1998	Balwearie High School	Refused to attend

Attainments for children/young people aged 5 - 14 are measured from Level A in early primary to level F in S2. Please indicate level child/young person has achieved. If a child has not yet attained level A, tick -A.

26. What is the child/young person's current level of attainment within the curriculum?

5 - 14	-A	A	B	C	D	E	F
Reading	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐	☐	☐

27. Is the young person working towards or has s/he achieved any of the following qualifications?

Full details of the qualifications a young person is working towards or has achieved should be obtained from his/her school.

Standard Grade

Subject	Foundation	General	Credit	Date Award Achieved
1: English	☒	☒	☐	1
2: Maths	☒	☒	☐	2
3: Computing	☒	☒	☐	3
4:	☐	☐	☐	4
5:	☐	☐	☐	5
6:	☐	☐	☐	6
7:	☐	☐	☐	7
8:	☐	☐	☐	8

Looking After Children

ESSENTIAL BACKGROUND RECORD

Other Qualifications

Tick if working towards
qualificationDate award
achieved

National Certificate Modules

☐

1

Short Courses

☐

2

SCE Highers

☐

3

National Courses*

Intermediate 1

☐

4

Intermediate 2

☐

5

Higher

☐

6

Advanced Higher

☐

7

National Units*

Access 1

☐

8

Access 2

☐

9

Access 3

☐

10

Intermediate 1

☐

11

Intermediate 2

☐

12

Higher

☐

13

Advanced Higher

☐

14

Group Awards

(e.g., GSVQ's, SGAs*)

☐

15

Is the young person working towards or has s/he achieved any other qualification(s)/award(s) not described above?
(e.g., Duke of Edinburgh Award, Young Enterprise)
Qualifications

28.

Has the school arranged an Individualised Educational Programme for this child/young person ?

Yes ☐ No ☐

If yes, please give brief details:

Individualised Educational Programmes (IEPs) are written plans outlining the steps to be taken to enable children/young people with special educational needs to achieve specified targets.

Looking After Children

ESSENTIAL BACKGROUND RECORD

Where an education authority believes that a child or young person has pronounced, specific or complex special educational needs which require continuing review, it will institute a statutory process of observation and assessment. This may lead to the opening of a Record of Needs. Education authorities are required to consider what provision would benefit recorded pupils after they cease to be of school age. A Future Needs Assessment is carried out on such pupils commencing two years before the young person ceases to be of school age.

Please include any courses that the young person has begun and not yet completed. With employment, please include any work-experience, voluntary work and part-time employment.

If a National Insurance number is not received by 15 year 6 months, steps should be taken to obtain one.

Please include periods of unemployment.

29. Does the child/young person have a Record of Needs?

- Yes ☐ Statutory assessment only ☐
 Pending ☐ No, previous record discontinued ☐
 No ☒

If yes, date completed:

For children and young people aged 14 and over with a Record of Needs, has a Future Needs Assessment been carried out?

- Yes ☐ No ☒ Pending ☐

If yes, date completed:

30. Other non-qualifying courses and training undertaken, and/or employment undertaken during school, or outwith school hours.

31. Is the child/young person involved in sport, music, drama etc? Please give details.

Previously played the keyboard.

32. Who holds the young person's Record of Achievement?

33. Young person's National Insurance number?:

34. What employment/training/further or higher education has the young person undertaken since leaving school?

Looking After Children

ESSENTIAL BACKGROUND RECORD

Professional Contacts

35.

Please list all professional contacts except those already recorded in the Essential Core Record, (ie., G.P., health visitor and school).

e.g., community medical officer, paediatrician, child or adolescent psychiatrist/psychologist, mental health officer, education social worker, dentist, optician, speech therapist.

Name	Occupation	Address	Postcode	Telephone (inc STD Code):
Jane Turk	Reviewing Officer	St Olaf's, East Albert Road, Kirkcaldy		01592412400
Lesley Stevenson	Team Manager	East Fergus Place Kirkcaldy	KY1 1XT	01592 412424
Lyndsey Oliver	Educational Psychologist	Matthew Street Kirkcaldy	KY2 5AT	01592412500

Looking After Children

ESSENTIAL BACKGROUND RECORD

- 36.** I have checked this Essential Background Record form for accuracy and completeness. (If applicable). The following questions have not been fully completed because:-

Wherever this form is substantially updated, the Social Worker should re-check its accuracy and completeness and should complete Question 36 once again.

To be signed by Social Worker

Signed

Name: ANDREA NAIRN

(BLOCK CAPITALS)

Date:

28/03/2002

Designation:

SOCIAL WORKER

KERELAW SCHOOL
Individual Educational Programme

Name: Thomas Edgar

Unit: Fleming

Date: 6/6/02

20260721-DP8595106-BIRT-PRIVATE

Kerelaw School
Educational Report

66

Subject: P.E.	Date of Report: 4/6/02	Class: F								
Pupil: Thomas Edgar		Unit: Fleming								
Long Term Targets - Higher Still Access 2 1. Thomas will arrive at class on time. 2. Thomas will wear activity appropriate kit to P.E. 3. Thomas will perform activity appropriate warm up. 4. Thomas will listen to and follow instructions.										
Short Term Targets <table style="width: 100%; border: none;"><tr><td style="width: 80%;">1. Thomas can demonstrate little gain, travel or cast during a 10 bounce routine.</td><td style="width: 20%; text-align: right;">0</td></tr><tr><td>2. Thomas can perform a 10 move routine.</td><td style="text-align: right;">1</td></tr><tr><td>3. Thomas can perform a roller or a cradle.</td><td style="text-align: right;">1</td></tr><tr><td>4. Thomas can perform a front or a back somersault.</td><td style="text-align: right;">1</td></tr></table>			1. Thomas can demonstrate little gain, travel or cast during a 10 bounce routine.	0	2. Thomas can perform a 10 move routine.	1	3. Thomas can perform a roller or a cradle.	1	4. Thomas can perform a front or a back somersault.	1
1. Thomas can demonstrate little gain, travel or cast during a 10 bounce routine.	0									
2. Thomas can perform a 10 move routine.	1									
3. Thomas can perform a roller or a cradle.	1									
4. Thomas can perform a front or a back somersault.	1									
Behaviour Thomas is always well behaved in P.E. lessons.										
Attitude Always positive. Thomas is a mature likeable pupil with a good sense of humour and firm understanding of boundaries and safety issues.										
Effort Good. Thomas always participates in lesson activity.										
Next Steps To continue working towards presentation in Higher Still Access 2 cluster.										

Kerelaw School
Educational Report

67

Subject: PSE

Date of Report: 4/6/02

Class: F

Pupil: Thomas Edgar

Unit: Fleming

Long Term Targets

1. Thomas will complete personal relationships (Topic 2).
2. Thomas will complete Social Awareness (Topic 3).
3. Thomas will complete participating in a community activity (Access 2).

Short Term Targets

1. Thomas will express an opinion on at least 3 legal and 3 illegal drugs through class discussion and will differentiate between fact and opinion on those drugs by researching evidence from supplied literature. 1
2. Thomas will learn to recognise and accept personal strengths and weaknesses and accept how others perceive us - through working with a class partner. 0
3. Thomas will contribute positively to class discussion and express an opinion on 'understanding authority' 'understanding changing relationships' and 'understanding the value of self discipline'. 1
4. Thomas will through small group debate discuss the motions: 'my friends influence me more than my parents' and 'people behave less responsibly when in groups'. 0

Behaviour

Thomas is usually pleasant, mannerly and well behaved in this class.

Attitude

Personable young man who is keen to please and quietly goes about his own business.

Effort

Thomas has only achieved two targets due to lack of time (opting for alternative classes) p.m.

Next Steps

If returning to school - work towards achieving remaining short and long term targets.

Kerelaw School
Educational Report

68

Subject: Computing

Date of Report: 4/6/02

Class: F

Pupil: Thomas Edgar

Unit: Fleming

Long Term Targets

Short Term Targets

- | | |
|--|---|
| 1. Thomas will use word processing software. | 1 |
| 2. Thomas will use numerical software. | 0 |
| 3. Thomas will use graphics software. | 1 |
| 4. Thomas will use database software. | 0 |

Behaviour

Thomas has been fairly well behaved since he arrived.

Attitude

Thomas seems to have a good attitude to using the computer.

Effort

Thomas puts in a lot of effort into using the computer and is producing good results.

Next Steps

To finish the Access 3 course.

Kerelaw School
Educational Report

69

Subject: Home Economics

Date of Report: 4/6/02

Class: F

Pupil: Thomas Edgar

Unit: Fleming

Long Term Targets

1. Thomas will complete Introduction to Food Preparation Techniques.
2. Thomas will sit Standard Grade Home Economics exam.
3. Thomas will comply with health and safety procedures.
4. Thomas will learn a variety of food preparation techniques, peel, slice, cut, mix, cream, whisk, pipe, shape, roll out and grate.

Short Term Targets

1. Thomas will complete LO 3 - matching exercise.
2. Thomas will complete five different practical tasks.
3. Thomas will sit the Standard Grade exam.
4. Thomas will complete the practical exams.

0

1

1

1

Behaviour

Thomas behaves very well in class and conforms to the classroom code of conduct. An extremely well mannered pupil with a mature attitude.

Attitude

Thomas always has a very positive attitude in class. He is pleasant and co-operative. Thomas can be supportive and has the ability to distance himself from negative behaviour displayed by his peer group.

Effort

Thomas applies maximum effort when completing practical and written tasks. Has sound knowledge of kitchen hygiene and food safety procedures.

Next Steps

Thomas applied himself fully towards written tasks in order to prepare himself for the Standard Grade exam. Thomas has to finish the final part of the necessary assessment to complete the Higher Still Unit at Intermediate 1: Introduction to Food Preparation Techniques.
Hopefully Thomas will progress to further education as he has the ability to be successful.

Kerelaw School
Educational Report

70

Subject: Science

Date of Report: 4/6/02

Class: F

Pupil: Thomas Edgar

Unit: Fleming

Long Term Targets

Short Term Targets

- | | |
|--|---|
| 1. Thomas will go over Foundation and General problem solving. | 1 |
| 2. Thomas will go over Foundation and General knowledge and understanding. | 1 |
| 3. Thomas will complete Intermediate 1 Biology Health and Technology Health section. | 0 |

Behaviour

Very good. Thomas has always behaved himself in a way that is an example to others. Pleasant boy who can relate well to adults and his peer group.

Attitude

Very good, both to his education and in his interactions with others.

Effort

Thomas works for a whole period and tries to apply himself to the best of his ability. Thomas has felt he has a point to prove as he had no practical abilities mark but still wanted to sit the exam. In the last few months he has worked really hard to accomplish this.

Next Steps

For Thomas to carry on with his education either in Kerelaw or at college.

Kerelaw School
Educational Report

71

Subject: Modern Studies	Date of Report: 4/6/02	Class: F
Pupil: Thomas Edgar		Unit: Fleming
Long Term Targets - Higher Still/Access 3		
Short Term Targets 1. Thomas will complete the American People. 2. Thomas will complete the American Dream. 3. Thomas will complete the American Reality. 4. Thomas will complete the constitution and government.		
Behaviour Thomas's behaviour is very positive.		
Attitude Very positive attitude to class.		
Effort Thomas works well in Modern Studies.		
Next Steps To complete Standard Grade exams and think about further education.		

Kerelaw School
Educational Report

72

Subject: Maths

Date of Report: 4/6/02

Class: F

Pupil: Thomas Edgar

Unit: Fleming

Long Term Targets

Short Term Targets

1. Thomas sat General Standard Grade exam. 1

Behaviour

Thomas is always well behaved. Thomas is very polite and is always pleasant.

Attitude

Thomas has a very positive attitude to school in general, and Maths in particular. He is very keen to do well.

Effort

Thomas is a very hard worker and usually works well for the full period.

Next Steps

To continue to work hard.

Kerelaw School
Educational Report

73

Subject: English

Date of Report: 4/6/02

Class: F

Pupil: Thomas Edgar

Unit: Fleming

Long Term Targets

- | | |
|---|---|
| 1. Thomas will be familiar with format of examination using past papers. | 1 |
| 2. Thomas will practise reviewing films, prose and poetry in preparation for folio. | |
| 3. Thomas will read a variety of prose and poetry. | 1 |
| 4. Thomas will fully complete folio for submission in March 2001. | 1 |
| 5. Thomas will sit Standard Grade examination. | |

Short Term Targets

- | | |
|--|---|
| 1. Thomas will prepare 5 folio pieces for end of March | X |
| A. Transactional | X |
| B. Expressive | X |
| C. Write about short story or book. | X |
| D. Write about a poem. | X |
| E. Write about a play or film. | |
| 2. Thomas will sit prelim exam. | X |

Behaviour, attitude and effort

Thomas is quite a reserved boy. He rarely challenges authority in school and as such rarely assesses the limits of behaviour set for him in school.

Prior to Standard Grade exams Thomas produced a Standard Grade folio and sat the prelim exam. Thomas does what is asked of him in class.

Thomas did what was necessary to get through his exams. He would perhaps have benefited from further preparation, however did none the less what he needed to. Since the exams, Thomas has switched off and is awaiting fresh challenges.

Next Steps

Thomas is a pleasant young man. He will receive his exam results in August.

All the best for the future.

Looking After Children in Scotland: Good Parenting, Good Outcomes

ESSENTIAL CORE RECORD AND PLACEMENT AGREEMENT

Wherever possible, the Essential Core Record and Placement Agreement should be completed before a child/young person is first looked after away from home by a local authority or changes placement. In the case of an emergency admission, it should be completed and the agreements at the end of the form signed prior to leaving a child or young person in placement. It contains essential information and agreements for carers as specified in Schedule 3 of the Fostering of Children (Scotland) Regulations 1996 and Part 3 of the Residential Establishments - Child Care (Scotland) Regulations 1996. It should be updated regularly and checked for accuracy before each review. The top copy is for the child/young person's file, one copy should be left with the carer when placing the child/young person and the other copy is for the parent or the young person if aged 16 or over. Place the cardboard between the pink copy and the white page beneath it to prevent copying through too many layers.

This form is particularly designed to be used with a child or young person looked after away from home by a local authority, but can be used more widely.

Personal Details

When recording the child/young person's forename(s) and family name, please state the names recorded on his/her birth certificate. If the child/young person is known by a different name(s) also record this name(s).

Questions marked by an asterisk (*) provide information required for annual statistical returns to the Scottish Office on form CLAS.

1. Forename(s)

THOMAS

Family name

EDGAR

Known as

2. *Gender

Male

☒

Female

☐

3. *Date of Birth

Day

25

Month

07

Year

1986

4. Date this form first completed

Day

10

Month

11

Year

2001

Date of latest update

Day

28

Month

11

Year

2001

5. Social worker's name

ANDREA NAKIN

Supervising authority/agency

KIRK COUNCIL

Area/team and address
(Please include post code)

EAST FERGUS PLACE
KIRKCALDY.
KY11 1XT

Telephone (incl. STD code): (01592) 412424

Outside office hours, carers
should call (incl. STD code)

01592 414000

The supervising authority/agency is the authority/agency that provides the direct social work service to the child/young person. Sometimes, e.g., because of distance, this may be different to the responsible authority by whom the child/young person is looked after.

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998.

Ayrshire Careers Partnership Ltd : Ardrossan Area Careers Office
54 Princes St : Ardrossan KA22 8DF : Telephone: 01294 468134

Career Plan of Action

This Career Plan is based on your recent interview with your Careers Adviser. Please read it carefully and check that it is accurate.

Thomas Edgar
Bruce Unit
Kerelaw School
Stevenston
KA20 4JY

Background

You came to Kerelaw 6 weeks ago, from Oakbank Residential School in Aberdeen. The reason for transfer was a case of assault. Previously you had been in care in Rosyth. Although your home address is in Kirkcaldy, you will not be returning there, due to domestic problems.

Your Plans

Education

You are planning to take the following subjects this session:
S-Grades English Maths Science

You would like to continue with your secondary education, and hopefully go on to college.

Career Interests

You are generally interested in a career in some kind of business studies, with accounting being your first choice so far.

Next Steps / How to achieve these

Much will depend on your progress in your education. As I have not received any educational report from your school, I am unable to comment on how viable this will be. However, I have enclosed some information on this type of career.

Action to be taken

Please let me know when you expect to move back to Fife.

Careers Adviser: Stef Holmer

If you agree with this Plan of Action please sign below and keep it for future reference. A copy will be passed on to your local Careers Office, and to your Guidance Teacher.

Careers Adviser's signature _____

Date 25th January 2002

Your signature _____



SCOTTISH

CHILDREN'S REPORTER

ADMINISTRATION

76

NOTIFICATION OF A BUSINESS MEETING

Thomas Edgar
c/o Kerelaw School
Kerelaw Road
Stevenston
KA20 4JY

Dear Thomas

There will be a children's hearing on 19 March 2002 about you.

I have arranged a business meeting to sit on 19 March 2002. A business meeting involves three panel members meeting in private to consider any special arrangements required for the hearing.

I have asked them to consider whether to appoint a legal representative for your child for the hearing to take place on 19 March 2002.

Although neither children nor their carers can attend business meetings, they are entitled to have their views heard. If you have views on the above matters you can tell the meeting by:

- writing to me and I will pass your letter to the business meeting.
- telephoning me and I will write down what you say and pass it to the business meeting.

You must do this before 19 March 2002. My address and telephone number are at the bottom of the page.

A copy of any document or information which is relevant to these matters is enclosed, together with a copy of any grounds for referral which have been prepared for the hearing of the case.

After the meeting I will write to tell you of the decision.

Yours sincerely

Alex Miller
Reporter
Date: 12 March 2002

If there is anything you do not understand after reading this and the leaflet, you may get free help from a Solicitor or you could contact the Scottish Child Law Centre on their FREE advice line on 0800 3288970. Children's Representation/Rights Officers specialise in helping young people who come to a hearing. They may work in the area where you live. You should contact me and ask whether your local area has one.

Fife team, Albany House, 3 North Street, Glenrothes, KY7 5NA

Tel: 01592 414919

Fax: 01592 414903

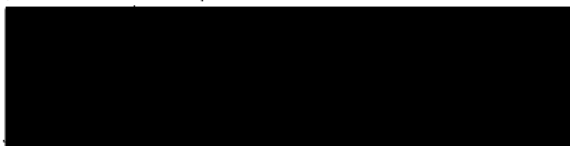
NATSET44

NOTE FOR THE BUSINESS MEETING ON 19 March 2002

Thomas Edgar

Thomas is subject to a supervision requirement with liability to be detained in secure accommodation.

Social Work Department's recommendation would be that this is longer necessary and that Thomas be allowed to return Kirkcaldy.



Alexander Miller

12 March 2002

20260721-DP8595106-BIRT-PRIVATE



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION**YOU HAVE TO COME TO A
CHILDREN'S HEARING**

Thomas Edgar
c/o Kerelaw School
Kerelaw Road
Stevenston
KA20 4JY

Dear Thomas

I have arranged a children's hearing to review your supervision requirement because the condition of liability to be detained in secure accommodation is due to expire.

You must be there **on Tuesday 19 March 2002** at **11:00**
at The Reporter's Department, Albany House, 3 North Street,
Glenrothes, KY7 5NA

If there is a good reason why you cannot attend on this date, contact me immediately at the telephone number printed below.

Yours sincerely


Alex Miller

Reporter

Date: 8 March 2002

Please Read the Enclosed Leaflet Carefully and Remember

- **You have the right to attend your Hearing and it is very important for you to there.** If there is a very good reason why you cannot be there, such as illness, then you **must** contact my office or ask someone else to. My address and phone number are printed at the foot of this letter. If you do not come then the Hearing may arrange for you to be brought.
- You may want to tell the Hearing what you think would be best for you and what you would like to happen. You have the right to do that and it is often a very good idea. If you want to, you can tell me before the Hearing starts, or you can say it at the Hearing.
- Or you can write to me if you like. You can write to me on the pages which are attached or on another piece of paper. Whatever you tell me will be passed on to the Panel Members and to your parents or the people who look after you or your welfare.
- **If you think it will be difficult to say what you want at the Hearing you can bring someone with you, a representative, who can help you. Their travel expenses will be paid as well as yours and I will tell you how you can claim.**

Fife team, Albany House, 3 North Street, Glenrothes, KY7 5NA

Tel: 01592 414919

Fax: 01592 414903

NATSET37

APPENDIX C

INFORMATION SHEET TO CHILD

PLEASE READ THIS CAREFULLY OR ASK SOMEONE
TO EXPLAIN IT TO YOU

A panel has been arranged to talk to you and decide what, if anything, needs to be done. Reports have been prepared about you and a copy must, by law, be sent to the panel and your parents. The panel must tell you what is in the reports unless they think that it would cause you harm.

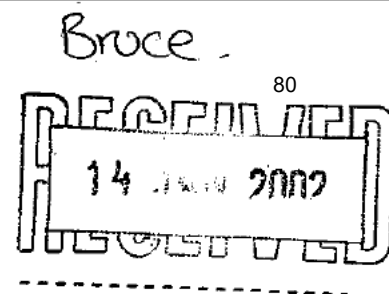
If you want to contact the Reporter by telephone, in writing or in some other way and tell him/her about anything you think the panel should know, please do. It may also have to be passed on to the panel and your parents.

If you have any questions please telephone or contact the Reporter.



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION



**DECISION OF A
CHILDREN'S HEARING**

Ms Mary Gallacher
Depute Unit Manager
Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire
KA20 4JY

Dear Ms Gallacher

Thomas Edgar, (25.7.86), 16 Alison Street, Kirkcaldy

A children's hearing took place on 28/12/2001 for Thomas Edgar when the following decision was made:

- to vary the supervision requirement by substituting condition that child reside in Kerelaw School, Stevenston, Ayrshire, with liability to be detained in secure accommodation, for existing condition of residence.

I enclose:

- a copy of the decision
- ~~the written reasons for decision~~

Yours sincerely

Alex Miller
Reporter

Date: 9 January 2002



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

CONTINUATION UNDER SECTION 73(9)(e) OF THE ACT OF SUPERVISION
REQUIREMENT WITH VARIATION AUTHORISING PLACEMENT
IN SECURE ACCOMMODATION

Date 28/12/2001

Place ALBANY HOUSE
3 NORTH STREET
GLASGOW

A children's hearing for Fife having considered the case of
THOMAS MORAN (DOB 25/7/86) 16 ALISON STREET KILKCALD/ and in exercise of the powers conferred by section 73(9)(e) of the Children (Scotland) Act 1995 being satisfied,

(firstly) that the child is in need of compulsory measures of supervision,

and (secondly) [that [he][she] has previously absconded and is likely to abscond unless [he][she] is kept in secure accommodation, and if [he][she] absconds, it is likely that [his][her] physical, mental or moral welfare will be at risk]

[that [he][she] is likely to injure [himself][herself] or some other person unless [he][she] is kept in secure accommodation],

grant continuation of the supervision requirement dated 5/11/2001 a copy of which is attached, subject to the insertion of a requirement on [him][her] to be under the supervision of the chief social work officer for Fife Council and to reside in KENNELAW SCHOOL, KENNELAW ROAD, STEVENSON AYNHURST, subject to the conditions noted below and any other insertions in or variation of the supervision requirement noted below.

[The children's hearing order that the place or places where the child is to reside in accordance with the requirement shall not be disclosed to]

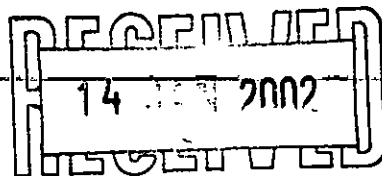
CONDITIONS, VARIATIONS AND INSERTIONS REFERRED TO IN THE
SUPERVISION REQUIREMENT

- 1 The child is liable to be placed and kept in secure accommodation in SAID KENNELAW SCHOOL at such times as the person in charge of the residential establishment, with the agreement of the chief social work officer of Fife Council considers necessary.
- 2 The child is required to observe the rules of conduct of the residential establishment.
- 3 Subject to condition 1 above, the requirement to reside is subject to the discretion of the managers of the residential establishment to grant leave of absence from time to time.

.....
Chairman of the Children's Hearing

* NOTE If the residential establishment providing secure accommodation does not have an open residential facility there will also need to be a reference to some such place. 3 North Street, Glenrothes KY7 5NA Telephone 01592 414919 Facsimile 01592 414903

AGREEMENTS



Agreement of Carers.....

Approved foster carer(s) of the local authority agree to comply with all aspects of the Foster Care Agreement as stated in Schedule 2, or in an emergency placement Regulation 13 of the Fostering of Children (Scotland) Regulations 1996.

Relative(s) or friend(s), in the case of immediate placements made by local authorities agree to look after the child/young person at the placement address for a period not exceeding six weeks, unless subsequently approved. Issued with a Foster Care Agreement between themselves and the local authority, and agree to carry out all the duties as specified in regulation 14 of the Fostering of Children (Scotland) Regulations 1996.

Relative(s) or friend(s), in the case of placements made by a children's hearing, agree to look after the child/young person at the placement address and carry out the duties as specified in Regulation 14 as above.

Where the local authority has been asked to provide accommodation under Section 25 of the Children (Scotland) Act 1995, children/young people of sufficient age and understanding need to be party to the agreement, although there is no legal requirement for them to sign it. If the young person concerned is 16 or over and is being accommodated without parental agreement s/he should be encouraged to sign this agreement.

Children and young people may wish to record any reservations even if they agree that a period of looking after or accommodation is the only feasible option at present.

42. I/We, agree to look after THOMAS EDGAR (child/young person's name) at the placement address and to comply with all the relevant regulations from the Fostering of Children (Scotland) Regulations, 1996 or Residential Establishments Child Care (Scotland) Regulations 1996. I/We have written information concerning these regulations. I/We also agree to co-operate with all the arrangements made by Fife Council (local authority), for the above named child/young person.

Name(s) and address

KIRKLAND SECURE UNIT
STEWARTSON,
Ayrshire.

Position, e.g., foster carer(s)/relative(s)/friend(s)/keyworker/unit manager

RACHEL GRAHAM - KEYWORKER

Signature

Rachel Graham

Date

6-12-01

Signature

Date

Agreement of Child/Young Person

43. I agree to be accommodated by (local authority) at the above address.

Name

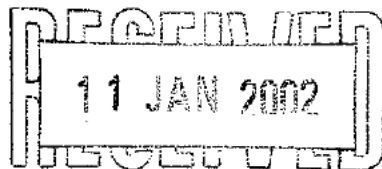
Signature

Date

Comments

Bruce

83



Ms Rachel Graham
Keyworker
Kerelaw Secure Unit
Kerelaw Road
STEVENSTON
Ayrshire

SOCIAL WORK SERVICE

Direct Line: 01592 412400

Ref: JT/AS/Edgar

Date: 10th January 2002

Dear Ms Graham

Re - Thomas Edgar - 25.07.86

A Child Care Review in terms of Section 31 of the Children (Scotland) Act 1995 will take place on 15th January 2002 at 11.30 am at Kerelaw Secure Unit. Please complete all sections of the enclosed report and return this to the Reviewing Officer as soon as possible. Please share the content of the report with Thomas prior to the Review.

Please confirm attendance of the key worker and, if appropriate, the Unit Manager at the Review.

Many thanks.

Yours sincerely

Jane Turk
Reviewing Officer

Enc



Thomas Edgar
Kerelaw Secure Unit
Kerelaw Road
STEVENSTON
Ayrshire

SOCIAL WORK SERVICE

Direct Line: 01592 412400

Ref: JT/AS/Edgar

Date: 10th January 2002

Dear Thomas

Re: CHILD CARE REVIEW

Date: 15th January 2002

Time: 11.30 am

Venue: Kerelaw Secure Unit

We have arranged a meeting, known as a Child Care Review, to talk about the arrangements for your present and future care. We'd like you to come to this as it's important that your thoughts about what should happen to you are taken into consideration.

One of the ways in which you might help us understand more clearly how you feel about being Looked After, is by filling in the form which I've sent you and send it back to me before the Review. Please use the Freepost envelope provided. You might also want to consider making a tape recording of your thoughts or, writing something down, either on your own, or with your carer or social worker.

Finally, if you wish to contact me before the Review, to discuss anything, please feel free to call me at the number on this letter.

Yours sincerely

Jane Turk
Reviewing Officer

Enc

CONFIDENTIAL

"The details contained in this report are Confidential: They should not be given to any other person without permission being requested from the Social Work Department."

KERELAW SECURE UNIT**REPORT FOR CHILDREN'S HEARING**

NAME: Thomas Edgar

D.O.B. 25.07.86

D.O.A. 06.12.01

HOME ADDRESS: 11 Alison Street, Kirkcaldy

LEGAL STATUS: Section 70 (9)

DATE OF HEARING: 19.03.02

DATE OF LAST PANEL: 28.12.01

DATE OF TERMINATION OF PRESENT ORDER:

THOMAS EDGAR

19.03.02

Thomas was admitted to Bruce Unit within Kerelaw Secure Unit on 06.12.01 and on 28.12.01 was given a 3-month order with secure accommodation under the Children's (Scotland) Act 1995.

On admission Thomas received a medical and from that no medical problems were identified. He also received dental and ophthalmic examinations. Treatment from the dental examination has been completed and Thomas has been prescribed glasses after his visit to the optician.

Thomas settled into the secure structure within Bruce Unit at Kerelaw and has caused no management problems. He has completed an Anger Management Programme set in motion for him to progress and move on from secure accommodation. A report on the Anger Management Programme is attached. Thomas stated from the very beginning of his stay at Kerelaw that his aim was to complete his order and leave without any implications. To date he has completed this aim.

Health and Hygiene

Thomas has kept good health during his stay in Bruce Unit. He has a good appetite, although his food choice is limited. Thomas keeps himself clean and tidy and enjoys the occasions when he goes shopping for new clothes. During recreation periods within the unit Thomas joins the other young people for football, gym and pool competitions and has been involved with education outings for skiing and mountain biking.

Relationship with Staff and Peers

Initially Thomas received the usual comments from the other resident young people towards his "Fife" accent, which he dealt with responsibly and soon settled into the group. Thomas is a young man who gets on well with staff members within the secure unit and within the Education Department.

Due to restricted space within the unit Thomas has shown no signs of his past aggressive behaviour towards staff and, only on rare occasions, verbally to his peers. He has shown a positive outlook to his care plan with few altercations. On the occasions that Thomas has confronted peers, which may have led to him getting involved in a more aggressive outcome, he has followed staff instructions and nothing major has happened.

Education

This has been an intense subject in Thomas' care plan. Much work has been directed in this area by the staff involved during classes (see attached report).

Family Contact

After Thomas' review on 15.01.02 a mobility plan was set up for him to progress to home leave. Since Thomas' admission to Kerelaw his mother has visited regularly and attended every meeting. Thomas progressed from recreation trips locally to home visits, then to overnights. They have continued, with few problems, and now Thomas has completed several overnights and up to three nights at home with his mother. Relationships between Thomas and his mother have been tense in the past and both have worked hard recently to improve this.

Conclusion

Following discussions on Thomas' future at recent reviews with Andrea Nairn (Social Worker) and Review Officer, it is the opinion of staff at Kerelaw that Thomas does not meet the criteria of secure accommodation and that a more suitable placement should be found, which would enable Thomas to progress further. It is stated that there was a difficulty finding a placement for Thomas in the Fife area and that the Foster Care Programme may be another option. Thomas was quite happy about this as he obviously wants to move back to his home area. It is the feeling, however, given the progress Thomas has shown at Kerelaw with regard to his Anger Management and Care Plan, and taking into account the time factor, that it would be unfair to Thomas to place him somewhere that resources are not available for him to progress with his education and continue with his anger management programme. We are aware that a referral has been

made to Kerelaw Open School and Thomas is also aware of this factor. Although it is not ideal for Thomas to remain so far away from home, in the very short term it may be a more sensible move to stay with the resources rather than to place Thomas where continued work would not be addressed and where Thomas would possibly slip backwards to his frustrated, negative past. It is also important that relationships between Thomas and his family are supported and that they are given the opportunity to build their relationships for the future. Thomas needs support and encouragement throughout the rest of his teenage years to regain some of the education he has missed and to help him find confidence and self-esteem. Thomas has shown that he can control his anger within such a confined area and that once back in the community with additional support and resources it is possible that the effort he has shown would continue.

Rachel Graham
Residential Worker

Pauline Smith
Acting Depute Unit Manager

RG/PS/MES
15.03.02

I confirm the content of this report has been discussed with (relationship)
on who agreed the content

Or

It was not possible to discuss this report

Medical Information

* Admission medical : 13-12-01

no further treatment

* Dental examination : 15-01-02

Treatment carried out on :

23-01-02 - 10 am

29-01-02 - 2 pm

* Ophthalmic examination : 11-12-01

Further appointment :

25-01-02 - 11.00 am



Kerelaw School and Secure Unit

Multidisciplinary Referral Form

How to make a Referral

- (1) Complete all sections, any incomplete referrals will be returned.
- (2) Referrals should be authorised by Mr W McFadyn Depute Head (for Secure Unit) or Mr Chris Johnson (for Open School).
- (3) Place copy of referral in young persons file.
- (4) Referrals should be sent to Mr W McFadyn (for Secure Unit) or Mr Chris Johnson (for Open School).
- (5) For any advice on completing this referral form contact Dr John Marshall, Chartered Clinical Forensic Psychologist (extension 556).

Referral Details

Name of Young Person:	THOMAS
Location within Kerelaw School:	BRUCE
Date of Birth:	25-07-86
Home GP name practice (not Stevenston)	Dr. Sutton, WHYTEMAN'S H.C. KIRKCAWDY.
Referral Completed by (use capitals):	RACHEL GRAHAM
Designation:	R.C.W
Key Worker:	RACHEL GRAHAM
Date Referral sent:	13-12-01
Signed by Referrer:	
Authorised by Depute Hnead (Print Name)	
Signed by Depute Head	

1. Referral to:

Please tick:

Senior Drugs Workers	☒	Psychiatrist	☐
Psychological Services	☒		
Specify			

2. Problem Description

(i) Brief Description of Current Problem(s)

Anger management - has difficulty accepting boundaries and it is of some concern that Thomas has the potential to harm others with his aggressive actions and placing himself at risk. Has a history of drug misuse - Cannabis

(ii) When did problem(s) start and how long has it lasted?

Thomas has displayed anti-social behaviour since 1995 - reason for initial placement in residential care - and has deteriorated continually since then.

(iii) When and where is problem(s) more likely to occur?

When challenged by staff, feeling threatened. When Thomas feels rejected. Suffers low self-esteem.

(iv) How often does problem(s) occur on average? (e.g. weekly, daily)

gradual buildup over a weekly period in last placement.

(3) Previous and Current Kerelaw Interventions

(i) What interventions (specialist and care staff) have been previously attempted?

New Client - Refuse to speak to psychiatrist
SACRO - anger management and offending
behaviour

(ii) How has young person responded to previous interventions?

unwilling initially

(ii) Has the young person already been referred to or is he/she currently attending in-house or external services (e.g. Drugs Worker, Psychiatrist, Psychologist, Social Work). Provide details below of workers currently involved:

NONE

(4) Brief Summary of Relevant Background

(i) Family and 'Looked After' History

Mother - Margaret Edgar (Not married)
Sister - Debbie Edgar
Father - whereabouts unknown

(ii) Anti-social or Offending Behaviour (includes absconding, anger problems)

Attempts to bully other residents
absconding when challenged
assaulting staff
charges of assault against 2 shop workers with scalpel.

(iii) Current Family Circumstances

Unwilling at present to interact with
mother blaming her for Thomas being in
secure/care and not willing to have him
home. Mother unable to cope with
Thomas and fearful for the safety of
other siblings.

(5) Young Person's View of Referral

(i) Has the purpose of referral been explained to young person (Yes / No)
If No, Why?

(ii) What is the young person's view of this referral?

Initially doesn't seem relevant to him
Once explained that the procedure is to assist him to deal with his problems.

(6) Any other Relevant Information

(i) Any other relevant information

Additional conversation with mother revealed that she was unable to cope with Thomas on a long term period.
Any period after one week conflict between them takes over.

For Office Use Only

(i) Referred To

(ii) Designation

(iii) Action

Awaiting information/ correspondence consistent with "*Kerelaw Secure Unit Placement Request*" documentation.

Following Review on 15 January 2002
Education Dept to acquire reports
from Bridges Centre, ~~At~~ Rosyth.

Working towards grades for English,
Maths and Science

20260721-DP8595106-BIRT-PRIVATE



Strathclyde
SOCIAL WORK

APPENDIX IV

STRATHCLYDE REGIONAL COUNCIL
SOCIAL WORK DEPARTMENT

OUTDOOR PURSUITS CONSENT FORM

Group/Organisation
Address

Group/Organisation
Address

Leader in Charge Tel. No.

Details of Activity

Nature of Activity

Date/Time Departure

Date/Time Return

Name of Participant THOMAS EDGAR

Address of Participant Bruce Unit, Kerevalaw School

Medical Information

(a) Does the participant suffer from any condition which requires treatment or medication. If 'yes' please give details.

Yes ☐ No ☒

(b) Does the participant have any infection? If 'yes' please give details.

Yes ☐ No ☒

(c) Does the participant suffer from any allergy which could affect their health or well-being? If 'yes' please give details.

Yes ☐ No ☒

(d) Has the participant had an anti-tetanus injection within the last 5 years?

Yes ☒ No ☐ Don't Know ☐

(e) Does the participant require a specific diet? If 'yes' please give details.

Yes ☐ No ☒

(f) Name and address of participant's G.P.

Declaration

1. I Agree to participate/my child participating in the activity.
2. I consent to myself/my child receiving emergency medical treatment, including anaesthetic, as considered necessary by medical authorities.
3. I acknowledge the need for the participant/my obedience and responsible behaviour during the activities.
4. I understand the extent and limitations of the insurance cover provided
5. I undertake to inform the leader should there be any change in the above medical circumstances prior to the activity.

Signature M. Edgar Date 20/1/02

Relationship to participants Mother

Address 16 Alton ST KICKERAW Fife

Tel. No. Home [REDACTED] Tel. No. Work [REDACTED]

If no telephone please give name of friend/neighbour/relative for use in any emergency.

Name Tel. No.

Ensure this form accompanies the activity with a copy left at H.Q.

CLIENT'S BELONGINGS

NAME:- Tam (THOMAS) EDGAR.

Date of Admission :- 6-12-01

ITEM:- 1 Housecoat

ITEM:- 3 Prs Denims (Blue)

ITEM:- 1 Pr. " (Black)

ITEM:- 1 Kappa Track Bottoms (Navy)

ITEM:- 1 'Animal' Hoese (Tou@, Navy, Grey)

ITEM:- 1 'Juice' Bodywarmer (Cream/Grey) + Hood

ITEM:- 1 Black 'Head' 'T' Shirt

ITEM:- 1 Cream 'Gigolo' "

ITEM:- 1 Reebok "

ITEM:- 1 'UK' "

ITEM:- 1 'New Classics' Sweatshirt

ITEM:- 5 Pr. Socks Assort.

ITEM:- 10 Odd Socks

ITEM:- 2 Pr. Boxers

R.C.C.O.

YOUNG PERSON

CLIENT'S BELONGINGS

NAME:- Tam (Thomas) Edgar

Date of Admission :- 6-12-01

ITEM:- 1 School tie

ITEM:- 1 Personal radio (Omega)

ITEM:- 1 Set Darts + variety of flights

ITEM:- Toothbrush + Paste

ITEM:- 1 Wella gloss

ITEM:- 1 Lynx Deodorant Bodyspray

ITEM:- 3 Lighters

ITEM:- 1 C.D. for P.C.

ITEM:- _____

ITEM:- _____

ITEM:- _____

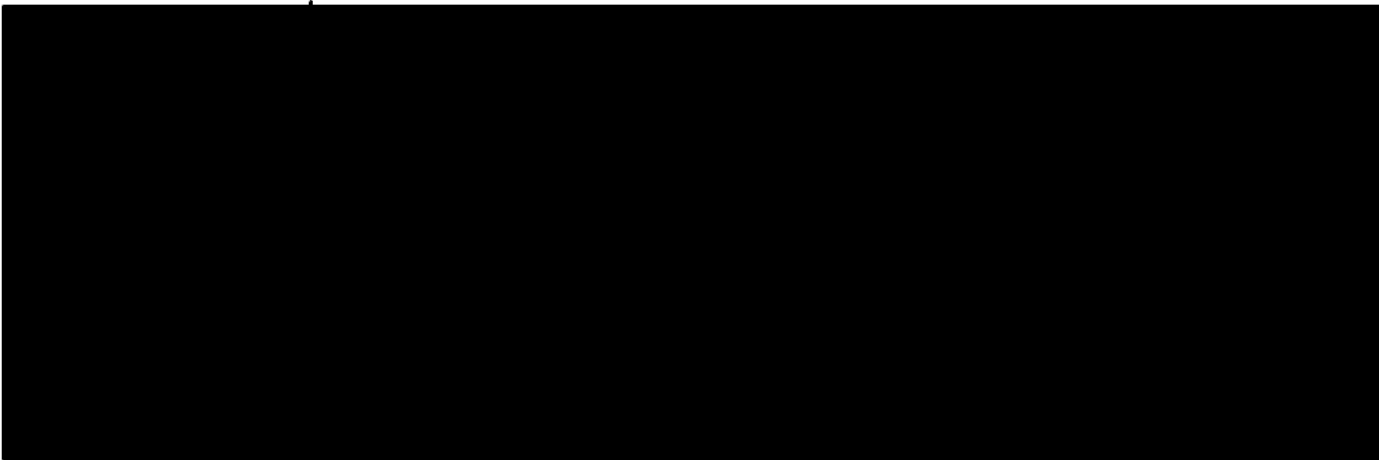
ITEM:- _____

ITEM:- _____

ITEM:- _____

R.C.C.O. _____

YOUNG PERSON _____



In January 1995 a referral was received from Dr Coghill consultant psychiatrist requesting social work assistance for Mrs Edgar in dealing with Thomas' behaviour. At this time an educational case conference was held at North Primary School and an auxiliary teacher was made available to support Thomas in class.

Prior to Thomas' move from Edinburgh he was enrolled at Pirniehall Primary School, however, his behaviour deteriorated to such a level that they felt they could no longer manage Thomas and he was transferred to Drylaw School in Edinburgh as a day pupil. Whilst at this school it would appear that Thomas did not display any major difficulties.

A children's hearing was held in February 1996 and at this time a decision was made that Social Work Involvement should continue on a voluntary basis. There was a marked improvement within the family environment and social work involvement ended in April 1996.

Gillian Beattie contacted this department in December 1998 stating that Thomas' behaviour was deteriorating and that he was being excluded from school. The enquiry and information team passed the information to Children and Families Team.

Steven Hatch became involved in working with this family in October 1999. It would appear that over the following year Thomas' behaviour both at home and in school deteriorated to such a degree that it was felt a referral should be made to the Children's Reporter. Dr Dunne consultant psychiatrist who Thomas refuses to see although Mrs Edgar maintained contact with him also made a referral to the Children's Reporter.

On 6th March 2000, Thomas attended a Children's Hearing. The decision of that hearing was that Thomas should remain on a Supervision Order and residential placement should be found for Thomas even if that

accommodation is outwith Fife.

On 6th March 2000, Thomas was placed at No. 4 Rimbleton Park, Glenrothes and he has been resident there since.

Thomas appeared at a Children's Hearing on the 19th January 2001. His case was continued until 6th April 2001 for Boarding Out Reports. However this proved unnecessary as Thomas' placement with his grandparents broke down.

On the 6th April 2001 the grounds of referral included seven offences. The Social Work recommendation that Thomas remain at No. 4 in terms of Section 70 Children (Scotland) Act 1995 was ratified by the Panel.

The case was continued until the 4th June 2001. Thomas was made subject to a Section 66 warrant with secure condition.

A secure placement was available at Kerelaw. However, on the 22nd June 2001 Thomas appeared again at a Children's Hearing, but the panel made the decision for Thomas to return to No4 on condition that he attended SACRO. An early review was agreed.

On the 24th July 2001 Thomas appeared at a Children's Hearing in terms of continued consideration of the SACRO application.

Finally on the 29th August 2001 Thomas was made subject to S70 Children (Scotland) Act 1995 with a condition of residence at No. 4 Rimbleton Park. The supervision requirement also included a condition that Thomas attended the SACRO Personal Change Programme due to his offending behaviour and the fact that Thomas had been charged with assault against 2 shop workers using a scalpul.

PART 2

BASIS OF REPORT:

This report is based on regular and ongoing contact with Thomas and his family since allocation on the 11th October 2000. Regular liaison with education staff and No. 4 Rimbleton Park has also assisted in the completion of this report. Regular discussion has also taken place with Jim Wilson, SACRO. Departmental records have been referred to.

CURRENT FAMILY COMPOSITION:

Name:	Relationship:	DOB:	Address:
Margaret Edgar	Mother		16 Alison Street, Kirkcaldy
Debbie Edgar	Sister	13	16 Alison Street, Kirkcaldy
Thomas Edgar	Subject	25/7/86	16 Alison Street, Kirkcaldy

RECENT EVENTS:

Following the last hearing on the 29th August 2001 Thomas returned to No.4 Rimbleton Park, Glenrothes.

During the past 2 months Thomas' behaviour at No.4 has fluctuated to quite an extent. Thomas can apparently be very accommodating with other young people in the unit but by extension he can also lash out causing fear and alarm.

I have been made aware that Thomas willingly takes guidance from certain staff members at No. 4 but this is dependent on whether he has built up a trusting relationship with them. At times when Thomas feels threatened, he can be particularly intimidating towards staff.

On the 18th October 2001 Thomas was challenged by staff members at No. 4 when he attempted to bully another resident. This led to Thomas becoming very aggressive and when 3 staff members attempted to regain control by restraining him he assaulted them. He bit one of them in 4 places, kicked another in the chest and the other man received a kick to the stomach.

Staff were of the opinion that Thomas' placement at No. 4 was no longer tenable and he has been on extended home leave to his mother's home since.

HEALTH:

Thomas requires a dental check up and a new pair of glasses, but other than that he appears to have good health.

EDUCATION:

Thomas is being educated at the Bridges education Resource in Rosyth. He is on track to sit 4 standards grades in English, Maths, Computing and Science. Unfortunately his education has been disrupted by 3 exclusions during the term August to October 2001. All of these exclusions were as a result of assaults to staff.

Concerns have also been expressed by school staff that Thomas may have been misusing drugs on occasions, which appears to have impacted on his behaviour within school. Staff at No. 4 are in agreement with Thomas' teachers that his moods fluctuate and that drugs are the root cause.

THOMAS' ATTITUDE:

Thomas has acknowledged that he is impulsive and has a problem controlling his anger. He can also be very stubborn and at the moment he feels that he has been treated unjustly by No. 4. Apparently Thomas believes that he should have been allowed to work through the issues that led to the placement breaking down. What is however positive is that Thomas is now stating that he would be willing to do anger management.

With regards to drug misuse Thomas is maintaining that he only smokes cannabis but he has failed to understand that cannabis reflects the mood of the moment and does not necessarily relax people.

Through discussion with Thomas he has made me aware that he does not want to move permanently from No. 4 and I personally believe that he is very anxious at the prospect of having to establish and build up new relationships in a strange environment.

FAMILY RELATIONSHIPS:

The relationship between Thomas and his mother has improved considerably over the past year. Mrs Edgar has not found Thomas to be a particular management problem over the past 2 weeks and she seems eager to build on this.

I have also been led to believe that Thomas' relationship with his sisters Debbie and Barbara has improved. Thomas has recently visited Barbara for a weekend.

Thomas initiated contact with his grandparents and this led to a visit to their home which I believe went well.

SACRO:

Thomas has apparently been committed to working with Jim Wilson from SACRO. Jim Wilson has however highlighted 2 aspects of Thomas' behaviour, which leave him concerned. Firstly there is apparently a lack of compassion for his victims and secondly Thomas manages to convince himself that his actions are justifiable by attempting to blame his victims.

SOCIAL WORK PLAN:

1. Thomas to be made subject to S70 Children (Scotland) Act 1995 with a condition of residence at Oakbank School, Aberdeen. This placement is within a close support unit where Thomas will benefit from intensive staff support. Within this placement Thomas will also have the advantage of completing his standard grades.
2. Thomas to address his impulsive and angry behaviour.
3. Thomas to be encouraged to develop his family relationships.

SECURE ACCOMMODATION:

1. Secure accommodation is an option that the panel may wish to consider.

However this would be viewed by both social work and Thomas as being a punitive option as opposed to being therapeutic. It has been the view of this department for some time that a secure setting would be detrimental to Thomas wellbeing and that the issues would best be dealt with in an open setting.

2. The alternative option which is available is Oakbank residential School in Aberdeen.

This option is considered to be halfway between No. 4 and a secure placement. The intensive support provided by their close support unit could prove beneficial in enabling Thomas to build up relationships. This option would also ensure education continuity, as Thomas will be able to complete his standard grade course. It must be stressed that Thomas would be very demoralised if he was denied the opportunity to sit his exams and achieve in the one area of his life which gives him self-esteem.

CONCLUSION & RECOMMENDATION:

In my opinion Thomas has made some progress within No. 4 over the past year. He has established some trusting relationships and he no longer places himself at risk through solvent misuse and absconding for lengthy periods.

However it would appear that Thomas has moved on to another level in terms of problematic behaviour. He has repeatedly assaulted staff at No.4 and the

Bridges and fails to understand the impact this has on people working with him.

Understandably Thomas is anxious about the move from No.4 but at the moment his placement remains untenable.

It's therefore my recommendation at today's hearing that Thomas be made subject to S70 Children (Scotland) Act 1995 with a condition of residence at Oakbank School, Aberdeen.

(
Andrea Nairn
Social Worker
Children and Families (2)
)

Lesley Stevenson
Team Leader
Children and Families (2)

06/12/2001 13:39 01592412321

**SOCIAL WORK SERVICE**

Direct Line:

Our Ref: JP/LS/DD

Your Ref:

Date: 06 December 2001

Mr. Stuart Beattie
Bruce Unit
Kerlaw Secure Unit
Stevenson
Ayrshire

Dear Mr. Beattie

Re: Thomas Edgar (25.7.86), 16 Alison Street, Kirkcaldy.

I am writing to confirm that from 5th December 2001, Fife Council will take financial responsibility for the bed held in Kerlaw School for Thomas Edgar.

A Children's Hearing will take place on Friday, 7th December 2001 where a Secure Order will be requested. In the meantime, I, on behalf of Fife Council Social Work Service, authorise the holding of Thomas Edgar in Kerlaw Secure Unit until a decision is made by the Children's Panel on 7th December 2001.

Yours sincerely

J.P. Pease

John Pease
Senior Manager
Social Work Service

Social Work Service East Fergus Place Kirkcaldy Fife KY1 1XT

MICHAEL SAWYER Head of Service

TELEPHONE 01592 412424
FACSIMILE 01592 412321
TEXTPHONE 01592 412437

It is essential that the
child/young person's
PIN No. is recorded.

Pin No: 145167(5)

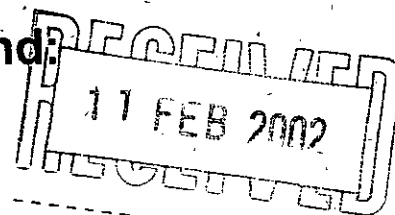
Looking After Children in Scotland?

Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

Minute of the Review Meeting

PART 6



Name of the child/young
person

THOMAS EDGAR

Date of Review

15/01/2002

1. Have reports been received from the following? (See Question 8 in Social Worker's report for those requested to submit a report).

	Yes	No	Not Requested		Yes	No	Not Requested
Child/Young person	☐	☐	☐	Educational professional	☒	☐	☐
Mother	☒	☐	☐	Other interested parties (please specify)			
Father	☐	☐	☐	1:	☐	☐	☐
Carer(s)/residential care worker	☒	☐	☐	2:	☐	☐	☐
Health professional	☐	☐	☐	3:	☐	☐	☐

2. AGENDA FOR THE REVIEW:

The agenda should be drawn up at the start of the Review. All those invited to the Review should have had an opportunity to read the reports, prior to the Review. The chairperson should ensure that action on previous Review decisions and all issues of progress, change, difficulty or concern in the reports are put on the agenda for discussion.

Placement
Health
Education
Social/Emotional/Behavioural Development
Contact
Future Plans/Legal Situation

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998.

3. RECORD OF DISCUSSION OF THE REVIEW

PLACEMENT

After the last review Thomas was placed in Oakbank but was only there a short time before being asked to leave as a result of assaults on staff. Thomas returned home as a short-term measure and as a result of concerns about his safety and the safety of others he was placed in Kerelaw Secure Unit on a 3 month order.

Within Kerelaw Thomas has kept a low profile and presents no management problems. There was one incident which was dealt with quickly and there have been no repercussions.

Thomas has been unit based so far which is restricting but he does enjoy the activities available. Thomas has been quite quiet within Kerelaw but he is now more settled and interacts better with staff. He is beginning to develop some relationships.

Thomas appears to be benefiting from the structure and boundaries provided. He presents as polite and well mannered and is a pleasure to work with. Thomas appears to be making a clear effort to control his behaviour.

HEALTH

Thomas has had an appointment with the dentist and requires treatment, which will be arranged.

He has also had an optician's appointment which confirmed that he has very limited sight in one eye. This is the result of an operation he had when he was younger to straighten his eye. The optician said that glasses would not help Thomas much, however this will be checked out again with another optician, given that Thomas has had glasses in the past.

Thomas also had a full medical which did not identify any problems with his health.

EDUCATION

Thomas is working towards three out of his four Standard Grades at Kerelaw. He is working at a General Level in English and Maths and a General/Credit in Science. Thomas is unable to pursue Standard Grade Computing in Kerelaw because they do not have a teacher for this. Thomas has his prelims coming up which will identify gaps in his learning for these subjects and work can then concentrate on these areas.

Thomas is able and there have been no complaints from his teachers with regard to his behaviour. Thomas does appear to be lacking motivation at present, however. Thomas himself feels that he is repeating work that he has done previously and it was confirmed that the reports that Kerelaw received did not indicate his previous achievements. Contact will be made with the educational psychologist in Fife and Bridges Project for further information on the work that Thomas has previously undertaken. It was also agreed that Thomas will be given extra work in classes where he is undertaking Standard Grade work and he will also be given homework which he will be given support to complete in the unit. Generally Thomas is committed and well behaved in the school setting but he needs encouragement to realise that he can still achieve. It was confirmed that Thomas will be able to gain qualifications in all the subjects that he is studying, some of them at Higher Still Level.

3. RECORD OF DISCUSSION OF THE REVIEW (continued):

SOCIAL/EMOTIONAL/BEHAVIOURAL DEVELOPMENT

Thomas's anger control has been the major concern in the past. Thomas is usually in control but sometimes he chooses to lose it. Some work was undertaken with SACRO in Fife and this raised the concern that Thomas showed a lack of conscience. There are also concerns about Thomas's impulse control and his threatening behaviour.

Thomas has calmed down in the highly structured environment of the secure unit. He has been controlling himself and discusses issues with staff. Thomas's name has been put forward for an anger management course which will be starting this week. This is an intense course over an 8 week period. This will also deal with the impulse control and threatening behaviour. Thomas is willing to undergo this course and this should be beneficial for him.

It has also been noted in the past that Thomas can be kind and caring. Thomas has been very co-operative with staff so far in Kerelaw.

Thomas has social skills but he can also be quite withdrawn. Thomas appears very subdued in the secure environment.

CONTACT

Thomas's mother has been visiting him on a weekly basis and his sister has also visited a couple of times. These visits have been going fine although Margaret is not happy about them being supervised. Kerelaw staff confirmed that all family visits to Kerelaw Secure Unit have to be supervised.

When Thomas has had contact at home in the past this has worked well for short periods but after about a week things become difficult with Thomas taking control. There is also concern about Thomas becoming involved in drugs in the community when he is at home. Arrangements will be made for a drugs worker to speak with Thomas at Kerelaw. Margaret is willing to have Thomas home for home visits. She will continue to visit Thomas in Kerelaw on a weekly basis until he is having home visits.

FUTURE PLANS/LEGAL SITUATION

Thomas has made a clear effort to control his behaviour and work with staff in order to move on from the secure unit. Thomas himself would like to move back to a small unit in Fife and return to the Bridges Project. It was, however, agreed that this is probably unrealistic given the recent history at No 4, the Bridges Project and at Oakbank. It was agreed that Andrea should look for a residential school placement for Thomas. It is important that any school that Thomas moves on to can provide him with an appropriate education to enable him to complete his Standard Grades. It is also a priority that Thomas is placed as close to Fife as possible to enable him to maintain contact with Fife and positively move on to independence within Fife.

A mobility programme will be set up for Thomas to enable him to work towards moving on from secure. This will start immediately and will start with local visits where Thomas will be supervised by two members of staff moving on to one-to-one outings locally and then a supervised visit home. If this is successful Thomas will then be able to have a day visit home which will lead to overnight visits and eventually full weekends. This will take place at Thomas's pace. It is important that there is good communication between Thomas's mother and the school during the mobility programme so that any

RECORD OF DISCUSSION (CONT):

difficulties can be identified and resolved quickly. It was agreed that when Thomas is having home visits Kerelaw staff will drop him off in Fife and Andrea will arrange for the volunteer driver to return him to Kerelaw at the end of the visit.

In order to help Thomas plan for his future he will have a careers appointment in Kerelaw and there will also be a referral to the Throughcare Team in Fife.

20260721-DP8595106-BIRT-PRIVATE

4. REVIEW CHAIRPERSON'S CHECKLIST

Have all the following been discussed at the Review? If the answer is no to any item either discuss before moving on to making recommendations/decisions or confirm that it is not necessary/applicable at this Review.

	Yes	No	N/A
1 Recommendations/decisions of last Review and actions taken	☒	☐	☐
2 Legal developments and any need for further legal change	☒	☐	☐
3 Need for/actions to be taken as a result of completion of an Assessment and Action Record-	☐	☒	☐
4 Changes/progress in placement	☒	☐	☐
5 Use of sanctions	☒	☐	☐
6 Child/young person's safety	☒	☐	☐
7 Stability of placement	☒	☐	☐
8 Health/disability	☒	☐	☐
9 Learning/education/employment	☒	☐	☐
10 Identity	☒	☐	☐
11 Contact/family and social relationships	☒	☐	☐
12 Social presentation	☒	☐	☐
13 Emotional and behaviour development	☒	☐	☐
14 Self-care skills	☒	☐	☐
15 Relationship of child/young person and family with social worker	☒	☐	☐
16 Whether the period of looking after should end and, if so, the actions needed to achieve this.	☐	☐	☒
17 If applicable, leaving care and after care arrangements	☐	☐	☒
18 If applicable, pursuit of a claim for criminal injuries compensation.	☐	☐	☒

CHILD/YOUNG PERSONS NAME

THOMAS EDGAR

5. RECOMMENDATIONS/DECISIONS MADE AT THE REVIEW

Recommendations/Decisions and Action to be taken	By Whom	By When
1. Thomas has responded positively to the structure and clear boundaries within Kerelaw Secure Unit. This is an appropriate placement for Thomas at present and he will remain in Kerelaw Secure Unit under Section 70 of the Children (Scotland) Act 1995 with a secure condition until his order expires.	Kerelaw staff	March 2002
2. Arrangements will be made for Thomas to receive necessary dental treatment.	Kerelaw staff	ongoing
3. Another optician's appointment will be made for Thomas to check out whether or not he still requires glasses. If Thomas does require glasses these will be provided.	Kerelaw staff	as soon as possible
4. Thomas will continue to work towards three Standard Grades plus certificates in other subjects. Thomas will be given additional work in class and homework in his Standard Grade subjects to ensure that he does as well as possible. Thomas will also be given support and encouragement to enable him to complete this work.	School & unit staff	ongoing

5. Contact will be made with Thomas's educational psychologist and with the Bridges Project Fife to request more specific information with regard to Thomas's previous achievements to ensure that he is not having to repeat work already completed.	Magnus Smith	as soon as possible
6. Thomas will undergo an anger management course over an 8 week period.	Kerelaw staff	as soon as possible
7. Thomas will also be seen by a drug worker regarding his drug misuse.	Kerelaw staff	as soon as possible
8. Thomas's mother will continue to visit him on a weekly basis at Kerelaw School until he is having regular home visits.	Margaret Edgar	ongoing
9. A mobility programme will be started with Thomas immediately which will build up towards Thomas having full weekends at home.	Kerelaw staff/ Margaret Edgar	as soon as possible

10. Regular communication will take place between unit staff and Margaret Edgar during the mobility programme. Any difficulties should be identified quickly and work should be undertaken to resolve them.	Rachael Graham/ Margaret Edgar/ Andrea Naim	ongoing
11. The plan will be for Thomas to move on from the secure unit to a residential school place at the end of his 3 month order. A residential school placement which offers an appropriate academic education and which is as near as possible to Fife will be pursued.	Andrea Naim	as soon as possible
12. Thomas will be provided with careers advice within Kerelaw School.	Kerelaw School staff	as soon as possible
13. A referral will be made to the Throughcare Team in Fife to become involved with Thomas immediately and attend the next review.	Andrea Naim	as soon as possible

Did anyone present at the Review not agree with any decisions(s) or recommendation(s)?

Yes ☐ No ☒

If yes, please outline who and what and any action to be taken to resolve the disagreement(s):-

--

6.

ATTENDANCE AT THE REVIEW

Please list all those who attended the Review and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the record to be provided
Jane Turk, Reviewing Officer	All reports & full minute
Thomas Edgar, Subject	All reports & full minute
Andrea Naim, Social Worker	All reports & full minute
Margaret Edgar, Mother	Full minute
Pauline Smith, Depute Unit Manager	Full minute
Rachael Graham, Keyworker	Full minute
Magnus Smith, Teacher	Full minute

6.

List anyone invited who was unable/did not attend and whether they should receive all/part of the record.

Name and Role/Relationship	Parts of the record to be provided
Lyndsey Oliver, Educational Psychologist	Full minute
Lesley Stevenson, Team Leader	Full minute

List anyone else who should receive all/part of the record.

7.

Date and time of next Review:

7 March 2002

At:

11.30 am

am/pm

Venue of next Review:

Kerelaw School

REF:

JT/MB

Part 6 above is an accurate and complete record of the Review meeting.

Name:

JANE TURK

Date:

05/02/2002

Chairperson of the Review Meeting

Block Capitals please

7.

Unique Reference Number:

Looking After Children in Scotland: Good Parenting, Good Outcomes

DAY TO DAY PLACEMENT ARRANGEMENTS

The purpose of this form is to record practical arrangements for meeting a looked after child/young person's needs, outlined in the Care Plan, in his/her current placement. Wherever possible, the Day to Day Placement Arrangements should be completed before a child/young person is first looked after away from home by a local authority, or changes placement. In an emergency placement, the Day to Day Placement Arrangements should be completed as soon as practicable and at least within 14 days of the Essential Core Record and Placement Agreement.

Personal Details

When recording the child/young person's forename(s) and family name, please state the names recorded on his/her birth certificate. If the child/young person is known by a different name(s) also record this name(s).

1. Forename(s)

THOMAS

Family name

EDGAR

Known as

TAM EDGAR

2. Date of Birth

Day Month Year

3. Placed with (name of principal carer)

KERAW SCHOOL (OPEN)

Placement type: Please use the following categories: with friends/relatives; with foster carers; with prospective adopters; other community (specify); local authority home; residential school; secure accommodation; other residential (specify).

Type of placement

RESIDENTIAL EDUCATION SCHOOL

Address (including postcode)

KERAW SCHOOL
KERAW ROAD
STEVENSTON

Telephone (including STD code):

01294 606514

4. Date placement to start/started

Day Month Year

If the Essential Core Record and Placement Agreement is already completed, ensure it is referred to when completing this form.

5. Have the carers got a copy of the child/young person's Essential Core Record and Placement Agreement?

Yes ☐No ☐Not yet completed ☒

If this has not yet been completed, when will it be done?

Day Month Year

Looking After Children

DAY TO DAY PLACEMENT ARRANGEMENTS

Health

The Arrangements to Look After Children (Scotland) Regulations 1996, Regulation 13, state that a health assessment should be arranged prior to placement if reasonably practicable.

6. Have the carers got a copy of the most recent health assessment on the child/young person?

Yes ☒ No ☐ Not assessed yet ☐

If not assessed yet, when will an assessment take place?

Day ☐☐ Month ☐☐ Year ☐☐☐☐

Include:
Arrangements that need to be made for routine visits to a G.P., health visitor, dentist or optician; any health examinations, assessments, or continuing treatment for medical, surgical, dental or psychological problems; outpatient or other outstanding appointments.
Describe arrangements for health promotion, e.g. diet, exercise, smoking, drugs and alcohol, sex education and contraception and for meeting any needs arising from disability.
Outline any specialist therapeutic help required if a child/young person has been abused or suffered other traumatic events.

What arrangements will be made to meet the child/young person's physical and emotional health care needs, including any needs arising from disability? Who will be responsible for carrying them out? What will be the role of the parent(s) or those with parental responsibilities? What are the child/young person's views? Are there any needs that cannot be met at present? If so, what plans will be made to meet them in the future?

ADMISSION MEDICAL ATTENDED, NO HEALTH PROBLEMS

Education

Children with special educational needs will have individualised educational programmes (IEPs). Some children may need to undergo a statutory process of observation and assessment that may lead to the opening of a Record of Needs. This will help in the process of drawing up an IEP for the individual. A Future Needs Assessment is carried out on a pupil with a Record of Needs commencing two years before the young person ceases to be of school age and ending nine months before then. The period of assessment is important in helping to prepare young people to move on to adult life. It is important that parents and carers know about and are actively involved in all these processes.

7. What arrangements will be made to meet the child/young person's education/training/employment needs? What will be the role of the parent(s) or those with parental responsibilities? What are the views of the child/young person? Who else needs to be involved in securing continuity and supporting the child/young person's education/training/employment during the placement? What is their role, e.g. liaison with school staff, transport arrangements?

TAM ATTENDS KEELEW SCHOOL AT PRESENT NOT KEEN ON SITTING HIS EXAM'S, WHICH WAS PART OF THE REASON, HE WAS ADMITTED

Contact/Family and Social Relationships

8. What arrangements will be made for contact with parent(s), siblings, other family members, friends and any other person/people important to the child/young person? Give details of all planned contacts and any practical arrangements, e.g. transport, financial assistance. Include details of overnight stays where permission has been given by the parent(s)/local authority for this. Ensure the carer has the address and telephone number of everyone listed here.

Where there are very complex contact arrangements, they may need to be recorded elsewhere in greater detail. Please note where this is the case.

Person and Relationship	When/Where/How?
MOTHER	EVERY FRI & SAT OF NIGHT, AND MIDWEEK, IF BEHAVIOUR WARRANTED IT.

How will changes to contact arrangements be made on a day to day basis, e.g. if the child/young person or parent is ill? Are there changes which need to be referred to the social worker?

By TELEPHONE

e.g. tracing an absent parent, or in circumstances where there has been a bereavement, helping the child/young person visit the grave.

If the child/young person needs to maintain and develop relationships with parent(s), siblings, or other relatives and this cannot be met through the contact arrangements detailed above, please describe and explain what action will be taken and by whom?

DISCUSSIONS WILL TAKE PLACE BETWEEN, KAREEM, TAM, Mum & Social Worker To Explore Any Issues

ABSCONDING RECORDS

19-5-02 TAM ABSONDS FROM UNIT AT 9.25PM
RETURNED OF OWN ACCORD AT 10.35PM

10-6-02 ABSONDS WITH D ALLOW 1.45PM
R.T.O 11/6/02 4.20PM

11-6-02 ABSONDS 4.45PM
RETURNS 12/6/02

21/6/02 FAILS TO TURN UP AT HOME
FOR LEAVE
RETURNS 23/6/02 CLAIMS HE
STAYED AT A PALS

10/7/02 12.15am GOES OUT ON LEAVE FAILS
TO TURN UP Eventually turns
up early hours of 11/7/02 12.35am

14/7/02 OUT FOR D/VISIT Does not go home
returned by standby on 18/7/02

Identity

9. What arrangements will be made to meet needs arising from the child/young person's gender, sexuality, disability, religion, culture, ethnicity, language, self-image and understanding of his/her own and family circumstances? Who will be responsible for carrying them out? What will be the role of the parent(s) or those with parental responsibilities? What are the child/young person's views?

TAM & KEYWORKER WILL ADDRESS THIS WEEKLY OR WHEN REQUIRED, AND KEEP ALL APPROPRIATE PERSONS INFORMED.

Social Presentation

10. What arrangements will be made to help the child/young person develop his/her social presentation or skills? Who will be responsible for carrying these out? What will be the role of parent(s) or those with parental responsibilities? What are the child/young person's views?

DAILY RECREATION TRIPS INTO LOCAL AMENITIES WITH STAFF, AND ALSO DISCUSSIONS WITH MUM ON TAM'S BEHAVIOUR WHILE OUT ON HOME LEAVE.

Emotional and Behavioural Development

11. What arrangements will be made to help the child/young person with his/her emotional and behavioural development? If specific needs have been identified, who will be responsible for ensuring these are met? What will be the role of parent(s) or those with parental responsibilities? What are the child/young person's views?

KEYWORKER UNIT MANAGEMENT
TEAM HAPPY WITH TIM ARRANGEMENT

Self-Care Skills

12. What arrangements will be made to help the child/young person develop his/her self-care skills? Please give details where a child/young person is taking responsibility for specific self-care tasks including who will support them with these. What will be the role of parent(s) or those with parental responsibilities? What are the child/young person's views? Describe arrangements for the child/young person to receive any pocket money or an allowance from the carer.

STAFF SUPERVISION AND AWARENESS OF TIM'S
SELF-CARE SKILLS, PERSONAL OR OWN LIVING SPACE
AND ALSO HIS THINGS IN MAIN UNIT.

Looking After Children

DAY TO DAY PLACEMENT ARRANGEMENTS

Social and Leisure Activities

13. Please list the child/young person's current or proposed interests and leisure activities and give details of the arrangements made to pursue these in the placement.

Current or Proposed Interest/Activity	Arrangements for Pursuing These	Role of Parent/Carer	Resource Implications (if any)
SNOOZER SWIMMING			

Looking After Children

DAY TO DAY PLACEMENT ARRANGEMENTS

Social Work Arrangements

14. How frequently will the social worker visit the child/young person and the placement?

Social workers are required to visit children/young people placed away from home within the first week of the placement. Subsequent visits to children and young people should be sufficiently frequent to safeguard and promote their welfare. This should not be less than every three months. Visits should also be made where reasonably requested by the child/young person or any foster carer.

ONCE PER MONTH

Whom should the carer, child/young person and parent(s) contact during office hours if the social worker is not available?

Name and Position

JAMES LATA
Telephone (incl. STD code)

Outside office hours, the carer, child/young person and parent(s) should contact:

Name and position

STAFF AT FLEMING UNIT
Telephone (incl. STD code)

15. Please answer this question if the child/young person is placed under the Fostering of Children (Scotland) Regulations 1996

Family placement/link social worker

Address (incl. postcode)

Telephone (incl. STD code)

How frequently will s/he visit the placement?

Do the carers know what financial support they will receive, and the arrangements for payment?

Yes ☐

Not yet, but they will be informed within 1 working day ☐

Have arrangements been made for them to receive a clothing grant and/or extra equipment, bedding or furnishings if needed?

Yes ☐

Not applicable ☐

Not yet, but will be provided within 1 working day ☐

Please give details of any clothing grant, equipment, bedding or furnishings needed.

Looking After Children

DAY TO DAY PLACEMENT ARRANGEMENTS

Social Work Arrangements

The carer(s) must sign this agreement and others, as appropriate, should be encouraged to sign.

16. The arrangements described in this form have been discussed with the following people who agree with them, except in any areas noted in Question 17 below.

	Signature(s)	Date	To receive a copy? (If YES please tick)
Child/Young Person			☐
Mother			☐
Father			☐
Foster/residential carer(s)			☐
			☐
Family placement worker			☐

WHERE APPLICABLE:- Other(s) with parental responsibilities, other interested relatives, (specify relationship to child/young person), other professionals (specify)

.....	Signature(s)	Date	☐
.....	Signature(s)	Date	☐
.....	Signature(s)	Date	☐

Anyone above who disagrees with the arrangements should be informed of their right to make representations to the local authority.

17. Please note and explain any disagreements with any arrangements and any further action that is required.

A new form should be completed and signed whenever there are substantial changes to the Day to Day Arrangements, e.g. as a result of changes to the Care Plan.

18. I have checked this Day to Day Placement Arrangements form for accuracy and completeness. (If applicable) The following questions have not been fully completed because:-

Signed	Name
Date	Designation

(BLOCK CAPITALS)

SOCIAL WORK SERVICE

Thomas Edgar
Kerelaw Secure Unit
Kerelaw Road
STEVENSON
Ayrshire
KA20 4JY

Direct Line:

Your Ref: 01592 412800

Our Ref:

TC/L/HMcK/HMcA

Date:

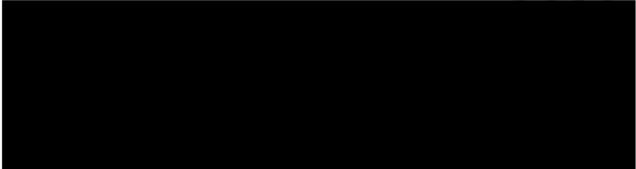
30 May 2002

Dear Thomas

As you may know your Social Worker, Andrea Nairn has, with your agreement, made a referral to the Throughcare Project for someone to work with you.

I am pleased to be able to let you know that your Throughcare Worker will be Jackie Pycroft. Jackie will be in touch soon to arrange a meeting with you.

Yours sincerely


Helen McKernan
Team Leader
Throughcare Project

SUMMARY FORM

Name: **Thomas Edgar**

Discussion:

We discussed accounts/finance
as a possible career choice.
You are a summer school leaver
so are eligible for college/work or
training.

Action Points

By Whom:

Timescale:

- ☒ Register at careers office to look for
- ☐ Training/work
- ☒ Read enclosed information
- ☐
- ☐
- ☐

Client (signature)

Adviser (signature)

Date:

Next Meeting:

Time

Date

Location

Kerelaw Secure Unit

F5

Admission

Name	THOMAS EDGAR		
Address	16 ANISON STREET KIRKCALDY, FIFE		
D.O.B.	25-07-86	Ethnic Origin	01
Age	15 YRS	Registration No.	

The above named young person was admitted to		BRUCE	Unit
on 6/12/01 from		OAKBANK SCHOOL	
		Code	05

Legal Status	70 (9)	Code	95
--------------	--------	------	----

Social Work Department Area Team	KIRKCALDY EAST (TEAM 2)
----------------------------------	-------------------------

Social Worker	ANDREA NAIRN	Senior Social Worker	LESLIE STEVENSON
---------------	--------------	----------------------	------------------

Telephone No.	01592 412483
---------------	--------------

Medication or Special Dietary Needs (Please Specify)
NORMAL DIET

Placement Objectives	
PLACE OF SAFETY	
Code	20

Responsible Authority	KIRKCALDY, FIFE	Code	250
-----------------------	-----------------	------	-----

Date Completed	6-12-01
----------------	---------

Signed	Rachel Graham
--------	---------------

Admission Check List

Name:

Tick when complete, then pass to Team Leader

Check Order

P5

☒

Blue Admission Details Card

☒

R.I.C.3.

☐

Arrange Admission Medical

☒

Issue Rights and Responsibilities handbook

☐

Issue Kerehaw Handbook for young people

☐

Clothing Card

☒

Record of belongings

☒

Pocket Money Card

☒

Get smoking consent form signed

☒

Fill in Parents Handbook and post

☒

Set date for Planning Meeting

☐

Date:

Time:

Key Worker Signature



Team Leader Signature

NOTE: PLACE COMPLETED LIST IN FILE

Assessment Components

- Immediate areas of concern

Anger & Aggressive Behaviour
Drug Abuse,

- Action

Anger Management Programme - Two Periods weekly carried out within Kotelaw.

Referral made to Drugs worker within Kotelaw.

- Outcome

Programme Commenced 22/1/02 for eight weeks.

Summary from admission throughout 21 day assessment period, cross-referenced with care programme.

Thomas settled into Bruce unit quickly and has not caused any management problems. He has attended a continued hearing on 28 December where a three months order with secure accommodation placed on him. Anger Management programme has commenced and a mobility has been put in place. It was made very clear that Thomas would not be returning home to stay, by his mother. Other residential placement to be found.

Relevant agency involvement.

Social Worker has to establish referral to through care, 'Link in, Life'.

New Residential placement.

Career's office



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION

132

**YOU HAVE TO COME TO A
CHILDREN'S HEARING**

Thomas Edgar
c/o Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire
KA20 4JY

Dear Thomas

I have arranged a children's hearing to consider your case which was continued on 07/12/2001 and to consider renewing a warrant to keep you in a safe place.

You must be there **on Friday, 28 December 2001** at **11:45**
at The Reporter's Department, Albany House, 3 North Street,
Glenrothes, KY7 5NA

If there is a good reason why you cannot attend on this date, contact me immediately at the telephone number printed below.

Yours sincerely

Alex Miller
Reporter

Date: 19 December 2001

Please Read the Enclosed Leaflet Carefully and Remember

- You have the right to attend your Hearing and it is very important for you to there. If there is a very good reason why you cannot be there, such as illness, then you **must** contact my office or ask someone else to. My address and phone number are printed at the foot of this letter. If you do not come then the Hearing may arrange for you to be brought.
- You may want to tell the Hearing what you think would be best for you and what you would like to happen. You have the right to do that and it is often a very good idea. If you want to, you can tell me before the Hearing starts, or you can say it at the Hearing.
- Or you can write to me if you like. You can write to me on the pages which are attached or on another piece of paper. Whatever you tell me will be passed on to the Panel Members and to your parents or the people who look after you or your welfare.
- If you think it will be difficult to say what you want at the Hearing you can bring someone with you, a representative, who can help you. Their travel expenses will be paid as well as yours and I will tell you how you can claim.

Fife East team, Albany House, 3 North Street, Glenrothes, KY7 5NA

Tel: 01592 414919

Fax: 01592 414903

NATSET37

FLEMING
~~BRUCE~~ UNIT
ADMISSION DETAILS

NAME THOMAS EDGAR

D.O.B. 25-07-86 D.O.A. 06-12-01

PARENT/ GUARDIAN MARGARET EDGAR

ADDRESS 16 ALISON STREET

KIRKCALDY

FIFE

TEL [REDACTED]

SOCIAL WORKER ANNEA NAIRN

ADDRESS EAST FERGUS PLACE, KIRKCALDY KY1 1XT

TEL No [REDACTED] [REDACTED] [REDACTED] [REDACTED]

REPORTERS OFFICE ALEX MILLER, FIFE EAST TEAM

ALBANY HOUSE, 3 NORTH STREET, GLENROTHES

LEGISLATION 73 (9e)

KEY WORKER RACHEL GRAHAM KEY TEACHER MAGNUS SMITH

HIGHT 5' 11" BUILD AVERAGE COMPLEXION FAIR

EYES BLUE HAIR FAIR MALE/FEMALE MALE

MARKS / SCARS —

PLACE OF BIRTH SCOTLAND NATIONALITY BRITISH

TELEPHONE CONTACT

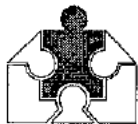
NAME

No

NAME

MOTHER

JAMES HALL



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION

134

**YOU HAVE TO COME TO A
CHILDREN'S HEARING**

Thomas Edgar
c/o Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire

Dear Thomas

I have arranged a children's hearing to consider your case because you have been placed in secure accommodation.

You must be there **on FRIDAY, 07/12/2001 at 11:30 a.m.**
at KERELAW SCHOOL, KERELAW ROAD,
STEVENSTON, AYRSHIRE.

If there is a good reason why you cannot attend on this date, contact me immediately at the telephone number printed below.

Yours sincerely

Alex Miller
Reporter

Date: 6 December 2001

Please Read the Enclosed Leaflet Carefully and Remember

- **You have the right to attend your Hearing and it is very important for you to there.** If there is a very good reason why you cannot be there, such as illness, then you **must** contact my office or ask someone else to. My address and phone number are printed at the foot of this letter. If you do not come then the Hearing may arrange for you to be brought.
- You may want to tell the Hearing what you think would be best for you and what you would like to happen. You have the right to do that and it is often a very good idea. If you want to, you can tell me before the Hearing starts, or you can say it at the Hearing.
- Or you can write to me if you like. You can write to me on the pages which are attached or on another piece of paper. Whatever you tell me will be passed on to the Panel Members and to your parents or the people who look after you or your welfare.
- **If you think it will be difficult to say what you want at the Hearing you can bring someone with you, a representative, who can help you.** Their travel expenses will be paid as well as yours and I will tell you how you can claim.

Fife East team, Albany House, 3 North Street, Glenrothes, KY7 5NA

Tel: 01592 414919

Fax: 01592 414903

NATSET37



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION

**DECISION OF A
CHILDREN'S HEARING**

Thomas Edgar
c/o Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire
KA20 4JY

Dear Thomas

At your children's hearing which took place on 28/12/2001 the hearing decided:

- to vary the supervision requirement by substituting condition that you reside in Kerelaw School, Stevenston, Ayrshire, with liability to be detained in secure accommodation, for existing condition of residence.

I enclose the following:

- a copy of the decision
- a copy of the written reasons for the hearing's decision

If you do not agree with this decision, you can appeal against it to a sheriff. You must do this within 21 days of the hearing. If you do want to appeal, you should see a solicitor as soon as possible.

Finally, you can contact me if you need any more information - my telephone number and my address are at the bottom of this letter.

Yours sincerely

Alex Miller
Reporter

Date: 9 January 2002

If there is anything you do not understand after reading this letter, you may get free help from a Solicitor or you could contact the Scottish Child Law Centre on their FREE advice line 0800 3288970. Children's Representation/Rights Officers specialise in helping young people who come to a hearing. They may work in the area where you live. You should contact me and ask whether your local area has one.

Fife East team, Albany House, 3 North Street, Glenrothes, KY7 5NA

Tel: 01592 414919

Fax: 01592 414903

NATSET50



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

CONTINUATION UNDER SECTION 73(9)(e) OF THE ACT OF SUPERVISION
REQUIREMENT WITH VARIATION AUTHORISING PLACEMENT
IN SECURE ACCOMMODATION

Date 28/12/2001

Place ALBANY HOUSE
3 MONTH START
PERMANENT

A children's hearing for Fife having considered the case of
THOMAS MORGAN (DOB 25/7/86) 16 ALISON STREET KILMACALLAN/
and in exercise of the powers conferred by section 73(9)(e) of
the Children (Scotland) Act 1995 being satisfied,

(firstly) that the child is in need of compulsory measures of
supervision,

and (secondly) [that [he][she] has previously absconded and is
likely to abscond unless [he][she] is kept in secure
accommodation, and if [he][she] absconds, it is likely that
[his][her] physical, mental or moral welfare will be at risk]

[that [he][she] is likely to injure [himself][herself] or some
other person unless [he][she] is kept in secure accommodation],

grant continuation of the supervision requirement dated 5/11/2001
a copy of which is attached, subject to the insertion of a
requirement on [him][her] to be under the supervision of the
chief social work officer for Fife Council and to reside in KILMACALLAN
SCHOOL, KILMACALLAN ROAD, STEVENSON ABBEY * , subject to the
conditions noted below and any other insertions in or variation
of the supervision requirement noted below.

[The children's hearing order that the place or places where the
child is to reside in accordance with the requirement shall not
be disclosed to]

CONDITIONS, VARIATIONS AND INSERTIONS REFERRED TO IN THE
SUPERVISION REQUIREMENT

- 1 The child is liable to be placed and kept in secure
accommodation in SAID KILMACALLAN SCHOOL at such times as
the person in charge of the residential establishment, with
the agreement of the chief social work officer of Fife
Council considers necessary.
- 2 The child is required to observe the rules of conduct of the
residential establishment.
- 3 Subject to condition 1 above, the requirement to reside is
subject to the discretion of the managers of the residential
establishment to grant leave of absence from time to time.

Chairman of the Children's Hearing

* NOTE If the residential establishment providing secure accommodation does not have an open residential facility there will also need to be
a reference to some such place. 3 North Street, Glenrothes KY7 5NA Telephone 01592 414919 Facsimile 01592 414903

F. REASONS FOR DECISION

CHILD'S NAME THOMAS PAGON

DATE OF BIRTH 25/7/86

The Children's Hearing made the decision(s) for the following reasons:

The hearing accepted the recommendation of the SW department that Thomas's order be reviewed to a stay at the unit at Kewellaw for his protection and others. The hearing was satisfied that Kewellaw would provide for his immediate future and welfare, including a course on anger management and also provide for his needs and education.

Safe garden mentioned but not needed



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION**DECISION OF A
CHILDREN'S HEARING***Bm*

The Principal
Kerelaw School
Kerelaw Road
STEVENSTON
Ayrshire KA20 4JY



Dear Sir

Thomas Edgar, (25.7.86), 16 Alison Street, Kirkcaldy,

A children's hearing took place on 07/12/2001 for Thomas Edgar when the following decision was made:

- to continue the hearing and to issue a warrant to detain the child in a place of safety with authorisation to be detained in secure accommodation for up to a period of 22 days

Notification of the decision has been sent to Thomas in a separate envelope.

Yours faithfully


Alex Miller
Reporter

Date 13 December 2001

Fife East team, Albany House, 3 North Street, Glenrothes, KY7 5NA

Tel: 01592 414919

Fax: 01592 414903

NATSET52

CONFIDENTIAL

"The details contained in this report are Confidential: They should not be given to any other person without permission being requested from the Social Work Department."

KERELAW SECURE UNIT
REPORT FOR CHILDREN'S HEARING

NAME: Thomas Edgar

D.O.B. 25.07.86

D.O.A. 06.12.01

HOME ADDRESS: 16 Allison Street, Kirkcaldy, Fife

LEGAL STATUS:

DATE OF HEARING: 28.12.01

DATE OF LAST PANEL:

DATE OF TERMINATION OF PRESENT ORDER:

THOMAS EDGAR

28.12.01

Thomas was admitted to Kerelaw Secure Unit on 06.12.01. A Hearing took place on 07.12.01 and issued a warrant to detain Thomas on a Place of Safety authorisation for a 22-day period.

Since his arrival Thomas' behaviour has presented no management problems whilst he has been resident within Bruce Unit. He presents as fairly self-contained, even at times quite remote, but is making attempts to build relationships with both staff and peers. His admission medical on 13.12.01 highlighted no concerns and generally speaking Thomas appears to respond to the clear structure that life in Bruce Unit provides.

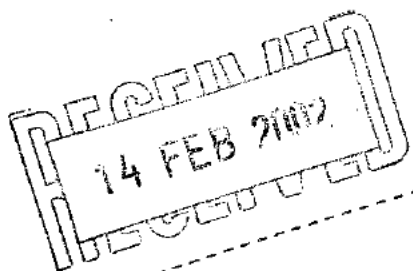
Stuart English
Residential Worker

Mary Gallacher
Depute Unit Manager

I confirm the content of this report has been discussed with (relationship)
on who agreed the content

Or

It was not possible to discuss this report


SOCIAL WORK SERVICE

Ms Rachel Graham
Keyworker
Kerelaw Secure Unit
Kerelaw Road
STEVENSTON
Ayrshire

Direct Line: 01592 412400

Ref: JT/AS/Edgar

Date: 12th February 2002

Dear Ms Graham

Re: Thomas Edgar - 25.07.86

A Review is arranged to take place on 7th March 2002, at Kerelaw Secure Unit at 11.30 am for the above named in terms of Section 31 of the Children (Scotland) Act 1995. It would be helpful if you could attend the Review to offer advice and comment, if appropriate, in planning for Thomas.

Please confirm if you are able to attend.

I look forward to meeting you at the Review.

Yours sincerely

Jane Turk
Reviewing Officer



Your ref

Our ref LO/SK/Lyndsey/Cases/T Edgar LAC8

EDUCATION SERVICE

If calling, please ask for Mrs Lyndsey Oliver

05 June 2002

((LAC 8))

Child's Name	Thomas Edgar	D.O.B. 25.07.86
Date of Review	06.06.02	

I have not had recent direct involvement with Thomas so am not able to provide a detailed report at this time.

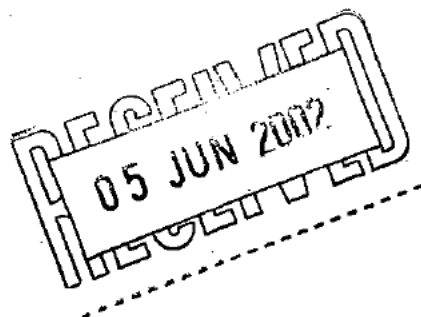
I have however liaised with Ms Andrea Nairn, Social Work Service and Mr Terry Wilson, Kerelaw School. Thomas is of school leaving age. He has completed five Standard Grade subjects in English, Maths, Computing, Home Economics and Modern Studies. The school reports that Thomas has been working very well in school.

I understand that Thomas wants to stay at Kerelaw. However, now that he has completed his secondary schooling it would seem appropriate for him to return to Fife. A number of college options would be available for him in Fife. I understand that he is interested in catering. He has recently met with the Careers Service at Kerelaw, but contact with the Careers Service in Fife would be a priority to enable Thomas to discuss fully the different options that are available to him now that he has completed his secondary schooling.

I am willing to be involved in planning meetings in Fife for Thomas to discuss his options.

I am sorry but due to the change of meeting time I am not able to attend Thomas's Child Care Review on 6th June 2002.

Cc Thomas Edgar /
Mrs Edgar
Mr Terry Wilson, Kerelaw School
Ms Andrea Nairn, SWS, Kirkcaldy



SOCIAL WORK SERVICE

Rachel Graham
Keyworker
Kerelaw Secure Unit
Kerelaw Road
STEVENSON
Ayrshire
KA20 4JY

Direct Line:

Your Ref: 01592 412800

Our Ref:

TC/L/HMcK/HMcA

Date:

30 May 2002

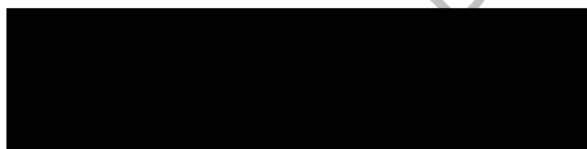
(THOMAS EDGAR
Fleming)

Dear Ms Graham

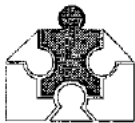
As you may know Thomas was referred to the Throughcare Project by Andrea Nairn. I am writing to inform you that Thomas's Throughcare Worker will be Jackie Pycroft

Jackie will be in touch soon to arrange a meeting with Thomas and yourself to discuss the current situation and future plans.

Yours sincerely

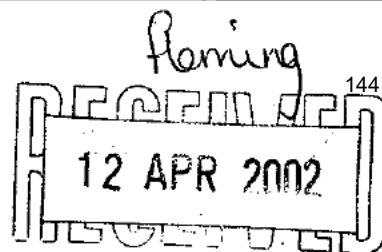


Helen McKernan
Team Leader
Throughcare Project



SCOTTISH

CHILDREN'S REPORTER
ADMINISTRATION



**DECISION OF A
CHILDREN'S HEARING**

The Head of School
Kerelaw School
Kerelaw Road
STEVENSTON

Dear Sir

Thomas Edgar, (25.7.86), 16 Alison Street, Kirkcaldy.

A children's hearing took place on 19/03/2002 at Glenrothes in relation to a review for Thomas Edgar when the following decision was made:

- to vary the supervision requirement by removing the condition of liability to be placed and kept in secure accommodation.

I enclose:

- a copy of the supervision requirement

Yours sincerely


Alex Miller
Senior Reporter

Date: 10 April 2002



REASON FOR DECISION

CHILD'S NAME THOMAS FAGARDATE OF BIRTH 25/7/86

The Children's Hearing made the decision(s) for the following reasons:

Safeguarder was not thought to be necessary

Supervision Requirement was varied to ~~be~~ remove secure accommodation condition as Thomas no longer meets the criteria

As his own home or foster care are not viable options as they would not provide the clear and consistent boundaries Thomas requires still, Kerebow Residential School was named on the Supervision Requirement

The school can (~~provide Thomas with~~) meet the social and educational requirements of Thomas

(Continue overleaf if necessary)

(Signed)

Sandra Winton

(Chairman)

(Date)

19 March 2002

C. REASONS FOR THE CHILDREN'S HEARING

TO REVIEW A SUPERVISION REQUIREMENT

D. GROUNDS FOR REFERRAL

Response to explanation of grounds for referral

Grounds on 4a dated	Child	Mother	Father	Relevant Person	Relevant Person
accepted	☐	☐	☐	☐	☐
accepted in part	☐	☐	☐	☐	☐
not accepted	☐	☐	☐	☐	☐

Grounds not understood through inability ☐ after explanation ☐

Grounds on 4a dated	Child	Mother	Father	Relevant Person	Relevant Person
accepted	☐	☐	☐	☐	☐
accepted in part	☐	☐	☐	☐	☐
not accepted	☐	☐	☐	☐	☐

Grounds not understood through inability ☐ after explanation ☐

E. DECISION/S OF THE CHILDREN'S HEARING

1/ NOT TO ADDIT A SAFEGUARD

2/ TO VARY THE SUPERVISION REQUIREMENT

BY REMOVING THE CONDITION OF LIABILITY
TO BE ~~BE~~ PLACED AND KEPT IN SECURE
ACCOMMODATION



Thomas Edgar
Kerelaw Secure Unit
Kerelaw Road
STEVENSTON
Ayrshire

SOCIAL WORK SERVICE

Direct Line: 01592 412400

Ref: JT/AS/Edgar

Date: 12th February 2002

Dear Thomas

Re: CHILD CARE REVIEW

Date: 7th March 2002

Time: 11.30 am

Venue: Kerelaw Secure Unit

* Thomas choose
not to fill in - reasons
being that he will speak
at the Review and there
is no need to fill in form

We have arranged a meeting, known as a Child Care Review, to talk about the arrangements for your present and future care. We'd like you to come to this as it's important that your thoughts about what should happen to you are taken into consideration.

One of the ways in which you might help us understand more clearly how you feel about being Looked After, is by filling in the form which I've sent you and send it back to me before the Review. Please use the Freepost envelope provided. You might also want to consider making a tape recording of your thoughts or, writing something down, either on your own, or with your carer or social worker.

Finally, if you wish to contact me before the Review, to discuss anything, please feel free to call me at the number on this letter.

Yours sincerely

Jane Turk
Reviewing Officer

Enc

KERELAW SECURE UNIT**REVIEW REPORT**

NAME: Thomas Edgar

D.O.B. 25.07.1986

D.O.A. 06.12.01

LEGAL STATUS: 70 (9)

HOME ADDRESS: 16 Alison Street Kirkcaldy Fife

DATE OF REVIEW: 15 January 2002

PRESENT AT REVIEW:

Introduction

Thomas was admitted to Kerelaw Secure Unit on 6/12/01. A Hearing took place on 7/12/01 and a warrant was issued to detain Thomas on a Place of Safety authorisation for a 22-day period. A further Hearing took place on 28.12.01 at Glenrothes, where a 3-month order was issued with Secure Unit condition naming Kerelaw.

Health

Since arriving into Bruce Unit, Thomas has received a medical and optician appointment. He keeps good health and presents no major concerns.

Education

Thomas has settled in very well at classes and receives favourable reports. Thomas however, feels that the work presented to him is below his capabilities and this matter will be discussed with his key teacher.

Conclusion

Since his arrival, Thomas's behaviour has presented no management problems compared to background reports from other establishments. We have experienced one incident from Thomas since his arrival, when a disagreement between himself and another young person showed a change to Thomas's personality and led to Thomas being removed to his room. He settled quickly and returned to the unit.

He presents a fairly self-contained, even at times quite remote, but is making attempts to build relationships with both staff and peers.

Points for discussion

Mobility programme

Anger Management

Through Care

Exit Plan

Rachel Graham
Residential Worker

S Beattie
Unit Manager

RG/SB/SSP14.1.02

Our Ref: AN/GG/TEDGAR7

Date: 30th October 2001

COMPOSITE HEARING REPORT

Concerning

NAME: Thomas Edgar

DATE OF BIRTH: 25.07.1986

HOME ADDRESS: 16 Alison Street, Kirkcaldy

CURRENT ADDRESS: No. 4 Rimbleton Park, Glenrothes

CURRENT LEGAL STATUS: Section 70(3) Children (Scotland) Act 1995

DATE OF HEARING: Monday 5th November 2001

TIME AND VENUE: 12.15pm – Albany House, Glenrothes

GROUND OF REFERRAL: Review at request of the Local Authority.

REPORT COMPILED BY: Andrea Nairn, Social Worker

REVIEW OF THE CARE PLAN - PART 1

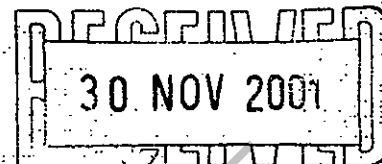
PIN NO: 145167(4)

Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART I

Social Worker's Report



When recording the child/young person's forename(s) and family name, please state the names recorded on his/her birth certificate. If the child/young person is known by a different name(s) also record this name(s).

1. Forename(s): THOMAS
Family Name: EDGAR
Known As:

2. Date of Birth: 25/07/1986

3. Date when child/young person started to be looked after away from home: 06/03/2000

4. Date of last Review meeting (if appropriate): 02/05/2001

5. Date of this Review meeting: 29/10/01

6. Reason for Review

Child/Young person looked after for 6 weeks	☐
Child/Young person looked after for 4 1/2 months	☐
Six monthly Review	☒
Other (Please Specify)	☐
Specify:	

Placement Type: Please use the following categories: with friends/relatives; with foster carers; with prospective adopters; other community (specify); local authority home; voluntary home; residential school; secure accommodation; other residential (specify).

7. Current Placement Type: Residential Unit
Specify: No. 4, Rimbleton Park
Name of carer(s)/key worker: Sheilagh Lithgow
Relationship to child/young person (if any): Keyworker
Address (including postcode): Rimbleton Park
Glenrothes

This form contains confidential information which should only be shared in accordance with the Data Protection Act 1998.

8.

Please state whom you have consulted before the Review, who has been invited to the Review, and who has been invited to submit a report.

	Consulted (Please tick if applicable)	Invited (Please tick if applicable)	Report Requested (Please tick if applicable)
Child/young person	☒	☒	☐
His/her mother	☒	☒	☐
His/her father	☐	☐	☐
His/her carer(s)/residential key worker	☒	☒	☐
Health Professions (please specify):			
	☐	☐	☐
2: Agnes Smith	☒	☒	☐
Education professionals (please specify):			
Lyndsey Oliver	☒	☒	☐
2	☐	☐	☐
Other interested parties (please specify):			
	☐	☐	☐
2	☐	☐	☐
3	☐	☐	☐

9.

How often has the social worker visited the child/young person since the last Review, or, if first Review, since the child started to be looked after away from home?

6 Times

Is this as frequent as agreed in the Day to Day Placement Arrangements



Yes



No

If NO, Please explain:

Does this frequency meet statutory requirements?



Yes



No

If NO, Please explain:

10. How often has the social worker visited the following? (If parent(s) deceased or whereabouts unknown, please state).

Mother:

3

Father:

Other relatives, including siblings, or friends:

(Please state whom):

11. Was a full assessment of the child/young person's needs completed either before being looked after away from home, or since?

Yes



No



12. Has an Assessment and Action Record been completed since the last Review?

Yes



No



If yes, attach a copy of the summary sheet from the Assessment and Action record in Part 5 of this Review Folder

Not yet applicable



13. What is the child/young person's legal status?

Section 70 Children (Scotland) Act 1995 with a condition of residence.

Has this changed or have there been any other legal developments, e.g. referral to the Reporter, since starting to be looked after away from home/last Review?

Yes



No



If yes, please give brief details:

Referral made to Reporter on Thursday, 18th October 2001 following a breakdown in Thomas' placement at No 4.

14. Is the child/s young person's name on the Child Protection Register?

Yes



No



If yes, and the Reviews are not being held simultaneously, attach the decisions/ recommendations of the most recent child protection review in Part 5 of this Review folder.

Has there been a change in child protection status since the child/young person started to be looked after away from home/last Review?

Yes



No



If yes, please explain:

Looking After Children

REVIEW OF THE CARE PLAN - PART 1

- 15.** Please list the recommendations/decisions of the last Review and indicate if each is fully met/partly met/not met. Where 'not met' or only 'partly met', please explain. If this is the first Review, add here a copy of Question 16 and 17 from the Care Plan.

Recommendations/Decisions

Recommendations/Decisions and Action to be Taken	By Whom?	By When?	Fully Met/Partly Met/Not Met Please Explain
1. Although fragile, Thomas' placement at No. 4 Rimbleton Park is reasonably settled at present. There have been improvements in his behaviour and attitude and Thomas will remain at No. 4 Rimbleton Park unless a more appropriate placement is identified.		Ongoing	Thomas' placement at No 4 has broken down and a new resource needs to be identified.
2. Staff at No. 4 Rimbleton Park will ensure that all Thomas' health needs continue to be met. If he is needing a new pair of glasses, this will be organised. A dental appointment will be made for him with his own dentist in Kirkcaldy.	Care Staff	Ongoing.	Unmet. Thomas still requires a dental check up and a new pair of glasses.

3. Thomas is working well and is appropriately placed at the Bridges Project. An education review meeting will consider the possibility of Thomas sitting additional Standard Grades and possibly accessing some work through a mainstream school.

Bridges Project
Staff/Lyndsay Oliver

July 2001

Partly met. Thomas is to sit 5 standard grades. However, Thomas was recently excluded from the Bridges as a result of an assault against a teacher. He has not been considered capable of accessing mainstream school due to problematic behaviour.

4. Thomas will continue to have overnight contact with his mother at weekends and visits during the week. These contacts will be organised directly between Thomas and his mother.

Mrs. Edgar and
Thomas.

Ongoing

Fully met. Thomas has had regular contact with his mother including overnight stays and a day trip to Blackpool

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5. It was agreed that we are no longer pursuing the possibility of Thomas returning to the care of his grandparents, however, continued contact with them would be of benefit to Thomas. This will be discussed further with Thomas and contact will be arranged if Thomas wishes this to be pursued.

Andrea Naim

ASAP

Partly met. Thomas has made contact with his grandparents but it would appear to be on a superficial level.

6. Thomas will be given support in trying to trace and re-establish contact with his father.

Andrea Naim

ASAP

Unmet. Andrea Naim attempted to trace Thomas' father through the Family Tracing Service with the Salvation Army. However, [REDACTED]

7. Thomas will again be given the opportunity of and encouraged to accept work on anger management and a referral to SACRO to address his offending behaviour.

Andrea Nairn/Care Staff

ASAP

Ongoing. Thomas has been committed to SACRO through a condition of his supervision order.

8. A referral will be made to the Resource Group to look at the possibility of another small unit being a more appropriate placement for Thomas than No. 4.

Andrea Nairn

ASAP

Unmet. This did not take place as it was believed that some of the staff group at No. 4 remained very positive about Thomas and did a lot of work in terms of building up trust.

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9. The recommendation to Thomas' Children's Hearing will be for him to remain in Fife at either No. 4 Rimbilton Park or at another small unit if a better alternative is identified on a Supervision Requirement under Section 70 of the Children (Scotland) Act 1995 with a condition of residence.

Andrea Naim

Fully met. Thomas last appeared at a Children's Hearing on 29th August 2001 and was made subject to Section 70 of the Children (Scotland) Act 1995 with condition of residence.

ADD ADDITIONAL PAGES IF REQUIRED

20260721-DP8595106-1

16.

Please describe what has happened in the child/young person's placement since the last Review. (If this is the first Review, describe what has happened since the child or young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading.

i) Has there been a change of placement? If yes, describe the circumstances and the effects on the child/young person.

Change of Placement

Thomas' placement at No. 4 broke down on Thursday, 18th October 2001 following the assault on 3 staff members. Thomas has been on extended home leave since then and appears to be accepting of the situation.

ii) Have there been any significant changes within the current placement which have affected the child/young person; e.g., someone arriving or leaving?

Significant Placement Changes

No significant changes that I am aware of.

iii) What are the child/young person's relationships like with adults and other children/young people in the placement?

Relationships

The staff group at No. 4 are apparently divided in their views on working with Thomas. Some staff members have built up trust with Thomas and remain positive but the majority do not believe that the placement is tenable. It has been stated that Thomas tends to bully the younger children at No. 4.

ADD ADDITIONAL PAGES IF REQUIRED

- iv) Does the child/young person understand and accept the rules and guidance provided by staff/carers? Has s/he been subject to any sanctions? If so, what, how often and with what result?

Child/Young Persons Understanding:

Thomas experiences difficulty accepting the rules and boundaries set out by staff particularly if he feels threatened when he is challenged.

- v) How does the child/young person spend his/her leisure time. Are there activities s/he would like to be able to do which s/he is not doing?

Leisure Time:

Thomas enjoys football and swimming. He has also been involved in other organised activities such as Kayaking and Climbing.

- vi) Are there any concerns about the child/young person's safety either because of his/her own or other people's actions? If yes, describe what will be done to protect him or her.

Concerns:

There are concerns that Thomas has potential to harm others with his aggressive actions and by extension he places himself at risk.

USE ADDITIONAL PAGES IF REQUIRED

vii) Does the child/young person feel safe in the placement. If not, describe why, and outline what is being done to help him/her feel safer.

Placement:

Thomas likely feels insecure at No. 4 given that some care staff do not trust Thomas.

viii) Is the placement appropriate for the child/young person? Is the placement stable, fragile or approaching breakdown? Is a move needed for other reasons, e.g., a time limited placement? If the placement might need to end, what alternative(s) has been considered and what needs to be done to achieve it?

Appropriate Placement:

The placement has broken down completely and it is believed that another resource has to be found for Thomas.

17.

Please describe the child/young person's development since the last Review. (If this is the first Review, describe what has happened since the child or young person started to be looked after away from home). Make sure you describe positive developments as well as any problems. Always record something under each heading. Attach copies of any relevant reports at Section 5 of the Review folder.

i) How is the child/young person's health? Has the child/young person had or refused any assessments or treatment? If the child/young person is disabled, are there any specific needs or issues arising for him/her or his/her carer(s)?

Health:

Thomas has, in the main, good health.

ADD ADDITIONAL PAGES IF REQUIRED

ii) How is the child/young person progressing in pre-school provision/school/training/college work? Are there barriers to him/her achieving his/her potential? If so, describe them. Does the child/young person have an education plan? If so, what date was it or will it be reviewed?

Education

Thomas is on target to sit 5 standard grades next year. Academically, he copes well but his behavioural problems within the Bridges detract from his academic achievements. He has absconded on occasions from school following confrontations.

iii) What sense does the child/young person have of his/her identity, e.g. concerning gender, disability, sexuality, religion, culture, ethnicity, language, self-worth, knowledge and understanding of own and family circumstances? What is being done to support the child/young person to achieve a positive sense of identity?

Identity:

Thomas has poor self worth which is exacerbated by what he likely perceives as rejection. His relationship with his mother and siblings has noticeably improved over the past few months which will help Thomas feel more part of the family unit.

Poor relationships with staff members at No. 4 as a result of Thomas' aggressive behaviour will also have reinforced a negative sense of identity.

ADD ADDITIONAL PAGES IF REQUIRED

Looking After Children

REVIEW OF THE CARE PLAN - PART 1

iv) With whom is contact taking place? Is it taking place as often as planned? What effect is it having on the child/young person? What contribution do the parent(s) or people with parental responsibilities make to the child/young person's day-to-day care?

Contact:

Thomas has had more contact with his mother and siblings recently. He presents as relaxed in the company of his mother and she is much more positive and supportive of Thomas.

Thomas has had contact with his grandparents. He has visited twice for tea recently.

v) How does the child/young person relate with members of his/her family? Have there been any changes in these relationships or of family membership? How have these affected the child/young person?

Family Relationships:

At the moment, Thomas appears to be enjoying much more positive relationships with his family. Apparently, Margaret Edgar is willing to consider Thomas for weekend leave in the event that he is placed in a residential school.

vi) How does the child/young person present him/herself in social situations? What impression does s/he make on other people?

Social Presentation:

Thomas tends to hide behind a macho image and only a selected people are allowed to see the real Thomas and the fact that he can be a kind and caring young man with certain individuals, if he so chooses.

vii) Describe the child/young person's behaviour. How is s/he developing emotionally? Have there been any changes? If so, give details and possible reasons why you think they happened.

Emotional and Behavioural Development

Thomas' behaviour fluctuates considerably and in terms of uncertainty, he can appear quite erratic. He still has difficulty in accepting responsibility for his actions and I have been advised that at times Thomas can appear to have little or no compassion for his victims.

However, Thomas has established relatively close relationships with some staff members at No. 4 and as a consequence has built up enough trust to "open up" about his feelings.

ADD ADDITIONAL PAGE IF REQUIRED

viii) What self-care skills does the child/young person have? Are there any barriers to the child/young person achieving appropriate self-care skills? If so, describe them.

Self-Care Skills:

Thomas is capable of good self care skills but I have been led to believe that he requires prompting in terms of hygiene.

On the surface Thomas can present as well cared for and he enjoys wearing nice clothes.

18.

Please describe the child/young person's, and his/her family's, relationships with you since the last Review. (If this is the first Review, describe what has happened since the child/young person started to be looked after away from home). If there has been a change of social worker, what effect has this had on the child/young person and his/her family? Make sure you record positive developments as well as any problems.

Family Relationships since last Review

There is a noticeable improvement in family relationships since the last review.

Looking After Children

REVIEW OF THE CARE PLAN - PART 1

19.

Are there any other significant developments for the child/young person not outlined in Questions 16 - 18 above?

Significant Developments:

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Declaration:

I have checked this report for accuracy and completeness. (If applicable) The following questions have not been fully completed because:

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To be checked for accuracy and signed by Social Worker

Signed:

Andrea Nairn

Name:

ANDREA NAIRN

Date:

26/10/2001

Designation:

SOCIAL WORKER

Ref:

AN/DD

12.

6. Responsible authority (if different from supervising authority/agency)

AURSHIRE COUNCIL

If the responsible authority is different from the supervising authority/agency, have details of the arrangements between authorities been agreed and recorded?

Yes ☐ No ☒ If no, when will this be completed? Day ☐ ☐ Month ☐ ☐ Year ☐ ☐ ☐ ☐

7. Placement address (incl. post code)

KERLAW SECURE UNIT
STOVENSOW
MYRSHIRE

Telephone (incl. STD code): (01294) 606500

8. Date of placement

Day ☐ 2 ☐ 8 Month ☐ 1 ☐ 1 Year ☐ 2 ☐ 9 ☐ 0 ☐ 1

9. * Placement type

SECURE

If this placement is provided as part of a series of short-term (respite) placements, please tick. ☐

Does the child/young person have a respite and/or holiday placement as well as a main placement? Yes ☐ No ☒

If yes, what is the placement(s) type?

Placement type:
Please use the following categories: with friend(s)/ relative(s), with foster carer(s), with prospective adopter(s), other community (specify), local authority home, voluntary home, residential school, secure accommodation, other residential (specify).

The home address is the place where the child/young person normally lived before being looked after away from home by the local authority.

10. Child/young person's home address (Incl. post code)

16 ALISON STREET
KIRKCALDY
FIFE

Name(s) of principal carer(s) at this address and status, e.g. parent(s), relative(s) or friend(s)

MRS. MARGARET EDGAR

11. *What is the ethnic origin of the child/young person? Tick the appropriate box

White ☒
Black - Caribbean ☐
Black - African ☐
Black - other ☐
Indian ☐
Pakistani ☐
Bangladeshi ☐

Chinese ☐
Mixed ethnicity ☐
(Specify).....
Other ethnic group ☐
(Specify).....
Not known ☐

12. What, if any, is the religious persuasion of the child/young person?

PROTESTANT

Please give brief details of any religious practices to be observed.

13. Languages spoken at home

First Language

ENGLISH

Other Language(s)

14. Can the child/young person speak English?

Yes ☐ Some ☒ No ☐

Will an interpreter be needed?

Yes ☐ No ☐

If the child/young person uses a form of communication other than speech (e.g., Makaton, British Sign Language, picture/symbol system, electronic system), please specify.

15. Describe the child/young person, e.g., height, build, hair and eye colour, and any specific physical characteristics.

Height - 5' 11"
Build - Average
Hair - Blond short
Eyes - Blue

16. Is the young person a parent?

Yes ☐ No ☒

If yes, does s/he have parental responsibilities and parental rights?

Yes ☐ No ☐

Child/ren's name(s) and date(s) of birth

If there is a social work file on the child/ren, where is it located?

Unique Reference Number(s)

☐☐☐☐☐☐☐☐
☐☐☐☐☐☐☐☐

Contact - if the young person is not living with his/her child/ren, give brief details of contact here.

Specific details of the statute and section under which the child/young person is looked after should be recorded on the Essential Background Record, Question 7.

Legal and Protection Issues

17. *What is the child/young person's current legal status? Please tick.

Accommodation under Section 25 ☐

Parental Responsibilities Order ☐

Supervision Requirement at Home ☐

Supervision Requirement away from Home
(Excluding Residential Establishment) ☐

Supervision Requirement away from Home
(In a Residential Establishment but excluding Secure) ☒

Supervision Requirement away from Home
with a Secure Condition ☐

Criminal Court Provision ☐

Child Protection Measure ☐

Warrant ☐

Freed for Adoption ☐

Other
(Specify) ☐

18. Is there an on-going child protection investigation or case conference pending?

Yes ☐

No ☒

Is the child/young person's name on the Child Protection Register?

Yes ☐

No ☒

If yes, which category?

Date of current registration: Day Month Year

Placement

19. Child/young person's routine

Please give details about bedtime, personal care, mealtimes, special comfort objects, likes and dislikes. Please ensure that care needs resulting from experience of abuse are identified.

Thomas wants to be in control at all times. He has difficulty taking direction in terms of rules and boundaries, resulting in Thomas often getting himself into trouble which he does not have the skills to get out of.

He has the ability to see to his needs with regards to hygiene/laundry etc. However, Thomas has to be prompted at times in this area. His outward appearance is well presented but his personal hygiene is not his top priority. Thomas has a good appetite.

20. Why is the child/young person being placed with these carers now?

E.g., significant risk, family crisis, place of safety, placement breakdown.

Thomas was involved in an incident whereby 3 staff members were assaulted by 3 young people in Oakbank School Aberdeen. Thomas apparently attempted to strangle the 11/11. This led to a placement breakdown.

If this placement is being made because of a previous placement breakdown, please give brief details of the reasons for the breakdown.

Assault against staff with Oakbank
Previous placement at no 4 Kinsington Park
Glenrothes broke down due to assault against staff

Eg., short-term assessment, bridging placement, long-term placement.

21. What is the purpose of this placement?

Short term - to enable a secure placement to be found.

Anticipated length of placement? (please tick)

Under 6 weeks

☒

1 year to under 2 years

☐

6 weeks to under 6 months

☐

2 years to under 5 years

☐

6 months to under 1 year

☐

5 or more years

☐

Eg., bed wetting, violence/aggression, inappropriate sexual behaviour, anxiety/withdrawal, offending, substance abuse.

22. Does the child/young person display any behaviour which may be of concern to current carers?

Yes ☒ No ☐

If yes, please give brief details of the behaviour, what triggers it (if known), and how best to deal with it.

Threatening and intimidating behaviour which has potential to escalate to physical assaults against staff and peer group.

Triggers: ① In times of uncertainty.

② When authority is being exercised

③ Possibility of being led by others and he has no idea when to pull back

④ When he feels a sense of injustice

Responds better to a positive input if he feels he can trust a staff member.

Health

The Arrangements to Look After Children (Scotland) Regulations, 1996 require local authorities to arrange medical examinations and written health assessments for all children before placement or, if this is not practicable, as soon as possible after a placement has been made.

23. Has the child/young person had a health assessment prior to being looked after away from home?

Yes ☐ No ☒ If yes, date: Day ☐☐ Month ☐☐ Year ☐☐☐☐

If no, is one arranged? Yes ☐ Date: Day ☐☐ Month ☐☐ Year ☐☐☐☐

If not arranged, please explain.

Placement broke down before medical could go ahead. It was scheduled for this week at Oakbank School

Category multiple disabilities should be ticked where a child/young person has 2 or more of the disabilities on this list. Where a child/young person is both disabled and affected by disability, tick the box which describes the child/young person's disability.

24. *Does the child/young person have any disabilities?
(Answer this question for all children/young people.)

Tick one box

- No disabilities, and not affected by disability ☒
- No disabilities, but affected by disability of family member(s) ☐
- Multiple disabilities ☐
- Significant learning difficulties ☐
- Mental health problem (Mental Health (Scotland) Act 1984) ☐
- Autism ☐
- Significant hearing impairment ☐
- Significant language and communication disorder ☐
- Significant physical or motor impairment ☐
- Significant visual impairment ☐
- Social, emotional and behavioural difficulties ☐
- Other disability ☐

Give the name(s) of any disabling condition(s) listed above, details of the effects, age of onset and current treatment(s).
For the disability of family member(s), specify the relative, the disability and the effects on the child/young person.

25. Does the child/young person have any other health conditions not covered above?

Give the name(s) of the condition(s), details of the effects, age of onset and current treatment(s).

No health issues

26. Does the child/young person have any outstanding medical appointments?

Yes ☐ No ☒

If yes, please state the date, time, address, purpose and name and designation of the health professional concerned.

E.g., ADHD/hyperactivity, HIV/AIDS, allergies, asthma, coeliac disease, diabetes, glue ear, hepatitis B or C, sickle cell anaemia, thalassaemia, skin conditions.

Allergies could include penicillin, animals, house dust, pollen, foods, particularly peanuts, cigarette smoke and insect stings.

You will need to think about issues of confidentiality in relation to some conditions such as HIV/AIDS and must consult agency policy on recording

27. Is the child/young person receiving any other treatment(s) or medication for current infection or injury?
If so, what dosage, frequency or other instructions?

28. Does the child/young person have specific dietary needs or restrictions for health or cultural reasons?

Yes ☐ No ☒

If yes, please specify.

29. Does the child/young person use any special equipment? Yes ☐ No ☒

If yes, please specify the equipment. If it is not with the child/young person, what action will be taken to deliver it to the carer(s)?

Does the carer need any specialist training in relation to special equipment?

Yes ☐ No ☐ Not Applicable ☒

If yes, please detail the training required, e.g., instruction from health visitor/hospital nurse.

30. Who is the child/young person's general practitioner?

Name

DR SUTTON

Address

WHITEMAN'S BRAC H.C.
KICKCADDY

Telephone (incl. STD code): (01542) 643355.

Who is the child/young person's health visitor/school nurse?

Name

Address

Telephone (incl. STD code):

E.g., spectacles, hearing aid, tube feeding aids, Braille materials, splints, special footwear, special cup or bottle.

Education

Please ensure that all schools the child/young person has attended are recorded on the Essential Background Record at Question 24.

31. If the child is of school age, school attended immediately prior to being looked after away from home.

School name OAKBANK SCHOOL ABERDEEN. PRIOR TO
10/11/2001 THOMAS WAS AT THE BRIDGES
Contact person name and position, e.g., head teacher, guidance teacher, class teacher: BO. RESOURCE ROOM
MRS. FERGUSON

Address

OAKBANK SCHOOL
ABERDEEN.

Telephone (incl. STD code): (01224) 313347

Class/year, e.g., P3, S1

S4

Intended school if different from above.

School name

Do any immediate arrangements need to be made to help the child/young person to attend school or change school?

THOMAS IS UNDERTAKING 3 STANDARD
GRADES: ENGLISH / MATHS / SCOTCH /
COMPUTING.

32. If the child is below school age or over school leaving age, has s/he been attending any other provision, e.g., playgroup, nursery, college, training, work? Please give details and outline any immediate arrangements needed.

Looking After Children

ESSENTIAL CORE RECORD

Family Details

33. Mother's name

MARGARET EDGAR

Known as

MARGARET

If deceased, tick box ☐ and give date if known: Day ☐ ☐ Month ☐ ☐ Year ☐ ☐ ☐ ☐

Address if different from the child/young person's home address, recorded in Question 10. (Include postcode)

If same address tick box ☒

Does the mother have parental responsibilities?

Yes ☒ No, Order under Section 11 ☐ No, Order under Section 86 ☐

What is the ethnic origin of the mother?

What is the mother's first language?

Can the mother speak English?

Yes ☒ No ☐ Some ☐

Can the mother understand English?

Yes ☒ No ☐ Some ☐Will an interpreter be needed? If so, tick box ☐

34. Father's name

MICHAEL HENRY BIRCH

Known as

Date of birth Day ☐ ☐ Month ☐ ☐ Year ☐ ☐ ☐ ☐

(If exact date not known, please give year)

If deceased, tick box ☐ and give date if known: Day ☐ ☐ Month ☐ ☐ Year ☐ ☐ ☐ ☐

Address if different from the child/young person's home address, recorded in Question 10. (Include postcode)

If same address tick box ☐

WHEREABOUTS UNKNOWN

Does the father have parental responsibilities?

Yes, is/was married to mother ☐ Yes, agreement with mother ☐No, never married to mother ☒ No, Order under Section 11 ☐ No, Order under Section 86 ☐

What is the ethnic origin of the father?

WHITE

What is the father's first language?

ENGLISH

Can the father speak English?

Yes ☒ No ☐ Some ☐

Can the father understand English?

Yes ☐ No ☐ Some ☐Will an interpreter be needed? If so, tick box ☐

Please use the same ethnic origins as in Question 11.

Please use the same ethnic origins as in Question 11.

You may wish to include here a grandparent, a step-parent, parent's co-habitee or a close friend. If a child/young person has been adopted but is still in contact with birth parent(s) and/or relatives, please give information here.

35. Other significant people

Name	Address/Tel.No.	Relationship	Tick if person holds Parental Responsibilities
Mr + Mrs. Edgar.	[REDACTED] Kirkcaldy	Grandparents	

If any are looked after away from home their current placement address should be recorded here. Ensure that addresses are up-dated if siblings move.

36. Brothers and sisters

Name	Relationship (full, half, step)	Tick if Looked After Away from Home
Debbie Edgar	Sister	
Barbara Shearer	Half-sister	
George Shearer	Half-brother	
Andrew Shearer	Half-brother	
Nicki Shearer	Half-brother	

Contact

These could be immediate arrangements for contact with, for instance, parents, brothers and sisters, grandparents, previous carers or friends.

This box need only be completed if the Day to Day Placement Arrangements are not being completed simultaneously.

Please consider parent's/people with parental responsibilities' views concerning any proposed contacts.

Eg., any court orders relating to contact made under Section 11 or any conditions or directions concerning contact made under Sections 55, 58, 60, 70, 73 or 86 of the Children (Scotland) Act

37. What immediate arrangements have been made for contact?

No immediate arrangements have been made with mother but she is willing to keep up the contact

Does the child/young person want anyone else to know where s/he is? If so, please give details.

Name(s)

Address(es)

Who will contact this person(s)?

38. Has a court, children's hearing or social work/services department made any order, direction, condition or decision restricting or terminating contact?

Yes ☐

No ☒

If yes, please give the name(s), address(es) and relationship(s) to the child of the person(s) concerned, and outline the order, direction, condition or decision.

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If yes, tick box when carers have been given a copy of any order, direction or condition. ☐

39. Have the Day to Day Placement Arrangements been completed? Yes ☐ No ☒
- If no, when will they be completed? Day ☐ ☐ Month ☐ ☐ Year ☐ ☐ ☐ ☐

Whenever this form is substantially up-dated, the social worker should re-check its accuracy and completeness and should complete question 40 again.

40. I have checked this Essential Core record, and the Placement Agreements which follow, for accuracy and completeness.
[If applicable] The following questions have not been fully completed because:-

Signed



Name

ANURAG NATHAN

(BLOCK CAPITALS)

Date

6/12/01

Designation

Social Worker

Consent to Medical Treatment

Parent(s) and people with parental responsibilities should, as far as possible, be consulted at the time that their child needs surgical, medical or dental procedures or treatment. However, it is important that the local authority is in a position to take appropriate medical action if a parent/person with parental responsibility cannot be contacted and/or found. This form allows the local authority to take such action in circumstances agreed by the parent(s)/person(s) with parental responsibilities.

41. I/We, who have parental responsibilities for THOMAS EDGAR (child/young person's name) agree to PLURSHIRE (local authority) arranging the following surgical, medical and dental procedures or treatments for the above named child/young person whilst s/he is looked after by them, if s/he is not deemed by an appropriately qualified medical practitioner able to give his or her own consent.

	Yes	No
Emergency surgical, medical and dental examinations and intervention (including anaesthetics)	☒	☐
Routine medical and dental intervention/treatment deemed by an appropriately qualified medical practitioner to be in the best interests of the child/young person	☒	☐
Planned surgical intervention/treatment deemed by an appropriately qualified medical practitioner to be in the best interests of the child/young person	☐	☐
Routine immunisations deemed by an appropriately qualified medical practitioner to be in the best interests of the child/young person, including immunisations against:-		☒
Hepatitis B	☒	☐
Tetanus	☒	☐
Diphtheria	☒	☐
Whooping Cough	☒	☐
Poliomyelitis	☐	☐
Hib	☐	☒
MMR (Measles, Mumps, Rubella)	☐	☐
BCG (Tuberculosis)	☒	☐

Parent(s) or people with parental responsibilities may wish to give their views about any of the above procedures or treatments.

260721-DP8595106-BIRT-PRIVATE

Where more than one person has parental responsibilities, only one consent is legally required. However, it will normally be good practice to seek the views of anyone else with parental responsibilities.

The nature of consent to Medical Treatment has been explained to me;



Name M. EDGAR

Date 6.12.01

Signature _____ Name _____ Date _____

Witnessed by:-

Signature _____ Name _____ Date _____

Agreement of Parent(s)/Person(s) with Parental Responsibilities

44. I/We, agree to THOMAS EDGAR (child/young person) being accommodated
by AYRSHIRE (local authority) at the above address.

Name(s)

MARGARET EDGAR

Date

6.12.01

Signature

Date

Comments

Where the local authority has been asked to provide accommodation under Section 25 of the Children (Scotland) Act 1995, parents/those with parental responsibilities must agree to the child being accommodated although there is no legal obligation for them to sign an agreement.

Parents/people with parental responsibilities may wish to record any reservations even if they agree that a period of looking after or accommodation is the only feasible option at present.



The Looking After Children materials were originally developed and designed by researchers in England and Wales in collaboration with the Department of Health.

The forms have been amended for use in Scotland and meet the requirements of the Children (Scotland) Act 1995.



THE SCOTTISH OFFICE
Home Department

AGREEMENTS**Agreement of Carers**

Approved foster carer(s) of the local authority agree to comply with all aspects of the Foster Care Agreement as stated in Schedule 2, or in an emergency placement Regulation 13 of the Fostering of Children (Scotland) Regulations 1996.

Relative(s) or friend(s). In the case of immediate placements made by local authorities agree to look after the child/young person at the placement address for a period not exceeding 4 weeks, unless subsequently approved and issued with a Foster Care Agreement between themselves and the local authority, and agree to carry out all the duties as specified in regulation 14 of the Fostering of Children (Scotland) Regulations 1996.

Relative(s) or friend(s). In the case of placements made by a children's hearing, agree to look after the child/young person at the placement address and carry out the duties as specified in Regulation 14 as above

42. I/We, agree to look after THOMAS EDGAR (child/young person's name) at the placement address and to comply with all the relevant regulations from the Fostering of Children (Scotland) Regulations, 1996 or Residential Establishments Child Care (Scotland) Regulations 1996. I/We have written information concerning these regulations. I/We also agree to co-operate with all the arrangements made by FIRE COUNCIL (local authority), for the above named child/young person.

Name(s) and address

KORAW SECURE UNIT
STEWENSON,
AYRSHIRE.

Position, e.g., foster carer(s)/relative(s)/friend(s)/keyworker/unit manager

RACHEL GRAHAM - KEYWORKER

Date 6-12-01

Signature

Date

Agreement of Child/Young Person

43. I agree to be accommodated by (local authority) at the above address.

Name

Signature

Date

Comments

Where the local authority has been asked to provide accommodation under Section 25 of the Children (Scotland) Act 1995, children/young people of sufficient age and understanding need to be party to the agreement, although there is no legal requirement for them to sign it. If the young person concerned is 16 or over and is being accommodated without parental agreement s/he should be encouraged to sign this agreement.

Children and young people may wish to record any reservations even if they agree that a period of looking after or accommodation is the only feasible option at present.

THE BRIDGES CENTRE

INITIAL ASSESSMENT DOCUMENT

NAME: Thomas Edgar

DATE: 28th November 2000

INITIAL ASSESSMENT DOCUMENT

PERSONAL INFORMATION

Name of young person: Thomas Edgar

Date of birth: 25.07.86

Home address: c/o 4 Rimbleton Park
Glenrothes

Parent: Mrs Edgar

Previous school: Balwearie High School

Date of admission: 13.06.00

Date of initial assesment: 28.11.00

CASE CONFERENCE REPRESENTATIVES

Chair: Agnes Smith ✓

Mentors: Angus Stewart ✓

Guidance: Peter Easson
Behaviour Support

Psychologist: Shona Munro *apolo gies*

Other Agency Rep: Andrea Nairn ✓
(Social Worker)

Sheila Lithgow
(Keyworker)

Nargaret Gilber
Coordinator - Kulkaldy
OC

INITIAL ASSESSMENT for THOMAS EDGAR
28th November 2000

GENERAL SITUATION

Thomas started at the Bridges Centre at the end of the last session and has settled down very well. He attends regularly and is seldom off – except for a few escapades, usually over a weekend. He works well in class but can sometimes get up to mischief out with them. He has not formed many relationships with other pupils although he does have a few friends.

ENGLISH

Thomas is working towards General / Credit level in Standard Grade English. He has completed revision work on sentence structure including parts of speech (for example; nouns, verbs, adjectives and adverbs). He has completed one piece of imaginative writing although this needs to be redrafted.

Thomas is keen to read and has been reviewing the books he has read. He is becoming familiar with the terms, character, plot and setting.

Thomas works consistently in English and is on schedule to complete the targets set for him in his Individual Education Plan. He is a likeable boy with a good sense of humour. He is quite confident when giving his opinions and is able to other peoples' arguments and opinions. His attendance has been good and I hope he will continue to work consistently in his English class.

MATHEMATICS

Having completed the first outcome of the Intermediate 1 level of Higher Still mathematics very easily, Thomas went on to tackle the first outcome of the Intermediate 2 level. He has just finished it and has passed his trial assessment.

This level is much more involved but Thomas has the ability to complete it although I suspect that the will may not be there!

He is no trouble in class and works well if reluctantly at times.

SCIENCE

Thomas is capable of General level work in Standard Grade Science. He has completed two units of the Environment topic and I am very pleased with the standard of his work. He has missed a lot off S1 and S2 science and this has had some effect on his general knowledge and understanding but he has good investigative skills and reasoning abilities. Thomas is not always totally enthusiastic about starting work but, in general, he is a conscientious and hard working boy who, once he gets going, enjoys using his brain. With consistent hard work, Thomas should do well in his exams in May 2002.

Thomas is co-operative, a good conversationalist and generally a pleasant asset to the class. He is able to discuss abstract subjects and enjoys problem solving

COMPUTER STUDIES

Thomas has shown some aptitude in the Computer Room and a course leading to Higher Still's Access 3 level will be available shortly.

PHYSICAL EDUCATION

Thomas has participated very well in Physical Education throughout the year with few absences. From August to October he participated on Basketball where he demonstrated a great deal of enthusiasm for the activity. Although his eye/hand co-ordination could improve he makes up for this with a very enthusiastic attitude. This term he has chosen Swimming and again is doing reasonably well.

Thomas displays few behavioural problems although on occasion he can be obstinate, refusing to co-operate and very occasionally to communicate.

He finds it difficult to accept criticism, constructive or otherwise and this attitude often leads to the surly behaviour mentioned.

Generally, however, he is no problem, fairly enthusiastic, co-operative and a good team player.

RECOMMENDATIONS

It is recommended that Thomas continue studying at the Bridges Centre although links with his mainstream school should be maintained.

Glasgow City Council

Department of Education

Kerelaw Secure Unit

Thomas Edgar

Individualised Educational Programme

20260721-DP8595106-BIRT-PRIVATE

TARGET SETTING - HELP SHEET

186

The following are strategies (ways) which you could use to help improve your progress in a number of areas.

Study the list and tick those which you feel may be useful to help you achieve success in school.

- Organise materials and notes
- Ask for support teacher to help in some classes
- Tell the teacher when you find the work too hard/easy
- Improve behaviour in class
- Improve concentration in class
- Work to gain maximum points
- Attempt new projects with maximum teacher assistance

Make a list of any other strategies which you feel might help you to improve your progress.

.....

.....

.....

.....

.....

Q4 Which areas in particular do you feel you need to improve upon? (eg. organising yourself and your materials, problem solving, researching, effort, finishing work etc.)

.....

.....

.....

Tick the subjects you feel you work best in:

put a cross beside the ones you need some support in:

Art & Design
Computing Studies
Craft and Design
English
Home Economics

☐

☐

☐

☐

☐

Maths
P.E.
P.S.E.
Science
Social Subjects

☐

☐

☐

☐

☐

Kerelaw School

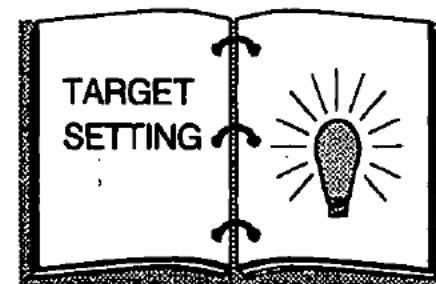
Target Setting Booklet

Name:

Thomas Edgar

Class:

F



TARGET SETTING - PROMPT SHEET

Aims To think about your progress in school.
To set targets to help improve your progress.

Read through your most recent report and consider the following questions.

Strengths

Q1 Which subjects do you feel are your strongest?

Science, English, Maths

Q2 Within these subjects which areas do you feel you cope best with? (eg. organising yourself and your materials, problem solving, researching, effort, finishing work etc.)

Science

Areas for Development

Q3 Which subjects do you feel you need to improve your progress in? (Look at the list below.)

Maths, English

Having considered your report and ways of improving your¹⁸⁷ performance, write down two targets which you could aim to achieve in the next few months.

List the strategies which will help you achieve your targets.

Example

Target

- To improve my progress on the computer

Strategies

- Ask the class teacher for help more often
- Tell the teacher when you find the work too hard/easy

Target

get better with certain areas in Maths

Strategies

work on get more help with areas that is hard with the teacher

Target

Strategies

Initial Profile

Date:- 7/12/01

Name:- Thomas Edgar

D.O.A:- 6/12/01

Address:- 16 Alison St Kirkcaldy
Fife

D.O.B:- 25/7/86

Unit:- BRUCE

Keyteacher:- MAGNUS

Keyworker:- RAY

Educational Background:- OAKBANK 2 1/2 weeks.

The bridges center Rosyth
1 1/2 years.

Berweare High School
1 year

Have you been following any Standard Grade courses or modules recently?

ENG.	MATHS	& COMPUTING	ART	H.E.
GENERAL	CREDIT	ACCESS	Drawing	
INT 1	INT 2		Shading	
P.E.	P.S.E.	WOODWORK	SCIENCE	
			CREDIT	

Medical Problems:-

NONE

Hobbies or Likes/Dislikes:-

ⓧ Kyracking, Rock climbing

What subjects do you like:-

H.E., Science, P.E., Computing

What are you good at:-

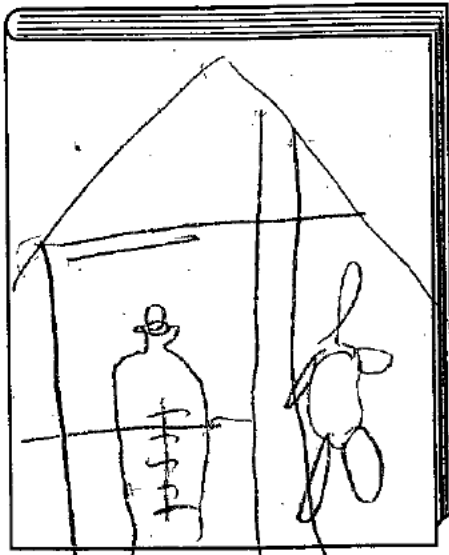
What do you find difficult:-

Book Review

Reviewing
books

189 FICTION
PCM
4

Name _____



Book Cover

Title: The fetch

Author: Brandon Robinson
Maureen Carter

Illustrator: _____

Date of Publication: 1999

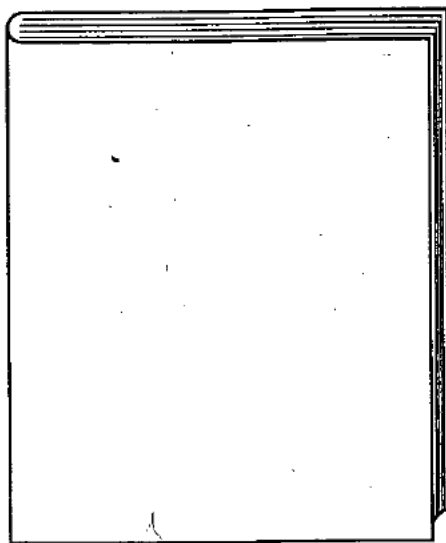
Characters: Who were the characters
M

Setting: In a dark street

Plot: Some one following him then He found out
that it was him but he disappeared

Recommendation: You could maybe write a bit more in your reviews
to cause you didn't know
who it was until the end

Name Archie Hill



Book Cover

Title: The Bonfire

Author: Hodder & Stoughton

Illustrator: _____

Date of Publication: 1997

Characters: Ashdale her sister marion winter

Setting: an old lady get a new job in a cottage

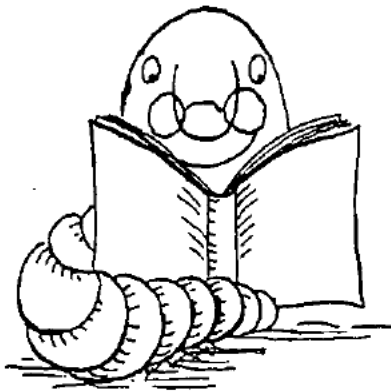
Plot: an old lady get a new job in a cottage
with strange people that live in this house

Recommendation: I would give it 7/10

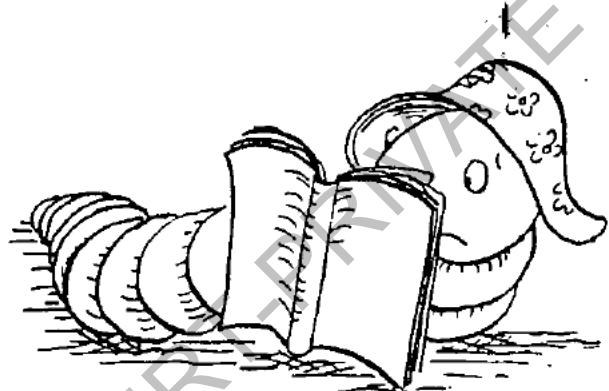
6. My likes and dislikes

191

Name T. KAY Class ENGLISH Date 20/1/00
 Title My Brothers Keepers Author Sandra Woodcock
 Illustrator Haddon & Staughton



What I liked about my book.



What I did not like about my book.

When Martin fell
 like a pendulum
 and he slamed
 against the Rock Face
 and how Rob got the
 blame for it

The story is very
 basic and boring
 I didn't like the
 ending

I talked about this with no one
No one
 That's not true Thomas!! spoke to you a bit about
 this. A. Thompson
 Signatures [Signature] Date 20/1/00

LOTHIAN REGION EDUCATION DEPARTMENT

SPECIAL EDUCATIONAL SERVICES.Name of child Thomas EdgarSchool DRYLAW

I consent to Thomas taking part in educational activities outwith the school premises and to him/her being transported to and from these under the supervision of school staff. Activities may include games, swimming and other sporting activities, visits to museums, fire stations etc..

Signed M Edgar Parent/Guardian

Address _____ Date _____

cc Principal Psychologist, Edinburgh West
CCHS
HT, Pirniehall Primary School
HT, Drylaw School ✓
V Wilkins, Special Education
File

193

2137

PE/SE/LM/0242m

Mrs Edgar
59 West Granton Drive
EDINBURGH

7 June 1993

Dear Mrs Edgar

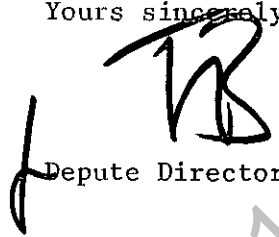
THOMAS EDGAR : 25.7.86

As you know, it has been recommended that Thomas should be admitted to Drylaw School. This recommendation has been agreed in discussions between yourself, the educational psychologist and the school doctor.

Please arrange to enrol Thomas at Drylaw School on Monday 6 September 1993 at 10.00 am when the Head Teacher will give you all the necessary information regarding attendance at school.

I hope Thomas enjoys his education at Drylaw School where his progress will be regularly reviewed and discussed with you, as appropriate.

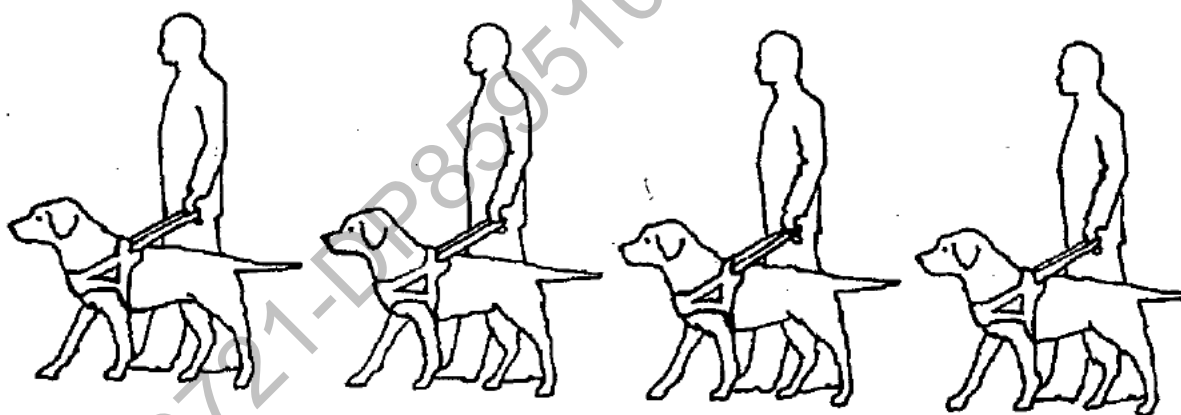
Yours sincerely


Depute Director

Miss Moodie

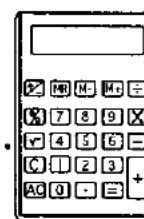
GUIDE DOGS FOR THE BLIND 1

Training Guide Dogs for the Blind



Name Thom Edgar 24.3.98

MATHEMATICS



M5C01A

GUIDE DOGS FOR THE BLIND 1



YOU MAY USE A CALCULATOR WHENEVER YOU WISH.

1. There are four thousand and eighty working guide dogs in Great Britain.

Write this number in figures.

ANSWER: 4080



2. There are 870 puppies and 680 dogs in training.

How many more puppies are there than dogs in training?



ANSWER: 190 puppies



3. There are 517 working guide dogs in Scotland.

Round this number to the nearest ten.

ANSWER: 520



4. 96 dogs are being trained at the Scottish Training Centre. $\frac{1}{3}$ of them are labradors.

How many labradors are there?

ANSWER: 32 labradors

5. A labrador has 7 puppies. They are to be trained as guide dogs.

It costs £500 to train each puppy for 1 year.

What is the total cost per year for 7 puppies?

ANSWER: £ 3500

6. Henry was born on 5.4.94.

He went to live with his puppy-walker exactly 6 weeks later.

Circle this date on the calendar.

April					May					June				
S	3	10	17	24	1	8	15	22	29	5	12	19	26	
M	4	11	18	25	2	9	16	23	30	6	13	20	27	
T	5	12	19	26	3	10	17	24	31	7	14	21	28	
W	6	13	20	27	4	11	18	25		1	8	15	22	29
T	7	14	21	28	5	12	19	26		2	9	16	23	30
F	1	8	15	22	29	6	13	20	27	3	10	17	24	
S	2	9	16	23	30	7	14	21	28	4	11	18	25	

7. Henry is taught 'sit', 'down', 'stay' and 'come' by his puppy-walker.

command	obeys	does not obey
'sit'	✓✓✓✓✓✓✓✓	✓✓✓
'down'	✓✓✓✓✓	✓✓✓✓✓✓
'stay'	✓✓✓✓	✓✓✓✓✓✓✓
'come'	✓✓✓✓✓✓✓✓	✓✓

Which command did Henry obey **most** often?

ANSWER: come

8. The bus fare is £4.30.

The puppy-walker hands over a £5 note and receives 2 coins as change.

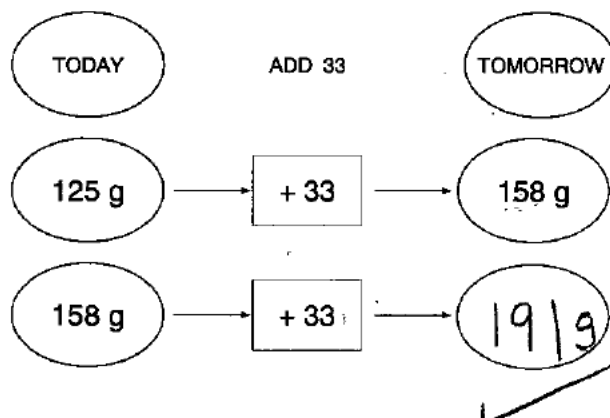
What coins are they?

ANSWER: 50 p and 20 p



9. 33g more is added to the weight of Henry's food each day.

The function machine helps to work it out.



Fill in the blank space.

10. Henry receives a registration number. It has 4 digits.

4	6	5	5
---	---	---	---

Rule 1: 4 is the smallest digit.

Rule 2: The digits add together to make 20.

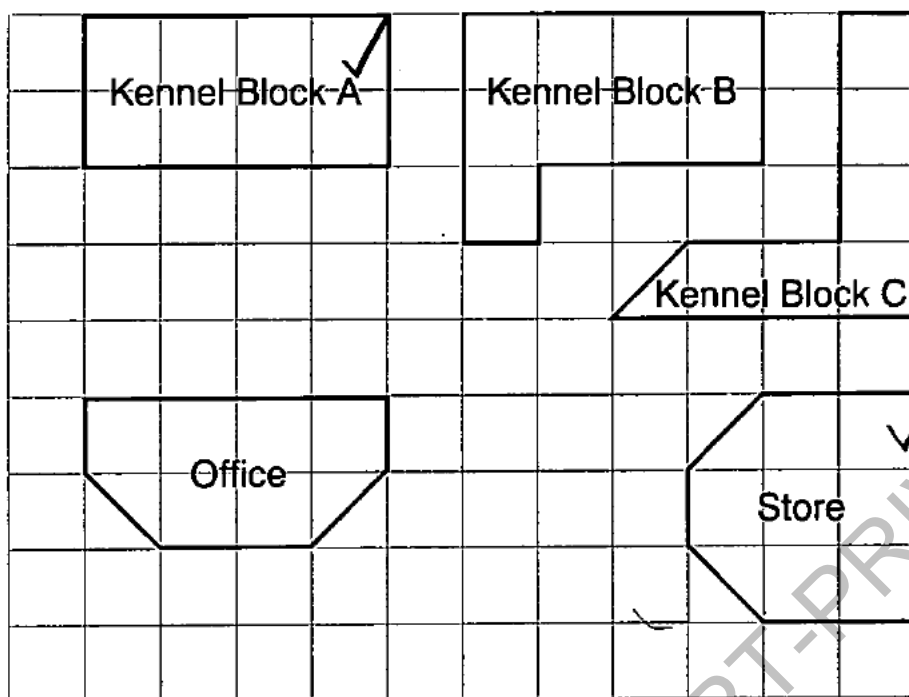
Give one possible registration number which follows these rules.

ANSWER:

4	3	5	8
---	---	---	---



11. Here is a plan of the training centre.



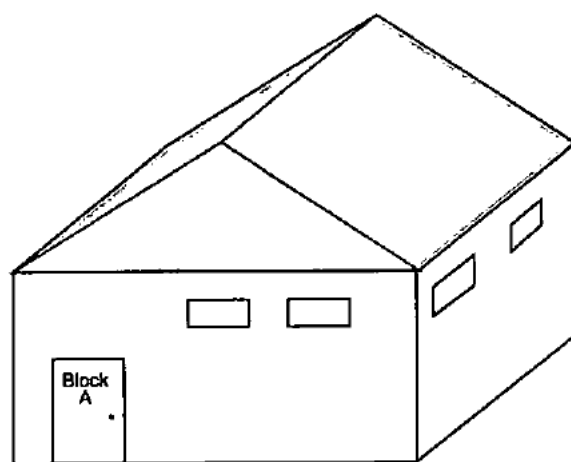
Put a tick inside the two buildings with the same area.

12. Henry is taken to Kennel Block A.
Look at the shape of the kennel roof.

Underline the name of the shape.

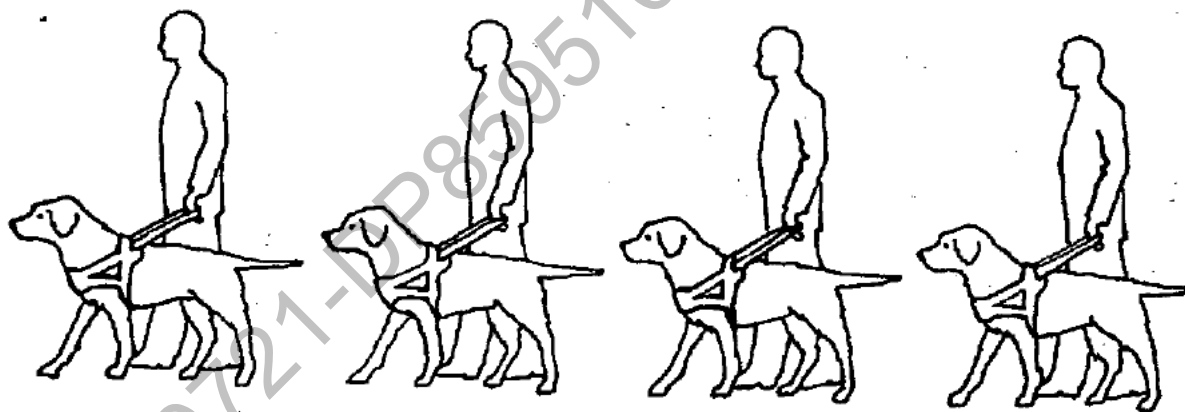
cuboid square pyramid cylinder

triangular prism cone



GUIDE DOGS FOR THE BLIND 2

Training **Guide Dogs** for the Blind



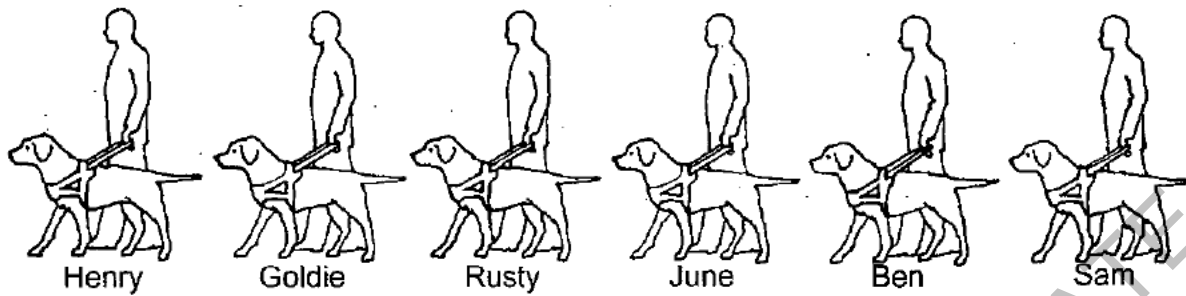
Name Thom Edgar 24.3.98

MATHEMATICS

M5C01B

GUIDE DOGS FOR THE BLIND 2

1. James and Jennifer each train 3 dogs.



- Jennifer does not train Goldie.
- Ben and Rusty have the same trainer.
- James does not train Sam.
- Henry is trained by James.

Match the dogs and their trainers.

ANSWER:	Trainer:	<u>James</u>	<u>Jennifer</u>
	Dogs:	<u>Goldie</u>	<u>Sam</u>
		<u>Henry</u>	<u>Ben</u>
		<u>June</u>	<u>Rusty</u>

2. Each of the new dogs is fitted with a harness. A harness costs £40.

What is the total cost of 6 harnesses?

ANSWER: £ 240

40
x 6

240

3. Each dog is also given a lead. The total cost of 6 leads is £96.

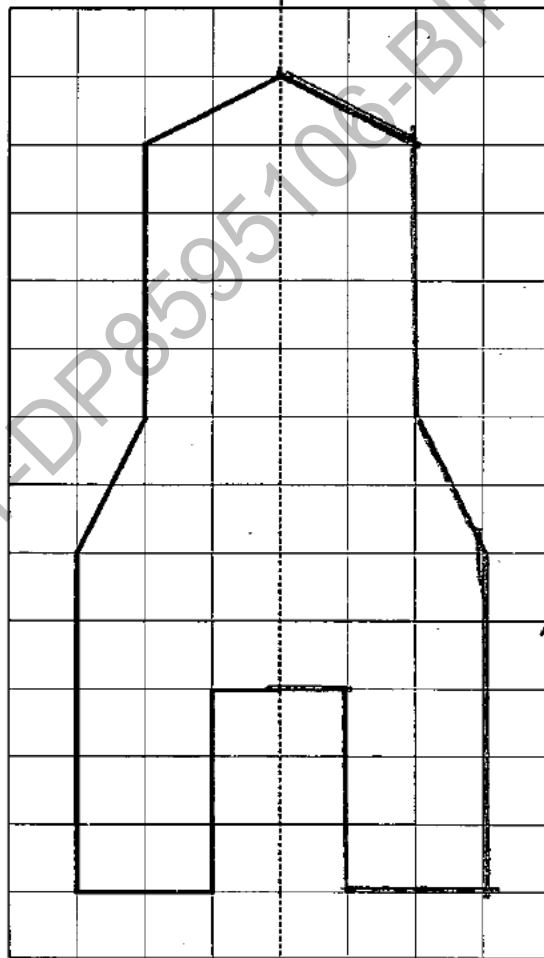
What is the cost of one lead? £16

ANSWER: £16

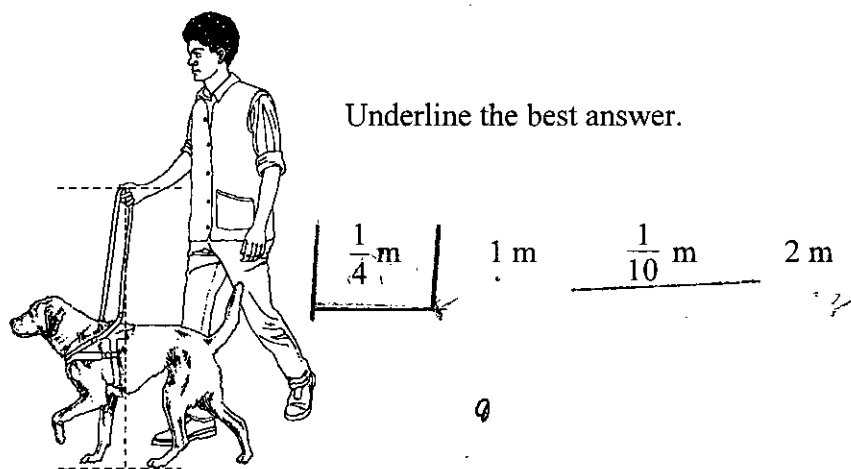


4. The harness shape is symmetrical.

Complete the diagram of the harness.



5. Estimate the height of the harness from the ground.



6. Each dog has a training schedule.

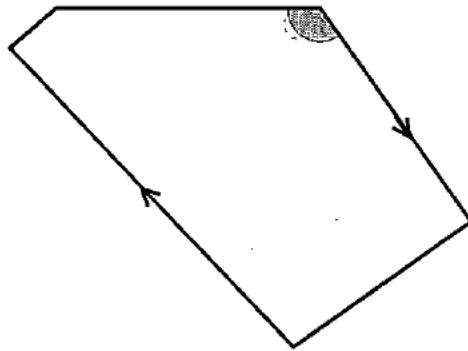
James uses a tally to help him remember what he has practised with each dog.

Here is the tally sheet for the dog called Henry.

<i>Instruction</i>	<i>Practices</i>
Walk in a straight line	
Turning corners	
Stop at the kerb	
Wait for commands	
Turning right	
Turning left	

Henry has practised stopping at the kerb 10 times. Show this in the table.

7. The training route is marked out.



What type of angle is shaded?

Underline the correct answer.

right

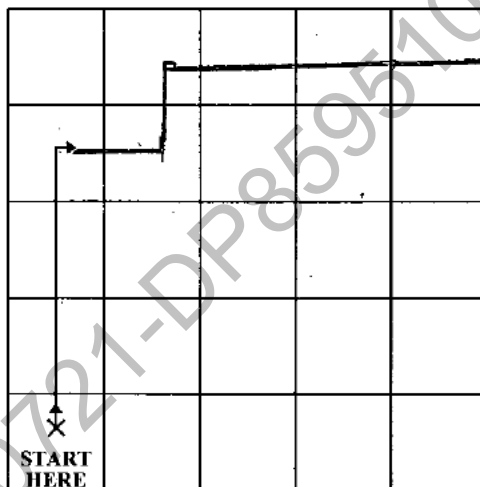
acute

obtuse

straight

8. The training grid is marked out before training starts.

Training Grid



Here are the instructions for the route.

Face in the direction of the arrow.

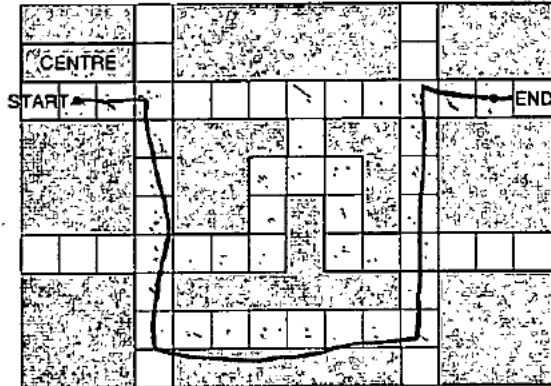
go forward 3	right 90°
forward 1	left 90°
forward 1	right 90°
forward 3	

Complete this route on the grid. The first instruction has been marked for you.

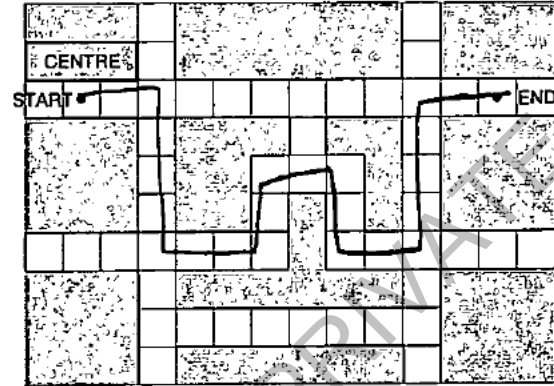
9. The map shows where the dogs are trained.

a. Show 2 different routes which are the same length.

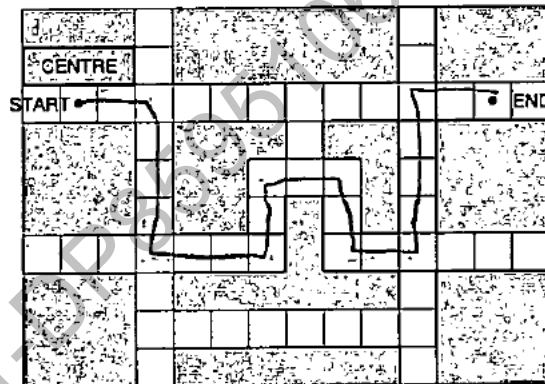
Route 1



Route 2



b. Show a route which needs at least 3 right turns.



10. The table shows the number of visits to the Training Centre each month.

	Visits to the Training Centre		
	Individuals	Schools	Clubs
January	30	3	1
February	32	3	3
March	41	4	4
April	46	5	6
May	32	4	10
June	58	2	8

What was the most popular month for school visits?

ANSWER: ~~June~~ April

11. Mary is making a donation of £20 by cheque.

She would like information about fund raising and would also like to see the film catalogue.

Complete the form below to show this.

✕

Please send information about:

- ☒ Fund raising
☐ Voluntary branches
☐ Membership

Donation enclosed £ 20...

- ☐ cheque
☐ credit card

Credit card no.

If you are interested,
we can also

- ☐ arrange a talk
☒ send our film catalogue

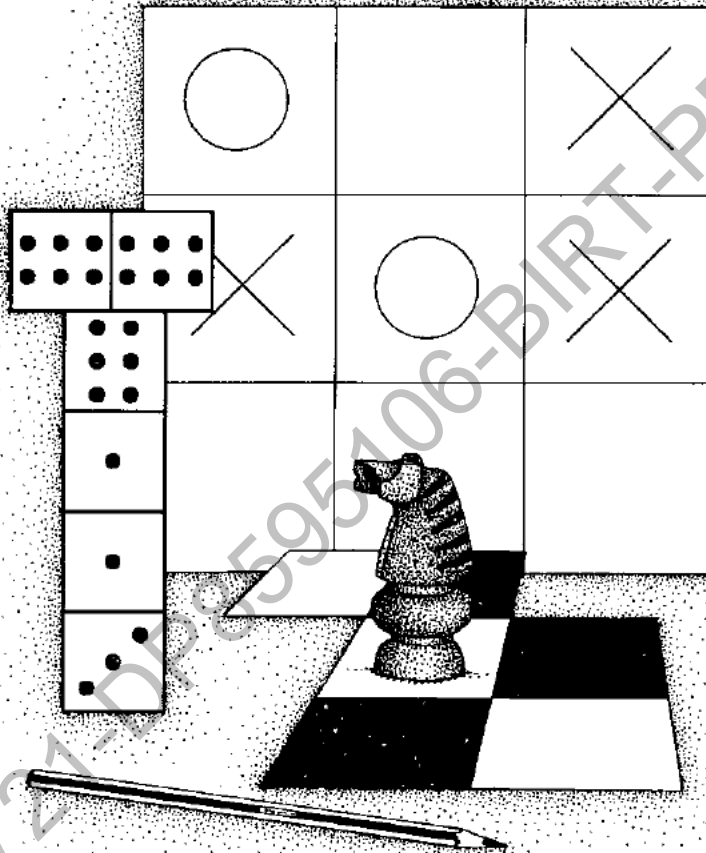
Name: Mary Jones

Address: 7 Park Way

New Town

Postcode: GD1 2BA

WET PLAYTIME



Name..Tham...Edgar.....23.3.98.....

MATHEMATICS

M4C11

WET PLAYTIME

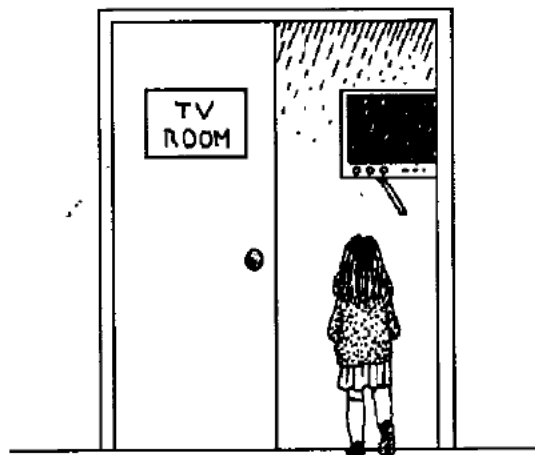
1. The date is 26th November 1994.

Write this date **in numbers** in the boxes on the chart.

The date is		
26	11	94
It is raining 		

2. There are 126 children.
37 go to the TV room and the rest
go to their classrooms.

How many children go to their classrooms?



ANSWER: 89 children

$$\begin{array}{r}
 126 \\
 - 37 \\
 \hline
 89
 \end{array}$$

3. 8 children want cheese and onion flavour crisps.

Complete the tally sheet.

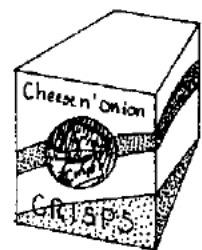
<i>Flavour of Crisps</i>	<i>Tally</i>
Salt & Vinegar	
Prawn Cocktail	
Cheese & Onion	

4. Write one pound fifty pence **in numbers**.

ANSWER: £ 1.50

5. 112 packets of crisps were sold last week.
36 packets of crisps were sold this week.

Underline the sum with the numbers
rounded to the nearest ten.



$$\underline{110 + 30}$$

$$120 + 40$$

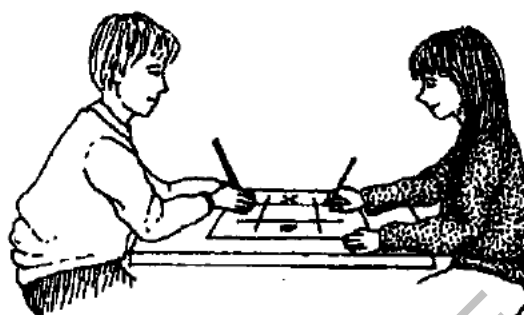
$$110 + 40$$

$$120 + 30$$



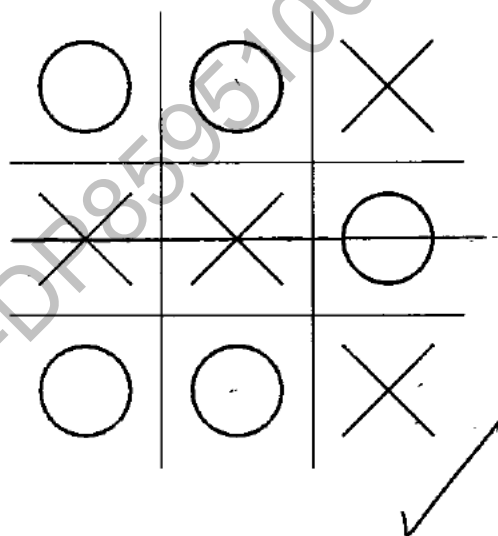
6. John wins $\frac{1}{3}$ of 12 games.

How many games does John win?



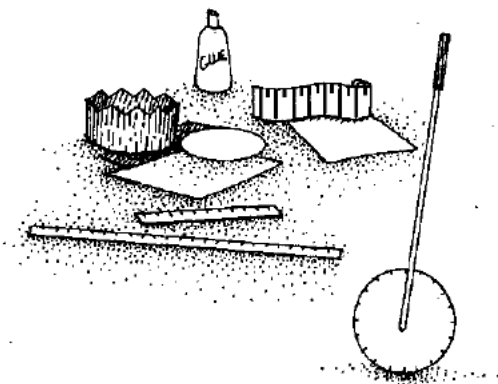
ANSWER: 3 games

7. The noughts and crosses make a symmetrical pattern.



Use your ruler to draw the line of symmetry.

8. What would Jane use to measure around Gordon's head?



metre stick

ruler

trundle wheel

metre tape

Underline the best answer.

9. The knight always turns a right angle.

How many degrees are in a right angle?

0°

90°

180°

360°

Underline the correct answer.



10. This is the teachers' rota.

TEACHERS' ROTA

<i>Teacher</i>	10.30 am	10.35 am	10.40 am
<i>Mr Todd</i>	Room 10	Room 11	Room 12
<i>Mrs Bell</i>	Room 13	Room 10	Room 11
<i>Miss Green</i>	Room 12	Room 13	Room 10
<i>Mrs Law</i>	Room 11	Room 12	Room 13

Where is Miss Green at 10.35 am?

ANSWER: Room 13

11. Mark is on square 42. To win he must land exactly on square 49.

GO BACK 2 SPACES 43	44	GO FORWARD 2 SPACES 45	46	47	GO BACK TO THE START 48	HOME 49
 42	41	40	MOVE 1 SPACE FORWARD 39	38	TAKE ANOTHER TURN 37	36

Show 2 ways Mark can win with just 2 throws of a dice. ~~40~~

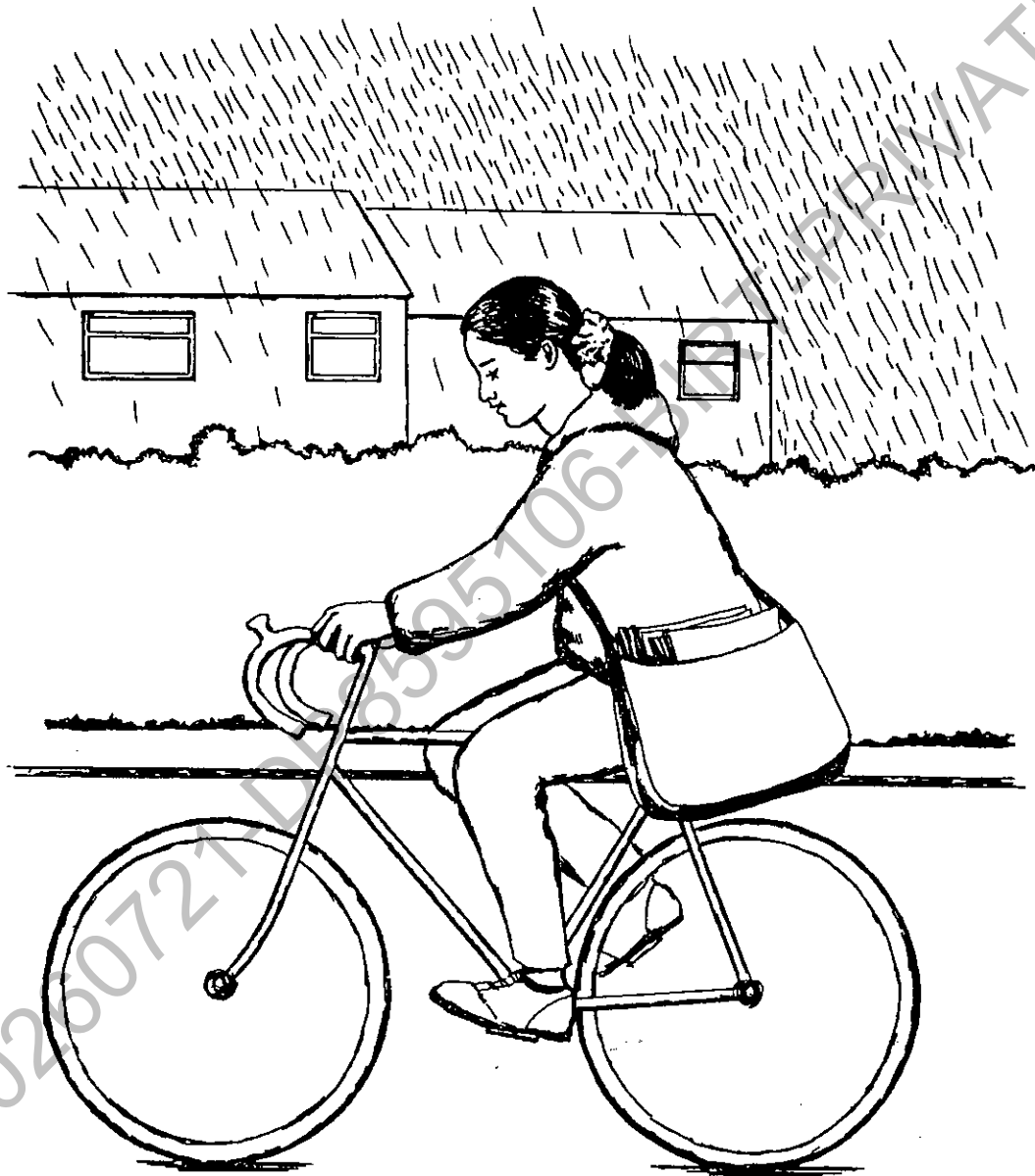
ANSWER: 4 and 3 or 6 and 2

a. 1st throw ~~4~~³ 2nd throw ~~3~~⁴

b. 1st throw 2 2nd throw 6

n

WEATHER WATCHERS



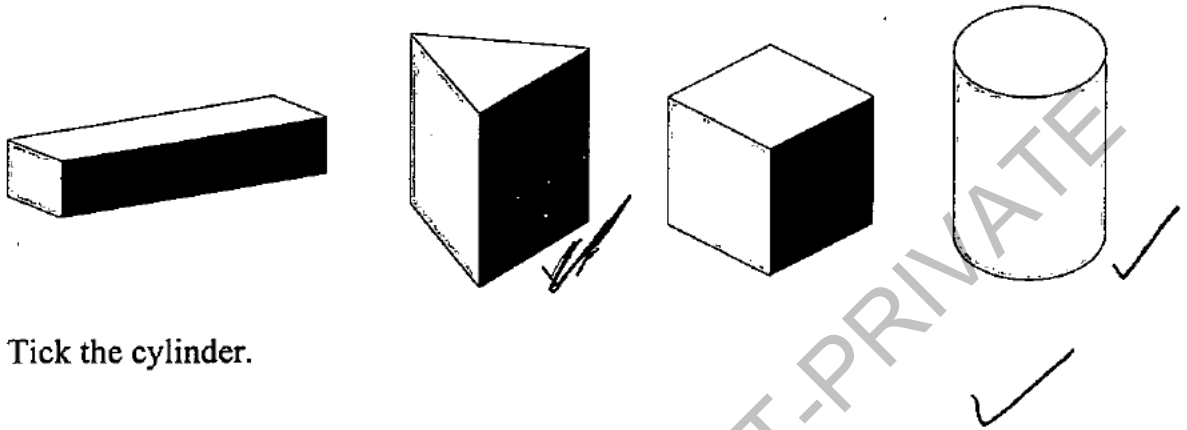
Name...Thomas Edgar...23...3...98.....

MATHEMATICS

M4C06

WEATHER WATCHERS

1. Neil brings a cylinder to collect rainwater.



Tick the cylinder.

2. There are 30 days in April.
On $\frac{1}{5}$ of these days the temperature was above 15°C.

On how many days was the temperature above 15°C?

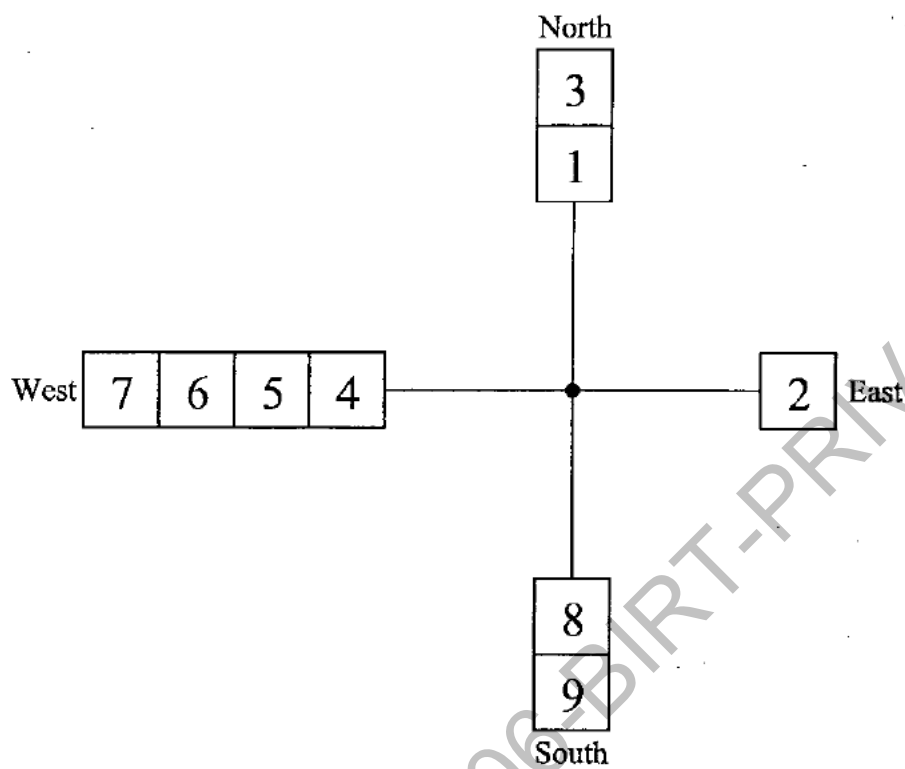
ANSWER: 6 days

3. On April 15th the air pressure was 987 millibars.

Round 987 to the nearest ten.

ANSWER: 990

4. The wind rose shows that on the 1st of April the North wind was blowing.
The East wind was blowing on the 2nd of April.



Which wind was blowing on the 8th of April?

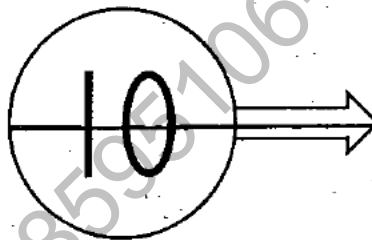
ANSWER: South



5. A storm damages houses. Show this on the table.

Type of wind	Greatest wind speed	What happens
light breeze	10 km per hour	leaves move
strong breeze	50 km per hour	branches move
gale		
storm	130	damages

6. The weather sign shows a wind speed of 10 km per hour.
Draw a line of symmetry on this weather sign. Use your ruler.



7. In their weather report, the children show the rainfall for different months.

Rainfall for January to March 168 mm

Rainfall for April 37 mm

Total rainfall for January to April 205 mm

Fill in the missing total.

$$\begin{array}{r}
 168 \\
 + 37 \\
 \hline
 205 \\
 \hline
 \end{array}$$

8. On April 1st, sunrise was at 06:49 am.
On April 8th, sunrise was 17 minutes **earlier**.

When was sunrise on April 8th?

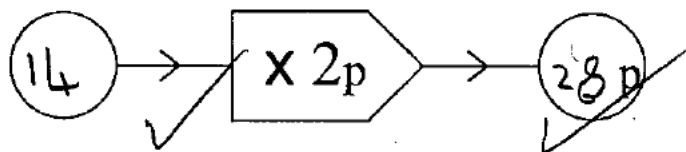
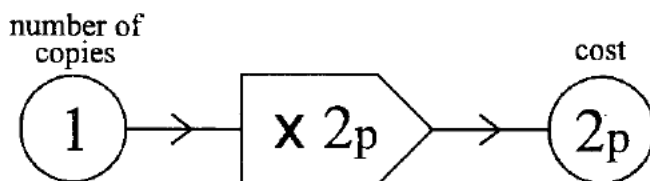
ANSWER: 6.32 am

9. Each weather report uses 14 sheets of paper.

How many sheets of paper are needed to make 9 copies of the report?

ANSWER: 126 sheets of paper

10. It costs 2p to copy 1 sheet. Complete the function machine for 14 sheets.

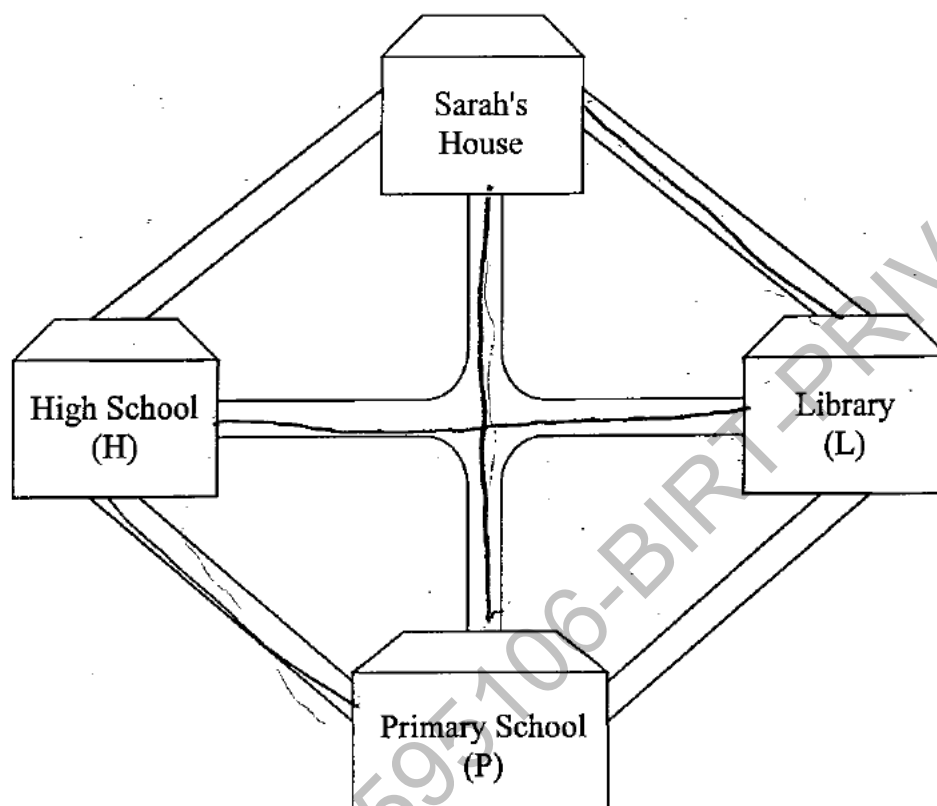


11. Sarah delivers copies of the weather report to the Library (L), the High School (H) and the Primary School (P).

She starts and finishes at her house and she visits each place once only.

Show the different ways Sarah can deliver the weather reports.

One way is done for you.



ANSWER:

Sarah's house → H → P → L → Sarah's house

Sarah's house → L → H → P → Sarah's house ✓

Sarah's house → L → P → H → Sarah's house ✓

Sarah's house → H → L → P → Sarah's house ✓

Sarah's house → P → H → L → Sarah's house ✓

Sarah's house → P → L → H → Sarah's house ✓

(2)

ANTI-BULLYING LEAFLET



Name.....Thomas Edgar.....4.2.98.....

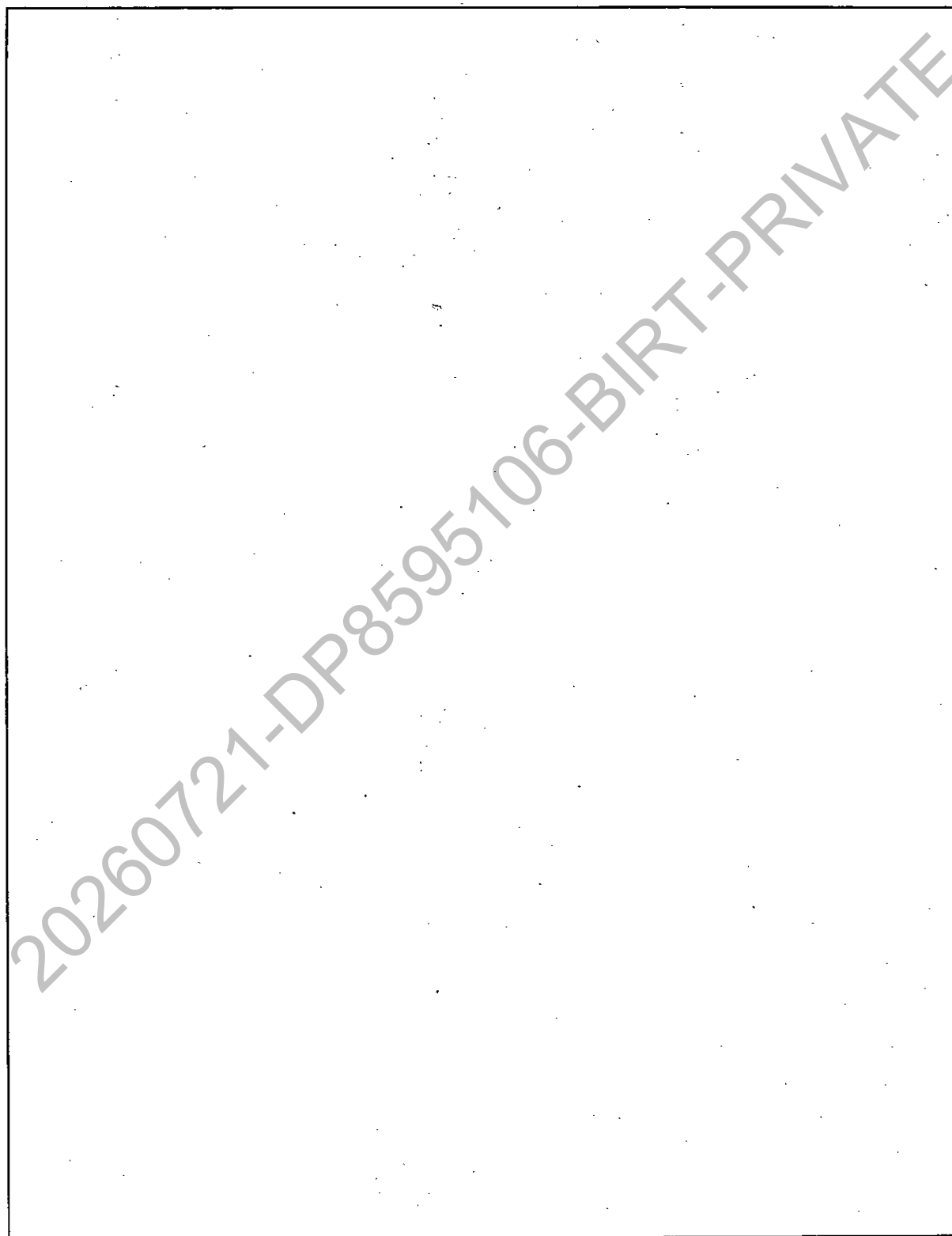
LANGUAGE

WRITING

W15B05

You are going to produce a leaflet for new pupils about the dangers of bullying. Make suggestions to pupils about what they should do if they are bullied or if they see someone being bullied. Remember to use the notes on your Planning Page to help you.

Space for writing:



20260721-DP8595106-BIRT-PRIVATE

Bullying

Where might you get bullied?

- class room
- way home and to school
- School Dinners
- play ground

When might they be bullied?

- Dinner time
- break time
- home time
- Dinner time
- in classroom

What might the bully do or say?

- name calling
- threatening you
- throwing stones
- taking things of you
- hit you
- trip you up all the time

how to help

- tell mum and dad
- tell a teacher
- phone Victim support
- tell Mrs Jake and Mr page

If you see someone getting bullied you know what to do tell us.

and if any off this involveds you tell someone

20260721-DP8595106-BIRT-PRIVATE

BULLIN

THE VISIT

STAR



VISITS SCHOOL

Name...Thomas Edgar..... Date 2.2.98....

LANGUAGE

WRITING

WN6C08

THE VISIT

You are going to write a letter about a visit to your school by a famous person (your "hero/heroine"). This letter is to be sent to a friend of yours who was not present on the day of the visit. Try to show at each stage how you felt about having the famous person in school.

Remember to use the notes on your Planning Page to help you.

Space for writing:

9 marion st
Kirkcaldy Fife
Kylluf

Dear Stephen hundry

Please can you come to the west because
my hobbie is Snooker and I think you are the best
Snooker player ever and it takes my mind off
things, and you

20260721-DP859506-PRIVATE

PLANNING PAGE

Which famous person have you chosen?

Steven Hendry

Why? because my hobbie is snooker and I think Steven Hendry is the best Snooker player ever and it takes my mind off things.

What happened when the famous person arrived? he come to see our school and he comes to see me and gave me a couple off tip when I play snooker

How did you feel? I Felt suprised cause I thought he would not come

What happened during the visit? he spoke to us and answered our questions

Where was he/she taken? he was taken all over the school and he had some lunch at school
Dinner's

How did you feel? well I was enjoying it

How did the day end? well I don't know how it ended ~~existed~~ exactly because I thought he would be here after lunch but he wasent

How did you feel when it was all over? excited to get home so I could tell my mum

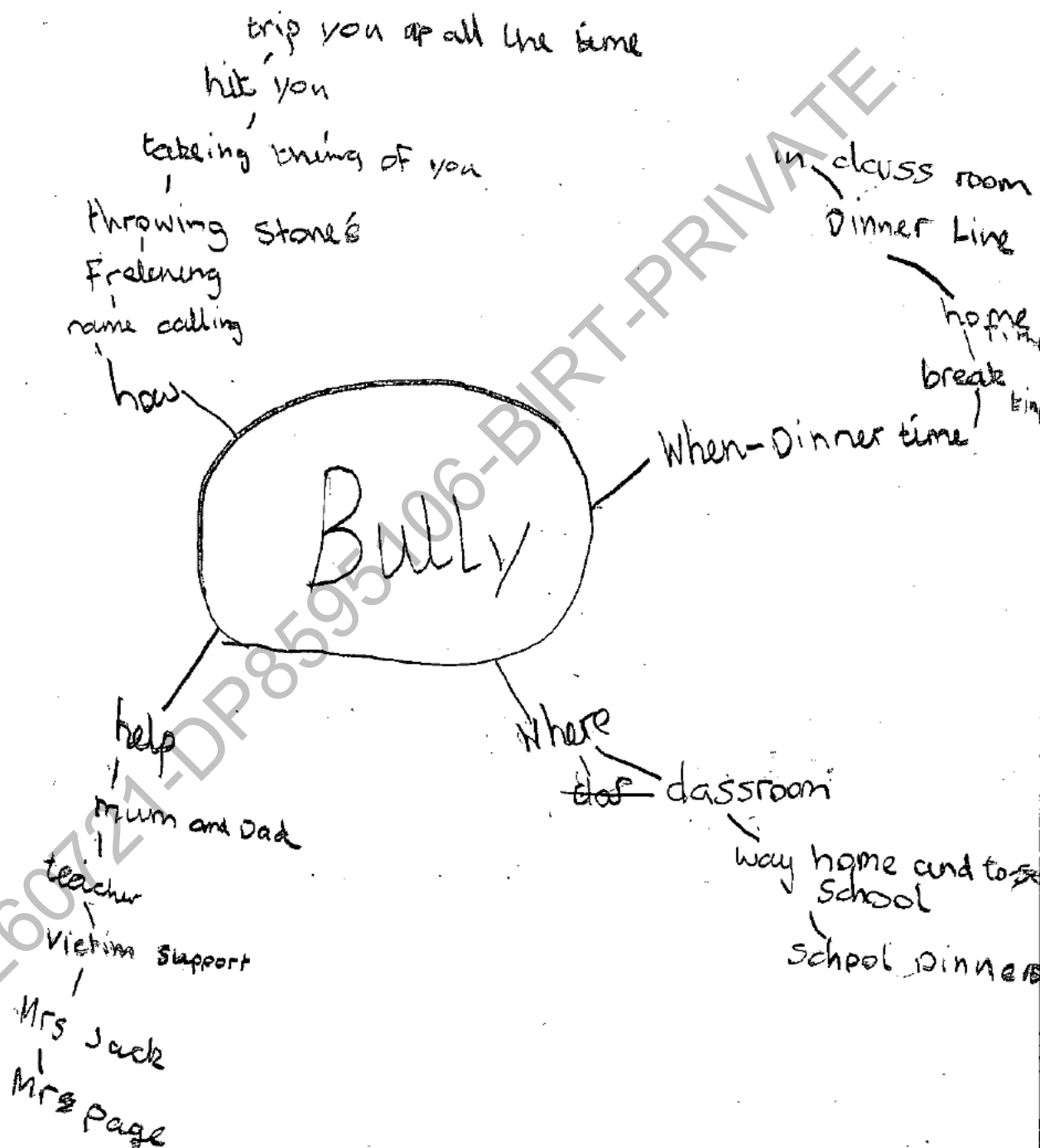
9 marion st
Kirkcaldy
Fife
Kylw

Dear Duncan penman,

guess Who came to the school? Stephen Hendry and he took me and gave me some tip's for when I play snooker. So we took him all around the school. I felt surprised cause I thought he would not come. he spoke to us and answered our questions. And he had some lunch at school dinner's. I was enjoying it alot. Well I don't know how it finished exactly because I thought he would be here after lunch but he was not. I felt excited to get home so I could tell my mum.

yours sincerley
Thomas Edgar

Bu



PLANNING PAGE

Note down what you want to tell new pupils.

Where might they be bullied?

When might they be bullied?

What might the bully do or say?

Now what advice would you give a new pupil if she/he was bullied?

Discipline Report

Date 3/12/97

Dear Parent/Guardian,

I have to inform you that your child Thomas Edgar has committed a breach of school rules as indicated below. Please discuss the incident with him/her and do all you can to prevent any repetition. You should also sign this report and return it to school on the first school day following receipt of this letter. If you wish you may make an appointment to discuss the report with the appropriate member of staff.

Signed Rita Jack
Assistant Headteacher

Nature of Offence

disruptive behaviour in the classroom

participation in violent play

fighting/bullying

vandalism

leaving school premises without permission

insolence towards a member of staff

other throwing "iced gems" at other pupils in the playground

a punishment exercise has been set to be done at home.....

I have read this report.

Signed M Edgar Parent or ~~Guardian~~

Thomas has been given 1 day's detention for this incident. He then told Mrs Husband a lie about this so was given another day's detention. I have told him that if his behaviour does not improve, he will not be at the Christmas party.

Rita Jack.

Discipline Report

Date 3/12/97.

Dear Parent/Guardian,

I have to inform you that your child Thomas Edgar
 has committed a breach of school rules as indicated below. Please discuss the incident with
 him/her and do all you can to prevent any repetition. You should also sign this report and
 return it to school on the first school day following receipt of this letter. If you wish you may
 make an appointment to discuss the report with the appropriate member of staff.

Signed Rita Jack
 Assistant Headteacher

Nature of Offence

disruptive behaviour in the classroom - being rude to the teacher.

participation in violent play

fighting/bullying

vandalism

leaving school premises without permission

insolence towards a member of staff

other

a punishment exercise has been set to be done at home.....
 I have read this report.

Signed M Edgar Parent or Guardian

Dear Mrs Edgar,

This incident took place after my
 first letter to you. I've told Thomas he will
 not be going to the school party or will he
 be allowed to come to the church service on
 Sunday. Could you please contact me to
 arrange an appointment?

Rita Jack

Pupil's Name Thomas EdgarClass P7c Date 4.2.98

Dear Parent / Guardian,

I am writing to inform you that your child's behaviour in school is giving cause for concern as indicated below :

1	Running in and out of	school building	☐
		loitering in cloakrooms/toilets	☐
2	Leaving the school during	after assembly in the morning	☒
		interval	☒
		without permission	☒
		lunchtime	☐
3	Using bad language/rude gestures	to staff	☐
		to playground supervisors	☐
		to other pupils	☐
4	Unacceptable behaviour	In class	☐
		in the playground	☐
		coming to school	☐
		going home from school	☐
		on the school bus	☐
5	Damage to school grounds/property	The top of a fence appears to have been damaged.	☒
6	Other unacceptable behaviour	He went into a garden and climbed over a wall into a second garden to collect a paper aeroplane. When asked about it he lied.	☒
	Your child has been deprived of	play outside at interval	☒
		play outside at lunchtime	☒
Your child has been given a behaviour sheet to be signed by you and returned to school on <u>5.2.98.</u>			
An appointment to discuss your child's behaviour at this time is unnecessary. ☒			
Please contact the school as soon as possible to make an appointment to discuss your child's behaviour. ☐			

Thank you for your support

Signed Wuan Page

KIRKCALDY WEST PRIMARY SCHOOL

BEHAVIOUR SHEET

232

Name Thomas Edgar Date 4.2.98

~~me~~ me and charles went in a garden to get
his plan and i broke a goat a dental and
i lied about it

Signed medga Parent / Guardian

KIRKCALDY WEST PRIMARY SCHOOL

BEHAVIOUR SHEET

233

Name Thomas Edgar..... Date 16.2.97.....

I have been behaving badly teacher count me
laughing so she put me out side then she spoke
to me and ~~so~~ I said it was not ~~me~~ just me
and then she told me to come in and there
year book committee and the teacher ^{said} they want
to speak to ~~me~~ us and then I said I don't
want to speak to them

Signed M. Edgar..... Parent / ~~Guardian~~

Pupil's Name Thomas EdgarClass P7c Date 16.2.98

Dear Parent / Guardian,

I am writing to inform you that your child's behaviour in school is giving cause for concern as indicated below :

1	Running in and out of	school building	☐
2	Leaving the school during	loitering in cloakrooms/toilets	☐
3	Using bad language/rude gestures	Interval lunchtime	☐ ☐
4	Unacceptable behaviour	without permission to staff to playground supervisors to other pupils	☐ ☐ ☐ ☐
5	<u>Being extremely insolent / cheeky to Mrs Yuill</u> Damage to school grounds/property		☒ ☐ ☐ ☐ ☐ ☐
6	Other unacceptable behaviour		☐
	Your child has been deprived of		☐
		play outside at interval play outside at lunchtime	☐ ☐
	Your child has been given a behaviour sheet to be signed by you and returned to school on		
	<u>Tuesday 17th February</u>		
	An appointment to discuss your child's behaviour at this time is unnecessary.		☐
	Please contact the school as soon as possible to make an appointment to discuss your child's behaviour.		☐

Thank you for your support

Signed R. Jack. AHT.

Thomas was extremely cheeky to Mrs Yuill. Please bring him to school at 9am tomorrow morning to discuss further strategies.

R. Jack

KIRKCALDY WEST PRIMARY SCHOOL BEHAVIOUR SHEET

Name Thomas Edgar Date 19.2.98

in bad mood
being cheeky to Mrs Yall
and claming over plates

Rita

Woe Edgar 2.30 pm Tues. 24/2

Signed M Edgar Parent / ~~Guardian~~

B

Pupil's Name Thomas EdgarClass P7C Date 23.1.98

Dear Parent / Guardian,

I am writing to inform you that your child's behaviour in school is giving cause for concern as indicated below :

1	Running in and out of	school building loitering in cloakrooms/toilets	☐ ☐
2	Leaving the school during	Interval lunchtime without permission	☐ ☐
3	Using bad language/rude gestures	to staff to playground supervisors to other pupils	☐ ☐ ☐
4	Unacceptable behaviour	In class in the playground coming to school going home from school on the school bus	☒ ☐ ☐ ☐ ☐ ☐
		<u>Shouting in class then being cheeky to Mrs Yuill</u>	
5	Damage to school grounds/property		☐
6	Other unacceptable behaviour		☐
Your child has been deprived of		play outside at interval play outside at lunchtime	☐ ☐
Your child has been given a behaviour sheet to be signed by you and returned to school on		<u>Monday 26 January</u>	
An appointment to discuss your child's behaviour at this time is unnecessary.		☐	
Please contact the school as soon as possible to make an appointment to discuss your child's behaviour.		☐	

Thank you for your support

Signed M Edgar

I've spoken to Thomas about his
behaviour

Thomas's behaviour is becoming unacceptable.

R. Jack.

KIRKCALDY WEST PRIMARY SCHOOL

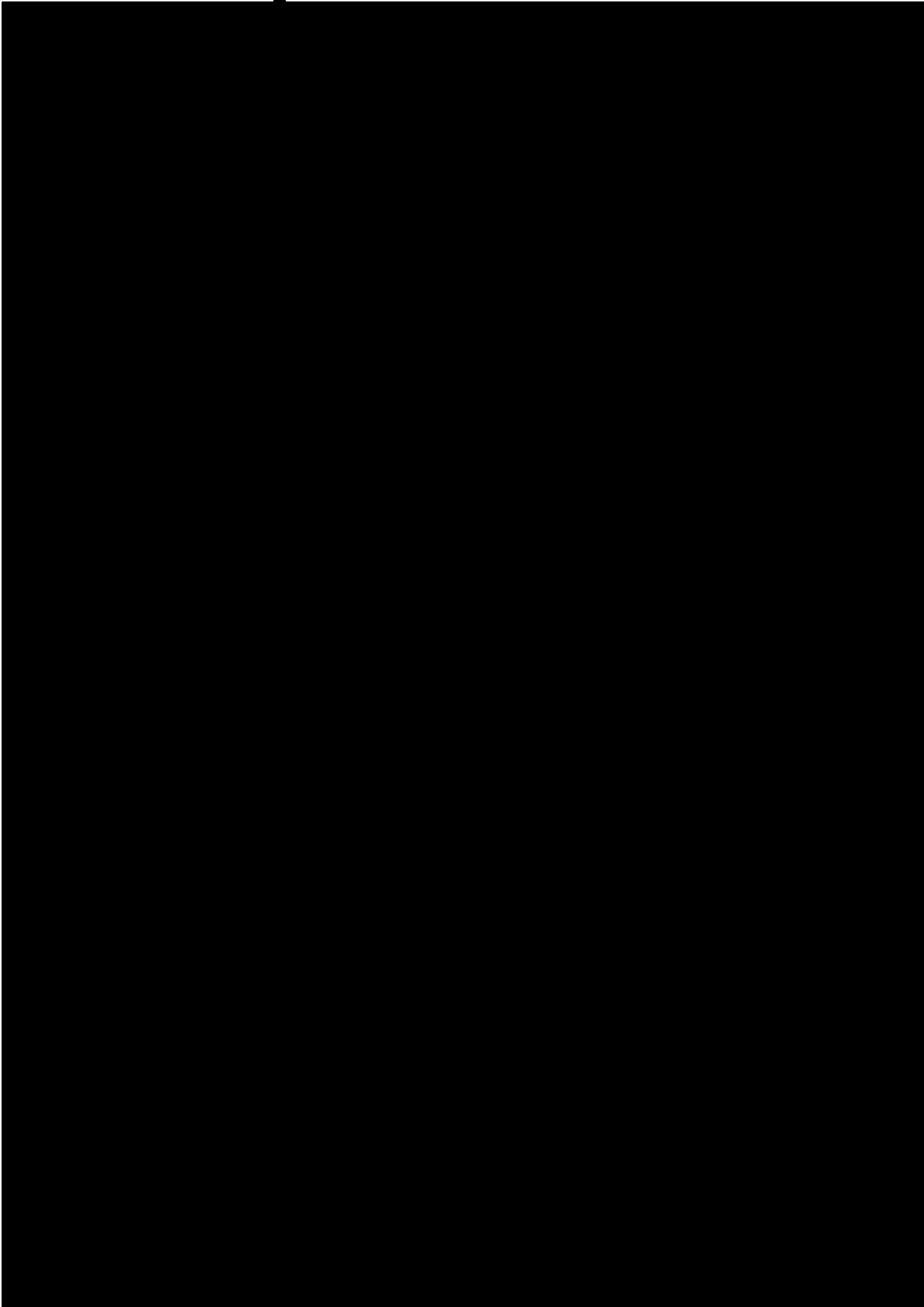
BEHAVIOUR SHEET

237

Name ..Thomas Edgar..... Date 23.1.98.....

shouting in class ~~and~~ silly ~~behaviour~~
behaviour and cheek to the ~~teacher~~
teacher

Signed ..M Edgar..... Parent / ~~Guardian~~



Discipline Report

Date 24.2.97

Dear Parent/Guardian,

I have to inform you that your child Thomas Edgar has committed a breach of school rules as indicated below. Please discuss the incident with him/her and do all you can to prevent any repetition. You should also sign this report and return it to school on the first school day following receipt of this letter. If you wish you may make an appointment to discuss the report with the appropriate member of staff.

Signed Rita Jack

Nature of Offence

disruptive behaviour in the classroom

participation in violent play

fighting/bullying

vandalism

leaving school premises without permission

insolence towards a member of staff

other

a punishment exercise has been set to be done at home.....
I have read this report.

Could you
Please let
me know
Why Thomas
Received 3
Yellow Cards

Signed M Edgar Parent or Guardian

Thomas has now had three yellow cards for bad behaviour in the playground. I've told him if this continues he will be in detention and kept in later at night.

Please sign and return this sheet.

R Jack
AHT

KIRKCALDY WEST PRIMARY SCHOOL BEHAVIOUR SHEET

Name Tom Date 27.3.98

I was swearing at Steven and Miss Glass
and threw a coat at Miss Glass by accident
~~and~~ and said sorry

Signed M. Elg Parent / Guardian



DEPARTMENT OF REGIONAL REPORTER
TO THE CHILDREN'S PANEL

ALISTAIR F. KELLY, B.L.,
Regional Reporter

Mr C Duncan, Children and Families Team Manager, Social Work
Department, East Fergus Place, Kirkcaldy - for the attention of
George Qusted, social worker.

Mr. W. Page, Headteacher, Kirkcaldy West Primary School, Milton
Road, Kirkcaldy.

File

NOTIFICATION OF DISPOSAL OF CASE

CHILD'S NAME Thomas Edgar BORN 25.7.86

ADDRESS 9 Marion Street, Kirkcaldy

SOURCE OF REFERRAL

DISPOSAL

School (letter
dated 28.10.95 re
child beyond control)

Referred to the local authority
for voluntary supervision in
terms of section 39(2) of the
Act


Alexander Miller
District Reporter

Date: 9th February 1996



Discipline Report

Date 6th September 1995

Parent/Guardian,

I am pleased to inform you that your child Thomas Edgar has committed a breach of school rules as indicated below. Please discuss the incident with your child and do all you can to prevent any repetition. You should also sign this report and return it to school on the first school day following receipt of this letter. If you wish you may make an appointment to discuss the report with the appropriate member of staff.

Signed R. Jack
AHT.

Nature of Offence

disruptive behaviour in the classroom

participation in violent play

fighting/bullying

vandalism walking along edge of urinals

leaving school premises without permission

insolence towards a member of staff

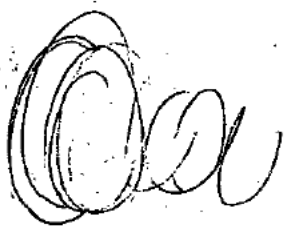
other

a punishment exercise has been set to be done at home.....
I have read this report.

Signed M. Edgar Parent or Guardian

Thomas has not had a good start and has been in trouble every day. I have warned him about the consequences of this.

R.J.



9 Marion Street,
Kirkcaldy

8/11/96

Dear Mrs Edgar,

Thomas has not had a good spell of behaviour recently and I feel that it would be a good idea for us to meet to discuss the situation. Could you please contact the school to make an appointment to see me?

I look forward to hearing from you.

Yours sincerely,

Rita Jack

Assistant Headteacher

Mrs Edgar phoned - she has spoken to Thomas and said that if there is any more trouble she will walk him to school.

Rg



Fife Regional Council Education Department

Kirkcaldy West Primary School

Milton Road, Kirkcaldy, KY1 1TL Telephone: 01592 412570

Head Teacher Mr. W. Page

22nd September 1995

Dear Mrs Edgar,

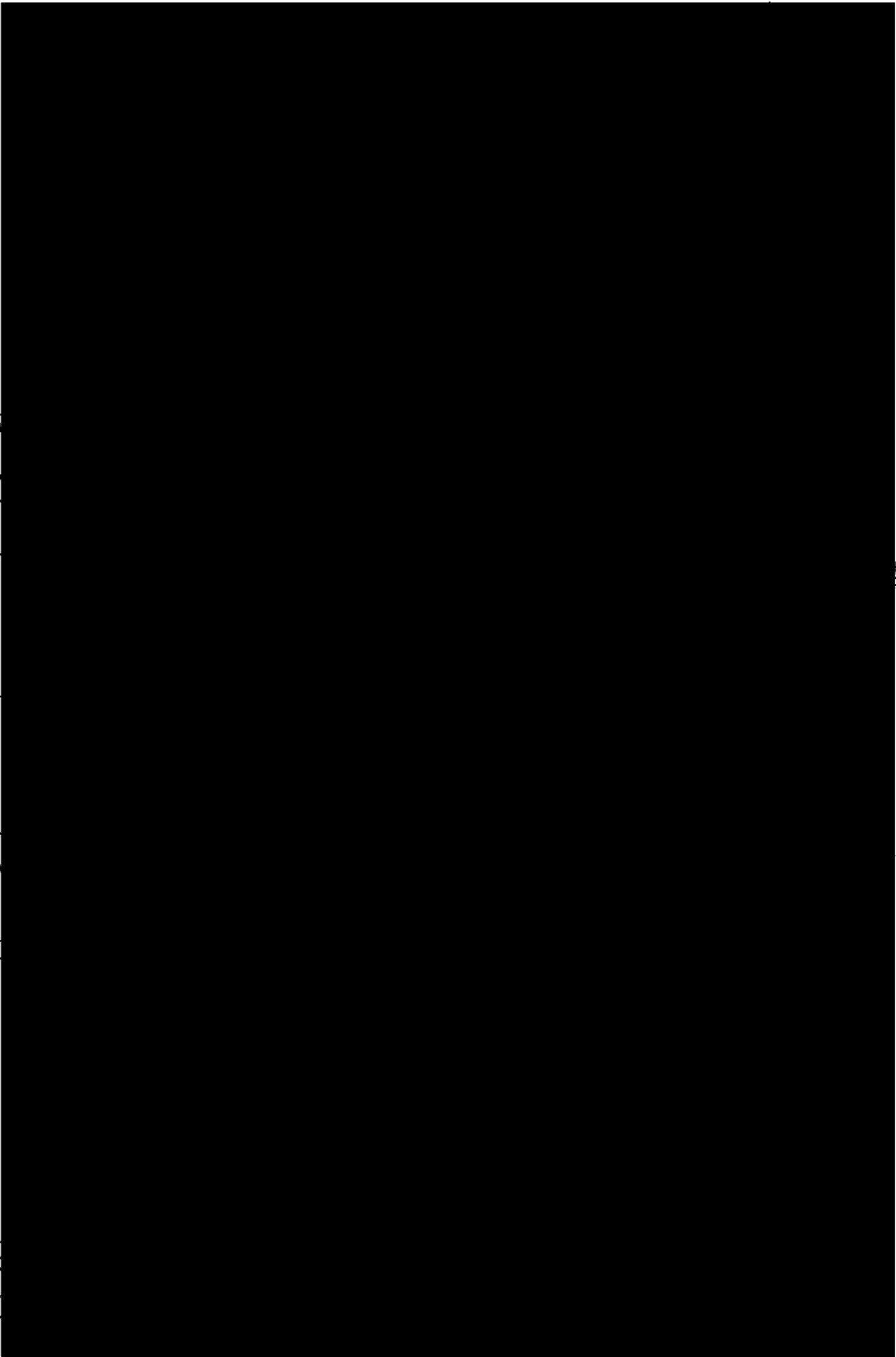
I am concerned about Thomas's behaviour and would like to discuss this matter with you. Please come to see me on Wednesday 27th September at 10am. If this appointment is unsuitable please contact me.

- Could you please confirm that you received this letter from Thomas?

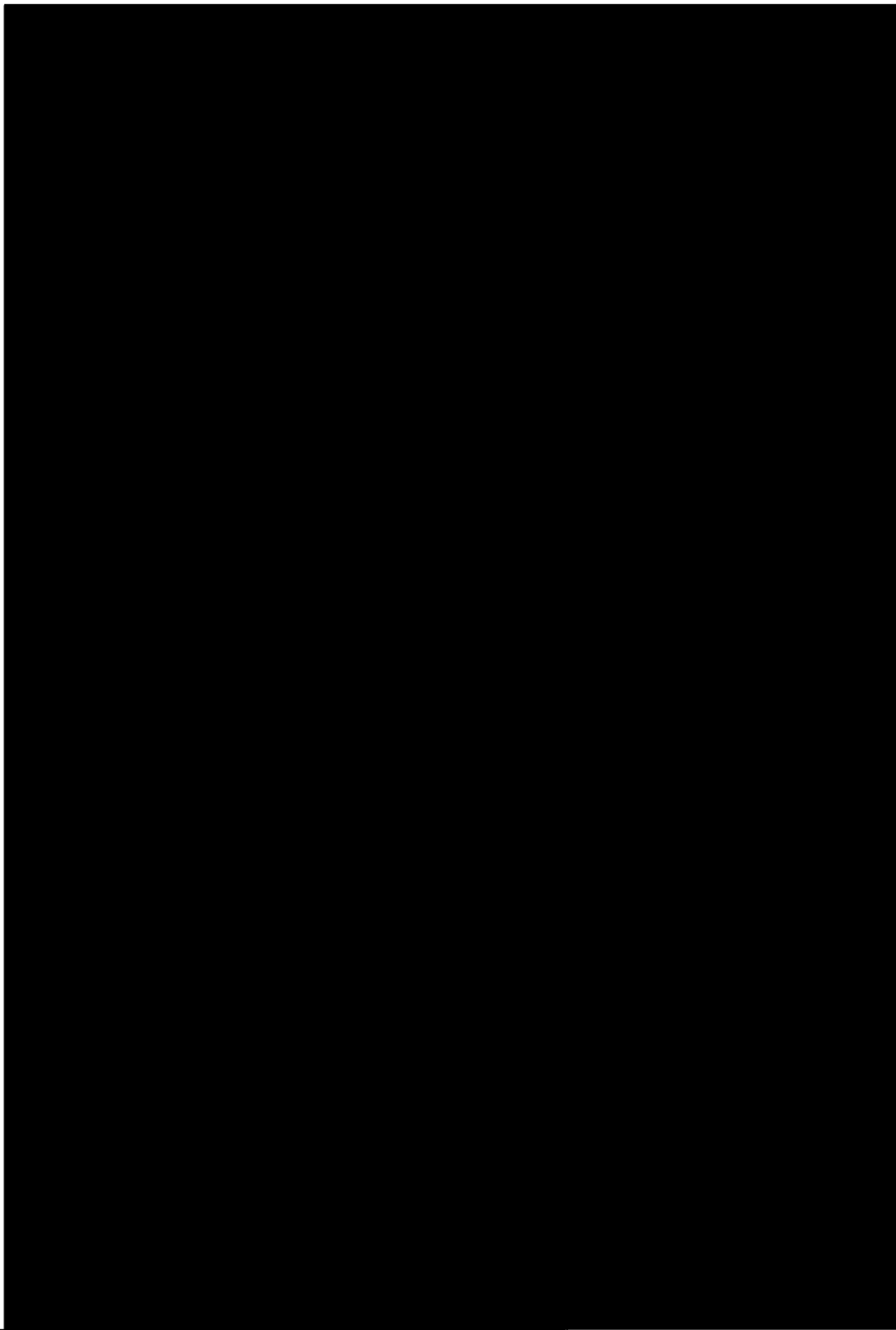
Yours sincerely,

Rita Jack

A.H.T.



1 R
TO



DO NOT TURN OVER OR OPEN THIS BOOK UNTIL YOU ARE TOLD

EDINBURGH READING TESTS

STAGE 3

MORAY HOUSE INSTITUTE

Please fill in the following:

Today's date: date 29 month October year 1997
 (write the name of the month)

Your school: KIRKCALDY WEST PRIMARY

Your class: 7c

Your surname (in capitals): EDGAR

Your first name(s): THOMAS

Your sex (boy or girl): boy

Your age: 11 years 3 months

Your date of birth: date 25 month JULY year 1986
 (write the name of the month)

ISBN 0 340 58309 6 (set of 20 copies)

First published 1992

Impression number 12 11 10 9 8 7 6 5
 Year 1999 1998 1997

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 scheme administered by the Copyright Licensing Agency Ltd.

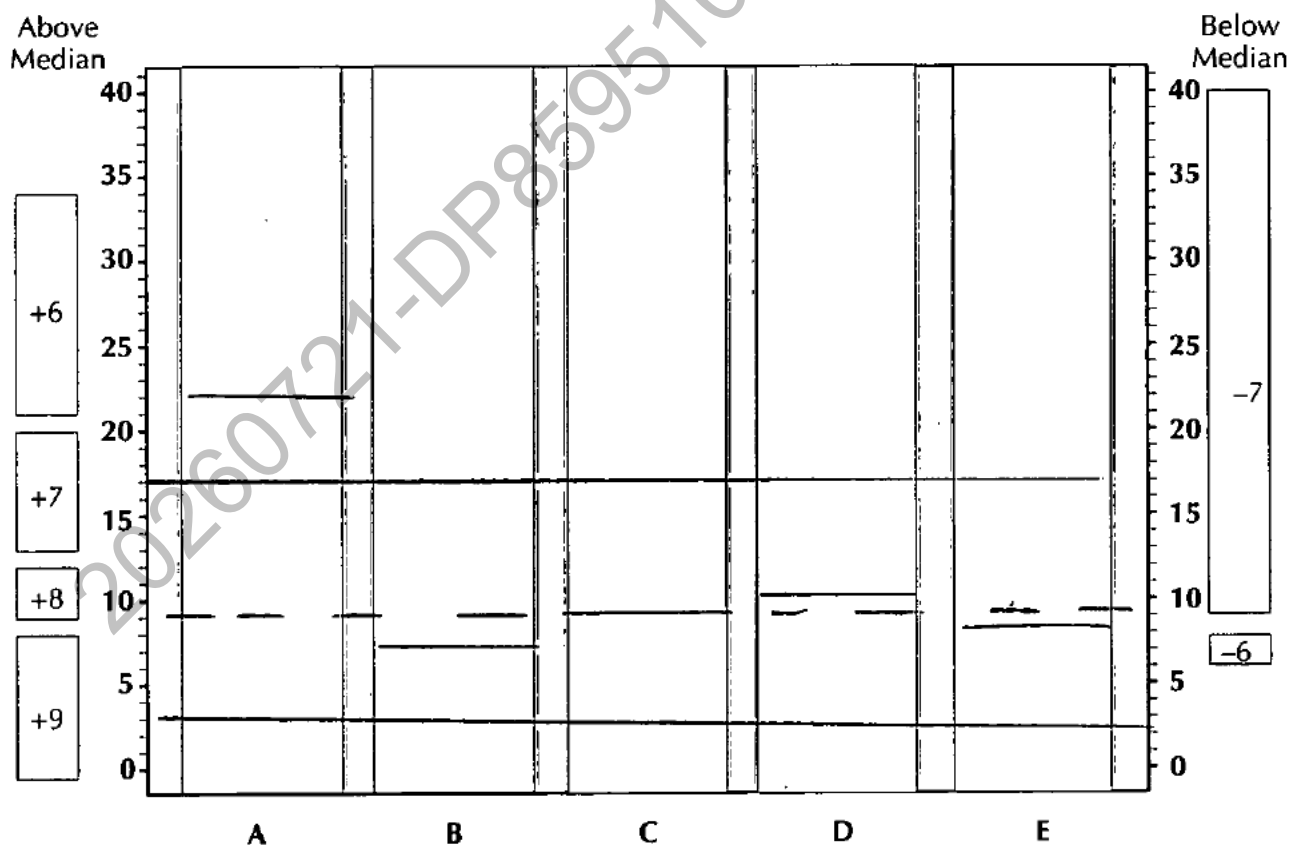
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 NW1 3BH by Hobbs the Printers Ltd, Totton, Hampshire.

EDINBURGH READING TESTS

STAGE 3 PROFILE

Name Thomas Edgar Date of Birth 25.7.86

Sub-Test		Page	Raw Score	Section Total	Standardised Score
A	Reading for facts	1	5	16	22
		2	4		
		3	3		
		4	4		
B	Comprehension of sequences	5	4	8	7
		6	2		
		7	2		
		8	0		
C	Retention of main ideas	10	2	5	9
		12	0		
		14	3		
D	Comprehension of points of view	15	3	8	10
		16	3		
		17	2		
		18	0		
E	Vocabulary	19	3	5	8
		20	2		
		21	0		
		Total			
Age 11 years 3 months			Quotient	Reading Age	
Date 29 / 10 / 97			79		

Age 11 years 3 monthsDate of testing 29.10.97

Directions for completing the profile are given on pages 25-8 of the manual.
 Pages 28-31 of the manual must be read before any attempt is made to interpret the profile.

CONFIDENTIAL

Balwearie High School

Parent Interview Report

Pupil's Name Thomas Edgar Class 2P
 Present at interview Mrs Edgar
 Reason for interview Exclusion (20th May 1999)
 Report _____

Thomas excluded initially for assaulting a P7 pupil (West School) on way to school am. Witnessed by Mr German who was appalled by the ferocity of the kicking & punching that had gone on. Also witnessed by H.T. Mr Pogo.
 In the afternoon he was in a mood as he knew he might be excluded - caused problems in German Class (Miss Peterson) and then left his bag and walked out of the classroom.
 Fortunately I saw him in the Crush Hall and successfully persuaded him not to leave the school since this would only make things worse for him.
 This was all discussed with mother who accepted the need for exclusion.

Signed R Peterson

Date 24/5/99

AHT - white

Guid.- blue

CONFIDENTIAL

Balwearie High School

Parent Interview Report

phone

Pupil's Name Tom Edgar Class 2PI

Present at interview Mrs Edgar (mum) & Mrs Mitchell

Reason for interview Confirm return date after Exclusion

Report _____

Mrs Edgar very unhappy about conflicting dates of return. Today received a letter explaining Tom is not to return until a Case Conference is held.

Confirmed that the letter is the case and that she should keep Tom at home until the C.C.

She expressed concern at the number of exclusions Tom has had and indicated that she is considering asking for him to be moved to another school. She made reference to a school in Dysart and Rimblyton.

Signed T. Mitchell

Date 28/05/99

AHT - white
Guid.- blue



BALWEARIE HIGH SCHOOL

Balwearie Gardens
Kirkcaldy
Fife KY2 5LY
Tel: 01592 412262
Fax: 01592 412260



SCHOOLS
CURRICULUM
AWARD

Rector: G D Mackenzie
Depute Rector: I S McRoberts

RP/ER

28th May, 1999

Ms. M. Edgar
9 Marion Street
KIRKCALDY
Fife
KY1 1UF

Dear Ms. Edgar,

THOMAS EDGAR (2P1)

I have discussed Thomas' exclusion with Mr. Mackenzie and the situation is that Thomas cannot return to school until after we have had a Case Conference to plan his future in education.

This will be arranged as soon as possible but in the meantime please keep Thomas at home.

Please phone me if you wish to discuss this. I will inform you of the date of the Conference a.s.a.p.

Your sincerely,

R Paterson

Mr. R. Paterson
Assistant Rector



EXCLUSION

G. Beattie

255

Thomas Edgar
2P1

To Office Staff:

Please tear off this section, pass the above slip to the Registration Office in the envelope provided and pass this section to the Principal Teacher of Guidance for the house concerned.

A copy of the reason should be included with the letter for parents.

Reason for exclusion (to be included in the letter)

Refused to go to Dr Mares Office to discuss
theft of a tin of juice from other boy. These
wallace away

Reason for exclusion (to be passed to Guidance - not to be included in the letter).

Stage of exclusion

B/C

Have the parents been contacted?

Appointment

After hols - Tues

at

10.15am

Date letter sent

15/6/99



BALWEARIE HIGH SCHOOL

Rector: G D Mackenzie
Depute Rector: I S McRoberts

Balwearie Gardens
Kirkcaldy
Fife KY2 5LY
Tel: 01592 412262
Fax: 01592 412260



SCHOOLS
CURRICULUM
AWARD

Level B/C Invitation/PG/GDM

15 June, 1999

Ms M Edgar
9 Marion Street
Kirkcaldy
FIFE
KY1 1UF

Dear Ms Edgar

Thomas Edgar (2P1) (25/7/86)

I am sorry to have to tell you that I have today decided to exclude Thomas from attendance at this school, as a consequence of the following situation:

Unacceptable behaviour

In my view this demonstrates that, in all the circumstances, to allow him to continue to attend the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there.

It is important that we meet here in school as a matter of urgency to discuss the situation. I invite you to do so as shown below. Thomas should accompany you to our meeting. Please contact me as soon as possible to confirm your attendance. If the date or time are unsuitable we will make other arrangements.

Date of Meeting: Tuesday 22 June 1999 **Time:** 10.15 am **With:** Mr R Paterson

We may be able to resolve the situation at our meeting. I hope that that will prove possible. However, I may have to specify that Thomas does not return to school for up to fifteen school days or I may have to refer the whole matter to the Head of Education, with the possibility of a longer period of exclusion.

This exclusion has been made within the terms of the Education (Scotland) Act 1980, as amended, and you have the right under Section 28H of the same Act to appeal against the exclusion. Your rights and our mutual responsibilities, including the right to appeal against my decision to exclude Thomas, are explained in the Parents' booklet 'Children Having Difficulties in School', which was sent to you on a previous occasion. Should you wish to appeal, you should do so at once in writing to the Head of Law and Administration, Fife House, North Street, Glenrothes, Fife, KY7 5LT. It would be helpful if, in your letter, you could give an indication of your reason for wishing to do this.

It is clearly important to ensure that Thomas's education is interrupted as little as possible. Therefore, whether or not you choose to appeal, we should meet as I suggested above to seek to sort matters out.

You should also be aware that the Education Authority is required by law to satisfy itself that you are providing efficient education for your child. Clearly, if Thomas resumes education soon, that will be the case, and I therefore look forward to meeting you on the above date.

To ensure that it reaches you, this letter is being sent both via Thomas and by recorded delivery.

Yours sincerely

RECTOR

Encs

★ This must be handed to your teacher at the start of each period & collected at the end.

	1	2	3	4	5	6	Daily Signatures
M	A R. Paterson		HOLIDAY				Parent A.H.T
Tu	A R. Paterson	C. C. Paterson	A L. Sel	A Arrived 12.40 J. Burrows	A J. Mar	C J. Mitchell	Parent M. Edg A.H.T R. Paterson
W	A+ R. Sel	A J. Mar	A K. Esen	C A BIT RESTLESS AND INATTENTIVE 4.30	B J. Mitchell		Parent M. Edg A.H.T R. Paterson
Th	A J. Mar	A L. Sel	A L. Sel	B+ J. Mitchell	B B	A C. B	Parent M. Edg A.H.T R. Paterson
F	B R. Taylor	A R. Paterson	A J. Mitchell	A J. Mitchell	B J. Mitchell Thomas has	B R. White	Parent M. Edg A.H.T R. Paterson

homework for Tuesday

Notes On Behaviour

A - Very Good (5 points)

- cooperated well with the teacher
- caused no distractions
- worked hard without prompting

B - Good (3 points)

- cooperated well with the teacher
- caused no distractions
- worked most of the time

C - Acceptable (1 point)

- cooperated only after reminders
- caused few distractions
- worked most of the time

D - Unacceptable

- total lack of cooperation
- disruptive behaviour
- little or no effort made

* On receipt of a 'D' the pupil should be sent directly to the school office at the end of the period or before, if deemed necessary.

Staff Where a pupil has not handed BT to teacher at start of period, please mark X in top right hand corner of the appropriate period box.

ation of "D"

Comment - Staff (where pupil does not have correct equipment/kit)

* Said he did not have his glasses and therefore could not do the work! (Tues p2)

Comment - A.H.I:-

Comment - Parent/Guardian:-

Thomas will be off on Thursday as he has hospital Appointment
M Edgar

Comment - Pupil:-

BALWEARIE HIGH SCHOOL

BEHAVIOUR TIMETABLE



Pupil Thomas Edgar

Class 2P1

Date of Issue 8/6

Week 1

Weekly Points Target 110



BALWEARIE HIGH SCHOOL

Balwearie Gardens
Kirkcaldy
Fife KY2 5LY
Tel: 01592 412262
Fax: 01592 412260



SCHOOLS
CURRICULUM
AWARD

Rector: G D Mackenzie
Depute Rector: I S McRoberts

LMCI/ER

29th March, 1999

Mrs. M. Edgar
9 Marion Street
KIRKCALDY
KY1 1UF

Dear Mrs. Edgar,

THOMAS EDGAR (IP1)

A Case Conference to review Tom's progress and educational needs will be held on Tuesday 13th April 1999 at 11:15am in the Conference Room of Balwearie High School.

I look forward to seeing you then.

Yours sincerely,

Miss. L. M. McIntyre
Assistant Rector

cc. Mr. Mackenzie (Rector)
Mrs. Beattie (Guidance)
Mr. Easson (Support Centre)
Mr. Bruce (Educational Psychologist)
Ms. Munro (Psychological Services)



Rector: G D Mackenzie
Depute Rector: I S McRoberts

BALWEARIE HIGH SCHOOL

Balwearie Gardens
Kirkcaldy
Fife KY2 5LY
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SCHOOLS
CURRICULUM
AWARD

Confirmation Level B/GDM/PG

13 April, 1999

Ms M Edgar
9 Marion Street
Kirkcaldy
FIFE
KY1 1UF

Dear Ms Edgar

Thomas Edgar (1P1) (25/7/86)

I refer to our meeting on 13 April 1999 and would now formally advise you that I have decided to exclude Thomas until 19 April 1999. As discussed when we met, this time is to allow us to make a planned approach towards addressing Thomas's current difficulties.

I am required by law to give you in writing the reasons for the action I have taken and would confirm that Thomas was excluded since it was considered that, in all the circumstances, to allow him to continue to attend the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there. In support of this, I would cite the following example of Thomas's recent behaviour:

Unacceptable behaviour

As you know, Thomas's return to school is conditional upon the signing of the home-school agreement by school, pupil and parent, and subsequent acceptance by both you and him of the rules, regulations and disciplinary requirements of the school.

This exclusion has been made within the terms of the Education (Scotland) Act 1980, as amended, and you have the right under Section 28H of the same Act to appeal against the exclusion. Your rights and our mutual responsibilities, including the right to appeal against my decision to exclude Thomas, are explained in the Parents' booklet 'Children Having Difficulties in School', which was sent to you on a previous occasion. Should you wish to appeal, you should do so at once in writing to the Head of Law and Administration, Fife House, North Street, Glenrothes, Fife, KY7 5LT. It would be helpful if, in your letter, you could give an indication of your reason for wishing to do this.

I would want to stress that, during the period of exclusion, Thomas must not be present in the school or the school grounds.

To ensure that it reaches you, this letter is being sent by recorded delivery.

Yours sincerely

RECTOR

★ This must be handed to your teacher at the start of each period & collected at the end.

201

	1	2	3	4	5	6	Daily Signatures
M	A D. Jyl	A Paterson	A Omar	A L. Jyl	A R. Paterson	A L. Jyl	Parent M. Edga A.H.T. R. Paterson
Tu	A R. Paterson	A Paterson	A L. Jyl	A Husband	A Omar	A worked very hard for period 6!! J. Mitchell	Parent M. Edga A.H.T. R. Paterson
W	A C. Lane	A Omar	A R. Paterson	A L. Jyl	HOSPITAL note		Parent M. Edga A.H.T. R. Paterson
Th	A Omar	B L. Jyl	A L. Jyl	A J. Mitchell	A Paterson	A C. Lane	Parent M. Edga A.H.T. R. Paterson
F	A C. Beattie	A R. Paterson	A J. Mitchell	A L. Jyl	A J. Mitchell	B R. White	Parent M. Edga A.H.T. R. Paterson

Notes On Behaviour

A - Very Good (5 points)

B - Good (3 points)

C - Acceptable (1 point)

D - Unacceptable

- cooperated well with the teacher
- caused no distractions
- worked hard without prompting

- cooperated well with the teacher
- caused no distractions
- worked most of the time

- cooperated only after reminders
- caused few distractions
- worked most of the time

- total lack of cooperation
- disruptive behaviour
- little or no effort made

* On receipt of a 'D' the pupil should be sent directly to the school office at the end of the period or before, if deemed necessary.

Staff Where a pupil has not handed BT to teacher at start of period, please mark X in top right hand corner of the appropriate period box.

Explanation of "D"

Comment - Staff (where pupil does not have correct equipment/kit)

Comment - S.P.D.

Comment - Parent/Guardian:

Thomas will not be at school Wednesday Afternoon
Hospital Appointment on Edgway R.P.

Comment - Pupil:

BALWEARIE HIGH SCHOOL

BEHAVIOUR TIMETABLE



Pupil Thomas Edgway

Class 2P

Date of Issue 10/5

Week 1

Weekly Points Target 120

S1 Acknowledgement Slip

263

Pupil Comment: _____

Signed: _____ (Pupil) Date: _____

Parent Comment (if you wish to comment please do so below):

Signed: _____ (Parent) Date: _____

I acknowledge the receipt of the reports on my child: **THOMAS D. EDGAR 1P1**

Signed: m edgar (Parent) Date: 13.5.99

	1	2	3	4	5	6	Daily Signatures
25 M	A. E. M. Hirston	B. B. Foster	A. D. Hart	A. K. Thomson	A. S. Campbell	A. R. P. Little	Parent M. Edgar A.H.T. K. M. C. Dwyer
20 Tu	out of school	out of school	before 11.22 AM A. E. M. Hirston	A. G. Wheatley	A. S. Campbell	A. C. Taylor	Parent M. Edgar A.H.T. K. M. C. Dwyer
30 W	left at 9.34 AM A. C. Herd	A. L. Hirston	A. R. E. L. C. M.	A. C. Taylor	A. D. Hart	A. K. Thomson	Parent M. Edgar A.H.T. L. Hirston
28 Th	A. R. White	A. R. E. L. C. M.	B. D. Hart	A. W. Hirston	A. C. Herd	A. D. Hart	Parent M. Edgar A.H.T. K. M. C. Dwyer
5 F	A. B. Foster	A. C. Taylor	A. D. Hart	A. D. Hart	A. E. M. Hirston	out of school	Parent M. Edgar A.H.T. K. M. C. Dwyer

Notes on Behaviour

A - Very Good (5 points)

B - Good (3 points)

C - Acceptable (1 point)

D - Unacceptable

- cooperated well with the teacher
- caused no distractions
- worked hard without prompting

- cooperated well with the teacher
- caused no distractions
- worked most of the time

- cooperated only after reminders
- caused few distractions
- worked most of the time

- total lack of cooperation
- disruptive behaviour
- little or no effort made

On receipt of D the pupil should be sent directly to the school office at the end of the period or before, if deemed necessary.

Staff Where a pupil has not handed BT to teacher at start of period, please mark X in top right hand corner of the appropriate period box.

Explanation of "D"

Comment - Staff (where pupil does not have correct equipment)

Comment - A.B.T.

Comment - Parent/Guardian:-

Please let Tommy away after
Period 5. as he has an appointment

Comment - Pupil:-

BALWEARIE HIGH SCHOOL

BEHAVIOUR TIMETABLE



Thomas Edgar
(P)

Date of Issue 26.4.99

Week 2

Weekly Points Target 125

EXCLUSION

Mrs Beattie

266

To Office Staff:

Please tear off this section, pass the above slip to the Registration Office in the envelope provided and pass this section to the Principal Teacher of Guidance for the house concerned.

A copy of the reason should be included with the letter for parents.

Thomas Edgar 2P1

Reason for exclusion (to be included in the letter)

Assaulted Primary pupil (West School) on way to school

Reason for exclusion (to be passed to Guidance - not to be included in the letter).

Stage of exclusion A

Have the parents been contacted?

Appointment Monday at 11.15 am

Date letter sent 20/5/99



BALWEARIE HIGH SCHOOL

Balwearie Gardens
Kirkcaldy
Fife KY2 5LY
Tel: 01592 412262
Fax: 01592 412260



SCHOOLS
CURRICULUM
AWARD

Rector: G D Mackenzie
Depute Rector: I S McRoberts

Level B/C Invitation/PG/GDM

20 May, 1999

Ms M Edgar
9 Marion Street
Kirkcaldy
FIFE
KY11 1UF

Dear Ms Edgar

Thomas Edgar (2P1) (25/7/86)

I am sorry to have to tell you that I have today decided to exclude Thomas from attendance at this school, as a consequence of the following situation:

Unacceptable behaviour

In my view this demonstrates that, in all the circumstances, to allow him to continue to attend the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there.

It is important that we meet here in school as a matter of urgency to discuss the situation. I invite you to do so as shown below. Thomas should accompany you to our meeting. Please contact me as soon as possible to confirm your attendance. If the date or time are unsuitable we will make other arrangements.

Date of Meeting: Monday 24 May 1999 **Time:** 11.15 am **With:** Mr R Paterson

We may be able to resolve the situation at our meeting. I hope that that will prove possible. However, I may have to specify that Thomas does not return to school for up to fifteen school days or I may have to refer the whole matter to the Head of Education, with the possibility of a longer period of exclusion.

This exclusion has been made within the terms of the Education (Scotland) Act 1980, as amended, and you have the right under Section 28H of the same Act to appeal against the exclusion. Your rights and our mutual responsibilities, including the right to appeal against my decision to exclude Thomas, are explained in the Parents' booklet 'Children Having Difficulties in School', which was sent to you on a previous occasion. Should you wish to appeal, you should do so at once in writing to the Head of Law and Administration, Fife House, North Street, Glenrothes, Fife, KY7 5LT. It would be helpful if, in your letter, you could give an indication of your reason for wishing to do this.

It is clearly important to ensure that Thomas's education is interrupted as little as possible. Therefore, whether or not you choose to appeal, we should meet as I suggested above to seek to sort matters out.

You should also be aware that the Education Authority is required by law to satisfy itself that you are providing efficient education for your child. Clearly, if Thomas resumes education soon, that will be the case, and I therefore look forward to meeting you on the above date.

To ensure that it reaches you, this letter is being sent both via Thomas and by recorded delivery.

Yours sincerely

RECTOR

Encs

Explanation of "D"

Insolence
 refusal to follow instructions
 non-cooperation

Comment - Staff (where pupil does not have correct equipment/kit)

Comment - A.H.L.:-

Comment - Parent/Guardian:-

Comment - Pupil:-

BALWEARIE HIGH SCHOOL**BEHAVIOUR TIMETABLE**

Pupil Thomas Edger

Class 2P

Date of Issue 17/5

Week Last week

Weekly Points Target 120

	1	2	3	4	5	6	Daily Signatures
M	A J. Dy L	A Claterson	A Duns	A Linnell	B R. Peders	A L. Sel	Parent <i>M. Edg</i> A.H.T. <i>R. Ped</i>
Tu	L	I	n	Service			Parent A.H.T. <i>R. Peders</i>
W	A J. Myly	A Duns	A K. Eason	B NO HOMEWORK L. Sel	A J. Mitchell	A+ J. Dy L	Parent <i>M. Edg</i> A.H.T. <i>R. Pederson</i>
Th	A Duns	B L. Sel	C L. Eason	B J. Mitchell	D Claterson	R. Ped	Parent <i>M. Edg</i> A.H.T. <i>R. Ped</i>
F							Parent A.H.T.

Notes On Behaviour

A - Very Good (5 points)

B - Good (3 points)

C - Acceptable (1 point)

D - Unacceptable

- cooperated well with the teacher
- caused no distractions
- worked hard without prompting

- cooperated well with the teacher
- caused no distractions
- worked most of the time

- cooperated only after reminders
- caused few distractions
- worked most of the time

- total lack of cooperation
- disruptive behaviour
- little or no effort made

★ On receipt of a 'D' the pupil should be sent directly to the school office at the end of the period or before, if deemed necessary.

Staff Where a pupil has not handed BT to teacher at start of period, please mark X in top right hand corner of the appropriate period box.

Explanation of "D"

- Talking - refused to move seats - refused to leave room.
- Refusal to obey instructions. Sitting without doing the work of the class. R.E. class

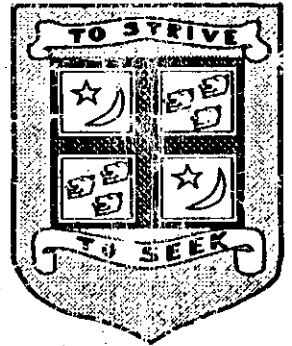
Comment - Staff (where pupil does not have correct equipment/kit)

Comment - A.H.I.:-

- 3/3 P.Ex issued for D on B.T.
- 4/3 P.Ex issued for carrying smoking materials

Comment - Parent/Guardian:-

Comment - Pupil:-

BALWEARIE HIGH SCHOOL**BEHAVIOUR TIMETABLE**

Pupil

Tom Edgar

Class

1P1

Date of Issue

1.3.99

Week

2

Weekly Points Target

100

	1	2	3	4	5	6	Daily Signatures
26 M	Test. B. E.M. Hirston	A S. J. C.	A. O. M.	B. J. Thomson	A B. H.	A P. H.	Parent m. edge A.H.T. h. M. edge
19 Tu	B J. Thomson	D	Test. A. E.M. Hirston	A G. Wheatley	A S. J. C.	C. C. Taylor	Parent m. edge A.H.T. h. M. edge
14 W	A C. Herd.	B L. G. M.	B R. E. C.	B C. Taylor	← ABSENT →		Parent m. edge A.H.T. h. M. edge
30 Th	A R. White	A. R. E. C.	left me 11.30 A. S. J. C.	A W. Thomas	A L. Dalrymple	A. O. M.	Parent m. edge A.H.T. h. M. edge
23 F	A C. P.	A. C. Taylor	A. O. M.	B S. J. C.	Test. A E.M. Hirston	D. R. E. C.	Parent m. edge A.H.T.

Notes On Behaviour

A - Very Good (5 points)

B - Good (3 points)

C - Acceptable (1 point)

D - Unacceptable

- cooperated well with the teacher
- caused no distractions
- worked hard without prompting

- cooperated well with the teacher
- caused no distractions
- worked most of the time

- cooperated only after reminders
- caused few distractions
- worked most of the time

- total lack of cooperation
- disruptive behaviour
- little or no effort made

★ On receipt of a 'D' the pupil should be sent directly to the school office at the end of the period or before, if deemed necessary.

Staff Where a pupil has not handed BT to teacher at start of period, please mark X in top right hand corner of the appropriate period box.

CONFIDENTIAL

Balwearie High School

Parent Interview Report

Pupil's Name Tom Edgar Class 1P1

Present at interview Mrs Edgar & M. McTuttyre

Reason for interview Mrs Edgar's phone call 5pm 1.3.99

Report Mrs Edgar reported that Tom arrived home about 5pm 1.3.99 in a distressed state having been chased by 3 boys from the tunnel at 3.35pm.

I saw Tom today - 2 of the boys had red ties on & 1 had a grey hat. He claimed that he was called names but had never seen the boys before. He could remember no-one who could possibly have seen the incident despite it happening at 3.35pm as everyone was exiting from the school. I had arranged to meet Tom at the school gates today but he did not do so.

Mrs Edgar could not make sense of the story but appreciated that efforts ^{were being} made to get to the bottom of it.

Opportunity taken to discuss the "D" on Tom's B.T. today in Drama

Signed M. McTuttyre

Date 2.3.99

AHT - white
Guid. - blue

	1	2	3	4	5	6	Daily Signatures
M	A E.M. Thomson	A L. Sol	A D. Hunt	B K. Thomson	TRUANTING		Parent M. Edg A.H.T. K. McTigue
26 Tu	A K. Thomson	A L. Solym	A E.M. Thomson	B G. Wheatley	B E.H.A.	A C. Taylor	Parent M. Edg A.H.T. K. McTigue
26 W	A C. Herd	A L. Ginn	A R.E. Cline	B C. Taylor	B D. Hunt	A K. Thomson	Parent M. Edg A.H.T. K. McTigue
16 Th	A R. White	A R.E. Cline	C D. Hunt	A W. Hunt	AT Office		Parent M. Edg A.H.T. K. McTigue
76 F	A C. Taylor	A C. Taylor	C D. Hunt	A D. Scott	A E.M. Thomson	A R.E. Cline	Parent M. Edg A.H.T. K. McTigue

Notes On Behaviour

A - Very Good (5 points)

- cooperated well with the teacher
- caused no distractions
- worked hard without prompting

B - Good (3 points)

- cooperated well with the teacher
- caused no distractions
- worked most of the time

C - Acceptable (1 point)

- cooperated only after reminders
- caused few distractions
- worked most of the time

D - Unacceptable

- total lack of cooperation
- disruptive behaviour
- little or no effort made

* On receipt of a 'D' the pupil should be sent directly to the school office at the end of the period or before, if deemed necessary.

Staff Where a pupil has not handed BT to teacher at start of period, please mark X in top right hand corner of the appropriate period box.

Explanation of "D"

Comment - Staff (where pupil does not have correct equipment/kit)

NO PE KIT

Comment - A.H.T.:-

8/3. PE - D in BT
1/3. PE - wanting + fonging parents
note

Comment - Parent/Guardian:-

P.M. Thursday :- Outside Main office waiting
on Mrs McIntyre ?

Comment - Pupil:-

BALWEARIE HIGH SCHOOL

BEHAVIOUR TIMETABLE



Pupil

Tom Edgar

Class

1P1

Date of issue

8-3-99

Week

3

Weekly Points Target

100