

SEPARATOR SHEET

A

***** CONFIRMATION REPORT/TRANSMIT OK *****

DATE: 11/06 '02 14:49

PAGE: 03

TEL : 01875616178

FAXED

St. Philip's School
Plains
AIRDRIE
ML6 7SF
Tel: 01236 785407
Fax: 01236 755637
e mail: [REDACTED]

St. Philip's School



St. Philip's School

Fax

To: *The Reporter*

From: [REDACTED]

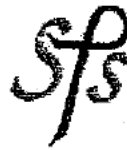
Fax:

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Invoice No
Codes :
Checked :
Approved

St. Philip's School
Plains
AIRDRIE
ML6 7SF
Tel: 01236 765407
Fax: 01236 755637
e mail [REDACTED]

St. Philip's School



St. Philip's School

Fax

To: The Reporter From: [REDACTED]

Fax: _____ Pages: _____

Phone: _____ Date: 11th June 2002

Re: Barrie Oliver's Panel CC: _____

- Urgent For Review Please Comment Please Reply Please Recycle

• **Comments:**

ST. PHILIP'S SCHOOL

REPORT FOR CHILDREN'S HEARING

Barrie Oliver
54 Fifth Street
Newton Grange
MIDLOTHIAN
D.O.B 29.04.86
D.O.A 24.08.00

Home Circumstances

Barrie resides when on leave with his mother, stepfather and younger sister. Since the last Panel, Barrie has had extensive leave during the school holidays and term, with the exception of the last few weeks, Barrie has managed this leave and there has been very little difficulties. Barrie has very little contact with his dad, although home circumstances are difficult, it should be noted that mum, Barrie, stepfather and sister cope well with the unquestionable tension within the family home. The Social Worker will give more detail of the family situation.

Conduct and Progress

Since his last Panel, Barrie has applied himself well. He is a pleasant and likeable young adult who is able to develop and maintain good relationships with both adults and peers. Barrie has responded well to the boundaries and routines which exist within St. Philip's.

In Lochailort Unit, Barrie is generally regarded as being a well liked boy whose behaviour is, for the most part appropriate and acceptable. There are times however, when Barrie may present us with a demeanour which is characterised by negative factors such as (moaning and complaining). It has been noted that Barrie experiences difficulty when discussing or asking questions regarding aspects of his care or anything that doesn't particularly please him without displaying this characteristic. In relation to Barrie's education, it must be stressed that he has made good use of his placement. Barrie has recently sat his standard grade exams and has also participated in work experience with a local firm.

Although Barrie is now well equipped to progress onto the next stage, recent offending and mismanagement at home, are in the considered view of staff, a result of anxieties about moving on and it is our feeling that this will ease when Barrie returns to the family home.

Conclusion


In conclusion, Barrie's overall application in areas relating to his care plan has been very good over the last six months. He has experienced some difficulties but these have been worked through and Barrie has made substantial progress.

Barrie has to be commended for the effort he has made since his last Panel and with the ongoing support from all parties he will achieve his potential.

Recommendation

It is the recommendation of St. Philip's that Barrie's residential supervision order is now removed. There is no longer a need for Barrie to be placed in a residential establishment to allow further positive development and progress, it is imperative that Barrie receives ongoing support in the community from all parties who are involved in his care.


Unit Manager

CP

Keyworker:
11th June 2002

CHANGE OF DOCTOR

Please read the notes on the other side of this card.

1. To be completed by the patient

I wish to join the list of

(Name of Doctor)

(Doctor's Address)

If your own name or address is different from that on the front of this card, please give your name or address here

New Name

New Address

Post Code

Your Signature

Date

If you are not the patient, please state your relationship to the patient

.....

2. Give this card to the doctor whose list you wish to join. To be completed by the new doctor

I accept this patient on my list

Doctor's Signature

Ref. No.

Date

If you will be dispensing drugs for this patient, please enter D here

If you are claiming a rural practice fund (mileage) payment please give the number of miles between your main surgery and the patient's home.

Community Health Index No.	Serial No.	1254
	Date of Birth	29/04/36
N.H.S. No.		762/86/234

Acceptance Date **02/10/00**

NATIONAL HEALTH SERVICE MEDICAL CARD

ISSUED BY THE
PRACTITIONER SERVICES DIVISION
 Clifton House, Clifton Place
 Glasgow G3 7LN
 Tel: 0845 3001285

EARRIE OLIVER
ST PHILLIPS SCHOOL
PLAINS
AIRDRIE
NL6 7SF

Name
 Address

Dr:

Form G.P.4 (COMP)

IMPORTANT. PLEASE READ THE INFORMATION ON PAGES 2 AND 3 AND KEEP THIS CARD SAFE

IMPORTANT INFORMATION

If you need to see a doctor

Take this card with you and show it to your doctor if he asks to see it. If you cannot produce this card the doctor may charge a fee for which he will give you a receipt showing how to get this money refunded.

Accidents and Emergencies

First try to contact your own doctor, or a doctor who is covering for him. If he is not available, you can get treatment from any NHS family doctor.

If you are away from home within the UK FOR LESS THAN 3 MONTHS

You can apply for NHS treatment to any local family doctor. Just show this card or give your NHS number (which is on the front of this card).

If you intend to go ABROAD FOR MORE THAN 3 MONTHS

Please send this card back to your local Health Board (address on Page 1) with a note of the date you intend to leave this country. Our address is on the front. You will need to re-register with a doctor when you return home.

If you change your address

Tell your doctor your new address as soon as you can. This is in case your doctor has to write to you or visit you at home. Also tell your Health Board (address on Page 1) who may have to write to you about health screening programmes. If you have moved out of the area that your doctor covers, you should ask your doctor if he is still willing to provide you with general medical services. If not, you should transfer to the list of a doctor nearer to your new place of residence as soon as possible.

You and your Doctor

Your doctor will have a practice leaflet containing information to help you, such as consulting times and the services available to patients.

Home visits

Please do not ask the doctor to make a home visit unless the patient is too ill to attend the surgery. Unless it is an emergency, please contact the surgery as early as possible preferably before 10 a.m., as this helps the doctor to plan his visits.

IF YOU WANT TO CHANGE YOUR DOCTOR

You can do this at any time - you do not have to have a special reason. Just complete Page 4 of this card and give it to the doctor whose list you wish to join. If the doctor is willing to accept you, he will sign the card and send it to the Health Board. We will send you a new card showing your new doctor's name. You may go to your new doctor for treatment as soon as he has accepted you. If you are under 16 years of age, you will need to have this application completed by an adult representative.

HOW YOUR LOCAL HEALTH BOARD CAN HELP YOU

If you cannot find a doctor to accept you

Please write and let us know. We will help you find a doctor.

If you want more information

We can tell you

- * names and addresses of doctors, dentists, opticians and pharmacists in your area
- * about services that you can get in your area. For example, about doctors who speak other languages and about extra services like child health clinics.

Complaints

If you want to complain about the service of a doctor, dentist, optician or pharmacist, please write to us.

You should do this within 13 weeks from date of the event that you want to complain about.

If you wait more than 13 weeks, we may not be able to deal with your complaint.

Remember

We are here to help you. But if you write to us, please make sure to tell us your date of birth and, if known, your NHS number. We will be able to find your records and reply to you more quickly if you give us this information.
Your NHS number is on the front of this card.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

To Barry Oliver
c/o St Phillip's School
Plains
Airdrie

Dear Barry

At your last children's hearing which took place on 28th September 2001 the hearing thought again about your supervision requirement and decided to continue it.

I have enclosed a copy of the legal form which says this.

I have also enclosed 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 printed at the bottom of this letter.

Yours sincerely

Date: 02/10/01

Notification to a child and relevant person of a decision
of a children's hearing at a review of a supervision
requirement.

 
for Authority Reporter

Children (Scotland) Act 1995
Rule 21 Form SCRA. I

NAME: BARRY OLIVER

DATE OF BIRTH: 29.4.86

APPEARED AT: DATE REASON FOR DECISION:

Hearing 28/9/01 To review a Supervision Requirement dated 24/7/01 as directed by the last children's hearing.

Decision: 1. To not appoint a safeguarder S41(1).
2. To continue the Supervision Requirement S73(9).
3. Obligation on [REDACTED] to attend removed S45(8).

Reasons:

1. On the positive side Barry has settled well and enjoying St Phillip's School on a residential basis. His school report is excellent with no real issues and no offending.
2. On the negative side Barry does as he pleases when on leave at home. He does not inform his Mum when he goes out and rarely stays with her and prefers to stay at brothers or pals.
3. It was agreed with Barry that any extra home leave had to be earned. His Mum and Dad will contact Social Work if his situation and behaviour has improved.
4. Barry still requires further work to look at his relationships with his family and look at the difference between assertiveness and aggression.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

CONTINUATION UNDER SECTION 73(9)(e) OF THE ACT OF
SUPERVISION REQUIREMENT

At: 29 Rimpfield Court, Dalkeith

Date: 28/9/01

A children's hearing for MIDLOTHIAN, considering the case of

Name: Barry Oliver (born 29/4/86)

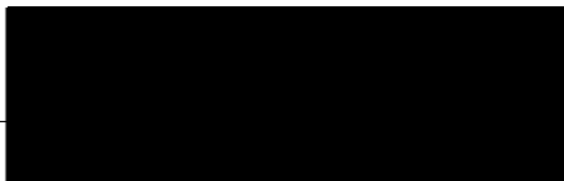
Address: 52 Fifth Street, Newington

and the supervision requirement (a copy of which is attached), and in exercise of its powers under section 73(9)(e) of the Act, continues the said requirement [in force]* ~~[subject to the variations of that requirement noted below]*~~ [with the insertions in the requirement noted below]*.

~~[The children's hearing in [varying]* [imposing]* a requirement order that the place where is to reside shall not be disclosed to]*~~

[VARIATION(S) REFERRED TO]*

[INSERTION(S) REFERRED TO]*



's Hearing

* Delete as appropriate



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

SUPERVISION REQUIREMENT

At The Children's Hearing Centre, 29 Elmfield Court, Dalkeith, on *4th August 2000*

A children's hearing for Midlothian, having considered the case of *Barry Oliver*
(born *29/4/86*) *52 Fifth Street, Newfongrange*

and in exercise of the powers conferred by section 70 of the Children (Scotland) Act 1995,
being satisfied that he/~~she~~ is in need of compulsory measures of supervision require him/her
to be under the supervision of the chief social work officer of Midlothian *and*

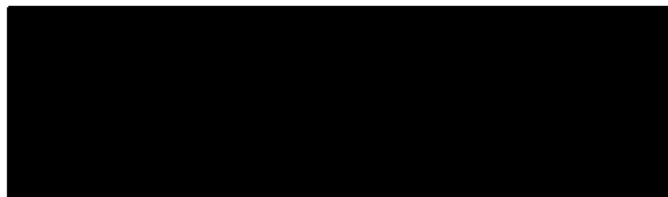
* to reside in *St Phillips School, Airdrie and*

* to comply with the conditions stated 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 REFERRED TO IN THE FOREGOING SUPERVISION REQUIREMENT

1. *The requirement to reside is subject to the managers
of St Phillips School to grant Barry leave of absence
from time to time.*



ST. PHILIP'S SCHOOL

REPORT FOR CHILDREN'S HEARING

Barry Oliver
54 Fifth Street
Newtongrange
MIDLOTHIAN
D.O.B 29.04.86
D.O.A 24.08.00

Home Circumstances

Barry's home circumstances may be described as follows:
When on leave from St. Philip's Barry normally resides with his mother, step-father and sister. Any leave outwith the school is frequently shared between his mother and his father. The latter is less structure as it depends upon his father's shift pattern.

Barry's relationship with his mother would appear to be intact and the dynamics between Barry, his sister and his step-father would appear to give no cause for concern. Additionally, the same could also be said for the relationship that Barry has with his father and his father's partner.

Since his admission to St. Philip's, Barry has gradually built up his leave plan and has steadily increased this to full weekend leave, in addition to one overnight in midweek. Longer, extended periods of home leave have been arranged at holiday periods. Barry's leave plan over the summer holiday period, merely requires him to remain in St. Philip's on both Wednesday and Thursday overnight each week.

Barry has agreed and adhered with the above plan. Reports back from significant adults would highlight that no major difficulties have been encountered.

It must also be noted that in the light of Barry's step-father's serious illness, both Barry and his mother have coped well with unquestionable tension within the family home.

Conduct and Progress

Since his admission to St. Philip's almost one year ago, Barry has generally applied himself well.

He presents as being a pleasant and likeable young adult who is able to develop and maintain good relationships with both adults and his peer group.

In Lochailort Unit, Barry is generally regarded as being a well liked boy whose behaviour is, for the most part appropriate and acceptable. There are times however, when Barry may present us with a demeanour which is characterised by negative factors such as 'moaning and complaining'. It has been noted that Barry experiences

difficulty when discussing or asking questions regarding aspects of his care or anything that doesn't particularly please him without displaying this characteristic.

Barry readily admits to being involved in the 'hash smoking' culture. However, he does not view this as being a 'problem' for himself. He has on one occasion been apprehended with a very small quantity of cannabis. This was confiscated and Barry was informed of the dangers of further substance abuse and of the consequences that future use may have in relation to his placement at St. Philip's.

One perhaps more alarming point to note, is that Barry on 25th June unfortunately chose to become involved with other boys from Lochailort Unit in the attempted theft of a motor vehicle from the local area. Barry was apprehended by police and was later charged with the above. A report is to be submitted by the police to the Reporters Department.

Barry has been spoken to at length about the dangers of joyriding and again has been advised of the future implications should this recur.

In relation to Barry's education, it must be stressed that he is making good use of his placement. He is offered a wide range of subjects throughout the curriculum and displays particular talent in both Art and PE.

After the holiday period Barry will commence fourth year studies and it is hoped that he will be presented in many standard grade examinations.

Conclusion

In conclusion, Barry's overall application in areas relating to his care-plan over the last year or so has been very good. He has had a few difficulties since his admission however, has developed in maturity and in the writer's opinion, has learned from these. He has to be commended for his patience in working towards a day pupil placement as many other young people would as a result of not being rewarded have succumbed and resorted to displays of less mature, petulant behaviour. Barry continued to receive encouragement from the unit staff as and as a result has managed to continue making progress.

Recommendation

With the given climate of uncertainty surrounding Barry's potential return home to parent(s) on a permanent basis the writer is unable to recommend that a move towards the variation of the current supervision order be considered at this time.

To allow further work to be done and to facilitate further progress, St. Philip's recommends that Barry's current residential supervision order naming St. Philip's be continued.

l.p.

Unit Manager

l.p.

Keyworker:
23rd July 2001

ADDENDUM

Barrie Oliver - Report For Children's Hearing

St. Philip's School

Following the Hearing on 23rd July, the holiday period for Barrie was stable and problem free, whereby he spent the majority of August at home

Commencement of the new term has meant Standard Grade studies for Barrie and at present he is applying himself in a mature and responsible manner.

Within the care environment Barrie is also applying himself well. He has matured both physically and emotionally and is engaging enthusiastically in his Care Plan.

Home leave continues to be Friday - Monday with the recent introduction of midweek overnights which so far have proved to be successful.

Name: Barrie Oliver

D.O.B. 29.04.86

Social Worker: [REDACTED]

D.O.A. 24-08-00

Senior Social Worker: [REDACTED]

Legal Status 70(3)(a)

Address: Loanhead S.W. Dept

Local Authority

Tel No: 0131 271 3900

Parents/Guardian's Name: [REDACTED] (Mother)

Address: 52 Fifth St, Newtongrange, Midlothian

Tel No: 031 663 4099

Other relevant contacts: [REDACTED] (Father)

Address: 4 Bellantyne Pl, Livingston

Tel No: 01506 461 756

Leave arrangements: Frid - Mon (eves)

PERSONAL DETAILS

Height 5'8"

Weight 11st 3^{lb}

Hair Colour fair

Eye Colour Brown

Distinguished Marks

General Description

Known Haunts Andrie, Coatbridge, home area



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

To Barry Oliver
c/o St Phillips School
Plains
Airdrie

Dear Barry

At your last children's hearing which took place on 24 July 2001 the hearing thought again about your supervision requirement and decided to continue it.

I have enclosed a copy of the legal form which says this.

I have also enclosed 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 printed at the bottom of this letter.

Yours sincerely

for Authority Reporter

Date: 25/07/01

NAME: BARRY OLIVER

DATE OF BIRTH: 29.4.86

APPEARED AT
CHILDREN'S
HEARING

DATE
24.7.01

REASONS FOR DECISION

Annual review of Supervision Requirement.

Decision

1. To dispense with [REDACTED] attendance.
2. To not appoint a Safeguarder.
3. Supervision Requirement continued with condition:
 - ❖ Barry is required to reside at St Phillips School, Airdrie, subject to the managers of the school to grant Barry leave of absence from time to time.
 - ❖ Early Panel Members review to be called in mid September

Reasons

- Barry has made very good progress in his year at St Phillips with just a few minor concerns about his behaviour.
- St Phillips can offer him the opportunity to continue his education to standard grade.
- The home situation continues to be an issue and Barry's mum is still saying that she finds his behaviour difficult.
- Barry and his mum both need support if his return home is to work.
- Although the condition of residence is for 52 weeks in practice the plan is for Barry to spend an increasing amount of time at home, working towards day pupil status.

The Panel were aware that Barry's wish is to live at home and attend St Phillips as a day pupil. However this needs to take place gradually and with help from SW, the school and possibly 'Who Cares'. Outreach and befriending were discussed. Barry and his mum also have responsibility for making the return home successful.

A review in 2 months time will give Barry time to show commitment and for the support to be put in place.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

**CONTINUATION UNDER SECTION 73(9)(e) OF THE ACT OF
SUPERVISION REQUIREMENT**

At the Children's Hearing Centre, 29 Elmfield Court, Dalkeith on 24.7.01

A children's hearing for Midlothian, considering the case of

BARRY OLIVER (29.4.86) 52 F.F.H. ST, Newtongrange.

and the supervision requirement (a copy of which is attached), and in exercise of its powers under section 73(9)(e) of the Act, continues the said requirement in force

~~*subject to the variations of that requirement noted below~~

~~*with the insertions in the requirement noted below~~

~~*The children's hearing in varying/imposing a requirement order that the place or places where the child is to reside shall not be disclosed to~~

~~* VARIATION(S) REFERRED TO~~

~~* INSERTION(S) REFERRED TO~~

.....

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



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

SUPERVISION REQUIREMENT

At The Children's Hearing Centre, 29 Elmfield Court, Dalkeith, on *10th August 2000*

A children's hearing for Midlothian, having considered the case of *Barry Oliver*
(born *29/4/86*) *52 Fifth Street, NewFongrange*

and in exercise of the powers conferred by section 70 of the Children (Scotland) Act 1995,
being satisfied that he/she is in need of compulsory measures of supervision require him/her
to be under the supervision of the chief social work officer of Midlothian *and*

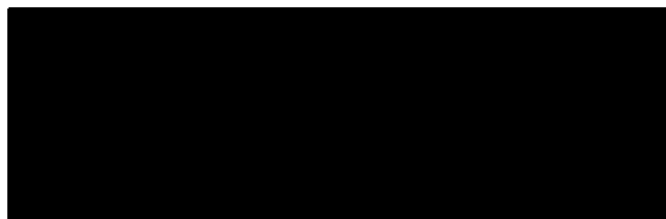
* to reside in *St Phillips School, Airdrie and*

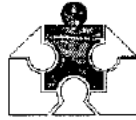
* to comply with the conditions stated below.

* ~~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 REFERRED TO IN THE FOREGOING SUPERVISION REQUIREMENT

1. *The requirement to reside is subject to the managers
of St Phillips School to grant Barry leave of absence
from time to time.*





SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

12 June 2001

The Principal
St Philips School
Plains
AIRDRIE

Authority Reporter
[REDACTED]

If calling please ask for:
[REDACTED]

Telephone:
01875 613355

Dear Sir/Madam

Re: Barry Oliver, (29.4.86)

A Children's Hearing has been arranged to review Barry's's Supervision Requirement on an annual basis and will take place at **29 Elmfield Court, Dalkeith** on **Tuesday 24 July 2001 at 2.00p.m.**

It would be most helpful if you could provide Panel Members with a report a week prior to the Hearing.

You or a member of your staff would be most welcome to attend the Hearing should you feel it is appropriate to do so.

Yours faithfully

[REDACTED]
Reporter



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

To Barry Oliver
c/o St Philips School
Plains
Airdrie

Dear Barry

I have arranged a children's hearing to review Supervision Requirement on an annual basis.

The hearing will be held at 2.00p.m on Tuesday 24 July 2001 at 29 Elmfield Court, Dalkeith, Mid Lothian EH22 1DY.

You have the right to attend the hearing, and it is very important for you to be there. If you do not come the hearing may arrange for you to be brought. You may be kept in a place of safety until the next hearing can be arranged. If there is a good reason why you cannot come to the hearing, such as illness, please contact my office. My address and telephone number are printed at the bottom of this letter.

You may want to tell the hearing what you think would be best for you. You have the right to do that. If you do want to, you can tell me before the hearing starts or you can say it at the hearing.

You can write to me if you want. Whatever you tell me or write to me will be passed on to the panel members and also to your parents or main carers and to the safeguarder if one is appointed by the hearing. **You can either write to me on the page which is attached, or on another piece of paper.**

If you want to, you can bring someone with you to the hearing, a representative, to help you talk to the panel members. Travel expenses will be paid to you and your representative.

Yours sincerely



for Authority Reporter

Date: 12/06/01

Notification of a children's hearing to a child
required to attend.

Children (Scotland) Act 1995
Rule 6 Form SCRA. A

To the Panel Members from Barry Oliver ,

I would like you to know what I think before you make a decision at the children's hearing.

(Write what you want to say here and remember that a copy will be given to your parents or main carers and any safeguarder. You can say as much as you like but you do not have to fill the page. If you want, you can ask someone to help you write down what you want to say.)

Please bring this to the children's hearing or send it to the reporter at 1 Loch Road, Tranent, East Lothian, EH33 2JX

ST. PHILIP'S SCHOOL

ADMISSION FORM

Ref. Number: Statute:

Surname: Forename(s):

DOB: Date of Admission:

Ethnic Origin: Previous Placement:

Impairments:

Placement Objectives:

Parent's Name(s):

Parent's Address: Local Authority:

Street: 52 FIFTH ST
~~NEW TONGE~~
Town: NEW TONGRAGE
Post Code:
Telephone No: 0131 663 4099

LA Address:
Street: 4 CLERK ST
Town: MIDLOTHIAN
Post Code: EH20 9DR
Telephone No: 0131 271 3900

Social Worker:

Social Work Dept:

Invoice Under Block Arrangements: yes/no

If answer is no specify invoicing arrangements:

Social Work Address:

Street: 4 CLERK ST
Town: MIDLOTHIAN
Post Code: EH20 9DR.
Telephone No: 0131 271 3900

Principal/Depute Principal Authorisation: Date:.....

**CHILDREN'S HEARING CENTRE
MIDLOTHIAN**

f.a.o: Head Teacher, St Phillips School

NOTIFICATION OF DECISION

<u>NAME AND ADDRESS</u>	<u>DATE OF BIRTH</u>	<u>SCHOOL</u>
Barry Oliver 52 Fifth Street Newtongrange Midlothian	29.4.86	

Grounds of Referral: Review of Supervision Requirement at the request of Panel Members on 24.7.01

Reporter's Decision Dated:

- | | |
|------------------------------------|---------------------------------|
| 1) No formal Action | 4) Voluntary measures of care |
| 2) No action current S.R. | 5) Police warning recommended |
| 3) No action insufficient evidence | 6) Juvenile liaison recommended |

Children's Hearing Decision Dated: 28.9.01

- 7) Referral Discharged
- 8) Continued
- 9) Supervision requirement continued** ✓
- Condition: to reside in St Phillip's School, Airdrie**
- 10) Residential supervision Requirement
Place:
- 11) Supervision Requirement Terminated
- 12) Supervision requirement terminated
- 13) To refer to the Sheriff for proof
- 14) Warrant continued



NAME: BARRY OLIVER

DATE OF BIRTH: 29.4.86

APPEARED AT: DATE REASON FOR DECISION:

Hearing 28/9/01 To review a Supervision Requirement dated 24/7/01 as directed by the last children's hearing.

Decision: 1. To not appoint a safeguarder S41(1).
2. To continue the Supervision Requirement S73(9).
3. Obligation on [REDACTED] to attend removed S45(8).

Reasons:

1. On the positive side Barry has settled well and enjoying St Phillip's School on a residential basis. His school report is excellent with no real issues and no offending.
2. On the negative side Barry does as he pleases when on leave at home. He does not inform his Mum when he goes out and rarely stays with her and prefers to stay at brothers or pals.
3. It was agreed with Barry that any extra home leave had to be earned. His Mum and Dad will contact Social Work if his situation and behaviour has improved.
4. Barry still requires further work to look at his relationships with his family and look at the difference between assertiveness and aggression.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

CONTINUATION UNDER SECTION 73(9)(e) OF THE ACT OF
SUPERVISION REQUIREMENT

At: 79 Rimpfield Court, Dalkeith

Date: 28/9/01

A children's hearing for MIDLOTHIAN, considering the case of

Name: Barry Oliver (born 29/4/86)

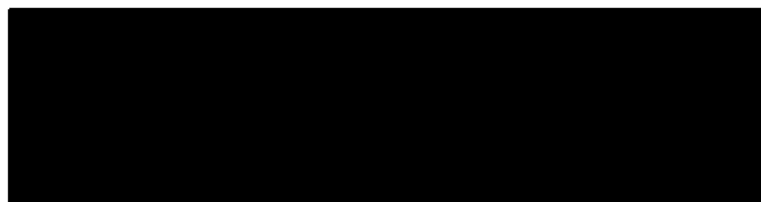
Address: 52 Fifth Street, Newington

and the supervision requirement (a copy of which is attached), and in exercise of its powers under section 73(9)(e) of the Act, continues the said requirement [in force]* ~~[subject to the variations of that requirement noted below]* [with the insertions in the requirement noted below]*.~~

~~[The children's hearing in [varying]* [imposing]* a requirement order that the place where is to reside shall not be disclosed to .]*~~

~~[VARIATION(S) REFERRED TO]*~~

~~[INSERTION(S) REFERRED TO]*~~



* Delete as appropriate

SUPERVISION REQUIREMENT

At The Children's Hearing Centre, 29 Elmfield Court, Dalkeith, on *10th August 2000*

A children's hearing for Midlothian, having considered the case of *Barry Olive*
(born *29/4/86*) *52 Fifth Street, NewFongrange*

and in exercise of the powers conferred by section 70 of the Children (Scotland) Act 1995,
being satisfied that he/she is in need of compulsory measures of supervision require him/her
to be under the supervision of the chief social work officer of Midlothian *and*

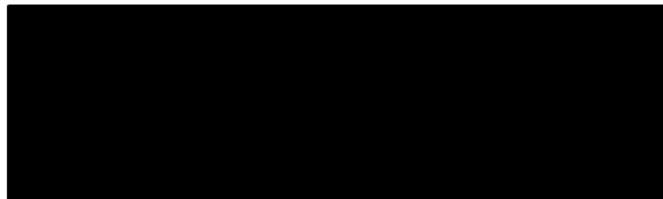
* to reside in *St Phillips School, Airdrie and*

* to comply with the conditions stated 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 REFERRED TO IN THE FOREGOING SUPERVISION REQUIREMENT

1. *The requirement to reside is subject to the managers of St Phillips School to grant Barry leave of absence from time to time.*



**CHILDREN'S HEARING CENTRE
MIDLOTHIAN**

NOTIFICATION OF DECISION

NAME AND ADDRESS

Barry Oliver
52 Fifth Street
Newtongrange

DATE OF BIRTH

29.4.86

SCHOOL

Grounds of Referral: Annual review of Supervision Requirement

Reporter's Decision Dated:

- | | |
|------------------------------------|---------------------------------|
| 1) No formal Action | 4) Voluntary measures of care |
| 2) No action current S.R. | 5) Police warning recommended |
| 3) No action insufficient evidence | 6) Juvenile liaison recommended |

Children's Hearing Decision Dated: 24 July 2001

- 7) Referral Discharged
- 8) Continued to a date to be fixed
- 9) Supervision requirement

Condition:

10) Residential supervision Requirement continued

Place: Barry is required to reside at St Phillips School, Airdrie subject to the managers of the school to grant Barry leave of absence from time to time
Early review to be called Mid September

- 11) Supervision Requirement
- 12) Supervision requirement terminated
- 13) To refer to the Sheriff for proof

NAME: BARRY OLIVER

DATE OF BIRTH: 29.4.86

APPEARED AT
CHILDREN'S
HEARING

DATE
24.7.01

REASONS FOR DECISION

Annual review of Supervision Requirement.

Decision

1. To dispense with [REDACTED] attendance.
2. To not appoint a Safeguarder.
3. Supervision Requirement continued with condition:
 - ❖ Barry is required to reside at St Phillips School, Airdrie, subject to the managers of the school to grant Barry leave of absence from time to time.
 - ❖ Early Panel Members review to be called in mid September

Reasons

- Barry has made very good progress in his year at St Phillips with just a few minor concerns about his behaviour.
- St Phillips can offer him the opportunity to continue his education to standard grade.
- The home situation continues to be an issue and Barry's mum is still saying that she finds his behaviour difficult.
- Barry and his mum both need support if his return home is to work.
- Although the condition of residence is for 52 weeks in practice the plan is for Barry to spend an increasing amount of time at home, working towards day pupil status.

The Panel were aware that Barry's wish is to live at home and attend St Phillips as a day pupil. However this needs to take place gradually and with help from SW, the school and possibly 'Who Cares'. Outreach and befriending were discussed. Barry and his mum also have responsibility for making the return home successful.

A review in 2 months time will give Barry time to show commitment and for the support to be put in place.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

**CONTINUATION UNDER SECTION 73(9)(e) OF THE ACT OF
SUPERVISION REQUIREMENT**

At the Children's Hearing Centre, 29 Elmfield Court, Dalkeith on 24.7.01

A children's hearing for Midlothian, considering the case of

BARRY OLIVER (29.4.86) 52 F.F.H. ST, Newtongrange

and the supervision requirement (a copy of which is attached), and in exercise of its powers under section 73(9)(e) of the Act, continues the said requirement in force

~~*subject to the variations of that requirement noted below~~

~~*with the insertions in the requirement noted below~~

~~*The children's hearing in varying/imposing a requirement order that the place or places where the child is to reside shall not be disclosed to~~

~~* VARIATION(S) REFERRED TO~~

~~* INSERTION(S) REFERRED TO~~

.....

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



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

SUPERVISION REQUIREMENT

At The Children's Hearing Centre, 29 Elmfield Court, Dalkeith, on *10th August 2000*

A children's hearing for Midlothian, having considered the case of *Barry Oliver*
(born *29/4/86*) *52 Fifth Street, Newington*

and in exercise of the powers conferred by section 70 of the Children (Scotland) Act 1995,
being satisfied that he/she is in need of compulsory measures of supervision require him/her
to be under the supervision of the chief social work officer of Midlothian *and*

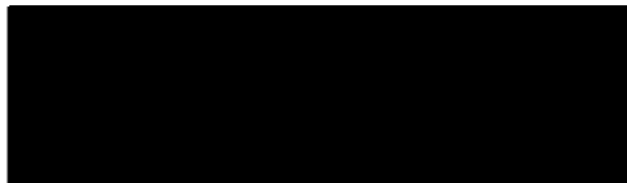
* to reside in *St Phillips School, Airdrie and*

* to comply with the conditions stated 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 REFERRED TO IN THE FOREGOING SUPERVISION REQUIREMENT

1. *The requirement to reside is subject to the managers of St Phillips School to grant Barry leave of absence from time to time.*



SEPARATOR SHEET

B

SEPARATOR SHEET

C

BARRY OLIVER
**ST. PHILIP'S
SCHOOL**

CARE PLAN

Last up-date

1 _____	2 <u>22.11.01.</u>
3 <u>7.1.02.</u>	4 _____
5 _____	6 _____
7 _____	8 _____
9 _____	10 _____
11 _____	12 _____
13 _____	14 _____
15 _____	16 _____
17 _____	18 _____
19 _____	20 _____

CONTENTS

1. ESSENTIAL INFORMATION
2. HEALTH
3. IDENTITY
4. SOCIAL PRESENTATION
5. FAMILY AND SOCIAL RELATIONSHIPS
6. EDUCATION
7. EMOTIONAL, BEHAVIOURAL DEVELOPMENT &
SELF-CARE SKILLS (*INCORPORATING STATUS
GROUP ASSESSMENT*)

LOCAL AUTHORITY: MIDLOTHIAN

UNIT: Lochailort **UNIT STATUS:** JUNIOR **LEGAL STATUS:** 70632a

NAME: BARRY OLIVER
ADDRESS:
52 FIFTH ST,
NEWTONGRANGE
MIDLOTHIAN

D.O.B: 29.4.86
D.O.A: 24.8.00
RELIGION:

MAIN CARER: [REDACTED]
ADDRESS:
52 FIFTH ST
NEWTONGRANGE
MIDLOTHIAN

SOCIAL WORKER: [REDACTED]
SNR. SOCIAL WORKER: [REDACTED]
AREA TEAM & DISTRICT: ILKHAFF SLW
DEPARTMENT.
ADDRESS:
11 CLERK ST
MIDLOTHIAN
EH 20 9DR

KEY WORKER: [REDACTED]
TUTOR TEACHER: [REDACTED]

OTHER AGENCIES INVOLVED:

NAME:	NAME:	NAME:
ADDRESS:	ADDRESS:	ADDRESS:
RELATIONSHIP:	RELATIONSHIP:	RELATIONSHIP:

SUMMARY OF CARE CAREER: INCLUDE NAMES, ADDRESS, DATES AND RELATIONSHIPS
1996 - Referral to Social Work
1997 - Referral to Psychological Services
NOV 98 - Admitted to Gorebridge
FEB 99 - Admitted to Wellington School, Penicuik
DEC 99 - Day Pupil AT WELLINGTON
AUG 00 - Admitted to ST. PHILIP'S SCHOOL.

REASON FOR RECEPTION INTO CARE AND SUMMARY OF LONG & SHORT TERM GOALS:
OUT WITH PARENTAL CONTROL
SHORT TERM GOAL: -
LONG TERM GOAL: - RETURN HOME FULL TIME

HEIGHT: 5ft 4 **WEIGHT:** **HAIR:** FAIR **EYES:**
BUILD: SLIM **COMPLEXION:** FAIR **ETHNIC BACKGROUND:** WHITE
DISTINGUISHING FEATURES: EG. MARKS / SCARS

RISKS FACTORS: TICK ANY WHICH MAY BE A CONCERN

ALCOHOL SMOKING DRUGS SOLVENTS ABSCONDING
HOME CIRCUMSTANCES SEXUAL BEHAVIOUR HEALTH

LEAVE ARRANGEMENTS: INCLUDE CARER, TIMES, TRAVEL ARRANGEMENTS, FARES:

FRIDAY TO MONDAY LEAVE.
SHARES A TAXI WITH MALLAIG CLIENT.
SPENDS EVERY ~~2~~ WEEKEND WITH HIS DAD

POCKET MONEY:

£ 7.00

HOME CIRCUMSTANCES:

C.C.REVIEW DATES:

08/11/00

13/2/01

14/2/02

C.HEARING DATES.

04/08/00

INITIAL 12 I 09 :00 -RECEPTION INTO ST. PHILIP'S.

NEXT MEDICAL DUE:

NEED: HEALTH

OBJECTIVES

1. ENSURE ALL NECESSARY MEDICALS HAVE TAKEN, ALL NECESSARY IMMUNISATION HAS TAKEN PLACE AND DATES SET FOR FUTURE MEDICALS
2. ENSURE VISUAL AND HEARING SENSES ARE EXAMINED AND ANY NECESSARY APPARATUS IS AVAILABLE AND IN GOOD REPAIR
3. ENSURE APPROPRIATE DENTAL TREATMENT IS RECEIVED AND AND DATES SET FOR FUTURE
4. ENSURE ANY MEDICAL CONDITIONS ARE BEING ADDRESSED
5. ENSURE THAT ISSUES OF ADDICTION OR EXPERIMENTATION IN SMOKING, DRUG USE AND ALCOHOL ARE NOTED AND ARE BEING ADDRESSED.
6. ENSURE YOUNG PERSON RECEIVES ADEQUATE HEALTH EDUCATION
7. ENSURE THE YOUNG PERSON IS BEING ENCOURAGED TO PARTICIPATE IN ACTIVITY WHICH WILL PROMOTE HEALTH AND FITNESS
8. ENSURE YOUNG PERSON IS ENCOURAGED TO EAT A HEALTHY, BALANCED AND VARIED DIET.

1: ENSURE ALL NECESSARY MEDICALS HAVE TAKEN, ALL NECESSARY IMMUNISATION HAS TAKEN PLACE AND DATES SET FOR FUTURE MEDICALS

1.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

Received a reception in to ST. PHILIP'S MEDICAL
Annual medical due August 2001

2: ENSURE VISUAL AND HEARING SENSES ARE EXAMINED AND ANY NECESSARY APPARATUS IS AVAILABLE AND IN GOOD REPAIR

2.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

UPDATE WITH OPTICIAN'S APPOINTMENTS.
HAS ADEQUATE GLASSES WHICH HE
WEARS FREQUENTLY.
LAST HELD IN NOVEMBER 2000

3: ENSURE APPROPRIATE DENTAL TREATMENT IS RECEIVED

3.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

MOTHER AND FATHER AGREED TO
FACILITATE BARRY'S APPOINTMENTS
WITH FAMILY DENTIST.

4: ENSURE ANY MEDICAL CONDITIONS ARE BEING ADDRESSED
(eg. asthma, eczema, etc. and medication is administered)

4.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

BARRY CONTINUES TO UNDERGO INVESTIGATIONS INTO ISSUE OF ENURESIS.

NEXT APPOINTMENT AT UROLOGY CLINIC 18.4.01 at 10.30AM, MONKLANDS HOSPITAL.


5: ENSURE THAT ISSUES OF ADDICTION OR EXPERIMENTATION IN SMOKING, DRUG USE AND ALCOHOL ARE NOTED AND ARE BEING ADDRESSED.

5.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

THE SCHOOL HAS INTRODUCED A NO SMOKING POLICY, TO BE IMPLEMENTED AUGUST 2001. THE CIGARETTE ALLOWANCE IS BEING REDUCED BY ONE A MONTH. BARRY IS CURRENTLY STRUGGLING WITH THIS CONCEPT.

6: ENSURE YOUNG PERSON RECEIVES ADEQUATE HEALTH EDUCATION (eg sex, sexually transmitted diseases etc.)

6.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

 - DEPUTE HEAD, IS RESPONSIBLE FOR HEALTH EDUCATION. KEY WORKER WILLING TO DISCUSS ISSUES FURTHER WITH BARRY IF REQUESTED.

7: ENSURE THE YOUNG PERSON IS BEING ENCOURAGED TO PARTICIPATE IN ACTIVITY WHICH WILL PROMOTE HEALTH AND FITNESS

7.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

BARRY IS A REGULAR MEMBER OF THE SCHOOL FOOTBALL TEAM AND IS ENCOURAGED TO TAKE PART IN ALL ACTIVITIES WITHIN THE SCHOOL.

8: ENSURE YOUNG PERSON IS ENCOURAGED TO EAT A HEALTHY, BALANCED AND VARIED DIET.

8.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

BARRY IS ENCOURAGED TO DISCUSS WITH [REDACTED] HIS FAVORITE FOODS. SHE ALSO PROVIDES A BALANCED CHOICE OF VEGETABLES, FRUIT AND PASTA.

8.2 Identify foods which the young person particularly enjoys or dislikes.

LIKES
CHIPS
MEAT
SHREDDED WHEAT.

DISLIKES
—

SUMMARY OF TASKS & ADDITIONAL INFORMATION

State when tasks are completed and by whom.

NEED : IDENTITY

OBJECTIVES

1. ENSURE YOUNG PERSON UNDERSTANDS WHY THEY ARE RESIDENT IN THE SCHOOL
2. ENSURE THE YOUNG PERSON HAS CONTACT WITH OTHERS FROM SAME ETHNIC BACKGROUND
3. ENSURE YOUNG PERSON HAS OPPORTUNITY TO CONTINUE, AND DEVELOP, CULTURAL AND RELIGIOUS CUSTOMS AND PRACTICES
4. ENSURE THE YOUNG PERSON IS ENCOURAGED TO CONSIDER WHAT ARE HIS/HER STRENGTHS, SKILLS AND INTERESTS

1 : ENSURE YOUNG PERSON UNDERSTANDS WHY THEY ARE RESIDENT IN THE SCHOOL

1.1 Summarise reason for placement and indicate young person's view of this.

BARRY WAS ADMITTED TO ST-PHILIP'S SCHOOL DUE TO HIS OUTRITH PARENTAL CONTROL BEHAVIOUR AND NON ATTENDANCE AT SCHOOL.

BARRY WAS INITIALLY VERY ANXIOUS REGARDING THIS PLACEMENT.

1.2 Describe and date any changes to the young person's perception of above.

BARRY NOW ACCEPTS THE NEED FOR HIM TO BE TEMPORARILY PLACED WITHIN ST-PHILIP'S. HOWEVER HE HAS DEVELOPED A FAIRLY POSITIVE ATTITUDE TOWARDS WHAT HE NEEDS TO ACHIEVE BEFORE HE CAN RETURN HOME ON A FULL TIME BASIS.

2: ENSURE THE YOUNG PERSON HAS CONTACT WITH OTHERS FROM SAME ETHNIC BACKGROUND

2.1 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

3: ENSURE YOUNG PERSON HAS OPPORTUNITY TO CONTINUE, AND DEVELOP, CULTURAL AND RELIGIOUS CUSTOMS AND PRACTICES

3.1 Describe needs and wishes of the young person in relation to the above and if there are conflicting views from carers.

BARRY DOES AT TIMES EXPRESS A WISH TO BE PLACED NEARER HOME, AS THE MAJORITY OF CLIENTS WITHIN ST. PHILIP'S ARE FROM THE WEST OF SCOTLAND AND NORTH LANARKSHIRE REGIONS. AT TIMES HE CAN FEEL QUITE ISOLATED.

3.2 Give details of action taken in relation to the above including responsible adults, their roles and significant dates.

WORK DONE THROUGH DIALOGUE ON BARRIE BEING PROUD OF HIS IDENTITY, LANGUAGE, CHARACTERISTICS ETC, AND ALSO HAVING AN APPRECIATION OF OTHERS CULTURE.

4: ENSURE THE YOUNG PERSON IS ENCOURAGED TO CONSIDER WHAT ARE HIS/HER STRENGTHS, SKILLS AND INTERESTS

4.1 Describe interests, skills and strengths, and give details of action taken in relation to the above including responsible adults, their roles and significant dates.

TALENTED FOOTBALLER.

MAKES FRIENDS VERY EASILY.

PRESENTLY INTERESTED IN LEARNING THE GUITAR AND IS PURSUING LESSONS.

SUMMARY OF TASKS & ADDITIONAL INFORMATION

State when tasks are completed and by whom.

NEED : SOCIAL PRESENTATION

OBJECTIVES

1. ENSURE THAT THE YOUNG PERSON IS ADEQUATELY CLOTHED WITH CONSIDERATION TO HIS/HER SOCIAL NEED (PEERS ETC.)
2. ENSURE THAT THE YOUNG PERSON'S ABILITY TO COMMUNICATE EFFECTIVELY IN SOCIAL SITUATIONS IS MAXIMISED

1: ENSURE THAT THE YOUNG PERSON IS ADEQUATELY CLOTHED WITH CONSIDERATION TO HIS/HER SOCIAL NEED (PEERS ETC.)

- 1.1 List dates, cost and items clothes supplied to young person ensuring that they have choice and adult support.

CLOTHING ALLOWANCE WHEN REQUIRED.

[REDACTED] HAS ALL DATES AND RECEIPTS.

2: ENSURE THAT THE YOUNG PERSON'S ABILITY TO COMMUNICATE EFFECTIVELY IN SOCIAL SITUATIONS IS MAXIMISED

- 2.1 Describe areas where young person needs help or support in communicating effectively in social situations. (eg.. use of language and general manner in relating to groups and individuals in differing situations)

MANAGES UGLY WELL IN ALL SITUATIONS TO COMMUNICATE EFFECTIVELY. OCCASIONALLY NEEDS REMINDING NOT TO 'SHORT' OVER HIS PART.

- 2.2 Describe any action in relation to the above identifying responsible adults and their roles

MONITORING BY UNIT STAFF

SUMMARY OF TASKS & ADDITIONAL INFORMATION

State when tasks are completed and by whom.

NEED : FAMILY AND SOCIAL RELATIONSHIPS

OBJECTIVES

1. ENSURE THE YOUNG PERSON IS ENCOURAGED AND SUPPORTED IN RELATIONSHIPS WITH FAMILY, CARERS AND FRIENDS

1 : ENSURE THE YOUNG PERSON IS ENCOURAGED AND SUPPORTED IN RELATIONSHIPS WITH FAMILY, CARERS AND FRIENDS

- 1.1 Identify main carer and describe access, stating any difficulties, restrictions, special arrangements including travel.

[REDACTED] (MOTHER)
BARRY IS PROVIDED WITH A TAXI HOME AND A RETURN TO THE SCHOOL.

- 1.2 Identify other significant people that the young person may be interested in contacting and with whom they would wish a sustained relationship. Describe arrangements.

[REDACTED] (FATHER)
BARRY (JNR) HAS REGULAR CONTACT WITH HIS FATHER. AT LEAST EVERY 2ND WEEKEND.

- 1.3 Describe long term plans for young person beyond the present placement identifying resources, time scales, responsible adults and their roles.

LONG TERM PLAN IS FOR BARRY TO RETURN HOME TO HIS MOTHERS CARE AND OBTAIN A DAY EDUCATIONAL PLACEMENT

- 1.4 Describe any progress or changes to the above (include dates)

DAY EDUCATIONAL PLACEMENT OUT WITH ST PHILIPS NO LONGER SOUGHT, BARRIE WILL REMAIN IN ST PHILIPS TO COMPLETE HIS EDUCATION.

SUMMARY OF TASKS & ADDITIONAL INFORMATION

State when tasks are completed and by whom.

NEED : EDUCATION

OBJECTIVES

1. ENSURE THAT THE YOUNG PERSON ATTENDS CLASSES
2. ENSURE THAT THE OPPORTUNITY IS PROVIDED WHICH WILL ALLOW YOUNG PERSON TO MAXIMISE THEIR POTENTIAL

1: ENSURE THAT THE YOUNG PERSON ATTENDS CLASSES

- 1.1 Describe the young person's attitude towards class and any difficulties in sustaining attendance

Barry has a good attitude to all classes and has no difficulties sustaining attendance.

- 1.2 Describe action taken in relation to the above and identify responsible adults and their roles.

Since there is no difficulty with attendance there are no special action taken with this regard

2: ENSURE THAT THE OPPORTUNITY IS PROVIDED WHICH WILL ALLOW YOUNG PERSON TO MAXIMISE THEIR POTENTIAL

- 2.1 Describe areas where young person has specific difficulty (eg. reading writing numerary)

Barry's literacy & numeracy are such that he does not attend learning support but is able to keep abreast with all class work to date.

2.2 Describe action taken in relation to above identifying responsible adults and their roles.

Subject teachers are presenting & differentiating course materials to suit Barry as necessary. They keep records of progress & highlight difficulties if & when they arise.

2.3 Identify strengths and areas of special interest to young person in relation to education.

Barry has expressed a preference towards Art & in conversation with [REDACTED] his ability & attitude within this class are good.

2.4 Describe action taken in relation to above identifying responsible adults and their roles.

Where Barry is keen or progressing well, all subject teachers will provide more challenging work to encourage his endeavours. Encouragement, praise and support are given by all subject teachers.

SUMMARY OF TASKS & ADDITIONAL INFORMATION

State when tasks are completed and by whom.

Emotional/Behavioural & Self Care Profile
(Incorporating Status Group Assessment)

1. Definitely like me. 2. Quite like me. 3. A bit like me. 4. Not at all like me.

1. How do you get on with other people?

	1	2	3	4
1. I care about how other people are feeling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am popular with the other boys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I do not bully other people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. I sort out disagreements sensibly without becoming violent or abusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. I can help other boys settle arguments they are having with one another.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I let others join in with things I am doing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can join in other boys' games and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am fair when I play games.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can make and keep friends.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I respect other boys' rights and property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can control my temper.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. I stay out of other boys' nonsense	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I behave in a way appropriate to my age.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I avoid behaviour which might lead to me being bullied.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I go to see an adult when I am upset	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am respectful to adults.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can listen to and follow instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

met 22.11.01.

18. I am seldom demanding and impatient with adults
19. I enjoy getting praise for something I've done well.
20. I use appropriate language when speaking to others
21. I use appropriate language when speaking to adults about others.
22. I can accept 'no' for an answer.
23. I can listen to and use what adults say.

net 22.11.01.

2. How do you manage day to day?

24. I can wash/bathe/clean teeth without being told
25. I can make my bed and tidy my room.
26. I can help with doing my laundry.
27. I can iron my own clothes.
28. I know how to avoid typical household dangers eg. poisons, tools, electricity.
29. I can use a public telephone appropriately
30. I can make an emergency telephone call
31. I know how to contact outside help if need eg. S.W, Childline, Who Cares?
32. I know how to make a complaint appropriately.
33. I can handle small amounts of money appropriately
34. I can go to the hairdressers or the shops on my own
35. I can see that a job needs done and do it without being asked.

36. I can use public transport safely and conduct myself properly when doing it.
37. I can cross roads safely.
38. I can do simple household repairs eg. change a lightbulb, plug, or handle tools safely.
39. I can cook small meals.
40. I can keep the kitchen clean and tidy.
41. I avoid misusing drugs/alcohol/solvents.
42. I do not abscond.
43. I do not use bad language.
44. I achieve agreed stars.
45. I complete agreed chore.
46. I can behave properly at meal times.

3. How well do you settle at night time?

47. I go to bed when asked without a fuss.
48. I do not leave the unit at night time.
49. I do not disturb others at night time.
50. I am able to be unsupervised when staying up late.
- met 22.11.01.*

4. How well are you doing in class?

51. I enter class quietly.
52. I sit at my desk ready to start my work.

✓ - *penet or 2000' ment*

53. I start my work quietly.
54. I am able to ask for help when I am stuck.
55. I can wait my turn patiently when the teacher is busy.
56. I manage in class with little support from my teacher.
57. I can concentrate at a task until it is finished.
58. I am trusted to do job outside of class.
59. I present my work neatly.
60. I can co-operate on a class project if asked to.
61. I am getting better at making good choices when I am upset.
62. I don't let the behaviour of other boys affect my choices in class.
63. I am good at handling changeovers.
64. I am good at coping with a change in my routine.
65. I can listen to and follow instructions in class.
66. I can go to class and leave at the right time.

5. How well do you manage outside of school?

67. I stick to my leave agreements.
68. I can travel without adult supervision.
69. I keep out of trouble when I'm outside of school.
70. I can managed unsupervised activities.

TARGETS LOG

page no.

This log should include details of any targets to which young person is working indicating time scales, strategies, personnel and success criteria.

log no. date

22.11.01 Targets for TOP JUNIOR.
TO BE REVIEWED ON THE 7.1.02.

1, No Anti-staff behaviour

2, Cut back on moaning

3, Work harder in class - Stop
mucking around with [REDACTED]

~~4,~~

4, KEEP your room tidy

5, No offending.

[REDACTED]

SEPARATOR SHEET

D

LOCHAILORT UNIT CASE RECORDS

Name Barry Oliver
 D.O.B 29.4.84
 Date/Time

Page No. 48

Signature

	situation in [redacted] class. Did some k/o in Day Support. Mentioned he was being ignored by staff because he was doing well. Therefore he began to act out.	
10:00 PM 31-1-01	No problems with Barry very settled	[redacted]
10pm 1:02:01	Barry was out with some other young people at the Time Capsule this evening where he was well behaved. Barry complained of sore right arm after being held in Day Support. Advised (by [redacted]) to fill out incident report.	[redacted]

LOCHAILORT UNIT CASE RECORDS

Name Barrie Oliver
 D.O.B 29/11/84
 Date/Time

Page No. 47

Signature

<p>10.45 30/11/01 AM</p>	<p>Barrie left the school without permission after with [redacted] break, returned to school 3.20pm social worker & parents notified</p>	
<p>3.15</p>	<p>Barrie returned with [redacted] - Sat 1 hour T/O.</p>	
<p>10:00</p>	<p>Settled evening for Barrie until 9.20pm when he was not allowed to tap a cigarette. Got in an argument over the computer which resulted in a 24 hour computer ban. Accepted quickly & settled.</p>	
<p>31-1-01</p>	<p>Barrie well behaved all day apart from</p>	

LOCHAILORT UNIT CASE RECORDS

Name BARRIE OULVEN

D.O.B 29 4 89

Page No. 46

Date/Time

Signature

29/1/00 9.15 (cont) eventually left the pool when I met him downstairs

he was very irate and verbose. After a discussion with the supervisor of the pool she stated that she did not want Barry back at the pool due to his language. Barry in turn claims he was given the wrong message from the pool attendant regarding his behaviour and that furthermore the attendant was swearing at him. Barry did appropriate time for his behaviour after the incident.

29-1-01 2:30 PM I/c ~~to~~ mum not in left message with partner
mum will call back

29-1-01 2:40 PM I/c to [redacted] S.S. will call back

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27/1/01 *	[REDACTED] (Child + Family Unit) to visit Barrie	[REDACTED]
	on Wed 7th February (P time) - logged from diary entry. Time to be finalised. Co-keeper to facilitate.	[REDACTED]
29-1-01	Barry in from leave at 10AM dropped off by dad.	[REDACTED]
29/1/01 9.15pm	Barry was at the Commonwealth Pool this evening. Towards the end of the activity I witnessed an altercation between Barrie and the Pool attendant. Both were shouting at each other. I then contacted the supervisor to attend to the matter. She was sent a message, via radio control, to inform Barrie to leave the pool. At first he refused but	[REDACTED]

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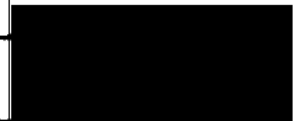


24.01.01 8.00 AM	Woke Barry for toilet at 3.30 AM, then again at 7.30 AM. Both times he just grunted. Otherwise quite a settled night	[REDACTED]
10pm	Barry once again moaning. Otherwise relatively well behaved.	[REDACTED]
25/1/01 *	Apparently, a [REDACTED] from 'Children and Family Unit' phoned yesterday to speak to witer. Could co-keyworker ([REDACTED]) please phone him to follow matter up. TEL: 0131-271-3826. Thanks, [REDACTED] *	[REDACTED]
8am	Wakened as per normal regime - settled night.	[REDACTED]
25-1-01 8:30 AM	T/C to mum happy for Barry to come on leave today	[REDACTED]

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19-1-01	Barry well behaved this morning then out on weekend leave.	
22-1-01	Barry returned from leave on time for school. Behaved well throughout evening.	
23/1/01 Sun.	Settled in bed quickly. Wakened as per usual regime.	
10:00pm	Barry was verbally abusive towards writer prior to activity time and ignored instructions therefore was not allowed on activity turned his behaviour around and was well settled the rest of the evening	

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18/01/01	Bony had to be escorted to school	
	after lunch after getting himself	
	stuck over a lost cigarette.	
	He settled quickly and was	
	returned to class.	
	However he left class immediately	
	I ignored several staffs advice	
	to return to class.	
	As a consequence pocket money held	
	back + Tlo sat -	
18-1-01 ^{10g-}	Bony no activities early to bed no pocket	
	money due to above quiet night	

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16/1/01 10pm	A settled night in the unit for Barrie although he became quite "moany" when he didnt get his own way re activities	
17/1/01 8am	On 'stay-up' last night. Helpful prior to getting to bed. * Care-plan issues discussed with Barrie in preparation for forthcoming LAA Review. *	
10pm	Barrie well behaved although possibly involved in verbal abuse towards attendants at TTCM.	
18/1/01 8am	Wakened as per usual regime - settled night.	

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12/1/01	Sun. Retired to bed quietly following 'stay-up'.	[Redacted]
12:1:01	Barrie caught up with work missed in	[Redacted]
	class the last few days and had a settled day in school, now out on W/E leave	[Redacted]
15:1:01	Barry returned to school by his dad at 10:45 approx	
	a to good day in school however a little winding up with	[Redacted]
	[Redacted] after school required to do some t/o	[Redacted]
10pm	Barry relatively well behaved although extremely "moany" at times	[Redacted]
16/1/01	Sun. Settled night for Barrie. Wakened at 05:30	[Redacted]
	and 07:45.	[Redacted]

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10:00pm 9-1-01	A very good day for Barrie out on activity to swimming with [redacted] earlier this evening no problems	[redacted]
10/1/01	Sam Keen for staff company at balltime - wakened at 07:40 and given relevant items re: enuresis	[redacted]
10:00pm	Excellent behavior while on activities this evening.	[redacted]
11/1/01	Sam Wakened at 07:40. Settled night for Barrie.	[redacted]
11-1-00 10pm	T/c from [redacted] School Block Barry has not done work in [redacted] class all week consequence to stay on after school but this may be difficult as Barry shares taxi home could dayshift work out is something with [redacted]	[redacted]

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10-00PM 20.12-00	No problems with Barrie today well behaved allowed option of stay up	
22/12/00	Settled night for Barrie - wakened as usual - given towel etc...	
2-1-01	T/C to Taxi company to confirm arrangements for tomorrow	
9am 8/1/01	Barry Back from leave fit + well	
10PM	Excellent day and evening for Barry. He was at the Hamilton Palace for the evening	
9/1/01	Sam Barrie well behaved throughout night.	

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18.12.00	11.00am Barry in go school.	[REDACTED]
4.00PM	A settled day for Barrie no problems	
19.12.00	10.00am Very good evening in the unit. Barrys leave Friday 22-12-00 to Fri 29-12-00	
	at mums possible check in if required by mum or Barry then from Fri 29-12-00 to Thurs 4-1-01	
	at Dads writer confirmed this with mum still to confirm with Dad.	[REDACTED]
	T/C from S.S.W [REDACTED] more than happy	
	with Barry's leave only problem could	
	staff phone Taxi company when Taxi is not	
	needed i.e. when Barry's Dad is going to pick him up from school or when Dad is returning him to school.	[REDACTED]

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13/12/00 10:00 PM	A good day in school for Barry. A good evening for Barrie no problems allowed to stay up	[REDACTED]
14/12/00 8 AM	n/s report. A seemingly settled night.	
14/12/00 22 ⁰⁰	Good day & evening for Barry. Given X.Mas cash £70	
16/12/00 08:30	Check once throughout night. Wakened at 08:15. given towel etc...	
11:25 AM	Barry Picked up by his dad and dad will return him on Monday for school	[REDACTED]
11:30	Barry's taxi came to pick him up, and Taxi driver not pleased that Barry was away. Communication Breatedown?	[REDACTED]

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7-12-00	Barry looking well in unit allowed to stay up	[Redacted]
8/12/00 8am	N/s report: Barry in good mood while on stay-up, helped with washing. Settled evening	[Redacted]
1-00pm	Barry out on vlc leave - Received top bag in school.	[Redacted]
11/12/00 6pm	Barry had a relatively good day at school.	[Redacted]
12-12-00 1530	Another good day for Barry.	[Redacted]
12-12-00 10-00pm	Barry well behaved throughout the night no problems	[Redacted]

13/12/00 8am. Checked at 00:30. Wakened prior to day staff coming on duty. Given clean bed linen and towel. Spare quilt placed in cupboard upstairs. Could staff endeavour to keep spare set available for Barry by ensuring that soiled linen is washed.

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Name **BARRIE OLIVER**
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6/12/00 8am	Wakened at 4am - no curtain required Again wakened at 07:45 for shower.	[REDACTED]
10:00 pm	A good night for Barry worked well throughout The shift allowed to stay up	[REDACTED]
7/12/00 8am	Wakened twice, once at 4am and once at 07:45. Retired to bed quietly following stay-up	[REDACTED]
12:00 am	Message from [REDACTED] (Dalketh SW) re: Barrie's Taxi arrangements. Mum has agreed to contact Taxi Company if Barrie has to be picked up from her house on a Monday Morning to return to school	[REDACTED]

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	he informed writer that from now on	
	the school will have to phone the company	
	if Barrie needs picking up	
4:00pm 4:12:00	No problems with Barrie throughout the day	
10pm	Barry well behaved throughout evening and at ice-skating.	
5/12/80 8am	Settled reasonably quickly - wakened at 4am (approx) - stated that he did not need toilet/ then had linen. Wakened for shower at 07:45.	
5/12/80 10pm	Barry had a very good night well behaved allowed stay up	

LOCHAILORT UNIT CASE RECORDS

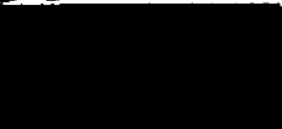
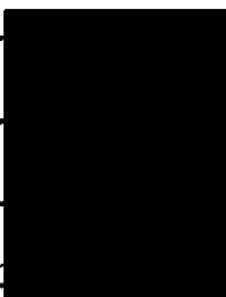
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1/12/00 8am	Settled night for Barry. Checked mid-way	
	through night - did not require new sheets/linen.	
	Wakened as per earlier instruction(s) at 07:50.	
1.30pm	Barry out on leave, Picked up	
	Top Boy in class and Won Pool tournament	
	"Well Done Barry"	
3-12-00	Barry returned to unit with his Dad at 7:00pm -	
4-12-00	Freewheeler Taxi informed us this morning	
	that they had not been informed not to	
	pick Barry up and recieved verbal	
	abuse from Barry's Mum for not wakening her up	

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28-11-00	Barry well behaved throughtout the evening no problems	[Redacted]
29/11/00 08:30 10-00 PM	Pleasant prior to retiring to bed - given choice of activities - selected and returned same.	[Redacted]
	A good evening for Barry no problems out on activity with [Redacted] to snooker	[Redacted]
30/11/00 8am	Eventually settled in bed. Wakened at 3am - stated that he did not require clean sheets/pillet.	[Redacted]
30-11-00 10pm	Barry spoken to by writer about bed letting problem Barry agreed to be wakened up at at 8AM to strip and bed and have shower daily	[Redacted]

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Cont 23.11.00	Mon or Tues, to be confirmed with Barrie's Mum	
	However presently not at home.	
	T/c to S. Services re taxi [redacted] not available left	
	Message with [redacted] 0131 271 3820 that Barrie can	
	be picked up Tues Morn.	
20.10	T/c to Barry's mum, w/E leave until Tuesday confirmed.	
24/11/00 8am	Retired to bed quietly following stay-up.	
27-11-00	Barry Back from leave, however	
9.25am	he was unsettled in Tech class and ended up doing Time out	

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<p>9:30 PM 22/11/00</p>	<p>Barrie very much winding up his peers and constantly moaning to the point he lost a star, however after speaking with [REDACTED] he feels that he has worked really hard over the last few months and that this has not been recognised with staff and no rewards given i.e. Top Worker Top Room, informed that this will be discussed with all staff members.</p>	<p>[REDACTED]</p>
<p>23/11/00 8AM</p>	<p>NB REPORT: A good night for Barrie who was in great mood and settled very quickly.</p>	<p>[REDACTED]</p>
<p>1:45</p>	<p>T/C from [REDACTED] (Christian S. Warea) re Barry's taxi for</p>	

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21/11/00 8am Stay-up then off to bed.

21-11-00 3:30 pm Good day for Barry at school + unit

10:00 Very wiggly + niggly at times this evening. However worked well throughout evening.

22/11/00 8am N/S REPORT: Barrie on stay-up privilege a quiet and settled night.

10:40am Barry very abusive towards [redacted] when refused entry to smoke room. TLO escalated to 20 minutes. This was completed at lunchtime. He was very apologetic and went on to have a good evening day in school.

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17/11/00 8am	N/S REPORT: Barry on stay-up privilege although retired early Reasonably settled night.	[Redacted]
1.35pm	Barry Picked up by his Taxi, he is now out on leave to be returned on Sunday by his dad.	[Redacted]
19.11.00 7.15pm 10pm.	Barry back in school from leave, very settled. His dad has stated that he will not be able to have him on leave at the next weekend because he is working, however he will phone on Tues 28th to arrange an opt during the week.	[Redacted]
20/11/00 8am 4.00pm 22 ⁰⁰	N/S REPORT: A good night for Barry, quiet and settled. No problems with Barry today. Fair afternoon and evening for Barry	[Redacted]

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15.11.00	8am On stay up last night - retired to bed quietly. Requested 'trophies' - some given.	
10pm	Barrie relatively well behaved. However starting to display 'grumpy' behaviour	
16/11/00	Barrie had a very good night in the unit	
16/11/00.	TC from dad to see that he can go to his Saturday and he will return him Sunday night.	
	Staff. or Fran to phone & confirm	
4pm	Barry in a fine mood all day.	
22 nd	Continued on fine form	

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10-11-00	Barry was a runner up in the Pool	
1.30pm	championship today "had Luck Barry"	
	However Barry was in good spirits.	
	Barry now out on W/and leave	
13/11/00 9	Barry back in school	
13/11/00 9.45pm	Excellent evening in the unit for Barry. Working well	
	ad stayed up late	
14/11/00	Barry had a very good night in the unit.	
14-11-00 10Am	Barry back to optician for eye test with	
	Whiter will pick up glasses at 1.30pm	
14-11-00	A good evening for Barry	

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8/11/00 11am	CLR today - Overall extremely positive. To remain at St. Philips and leave to be increased accordingly, in negotiation between significant adults. Appointment(s) to be made with dentist and optician. Parent(s) not in attendance.	
10pm	Barry involved in "winding-up" [redacted] However being encouraged by [redacted] Overall well behaved and working well. Allowed to stay up.	[redacted]
9/11/00 8am	N/S REPORT: Seemingly quiet and settled night for Barrie.	[redacted]
9:30	Appointment was made for Barry with Specsavers Optician on 14-11-00 for 10:00 am.	[redacted]
4pm	Barry did not manage in class earlier in a.m. but turned it around fairly quickly. Behaviour was out of sorts for Barry but nothing too serious.	[redacted]

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2/11/00 8am. Settled evening for Barrie - would like his 'summing up' certificate terminated.

3/11/00 Barrie had a good night in the unit
 1:30pm Barry's dad phoned earlier to say that he can have Barry with him this weekend and Barry now out on leave

5-11-00 6:55 T/C to Free Wheeler Taxi's to cancelled Barry's pick up tomorrow as his dad is going to drop him off

6/11/00 10:30am Took Barry to clinic for checkup. Doctor has referred him to Monklands hospital for further tests.

6/11/00 9:30pm Good evening for Barrie. Good activity in Play Barn and pleasant in the unit

7/11/00 8am N/S REPORT: A quiet and settled night for Barrie

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Name B. Oliver
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4:00 PM
 26/10/00 Barry out on outdoor run all day returned 3-30pm.

22:00 Excellent evening for Barry

27/10/00 8am Retired to bed quietly following 'stay-up'.

* CER + YP reports in NCO. For the attention of unit manager and Co-Keypicker.

12:45pm Good day for Barry - Now on vlc leave.

10pm Barry well behaved all day. Allowed to stay up

31/10/00 8am N/S REPORT: Seemingly quiet and settled night.

10:00pm A reasonable night for Barry joined in Halloween activities however moody throughout this time

1/11/00 Barry had a very good night in the unit.

9pm Barry well behaved all day. Took part in Cross Country

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Name **BARRIE OLIVER**
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24/10/00 8am	Barry quite demanding at bedtime, wanting his stereo that was removed earlier from [redacted]. Refused to go in 'room, for period of 20mins. Did so whenever staff advised that T.V. may be removed. Consequence 20mins time out + 2mins for verbal abuse - recommend early bed Tuesday 24th. Encouraged to sustain "good" behaviour. Sheet changed. [redacted]	
1500	Completed 17min T/O this morning for last night's antics. Went on to have very good day both in school and unit	
10:00pm	A good day from for Barry out on activity no problems	
25/10/00 8am	Barrie on good behaviour throughout period between 10pm and settling down. Analgesic for last night's behaviour	
10:00pm	Good evening for Barrie no problems throughout shift	
26/10/00 8am	Behaviour overall appropriate last night. Slept soundly.	

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(cont) Barry has to go to mum's on Friday as normal and then get bus with sister to dad's house on Saturday. He spoke to Barry and confirmed this. Referred this to [redacted] who will notify S.W. [redacted]

20/10/00 8am. Retired to bed quickly following stay-up. Dismissed issues re: forthcoming CCR. [redacted]

2:00 PM Barry picked up at 12.45 by taxi will return to school on Sunday evening [redacted]

22/10/00 8pm Barry returned to school by his dad. [redacted]

23/10/00 8am Barry allowed to stay up - retired to bed quietly. Dismissed CCR report with Barrie. To be consulted for mess, left in sitting room last night. Info passed over to day shift. [redacted]

23/10/00 9:00 PM Great evening for Barrie. He was at snooker for an Le Bebe activity

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15-10-00	TAXI arranged to pick up Barrie in the morning (16-10-00) to bring him to school.	
16-10-00	22:10 Barrie had a good evening in the unit - allowed to stay up late.	
17-10-00	08:00 A seemingly settled night	
9:30 pm	No problems with Barrie this evening out on activity with [redacted] to the bowling well behaved	
18/10/00	8am Quilt cover changed - slept well.	
18/10/00	10:15am T/C to SW informed of mid-week overnight at Progress in unit - Barry on overnight leave.	
11:20am	4pm Barry returned from leave	
19/10/00	6:15pm T/C from Barry's dad to say he would take Barry this weekend and return him to school on Sunday evening	

(cont)

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Name B. Oliver
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11.10.00	11:45	Barry out to football
	9:30pm	Barry well behaved throughout the evening no problems
12/10/00	Sun	Quickly settled in bed, having been allowed to stay up.
	3:30pm	Barry out of class on a few occasions today however seemingly settled in the unit
	21.15	Spoke with Barry's mum and she has agreed to Wed 9h during October holidays. S.Mr to clear tomorrow and transport to be arranged if appropriate
13/10/00	Sun	Checked at 3am. Good night. See diary re: leave etc.
	2pm	Barry out by taxi
	*	Letter received from E/Bridge Health Centre. Barry to be taken for examination at enuretic clinic on Monday 6th November '00 at 10:30. Entered in diary.

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Name B. Oliver
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10-00pm 4-10-00	An excellent day for Barry out on activity to Golf Range allowed a T.V.	
5/10/00 8am	Settled entire night.	
6/10/00 1305	Barry out on w/e leave - due back Monday AM.	
7/10/00 8am	N/S REPORT: BARRY ON LEAVE.	
9/10/00	955 Barry returned from weekend leave by father - weekend leave went well - father will contact school asap regarding next contacts - his shifts unsettled	
10/10/00 8am	Checked for enuresis at 3am. Settled in bed throughout night.	
* 9:30 PM	Caught smoking in room. To miss 1 x smoke (am).	
10/10/00	A good day for Barry very settled throughout the day and the evening	

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Name B. Oliver
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6/10/00 7:30 PM Barry had a quiet and settled evening



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3:30pm
 28.9.00

A good day for Barry no problems

4pm

Barry's leave this weekend Friday to Monday (taxi)

10pm

Spoken to earlier about Kennedy being searched to night shift. Inform that he may assault whenever he wishes. Well behaved this evening.

2145

Barrie out on weekend leave

2-10-00

Barrie returned to school.

10pm

Barrie well behaved.

3/10/00 7-30am
 10:00pm

A seemingly settled night for Barry

A good day for Barry, very well behaved no problems

4/10/00 8am

Settled quickly in bed. Unable to rouse Barry at 02:30 to check for any incontinence. Form completed re: GP registration. Could day shift please accommodate postings.

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Cont 21-9-00 4:00pm	him being hear on time for his taxi pick for W/E leave. A good day for Barry, picked up by his Dad at 3.20 for ofn, Dad will return him to school at 11.00 am approx tomorrow
22-9-00 12:30pm	11am - Barry returned by dad. Barry out by taxi to mums to begin leave
25/9/00 9pm	Barry well behaved this evening, mixing well with peer group.
26-09-00 10:00pm	08:00 A seemingly settled night A good day for Barry no problems allowed to stay up.
27-09-00 9:30pm	08:00 A seemingly settled night No problems with Barry throughtout the shift, out on activity with writer to bowling no problems
28-09-00 08:00	A seemingly settled night

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Name **BARRIE OLIVER**
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20/09/00	07:55am A SEEMINGLY SETTLED NIGHT FOR BARRIE	
10am	Phoned S.W. - industrial action!	
11:45	T/c to taxi company to confirm leave arrangements for Barry for this coming w/e	
4pm	Played football with school team. Well behaved.	
10:00pm	A relatively good day for Barrie, however got involved in some verbal abuse with staff members at the Time Capsule and sat in t/c on returning to the unit	
21-09-00	08:00 A Seemingly settled night	
21-9-00	11:00am T/c from Barry's Dad requesting Barry have an o/n with him tonight, contacted [redacted] & S.W both agreed to this request.	
	Barry's Dad agreed to return him early in the morning to ensure	

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17-09-00	8:00 A seemingly settled night for Barrie	[REDACTED]
10pm	Barrie very well behaved all day	
18/9/00	Barrie had a very good night in the unit	[REDACTED]
10pm	Out for a run in Galaxy earlier - suspicion	
	that Barrie may have been incontinent	[REDACTED]
	while in Galaxy. To phone mother tomorrow re: leave	
19/9/00	0750 A SEEMINGLY SETTLED NIGHT FOR BARRIE	[REDACTED]
7pm	Phoned mother. Confirmed leave for weekend -	
	Friday to Monday. Wed. day shift to re-	[REDACTED]
	establish fax arrangement.	
10pm	Well behaved throughout evening.	[REDACTED]

LOCHAILORT UNIT CASE RECORDS

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Signature

13-09-00	08:00 A seemingly settled night
4pm	Barrie played football with school team, then out on overnight leave to father's. Problems may be encountered tomorrow re: returning Barrie to school. Father will phone to confirm.
14-9-00	Barrie returned to school at 8.50am
4:00pm	A good day for Barry very well behaved
10pm	Well behaved throughout evening - no leave over weekend
15/9/00	Barrie had a very good night in the unit.
3pm	Barrie well behaved throughout day. No leave unfortunately over weekend.
10pm	Barrie very well behaved. Allowed to stay up
16/9/00	Barrie had a very good night.
16/9/00	Very settled day for Barry

LOCHAILORT UNIT CASE RECORDS

Name
D.O.B.
Date/time

Barrie Oliver.
29.4.86

Page no.

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Signature

12/9/00

10am

Call to S.W. Not in until lunchtime - left a message for her to call me back.

"

Call to father. Flight next week - further flight scheduled for Wed (pick up 15:15), then (drop off) Thurs, for school. Taxi for this weekend cancelled.

4pm

Attended adm. medical today. Examined comprehensively - prescribed medicine for 'shorts' cough. In relation to emesis, GP will make 2 referrals to both MDGH (ultrasound) and Adam Avenue Clinic. Will be invited to attend in due course. Barrie happy with same. S.W. phoned earlier. Updated fully - agrees to flight at dad's expense.

1000 pm

A good day for Barrie no problems

LOCHAILORT UNIT CASE RECORDS

Name Barrie O'Brien
 D.O.B. 29.4.86.
 Date/time

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Signature

11/9/00 5pm. Spoke to Barrie re: issues of smoking hash. Advised that this will not be tolerated - accepted same, and agreed not to bring future substances into school. Spoke with Barrie re: issue of enuresis. Asked him to alert staff whenever bed clothes need to be changed. Keymaster notified WCCO + night staff of issue and Barrie has now agreed to be wakened at 3am (approx.) every morning to alleviate / minimise problem. S.W. to be contacted tomorrow and father to be consulted re: midweek leave (Tues and/or Wed).

10pm. Barrie's language poor on receiving tonight - sat for periods of time out accordingly. Night staff informed to wake Barrie through night.

LOCHAILORT UNIT CASE RECORDS

Name
D.O.B.
Date/time

Barrie Oliver
29.4.86.

Page no.

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Signature

9/9/00

Barrie picked up by father and taken out on overnight leave. Due back tomorrow lunchtime. Father still to feedback with shifts (forthcoming Wk)

10:00pm.

Barrie returned at 12:00 by his Dad, his dad is working next w/e therefore Barrie will not have w/e leave with him, however he can visit either Tue or Wed dad with phone to confirm which day and make arrangements to pick him up and drop him off. Barry had a good day today enjoyed himself at M&D's allowed to stay up

10-9-00

I went out to the back stairs and caught

10:25pm

Smoking "Hash" through a cola can. started that he brought in a small amount of hash last week, he stated that he got it off a friend at home will staff inform S/W and deal tomorrow

LOCHAILORT UNIT CASE RECORDS

Name Barry Oliver
 D.O.B. 29.4.86
 Date/time

Page no.

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Signature

10pm	Barry very well behaved this evening, both in unit and on activities	
7.09.00	08:00 A seemingly settled night	
7.9.00	4.00pm Barry well behaved no problems	
10pm	Behaviour appropriate this evening. Day shift please inform taxi company that he will not be travelling to and from school this weekend. *for one week only.* Phoned mother earlier.	
8.9.00	Barry's taxi was cancelled for this weekend, Taxi company request that we contact them by Wed 13 th re: arrangements for next w/e due to Drivers Holidays	
2.00 PM	A good day for Barrie no problems	
10pm	Barrie well behaved all day & all evening	

LOCHAILORT UNIT CASE RECORDS

Page no.

7

Name
D.O.B.
Date/time

B. Oliver
29.4.86.

Signature

5/9/00
sub... 11:15

Asked if this could be made available at earliest convenience. *

05.09.00

21:45 A good day for Barrie - did not go out on activities - worked hard in unit - allowed to stay up late.

06.09.00

08:00 A seemingly settled night.

11:30

Call from Barrie's dad. He generally enquired - info. shared accordingly. He will visit Barry at 11am (Sat 9th), take him home for a/n and return him on (Sun 10th) midday. Discuss about arrangements for following weekend. Will keep us updated.

1.15pm

Barry had to be counselled re- his regative attitude toward staff () this morning and after noon - Barry sat time on both occasions

LOCHAILORT UNIT CASE RECORDS

Name
D.O.B.
Date/time

B. Oliver
29.4.86.

Page no.

6.

Signature

cont. 11:15 parties happy with Bumis progress since admission. Encouraged to build on this further. Medical scheduled for 12th Sept 2000. Contact with S.W. to be (one) times ^{three} weekly. Further Child Care Review scheduled for 8th November at 11am.

* leave not to go ahead on weekend of Friday 15th - (mother on hols.) - until 18th inclusive. Father may accommodate leave at this time. Possible leave to father's this weekend. S.W. to enquire and feed back with details of viability / transport. Probable Sat - Sun. leave. Admission agreement form handed in to front office. * Postive meeting. All parties and Bumie aware of plan(s).

* LAC (3) still not forthcoming from S.W. dept. cont...

LOCHAILORT UNIT CASE RECORDS

Name Bamie Oliver
 D.O.B 29.4.86.
 Date/Time 2pm.

Page No. 5

Signature

31/8/00 Clothing allowance £100 uplifted from busbar

10pm Bamie well behaved this evening.

01-09-00 08:00 A seemingly settled night for Bamie

1.9.00 Bamie out on vlc leave.

04-09-00 A 15⁴⁵ A good day for Bamie - out with [redacted] re-clothing grant.

10pm Bamie well behaved during activities to Bracklin Falls.

05-09-00 08:00 A seemingly settled night

11:15 Planning meeting this morning - mother unable to attend. All issues discussed - all [redacted]



LOCHAILORT UNIT CASE RECORDS

Name
D.O.B
Date/Time

B. Oliver
29.4.86

Page No.

4.

Signature

29/8/00	11am. Phoned mother. Stated that weekend leave was "fine" however expressed concerns about Barrie's continual misuse of cannabis.	
10:00am	Quiet but good evening for Barrie	
30/8/00 3pm	Barrie well behaved today - nothing allowance of £100 ordered.	
10:00pm	Barrie well behaved throughout shift allowed to stay up for first time	
21/8/00 07:50 AM	Barrie was well behaved on stay up HE ALSO HAD A SETTLED NIGHT	
31/8/00	Barrie well behaved today no problems	

LOCHAILORT UNIT CASE RECORDS

Name B. Oliver
 D.O.B 24.4.86
 Date/Time

Page No. 3

Signature

25.8.00 ^{9:00 AM}	<p>T/C S.W re: taxi arrangements for w/L. Barrie to share with [REDACTED], SW will fax forms to Taxi firm and will inform the school when this has been done.</p>	[REDACTED]
	<p>T/c from Free Wheeler Taxi Company to confirm Barry will share taxi with [REDACTED] [REDACTED] will collect them and drop them off, S.W confirmed arrangements</p>	[REDACTED]
25.8.00 3:00pm	<p>Barry more talkative and interactive with peers this afternoon seems to be settling in well, picked up at 1:30 by taxi for w/L due back Monday</p>	[REDACTED]
28.8.00 ^{4:30pm}	<p>Barry arrived on time for school this morning, no problems</p>	[REDACTED]
28/8/00 9pm	<p>Quiet evening for Barry in the unit and up at the Playbarn.</p>	[REDACTED]

LOCHAILORT UNIT CASE RECORDS

Name Barrie Oliver
 D.O.B 29.4.86.
 Date/Time

Page No. 2

Signature

unit
 24/8/00 1pm unit, spent five exits / procedures. Briefly spoke of what is expected of him following admission. Nothing otherwise to be entered, in due course.

7pm Mother phoned. Updated on Barrie i.e. settled in well. Unhappy about leave Fri-Mon as she feels that home situation is "volatile". Advised that plan has to be "tested" and that leave should be encouraged whenever this is considered in the best interests of child.

21:30 Barrie settled - behaviour appropriate.


25/8/00 Barrie had a very good night in the unit.

LOCHAILORT UNIT CASE RECORDS

Name **BARRIE OLIVER**
 D.O.B **29.4.86.**
 Date/Time

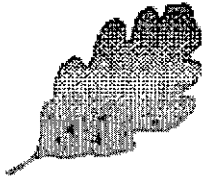
Page No. **1**

Signature

23/8/00	1pm. S.W. phoned. Confirmed admission tomorrow.	
	She is still endeavouring to secure taxi arrangement. Will feedback in due course.	
	* Barrie's scheduled court appearance for Friday has been cancelled due to Reporter 'handing' grounds of referral.	
24/8/00	1pm. Admitted this morning. Consent form(s)	
	(smoking) and (medical treatment) handed	
	in. S.W. will phone to confirm if taxi	
	arrangement has been finalized for	
	tomorrow (leave). Barrie orientated to	

SEPARATOR SHEET

E



Social Services

Midlothian

Children Looked After Away from Home

Review of Care Plan

Report by Social Worker

Child's Details

Name Barrie Oliver.		
Date of Birth 29/3/96	male	Date Period of Care Started 24/8/2000
Date of Last Review Hearing 28/9/01		Date of This Review 14/02/02

Current Placement

Legal Basis Supervision requirement	Type of Placement 52 week residential placement.
Name, Address & Tel. No. of Placement St Philips School Plains Airdrie.	

Social Work Contact

Indicate the frequency of contact with child, family members, carers/residential staff since the last review
Since last review there has been contact at the school and at home.

Placement Information

Comment on how the placement is progressing with particular reference to the child's relationship with peers and adults in the placement. Indicate whether the placement is stable, and, if not, what action is being taken to address this.

Barrie is settled at St Philips and performs well socially and educationally. Barrie now gets home leave at midweek at his mother's discretion. The placement is stable and Barrie is due to leave school at the summer holidays. Barrie intends to return home when he leaves school, but has expressed an interest in joining the army, and has seen an army careers advisor.

Meeting the child's needs whilst being looked after away from home

Refer to the appropriate sections of the Care Plan and comment on the progress of the work identified, recording any new issues which may have arisen. Make comments under the following heading: (a) Physical & Mental Health; (b) Education; (c) Emotional, Social & Behavioural Development; (d) Contact; (e) Identity; (f) Social & leisure Activities.

Physical and Mental Health. Barrie is a fit and active young man who enjoys a variety of sporting activities. Barrie has an on going problem with enuresis which is still being investigated for a possible medical explanation.

Education. Barrie performs well educationally and will sit standard grades before he leaves school. Funding is available to support Barrie's educational attainment.

Social and Behavioural Development. Barrie's behaviour at school remains very good, and his mother also reports that things have been better at home. [REDACTED] still has some concerns about Barrie's behaviour at home, and has expressed concerns about Barrie might occupy his time if he returned home. Barrie presents as being a generally sociable and pleasant young man.

Contact. Barrie spends leave time with his family in Newtongrange. Barrie has no contact with his father at present and this is through his own choice. Barrie is satisfied with the current arrangements for midweek leave.

Identity. Barrie continues to participate well in discussions about his future and where he sees himself going. I believe it would be worthwhile to attempt to set up a planning meeting with Barrie's mother at their home to discuss plans for Barrie's return.

Social and Leisure Activities. Barrie is keen on a variety of different sports, particularly football and golf. Barrie is interested in music and plays guitar.

Overall Plan

Time limited Assessment	<input type="checkbox"/>	Residential School (within ___ months)	<input type="checkbox"/>
Return to the birth family within 1 month	<input type="checkbox"/>	Independent/Support living in the community (within ___ months)	<input type="checkbox"/>
Return to the birth family within 1 month	<input type="checkbox"/>	Long term fostering (within ___ months)	<input type="checkbox"/>
Return to the birth family within 6 months	<input type="checkbox"/>	Adoption (within ___ months)	<input type="checkbox"/>
Eventual return to birth family (within ___ months)	<input type="checkbox"/>	Other: (please specify	<input type="checkbox"/>
Live with relatives/friends (within ___ months)	<input type="checkbox"/>		

Is everyone in agreement with this plan? If not, please specify.

Work to be undertaken to achieve overall plan

Refer to this section of the Care Plan and comment on the progress of the work identified. Note any additional key issues which have emerged which require to be addressed in order for the overall plan to be achieved. Does the overall plan need to be revised? Is there a need to review the legal status of the placement? Indicate the views of the parent(s) and child.

Work needs to be done to ensure that Barrie's return home is a smooth transition, and that family relationships are sustainable.

Barrie should continue to be supported in terms of future employment plans.

Barrie should continue to receive support to reach his potential educationally.

Consultation

Provide a list of people who have been consulted prior to the Review.

Name	Relationship to Child/Designation	Report Provided (Y / N)	Report & Minute to be sent (Y / N)

People invited to the Review

Name	Relationship to Child/Designation	Tick if present	Report Provided? (Y/N)
[Redacted]	Subject Barrie's mother Social Worker. SSW Chairperson. Key worker, St Philips.		

Social Worker	[Redacted]	Date
[Redacted]	[Redacted]	13/02/02



Plains, Airdrie. ML6 7SF
 Tel : 01236 765407
 Fax: 01236 755637

Principal: [REDACTED]

St. Philip's School

**Child's Case Review
 Residential Placement Report**

Confidential

Responsible Authority

MIDLOTHIAN

Date of Review

14/2/02

Name **BARRIE OLIVER**

Home Address **52 FIFTH STREET
 NEWTONGRANGE
 MIDLOTHIAN**

Date of Birth

29/04/86

Current Legislation **SECTION 70(3)(a) NAME ~~ING~~
 ST PHILIPS**

Date of Admission

24/08/00

Key / Residential Worker [REDACTED]

Date of Last Review

Date Minute Received

Child / Young Person's Social Worker

Name [REDACTED]

How often do they visit the placement? **TWICE A YEAR**

How often do they see the child / young person? **6 TIMES A YEAR**

What Family Contact takes place and where?

How Often? **WEEKEND LEAVE AND FULL HOLIDAY LEAVE**

Where? **AT HOME**

With Whom? **MUM / PARTNER / SISTER.**

Do you have a copy of The Family Contact Arrangement?

Yes No

If so, does contact take place as agreed?

Yes No

Please note any difficulties and / or help required with Home Leave.

Information (Please indicate below if you have the following)

Admission Form <input checked="" type="checkbox"/>	Funding Agreement <input checked="" type="checkbox"/>	Record of Needs <input checked="" type="checkbox"/>	Parental Contact Form <input checked="" type="checkbox"/>	Child Information from SWD <input checked="" type="checkbox"/>
Document of Authority to keep Child <input checked="" type="checkbox"/>	Written Placement Agreement <input checked="" type="checkbox"/>	Health Record <input checked="" type="checkbox"/>	Birth Certificate <input type="checkbox"/>	Baptismal Certificate <input type="checkbox"/>

Please comment if you have had difficulty in getting accurate information or if you require further information

Health

Type of Medical Examination

Date of most recent formal medical examination	Reception into St. Phillip's <input checked="" type="checkbox"/>	Comprehensive Developmental <input checked="" type="checkbox"/>	Annual Examination <input type="checkbox"/>
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Please comment on the child / young person's general health since the last Review.. (Include comment regarding Dental Health)

BARRIES GENERAL HEALTH SINCE THE LAST CHILD CARE REVIEW HAS BEEN RELATIVELY GOOD. ONLY MINOR AILMENTS BEING RECORDED.

Give details of any regular medication which should be noted.

NO REGULAR MEDICATION.

Please note any Specialist Appointments.

Please note any other health issues which should be discussed at the Review. (With any action recommended)

Education

Give details of school / pre-school or alternative provision attended
(Noting Class / Year etc)

BARRIE IS CURRENTLY IN CLASS GROUP INTER OF ST PHILIP'S SCHOOL. CLASS NUMBERS ARE RELATIVELY SMALL, THUS GIVING GREATER OPPORTUNITY FOR MORE INTENSE TEACHING INPUT AND LEARNING POTENTIAL

Contact Person.

[REDACTED] (TUTOR TEACHER)

Progress Report since last Review.

PLEASE REFER TO EDUCATION AND TUTORIAL REPORT

Please note any other Educational Issues which should be discussed at the Review.
(With any action recommended)

NO FURTHER EDUCATIONAL ISSUES FOR DISCUSSION

Profile of Child / Young Person

Child's relationships with Family, Relatives and Friends.

BARRIE APPEARS TO HAVE REASONABLE RELATIONS WITH HIS FAMILY, ALTHOUGH CONTACT TO DAD HAS NOW CEASED AND BARRIE HAS GIVEN LITTLE INDICATION THAT HE WISHES TO RE-ESTABLISH CONTACT.

Reaction / Attitude to being in St. Philip's.

BARRIE, RECOGNISES THE NEED FOR HIS PLACEMENT TO CONTINUE AND IS GENERALLY A POSITIVE INFLUENCE HE HAS CLIMBED THE STATUS SYSTEM WITHIN THE SCHOOL AND IS A ACTIVE PARTICIPANT IN A NUMBER OF SCHOOL INITIATIVES.

Relationships within placement.

OVERALL, BARRIE'S RELATIONSHIPS WITHIN ST PHILIP'S MAY BE DESCRIBED AS GOOD. HE IS GENERALLY POSITIVE IN HIS INTERACTION WITH ADULTS AND IS WELL LIKED BY HIS PEERS, WITHOUT INDULGING IN NEGATIVE BEHAVIOUR.

Personality and Behaviour.

BARRIE, HAS A WARM, PLEASANT AND LIKEABLE PERSONALITY WHICH MAKES HIM POPULAR. HIS BEHAVIOUR IS GENERALLY GOOD, ALTHOUGH WHEN BARRIE HAS A PERCEIVED SENSE OF INJUSTICE, HE CAN BE VERY VOCAL AND OBSTINATE. BARRIE HAS GROWN IN MATURITY AND THIS HAS BEEN REFLECTED IN HIS PROMOTION TO JUNIOR STATUS.

Self - Care Skills.

BARRIE'S SELF-CARE SKILLS ARE ON THE WHOLE ACCEPTABLE, HE KEEPS HIMSELF REASONABLY WELL ATTIRED AND SUITABLY DRESSED. HIS BEDROOM IS KEPT TO A HIGH STANDARD AND HE MAINTAINS THESE STANDARDS. HE CONTINUES TO RECEIVE POSITIVE REINFORCEMENT AND ENCOURAGEMENT IN ALL AREAS HIGHLIGHTED

Profile of Child / Young Person (continued)

Religious and cultural interests / observances.

BARRIE EXPRESSES NO DESIRE TO PURSUE ANY RELIGIOUS AND CULTURAL INTERESTS/OBSERVANCES.

Interests / Hobbies and Pastimes.

BARRIE MAIN INTERESTS ARE FOOTBALL/MUSIC. HIS PASTIMES INCLUDE, WATCHING TV, LISTENING TO MUSIC AND PLAYING COMPUTER GAMES.

Any other comments.

Summary and Conclusions

IN CONCLUSION, BARRIE SINCE THE LAST REVIEW IS DEVELOPING ALONG THE RIGHT LINES. HE APPLIES HIMSELF WELL TO TASKS WITHIN THE UNIT AND SCHOOL. HIS LEAVE HAS BEEN CONSTANT WITH NO RECORDED ISSUES. THE WRITER FEELS THAT BARRIE IS PROGRESSING WELL AND IS USING HIS PLACEMENT WELL AND IS TO BE CONGRATULATED FOR HIS OVERALL APPLICATION AND EFFORT.

Issues for Review.

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

1. MIDWEEK CONTACT TO HOME.
2. CAREER DEVELOPMENTS
3. CONTACT TO DAD.
4. SHORT/LONG TERM PLAN
5. MEDICAL (ENURESIS) ISSUE.

Residential Worker: [REDACTED]

Unit Manager: [REDACTED]

Signed: [REDACTED]

Signed:

Date: 13 | 2 | 02.



Social Services

Midlothian

Children Looked After Away from Home


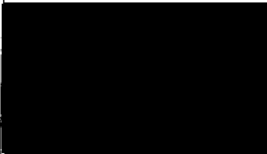
Review of Care Plan

Minute of Meeting

NOTE: This form is to be completed by the chairperson of the Review

Child's Name Barry Oliver	Date of Review 8.5.2001
------------------------------	----------------------------

In Attendance

Name	Designation/Relationship	Report Provided (Y / N)
	SSW (Chairperson) SW Unit Manager Key Worker Young person	
Apologies: 	Former Key Worker Mother Father	

Record of Discussion

Placement: It was noted in general Barrie's behaviour has very good with him relating well to peers and adults alike. He is rarely involved in any problems. It was noted that Barrie can play the part of the barrack room lawyer on occasions, sometimes over minor things.

Within in school they report no major problems. Barrie does find some work difficult for example: English, and feels that the teachers expect too much.

Home: St Phillips staff advise that [REDACTED] generally advises school that Barrie's leave has gone fine with no major problems. There have been some recent reported incidents when Barrie's mother has been unsure where Barrie is.

[REDACTED] advised that [REDACTED] advises Barrie simply comes and goes as he pleases and has been coming in very late. Barrie reported that he was unsure why his mum feels he is coming in late on a regular basis.

Barrie suggested that recent fortnightly contact with his father has broken down. St Phillips staff and [REDACTED] have not been able to speak to Barrie's father to clarify this situation. Barrie acknowledged that he is missing his father but also stated he did not wish to see him. Barrie's most recent weekend home contact with his mother went fine.

Plans : Barrie wishes to move back to Wellington School and build home leave up gradually.

It was noted that the next Children's Hearing is due in approximately June/July.

The need for home contact to improve was stressed.

It was agreed that [REDACTED] and [REDACTED] (key worker) will meet with [REDACTED] to discuss the home leave situation with a view to gaining some improvements. There would need to be clarities of [REDACTED] view before we could engage in any plan to return Barrie to Wellington and in due course possibly day pupil status.

Health: Staff will contact Monklands Hospital to re-arrange a further appointment at the Urology Clinic. Barrie's eye checks have been completed there are no major problems though Barrie should wear glasses but generally will not. Barrie's keen to attend his own dentist. This is something which Barrie's mother is dealing with.

Clothing: No issues.

Leisure: Barrie is a generally a sporty and fit young man. Staff are looking to find a local guitar teacher for Barrie.

Review Decisions

Include any amendments required to the Care Plan.

--

Next Review

Date:	Time:
Venue:	

Signed:  (Chairperson) Date: 1.8.2001

Designation: SENIOR SOCIAL WORKER

Signed: _____ (Social Worker) Date:

Administration

Copies of this Minute to be sent to:

Name	Relationship/Designation	Address

PMLA073



St. Philip's School Education Report

NAME BARRY OLIVER

CLASS INTER 3

DATE 01.11.00



St. Philip's School Education Report

NAME BARRY OLIVER

SUBJECT ENGLISH

DATE 31/10/00

CLASS INTER 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

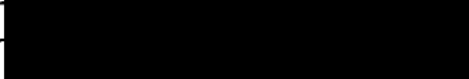
BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible **34** Actual **32**

NEXT STEPS
At the beginning of term, it took Barry some time to settle, but he is now working well on SQA Skillstart Communication and his next step is to complete Learning Outcome 1.

Signature: 



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Maths

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

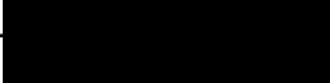
BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible **25** Actual **23**

COMMENT
Barry is coping well at Foundation Level. He works well and attempts all tasks set. His behaviour and manner in class are excellent. If he maintains this positive attitude he will do well.

Signature: 



St. Philip's School Education Report

NAME BARRY OLIVER

SUBJECT SCIENCE

DATE 11/11/2000

CLASS INTER 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 15 Actual 15

NEXT STEPS

To complete the topic Healthy and Safe Living as part of the Standard Grade Science course before Christmas and then make a start on the practical abilities test in the New Year.

Signature: _____





St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Computer Studies

DATE 27.10.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
	ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 18 Actual 15

NEXT STEPS
Barry is currently working through SQA Module: Using A Keyboard in preparation for the Standard Grade Computing Course. His attendance has been excellent which has ensured continuity and progression in his work. His behaviour and attitude and application to work are very good.

Signature: _____



St. Philip's School Education Report

NAME B.OLIVER

SUBJECT CONT.SOCIAL STUDIES

DATE 30.10.00

CLASS INTER 3

TYPE OF COURSE 5-14

St.Grade

SQA Module

LEVEL OF COURSE

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input checked="" type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input checked="" type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input checked="" type="checkbox"/>

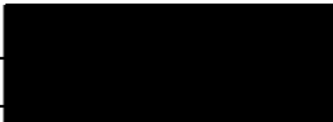
RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

NEXT STEPS

Currently Barry is currently working on an investigation as part of his 3rd year Contemporary Social Studies Standard Grade course but making only slow progress due to a reluctance to work with any consistency. He will continue with the investigation next term. Throughout last term Barry's behaviour was good and I hope he can sustain this while working next term.

Signature: _____





St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Music and Drama

DATE 31.10.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

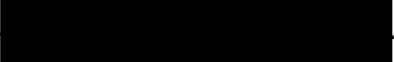
BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry has settled well in class and will be working on an induction unit and learning outcomes related to Scotvec Creative Drama 1. He will also be given the opportunity to develop basic Keyboard skills. Barry is a very likeable pleasant boy who has a positive attitude to work.

Signature: 



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT P.E. - Trampolining

DATE 30/10/00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS OF PERFORMANCE	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PROGRESS OF KNOWLEDGE & UNDERSTANDING	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

MANAGEMENT OF EQUIPMENT	
HIGH LEVEL OF CARE	<input checked="" type="checkbox"/>
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 6 Actual 6

NEXT STEPS
Barry made very good progress last term and was a pleasure to have in class. This coming term he will be working in the Multi-gym.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Home Economics

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input checked="" type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry's next steps are to develop new skills in his 'Introduction to Food Preparation Techniques' Access 3, Higher Still.

Signature:



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Technical

DATE 31.10.00

CLASS Inter 3

TYPE OF COURSE 5-14

St. Grade

SQA Module

LEVEL OF COURSE D

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 14 Actual 12

COMMENT
To finish his stool bank - has done this to a good standard, needs to stop and listen as he has ability but tends to go with his first idea instead of working this out first - good progress in general - well done.

Signature: 



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Art and Design

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry is progressing well and is showing potential. He has very good drawing skills and will be working further on this up to Christmas to complete his design unit.

Signature: 

~~Tues 22nd May.~~

* Mon 7th May - 2pm. eER

Young Person's Review Report

Name: BARRIE OLIVER

Placement

ST. PHILIP'S SCHOOL

Address:

PLAINS

AIRDRIE

ML6 7SF.

About your review

A review is an opportunity to make plans and decisions which will be important to you. It is a good idea to spend time before the review working out how you think things are going and what changes you would like to see.

You can use this form to help you decide what you want to say at the review. You might want to ask someone to help you complete it.

If possible come to the review. You have a right to be consulted about the time and place and you can also say if there is anyone whom you do not want to attend. You can bring an adult friend to the meeting for support. If you are not able to come to the meeting make sure your Social Worker or your carer has a copy of your completed form so that your views can be considered at the meeting.

Do you know that under the Social Work (Scotland) Act 1968 and the Children (Scotland) Act 1995 you have the following rights?:-

- ◆ You may be able to apply to the Children's Hearing or Court to change arrangements for seeing your parents or other important relatives.
- ◆ You can apply for a discharge of your supervision requirement or Parental Responsibilities Order.
- ◆ There is an official procedure for making complaints about the way the local authority is carrying out its duties.

A. About my Placement

1. This is how things have been since my admission/my last review

Good

OK

Not very good

Terrible

I would also like to say that:

2. This is how I feel about where I am living just now

Happy

Quite Happy

OK

Unhappy

I would also like to say that:

3. This is how I am getting on with the people I am staying with just now

Really Well

Fine

OK

Not so well

Not at all

I would also like to say that:

4. This is how safe I feel where I am staying just now

Safe all
of the time

Most of
the time

Not really

Not safe
at all

I would also like to say that:

5. This is how I feel about the care I am receiving

Very Happy

Quite Happy

OK

Not Happy

I would also like to say that:

B. About contact with my family and friends

6. This is how I feel about the contact with my family

Very Happy

Quite Happy

OK

Not Happy

I would like to say that:

I WOULD LIKE MIDE
WEEK LEAVE.

7. This is how I feel about the contact I have with my friends

Very Happy

Quite Happy

OK

Not Happy

I would like to say that:

C. About School/Work/Leisure Activities

8. This is how I am getting on at school/work

Really Well

Fine

OK

Not so well

Not at all

I would also like to say that:

SOME OF THE WORK
IS TOO HARD.

9. This is how I feel about activities I do in my spare time

Good

OK

Not very good


Terrible


I would also like to say that:


Signed... *BARRIE Oliver* date... *16.2.01*


ST. PHILIP'S SCHOOL


PROGRESS AND ACTION RECORD


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
English 	To complete Learning Outcome 2 of Skillstart Communication	Assessment completed satisfactorily		After making a good start to his Module, Barry is now producing very little work and has developed a very negative attitude.	<ol style="list-style-type: none"> 1. To improve attitude and work rate. 2. To complete Skillstart Communication.


Cross Curricular	Current Targets (06.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Maths 	<ol style="list-style-type: none"> 1. Complete the work for Learning Outcome 3 of Maths 1. 2. Complete basic numeracy section on Decimals 	<ol style="list-style-type: none"> 1. Pass the assessment for Learning Outcome 3. 2. Decimals 1 + 2 corrected and signed by Teacher. 		Barry has started the Standard Grade course and is working on the Module Maths 1. He is working at Foundation Level. His behaviour and attendance at class are good. He attempts all the work set and maintains a positive attitude.	<ol style="list-style-type: none"> 1. Complete the work for Learning Outcome 4. 2. Start Access 3 course for 'Higher Still'


Cross Curricular	Current Targets (07.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Computing 	<ol style="list-style-type: none"> 1. Basic awareness of AppleMac and applications. 2. Understanding of Keyboard and basic word processing. 3. Completion of SQA Keyboard Module. 	Familiarity of programs, Keyboard and basic word processing.		Barry is making steady progress with the coursework and has almost completed the Module. His attendance is good and his behaviour and attitude are satisfactory	


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Science 	Barry to complete practical abilities (Techniques) before Easter.	6 out of 8 Techniques completed.		Barry is very reluctant to take part in written work. However, he shows an interest in practical work. Recently, completed a small electrical project, Building a Radio.	To have completed Healthy and Safe Living course.


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Technical 	To take on board and finish a piece of class work, current model car.	Car finished including time taken to apply a high quality painted surface.		Is capable and keen to do practical work but only on terms which does cause problems	Complete the frame construction to the foot stool.


Cross Curricular	Current Targets (07.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
	<p>To learn new food preparation techniques.</p> <p>To work more on own initiative.</p>	By using correct methodology during practical cookery lessons.	Pass all outcomes on Higher Still course at Access 3	Barry generally works to a high standard. He can sometimes be vocal if he does not like named recipe.	<p>To continue to work to a high standard.</p> <p>To accept he may not like every recipe.</p>


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PE 	To improve skill level in, 1. passing. 2. dribbling. 3. awareness of others in game.	Makes accurate and appropriate pass or dribble during game situations. Communicates to peers during games.	To complete short course in football.	Barry is enthusiastic in P.E. and engages in all activities when asked. Behaves well when in class.	To engage in his Basketball course which will complete his team games course.

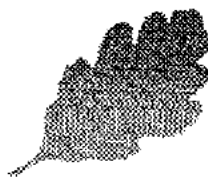
Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Art 	To complete Design Unit in packaging.	Barry has nearly finished this and should have it completed by Easter.		Barry is doing well and has produced some excellent work. He should have no difficulty achieving Standard Grade. There has been, however, a change in Barry's attitude recently when he can become unpleasant and cheeky, I think for the benefit of the others in his class.	To complete his Design Unit by Easter

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Music & Drama 	To complete Learning Outcomes 1 and 2 of Scotvec Creative Drama	Assessment completed satisfactorily	Pass all Learning Outcomes related to Module	Barry can be a willing participant in all drama activities when the mood takes him.	To complete Scotvec Creative Drama 1.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Social Studies CSS 	Currently working on an investigation into drugs as part of 3 rd year Standard Grade course.	Success will be dependant upon completion of investigation – assessment continues.		Barry is making slow progress through his investigation. His behaviour has been generally good but he is capable of producing more work.	This is a long term project. Barry will continue with his investigation.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PSD 					

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
RE 					



Social Services

Midlothian

Children Looked After Away from Home

Review of Care Plan

Report by Social Worker

Child's Details

Name Barrie Oliver		
Date of Birth 29 April 1986	Sex Male	Date Period of Care Started 24 August 2000
Date of Last Review 5.11.2000		Date of This Review

Current Placement

Legal Basis Supervision Requirement	Type of Placement Residential School 52 week placement
Name, Address & Tel. No. of Placement St Philip's School Airdrie Tel: 01236.765407	

Social Work Contact

Indicate the frequency of contact with child, family members, carers/residential staff since the last review

Case recently re-allocated. Worker has made one visit to school and one to family home, and made clear that he is available to Barrie and family when required.

Placement Information

Comment on how the placement is progressing with particular reference to the child's relationship with peers and adults in the placement. Indicate whether the placement is stable, and, if not, what action is being taken to address this.

Barrie is settled in his placement at St. Philip's. He is reportedly popular with both staff and fellow pupils.

██████████ reports the Barrie's behaviour in generally acceptable at home, though she has concerns about the amount of time he spends out of the house with a friend. Though to the best of her knowledge he is not involved in offending behaviour at present.

Meeting the child's needs whilst being looked after away from home

Refer to the appropriate sections of the Care Plan and comment on the progress of the work identified, recording any new issues which may have arisen. Make comments under the following heading: (a) Physical & Mental Health; (b) Education; (c) Emotional, Social & Behavioural Development; (d) Contact; (e) Identity; (f) Social & leisure Activities.

Physical and mental health: Overall Barrie is a fit and healthy young man, though [redacted] reports continuing problems with enuresis.

Education: Barrie is a bright and able young man, and his key worker feels he is capable of making and getting his standard grades.

Social and behavioural development Barrie is demonstrating increased maturity in his behaviour at school, despite one incident recently reported much to the surprise of his key worker.

Contact Barrie returned to his mother's house every Friday, but spends most of every 2nd weekend with his father. He seems to have developed a good relationship with his father.

Identity: Barrie seems able to discuss issues affecting him and seems keen to be involved in the process of decision-making. He is constructive in discussing his hopes and wishes for the future.

Overall Plan

Time limited Assessment	<input type="checkbox"/>	Residential School (within ___ months)	<input type="checkbox"/>
Return to the birth family within 1 month	<input type="checkbox"/>	Independent/Support living in the community (within ___ months)	<input type="checkbox"/>
Return to the birth family within 1 month	<input type="checkbox"/>	Long term fostering (within ___ months)	<input type="checkbox"/>
Return to the birth family within 6 months	<input type="checkbox"/>	Adoption (within ___ months)	<input type="checkbox"/>
Eventual return to birth family (within ___ months)	<input type="checkbox"/>	Other: (please specify	<input type="checkbox"/>
Live with relatives/friends (within ___ months)	<input type="checkbox"/>		

Is everyone in agreement with this plan? If not, please specify.

To remain at St. Phillip's

Work to be undertaken to achieve overall plan

Refer to this section of the Care Plan and comment on the progress of the work identified. Note any additional key issues which have emerged which require to be addressed in order for the overall plan to be achieved. Does the overall plan need to be revised? Is there a need to review the legal status of the placement? Indicate the views of the parent(s) and child.

In view of continuing good progress it seems appropriate to start exploring future options for Barrie in terms of education and residence. This should be to start looking at future plans for Barrie when his time at St. Phillips starts coming to an end. A move from St. Phillips would be some way down the line but it is important to acknowledge Barrie's progress, and look at carrying this forward.

There are ongoing health concerns at home about [redacted] resulting in continuing tense relations at home.

Barrie should continue to maintain close contact with both parents at present.

Consultation

Provide a list of people who have been consulted prior to the Review.

Name	Relationship to Child/Designation	Report Provided (Y / N)	Report & Minute to be sent (Y / N)
[redacted] St Phillips's Staff			

People invited to the Review

Name	Relationship to Child/Designation	Tick if present	Report Provided? (Y / N)
Barrie Oliver [redacted] St. Phillips staff	Young person Mother Father Social Worker Senior Social Worker		

Social Worker

Social Worker [redacted] RTLA032	Date 13.2.01
--	-----------------



Plains, Airdrie. ML6 7SF
 Tel : 01236 765407
 Fax: 01236 755637



St. Philip's School

Principal: [REDACTED]

Child's Case Review Residential Placement Report

Confidential

Responsible Authority
MIDLOTHIAN

Date of Review
08/11/00

Name BARRIE OLIVER

Home Address 52 FIFTH STREET
NEWTONGRANGE
MIDLOTHIAN

Date of Birth
29/04/86

Current Legislation SECTION 70 (3) (a) NAMING ST. PHILIP'S.

Date of Admission
24/08/00

Key / Residential Worker [REDACTED]

Date of Last Review 05/09/00

Date Minute Received

Child / Young Person's Social Worker

Name [REDACTED]

How often do they visit the placement?

APPROX. ONCE MONTHLY.

How often do they see the child / young person?

APPROX. ONCE MONTHLY.

What Family Contact takes place and where?

How Often? FRI-MON, OCCASIONALLY O/NIGHT IN MIDWEEK.

Where? HOME OF FATHER AND / OR MOTHER.

With Whom? MOTHER, FATHER AND SISTER.

Do you have a copy of The Family Contact Arrangement?

Yes No

If so, does contact take place as agreed?

Yes No

Please note any difficulties and / or help required with Home Leave.

A TAXI FACILITY HAS BEEN ARRANGED FOR BARRY, IN ORDER THAT HE BE TRANSPORTED BETWEEN ST. PHILIP'S AND THE FAMILY HOME. OCCASIONALLY, BARRY MAY SPEND OVERNIGHT(S) WITH HIS FATHER. WHENEVER THIS IS SCHEDULED, BARRY'S FATHER MAY UPLIFT HIM OR RELY ON PUBLIC TRANSPORT ON OCCASIONS.

NO DIFFICULTIES HAVE BEEN ENCOUNTERED WITH THE ABOVE ARRANGEMENTS.

Information (Please indicate below if you have the following)

Admission Form	Funding Agreement	Record of Needs	Parental Contact Form	Child Information from SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Document of Authority to keep Child	Written Placement Agreement	Health Record	Birth Certificate	Baptismal Certificate
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you have had difficulty in getting accurate information or if you require further information

NO DIFFICULTIES HAVE BEEN ENCOUNTERED IN OBTAINING ACCURATE INFORMATION, HOWEVER MORE INFORMATION IN RELATION TO ' FORMAL ' PARENTAL CONTACT ARRANGEMENTS AND HEALTH (?RIC- 3) WOULD BE USEFUL.

Health

Type of Medical Examination

Date of most recent formal medical examination	Reception into St. Philip's	Comprehensive Developmental	Annual Examination
12/09/00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the child / young person's general health since the last Review. (Include comment regarding Dental Health)

BARRIE'S GENERAL HEALTH SINCE THE LAST CHILD CARE REVIEW HAS BEEN RELATIVELY GOOD, WITH ONLY MINOR AILMENTS BEING RECORDED, SUCH AS THE COMMON ' COLD ' ETC...
A DENTAL EXAMINATION IS RECOMMENDED. THIS WILL BE SCHEDULED IN THE NEAR FUTURE.

Give details of any regular medication which should be noted.

NO REGULAR MEDICATION.

Please note any Specialist Appointments.

COATBRIDGE HEALTH CENTRE (ENURESIS CLINIC) - MONDAY 6TH NOVEMBER.
ULTRASOUND EXAMINATION (ENURESIS PROBLEM) - REFERRAL IN PROCESS.

Please note any other health issues which should be discussed at the Review. (With any action recommended)

BARRIE IS CURRENTLY UNDERGOING INVESTIGATIONS INTO ISSUE OF ENURESIS. RELEVANT REFERRALS HIGHLIGHTED ABOVE WERE MADE BY SCHOOL GP. CERTAIN OTHER STRATEGIES ARE BEING IMPLEMENTED BY UNIT STAFF IN ORDER TO ' MANAGE ' ABOVE PROBLEM. THESE USUALLY TAKE THE FORM OF WAKING BARRIE ONCE THROUGHOUT THE NIGHT IN ORDER TO PROMOTE CONTINENCE.

Education

**Give details of school / pre-school or alternative provision attended
(Noting Class / Year etc)**

BARRIE IS CURRENTLY IN CLASS GROUP ' INTER - 3 ' OF ST. PHILIP'S SCHOOL. CLASS NUMBERS ARE RELATIVELY SMALL, THUS GIVING GREATER OPPORTUNITY FOR MORE INTENSE TEACHING INPUT AND LEARNING POTENTIAL.

Contact Person.

[REDACTED] (TUTOR TEACHER).

Progress Report since last Review.

PLEASE REFER TO EDUCATION AND TUTORIAL REPORTS (ATTACHED).

**Please note any other Educational Issues which should be discussed at the Review.
(With any action recommended)**

NO FURTHER EDUCATIONAL ISSUES FOR DISCUSSION.

Profile of Child / Young Person

Child's relationships with Family, Relatives and Friends.

IT WOULD APPEAR THAT THE RELATIONSHIPS THAT BARRIE HAS WITH HIS MOTHER, FATHER AND SISTER APPEAR TO BE INTACT. HOWEVER, THE WRITER IS OF THE OPINION THAT THERE IS STILL SOME SCOPE FOR FURTHER DEVELOPMENT IN THIS AREA. THE WRITER IS UNABLE TO COMMENT ON THE RELATIONSHIPS THAT BARRIE HAS WITH HIS STEP - FATHER AND FATHER'S PARTNER, OR INDEED FRIENDS THAT HE MAY HAVE OUTWITH ST. PHILIP'S.

Reaction / Attitude to being in St. Philip's.

BARRIE INITIALLY AND PERHAPS UNDERSTANDABLY, APPEARED QUITE ANXIOUS ABOUT BEING ADMITTED TO ST. PHILIP'S. HOWEVER, HE HAS SETTLED IN EXCEPTIONALLY WELL AND ANY ANXIETY HAS SINCE DISSIPATED.

BARRIE WOULD ACCEPT THAT THERE WAS INDEED A NEED FOR HIM TO BE TEMPORARILY PLACED AT ST. PHILIP'S. HOWEVER HE IS WILLING TO APPLY HIMSELF WELL, AND GENERALLY LOOKS FORWARD WITH OPTIMISM TO MAKING THE SUCCESSFUL TRANSITION BACK INTO A FAMILY SETTING AND PERHAPS SECURING DAY PUPIL STATUS AT AN APPROPRIATE SCHOOL.

Relationships within placement.

OVERALL, BARRIE'S RELATIONSHIPS WITHIN ST. PHILIP'S MAY BE DESCRIBED AS BEING GOOD. HE RELATES WELL TO MOST ADULTS THROUGHOUT THE SCHOOL, HAVING GOOD RELATIONSHIPS WITH BOTH TEACHING AND SOCIAL CARE STAFF.

BARRIE IS GENERALLY LIKED BY HIS PEERS AND HAS EASILY FORMED GOOD RELATIONSHIPS WITH MANY OTHER BOYS, NOT ONLY IN LOCHAILORT UNIT, BUT THROUGHOUT THE SCHOOL IN GENERAL.

Personality and Behaviour.

BARRIE HAS A WARM, PLEASANT AND LIKEABLE PERSONALITY WHICH MAKES HIM POPULAR WITH MOST PEOPLE. SINCE HIS ADMISSION, HIS BEHAVIOUR HAS BEEN EXEMPLARY. INDEED, BARRIE IS ABLE TO SUSTAIN GOOD BEHAVIOUR AND MANAGES TO DETACH HIMSELF FROM ANY NONSENSE BEING DISPLAYED BY OTHER BOYS. ONLY SELDOM, DOES BARRIE HAVE TO BE CONFRONTED WITH REGARD TO HIS BEHAVIOUR. AT SUCH TIMES WHENEVER THIS IS NECESSARY, THE QUESTIONABLE BEHAVIOUR IS USUALLY OF A MINOR NATURE AND BARRIE RESPONDS READILY TO STAFF INTERVENTION.

HE HAS SHOWN HIMSELF TO BE A BOY WHO IS GROWING IN MATURITY AND IS BECOMING INCREASINGLY MORE ADEPT AT DEALING WITH ' DIFFICULT ' SITUATIONS IN A MANNER THAT REFLECTS GROWTH.

HE CONTINUES TO DO WELL IN RELATION TO THE STATUS GROUPS SYSTEM WITHIN LOCHAILORT UNIT, A SYSTEM WHICH REFLECTS BOYS' BEHAVIOUR AND REWARDS THEM ACCORDINGLY WITH INCREASED RESPONSIBILITY AND PRIVILEGES. HE IS CURRENTLY BEING CONSIDERED FOR PROMOTION.

Self - Care Skills.

BARRIE'S SELF - CARE SKILLS ARE ON THE WHOLE ACCEPTABLE, HOWEVER FROM TIME TO TIME HE DOES REQUIRE SOME PROMPTING WITH REGARD TO HIS PERSONAL HYGIENE NEEDS. HE KEEPS HIMSELF REASONABLY WELL ATTIRED AND SUITABLY DRESSED. HIS BEDROOM IS KEPT TO A HIGH STANDARD AND BARRIE HAS INDEED RECEIVED ' TOP BEDROOM ' AWARD ON A FEW OCCASIONS SINCE THE RELATIVELY SHORT TIME SINCE ADMISSION.

HE CONTINUES TO RECEIVE POSITIVE REINFORCEMENT AND ENCOURAGEMENT IN ALL AREAS HIGHLIGHTED ABOVE.

Profile of Child / Young Person (continued)

Religious and cultural interests / observances.

BARRIE EXPRESSES NO DESIRE TO PURSUE ANY RELIGIOUS AND CULTURAL INTERESTS / OBSERVANCES.

Interests / Hobbies and Pastimes.

BARRIE'S MAIN INTERESTS ARE FOOTBALL AND POOL / SNOOKER. HIS PASTIMES INCLUDE, WATCHING TV, LISTENING TO MUSIC AND PLAYING COMPUTER GAMES. BARRIE DOES NOT APPEAR TO HAVE ANY HOBBIES WHATSOEVER.

Any other comments.

PLEASE REFER TO SECTION, ' SUMMARY AND CONCLUSIONS '.

* ON ONE OCCASION AFTER RETURNING FROM LEAVE, BARRIE WAS FOUND TO HAVE A VERY SMALL QUANTITY OF CANNABIS ON HIS POSSESSION. THE SUBSTANCE WAS CONFISCATED AND BARRIE WAS INFORMED OF THE POTENTIAL CONSEQUENCES SHOULD THIS HAPPEN AGAIN, IN ADDITION TO RECEIVING COUNSELLING IN RELATION TO SUBSTANCE MISUSE. *

Summary and Conclusions

IN CONCLUSION, BARRIE HAS BEEN AT ST. PHILIP'S FOR APPROXIMATELY THREE MONTHS NOW. THROUGHOUT THAT TIME, HE HAS APPLIED HIMSELF EXCEPTIONALLY WELL AND HIS OVERALL BEHAVIOUR DOES NOT GIVE OVERT CAUSE FOR CONCERN. HE CONTINUES TO MAINTAIN CONTACT WITH SIGNIFICANT MEMBERS OF HIS FAMILY. INDEED, HIS CURRENT LEAVE PLAN IS GOING WELL AND THE WRITER AND BARRIE ARE OPTIMISTIC THAT THIS CAN BE FURTHER EXTENDED AND DEVELOPED. MEDICAL ISSUES ARE CURRENTLY BEING ADDRESSED AND ALL UNIT STAFF CONTINUE TO OFFER BARRIE SUPPORT AND ENCOURAGEMENT. THE WRITER FEELS THAT BARRIE HAS UNQUESTIONABLY THE POTENTIAL TO FURTHER PROGRESS. BARRIE IS USING HIS PLACEMENT WELL AT ST. PHILIP'S AND HAS TO BE CONGRATULATED FOR HIS OVERALL APPLICATION AND EFFORT.

Issues for Review.

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

1. CURRENT HOME LEAVE ENTITLEMENT.
2. BARRIE'S RELATIONSHIPS WITH STEP - FATHER AND FATHER'S PARTNER.
3. MEDICAL (ENURESIS) ISSUE.
4. SHORT TERM PLAN.
5. LONG TERM PLAN.

Residential Worker: [REDACTED]

Unit Manager: [REDACTED]

Signed: [REDACTED]

Signed: [REDACTED]

Date: 24/10/00

Depute Unit
Manager

Young Person's Review Report

Name: BARRIE OLIVER.

**Placement
Address:**

ST. PHILIP'S SCHOOL
PLAINS
AIRDRIE
ML6 7 SF.

About your review

A review is an opportunity to make plans and decisions which will be important to you. It is a good idea to spend time before the review working out how you think things are going and what changes you would like to see.

You can use this form to help you decide what you want to say at the review. You might want to ask someone to help you complete it.

If possible come to the review. You have a right to be consulted about the time and place and you can also say if there is anyone whom you do not want to attend. You can bring an adult friend to the meeting for support. If you are not able to come to the meeting make sure your Social Worker or your carer has a copy of your completed form so that your views can be considered at the meeting.

Do you know that under the Social Work (Scotland) Act 1968 and the Children (Scotland) Act 1995 you have the following rights?:-

- ◆ You may be able to apply to the Children's Hearing or Court to change arrangements for seeing your parents or other important relatives.
- ◆ You can apply for a discharge of your supervision requirement or Parental Responsibilities Order.
- ◆ There is an official procedure for making complaints about the way the local authority is carrying out its duties.

A. About my Placement

1. This is how things have been since my admission/my last review

Good

OK

Not very good

Terrible

I would also like to say that:

2. This is how I feel about where I am living just now

Happy

Quite Happy

OK

Unhappy

I would also like to say that:

3. This is how I am getting on with the people I am staying with just now

Really Well

Fine

OK

Not so well

Not at all

I would also like to say that:

4. This is how safe I feel where I am staying just now

Safe all
of the time

Most of
the time

Not really

Not safe
at all

I would also like to say that:

5. This is how I feel about the care I am receiving

Very Happy

Quite Happy

OK

Not Happy

I would also like to say that:

B. About contact with my family and friends

6. This is how I feel about the contact with my family

Very Happy

Quite Happy

OK

Not Happy

I would like to say that:

7. This is how I feel about the contact I have with my friends

Very Happy

Quite Happy

OK

Not Happy

I would like to say that:

C. About School/Work/Leisure Activities

8. This is how I am getting on at school/work

Really Well

Fine

OK

Not so well

Not at all

I would also like to say that:

9. This is how I feel about activities I do in my spare time

Good

OK

Not very good

Terrible

I would also like to say that:

Signed: *Barrie Oliver*

date: *25.10.00*



Social Services

Midlothian

Children Looked After Away from Home Review of Care Plan Minute of Meeting

NOTE: This form is to be completed by the chairperson of the Review

Child's Name Barry Oliver	Date of Review 14.2.2001
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In Attendance

Name	Designation/Relationship	Report Provided (Y/N)
[Redacted]	SSW	
[Redacted]	SW	
Barry Oliver	Key worker – St Phillips School	
[Redacted]	Subject	
[Redacted]	Unit Manager, St Phillips School	
Apologies:		
[Redacted]	Parents	
[Redacted]	Educational Psychologist	
[Redacted]	Unit Manager	

Record of Discussion

Placement: Barry has been at St Phillips School since August 2000. It is noted that he has settled in very well and progress he had made in Education and Day Units has continued. There has been some minor blips but these are of no great concern. Within Education Unit he copes well with the curriculum but could perhaps work harder. It was felt he could achieve good grades within his standard grades.

There have been minor incidents recently when Barry had absconded and also when he required to be restrained but in general it was felt these were not a major concern and it was felt that Barry continues to relate well with his peers and staff. Barry himself said little other than he was getting on okay at St. Phillips School.

Legal: Barry at this time is on a supervision order with a condition of residence at St. Phillips School..

Home: Barry goes home each weekend and also has some mid week visits. Staff have had contact with Barry's father and also his mother on the phone. It was felt there are no major concerns during Barry's home leave and it is not felt that Barry is pushing the boundaries any more than any other teenager would do. It was noted that Barry's home leave over the Christmas and New Year period had gone well. ██████████ advised of considerable strain at home due to Barry's mother's partners ill-health with him being in hospital at this time. Barry also expressed concern that the taxi driver can get angry with his mother if arrangements for when he is collected are messed up. The professionals involved acknowledged that they had a responsibility to ensure that these arrangements went smoothly.

Health: Barry remains with his own Dentist. It was noted that he could benefit from a further check. Barry does have eye glasses but does not wear them. Staff will continue to try to encourage him to do so. Barry suffers enuresis he is now awaiting an ultrasound to check if there is any medical reasons for this an appointment is likely in March. Otherwise it is felt that Barry is generally healthy.

Clothing: No issues.

Leisure/interests: It was noted Barry has an interest in playing the guitar. It was acknowledged that if our Department can assist with regards to this we would do so. Staff advised that as Barry is promoted up the status group he will get more privileges and responsibilities within St Phillips.

Plans: Barry would like to be living at home and attending Wellington Day School the possibility of day pupil status within St Phillips has been looked at but is difficult due to the geographical distance involved. It was noted that Barry had been a day pupil previously at Wellington but that tensions within his home led to the residential place at St. Phillips being sought. It was also noted that Wellington would not cater Barry's standard grades.

It/...

It was noted that there is a need to seek clarification from Barry's mother as to what she feels she could cope with ie: Barry returning home. It was noted that Barry is doing everything that the adults would expect from him at this time and it is hoped that this would continue.

There is hope that Barry's mother and father maybe able to attend the next review.

Review Decisions

Include any amendments required to the Care Plan.

Next Review

Date: 7/5/00 Time:

Venue:

Signed: [Redacted] (Chairperson) Date:

Designation: SENIOR SOCIAL WORKER

Signed: [Redacted] (Social Worker) Date:

Administration

Copies of this Minute to be sent to:

Name	Relationship/Designation	Address
[Redacted]	SSW	3 DALKEITH SWC
Barry Oliver	SW	
[Redacted]	Key worker - St Phillips School	GREENHALL ST PHILLIPS
[Redacted]	Subject	
[Redacted]	Unit Manager, St Phillips School	
[Redacted]	Parents	
[Redacted]	Educational Psychologist	
[Redacted]	Unit Manager	

PMLA043

ST PHILLIPS SCHOOL
PLAINS
AIRDRIE
ML6 7SF



Social Services

Midlothian

Children Looked After Away from Home Review of Care Plan

Minute of Meeting

NOTE: This form is to be completed by the chairperson of the Review

Child's Name Barry Oliver	Date of Review 14.2.2001
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In Attendance		
Name	Designation/Relationship	Report Provided (Y/N)
[Redacted] Barry Oliver [Redacted]	SSW SW Key worker – St Phillips School Subject Unit Manager, St Phillips School	
Apologies: [Redacted]	Parents Educational Psychologist Unit Manager	

Record of Discussion

Placement: Barry has been at St Phillips School since August 2000. It is noted that he has settled in very well and progress he had made in Education and Day Units has continued. There has been some minor blips but these are of no great concern. Within Education Unit he copes well with the curriculum but could perhaps work harder. It was felt he could achieve good grades within his standard grades.

There have been minor incidents recently when Barry had absconded and also when he required to be restrained but in general it was felt these were not a major concern and it was felt that Barry continues to relate well with his peers and staff. Barry himself said little other than he was getting on okay at St. Phillips School.

Legal: Barry at this time is on a supervision order with a condition of residence at St. Phillips School.

Home: Barry goes home each weekend and also has some mid week visits. Staff have had contact with Barry's father and also his mother on the phone. It was felt there are no major concerns during Barry's home leave and it is not felt that Barry is pushing the boundaries any more than any other teenager would do. It was noted that Barry's home leave over the Christmas and New Year period had gone well. [REDACTED] advised of considerable strain at home due to Barry's mother's partners ill-health with him being in hospital at this time. Barry also expressed concern that the taxi driver can get angry with his mother if arrangements for when he is collected are messed up. The professionals involved acknowledged that they had a responsibility to ensure that these arrangements went smoothly.

Health: Barry remains with his own Dentist. It was noted that he could benefit from a further check. Barry does have eye glasses but does not wear them. Staff will continue to try to encourage him to do so. Barry suffers enuresis he is now awaiting an ultrasound to check if there is any medical reasons for this an appointment is likely in March. Otherwise it is felt that Barry is generally healthy.

Clothing: No issues.

Leisure/interests: It was noted Barry has an interest in playing the guitar. It was acknowledged that if our Department can assist with regards to this we would do so. Staff advised that as Barry is promoted up the status group he will get more privileges and responsibilities within St Phillips.

Plans: Barry would like to be living at home and attending Wellington Day School the possibility of day pupil status within St Phillips has been looked at but is difficult due to the geographical distance involved. It was noted that Barry had been a day pupil previously at Wellington but that tensions within his home led to the residential place at St. Phillips being sought. It was also noted that Wellington would not cater Barry's standard grades.

It/...

It was noted that there is a need to seek clarification from Barry's mother as to what she feels she could cope with ie: Barry returning home. It was noted that Barry is doing everything that the adults would expect from him at this time and it is hoped that this would continue.

There is hope that Barry's mother and father maybe able to attend the next review.

Review Decisions

Include any amendments required to the Care Plan.

Next Review

Date: 7/5/01 Time:

Venue:

Signed: _____ (Chairperson) Date:

Designation: SENIOR SOCIAL WORKER

Signed: _____ (Social Worker) Date:

Administration

Copies of this Minute to be sent to:

Name	Relationship/Designation	Address
[Redacted]	SSW	3 DALGITH SWC
[Redacted]	SW	
Barry Oliver	Key worker - St Phillips School	GREENHALL ST PHILLIPS
[Redacted]	Subject	
[Redacted]	Unit Manager, St Phillips School	
[Redacted]	Parents	
[Redacted]	Educational Psychologist	
[Redacted]	Unit Manager	

PMLA043

ST PHILLIPS SCHOOL
PLAINS
AIRDRIE
ML6 7SF

Midlothian

**Children Looked After
Away from Home**

Review of Care Plan

Minute of Meeting

NOTE: This form is to be completed by the chairperson of the Review

Child's Name BARRIE OLIVER	Date of Review 8 NOVEMBER 2000
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In Attendance

Name	Designation/Relationship	Report Provided (Y / N)
Barry Oliver	Young Person	
	Deputy Unit Manager St Philips	
	Key Worker	
	Senior Social Worker (Chair)	
	Social Work Assistant	
Apologies		
Parents		
	Educational Psychologist	

Record of Discussion

Introduction. It was noted that Barry had for a period been offending in the community and not attending Wellington School. There had also been some problems at home with his mother and it was felt that Barry was putting himself at risk and in fact consideration of secure accommodation was made. The referral to St Philip's School was therefore made as a way to tackle these problems.

Legal. Barry resides at St Philip's School subject to a Children's Hearing Supervision Order.

Placement. There are no concerns with Barry's behaviour giving no problems. It was noted that Barry had displayed some anxiety on initially moving to St Philip's but is now settled and gets on well with both staff and peers.

Education base. Again it was noted that Barry is working hard in most subjects and has rarely made any use of day support within the school unit showing that he's coping very well. It was noted that Barry will have the opportunity to do standard grades and is at this time in his third year of school.

Contact. Barry returns to his mother's home from a Friday to a Monday one week and the following week will visit his father. It is also noted that there are some occasional overnights home. There is nothing to suggest there is any problems during home leave and Barry returns positively. It was noted that there is the possibility of extending home leave as a privilege. Barry is moving up the privilege ladder within St Philip's due to the progress he is making. It was noted that Barry's mother's partner has some health difficulties which is placing some strain on the family and there have been some ups and downs between Barry and his mother. It was noted that there is however good co-operation between Barry's parents which helps to make his home leave successful.

Health. It was noted that Barry is generally fit and health. He is awaiting an ultra sound in relation to enuresis. Barry also requires an optician appointment due to broken glasses. He advised he has no dental problems but agreed he would seek a check-up with his own dentist. Barry is on no medication and suffers from no known allergies.

Interest. Barry's particular interest is football and he plays in a team. It was noted that he is keen on all sports but when at home tends to stay in a lot so as to avoid trouble. This has been a conscious decision of Barry's.


Plans. It was noted that Barry will remain at St Philip's School who feel he has matured considerably over the past period and is a pleasure to have in the unit. Home leave will continue and steadily increase as appropriate.

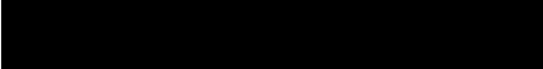
Review Decisions

Include any amendments required to the Care Plan.

Next Review

Date:	Time:
Venue:	

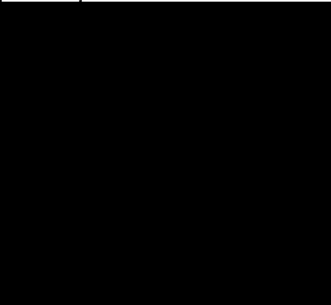
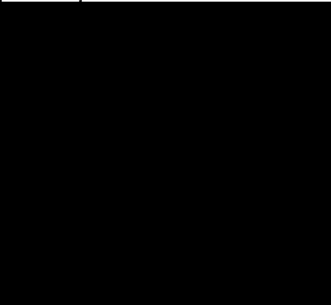
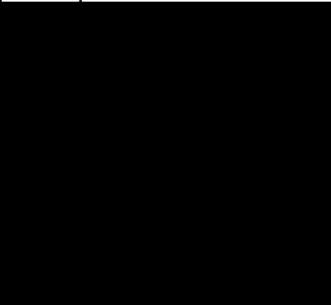

Signed:  (Chairperson) Date: 08.01.01

Designation:  Senior Social Worker

Signed: _____ (Social Worker) Date: 08.01.01

Administration

Copies of this Minute to be sent to:

Name	Relationship/Designation	Address
Barry Oliver	Young Person	52 Firth Street Newtongrange St Philip's School Plains Airdrie Loanhead S W Centre Loanhead S W Centre
	Mother & step-father	
	Deputy Unit Manager St Philips Key Worker	
	Senior Social Worker (Chair) Social Work Assistant	
	Educational Psychologist	Pupil Support Gowkshill Gorebridge.



Social Services

Midlothian

Children Looked After Away from Home

Review of Care Plan

Report by Social Worker

Child's Details

Name BARRIE OLIVER		
Date of Birth 29 April 1986	Sex Male	Date Period of Care Started 24 August 2000
Date of Last Review 5 September 2000		Date of This Review 5 November 2000

Current Placement

Legal Basis Supervision Requirement	Type of Placement Residential School (52 week placement)
Name, Address & Tel. No. of Placement St Philips School Airdrie (Tel. No. 01236 765407)	

Social Work Contact

Indicate the frequency of contact with child, family members, carers/residential staff since the last review

Direct contact with Barrie has been less frequent since his placement at St Philips began on 24 August, however I am readily available to Barrie, his family and St Philips staff when and if the need has arisen.

Placement Information

Comment on how the placement is progressing with particular reference to the child's relationship with peers and adults in the placement. Indicate whether the placement is stable, and, if not, what action is being taken to address this.

Barrie has continued to be settled in his placement at St Philips. Staff report he is a popular and respected member of the school, he mixes well with peers and is able to keep out of trouble. He is equally popular amongst teaching and residential staff.

██████████ told me she has noticed a change in Barrie since his placement started and although at times he can be rude or answer her back the frequency is much reduced. Furthermore during access home at weekends he is no longer getting into trouble within the community, opting instead to stay in the house.

██████████ feels that Barrie is a much happier young person since he has been at St Philips.

Meeting the child's needs whilst being looked after away from home

Refer to the appropriate sections of the Care Plan and comment on the progress of the work identified, recording any new issues which may have arisen. Make comments under the following heading: (a) Physical & Mental Health; (b) Education; (c) Emotional, Social & Behavioural Development; (d) Contact; (e) Identity; (f) Social & Leisure Activities.

Physical & Mental Health Barrie was seen by a G.P. shortly after admission to St Philips, he has suffered from continuing enuresis (I understand consultation is ongoing). I am also aware that Barrie has asked night staff to wake him in an attempt to break the cycle.

Barrie indicated that his right knee sometimes seizes, due to an accident when he broke his leg in 1996, and he asked that the doctor pay particular attention to this area. Overall Barrie is a fit and healthy young person who appears to be developing normally in terms of both physical and mental health.

Education Barrie has been described as academically able and concern in the past centred around non attendance marring progress, this is no longer an issue and I understand he is achieving well in all subject areas.

Social & Behavioural Development Barrie is demonstrating increased maturity. He is able to stay out of trouble within the school environment. He takes a pride in his appearance. It is very pleasing to note that he has put the past behind in terms of his relationship with his father. When I first met Barrie he had not visited his dad for several months and now he is visiting every fortnight, this is due in part to [redacted] commitment to the relationship.

Contact Barrie returns to his mother each weekend. [redacted] reports a general improvement and is pleased with Barrie's progress.

[redacted] sees Barrie regularly every second Saturday and whenever else is suitable with school and work schedules. Barrie sees [redacted] at weekends.

Identity Barrie is demonstrating an increased sense of self worth, this can be evidenced by his appearance, his ability to discuss with staff issues of personal hygiene and medical matters. Furthermore Barrie has identified his place within the school environment while maintaining his position at home with his mother and re-establishing a relationship with his father.

Overall Plan

Time limited Assessment	Residential School (within ___ months)	
Return to the birth family within 1 month	Independent/Support living in the community (within ___ months)	
Return to the birth family within 6 months	Long term fostering (within ___ months)	
Eventual return to birth family (within ___ months)	Adoption (within ___ months)	
Live with relatives/friends (within ___ months)	Other: (please specify)	
	To remain at St Philips	

Is everyone in agreement with this plan? If not, Please specify.

Work to be undertaken to achieve overall plan

Refer to this section of the Care Plan and comment on the progress of the work identified. Note any additional key issues which have emerged which require to be addressed in order for the overall plan to be achieved. Does the overall plan need to be revised? Is there a need to review the legal status of the placement? Indicate the views of the parent(s) and child.

Summary Overall Barrie has made very good progress. He is exploring issues surrounding his self-esteem and historical relationship difficulties. While he has been at St Philips he has kept out of trouble within the community.

I understand that [REDACTED] health continues to suffer and there is tension in the family associated with his failing health.

I envisage Barrie remaining at St Philips while maintaining regular contact with both parents.

Consultation

Provide a list of people who have been consulted prior to the Review.

Name	Relationship to Child/Designation	Report Provided (Y/N)	Report & Minute to be sent (Y/N)
[REDACTED]	Mother	N	Y
St Philips Staff	School	N	Y

People invited to the Review

Name	Relationship to Child/Designation	Tick if present	Report Provided? (Y/N)
Barrie Oliver [REDACTED]	Young Person Mother Father Senior Social Worker (Chair) Social Work Assistant		

Social Worker

Social Worker [REDACTED]	Date 07.11.00
-----------------------------	-------------------------


MIDLOTHIAN COUNCIL SOCIAL SERVICES DIVISION


Loanhead Social Work Centre
4 Clerk Street
LOANHEAD
EH20 9DR

MINUTE OF INITIAL PLANNING MEETING ON 5 SEPTEMBER 2000

Name: Barrie Oliver
Date of Birth: 29 April 1986
Address: c/o St Phillips School Airdrie

Present

Barrie	Oliver	Young Person
		St Phillips Social Work Assistant Senior Social Worker (Chair & Minute)

Barrie has settled well at St Phillips. There has been a spate of absconding by other residents but Barrie has avoided being drawn into this. Barrie says he likes St Phillips and was described as an "ace student" by . He has engaged with the reward system operating at St Phillips and is proud of his achievement so far. Staff will focus on assisting Barrie to understand his offending behaviour and raise his self esteem.

EDUCATION

Barrie's educational needs will be assessed over the coming weeks.

CLOTHING

£40 per month is provided by St Phillips. Barrie was well dressed and had new clothes since commencing at St Phillips.

HEALTH

Medical required. Barrie says his right knee sometimes seizes otherwise health fine.

CONTACT

██████████ will be on holiday 13 – 18 September. Barrie will go home at weekend. This weekend he can go to his father's from Saturday mid-day to Sunday 1.30p.m. If this goes well he will increase access to his father. ██████████ and ██████████ to arrange transport.

██████████ will take ██████████ to visit Barrie at St Phillips.

SUMMARY

Barrie has made a very positive start to his placement at St Phillips and staff have no problematic issues. A full care plan will be prepared for the first review on 8 November 2000 at 11.00a.m.

██████████ ██████████
██████████ ██████████
Senior Social Worker
Children & Families

5 October 2000

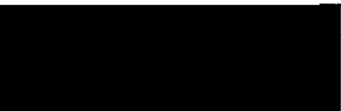
MIDLOTHIAN COUNCIL SOCIAL SERVICES DIVISION

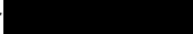
Loanhead Social Work Centre
4 Clerk Street
LOANHEAD
EH20 9DR

MINUTE OF INITIAL PLANNING MEETING ON 5 SEPTEMBER 2000

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		St Phillips Social Work Assistant Senior Social Worker (Chair & Minute)

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██████████
██████████
██████████
Senior Social Worker
Children & Families

5 October 2000



Plains, Airdrie. ML6 7SF
 Tel : 01236 765407
 Fax: 01236 755637



Principal: [REDACTED]

St. Philip's School

Child's Case Review Residential Placement Report

Confidential

Responsible Authority
MIDLOTHIAN

Date of Review

Name BARRIE OLIVER

08/11/00

Home Address 52 FIFTH STREET
NEWTONGRANGE
MIDLOTHIAN

Date of Birth

29/04/86

Current Legislation SECTION 70 (3) (a) NAMING ST. PHILIP'S.

Date of Admission

24/08/00

Key / Residential Worker [REDACTED]

Date of Last Review 05/09/00

Date Minute Received

Child / Young Person's Social Worker

Name [REDACTED]

How often do they visit the placement?

APPROX. ONCE MONTHLY.

How often do they see the child / young person?

APPROX. ONCE MONTHLY.

What Family Contact takes place and where?

How Often? FRI-MON, OCCASIONALLY O/NIGHT IN MIDWEEK.

Where? HOME OF FATHER AND / OR MOTHER.

With Whom? MOTHER, FATHER AND SISTER.

Do you have a copy of The Family Contact Arrangement?

Yes

No

If so, does contact take place as agreed?

Yes

No

Please note any difficulties and / or help required with Home Leave.

A TAXI FACILITY HAS BEEN ARRANGED FOR BARRY, IN ORDER THAT HE BE TRANSPORTED BETWEEN ST. PHILIP'S AND THE FAMILY HOME. OCCASIONALLY, BARRY MAY SPEND OVERNIGHT(S) WITH HIS FATHER. WHENEVER THIS IS SCHEDULED, BARRY'S FATHER MAY UPLIFT HIM OR RELY ON PUBLIC TRANSPORT ON OCCASIONS.

NO DIFFICULTIES HAVE BEEN ENCOUNTERED WITH THE ABOVE ARRANGEMENTS.

Information (Please indicate below if you have the following)

Admission Form	Funding Agreement	Record of Needs	Parental Contact Form	Child Information from SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Document of Authority to keep Child	Written Placement Agreement	Health Record	Birth Certificate	Baptismal Certificate
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you have had difficulty in getting accurate information or if you require further information

NO DIFFICULTIES HAVE BEEN ENCOUNTERED IN OBTAINING ACCURATE INFORMATION, HOWEVER MORE INFORMATION IN RELATION TO ' FORMAL ' PARENTAL CONTACT ARRANGEMENTS AND HEALTH (?RIC-3) WOULD BE USEFUL.

Health

Type of Medical Examination

Date of most recent formal medical examination	Reception into St. Philip's	Comprehensive Developmental	Annual Examination
12/09/00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the child / young person's general health since the last Review. (Include comment regarding Dental Health)

BARRIE'S GENERAL HEALTH SINCE THE LAST CHILD CARE REVIEW HAS BEEN RELATIVELY GOOD, WITH ONLY MINOR AILMENTS BEING RECORDED, SUCH AS THE COMMON ' COLD ' ETC...
A DENTAL EXAMINATION IS RECOMMENDED. THIS WILL BE SCHEDULED IN THE NEAR FUTURE.

Give details of any regular medication which should be noted.

NO REGULAR MEDICATION.

Please note any Specialist Appointments.

COATBRIDGE HEALTH CENTRE (ENURESIS CLINIC) - MONDAY 6TH NOVEMBER.
ULTRASOUND EXAMINATION (ENURESIS PROBLEM) - REFERRAL IN PROCESS.

Please note any other health issues which should be discussed at the Review. (With any action recommended)

BARRIE IS CURRENTLY UNDERGOING INVESTIGATIONS INTO ISSUE OF ENURESIS. RELEVANT REFERRALS HIGHLIGHTED ABOVE WERE MADE BY SCHOOL GP. CERTAIN OTHER STRATEGIES ARE BEING IMPLEMENTED BY UNIT STAFF IN ORDER TO ' MANAGE ' ABOVE PROBLEM. THESE USUALLY TAKE THE FORM OF WAKING BARRIE ONCE THROUGHOUT THE NIGHT IN ORDER TO PROMOTE CONTINENCE.

Education

**Give details of school / pre-school or alternative provision attended
(Noting Class / Year etc)**

BARRIE IS CURRENTLY IN CLASS GROUP ' INTER - 3 ' OF ST. PHILIP'S SCHOOL. CLASS NUMBERS ARE RELATIVELY SMALL, THUS GIVING GREATER OPPORTUNITY FOR MORE INTENSE TEACHING INPUT AND LEARNING POTENTIAL.

Contact Person.

[REDACTED] (TUTOR TEACHER).

Progress Report since last Review.

PLEASE REFER TO EDUCATION AND TUTORIAL REPORTS (ATTACHED).

**Please note any other Educational Issues which should be discussed at the Review.
(With any action recommended)**

NO FURTHER EDUCATIONAL ISSUES FOR DISCUSSION.

Profile of Child / Young Person

Child's relationships with Family, Relatives and Friends.

IT WOULD APPEAR THAT THE RELATIONSHIPS THAT BARRIE HAS WITH HIS MOTHER, FATHER AND SISTER APPEAR TO BE INTACT. HOWEVER, THE WRITER IS OF THE OPINION THAT THERE IS STILL SOME SCOPE FOR FURTHER DEVELOPMENT IN THIS AREA. THE WRITER IS UNABLE TO COMMENT ON THE RELATIONSHIPS THAT BARRIE HAS WITH HIS STEP - FATHER AND FATHER'S PARTNER, OR INDEED FRIENDS THAT HE MAY HAVE OUTWITH ST. PHILIP'S.

Reaction / Attitude to being in St. Philip's.

BARRIE INITIALLY AND PERHAPS UNDERSTANDABLY, APPEARED QUITE ANXIOUS ABOUT BEING ADMITTED TO ST. PHILIP'S. HOWEVER, HE HAS SETTLED IN EXCEPTIONALLY WELL AND ANY ANXIETY HAS SINCE DISSIPATED.

BARRIE WOULD ACCEPT THAT THERE WAS INDEED A NEED FOR HIM TO BE TEMPORARILY PLACED AT ST. PHILIP'S. HOWEVER HE IS WILLING TO APPLY HIMSELF WELL, AND GENERALLY LOOKS FORWARD WITH OPTIMISM TO MAKING THE SUCCESSFUL TRANSITION BACK INTO A FAMILY SETTING AND PERHAPS SECURING DAY PUPIL STATUS AT AN APPROPRIATE SCHOOL.

Relationships within placement.

OVERALL, BARRIE'S RELATIONSHIPS WITHIN ST. PHILIP'S MAY BE DESCRIBED AS BEING GOOD. HE RELATES WELL TO MOST ADULTS THROUGHOUT THE SCHOOL, HAVING GOOD RELATIONSHIPS WITH BOTH TEACHING AND SOCIAL CARE STAFF.

BARRIE IS GENERALLY LIKED BY HIS PEERS AND HAS EASILY FORMED GOOD RELATIONSHIPS WITH MANY OTHER BOYS, NOT ONLY IN LOCHAILORT UNIT, BUT THROUGHOUT THE SCHOOL IN GENERAL.

Personality and Behaviour.

BARRIE HAS A WARM, PLEASANT AND LIKEABLE PERSONALITY WHICH MAKES HIM POPULAR WITH MOST PEOPLE. SINCE HIS ADMISSION, HIS BEHAVIOUR HAS BEEN EXEMPLARY. INDEED, BARRIE IS ABLE TO SUSTAIN GOOD BEHAVIOUR AND MANAGES TO DETACH HIMSELF FROM ANY NONSENSE BEING DISPLAYED BY OTHER BOYS. ONLY SELDOM, DOES BARRIE HAVE TO BE CONFRONTED WITH REGARD TO HIS BEHAVIOUR. AT SUCH TIMES WHENEVER THIS IS NECESSARY, THE QUESTIONABLE BEHAVIOUR IS USUALLY OF A MINOR NATURE AND BARRIE RESPONDS READILY TO STAFF INTERVENTION.

HE HAS SHOWN HIMSELF TO BE A BOY WHO IS GROWING IN MATURITY AND IS BECOMING INCREASINGLY MORE ADEPT AT DEALING WITH ' DIFFICULT ' SITUATIONS IN A MANNER THAT REFLECTS GROWTH. HE CONTINUES TO DO WELL IN RELATION TO THE STATUS GROUPS SYSTEM WITHIN LOCHAILORT UNIT, A SYSTEM WHICH REFLECTS BOYS' BEHAVIOUR AND REWARDS THEM ACCORDINGLY WITH INCREASED RESPONSIBILITY AND PRIVILEGES. HE IS CURRENTLY BEING CONSIDERED FOR PROMOTION.

Self - Care Skills.

BARRIE'S SELF - CARE SKILLS ARE ON THE WHOLE ACCEPTABLE, HOWEVER FROM TIME TO TIME HE DOES REQUIRE SOME PROMPTING WITH REGARD TO HIS PERSONAL HYGIENE NEEDS. HE KEEPS HIMSELF REASONABLY WELL ATTIRED AND SUITABLY DRESSED. HIS BEDROOM IS KEPT TO A HIGH STANDARD AND BARRIE HAS INDEED RECEIVED ' TOP BEDROOM ' AWARD ON A FEW OCCASIONS SINCE THE RELATIVELY SHORT TIME SINCE ADMISSION.

HE CONTINUES TO RECEIVE POSITIVE REINFORCEMENT AND ENCOURAGEMENT IN ALL AREAS HIGHLIGHTED ABOVE.

Profile of Child / Young Person (continued)

Religious and cultural interests / observances.

BARRIE EXPRESSES NO DESIRE TO PURSUE ANY RELIGIOUS AND CULTURAL INTERESTS / OBSERVANCES.

Interests / Hobbies and Pastimes.

BARRIE'S MAIN INTERESTS ARE FOOTBALL AND POOL / SNOOKER. HIS PASTIMES INCLUDE, WATCHING TV, LISTENING TO MUSIC AND PLAYING COMPUTER GAMES. BARRIE DOES NOT APPEAR TO HAVE ANY HOBBIES WHATSOEVER.

Any other comments.

PLEASE REFER TO SECTION, 'SUMMARY AND CONCLUSIONS'.

* ON ONE OCCASION AFTER RETURNING FROM LEAVE, BARRIE WAS FOUND TO HAVE A VERY SMALL QUANTITY OF CANNABIS ON HIS POSSESSION. THE SUBSTANCE WAS CONFISCATED AND BARRIE WAS INFORMED OF THE POTENTIAL CONSEQUENCES SHOULD THIS HAPPEN AGAIN, IN ADDITION TO RECEIVING COUNSELLING IN RELATION TO SUBSTANCE MISUSE. *

Summary and Conclusions

IN CONCLUSION, BARRIE HAS BEEN AT ST. PHILIP'S FOR APPROXIMATELY THREE MONTHS NOW. THROUGHOUT THAT TIME, HE HAS APPLIED HIMSELF EXCEPTIONALLY WELL AND HIS OVERALL BEHAVIOUR DOES NOT GIVE OVERT CAUSE FOR CONCERN.

HE CONTINUES TO MAINTAIN CONTACT WITH SIGNIFICANT MEMBERS OF HIS FAMILY. INDEED, HIS CURRENT LEAVE PLAN IS GOING WELL AND THE WRITER AND BARRIE ARE OPTIMISTIC THAT THIS CAN BE FURTHER EXTENDED AND DEVELOPED.

MEDICAL ISSUES ARE CURRENTLY BEING ADDRESSED AND ALL UNIT STAFF CONTINUE TO OFFER BARRIE SUPPORT AND ENCOURAGEMENT.

THE WRITER FEELS THAT BARRIE HAS UNQUESTIONABLY THE POTENTIAL TO FURTHER PROGRESS. BARRIE IS USING HIS PLACEMENT WELL AT ST. PHILIP'S AND HAS TO BE CONGRATULATED FOR HIS OVERALL APPLICATION AND EFFORT.

Issues for Review.

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

1. CURRENT HOME LEAVE ENTITLEMENT.
2. BARRIE'S RELATIONSHIPS WITH STEP - FATHER AND FATHER'S PARTNER.
3. MEDICAL (ENURESIS) ISSUE.
4. SHORT TERM PLAN.
5. LONG TERM PLAN.

Residential Worker: [REDACTED]

Unit Manager: [REDACTED]

Signed: [REDACTED]

Signed: [REDACTED]

Date: 24/10/00

Deputy Unit
manager

Young Person's Review Report

Name: BARRIE OLIVER

**Placement
Address:**

ST. PHILIPS SCHOOL
PLAINS
AIRDRIE
ML6 7 SF.

About your review

A review is an opportunity to make plans and decisions which will be important to you. It is a good idea to spend time before the review working out how you think things are going and what changes you would like to see.

You can use this form to help you decide what you want to say at the review. You might want to ask someone to help you complete it.

If possible come to the review. You have a right to be consulted about the time and place and you can also say if there is anyone whom you do not want to attend. You can bring an adult friend to the meeting for support. If you are not able to come to the meeting make sure your Social Worker or your carer has a copy of your completed form so that your views can be considered at the meeting.

Do you know that under the Social Work (Scotland) Act 1968 and the Children (Scotland) Act 1995 you have the following rights?:-

- ◆ You may be able to apply to the Children's Hearing or Court to change arrangements for seeing your parents or other important relatives.
- ◆ You can apply for a discharge of your supervision requirement or Parental Responsibilities Order.
- ◆ There is an official procedure for making complaints about the way the local authority is carrying out its duties.

A. About my Placement

1. This is how things have been since my admission/my last review

Good OK Not very good Terrible

I would also like to say that:

2. This is how I feel about where I am living just now

Happy Quite Happy OK Unhappy

I would also like to say that:

3. This is how I am getting on with the people I am staying with just now

Really Well Fine OK Not so well Not at all

I would also like to say that:

4. This is how safe I feel where I am staying just now

Safe all
of the time

Most of
the time

Not really

Not safe
at all

I would also like to say that:

5. This is how I feel about the care I am receiving

Very Happy

Quite Happy

OK

Not Happy

I would also like to say that:

B. About contact with my family and friends

6. This is how I feel about the contact with my family

Very Happy

Quite Happy

OK

Not Happy

I would like to say that:

7. This is how I feel about the contact I have with my friends

Very Happy

Quite Happy

OK

Not Happy

I would like to say that:

C. About School/Work/Leisure Activities

8. This is how I am getting on at school/work

Really Well

Fine

OK

Not so well

Not at all

I would also like to say that:

9. This is how I feel about activities I do in my spare time

Good

OK

Not very good

Terrible

I would also like to say that:

Signed: Barbie Oliver

date: 25.10.00.



St. Philip's School Education Report

NAME BARRY OLIVER

CLASS INTER 3

DATE 01.11.00



St. Philip's School Education Report

NAME BARRY OLIVER

SUBJECT ENGLISH

DATE 31/10/00

CLASS INTER 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 34 Actual 32

NEXT STEPS
At the beginning of term, it took Barry some time to settle, but he is now working well on SQA Skillstart Communication and his next step is to complete Learning Outcome 1.

Signature:



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Maths

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14

St. Grade

SQA Module

LEVEL OF COURSE

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 25 Actual 23

COMMENT
Barry is coping well at Foundation Level. He works well and attempts all tasks set. His behaviour and manner in class are excellent. If he maintains this positive attitude he will do well.

Signature: 



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Computer Studies

DATE 27.10.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 18 Actual 15

NEXT STEPS

Barry is currently working through SQA Module: Using A Keyboard in preparation for the Standard Grade Computing Course. His attendance has been excellent which has ensured continuity and progression in his work. His behaviour and attitude and application to work are very good.

Signature: _____





St. Philip's School Education Report

NAME B.OLIVER

SUBJECT CONT.SOCIAL STUDIES

DATE 30.10.00

CLASS INTER 3

TYPE OF COURSE 5-14 St.Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input checked="" type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input checked="" type="checkbox"/>

BEHAVIOUR	
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OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input checked="" type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

NEXT STEPS

Currently Barry is currently working on an investigation as part of his 3rd year Contemporary Social Studies Standard Grade course but making only slow progress due to a reluctance to work with any consistency. He will continue with the investigation next term. Throughout last term Barry's behaviour was good and I hope he can sustain this while working next term.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Music and Drama

DATE 31.10.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry has settled well in class and will be working on an induction unit and learning outcomes related to Scotvec Creative Drama 1. He will also be given the opportunity to develop basic Keyboard skills. Barry is a very likeable pleasant boy who has a positive attitude to work.

Signature:



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT P.E. - Trampolining

DATE 30/10/00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS OF PERFORMANCE	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PROGRESS OF KNOWLEDGE & UNDERSTANDING	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

MANAGEMENT OF EQUIPMENT	
HIGH LEVEL OF CARE	<input checked="" type="checkbox"/>
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 6 Actual 6

NEXT STEPS
Barry made very good progress last term and was a pleasure to have in class. This coming term he will be working in the Multi-gym.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Home Economics

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14

St. Grade

SQA Module

LEVEL OF COURSE

F **G** **C**

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input checked="" type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT

Barry's next steps are to develop new skills in his 'Introduction to Food Preparation Techniques' Access 3, Higher Still.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Technical

DATE 31.10.00

CLASS Inter 3

TYPE OF COURSE 5-14

St. Grade

SQA Module

LEVEL OF COURSE D

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 14 Actual 12

COMMENT
To finish his stool bank - has done this to a good standard, needs to stop and listen as he has ability but tends to go with his first idea instead of working this out first - good progress in general - well done.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Art and Design

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14

St. Grade

SQA Module

LEVEL OF COURSE

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry is progressing well and is showing potential. He has very good drawing skills and will be working further on this up to Christmas to complete his design unit.

Signature: 

Tuesday 13th. 11am . eER.



Plains, Airdrie. ML6 7SF
 Tel : 01236 765407
 Fax: 01236 755637



St. Philip's School

Principal: [REDACTED]

Child's Case Review Residential Placement Report

Confidential

Responsible Authority
MIDLOTHIAN

Name BARRIE OLIVER

Home Address 52 FIFTH STREET
NEWTONGRANGE
MIDLOTHIAN

Current Legislation SECTION 70 (3) (a) NAMING ST. PHILIP'S.

Key / Residential Worker [REDACTED]

Date of Review

13/02/01

Date of Birth

29/04/86

Date of Admission

24/08/00

Date of Last Review 08/11/00

Date Minute Received 09/01/01

Child / Young Person's Social Worker

Name [REDACTED] (SSW)

How often do they visit the placement?

INFREQUENTLY.

How often do they see the child / young person?

INFREQUENTLY.

What Family Contact takes place and where?

How Often? FRI-MON, OCCASIONALLY O/NIGHT IN MIDWEEK.

Where? HOME OF FATHER AND / OR MOTHER.

With Whom? MOTHER, FATHER AND SISTER.

Do you have a copy of The Family Contact Arrangement?

Yes No

If so, does contact take place as agreed?

Yes No

Please note any difficulties and / or help required with Home Leave.

THE TAXI FACILITY PREVIOUSLY ARRANGED FOR BARRIE CONTINUES, IN ORDER THAT HE MAY TRAVEL BETWEEN ST. PHILIP'S AND THE FAMILY HOME. OCCASIONALLY, BARRY MAY SPEND OVERNIGHT(S) WITH HIS FATHER. WHENEVER THIS IS SCHEDULED, BARRY'S FATHER MAY UPLIFT HIM OR RELY ON PUBLIC TRANSPORT ON OCCASIONS TO COLLECT AND / OR RETURN BARRIE.
 NO DIFFICULTIES HAVE BEEN ENCOUNTERED WITH THE ABOVE ARRANGEMENTS.

Education

**Give details of school / pre-school or alternative provision attended
(Noting Class / Year etc)**

BARRIE CONTINUES TO FORM PART OF CLASS GROUP ' INTER - 3 ' OF ST. PHILIP'S SCHOOL. CLASS NUMBERS ARE RELATIVELY SMALL, THUS GIVING GREATER OPPORTUNITY FOR MORE INTENSE TEACHING INPUT AND LEARNING POTENTIAL.

Contact Person.

██████████ (TUTOR TEACHER).

Progress Report since last Review.

PLEASE REFER TO EDUCATION AND TUTORIAL REPORTS (ATTACHED).

**Please note any other Educational Issues which should be discussed at the Review.
(With any action recommended)**

NO FURTHER EDUCATIONAL ISSUES FOR DISCUSSION.

Information (Please indicate below if you have the following)

Admission Form	Funding Agreement	Record of Needs	Parental Contact Form	Child Information from SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Document of Authority to keep Child	Written Placement Agreement	Health Record	Birth Certificate	Baptismal Certificate
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you have had difficulty in getting accurate information or if you require further information

NO DIFFICULTIES HAVE BEEN ENCOUNTERED IN OBTAINING ACCURATE INFORMATION, HOWEVER MORE INFORMATION IN RELATION TO ' FORMAL ' PARENTAL CONTACT ARRANGEMENTS AND HEALTH (?RIC-3) WOULD BE USEFUL, AS WAS REQUESTED AT LAST CHILD CARE REVIEW.

Health

Type of Medical Examination

Date of most recent formal medical examination	Reception into St. Phillip's	Comprehensive Developmental	Annual Examination
12/09/00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the child / young person's general health since the last Review. (Include comment regarding Dental Health)

BARRIE'S GENERAL HEALTH SINCE THE LAST CHILD CARE REVIEW HAS BEEN RELATIVELY GOOD, WITH ONLY MINOR AILMENTS BEING RECORDED, SUCH AS THE COMMON ' COLD ' ETC... DENTAL HEALTH WAS DISCUSSED AT THE LAST CHILD CARE REVIEW. IT WAS AGREED THAT BARRIE WOULD ATTEND HIS FAMILY DENTIST AND THAT HIS MOTHER AND / OR FATHER WOULD FACILITATE THIS ARRANGEMENT. AN EYE EXAMINATION WAS CARRIED OUT IN NOVEMBER OF LAST YEAR, WITH BARRIE BEING PRESCRIBED SPECTACLES FOR READING AND WATCHING TV.

Give details of any regular medication which should be noted.
NO REGULAR MEDICATION.

Please note any Specialist Appointments.

ATTENDED COATBRIDGE HEALTH CENTRE (ENURESIS CLINIC) - MONDAY 6TH NOVEMBER ' 00.
ULTRASOUND EXAMINATION (ENURESIS PROBLEM) - APPOINTMENT SCHEDULED FOR 18TH APRIL ' 01.

Please note any other health issues which should be discussed at the Review. (With any action recommended)

BARRIE CONTINUES TO UNDERGO INVESTIGATIONS INTO ISSUE OF ENURESIS. RELEVANT REFERRALS HIGHLIGHTED ABOVE WERE MADE BY SCHOOL GP. ATTENDED ENURESIS CLINIC ON 6TH NOVEMBER 2000, THEREAFTER CASE WAS REFERRED TO UROLOGY DEPARTMENT FOR FURTHER INVESTIGATION. CERTAIN OTHER STRATEGIES CONTINUE TO BE IMPLEMENTED BY UNIT STAFF IN ORDER TO ' MANAGE ' ABOVE PROBLEM. THESE USUALLY TAKE THE FORM OF WAKING BARRIE ONCE THROUGHOUT THE NIGHT IN ORDER TO PROMOTE CONTINENCE.

Profile of Child / Young Person

Child's relationships with Family, Relatives and Friends.

IT WOULD APPEAR THAT THE RELATIONSHIPS THAT BARRIE HAS WITH HIS MOTHER, FATHER AND SISTER CONTINUE TO BE INTACT. HOWEVER, THE WRITER IS OF THE OPINION THAT THERE STILL REMAINS SOME SCOPE FOR FURTHER DEVELOPMENT IN THIS AREA. THE WRITER IS UNABLE TO COMMENT ON THE RELATIONSHIPS THAT BARRIE HAS WITH HIS STEP - FATHER AND FATHER'S PARTNER, OR INDEED FRIENDS THAT HE MAY HAVE OUT WITH ST. PHILIP'S. HOWEVER, NO PROBLEMS IN RELATION TO THE ABOVE HAVE BEEN REPORTED TO THE SCHOOL.

Reaction / Attitude to being in St. Phillip's.

BARRIE INITIALLY AND PERHAPS UNDERSTANDABLY, APPEARED QUITE ANXIOUS ABOUT BEING ADMITTED TO ST. PHILIP'S. HOWEVER, HE CONTINUES TO SETTLE IN EXCEPTIONALLY WELL AT ST. PHILIP'S AND ANY ANXIETIES THAT HE MAY HAVE HAD, HAVE SINCE DISSIPATED.

BARRIE WOULD ACCEPT THAT THERE WAS INDEED A NEED FOR HIM TO BE TEMPORARILY PLACED AT ST. PHILIP'S. HOWEVER, HE CONTINUES TO DISPLAY A RELATIVELY POSITIVE ATTITUDE, APPLYING HIMSELF WELL, AND GENERALLY LOOKS FORWARD WITH OPTIMISM TO MAKING THE SUCCESSFUL TRANSITION BACK INTO A FAMILY SETTING AND PERHAPS SECURING DAY PUPIL STATUS AT ST. PHILIP'S OR AN APPROPRIATE SCHOOL.

Relationships within placement.

OVERALL, BARRIE'S RELATIONSHIPS WITHIN ST. PHILIP'S CONTINUE TO BE GOOD. HE IS ABLE TO RELATE WELL WITH MOST ADULTS THROUGHOUT THE SCHOOL, HAVING ESTABLISHED GOOD RELATIONSHIPS WITH BOTH TEACHING AND SOCIAL CARE STAFF.

BARRIE IS GENERALLY LIKED BY HIS PEERS AND HAS EASILY FORMED POSITIVE RELATIONSHIPS WITH MANY OTHER BOYS, NOT ONLY IN LOCHAILORT UNIT, BUT THROUGHOUT THE SCHOOL IN GENERAL.

Personality and Behaviour.

BARRIE CONTINUES TO DISPLAY A WARM, PLEASANT AND LIKEABLE PERSONALITY WHICH MAKES HIM POPULAR WITH MOST PEOPLE. SINCE HIS ADMISSION, HIS OVERALL BEHAVIOUR HAS BEEN EXEMPLARY. INDEED, BARRIE HAS THE ABILITY TO SUSTAIN GOOD BEHAVIOUR AND GENERALLY MANAGES TO DETACH HIMSELF FROM ANY NONSENSE BEING DISPLAYED BY OTHER BOYS. ONLY ON VERY RARE OCCASIONS, DOES BARRIE HAVE TO BE CONFRONTED WITH REGARD TO HIS BEHAVIOUR. AT SUCH TIMES WHENEVER THIS IS NECESSARY, SUCH QUESTIONABLE BEHAVIOUR IS USUALLY OF A VERY MINOR NATURE AND BARRIE GENERALLY RESPONDS READILY TO STAFF INTERVENTION. ONLY ON ONE RECENT OCCASION, HAS BARRIE'S BEHAVIOUR GIVEN CAUSE FOR CONCERN, WITH BARRIE HAVING TO BE HELD SAFELY DUE TO PRESENTING WITH AGGRESSIVE AND /OR VIOLENT BEHAVIOUR. THE WRITER IS OF THE OPINION THAT THIS MAY HAVE BEEN THE RESULT OF BARRIE BEING PRESSURISED BY HIS PEERS TO MISBEHAVE. IN GENERAL, BARRIE HAS SHOWN HIMSELF TO BE A BOY WHO IS GROWING IN MATURITY AND IS BECOMING INCREASINGLY MORE ADEPT AT DEALING WITH ' DIFFICULT ' SITUATIONS IN A MANNER THAT REFLECTS GROWTH.

Self - Care Skills.

BARRIE'S SELF - CARE SKILLS ARE ON THE WHOLE ACCEPTABLE, HOWEVER FROM TIME TO TIME HE DOES REQUIRE SOME PROMPTING WITH REGARD TO HIS PERSONAL HYGIENE NEEDS. HE KEEPS HIMSELF REASONABLY WELL ATTIRED AND SUITABLY DRESSED. HIS BEDROOM IS KEPT TO A HIGH STANDARD AND BARRIE IS FREQUENTLY IN THE RUNNING FOR ' TOP BEDROOM ' AWARD. HE CONTINUES TO RECEIVE POSITIVE REINFORCEMENT AND ENCOURAGEMENT IN ALL AREAS HIGHLIGHTED ABOVE.

Profile of Child / Young Person (continued)

Religious and cultural interests / observances.

BARRIE EXPRESSES NO DESIRE TO PURSUE ANY RELIGIOUS AND CULTURAL INTERESTS / OBSERVANCES.

Interests / Hobbies and Pastimes.

BARRIE'S MAIN INTERESTS CONTINUE TO BE FOOTBALL AND POOL / SNOOKER. PASTIMES INCLUDE, WATCHING TV, LISTENING TO MUSIC, PLAYING COMPUTER GAMES AND GENERALLY SOCIALISING. BARRIE DOES NOT APPEAR TO HAVE ANY HOBBIES WHATSOEVER.

Any other comments.

PLEASE REFER TO SECTION, 'SUMMARY AND CONCLUSIONS'.

* ON 30/02/01, BARRIE, ALONG WITH ONE OTHER BOY, ABSCONDED FROM THE SCHOOL. IN ACTUAL FACT, BARRIE WAS MISSING FOR A RELATIVELY SHORT PERIOD OF TIME (APPROX. 4 HOURS). THE WRITER IS OF THE OPINION THAT BARRIE, WHILST BEING RESPONSIBLE FOR HIS OWN ACTIONS, WAS GROSSLY INFLUENCED BY THE OTHER YOUNG PERSON WHO UNFORTUNATELY WAS EXPERIENCING DIFFICULTIES AT THAT TIME. BARRIE HAS BEEN COUNSELLED WITH REGARD TO THE ABOVE AND IS ENCOURAGED TO SUSTAIN PROGRESS. *

Summary and Conclusions

IN CONCLUSION, BARRIE HAS BEEN AT ST. PHILIP'S FOR ALMOST SIX MONTHS NOW. HE CONTINUES TO APPLY HIMSELF EXCEPTIONALLY WELL AND HIS OVERALL BEHAVIOUR DOES NOT GIVE OVERT CAUSE FOR CONCERN.

HE CONTINUES TO MAINTAIN CONTACT WITH SIGNIFICANT MEMBERS OF HIS FAMILY. HIS CURRENT LEAVE PLAN IS GOING WELL AND HAS BEEN UNEVENTFUL. INDEED, THE WRITER AND BARRIE ARE OPTIMISTIC THAT THIS CAN BE FURTHER DEVELOPED AND EXTENDED.

MEDICAL ISSUES IN RELATION TO ENURESIS ARE CURRENTLY BEING ADDRESSED RELEVANT REFERRALS ARE IN PROGRESS AND ALL UNIT STAFF CONTINUE TO OFFER BARRIE SUPPORT AND ENCOURAGEMENT.

THE WRITER FEELS THAT BARRIE HAS UNQUESTIONABLY THE POTENTIAL TO FURTHER PROGRESS.

MOREOVER, BARRIE HAS SINCE THE LAST CCR BEEN PROMOTED FROM 'STARTER' TO 'JUNIOR' WITHIN THE STATUS GROUP'S SYSTEM. NEW TARGETS HAVE BEEN SET IN ORDER TO ACHIEVE 'TOP - JUNIOR' STATUS. BARRIE CONTINUES TO USE HIS PLACEMENT WELL AT ST. PHILIP'S AND SHOULD BE CONGRATULATED AND REWARDED FOR HIS OVERALL APPLICATION AND EFFORT.

Issues for Review.

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

1. CURRENT HOME LEAVE PROVISION.
2. BARRIE'S RELATIONSHIPS WITH STEP - FATHER AND FATHER'S PARTNER.
3. MEDICAL (ENURESIS) ISSUE.
4. SHORT TERM PLAN(S).
5. LONG TERM PLAN.

Residential Worker: 

Unit Manager: 

Signed: 


Signed: 


Date: 06/02/01


ST. PHILIP'S SCHOOL


PROGRESS AND ACTION RECORD


Barry Oliver


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
English 	<p>To develop the use of conjunctions in complex sentences.</p> <p>To check spelling carefully.</p>	Evidence produced in class work.	<p>Refused to complete module.</p> <p>Now working in basic skills.</p>	Barry's attitude and work rate has been erratic and he has not made the progress of which he is capable.	To develop a more mature attitude and increased concentration.


Cross Curricular	Current Targets (06.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Maths 	<p>Complete the work for Maths 1 module.</p> <p>Continue with S3 Standard Grade Work.</p>	<p>Pass all assessments for maths module 1.</p> <p>Pass the next assessment of S3 course.</p>	All assessments to be completed by end of May.	<p>Barry has decent basic skills but is only prepared to do the minimum of work.</p> <p>He is coping well at foundation level. His behaviour and attendance are good.</p>	To complete the first section of using Maths 1 of Access 3.


Cross Curricular	Current Targets (07.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Computing 	<ol style="list-style-type: none"> 1. Basic awareness of AppleMac and applications. 2. Understanding of Keyboard and basic word processing. 3. Completion of SQA Keyboard Module. 	Familiarity of programs, Keyboard and basic word processing.		Barry is making steady progress with the coursework and has almost completed the Module. His attendance is good and his behaviour and attitude are satisfactory	


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PE 	To improve current level of skills in football and basketball.	Uses more appropriate communication to team mates. Tries to pass the ball and move to receive pass.	Made reasonable progress. Made reasonable progress.	Barry has fairly good individual skills in football and in basketball but often chooses to dribble rather than include others in play.	To engage in both Tennis and Table Tennis during the coming term and learn rules and stroke play in both sports.


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Art 	To use line and shape in an expressive drawing. To use tone and texture in an expressive drawing.	Barry will draw fruit and veg in the form of still life. Barry will explore tone and texture using pencil.	Work in progress. Work in progress.	Barry has particular ability in Art and Design and has shown an excellent quality in his drawing skills. I am excited about seeing his finished still life drawing.	To have completed on expressive still life drawing and line drawing in pencil by the summer holiday.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Science 	Barry has just started "A Study of Environments" and should complete Parts 1 and II before the Summer Holidays.	Both units complete and revision exercise attempted.	Completed by summer.	Barry has made good progress through practical techniques and hopefully will try a bit harder at recording information.	Barry should have completed course environment.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Technical 	To take on board and finish a piece of class work, current model car.	Car finished including time taken to apply a high quality painted surface.	Working towards completion.	Is capable and keen to do practical work but only on terms which does cause problems	Complete the frame construction to the foot stool.

Cross Curricular	Current Targets (07.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Home Economics 	<p>To learn new food preparation techniques.</p> <p>To work more on own initiative.</p>	By using correct methodology during practical cookery lessons.	Pass all outcomes on Higher Still course at Access 3	Barry generally works to a high standard. He can sometimes be vocal if he does not like named recipe.	<p>To continue to work to a high standard.</p> <p>To accept he may not like every recipe.</p>

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Social Studies CSS 	To continue with his investigation into drugs. This is a long term target.	This investigation is assessed internally by class teacher and forwarded to SQA.	Incomplete.	Due to a reluctance to work with any consistency Barry has made little progress and this has been disappointing. Generally speaking, his behaviour in class has been unreasonable.	<p>To work with consistency.</p> <p>To continue working on his investigation into drugs.</p>

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
P.S.D. 	<p>In on time from leave.</p> <p>Refrain from alcohol and drugs.</p>	<p>Manages to come to class 4 out of 5 days.</p> <p>Check with mum and social worker re. behaviour over weekend.</p>	<p>Good progress to date.</p>	<p>Making steady progress in Unit.</p> <p>Attitude to class work erratic and generally agreed as working below potential.</p>	<p>Improvement of school performance.</p> <p>Mid week home leave achieved.</p>

SEPARATOR SHEET

F

SEPARATOR SHEET

G

Children Looked After Away from Home

Consent to Medical Treatment

Child's Name <i>Oliver</i>	Forename(s) <i>Barrie</i>
Home Address <i>52 Fifth St Newbarn</i>	G.P.'s Name [REDACTED] Address <i>Newbattle Practice</i> Tel. No.
Date of Birth <i>29.4.86</i>	

Note:

Under section 2 (4) of the Act of Legal Capacity (Scotland) Act 1991 a child can give or withhold consent to his or her own medical treatment provided the doctor is of the opinion that he/she is capable of understanding the nature and consequences of the treatment.

Where parental consent is required, I consent to any medical assessment, treatment, injection, transfusion or operative measures including the administration of anaesthetic considered necessary by a registered medical practitioner or dental surgeon, for the time that my child is looked after by Midlothian Council. I understand that wherever practicable I will be consulted about the need for any significant treatment.

Specific Medical Treatments not consented to:

Signed

[REDACTED]

Parent/ Person with Parental Responsibility

Date

26.8.2000

Signed

[REDACTED]

Witness

Date

29.8.00



Children Looked After Away from Home Consent to Activities

Child's Name	Barrie Olver	Home Address	52 Fifth St Newhagrange ph 6634099
Forename(s)			
Date of Birth	29.4.86		

I give my consent to my child participating in normal sporting, holiday and social activities whilst he/she is being looked after by Midlothian Council.

I understand that if it is proposed that my child participates in any significant holiday, sport or hazardous activity then, wherever possible, I will be consulted about this.

I have detailed below those activities in which I do not wish my child to participate.

Activities not agreed to:

*Note: Children will be permitted to participate in outdoor activities only if the activities meet Midlothian Council's safety guidelines.

Signed:  (Parent/Guardian) Date: 24 8 2000

Signed:  (Witness) Date: 24 8 00

LANARKSHIRE HEALTHCARE NHS TRUST

SCHOOL HEALTH SERVICE

Referral

From [redacted] Date 6/11/00

..... Adams Ave, AIRDRIE

To be referred to D.P., Urology MD&H

Name Barnie Oliver Date of Birth 29/4/86

Address Resident at St Philips school, Plains ~~at~~ Airdrie ML6

School St Philips, Plains

Family Doctor [redacted]

Is ^{Pupil} parent agreeable to referral Yes

Reason for referral: Primary Anuresis
(Brief Statement of Complaint)

Seen with social worker at CHC. Wets bed

Text of referral letter or memorandum every single night for years -
Tried E. alarms, ? Desmospay - has not worked.
wets bed when he visits home too. Dry during
the day. Keeps well otherwise. kindly see
& advise.

MB ChB DCH FRCP Ed MFFP
MB ChB DCH DRCOG MRCGP

AIRDRIE HEALTH CENTRE
MONKSCOURT AVENUE
AIRDRIE
ML6 0JU
TEL: 01236 768900/747999
FAX: 01236 750456

Our Ref: [REDACTED]

4 October 2000

Enuresis Clinic
Adam Avenue
Airdrie

Dear Doctor

RE: Barrie Oliver, St Philips School, Plains D.O.B. 29.04.86

Plains Airdrie ML6

I would be most grateful if you would see this 14 year old boy who has recently joined our Practice and gives a history of primary enuresis. He still wets 3 or 4 times a week at night and i think there are the occasional episodes when he wets during the day also.

Urinalysis is unremarkable and I have arranged a renal scan. I would be most grateful if you would see him. I think that Barrie may have attended an enuresis clinic in the past but it may be appropriate to from the beginning again.

Yours sincerely

[REDACTED]

[REDACTED]

6/11/00 Seen with G. worked at C/B HC
Ref at Urology M.D.A. [REDACTED]

formerly GOS(S)(P)

This form is your prescription following your sight test. If your sight test showed that you did not need a prescription, it states this too. If you need new glasses or contact lenses, give this prescription to the optician when you order them. A prescription is valid for two years, so keep this form in a safe place.

Part 1 PATIENT'S DETAILS

SURNAME	Mr Barry Oliver	D.O.B.	D D M M Y Y
FORENAME	St. Philips School	PATIENT IDENTIFIER	
PREVIOUS SURNAME	Plains		
ADDRESS	AIRDRIE	DOB	29/04/1986
POSTCODE	Postcode TDR No. 1019412 (14/11/2000)	Cust No.	17956
		DATE OF LAST NHS SIGHT TEST	D D M M Y Y 1999

Part 2 PRESCRIPTION OR STATEMENT

I tested the sight of the above patient today in accordance with the regulations and:

- The patient was referred to their GP
- No prescription was issued because this patient does not need glasses or contact lenses
- Unchanged prescription
- A prescription was issued
- A voucher was issued: Supplements: Complex Prism Tint

R I G H T	Sph	Cyl	Axis	Prism	Base	Distance	Sph	Cyl	Axis	Prism	Base	Near	L E F T
	to 500s	—				to 25	to 25	160					

Any other relevant details:

Practitioner's signature:

Ophthalmic list number:

Date:

14 / 11 / 2000

Practitioner's stamp

SPECSAVERS OPTICIANS
 92 MAIN ST
 COATBRIDGE ML5 3BQ
 Tel 01236 427733

You may be entitled to help with the cost of your glasses or contact lenses through the NHS optical voucher scheme. Ask the person who tests your sight to give you a voucher.

WHERE TO GET YOUR GLASSES OR CONTACT LENSES

You can have this prescription dispensed by an optician of your choice, but not all opticians can supply contact lenses. Unregistered suppliers cannot sell glasses to anyone under 16 or anyone registered blind or partially sighted. Unregistered suppliers cannot sell contact lenses.

ABOUT THE NHS OPTICAL VOUCHER

If you are in one of the groups below when you order your glasses or contact lenses, fill in part 1 of the voucher form you were given when you had your sight test and give it to the optician. If you have a certificate HC2 or HC3 show it to your optician. If you were not entitled to a voucher when you had your sight test but your circumstances change by the time you order your glasses or contact lenses, you can ask the optician who is to supply your glasses or contact lenses for a voucher. If they do not have vouchers, you can go back to the person who tested your sight and ask for a voucher before you order your glasses or contact lenses.

YOUR ENTITLEMENT TO HELP

You are entitled to the full value of a voucher *if, at the time you order* your glasses or contact lenses:

- you are under 16
- you are aged 16, 17 or 18 in full-time education
- you or your partner (if you have one) are getting:
 - Income Support
 - Income-based Jobseeker's Allowance
 - Family Credit (until 3 April 2000)
 - Disability Working Allowance (until 3 April 2000)
 - Disabled Person's Tax Credit (full credit or credit reduced by £70 or less)
 - Working Families' Tax Credit (full credit or credit reduced by £70 or less)
- you or your partner (if you have one) hold an HC2 certificate for full help

If you are not in one of the groups above, but you were prescribed complex lenses, you are also entitled to some help.

If you were given a voucher when you had your sight test but your circumstances change before you order your glasses/contact lenses, you cannot use your voucher unless you are still in one of the above groups when you order your glasses/contact lenses.

You may be entitled to some help if you or your partner (if you have one) hold an HC3 certificate. The value of your voucher will be reduced by the amount shown on the certificate.

THE VALUE OF YOUR NHS OPTICAL VOUCHER

The value of your voucher depends on your prescription and will match a letter from A to H, plus supplements. Your optician has marked the letter and supplements (if any) on this form and the voucher form and can tell you the current values. Voucher values and supplements are also listed in leaflet HC12 "NHS charges and optical voucher values". Ask your optician for a copy or get one from a Social Security office or main Post Office.

Our Ref:

If telephoning ask for: 01236 769291



Dear Parent/Guardian

Please bring your son/daughter Barry Oliver
to the enuresis clinic Coatbridge Health Centre
on Monday 6th November at 10-30 am

to see the school doctor/nurse in connection with the undernoted.

If you are unable to attend and wish another appointment, or if you are unable to attend and wish your child to be seen unaccompanied, please telephone as soon as possible.

Yours faithfully

[Redacted Signature]
Senior Clinical Medical Officer

1. Routine Medical Examination (Primary/Secondary)
2. Routine Screening Examination
3. Review of _____

4. Medical Examination for Record of Needs.
5. Work Permit Medical
6. Transport to school on medical grounds
7. School leaving/employment medical report to Careers Service.
8. Advice on _____

DEPARTMENT OF COMMUNITY HEALTH
ADAM AVE
AIRDRIE
ML6 6DN
TEL 01236 769291
FAX 01236 762275

Our Ref.:-

If phoning
ask for :-

DATE AS POSTMARK

DEAR BARIS ALWA

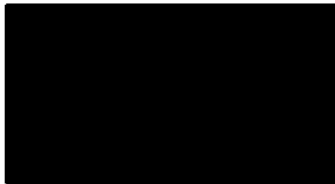
I WRITE TO ADVISE THAT THE Urology CLINIC
ON 7.2.01 HAS BEEN CANCELLED/REDUCED.
AN ALTERNATIVE APPOINTMENT HAS BEEN ARRANGED
FOR 18.4.01 AT 10.30 AM/PM.

SHOULD THIS DATE BE UNSUITABLE, PLEASE DO NOT HESITATE TO CALL
US ON THE UNDERNOTED NUMBER.

01236 713078 or 01236 713157

WE APOLOGISE FOR ANY INCONVENIENCE CAUSED BY THIS CHANGE AND
WOULD ASK THAT YOU ENTER THE NEW DATE AND TIME ON YOUR
APPOINTMENT CARD.

YOURS SINCERELY



SURGICAL TEAM LEADER

SEPARATOR SHEET

H



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

To Barry Oliver
c/o St Philips School
Plains
Airdrie

Dear Barry

I have arranged a children's hearing to review your Supervision Requirement at the request of the Panel Members on 24.7.01.

The hearing will be held at 10.30a.m on Friday 28 September 2001 at 29 Elmfield Court, Dalkeith, Mid Lothian EH22 1DY.

You have the right to attend the hearing, and it is very important for you to be there. If you do not come the hearing may arrange for you to be brought. You may be kept in a place of safety until the next hearing can be arranged. If there is a good reason why you cannot come to the hearing, such as illness, please contact my office. My address and telephone number are printed at the bottom of this letter.

You may want to tell the hearing what you think would be best for you. You have the right to do that. If you do want to, you can tell me before the hearing starts or you can say it at the hearing.

You can write to me if you want. Whatever you tell me or write to me will be passed on to the panel members and also to your parents or main carers and to the safeguarder if one is appointed by the hearing. **You can either write to me on the page which is attached, or on another piece of paper.**

If you want to, you can bring someone with you to the hearing, a representative, to help you talk to the panel members. Travel expenses will be paid to you and your representative.

Yours sincerely

Reporter

for Authority Reporter

Date: 06/08/01

To the Panel Members from Barry Oliver ,

I would like you to know what I think before you make a decision at the children's hearing.

(Write what you want to say here and remember that a copy will be given to your parents or main carers and any safeguarder. You can say as much as you like but you do not have to fill the page. If you want, you can ask someone to help you write down what you want to say.)

Please bring this to the children's hearing or send it to the reporter at 1 Loch Road, Tranent, East Lothian



Report for Children's Hearing

Midlothian

Essential Information**Details of Child/Young Person(s)**

Full Name	Sex	Age
Barrie Oliver	Male	29.04.1986

Hearing Details

Date	28 September 2001
Time	10.30 a.m.
Place	29 Elmfield Court, Dalkeith

Social Worker Details

Name	[REDACTED]
Location	Dalkeith Social Work Centre
Telephone	0131 271 3860

Type of Hearing and Grounds for Referral

Review of Supervision Requirement at the request of panel members on 24.7.01

Child/Young Person's Details

Forename(s) Barrie		Surname Oliver	
Also Known As			Sex Male
Date of Birth 29.4.86.		School St Philips School, Plains, Airdrie.	
Ethnic Origin	Religion	Nationality	First Language
Home Address 52 Fifth Street Newtongrange		Present Address	
Post Code		Post Code	
Telephone		Telephone	

Forename(s)		Surname	
Also Known As			Sex
Date of Birth		School	
Ethnic Origin	Religion	Nationality	First Language
Home Address		Present Address	
Post Code		Post Code	
Telephone		Telephone	

Forename(s)		Surname	
Also Known As			Sex
Date of Birth		School	
Ethnic Origin	Religion	Nationality	First Language
Home Address		Present Address	
Post Code		Post Code	
Telephone		Telephone	

Forename(s)		Surname	
Also Known As			Sex
Date of Birth		School	
Ethnic Origin	Religion	Nationality	First Language
Home Address		Present Address	
Post Code		Post Code	
Telephone		Telephone	

Note: The content of this report is confidential and may not be reproduced or communicated to a third party without the permission of the author.

Parents/Relevant Person(s)

Name	Relationship	Address	Telephone
[REDACTED]	Mother	52 Fifth Street	
	Father	94 Ballantyne Place, Eliburn, Livingston.	

Family and other/Significant Person(s)

Name	Relationship	Address	Telephone
[REDACTED]	Brother	Edinburgh	
	Sister	52 Fifth Street, Newtongrange	
	Step-Father	52 Fifth Street, Newtongrange	

Other Professionals Involved

Name	Designation / Agency	Child Involved
[REDACTED]	Key worker, St Philips School	

Basis of report.

This report is based on ongoing contact with Barrie and his family, and contact with the school. I have also drawn on extensive file records relating to Barrie.

Ground of Referral

This is a review of a supervision requirement at the request of Panel Members. Barrie is currently on a 52-week placement at St Philips School. The initial grounds of referral were under S.52 (2)(1) of the Children (Scotland) Act 1995, being that the young person had committed an offence.

Social History.

Barrie is the second of three children. His mother and father split up when he was three years old. The children stayed with their mother. Barrie has had regular contact with his father for long periods but there have been interruptions to this. There are some problems with contact at present. Barrie sees home as being with his mother, her husband [REDACTED], and his sister [REDACTED].

Background and Social Work Involvement.

Barrie was first referred to Social work in 1996 due to problems with his behaviour at home. There have also been concerns about Barrie's behaviour in the community since this time. There was an inter-agency assessment in May 1998 which had the aim of maintaining Barrie in main stream education with the idea of providing support for him in his transition to secondary education. After an initially settled period of a few weeks Barrie was excluded from Newbattle High School indefinitely. Barrie's home situation became increasingly difficult and in November 1998 [REDACTED] asked for him to be accommodated by the local authority. Barrie was at first accommodated at the Gorebridge Close Support Unit, and then at Midfield Y.P.C. where he remained until January 1999. A further inter-agency assessment led to a residential placement at Wellington School at this point. Barrie absconded from all these placements to return to his mother's house. In December 1999 Barrie moved to being a day pupil at Wellington School and the school staff reported that this was followed by a period of relative calm, with Barrie displaying increased maturity both socially and academically. [REDACTED] also described a period of relative stability between January and April of 2000.

In April 1999 [REDACTED] was diagnosed with a degenerative heart condition, resulting in long periods of hospitalisation. This put considerable stress on the family.

During the spring and summer of 2000 Barrie became involved in offending behaviour in the community, there was a deterioration in family discipline, and a deterioration in the level of trust [REDACTED] felt she could have in Barrie. There were also serious problems with Barrie's school attendance.

Barrie attended a Hearing on 30th June 2000, where proceedings were continued to allow further charges to be dealt with. At a subsequent Hearing on 4th August 2000 Barrie was placed on a condition of residence at St. Philip's School on a 52-week placement.

Barrie made good progress at St Philip's in terms of both academic achievement and his behaviour. He has generally progressed well through the school merit system and Barrie reportedly staying out of trouble by keeping himself to himself. There have been minor incidents where Barrie has missed/avoided taxi's to return to school. The school sees Barrie as capable of achieving some standard grades.

Barrie returns to his mother's home at weekends at present. He leaves there every second weekend to spend time with his father. There are still serious concerns on [redacted] part about Barrie's behaviour when he is at home in Newtongrange. She believes Barrie has stolen money and goods from the house, and that he tends to do as he pleases, ignoring her wishes in terms of boundaries for her behaviour. One of the main areas of contention being that [redacted] says Barrie does not return by the times he is asked to, and does not keep her informed about where he is going. [redacted] also has concerns that Barrie is using drugs. [redacted] is understandably concerned about these tensions within the home given her husband's continuing heart problems and that he is still awaiting news of a transplant.

In the past I have discussed options like drawing up contracts for Barrie's behaviour with [redacted] but she feels many of these strategies have been tried unsuccessfully in the past. [redacted] also believes that in the past Barrie's has maintained an improvement in behaviour to enable him to get what he wants, e.g. a return from Wellington school, and that his behaviour has then deteriorated again. [redacted] has concerns that Barrie's good behaviour at school has not been replicated in the home, and that if he did move to being a day attender his behaviour at home would further deteriorate.

Recent Developments.

At a review hearing on 24/7/01 it was felt by the panel that an early review should be called for with a view to looking at progress made in Barrie's behaviour at home, with the idea being that it might be possible for Barrie to move to being a day pupil. It was also hoped that Barrie's discretionary home leave would as part of the process of him moving to being a day pupil with a home base. This followed on from a planning meeting at Barrie's home, on 27/06/01, where arrangements were made for him to spend increased time at home during the school holidays. Just prior to this meeting Barrie had been charged along with three other youths of attempted theft of a car in the Airdrie area after they had briefly absconded from school, but generally his behaviour had been good at school. Barrie was to be home from Fridays to Wednesdays, still spending alternate weekends with his father, and also spending one week with his father. It was agreed to try to develop closer links between school, the home, and social work. It was also agreed that if things were not going well at home [redacted] would be able for Barrie to return to the school early. Barrie did not get involved in any serious trouble during the school holidays but there continued to be difficulties in the home relating to Barrie's behaviour, with [redacted] still believing that Barrie did as he wished. Two arranged meetings with Barrie at home were cancelled due to Barrie not being at home, on one occasion he had apparently chosen to leave before my arrival, and on another he had not returned from spending time with his brother. Barrie also failed to return to the school on one occasion, being picked up by the police and collected by the school. On another occasion he returned to school in the evening rather than in the morning after a mid week home visit. These incidents would cast some doubts about Barrie's ability to maintain his attendance if he were to become a day pupil. The midweek visit had been arranged as Barrie had been going away for a weekend with the school. [redacted] does not feel she could cope with Barrie's behaviour if he returned home full time but feels increased mid week leave would be a possibility. [redacted] does not believe Barrie has made any effort to improve his behaviour with a view to returning home.

I discussed the possibility of Barrie spending time with his father during the week with [redacted] and he said this would be possible if his shifts permitted, however when I suggested this as an option to Barrie he did not wish to consider it. Since then Barrie has become less keen on contact with /...

with his father anyway, but this situation may change. . During the school holidays Barrie's key worker moved on within the school, and this change had made closer communication with the school more difficult, however a new key worker has been identified and I have met with him and Barrie.

A suggestion was made at the last hearing was made that Barrie might benefit from outreach support during his time at home. A referral was made but due to pressure on the service they have as yet been unable to identify a worker for Barrie.

Young Persons Views.

At my last meeting with Barrie, with his key worker [REDACTED] he was keen to present ideas about things that he would like to do e.g. guitar lessons, golf, increased home leave, but was less willing to address issues relating to his mother's views of his behaviour at home. Though this is perhaps understandable in someone of Barrie's age.

Barrie has settled well at school again and is clearly a bright and able pupil. Barrie remains keen on sports and is reportedly a gifted footballer and is currently very keen on golf. Ideally Barrie would like to live at home and attend Wellington School

Family's Views.

[REDACTED] continues to believe that Barrie ignores her wishes within the home. She also believes that Barrie has used cannabis in the home on occasion. She still believes that Barrie comes and goes as he pleases. [REDACTED] does not feel she can trust Barrie about the house. She recently expressed the opinion that recent mid week leave had been acceptable but would like to see this continue on a discretionary basis. On one occasion during the school holidays where Barrie had failed to return to school after staying with his brother she agreed an arrangement with the school where Barrie returned home a day later. [REDACTED] felt this was justified and would consider similar action in future. [REDACTED] states that Barrie has spent most of his time when he was meant to be at home with his brother who lives in Edinburgh. While [REDACTED] has no concerns about this she would clearly of Barrie asked permission to be away overnight rather than simply telling her he was going. Barrie's brother was staying with his girlfriend but they have recently split up and Barrie has no way of contacting him at present.

Analysis.

Barrie continues to present as a complex character, at times willing to engage and discuss problems and at other times being uncommunicative. I feel Barrie has not made sufficient progress in his situation at home to consider a move towards day attending, and there are still problems relating to trust in the home. Barrie has not spent a great deal of time at home, and in the past Barrie has said he would withdraw from the house to avoid tensions. While this shows awareness of the problems at home it would not seem to be a good long-term strategy for coping with problems at home. When he is at home Barrie reportedly does not have a wide range of activities to engage in. The school is currently supporting Barrie in developing interests like golf and guitar playing.

Barrie/..

Barrie continues to do well at St Philips but his mother continues to believe that this behaviour is not reproduced at home. [REDACTED] has serious concerns that if Barrie were to spend more time at home than the minimal amount he currently has been, the situation would deteriorate rapidly. [REDACTED] continues to say Barrie does as he pleases, that he does not inform her where he is going, and that he cannot be trusted around the house. Barrie has recently lost touch with his brother, and has expressed a wish not to spend a recent weekend with his father. I believe Barrie should continue on his 52 week placement, but with as much discretionary leave as possible built in. A recent problem with mid-week home leave where Barrie returned late to school could be avoided if a taxi was used for transport rather than the train as was the case on this occasion, meaning an very early start for Barrie if he was to get back on time. I believe home leave should continue to be discretionary, as Barrie has not displayed great consistency in returning to school.

Conclusion.

I do not believe there has been sufficient change in Barrie's home situation to make a move to day attendance seem reasonable. Barrie continues to perform well at St Philips. I believe this should be acknowledged in an increase in home leave on a discretionary basis

I believe Barrie should continue to receive support to develop a variety of interests which may enable him to develop friendships and social networks which may support him in future.

I believe that the supervision order should be continued as it stands at present.

[REDACTED]
SOCIAL WORKER
RT005

F.A.O: [REDACTED] Loanhead Social Work Department
NOTIFICATION OF DECISION

NAME AND ADDRESS	DATE OF BIRTH	SCHOOL
Barry Oliver 52 Fifth Street Newtongrange Midlothian	29/4/86	Wellington

Grounds of Referral: Case continued from 30/6/00

Reporter's Decision Dated

- | | | | |
|------------------------------------|--------------------------|---------------------------------|--------------------------|
| 1) No formal Action | <input type="checkbox"/> | 4) Voluntary measures of care | <input type="checkbox"/> |
| 2) No action current S.R. | <input type="checkbox"/> | 5) Police warning recommended | <input type="checkbox"/> |
| 3) No action insufficient evidence | <input type="checkbox"/> | 6) Juvenile liaison recommended | <input type="checkbox"/> |

Children's Hearing Decision 4/8/00

- | | |
|--|-------------------------------------|
| 7) Referral Discharged | <input type="checkbox"/> |
| 8) Continued Case | <input type="checkbox"/> |
| 9) Supervision Requirement Terminated: | <input type="checkbox"/> |
| 10) Residential supervision | <input checked="" type="checkbox"/> |
| 11) Referred to Court for Proof | <input type="checkbox"/> |
| 12) Warrant Issued | <input type="checkbox"/> |

MIDLOTHIAN COUNCIL

- 9 AUG 2000

LOANHEAD SOCIAL WORK CENTRE



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

SUPERVISION REQUIREMENT

At The Children's Hearing Centre, 29 Elmfield Court, Dalkeith, on *10th August 2000*

A children's hearing for Midlothian, having considered the case of *Barry Oliver*
(born *29/4/86*) *52 Fifth Street, Newfongrange*

and in exercise of the powers conferred by section 70 of the Children (Scotland) Act 1995,
being satisfied that he/she is in need of compulsory measures of supervision require him/her
to be under the supervision of the chief social work officer of Midlothian *and*

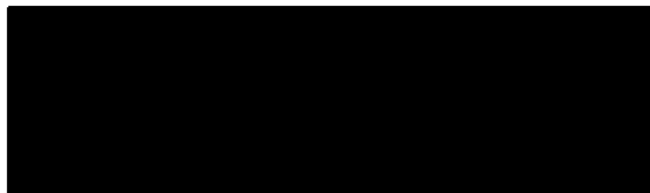
* to reside in *St Phillips School, Airdrie and*

* to comply with the conditions stated 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 REFERRED TO IN THE FOREGOING SUPERVISION REQUIREMENT

1. *The requirement to reside is subject to the managers
of St Phillips School to grant Barry leave of absence
from time to time.*





Application for Supplementation/Topping up in Residential Homes/Hostels

Please Read Instructions
Overleaf

Client Category <u>children</u>	
Applicant's Full Name <u>Barrie Oliver</u>	
Date of Birth <u>29.4.86</u>	
Current Address <u>St Philip's School Plains Airdrie ML6 7SF</u>	Usual Address <u>52 Fifth St Newbrngrange Midlothian.</u>

Signature of Applicant _____	Date _____
Signature of Witness _____	Date _____
I apply for financial assistance towards the cost of my stay in (Name and Address of Home) <u>St Philip's School Plains Airdrie ML6 7SF</u>	
<u>Joint Education/ SW funding</u>	

Long Term Proposed Date of Admission _____ 52 weeks per year

Respite Care Short Stay Proposed Dates From _____ To _____

Recommendation
I attach a copy of the social worker's report and recommend approval of this application. The weekly rate at present is £ _____ and I have confirmed D.S.S. payments and/or Financial Assessment (Form 800), (F3) will cover £ _____ of that total. Form F3 is attached for assessment.

Signature _____ (Social Worker)	Date _____	Practice Team District
Signature _____ (Practice Team Manager)	Date _____	

Costs (Practice Team Office)		District Office	
Weekly Maintenance Rate	£ _____ p	Total Weekly Cost	£ _____ p
Transport Costs	£ _____ p	Less D.S.S. Payment	£ _____ p
Any Other Costs	£ _____ p	Less Financial Assessment	£ _____ p
Total Weekly Cost	£ _____ p	Weekly Supplementation Requested	£ _____ p
D.S.S. Payment	£ _____ p	Full year cost (x52)	£ _____ p
Holiday/Retainer Fees	£ _____ p	Finance Folio	_____

Authorisation
Authorised by _____ (Support Service Manager) Weekly Amount £ _____ p

Date _____ Review Date _____

MEMORANDUM

To: [REDACTED] Head of Social Work, Fairfield House
Educ. Officer (Spec. Needs), Fairfield House

From: [REDACTED] Nominated Officer (I.A.A.), Loanhead SWC

Our Ref: [REDACTED]

Date: 3 August, 2000

Subject: INTER-AGENCY ASSESSMENT FOR CHILDREN &
YOUNG PEOPLE
Young Person: BARRIE OLIVER (29.04.86), 52 Fifth Street,
Newtongrange.

Inter-Agency Assessment held on 2 August 2000 for Barrie Oliver.

Recommendation:

St. Philip's Residential School, Airdrie.

Agreement to proceed with recommendation:**Signed:**

[REDACTED]

Date 3/8/00

Date 3/8/00

MIDLOTHIAN COUNCIL

Director: [REDACTED]



Education Department
Psychological Services
Greenhall Centre
Gowkshill
Gorebridge EH23 4PE
Tele: 01875 823699
Fax: 01875 823603

Our Ref: [REDACTED]

Date: 6 January 1999

CONFIDENTIAL/RESTRICTED ACCESS

Educational Psychologist's Report for Inter Agency Meeting on 07/01/99

on:

Barrie Oliver (29/04/86)
52 Fifth Street
Newtongrange
Dalkeith

This report is written on the basis of discussion with [REDACTED] Depute Head (now Head Teacher) at Newbattle.

Discussion with [REDACTED] Social Worker, discussion with Barrie on 14/12/98 and discussion with Barrie's mum [REDACTED] on 15/12/98.

Schooling

There was concern in early 1998 that Barrie may not manage the transition from primary to secondary school. In primary he had some learning support with reading and he had some 1:1 work with an auxiliary to practise his language skills and give him personal support. Barrie tried hard in school to co-operate, particularly as he wanted to go to his local high school, Newbattle like everyone else. At an Inter Agency Assessment Meeting on 5 March it was decided that Barrie should go on to Newbattle, with liaison taking place before he transferred with the aim of some support base time offered to Barrie.

Barrie was originally included in a transition group for vulnerable children which met before the secondary transfer. Barrie was over dominant and unco-operative in this particular group - perhaps to establish his place - however it was felt in the short time scale that this was not helpful to Barrie or the group, and after discussion with him his attendance was discontinued.

Barrie received a fair end of year report from primary and entered Newbattle. He found adjusting to Newbattle quite difficult. He did not settle easily to work. He was sometimes unwilling to work, or co-operate with teachers' requests. He liked to show

sensitive about his work and progress. Out of class he was really obstreperous, particularly when with another boy in Newtongrange.

In the second half of the term, Barrie was receiving support in the base for three subjects – French, English and Religious and Moral Education. He was not always co-operative in the base and he did not transfer good working practices to other classes. School and parent eventually concluded that Barrie required more support than was available in Newbattle.

Social Aspects

Social Worker, [REDACTED] has detailed knowledge of these aspects and I would refer the reader to his report.

Outside of school, Barrie continues very much to do as he chooses. [REDACTED] has tried to establish when Barrie comes in for tea and when he comes in at night. [REDACTED] commented that Barrie was still coming in late, and she could not continue with the pressure of trying to keep track of him. Barrie came into care in November 1998.

Barrie has been more or less coping with staying at Midfield, and arrangements were set up for him to visit his mother twice a week and see his dad at other times. [REDACTED] commented that Barrie had chosen not to come one afternoon, and went out soon after he arrived on another

Barrie considers the other boy he knew well from Newtongrange a friend whom he gets on with when he is at home. He said he liked Midfield and did not want to move anywhere else – probably because by then he knew it quite well.

Midfield staff commented that Barrie finds it difficult to accept the part he has played in any disagreement, and tends to blame others. Staff have taken time to go over any incident with him. Barrie likes and responds well to individual attention from staff.

Conclusion

Barrie has ability, however educationally he does not fulfil his potential. He requires a small group setting which he will be able to plan a personal work programme with his teachers, and aim for specific targets. He will benefit from clear limit setting for behaviour, and practice in negotiating with staff and pupils about things he wants to do.

In view of Barrie's ongoing difficulty with accepting or observing guidelines for his behaviour, it may be helpful for him to be a weekly residential pupil at a school, where the education and care staff try to keep a co-ordinated and consistent approach to behaviour. Weekends at home could be agreed between [REDACTED] and [REDACTED] Barrie's father.

Wellington School would be prepared to consider an application on either a day or residential basis for Barrie. Barrie is the oldest of first year educational cohort with his April birthday. His educational level could be accommodated with a current second year group and socially Barrie would not be out of his depth.

[REDACTED] and Barrie know of Wellington School. Barrie currently would only wish to attend as a day boy. [REDACTED] would be prepared to consider a weekly residential placement. Further discussion with all concerned at Inter Agency meeting on 7 January will help to clarify how best to meet Barrie's needs.

[REDACTED]

[REDACTED]
Educational Psychologist

MIDLOTHIAN COUNCIL SOCIAL SERVICES DIVISION

**Loanhead Social Work Centre
4 Clerk Street
LOANHEAD
EH20 9DR**

UPDATE - JULY 2000

Name: Barrie Oliver
Date of Birth: 29 April 1986
Address: 52 Firth Street Newtongrange

At a children's panel on 30 June 2000 Barrie denied the offences,

- Attempted Theft of a Motor Vehicle (13 March 2000)
- Theft of a motor vehicle (8 – 12 April 2000)

The Panel members unanimously agreed to remit the case to the Sheriff Court due to the gravity of the alleged offences.

Barrie was advised that he would need a lawyer to represent him at the hearing. [REDACTED] undertook to identify an appropriate professional.

I contacted [REDACTED] on 10 July 2000, she informed that Barrie's behaviour in the home had been better, however he was still coming and going as he pleased. [REDACTED] also advised that she had made an appointment for Barrie to meet with a lawyer in the following week.

On 17 July 2000 I received a referral from Emergency Duty Team stating that,

- [REDACTED] family allowance book had gone missing. She had notified social security who would investigate. [REDACTED] stated her belief that Barrie was responsible.
- On the weekend of 15 – 16 July £80 had been taken from [REDACTED] wallet. She suspected Barrie had taken the money. He denied involvement, however [REDACTED] contacted ESWS and the police.

Note: The content of this report is confidential and may not be reproduced or communicated to a third party without the permission of the author.

The following day police came to the home address and charged Barrie for the theft of £80 after identifying a witness that had observed a transaction. [REDACTED] advised me that while Barrie was speaking with the police in the living room he sat on the settee and urinated.

In addition to the £80 it was also noted that a bottle of vodka had gone missing. Barrie's behaviour had reached such a destructive level that [REDACTED] was stating that either Barrie left the house or [REDACTED] and both children would need to leave, his medical condition cannot sustain the current level of stress.

On 24 July [REDACTED] contacted me to say that Barrie had refused to meet with a lawyer for the second time. I advised she contact the lawyer and explain the situation.

[REDACTED] is at the end of her tether, she can no longer care for Barrie on a day to day basis, she feels he is now totally beyond her control.

[REDACTED]
**Social Work Assistant
Children & Families**

[REDACTED]
**Senior Social Worker
Children & Families.**

28 July 2000

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Social Work Centre
4 Clerk Street
Loanhead
Midlothian EH20 9DR
Tel 0131 271 3900
Fax 0131 448 2151

Midlothian

Facsimile
Transmission
Header

Date 03.08.00

Time 3.00pm

Page one of Seven

Sent by [REDACTED]

Division Loanhead SWC

For the attention of [REDACTED]

Company St Philip's School

Fax number 01236 755637

Note RE Barrie Oliver.

Dear [REDACTED]

Please find enclosed a copy of
the Inter Agency Assessment held 02.08.00
and Addendum to children's panel. The panel
is due to occur tomorrow @ 10.30am. I will
be in contact with you again either tomorrow or
Monday.

Thank you & Chee's
[REDACTED]

MIDLOTHIAN COUNCIL SOCIAL SERVICES DIVISION

Loanhead Social Work Centre
4 Clerk Street
LOANHEAD
EH20 9DR

Tel. 0131 271 3900
Fax 0131 448 2151

A D D E N D U M**for BARRIE OLIVER**

Subsequent to an Inter-Agency Assessment held at Loanhead Social Work Centre on 02.08.00, [REDACTED] (Snr. Social Worker) and myself visited St. Philip's School in Plains, Airdrie, to discuss Barrie's referral and current circumstances in further detail.

[REDACTED] School Principal, has offered a 52 week residential placement to begin as soon as is practicable.

[REDACTED] only reservation regarding the placement is the relative distance between Airdrie and Midlothian, given Barrie's history of absconding. He felt that care and education staff would be able to work with Barrie to address issues surrounding:

- out of control behaviour
- low self-esteem
- offending behaviour
- relationship difficulties
- personal hygiene

Home contact is encouraged and it is hoped that Barrie would be able to spend time with family during weekends and holiday periods.

The major perceived difficulty is to convince Barrie that St. Philip's School is the best possible solution for him at the current time and to strategise the transition from home. Ideally Barrie would visit the school with his mother before taking up residence, however, if necessary [REDACTED] would not object to police escorts bringing Barrie to school.

The options with regard to the above appear as:

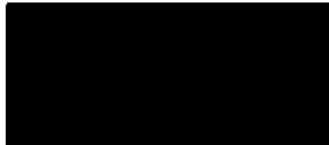
- a Condition of Residence attached to a Supervision Requirement, or
- an application is made to a Sheriff for an Assessment Order with warrant to place at St. Philip's.

The/

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BARRIE OLIVER

/The Social Work Department recommend the first option because it is the view of the Inter-Agency Assessment group that St. Philip's is now the most appropriate resource for Barrie.



**Social Work Assistant
(Children & Families)**

03.08.00



**P.T.M. (C & F)
(Children & Families)**

03.08.00

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MIDLOTHIAN COUNCIL - SOCIAL SERVICES DIVISION

**INTER-AGENCY ASSESSMENT OF CHILDREN & YOUNG PEOPLE
(MIDLOTHIAN)**

Social Work Centre
4 Clerk Street
LOANHEAD, EH20 9DR.

Tel. No. 0131 271 3929
Fax.No. 0131 448 2151

**INTER-AGENCY ASSESSMENT REPORT of Meeting held on 2 August
2000 at Loanhead Social Work Centre**

ON

Name of Young Person: **BARRIE OLIVER**

Date of Birth: **29.04.86**

Address: **52 Fifth Street
NEWTONGRANGE**

1. **Report of Meeting**
2. **Reports tabled to meeting:**

Name	Designation	Address
██████████	Social Work Asst.	Loanhead Social Work Centre

Chair:
Report prepared by:

██████████ Nominated Officer
██████████ Nominated Officer

Date: **2 August 2000**

MIDLOTHIAN COUNCIL - SOCIAL SERVICES DIVISION

INTER-AGENCY ASSESSMENT OF CHILDREN & YOUNG PEOPLE (MIDLOTHIAN)

**INTER-AGENCY ASSESSMENT REPORT of Meeting held on 2 August
2000 in Loanhead Social Work Centre for BARRIE OLIVER (d.o.b. 29.04.86),
52 Fifth Street, Newtongrange**

PRESENT:

Name	Designation & Address	Report tabled to meeting
	Educ. Psychol., Pupil Support Services, Greenhall Educ. Centre, Gowkshill, Gorebridge. EH23 4PE.	
	S.W.A., Loanhead Social Work Centre 4 Clerk Street, Loanhead. EH20 9DR	Yes
	Head of Care, Wellington School, Penicuik. EH26 8PT	
	Nominated Officer (IAA) (Chair), Loanhead Social Work Centre, 4 Clerk Street, Loanhead. EH20 9DR	
Apologies:		
	Barrie's Mum	
	SCMO (Comm. Ch. H), Edenhall Hospital, Pinkieburn, Musselburgh. EH21 7TZ	
	Snr. Educ. Psychol., Pupil Support Services, Greenhall Educ. Centre, Gowkshill, Gorebridge. EH23 4PE.	

MIDLOTHIAN COUNCIL - SOCIAL SERVICES DIVISION**2. BARRIE OLIVER****REFERRAL**

The meeting was called really on an emergency basis following events over the past weeks and Children's Hearings on 30 June 2000, and on 4 August 2000. Barrie was the subject of an Inter-Agency Assessment on 07.01.99, following which Barrie became a residential pupil at Wellington (Education Act). At the time of admission, he was accommodated at Midfield.

RECENT EVENTS

These are detailed in [REDACTED] brief accompanying report. Barrie's Mum is clear that he is outwith her control, coming and going as he pleases, at whatever time of day or night that may be. Barrie denied recent charges and these are awaiting a proof Hearing at Court. There is concern that Barrie is involved in more risky activities relating both to cars and substance misuse with older young people than are reflected in the charges alone.

WELLINGTON

[REDACTED] view is that over the past 6-8 months Barrie's pattern of attendance depends on whether there is a school review or Children's Hearing due and that he makes a token appearance for about 2 weeks in the knowledge that this is likely to give him another chance and then meeting over, reverts to non-attendance. This is of concern, particularly as Barrie has potential to do well but he does not see school and education as a priority.

ENURESIS ISSUE

When a residential pupil for a period of time, Barrie asked night staff to waken him and this worked. Subsequently, Barrie got himself up in the night. Then all this effort fell away and bed-wetting resumed. As a day pupil, Barrie would arrive unwashed and had to be encouraged by staff to shower and they would also wash his clothes. Enuresis affects all aspects of Barrie's life, e.g. parents of some of his friends won't let him stay as a result. His sister complains that Barrie "borrows" her clothes and then has wet them and hidden them so that they are unusable.

[REDACTED] stated that Barrie's day placement at Wellington remains open for Barrie. There are no residential places available at Wellington currently and he questioned whether it would be a good idea for Barrie to revert to residential at Wellington because of his past history there, and the closeness of home. He feels that Barrie has little sense of danger and is quite willing to place himself at risk.

MIDLOTHIAN COUNCIL - SOCIAL SERVICES DIVISION**3. BARRIE OLIVER**

/It was agreed that Barrie needs a structured care setting that puts firm boundaries and routines back into his life. This is not realistically possible if he remains at home.

The two options discussed were:

- a) move to a residential school offering Close Support, but outwith Midlothian, where the temptation to run is less.
- b) continue day placement at Wellington with local Close Support placement.

THE B OPTION

Barrie has already spent time in Gorebridge and Midfield, where he was confrontational and aggressive to staff. There are currently no places in either unit and Midfield does not offer Close Support. [REDACTED] put Barrie on a referral to St./Katherine's/Howdenhall a number of weeks ago but there has been nothing available.

THE A OPTION

[REDACTED] made enquiries of Moore House and [REDACTED] discussed Barrie but felt that he would not be appropriate to place with the current group of residents in their Close Support Unit. St. Philips in Airdrie have also been approached, and following a visit by [REDACTED] on 02.08.00, their position re a placement will be clearer.

RECOMMENDATION

The meeting felt that the A option, i.e. a residential school placement outwith Midlothian is the preferred one. [REDACTED] who has been fully involved in discussions but was unable to attend is in agreement, as is [REDACTED]. Barrie view is not known because he has not been willing to engage in discussions. It is unlikely that he will go unless it is as a condition of a Supervision Order as Barrie seemed to view his Wellington placement as "optional" because he was not on an Order.

[REDACTED]
Nominated Officer

02.08.00

26 JUN 2000

SOCIAL WORK

WELLINGTON RESIDENTIAL SCHOOL
Email: admin@wellington.edin.sch.uk

LOANHEAD SOCIAL WORK CENTRE

Reporter
SCRA
29 Elmfield Court
DALKEITH
Midlothian
EH22 1DY

Our Ref: [REDACTED]
Your Ref: [REDACTED]
Date: 20 June 2000

Report For Children's Hearing

DATE OF HEARING *30 June 2000*

TIME OF HEARING *11.30am*

PLACE OF HEARING *Dalkeith Hearing Centre*

NAME **BARRIE OLIVER**

ADDRESS *52 Fifth Street
Newtongrange, Midlothian*

DATE OF BIRTH *29.04.86*

DATE OF ADMISSION *03.02.99*

SCHOOL LEAVING DATE *May 2002*

LEGAL STATUS *Voluntary*

SOCIAL WORKER [REDACTED]

EDUCATIONAL PSYCHOLOGIST [REDACTED]

OTHER AGENCIES INVOLVED * *N/A*

PREVIOUS HEARING DATES * *25.04.00*

REPORT WRITTEN BY [REDACTED]
Team Leader, Lomond Unit

* Where applicable

[REDACTED]
DIRECTOR

Barrie was admitted to Wellington School's Moray Unit, as a voluntary resident, on 3 February 1999.

Pre-admission information indicated that Barrie was happy to come to Wellington School but that he would have preferred to be a day attender. In actual fact, Barrie was quite determined to live at home and consistently presented a strong challenge to his residential status. He regularly absconded from school in order to make his way home, and a great deal of the time which he did spend in school, outwith his classes, was not used productively. Rather was considerable staff time and effort invested in simply containing Barrie's physical and verbal opposition to living away from home.


The adults in Barrie's life had identified a perfectly sound rationale for seeking a residential school placement for him. Apart from the provision of formal education, a key aim concerned the need for Barrie to know that adults were "in charge", but in due course it became evident that the residential element in Barrie's placement at Wellington might be preventing progress toward the educational and social targets set during his pre-admission process.


Eventually, at a review held after the summer (1999) holiday, Barrie's status was changed so that he is now a day attender in the Lomond (day) unit, to which he was admitted on 15 March 2000.

Following this change, Barrie has displayed an improved attitude and has settled relatively well into his new unit. Barrie is referred out of his class less frequently and he has begun earning less negative observations from teaching staff, when he is not absent. Following his transfer to Lomond Unit, Barrie had shown a tendency to have the occasional day off, usually for health reasons, but once or twice just because he did not feel like attending. It is worthy of special mention that between 29 May and 19 June, Barrie did not attend at all, refusing to comply with his mother's attempts to get him onto his school transport and regularly staying out overnight without permission. During this period, Barrie's mother kept in touch with unit staff, daily reporting her frustration at being unable to convince Barrie to go to school. No one is really certain how Barrie was using his time during this lengthy period but it is concerning that Barrie's mother found a number of assorted car keys in his room during the first week of June. It would be good if Barrie was able to put such concerns aside by giving a brief outline of how he occupied himself during that spell.

Barrie attended a hearing on 25 April 2000. Our report that day spoke of "signs of increased maturation" and of Barrie's "educational potential should he decide to apply himself properly". Unfortunately, such tentative observations became overshadowed by Barrie's refusal to respond appropriately to the Panel on that date. From an initial truculence, Barry grew so verbally abusive that, with the suggestion that a secure place might be a viable option, the hearing was adjourned. The idea that someone might have authority over him sits uneasily with Barrie, as his mother knows well and as we have learned at Wellington School. However, he is capable of co-operating with adults when he feels that this does not compromise his view of himself. With growing maturity, such autonomy of action might be perceived as a strength, but at Barrie's age and stage it only seems likely to deliver him into dubious circumstances.

Hopefully, Barrie will see the sense in a more positive attitude towards today's Panel and will be inclined to participate fully (as he is well able to do) in the process of arriving at decisions which properly reflect his own best interests.


Team Leader, Lomond Unit


Head of School

SOCIAL WORK

**REPORT FOR CHILDREN'S HEARING
HELD ON FRIDAY 30 JUNE 2000**

Name of child/young person	BARRIE OLIVER	Date of Birth
Address		

Name of School	<i>Wellington School</i>	
Date of Admission		Class <i>S3 - 3B</i>
Class Teacher	<i>N/A</i>	Guidance Teacher <i>N/A</i>

Previous School(s)

Attendance Record

Last 4 weeks	<input type="text"/> <input type="text"/>	This term	<input type="text"/> <input type="text"/>	During last 12 months (or since last report)	<input type="text"/> <input type="text"/>
	Actual/Possible		Actual/Possible		248 307 Actual/Possible

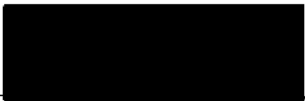
Please also indicate any reasons for absence, e.g. illness or absence without reasonable cause (if possible, with number of absences) and any pattern of absence, latecoming or the involvement of the Attendance Department.

Academic Progress Throughout the School

Please give details of courses followed, ability and achievement. Please mention any special difficulties or abilities and detail any adjustment or remedial help. If available, please attach copies of recent end of term reports, etc.

See attached reports.

Pupil Name Barrie Oliver

Teacher 

Subject English

Date May 2000

Course:-
S2 5-14 English Language. The course follows National Guidelines in four areas.

- Listening
- Talking
- Reading
- Writing

Progress

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

Effort

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

Behaviour

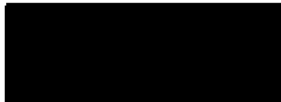
Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Satisfactory	<input checked="" type="checkbox"/>
Poor	<input type="checkbox"/>

Attainment:-

Barrie has made good progress in English. His reading skills are of a very good standard and his contribution to class discussions are both helpful and interesting.

Comment:-

Barrie is an able pupil who needs now to focus on his strengths in reading in order to make progress in writing. He should also try to concentrate more on his personal development and not allow himself to be distracted by others.



Pupil Name Barrie Oliver

Teacher 

Subject Physical Education

Date May 2000

Course:-

S2 *This course aims to deliver a balanced Physical Education Programme and to develop a wide range of individual and inter-personal skills.*

Progress

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

Effort

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

Behaviour

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

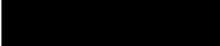
Attainment:-

Non modular activities.

Comment:-

Barrie's behaviour can be very inconsistent in this subject, and this is reflected in his performance in lessons.

Pupil Name Barrie Oliver

Teacher 

Subject Environmental Studies -
History

Date May 2000

Course:-
S2 *Second Year History is part of an integrated Environmental Studies course. Topics will include*

- *The Development of Settlements*
- *Changes in Agriculture*
- *The Development of Industry*

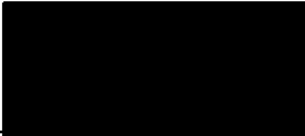
<u>Progress</u>		<u>Effort</u>		<u>Behaviour</u>	
Excellent	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>	Good	<input type="checkbox"/>	Good	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>
Poor	<input checked="" type="checkbox"/>	Poor	<input checked="" type="checkbox"/>	Poor	<input checked="" type="checkbox"/>

Attainment:-

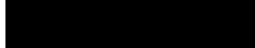
Barrie finds this subject very challenging. He uses his difficulties with writing as an excuse to avoid work and this often results in poor behaviour.

Comment:-

Barrie needs to have more confidence in his own abilities. When he is willing to make the effort he does well, and he can be a positive member of the class.



Pupil Name Barrie Oliver

Teacher 

Subject Environmental Studies -
Geography

Date May 2000

Course:-

S2 Topics to be investigated include:-

- Settlements
- Land Use
- Map Work
- River Study
- Case Study of Edinburgh

Progress

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

Effort

Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Satisfactory	<input checked="" type="checkbox"/>
Poor	<input type="checkbox"/>

Behaviour

Excellent	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>

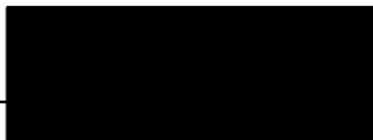
Attainment:-

Barrie has recently completed a unit about settlements. He seemed interested in the work on Edinburgh and made a good effort to complete his assignments. I am very pleased with his Earth Forces Assessment. Barrie has attained level E.


Comment:-

Barrie is making good progress in Geography. There are days when his behaviour lets him down but generally he is trying hard to contribute to the lesson and get the work done. He seldom uses avoidance tactics and is more willing to tackle written work. I do hope this continues Barrie!

I was delighted with his behaviour and attitude when we went skiing to Glenshee. Well done.



Pupil Name Barrie Oliver

Teacher 

Subject Science

Date May 2000

Course:-

S2 General Science. The topics covered are:-

- *Safety in the Lab*
- *Electricity*
- *Solvents and Solutions*
- *Earth and Space*
- *Energy and Energy Transfer*

Progress

Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Satisfactory	<input checked="" type="checkbox"/>
Poor	<input type="checkbox"/>

Effort

Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Satisfactory	<input checked="" type="checkbox"/>
Poor	<input type="checkbox"/>

Behaviour

Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Satisfactory	<input checked="" type="checkbox"/>
Poor	<input type="checkbox"/>

Attainment:-

Barrie has made reasonable progress in science and has passed all of his end of unit assessments.

Comment:-

Barrie's progress in Science is often limited by his behaviour. He is very capable of producing good work of a high standard but if he is not in the mood or not getting his own way he will often refuse to do it altogether.

Barrie can be a disruptive influence on the other members of the class who sometimes copy his bad behaviour. Lately however there has been a slight improvement in Barrie's behaviour.

BARRIE OLIVER d.o.b. 29.4.86

PLANNING MEETING

14.6.2000

Present, [redacted], [redacted] (Wesley), [redacted]

DISCUSSION POINTS

- Attendance at school - 1 day since 19.05.00
- Charges (alleged/pending) - pic to [redacted]
- Attitude to mother/authority figures - only B & I denied have come through. - does not accept when being challenged. no respect for mum
- Unwillingness/inability to engage with professionals/adults - engages only @ superficial
- At risk in the community? - morally, easily influenced
- Friends (older boys) definitely - Barrie considered a follower
- Behaviour in the home/school School etc usually angry - can get involved in others disputes
a bit no respect
- Bed wetting ongoing problem, @ school residential good habits, wet [redacted] even when an
- Self esteem low - doesn't feel belongs evidenced by bed wetting etc.
- Kevin Thompson's health ongoing concerns, very ill, takes priority, stress in family
- Placement if bleeper goes family can't control, dad not viable option
- Ongoing education wish as day pupil
- Placement options would abscond if local, tried quebridge, Midfield in pa
- Holiday period camps, trips etc. - needs boundaries
- Inter agency assessment? done
- Secure bed? probably doesn't meet secure criteria

Social Work Centre
4 Clerk Street
Loanhead
Midlothian EH20 9DR
Tel 0131 271 3900
Fax 0131 448 2151

Midlothian

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Date 24/7/00
Time 3.06
Page one of (14)
Sent by [Redacted]
Division midlothian O+F Team
For the attention of [Redacted]
Company St. Phillips
Fax number 01236 755637

Note

As per Telephone Conversation 24/7/00



Report for Children's Hearing

Essential Information

Details of Child(ren) Young Person(s)

Full Name	Sex	Age
BARRIE OLIVER	Male	14

Hearing Dates

Date	30 June 2000
Time	11.30a.m.
Place	Children's Hearing Centre Dalkeith

Social Worker Details

Name	[REDACTED]
Location	Loanhead Social Work Centre 4 Clerk Street LOANHEAD EH20 9DR
Telephone	0131 271 3938

Type of Hearing and Grounds for Referral

Continued case from 25.04.00 and additional grounds of referral.
--

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Barrie Oliver.chr22/mg/hf/June'00

Child/Young Person's Details

Forename(s) BARRIE		Surname OLIVER	
Also Known As			Sex Male
Date of Birth 29 April 1986		School Wellington	
Ethnic Origin	Religion	Nationality	First Language
Home Address 52 Fifth Street NEWTONGRANGE		Present Address	
Post Code		Post Code	
Telephone 0131 663 4099 ✕		Telephone	

Forename(s)		Surname	
Also Known As			Sex
Date of Birth		School	
Ethnic Origin	Religion	Nationality	First Language
Home Address		Present Address	
Post Code		Post Code	
Telephone		Telephone	

Forename(s)		Surname	
Also Known As			Sex
Date of Birth		School	
Ethnic Origin	Religion	Nationality	First Language
Home Address		Present Address	
Post Code		Post Code	
Telephone		Telephone	

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Barrie Oliver chr22/mg/hf/June'00

Parents/Relevant Person(s)

Name	Relationship	Address	Telephone
[REDACTED]	Mother	52 Fifth Street Newtongrange	0131663 4099
[REDACTED] (Snr)	Father	Livingston	Not on file.

Family and other/Significant Person(s)

Name	Relationship	Address	Telephone
[REDACTED]	Brother	Edinburgh	Not known.
[REDACTED]	Sister	52 Fifth Street Newtongrange	

Other Professionals Involved

Name	Designation / Agency	Child Involved
[REDACTED]	Educational Psychologist	Barrie Oliver

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Barrie Oliver chr22/mg/bf/June'00

BARRIE OLIVER

BASIS OF REPORT

The information contained within this report has been gathered from several interviews and telephone conversations with Barrie Oliver and his mother [REDACTED]. In addition I have spoken to [REDACTED] and have conferred with teaching and residential staff at Wellington School, Penicuik. Background information has been gleaned from case notes and reports compiled by [REDACTED] social worker between 1996 and 1999. [REDACTED] had an extensive working knowledge of the family having been involved with Barrie's older brother [REDACTED] from 1993 until discharge in 1997. [REDACTED] resigned from his post as social worker at Dalkeith in January 2000. My involvement began at the beginning of April 2000 when I was requested to complete a social background report for a panel hearing scheduled for 25 April 2000 and has been ongoing since that time.

GROUND'S FOR REFERRAL

Barrie Oliver is a young person who has committed offences S.52 (2)(1). Barrie was charged with,

Wilful and Reckless damage at Newtongrange, Midlothian on 31 October 1999.

Intention to commit theft at Newbattle Residential House, Dalkeith, Midlothian on 25 January 2000.

The first charge was accepted and the second denied at a children's panel on 25 April 2000.

The hearing was continued until 30 June 2000 awaiting additional charges that Barrie had alluded to.

At the time of writing Barrie is also charged with, a Breach of the Peace, on 23 January 2000, Attempted Theft of a Motor Vehicle on 13 March 2000 and Theft of a Motor Vehicle between 8 - 12 April 2000.

[REDACTED] has informed her belief that Barrie has been involved in various other offences and indeed cites incidents when he has been returned home or spoken to by the police, however no further charges have yet come to the attention of either the social services or the authority reporter.

Barrie himself has indicated he expects to be charged for additional offences.

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Barrie Oliver chr22/mg/hd June '00

BARRIE OLIVER

SOCIAL HISTORY

Barrie Oliver is the second of three children. His parents [REDACTED] and [REDACTED] lived in a defacto relationship until their separation when Barrie was three years old.

The children remained with their mother. Barrie had weekly contact with his father at weekends, the contact reduced to once a fortnight until its eventual demise ten months ago.

Barrie informed me he has no wish to resume contact with his father as he does not get along with his girlfriend. [REDACTED] continues to visit her father at weekends.

Barrie currently resides with his mother, her husband [REDACTED] whom Barrie calls [REDACTED] and [REDACTED] at 52 Fifth Street, Newtongrange. The family has lived at the address for four years. Barrie does not have ongoing or regular contact with his brother [REDACTED] (19) who currently lives in Edinburgh. Barrie is a day student at Wellington School, Penicuik.

BACKGROUND AND SOCIAL WORK INVOLVEMENT

The table of significant events appended alludes to a number of changes that have contributed to Barrie's unsettled and at times difficult behaviour.

The [REDACTED] has been known to the department of social work since 1993. At that time [REDACTED] had concerns regarding the behaviour of her eldest son [REDACTED] who was eventually taken into care and remained so until his discharge in 1997.

[REDACTED] reports that Barrie first began to experience difficulties at school where he was known to truant, use inappropriate and often aggressive language, and deliberately ignore staff requests. In 1996 Barrie was referred to social work when his behaviour in the home became increasingly difficult. [REDACTED] social worker was assigned to the case because of his extensive working knowledge having been involved with [REDACTED] since 1993. The problems in the home appear to have centred around trust. Barrie would not do as he was asked, constantly staying out until 10.30 or 11.00p.m. [REDACTED] reported that money was taken from her purse, she believed Barrie was responsible. Behaviour /

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Barrie Oliver.chr22/mg/hf/June'00

BARRIE OLIVER

Behaviour in the community was also of concern and on one occasion Barrie was hit by a car when running away from a building site where he was playing with a group of boys. He sustained fractures to both legs and one arm in the escape. [REDACTED] whom Barrie visited at the weekend at that time, also reported he was experiencing problems with his son's behaviour including telling lies and outright defiance.

In November 1997 Barrie was seen by [REDACTED] at Edinburgh Sick Children's NHS Trust subsequent to an incident of attempted self-harm. It is alleged that following an argument with his step-father, [REDACTED] Barrie went to his bedroom where he knotted a sheet and tied it around his neck trying to strangle himself, he was found by his mother a short time later. During the sessions with [REDACTED] it came to light that Barrie had a history of conduct disorder that included fire lighting, stealing and aforementioned disruptive behaviours. Barrie, however, did not engage with staff at Edinburgh Sick Children and the case was closed in January 1998. He continued to display disruptive behaviours at school and professionals concerned about the transition from primary to secondary school organised an Inter agency Assessment in March 1998. The outcome of the meeting and adhering closely to Barrie's own wishes was to endeavour to sustain Barrie in mainstream education with the support of one to one auxiliary. The first few weeks at school were reasonably settled, however, Barrie was not able to sustain this nor was he able to integrate which lead to indefinite exclusion. The home situation became increasingly difficult with Barrie again exhibiting established patterns of disruptive behaviour and [REDACTED] reluctantly asked that he be looked after by the Local Authority.

Thus in November 1998 Barrie was accommodated firstly at Gorebridge Close Support Unit and later to Midfield Young People's Centre where he remained until late January 1999 when subsequent to a second Inter agency Assessment a residential placement was secured at Wellington School in Penicuik. While at Gorebridge, Midfield and as a resident at Wellington School Barrie would constantly abscond to his mother's home.

Barrie's progress at Wellington school was closely monitored, he settled into established routines readily and an improvement in behaviour was noted. Academically his confidence increased, problems were still evident with regard to his behaviour his attention span could be short lived and he was easily distracted and became disruptive if not interested. Residential staff at Wellington School describe a difficult period for Barrie between January and December 1999 as a residential student. He was frequently restrained and would often abscond home to his mother. Staff were concerned by his apparent unhappiness in residence and the potential negative impact on academic progress. They agreed that Barrie would benefit as a day student.

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Barrie Oliver.chr22/mg/hf/june'00

BARRIE OLIVER

In December 1999 Barrie moved from the residential to the day unit at Wellington School. The timing coincided directly with the period of instability and offending behaviour that brought him to the attention of the Authority Reporter, it was also then that [REDACTED] social worker resigned. It is interesting to note that Barrie's behaviour deteriorated in 1996 also a time of significant change within the family.

Reports from Wellington School indicate a calmer period subsequent to the transition from the residential to the day unit. Staff advised that Barrie demonstrated increased maturity both socially and academically and they were pleased with progress.

In a review in March 1999 Barrie indicated his desire to return to mainstream education.

RECENT BACKGROUND

Barrie was charged with two separate offences. Barrie admitted his involvement in the alleged offence of wilful and reckless damage to a window at Newtongrange. He fervently denied involvement with the alleged offence to commit theft at Newbattle Residential House. He told me he was not in the area at the time of the incident and claimed he was charged subsequent to police taking his jacket as evidence of identity.

Barrie furthermore described a period of delinquent behaviour between November 1999 and January 2000 when he was involved in further offences although to date charges have not been made. He said he was spending time in Dalkeith and was influenced by peers. Barrie stopped going to Dalkeith following a ban placed on him by local police.

[REDACTED] described a period of relative stability between January and April 2000 when Barrie responded more positively to her direction, was helpful in the home and spent time with friends in the local community. However [REDACTED] indicated a concern that Barrie's behaviour could revert at any time.

[REDACTED] and indeed the rest of the family, are under considerable stress owing to her husband's medical condition. In April 1999 [REDACTED] was diagnosed with a degenerative heart condition that can be corrected only by a heart transplant. He carries a beeper with him constantly in case a donor organ should become available. This could occur at any time and will see [REDACTED] hospitalised in Newcastle for a period of eight weeks, [REDACTED] wishes to be with her husband for the duration.

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Barrie Oliver.chr22/mg/hf/tunc'00

BARRIE OLIVER

CURRENT SITUATION

Prior to the previous children's hearing I visited Barrie and his mother on 16 April 2000. [REDACTED] had contacted me to advise that Barrie had been brought home by police after attempting to break into a car with two other youths in the Mayfield area.

I tried to discuss the situation with Barrie but he refused to talk in any depth. [REDACTED] expressed concern that Barrie was reverting to negative patterns of behaviour including an unwillingness to communicate or discuss deeper issues, verbal abuse, physical aggression and defiance.

Indeed at the children's hearing on 25 April 2000 Barrie presented as an angry and uncommunicative young person who demonstrated little respect for the adults and professionals present. The hearing was subsequently continued by the panel members to allow time for the additional charges to be processed.

A period of relative stability followed when Barrie returned to school where he complied with routines and expectations both there and in the home. However towards the middle of May 2000 [REDACTED] advised of a change in Barrie's behaviour. He was refusing to attend school, was going out in the evening and not returning until after midnight.

Barrie has an ongoing history of nocturnal enuresis which is normally managed in the home with sensitivity. [REDACTED] spoke of her dismay and disgust as Barrie has recently taken to wetting himself in the morning when already awake. [REDACTED] has been unable to effect any change in this pattern of behaviour despite having tried to discuss the matter with Barrie. Rather she feels she has been met with a tirade of verbal abuse and outright defiance.

The stress on the family was further intensified when [REDACTED] was rushed to hospital on 25 May 2000 for tests. [REDACTED] stated that no one in her family or immediate neighbourhood is able to offer Barrie a place when a donor heart becomes available for [REDACTED]. [REDACTED] feels unable to trust Barrie with friends or family and does believe they in turn could manage his current behaviour. [REDACTED] has indicated a willingness to be involved with his son and has attempted to contact him at school, however, Barrie has refused to see or speak to his father.

Between 18 May to 18 June 2000 Barrie's behaviour continued to be a cause for concern. [REDACTED] stated she found a key ring holding approximately 60 different car keys in Barrie's possession.

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Barrie Oliver.chr22/mg/h/3June'00

BARRIE OLIVER

Barrie continued to truant from school and took to not returning home at all. It is believed Barrie was camping with local older young people and may have been implicated in a number of offences as well as recreational drug and alcohol use. [REDACTED]

[REDACTED] also reported a number of household items, including kitchen utensils and food had gone missing, she believes Barrie was responsible.

In an attempt to ascertain from Barrie's perspective the cause for his changed behaviour. I arranged to visit him at home, at school and I wrote to invite him to a planning meeting. On each occasion Barrie was either not there or refused to see me. I called unannounced at home on the morning of 15 June 2000. Barrie was in bed and refused to get up to speak with me, eventually with the permission of his mother I went into Barrie's room. I tried to discuss his current behaviour, non attendance at school and issues surrounding ongoing placement and care. Barrie indicated his desire for me to leave and although he did not respond verbally to my questions or statements it is pleasing that he did in fact return to school on 19 June 2000 and I understand is present again today as I write this report.

BARRIE OLIVER

Barrie is a very complex young person who can be cheerful, pleasant, keen to share a joke and have fun. Conversely he can be uncommunicative, verbally aggressive and stubbornly refuse to engage in conversation when challenged about inappropriate behaviour.

When I first met Barrie I found him to be friendly and communicative he was able to reflect on offending behaviour that occurred in Dalkeith between November 1999 and January 2000 and to offer positive suggestions as how to keep out of trouble.

I have since witnessed the disruptive, angry Barrie with whom it seems almost impossible to engage and at the time of writing have not been able to address the current areas of concern.

SUMMARY

Barrie is a young person whose life history has been influenced by a sequence of events from early childhood. He has a history of conduct disorder that continues to be evidenced in current offending and social behaviour.

[REDACTED]

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Barrie Oliver.chr22/mg/hd/1 June'00

BARRIE OLIVER

██████████ has stressed her inability to effect a change in Barrie's behaviour and considers him to be outwith her control. She has stated concern about his placement when ██████████ is admitted to hospital as well as during the holiday period, a worry I endorse.

Furthermore I question what has precipitated Barrie's recent change in behaviour and have concerns with regard to his overall self esteem and image.

Barrie is a young person with a huge potential and it is disheartening to watch this being used negatively.

OPTIONS

No Order Principle. It is the view of the social work department that a statutory order is necessary to monitor Barrie's placement, education and care needs.

Voluntary Supervision. It is the view of the social work department that Barrie needs the security of a compulsory order as he is demonstrating an unwillingness or inability to engage with professionals.

Compulsory Order. It is the view of the social work department that Barrie should be made subject to a supervision requirement naming a close support unit as his place of residence.

Views. ██████████ has clearly stated that Barrie is outwith her control and she needs additional support. At the time of writing I have not had the opportunity to discuss the report with Barrie but anticipate he will not agree with the recommendations.

Safeguarder. the panel members may wish to appoint a safeguarder as to date Barrie has not engaged with professionals and it is difficult to gauge his views.

RECOMMENDATIONS

Given the above it is the recommendation of the social work department that Barrie Oliver is made the subject of a supervision requirement with a condition of residence at a close support unit in the Lothian / Midlothian vicinity, with a three month review period, with a view to Barrie returning home. At the time of writing an appropriate resource has not been identified, however, I shall actively seek one in the intervening period and verbally update the panel members at the hearing.

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Barrie Oliver.chr22/hng/hf/June'00

BARRIE OLIVER

The purpose of seeking a close support placement would allow in the first instance a period of grounding for Barrie, whereby with assistance of the social work department and unit staff he would be afforded the opportunity to address issues surrounding,

- Out of control behaviour.
- School non attendance.
- Offending.
- Relationship difficulties with [redacted] and [redacted]
- Low self esteem.
- Medical, social, physical health needs.



**Social Work Assistant
Children & Families**



**Senior Social Worker
Children & Families.**

21 June 2000

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Barrie Oliver.chr22/mg/hf/June'00

SIGNIFICANT EVENTS - BARRIE OLIVER

DATE	EVENT	OUTCOME
29.04.86	Barrie Oliver born at Simpson's.	
1987	████████ sister born.	
1991	Parents separate.	Dad moves to Edinburgh. weekly access at weekends begins.
1991	████████ begin relationship.	
1993	████████ brother outwith parental control.	Social Work involvement. Taken into care.
1996	████████ & ██████ marry	Blended family formalised.
1996	Distant visual acuity diagnosed. Family move to Newtongrange. Barrie involved in accident, hit by car running from police after playing at building site. Outwith parental control.	Prescription glasses. Change in School. Sustained fractures to both legs & arm. Referral to Social Work.
1997	Ongoing problems at school re behaviour.	Referral to Psychological Services.
1997	Attempted self-harm by tying sheets around neck, attempted strangulation.	Referral to Sick Children's Hospital.
January 1998	Discharge from Sick Children's Hospital	
March 1998	Concerns re transition to secondary school.	Inter Agency Assessment. Decision to try to maintain in mainstream Schooling
1998	Inappropriate behaviour at school	Exclusion from Newbattle High School.
November 1998	Outwith parental care	Taken into care at Gorebridge.
January 1999	Ongoing problems educationally and socially.	Inter Agency Assessment..

BarrieOliver.chupdate/mg/hf/

February 1999	Discharge from Midfield.	Residential placement secured at Wellington School, Penicuik.
April 1999	medically unwell.	Diagnosed with heart condition. Advised heart transplant necessary.
September 1999	Fall out with father.	Decided to stop visiting.
December 1999	Changes at school Series of alleged offences at Dalkeith.	Becomes a day student.
January 2000	Charged with two offences.	Information to Authority Reporter.
March 2000	Charged with an additional eight offences relating to the period November 1999 - January 2000, which have not yet come to notice.	
April 2000	Children's Hearing..	
May - June 2000	Outwith parental control, not returning home, alleged theft from house, implicated in offending, alcohol and drugs, truanting from school.	
19 June 2000		Returned to school.

BarrieOliver.chupdate/mg/hf



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

[REDACTED]
25th August 2000

The Manager
St Phillip's School
Plains
Airdrie

Authority Reporter
Midlothian
[REDACTED]

If calling please ask for:

Telephone:

Dear Sir

Re: Barry Oliver (29/4/86)

I enclose a copy letter to Barry's mother from which you will note that I have abandoned grounds of referral relating to attempted theft and theft of a motor car which Barry had denied, and had been referred to the Sheriff Court. Given that he has now started with you, I see no point in pursuing these matters further, as I assume you will be addressing his offending behaviour in the course of his current Supervision. I have also decided not to refer Barry to a Children's Hearing in relation to an offence of theft of money from his mother, and being beyond her control, as I am sure these are also issues you will be looking at during his time with you.

Perhaps you could stress to Barry that I have taken this decision not on the basis that I do not view the offences as being serious, but that I feel he should be given the chance to prove that he can respond to his new Supervision Requirement.

Yours sincerely

[REDACTED]
Reporter

Enc.

[REDACTED]
25th August 2000

[REDACTED]
52 Fifth Street
Newtongrange

Dear [REDACTED]

Re: Barry Oliver

I write to confirm that at the Sheriff Court on 25th August 2000 I decided to abandon the grounds for referral dated 25th May 2000 which Barry had been denying. These related to attempted theft of a motor vehicle on 13th March 2000, and theft of a motor vehicle between 8th & 12th April 2000.

I would like to stress that I took this decision in the light of the fact that Barry is now the subject of a Supervision Requirement with condition of residence at St Philip's School, and it was likely that if the grounds for referral were proved and remitted back to a Children's Hearing, that a Hearing would not want to change Barry's Supervision Requirement given the short time he would have been at St Philip's.

I would confirm that I have received a report from the Police which alleges that on 15th July 2000 Barry stole £80 cash from [REDACTED]. I recall that this matter was mentioned at Barry's last hearing, and that his current needs are being met by his Supervision Requirement. I do not intend to take any further action with regard to this matter. Please stress to Barry however, that if I were to continue to receive reports relating to offences by Barry, I would have to consider re-referring him to a Children's Hearing as being in need of more stringent measures of supervision.

I hope Barry is settling in at St Philip's School, and you will notice an improvement in his behaviour and attitude.

If you have any questions about this letter, please feel free to contact me.

Yours sincerely

[REDACTED]
Reporter

SEPARATOR SHEET

1

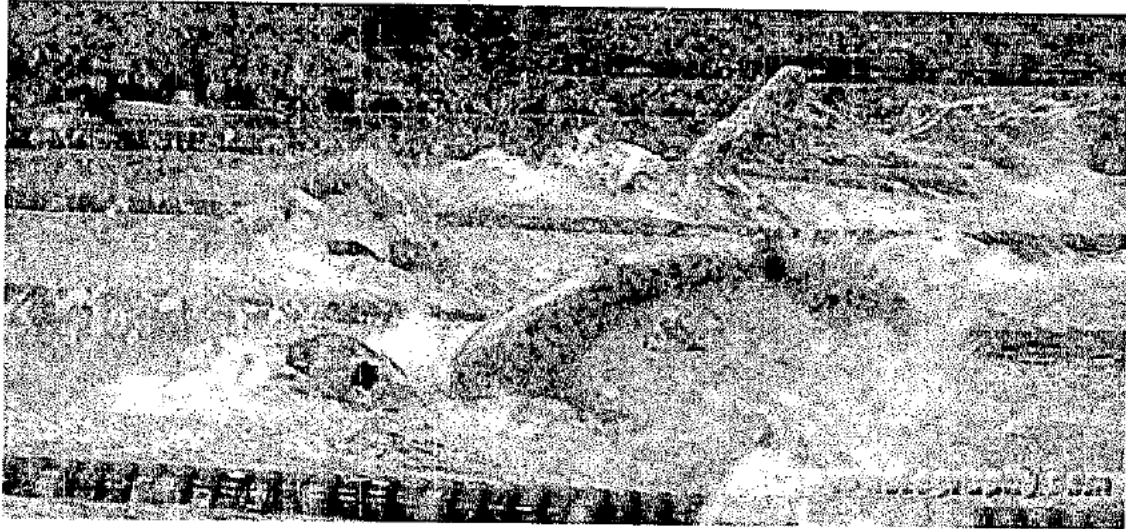
**SMALL SCHOOLS DOUBLES
BADMINTON TOURNAMENT**

This is to certify that

BARBARA OWEN

**Participated in the above tournament
on the 20th of November 2001
at Hillside School, Aberdour, Fife.**

SMALL SCHOOLS SPORTS ASSOCIATION



SWIMMING
GALA

OCTOBER 2000
ROSYTH NAVY BASE

The bearer of this certificate took part in the above Gala and gave 100% effort.

Signed
Gala organiser



SMALL SCHOOLS SPORTS ASSOCIATION

BADMINTON DOUBLES TOURNAMENT

This is to certify that

Barry Oliver

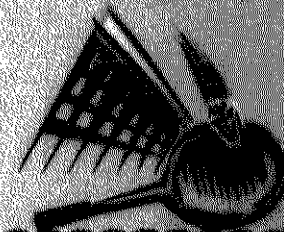
participated in the above event

at

Hillside School

on

29 November 2000



The Home Economic's Department of
St Philip's School

certify to all that

Barry Oliver

has obtained excellence in


Weighing and Measuring

and is hereby approved to be confident and capable of the above skills



20-11-00

Date


Signature



St. Philip's School

Plains, Airdrie. ML6 7SF

Tel : 01236 765407

Fax: 01236 755637



Principal: [REDACTED]



Client Relations Officer
Midlothian Council Social Services
Fairfield House
8 Lothian Road
DALKIETH
MIDLOTHIAN
EH22 3ZW

20th July 2001

Dear [REDACTED]

Barry Oliver

Thank you for your letter of 10th July regarding a complaint from Barry Oliver. I welcome the chance to respond.

In recent months, boys and staff at the school have been working hard to try and create a smoke - free environment. As you can imagine with those who are addicted this can create real difficulties but we have been supported in our efforts by parents, social workers and our local Registration and Inspection Unit.

As we have been weaning the boys away from cigarettes there has been a recent proportionate increase in the frequency with which smoking occurs in the bedroom areas. Obviously in terms of fire safety this is a matter of great concern to us and so we have been taking quite a firm line to try and deter that particular practice. The boys would be aware of attempts in this regard.

In relation to Barry Oliver and the incident to which you refer the facts are these. On Monday 25th June, following an unsettled evening in the school, Barry was one of five boys who left the unit without permission at around 10.35pm. For a period of time this group of boys were thought to be in the school grounds and intent on disruption. Eventually it became clear to the staff on duty that the boys had absconded from the school and so they were reported missing to the police by our night care team.

In their absence and primarily due to concerns that we had about drug misuse among this group of boys, bedrooms were examined for illegal substances by one of our Senior Night Care Workers. In the course of this brief search a packet of cigarettes was found to be lying in Barry's room and as such it was removed and held for further discussion at a later date.

Committed to Christian Social Care and Education

In the meantime Barry and the other boys were picked up by Coatbridge Police at 3.30am and taken into custody where they were questioned in relation to the Attempted Theft of a Motor Vehicle. The boys were reportedly charged with this offence and returned to the school by our staff around midday on Tuesday 26th June.

This was the point at which Barry on going up to his bedroom noticed that his cigarettes were not where he had left them. He became very angry and abusive when answers were not immediately forthcoming to questions about his bedroom and the missing cigarettes. In reality the worker that day was unaware of exactly what had happened and therefore could not respond.

Barry was then given some time to reflect on his behaviour and the events of the previous night. This is normal procedure within the school and Barry would know that his complaint would have been dealt with at the appropriate juncture. As you point out in your letter Barry was given a complaints form once he had settled but chose not to complete it. He then returned to the normal programme for that day and the matter seemed to be closed.

However in the course of a Looked After and Accommodation Child Review held at Barry's house on Wednesday 27th June Barry re-iterated his complaint once again. Present at that meeting were Barry's mother, his Social Worker [REDACTED] and his keyworker from the school [REDACTED]. [REDACTED] agreed to refer this matter to Who Cares? on Barry's behalf and although it seemed an exaggerated course of action we were happy to support such a move.

In the meantime we chose not to return the cigarettes to Barry nor other boys from whom they had been confiscated. In Barry's case the deterrent was short lived because he has again found smoking in his bedroom the following day, Tuesday 28th June.

In conclusion let me just add that on the whole Barry's placement here at St. Philip's is progressing very well. He has already had several positive reports and I do not think that he is at all happy with the way that we manage his care plan. However, he does seem to harbour grievances occasionally and will often seek to pursue them beyond rational explanations. I think that may well have happened in this case.

I trust this information will be of some help to you and would invite further contact if you think this is required.

Yours sincerely

[REDACTED]

Depute Principal (Social Work)

c.c [REDACTED]



Certificate of Achievement

This is to certify that

Barrie Oliver

Completed the Cross Country Course
in St. Philip's School

Awarded on

03 November 2000

Signed

D.Ferrie

Signed





Certificate of Achievement



This is to certify that

Barrie Oliver

**Completed the Cross Country Course
in St. Philip's School**



Awarded on

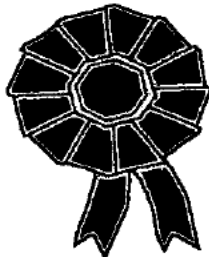
03 November 2000



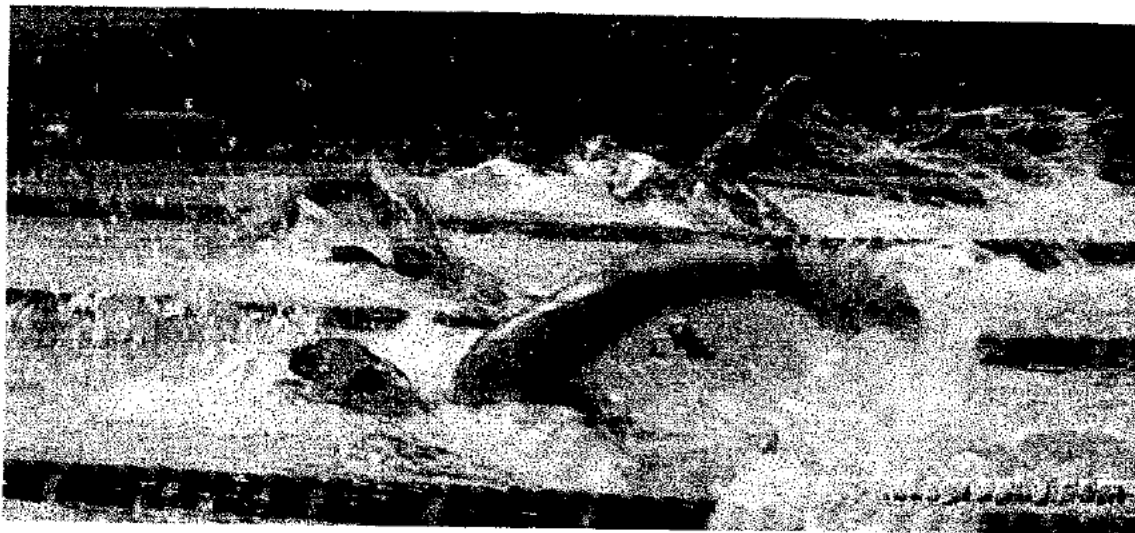
Signed

D.Ferrie

Signed



SMALL SCHOOLS SPORTS ASSOCIATION



SWIMMING
GALA

OCTOBER 2000
ROSYTH NAVY BASE

The bearer of this certificate took part in the above Gala and gave 100% effort.

Signed.
Gala organise



HARRIE OLIVER

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
February	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	
March	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
April	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
May	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	
June	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	
July	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
August	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	
September	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
October	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	
November	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
December	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	

Boy's Name: **E RIE OLIVER**

Attendance Year 2001

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JANUARY	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
FEBRUARY	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W			
MARCH	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
APRIL	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	
MAY	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
JUNE	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
JULY	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T
AUGUST	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
SEPTEMBER	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
OCTOBER	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
NOVEMBER	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	
DECEMBER	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M

S = sick
 FTR = failed to turn in
 ABS = absconded
 C = custody
 EXL = extended leave

Boy's Name: Oliver

Attendance Year 2002

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
JANUARY	T	Y	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
	L		L	L	L	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
FEBRUARY	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T				
	✓		L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
MARCH	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
	L		L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
APRIL	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T		
	L		L	L	L	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
MAY	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	
	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
JUNE	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
JULY	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	
AUGUST	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
SEPTEMBER	S	A	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M		
OCTOBER	T	Y	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
NOVEMBER	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
DECEMBER	S	A	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	

Supervision order varied to home.

S = sick
 FTR = failed to return
 ABS = absconder
 C = custody
 EXL = extended leave