

filed



SCOTTISH  
**CHILDREN'S REPORTER**  
ADMINISTRATION

Authority Reporter: [REDACTED]

**MEMORANDUM**

From: Scottish Children's Reporter Administration  
Merchant Exchange  
10/20 Bell Street  
Glasgow G1 1LG

To: Person in Charge  
St Mary's Kenmure Secure Unit  
Bishopbriggs

**SUBJECT: CHILDREN'S HEARINGS (SCOTLAND) RULES 1996 RULE 21**

In accordance with instruction contained in Rule 21 of the above Statutory Instrument the decision(s) made by a Children's Hearing is undernoted.

Annexed herewith copy requirement and statement of reasons where appropriate

**Date of Hearing:** 29 April 1999

**Name**

**Details of Decision**

**Nicola Coppola**  
187 Westercommon Road  
Possilpark  
Glasgow  
d.o.b. 19.5.83

**Supervision varied to reside at home**

Date: 4 May, 1999

[REDACTED]

[REDACTED] Reporter


Person in Charge  
St Mary's Kenmure Secure Unit  
Bishopbriggs

Scottish Children's Reporter Administration  
Merchant Exchange, 10/20 Bell Street, GLASGOW G1 1LG

 Authority Reporter

Tel: Direct Line 0141 567 7915

Date: 4 May, 1999

If phoning or calling please ask for: 

## SECURE CARE ADMISSION RECORD

Name & Address: <b>NICHOLA COPPOLA</b> <b>11E, 187 WESTERCOMMON RD.</b> <b>POSSILE PARK</b> <b>GLASGOW G 22 5NE</b>	Address admitted from: <b>SNOWDON SCHOOL</b> <b>SPITTAL STREET</b> <b>STIRLING</b>	Name & address of next of kin: [REDACTED] <b>11E, 187 WESTERCOMMON RD.</b> <b>POSSILPARK GLASGOW</b> Telephone <b>336 2103</b>
Date of Birth: <b>19/05/83</b>	Gender <b>M/F FEMALE</b>	
Date of admission <b>15/01/99</b>	Time of admission	
Discharged To:	Discharge Date:	

Social Worker's name & address <b>7 CLOSEBURN ROAD</b> <b>POSSIL</b>	Solicitor's name & address	Doctor's name & address
Telephone	Telephone	Telephone

### PHYSICAL DESCRIPTION

Height:	Weight:	
Hair Colour: <b>DARK BROWN</b>	Birth marks:	Left or right handed
Eye Colour: <b>BROWN</b>	Scars/Tattoos:	Complexion <b>FAIR</b>

### CRITERIA (IF APPLICABLE)

a)	Absconder/physical welfare at risk	
b)	Absconder / mental welfare at risk	
c)	Absconder / moral welfare at risk	
d)	Likely to injure self unless detained in secure	
e)	Likely to injure others unless detained in secure	

### AUTHORITY (LEGAL STATUS)

#### INTERIM PLACEMENT

Authority of Chief Social Work Officer/ person in charge prior to Hearing
---

Name and address of persons Authorising Order:	Unit admitted to: <b>BLUE UNIT</b>
	Duty Senior
Telephone	
Director of Social Work or nominee:	Keyworker (if identified) [REDACTED]

### CHILDREN'S HEARING PLACEMENT

a) Place of Safety Warrant Authorising the use of Secure Accommodation	Section
b) Supervision requirement with a residential component Authorising the Secure Accommodation: Section 70(3) and 70 (9):	

### COURTS PLACEMENT

a) Remand/Committal for trial. Criminal Procedure (Scotland) Act 1995	Section
b) Sentence of Detention. Criminal Procedure (Scotland) Act 1995:	

### NOTIFICATION

Person Notified	By whom	Time
Parents / Carer		
Children's Rights Officer		
Any other relevant person		

# WITNESS CITATION

REF. REFERENCE

9 8057765

Any enquiries regarding this Citation should be made to:  
The Solemn Proceedings Unit, Procurator Fiscal's Office  
10 Ballater Street, Glasgow.  
Telephone: 0141-

WIT 3

To

To attend along with  
guardian:

Nicola CAPPOLA  
ST MARY'S SCHOOL  
KENMURE AVE  
BISHOP BRIGGS

DIV. D

YOU are hereby cited to attend a Sitting of the Sheriff and Jury Court of Glasgow and Strathkelvin within the

**SHERIFF COURT OF  
GLASGOW AND STRATHKELVIN  
1 CARLTON PLACE  
GLASGOW G5 9DA**

on Monday 15th February 1999 IN COURT NUMBER 5

**"A"**

at 9.45 A.M.

and at any adjourned Diet as a Witness for the Prosecution in the Indictment at the

HER MAJESTY'S ADVOCATE

instance of

against

**Note. — Notwithstanding the terms of the above  
Citation shown at "A" your attendance is not  
required until ~~9.45 a.m.~~ on 15-2-99**

Served on the 13.45 PM day of 1 Feb 99 19

by me,

Witness  
Corridor

When you arrive at Court you will be  
directed to the appropriate Corridor and  
Waiting Room.

Signature

Police Officer

ANY WITNESS FAILING TO ATTEND IN TERMS OF THIS CITATION IS LIABLE TO BE APPREHENDED AND IMPRISONED  
OR FINED.

IF YOU ARE UNDER 16 YEARS OF AGE YOU SHOULD BE ACCOMPANIED BY AN ADULT.  
BE PUNCTUAL IN ATTENDANCE AND PRESENT THIS CITATION TO THE OFFICER IN CHARGE OF THE WITNESS ROOM.

**THERE ARE NO CAR PARKING FACILITIES AT THIS COURT**

SEE NOTES OVERLEAF



GJ1

# WITNESS CITATION

PF REFERENCE  
 98057765  
 FA03550998

Any enquiries regarding this Citation should be made to:  
 The Solemn Proceedings Unit, Procurator Fiscal's Office  
 10 Ballater Street, Glasgow  
 Telephone: 0141-415 3121

To

Nicola Coppola

To attend with an adult:

C/o Snowdon Residential School  
 31 Spittal Street  
 Stirling

YOU are hereby cited to attend a Sitting of the Sheriff and Jury Court of Glasgow and Strathkelvin within the

## SHERIFF COURT OF GLASGOW AND STRATHKELVIN 1 CARLTON PLACE GLASGOW G5 9DA

on MONDAY, THE 15TH DAY OF FEBRUARY, 1999 IN COURT NUMBER 5

**"A"**

XXXXXXXXXXXX  
 at 9.45 A.M.

and at any adjourned Diet as a Witness for the Prosecution in the Indictment at the

instance of

[Redacted Name]

HER MAJESTY'S ADVOCATE

against

**Note. - Notwithstanding the terms of the above Citation shown at "A" your attendance is not required until 9.45 a.m. on**

1:45 P.M. ON 15/02/99

Served on the 22nd day of January 1998

by me,

When you arrive at Court you will be directed to the appropriate Corridor and Waiting Room.

Signature:

[Redacted Signature]

Witness Corridor  
 \*\*\*\*\*  
 \* NOTE TO POLICE: \*  
 \* The Execution MUST be returned \*  
 \* 2 days PRIOR to the 01/02/99 \*  
 \*\*\*\*\*  
 318  
 Police Officer

ANY WITNESS FAILING TO ATTEND IN TERMS OF THIS CITATION IS LIABLE TO BE APPREHENDED AND IMPRISONED OR FINED.  
 IF YOU ARE UNDER 16 YEARS OF AGE YOU SHOULD BE ACCOMPANIED BY AN ADULT.  
 BE PUNCTUAL IN ATTENDANCE AND PRESENT THIS CITATION TO THE OFFICER IN CHARGE OF THE WITNESS ROOM.

**THERE ARE NO CAR PARKING FACILITIES AT THIS COURT**

SEE NOTES OVERLEAF



318

REF. REFERENCE  
98057765  
FA03550998

# WITNESS CITATION

GJ1

01/02/99

Any enquiries regarding this Citation should be made to  
The Solemn Proceedings Unit, Procurator  
10 Ballater Street, Glasgow  
Telephone: 0141-418 5121

Nicola Coppolla  
C/o Snowdon Residential School  
31 Spittal Street  
Stirling

3  
1

DIV.

To attend a Sitting of the Sheriff and Jury Court of Glasgow and Strathkelvin within the

## SHERIFF COURT OF GLASGOW AND STRATHKELVIN 1 CARLTON PLACE GLASGOW G5 9DA

on MONDAY, THE 15TH DAY OF FEBRUARY, 1999 IN COURT NUMBER 5

"A"

XXXXXXXXXXXXX  
at 9.45 AM.

and at any adjourned Diet as a Witness for the Prosecution in the Indictment at the

HER MAJESTY'S ADVOCATE

instance of

against

[Redacted Name]

10/09/98

**Note. — Notwithstanding the terms of the above Citation shown at "A" your attendance is not required until 9.45 a.m. on** 1:45 P.M. ON 15/02/99

Served on the 22nd day of January 19 98

by me,

Witness Corridor

When you arrive at Court you will be directed to the appropriate Corridor and Waiting Room.

\*\*\*\*\*  
\* NOTE TO POLICE:  
\* The Execution MUST be returned  
\* 2 days PRIOR to the 01/02/99  
\*\*\*\*\*

[Redacted Signature]

Signature

[Redacted Signature]

318

Police Officer

ANY WITNESS FAILING TO ATTEND IN TERMS OF THIS CITATION IS LIABLE TO BE APPREHENDED AND IMPRISONED OR FINED.

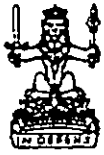
IF YOU ARE UNDER 16 YEARS OF AGE YOU SHOULD BE ACCOMPANIED BY AN ADULT.

BE PUNCTUAL IN ATTENDANCE AND PRESENT THIS CITATION TO THE OFFICER IN CHARGE OF THE WITNESS ROOM.

THERE ARE NO CAR PARKING FACILITIES AT THIS COURT

SEE NOTES OVERLEAF





# BEING A WITNESS

## A Letter from the Procurator Fiscal

I attach a witness citation requiring you to attend Glasgow Sheriff Court to give evidence for the Crown in a criminal trial. I hope that the information in this letter will help you when you come to Court.

Before you set off, check to see where the Courthouse is.

The Sheriff Court at Glasgow is at 1 Carlton Place, Glasgow on the south bank of the Clyde beside Victoria Bridge, the front door faces the River Clyde.

My office is at 10 Ballater Street, Glasgow, across the junction behind the Sheriff Court building. To claim your expenses after giving evidence go to the Cashier's office on the ground floor of my office in Ballater Street.

Your contribution as a witness is much appreciated. Thank you for your time and trouble. If you have any questions about this letter or about any aspects of coming to Court or giving evidence, please do not hesitate to telephone my office on 0141 429 5566, and a member of my staff will be pleased to deal with your enquiry.

Yours faithfully

Alfred D Vannet  
Regional Procurator Fiscal

## TRAVELLING TO COURT .....

..... by bus

Bus routes to the Sheriff Court pass both ends of Carlton Place (Bridge Street and Gorbals Street) and also go along Norfolk Street and Ballater Street. Glasgow Central and Argyle Street Railway Stations are within easy walking distance of the Court as is Bridge Street Underground Station.

..... by car

If you are arriving by car, limited parking is available at the Court itself including spaces for cars displaying a disabled person's badge. Spaces cannot be reserved or guaranteed and you should allow time to find somewhere else to park if the Court car park is full.

..... by taxi

If you are disabled or elderly, and restricted in your movements, you may hire a taxi for your journey to and from Court. However, you must make sure you obtain a receipt from the driver, otherwise my staff will not be able to reimburse you for the fare. If you have any other problems or enquiries do not hesitate to telephone my office.

## IF YOU ARE DISABLED .....

Easy access is available to all floors. Assistance can be arranged by telephoning the Security Officer at the Sheriff Court the day before the trial on 0141 429 8888, Ext 2020. Toilet facilities are provided for disabled persons. Parking spaces are provided for cars displaying a disabled person's badge.

## REFRESHMENTS .....

Are normally available until 11.30 am in the witness muster area. Between 10am and 11am there is a trolley service in the witness room providing tea and coffee. There are also vending machines for drinks and confectionery. In the basement there is a restaurant providing meals from 9.30am to 3pm. You will be able to go for lunch between 1pm and 2pm. There are places to eat nearby as well as in the Sheriff Court.

## EXPENSES .....

Use the form on the back of the citation to claim travelling expenses to and from court and money for meals. As well as getting payment toward any loss of earnings, some special expenses can be claimed.

My staff will help you fill in your claim and make sure you received the expenses to which you are entitled. You will be paid straight away or money will be sent to you within one week.

*Phone my office now if you have any doubts or problems about attending Court. Make sure that you have a note of the date of the trial, the name of the accused and the reference number on the citation (if any).*

## PLEASE REMEMBER:

You must attend court if you receive a citation. You may be excused if attendance will cause you particular difficulty, for example if you are unwell or plan to be away on holiday.

## IMPORTANT

If you do not appear at Court, and have not been excused by myself or one of my colleagues, you may be arrested.

## REMEMBER TO BRING YOUR CITATION WITH YOU

### ARRIVING AT COURT .....

Please ask any Court Official where you should go. If you show the official your citation you will be directed to the correct waiting room for witnesses.

By attending the Court promptly and going to the correct waiting room, you will help the Court to start on time. Frequently, trials are delayed and many witnesses inconvenienced by the late arrival of one witness, or by a witness sitting in the wrong room.

Take something to pass the time as you may have to wait for a while before being called to Court.

You must not get into the Court before you have given evidence. You will be kept informed about your case. If it becomes clear that you can leave you will be told, and why.

### HOW LONG WILL IT TAKE?

I am afraid that I cannot predict beforehand which trials will proceed and which witnesses will be required to give evidence. Accused persons are entitled to change their plea at any time. They often do this during the trial, or just before it is due to start.

If an accused person decides to plead guilty it is not necessary for witnesses to give evidence. In addition, some trials cannot proceed because the accused or perhaps another witness is ill or missing.

In any of these situations you will be told that you may leave, but you may also be told that you will have to return on a later date. Until it is clear that a trial is not going to proceed you must stay in the Court building.

You must be prepared to stay all day if necessary. Wait in the witness room until you have been called to give evidence or told that you can go.

### WHAT WILL HAPPEN?

When it is your turn to give evidence a Court Official will call your name and show you into a witness box in Court. Once there you will be asked to face the Judge, raise your right hand, and repeat the words of the Oath. If you would prefer to promise solemnly to tell the truth, say to the Judge or to the Court Official that you wish to "affirm".

In some Courts you will be allowed to sit while you are giving your evidence. Otherwise, you should stand unless this would be difficult for you, in which case ask the Judge if you can sit down. If, while you are giving your evidence, you feel uncomfortable or unwell, you should also tell the Judge.

### GIVING EVIDENCE .....

The first person to ask you questions will be the Prosecutor. In the High Court this will be an Advocate Depute. In other Courts the Prosecutor is myself or one of my colleagues.

You will be asked your name, address, age and occupation. If for good reason you prefer not to give your address, ask the Judge if you can write it down on a piece of paper. Then you will be asked questions about the case, after which the defence lawyer may ask you questions.

It will help the Court and your confidence if you listen carefully to what you are asked. Take your time in answering, and say if you do not understand or cannot answer. It is your duty to answer all the questions asked truthfully and as accurately as you can. Speak slowly and clearly.

In some cases where there is no lawyer, you may be asked questions by the accused. In cases with more than one accused, a number of different lawyers may ask you questions for the defence. Sometimes the Judge will ask questions too.

You will be told when you can leave the witness box but you must remain in Court unless you are told you are free to go. If you want to go away after given evidence ask the Judge. You can stay and listen to the rest of the case if you wish.

### ANYTHING ELSE?

In the High Court and the Sheriff Court you should call the Judge "My Lord" or "My Lady", and in the District Court the Judge is called "Your Honour".

### VICTIM SUPPORT (SCOTLAND)

If you are a victim of crime, you may wish to contact your local Victim Support Scheme. A V.S.S volunteer may be available to accompany you to Court. You can obtain more information about the Victim Support Scheme in your area from the police or a Citizen's Advice Bureau.



SCOTTISH  
**CHILDREN'S REPORTER**  
 ADMINISTRATION

Nicola Coppola  
 C/O St Mary's Kenmure Secure Unit  
 Bishopbriggs  
 Glasgow

Dear Nicola,

I have arranged a children's hearing to consider your case which was continued from 21 January 1999.

**The hearing will be held at 11.00am on Tuesday 9 February 1999 at St Mary's Kenmure Secure Unit.**

**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.**

There is a leaflet with this letter which will tell you about the hearing.

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.

If you do not understand this form you may get free help from a solicitor or you may contact the Scottish Child Law Centre on their free advice line on 0800 317 500.

Date 2.2.99

Reporter

**To the Panel Members from Nicola Coppola (19.5.83)**

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,  
Scottish Children's Reporter Administration, Merchant Exchange, 10/20 Bell Street, Glasgow

Tele No. 0141 567 7915

Fax No. 0141 567 7904



SCOTTISH  
**CHILDREN'S REPORTER**  
ADMINISTRATION

SWD/6

*Children (Scotland) Act 1995  
Request for Review Report(s)*

Authority Reporter: [REDACTED]

**MEMORANDUM**

From: Scottish Children's Reporter Administration  
Merchant Exchange  
10/20 Bell Street  
Glasgow, G1 1LG

To: Person in Charge  
St Mary's Kenmure  
Secure Unit  
Bishopbriggs, Glasgow

**SUBJECT: CHILDREN (SCOTLAND) ACT 1995 –  
REQUEST FOR REVIEW REPORT(S)**

The undernoted child's Supervision Requirement must now be reviewed on the basis of the reason below.

**REASON:** Reporter's Secure Review

Please submit COMPOSITE social background 9 April 1999

Name	Address	Date of Birth
Nicola Coppola	187 Westercommon Road	19.5.83
	Presently c/o St Mary's Kenmure Secure Unit	

**Provisional date for Hearing:- 26 April 1999**

**Date: 11 February, 1999**

Tel No: 0141-567-7915 Fax No: 0141-567-7904

[REDACTED]  
[REDACTED]  
[REDACTED].....  
[REDACTED] Reporter

[REDACTED]  
St. Mary's Kenmure  
Secure Unit,  
Bishopbriggs

Scottish Children's Reporter Administration  
Merchant Exchange, 10/20 Bell Street, GLASGOW G1 1LG

[REDACTED] Authority Reporter

Tel: Direct Line 0141 567 7915

Date: 25<sup>th</sup> January 1999

If phoning or calling please ask for: [REDACTED]

**Scottish Children's Reporter Administration**  
Department of Reporter to the Children's Panel  
Merchant Exchange, 10/20 Bell Street, GLASGOW G1 1LG

Tel: Direct Line 0141 567 7915

Our Ref: [REDACTED]

Your Ref:

Date: 25<sup>th</sup> January 1999

If phoning or calling please ask for: [REDACTED]

[REDACTED]  
St. Mary's Kenmure,  
Bishobpriggs,

Dear [REDACTED]

**RE; NICOLA COPPOLA (19.5.83) 187 WESTERCOMMON ROAD, GLASGOW.**

I understand that you are Nicola's keyworker, I attach a copy of the warrant issued by the Hearing on 21<sup>st</sup> January.

The continued Hearing is scheduled for 11 February at 11.00am to be held at St. Mary's Kenmure.

I would be obliged for a report covering the period from Nicola's admission with any information you feel relevant on progress any plans.

With thanks.

Yours sincerely,

[REDACTED]  
Reporter



SCOTTISH  
CHILDREN'S REPORTER  
ADMINISTRATION

WARRANT UNDER SECTION 69(7) (OF THE ACT FOR PLACING AND KEEPING A CHILD IN A PLACE OF  
SAFETY WITH AUTHORITY TO KEEP IN SECURE ACCOMMODATION

At ~~10 Bell Street, Glasgow~~ St Mary's Kenmore Date: 21/1/99  
Bishopcleeve

A children's hearing for Glasgow City, having considered the case of

Name Nicola Wipster  
Address 187 West Common Rd  
Rossiepark  
Glasgow

continue the case and in exercise of the powers conferred on them by section 69(7) of the Children (Scotland) Act 1995,

being satisfied that [it is necessary for the child to be kept in a place of safety in the interests of safeguarding or promoting ~~his~~/her welfare] [there is reason to believe that the child may not attend the subsequent hearing of ~~his~~/her case]

and

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

grant warrant to the chief social work officer of Glasgow City Council ordering the taking to and keeping of the said child in St Mary's Kenmore

[for the period from 21/1/99 to 11/2/99 both days inclusive] [until the day on which the subsequent hearing of the child's case by a children's hearing begins] and order that while the warrant is in effect the child shall be liable to be placed in secure accommodation at such times as the person in charge of the residential establishment, with the agreement of the chief social work officer of Glasgow City Council, considers necessary

[For the duration of this warrant the child should be subject to the conditions noted below]

[The children's hearing in granting this warrant order that the place where the child is to reside in accordance with the warrant shall not be disclosed to ]

CONDITIONS REFERRED TO IN THE FOREGOING WARRANT

1. The child shall be kept in the residential establishment named in the warrant and shall be subject to the rules and regulations of that establishment. The child shall be kept in the residential establishment named in the warrant and shall be subject to the rules and regulations of that establishment.

Chairman of the Children's Hearing

Note: If the residential establishment providing secure accommodation does not have an open residential facility there will also need to be a reference to some such place.

Officer in Charge  
St. Mary's Kenmure  
Secure Unit  
Bishopbriggs

Scottish Children's Reporter Administration  
Merchant Exchange, 10/20 Bell Street, GLASGOW G1 1LG

██████████ Authority Reporter

Tel: Direct Line 0141 567 7915

Date: 21<sup>st</sup> January 1999

If phoning or calling please ask for: ██████████



SCOTTISH  
**CHILDREN'S REPORTER**  
ADMINISTRATION

Authority Reporter: [REDACTED]

**MEMORANDUM**

**From:** Scottish Children's Reporter Administration  
Merchant Exchange  
10/20 Bell Street  
Glasgow G1 1LG

**To:** Officer in Charge  
St. Mary's Kenmure  
Secure Unit  
Bishopbriggs

**SUBJECT: CHILDREN'S HEARINGS (SCOTLAND) RULES 1996 RULE 21**

In accordance with instruction contained in Rule 21 of the above Statutory Instrument the decision(s) made by a Children's Hearing is undernoted.

Annexed herewith copy of warrant where appropriate

**Date of Hearing:** 21<sup>st</sup> January 1999

**Name**  
Nicola Coppola  
187 Westercommon Rd.,  
Glasgow.  
d.o.b. 19.5.83

**Details of Decision**  
Hearing continued.  
Warrant to detain in Secure Unit was issued  
under Section 69(7)

**Date:** 21<sup>st</sup> January 1999

[REDACTED]  
[REDACTED] Reporter



SCOTTISH  
CHILDREN'S REPORTER  
ADMINISTRATION

WARRANT UNDER SECTION 69(7) OF THE ACT FOR PLACING AND KEEPING A CHILD IN A PLACE OF  
SAFETY WITH AUTHORISATION TO KEEP IN SECURE ACCOMMODATION

At ~~10 Bell Street, Glasgow~~ *St Mary's Kenmore* Date: *21/1/99*  
*Bishopton*

A children's hearing for Glasgow City, having considered the case of

Name *Nicole Wapstra*  
Address *187 Westsummer Rd*  
*Rosslyn Park*  
*Glasgow*

continue the case and in exercise of the powers conferred on them by section 69(7) of the Children (Scotland) Act 1995,

being satisfied that [it is necessary for the child to be kept in a place of safety in the interests of safeguarding or promoting ~~his~~/her welfare] [there is reason to believe that the child may not attend the subsequent hearing of ~~his~~/her case]

and

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

grant warrant to the chief social work officer of Glasgow City Council ordering the taking to and keeping of the said child in *St Mary's Kenmore*

[for the period from *21/1/99* to *11/2/99* both days inclusive] [until the day on which the subsequent hearing of the child's case by a children's hearing begins] and order that while the warrant is in effect the child shall be liable to be placed in secure accommodation at such times as the person in charge of the residential establishment, with the agreement of the chief social work officer of Glasgow City Council, considers necessary.

[For the duration of this warrant the child should be subject to the conditions noted below]

[The children's hearing in granting this warrant order that the place where the child is to reside in accordance with the warrant shall not be disclosed to ]

CONDITIONS REFERRED TO IN THE FOREGOING WARRANT

1

[Redacted signature area]

Chairman of the Children's Hearing

Note: If the residential establishment providing secure accommodation does not have an open residential facility there will also need to be a reference to some such place.



## NOTES

The Care plan relates to children who are 'looked after' at home as well as those who are accommodated by the local authority. It provides a summary and record of the key areas which are to be tackled in work with the child and family

Wherever possible, a Care Plan should be made before the child becomes 'looked after'. For children accommodated in an emergency, it should be completed as soon as possible after the placement has been made.

Whenever possible the Care Plan should be prepared in partnership with the child/young person, parents, carers and others involved.

The Care Plan should be considered at all formal reviews and any significant changes to the plan must be made in that context.

The Placement Arrangements form is a separate document which helps to record detailed arrangements for the child's day-to-day care in specific placements. If a child changes placements as part of a planned move, only the Placement Arrangements form requires to be amended.

The Care Plan links closely to the Core Information Record and it is important to keep both up-to-date.

Copies of the completed Care Plan should be made available to parents, young people and carers (subject to the usual qualifications set out in Access to Personal Files Procedures).

A copy should also be sent to the District Officer and the original must be kept in the child's case file.

Scottish Office Ref. No.  
SW'S Ref. No.  
Other Social Work Ref.

## LOOKING AFTER CHILDREN CHILDREN (SCOTLAND) ACT 1995

### CARE PLAN

*For a child or young person looked after by a local authority.*

Name of Child	Forename(s)	Surname		
	Nicola	Coppola		
Gender	Male	<input type="checkbox"/>	Female	<input checked="" type="checkbox"/>
	Date of Birth	Day	Month	Year
	19	05	83	
Date when child began to be looked after	Day	Month	Year	
	04	07	97	
Date when child began to be looked after away from home (if different)	Day	Month	Year	
Date of this plan	Day	Month	Year	
	28	10	98	

### BACKGROUND INFORMATION

- 1 Child/young person's address before being looked after/address of family home.

11E, 187 Westercommon Road, Possilpark, Glasgow
Postcode G22 5NE      Tel. 0141 336 2102

- 1a Name of principal carer at this address

[REDACTED]
------------

- 1b Relationship to child/young person

Mother
--------

## NOTES

## 2 Child/young person's current placement address (if living away from home)

Snowdon School, Spittal Street,  
Stirling

**Placement type:** Residential School

Postcode FK8 1BU

Tel.No 017864 74399

Name of principal carer at this address

## 3 Child/young person's secondary or respite placement address (if living away from home)

**Placement type:**

Postcode

Tel No

Name of principal carer at this address

## 4 Were the child/young person and family known to the Social Work Department prior to the original date of the child/young person being looked after.

Yes

No

If yes, please provide brief details of nature and duration of involvement:

The family were known to our Department since 1986 when there were concerns around drug use within the household. This involvement ceased around February 1986 shortly after Nicola's father died from a drug overdose.

In 1990 Nicola was removed from her mother's care due to drug misuse by her mother. [redacted] spent time in a rehabilitation centre and has successfully maintained a methadone programme and Nicola was returned to her care.

Around March 1994 [redacted] approached our department re Nicola's behaviour and her lack of control over her. Nicola refused to be involved with the IT Project but was willing to be matched with a Befriender. A referral was made to DCFP but Nicola refused to cooperate and after 2 sessions contact was terminated. Relationships continued to deteriorate and by the end of the year Nicola moved to stay with her grandmother. Over time this relationship broke down due to Nicola's verbal and physical abuse of [redacted], grandmother. Respite was arranged for Nicola at this stage, however Nicola eventually refused this service. In June 1996 [redacted] moved in with Nicola and grandmother but problems persisted. Intensive IT became involved in May 1997 with little success.

Include previous or current involvement with other members of the household.

Indicate whether referrals were made, or services provided in the past.

Indicate whether the child was deemed to be 'child in need'

**NOTES**

The reasons given here should correspond with those given on the Core Information Record (Part 2) and any Case Conference minutes or Childrens Panel Report.

Placements with relatives are usually more successful than those made outside the family circle. If children or young people cannot remain at home, placement with relatives or friends should be explored before other alternatives are considered.

NB There are circumstances in which children are cared for by relatives with some support from the local authority and are not 'looked after' in terms of the Act. This form Should not be used in respect of those children.

**5 Why does the child/young person need to be looked after now?**

Nicola's relationship with her grandmother and mother had broken down due to her violence and aggressive behaviour and [redacted] inability to manage or control this. This led to Nicola being abandoned at the SWD Office and [redacted] alleging she had battered Nicola.

Intensive work with Nicola at Clevedon Reception Unit failed to alter her behaviour, failed to improve family relationships.

**6 If the child is accommodated by the local authority, what attempts have been made to arrange for the child/young person to live with a relative or close family friend, as an alternative?**

At the time Nicola became "Looked After and Accommodated" she had been cared for by her grandmother, [redacted] for 2 years. She felt she could no longer cope with Nicola.

Although Nicola is close to her aunt [redacted] she was not deemed to be a suitable carer for Nicola due to concerns around drug use within the household.

The above remains the current position.

**7 If the child is accommodated by the local authority, could s/he be placed with family members or friends if certain resources were available?**

Yes  No

**If yes, provide details of resources required:**

[Empty box for providing details of resources required]

NOTES

8a Indicate the legal basis for the current intervention with the child/young person. Enter 1 for primary basis; 2 for secondary basis, and 3 for any other relevant legislation.

CHILDREN (SCOTLAND) ACT 1995

- Section 25 Provision of accommodation for children
- Section 25 Respite placement.
- ALAC(S) Reg 7
- Section 33 Orders made in different parts of the U.K.
- Section 55 Child Assessment Order
- Section 56 Initial investigation by Reporter
- Section 57 Child Protection Order
- Section 66 Warrant where children's hearing unable to dispose of case
- Section 67 Warrant for further detention of child (Sheriff)
- Section 69 Continuation warrant by children's hearing for further investigation.
- Section 70(1) Supervision Requirement
- Section 70(3) Supervision Requirement with condition of residence.
- Section 70(9) Supervision Requirement within secure accommodation
- Section 86 Parental Responsibilities Order

ADOPTION (SCOTLAND) ACT 1978

- Section 18 Freed for adoption.

CRIMINAL PROCEDURE (SCOTLAND) ACT 1995

- Section 43 (4) Unruly certificate.
- Section 44(1) Detention in residential accommodation.
- Section 51(1) Committal to local authority care.
- Section 208 Detention of children convicted of indictment.

OTHER LEGISLATION

Please specify.

8b Date upon which primary legal basis commenced.

10/2/98

8c Give details of any conditions attached to current order.

[Empty box for details of conditions attached to current order]

9 If any change of legal basis is being planned or recommended to take place within the next 3 months, please give details.

Recommendation to the Screening Group that Nicola be placed in Secure Care. This recommendation is viewed as for a short period and to be followed by return to Snowdon.

**NOTES**

Please tick one box in each of sections a - d.

The sections on Throughcare should be completed if the young person will become eligible for support under Section 29 within the next 12 months

**10 What is the current plan for this child/young person in respect of the following areas?**

**a) Assessment**

- Assessment at home
- Assessment away from home
- Risk assessment (at home)
- Risk assessment (away from home)
- Child Assessment Order
- No formal assessment necessary at present.

**c) Rehabilitation Plan (From date of this plan)**

- Not away from home
- Return to family within 1 month
- Return to family within 6 months
- Eventual return to family
- Placement with other relatives/friends
- No return to family

**b) Placement (Currently provided)**

- Not placed- living at home
- Respite care
- Living with relatives/friends
- Short-term fostering (up to 6 months)
- Long-term fostering (over 6 months)
- Government training scheme
- Adoption
- Short term residential care (up to 6 months)
- Long-term residential care (over 6 months)
- Residential School (up to 6 months)
- Residential School (over 6 months)
- Other residential placement (e.g. rehabilitation/psychiatric unit)
- Other (please specify)

**d) Education/Employment Services**

- Mainstream provision
- Support in mainstream provision
- Support in special community-based provision (e.g. day care)
- Residential school placement
- Further education/training
- Employment

**e) Throughcare**

- Living with family
- Return to family
- Living with other relatives/ friends
- Supported accommodation
- Independent living
- Hostel
- Other (specify)

## NOTES

- 11 If it is planned to place the child away from home or change the placement, please give reasons and details and timescales.

Nicola requires a structured and stable environment where she can learn to trust adults, respond positively to boundaries placed upon her and continue her education. She also needs to be emotionally secure to enable her to make better decision about her life. All agree that Snowdon would be the most appropriate resource if Nicola would stay there. Her continued absconsions undermine this and place her at risk in the community. It is felt that this is a pattern of behaviour that has to be broken by placement in a Secure Unit.

**PLAN OF ACTION**

- 12 What are the key objectives of this Care Plan?

- 1) To have Nicola placed in a safe, secure environment.
- 2) To break the pattern of absconsions and suspected involvement in drug issues.
- 3) To prevent Nicola from placing herself at risk in Glasgow City Centre at night. Nicola has reported sexual assaults on others she has been with in the city centre.
- 4) It is believed Nicola has been in Manchester and Aberdeen possibly involved in carrying drugs. This has to be stopped.
- 5) By breaking the cycle of absconsions assist Nicola to look at her behaviour and encourage her to take a more positive approach to future work at Snowdon.
- 6) To return Nicola to Snowdon at an appropriate moment to look at relationship issues, family-issues, decision making, complete her education and prepare for adulthood.

Many of the people who take responsibility for a child/young person's development can be included in this plan of action. As well as parents, children or young people, foster carers, residential staff, social workers and community support workers, other professionals such as psychologists, teachers and health visitors also have a part to play. This question does not refer to day-to-day arrangements, but to the key tasks that might need to be undertaken. They might include legal action, preparation for Panel, life story work, psychiatric assessment, child protection plan, negotiations with agencies such as Health and Education, specific work to be undertaken with parents and other relatives and services offered to them.

13 Summarise the social and family issues affecting this child which should be addressed as part of this Care Plan. Identify the resources and action necessary to tackle these.

NOTES

This section may include issues surrounding housing, poverty, relationships, or the problems of other family members which affect the child/young person.

This is potentially a section in which confidentiality issues will be important. It may in some instances be appropriate to limit the distribution of this section.

Since Nicola has been a young child there have been difficulties in her relationship with her mother. This has been compounded by the extended family undermining [redacted] parenting ability and interfering when she tried to discipline Nicola. Nicola has therefore learned to be very manipulative and how to play adults off against each other. Nicola has always been provided for materially and any demands she made were met keep the peace. There appears to have been little physical affection shown to Nicola by her mother. [redacted] admits to finding this difficult and feels this is because she was shown little affection when she was a child.

Over the years there has been a gradual deterioration in [redacted] relationship with her daughter which has led to her having no control over Nicola's behaviour.

Nicola remains a very confused youngster, who remains loyal to her mother. In the past Nicola has had to come to terms with mother "opting out" and placing her in the care of her grandmother. This has left Nicola feeling very insecure and at times unwanted by her mother. At times the inconsistent contact between Nicola and her mother caused problems for [redacted] grandmother who had difficulty coping with Nicola's violent reaction to this. Nicola continues to feel insecure in her relationship with her mother and feels "threatened" when her mother is in a relationship. [redacted] currently is in a relationship.

After Nicola's admission to Clevedon Reception Unit on 4/7/97 contact with her mother was erratic. Overnights had to be stopped because Nicola wasn't staying with mother. Contact however was continued and family sessions were arranged at Clevedon. The deep seated relationship difficulties continued however.

Since her move to Snowdon School on 9/2/98 contact including reinstated overnights with mother have continued although these have continued to be problematic.

In summary, Nicola continues to be a very vulnerable and confused young person. There continues to be concerns about the behaviours she displays. Her boundaries are very sexualised and she often appears to have few boundaries. She can still display challenging behaviour when confronted about her activities.

Snowdon staff initially made progress in modifying her behaviours. This has been undermined recently by her absconsions and the influence of her boyfriend. He often hangs about outside the school and it is suspected he maybe encouraging some of the concerning behaviours Nicola is involved in when out of school.

In order for this support from Snowdon to continue it is felt that the current cycle of absconsions has to be broken. This can only be done by a short term placement in secure accommodation. It is envisaged Nicola will then return to Snowdon when she is refocused on her work to be undertaken at Snowdon.

Please tick if supplementary sheet is used

## NOTES

- 14 Summarise any **identity issues and needs** which are relevant to the child/young person, and which should be addressed as part of this Care Plan. Identify the resources and action necessary to tackle these. Give particular consideration to issues around race, culture, religion, gender, sexuality and disability.

Nicola requires considerable advice on coping with her sexuality. It is felt she puts herself at potential risk of exploitation by unscrupulous male adults.

Please tick if supplementary sheet is used

Confidentiality issues may arise in relation to this section. Consideration should be given to such issues in deciding upon the distribution of the Care Plan.

- 15 Summarise any **health issues and needs** which are relevant to the child/young person, and which should be addressed as part of this Care Plan. Identify the resources and action necessary to tackle this.

When Nicola returns from absconsions she is described as physically and emotionally "wrecked" by Snowdon staff. They also report she has been stealing gas and deodorants at weekend..

She has lost weight and her eating pattern has changed.

Please tick if supplementary sheet is used.

## NOTES

- 16 Summarise any education, training or employment issues and needs which are relevant to the child/young person, and which should be addressed as part of this Care Plan. Identify the resources and action necessary to tackle these.

It is not envisaged that Nicola will cope in mainstream schooling and she therefore will require to complete her formal education in a residential setting.

Please tick if supplementary sheet is used

- 17 If it is not possible to address all the needs identified in the Plan of Action, which should be the priority needs and how should they be addressed?

1) Placement in safe and secure environment.

**NOTES**

**18 What is the contingency plan if this plan cannot be implemented?**

Continuation of placement at Snowdon.

**19 THROUGH-CARE**

**This section of the Care Plan must be completed in respect of any young person who is looked after and is over 15 years old.**

**19a Where is it planned for the young person to live when s/he ceases to be looked after?**

Under Sec. 29 of the 1995 Act, all young people who were being looked after when they reached school leaving age are entitled to receive advice, guidance and assistance from the local authority if they need it up to (and including) the age of 18.

The local authority has the power to extend this in appropriate circumstances up to the age of 20.

- parental home
- other relatives/friends
- foster carers
- supported accommodation
- supportive carers
- Other (specify)

- registered hostel
- unregistered hostel
- private let
- bed & breakfast
- rehabilitation unit

.....  
.....

**19b Give details of any arrangements to assist the young person to prepare for independence.**

Referral made to Throughcare Section.

**NOTES**

Sec. 30 of the Act gives he power to provide grants and other assistance to young people formerly looked after to assist with expenses relating to education, training and employment.

19c What services will the young person need when s/he ceases to be looked after? (tick as many as appropriate)

- |                                     |   |                                     |                             |
|-------------------------------------|---|-------------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> | allocated social worker                 | <input type="checkbox"/>            | supported accommodation     |
| <input checked="" type="checkbox"/> | throughcare team                        | <input type="checkbox"/>            | drop-in facility            |
| <input type="checkbox"/>            | community support services              | <input type="checkbox"/>            | grants (e.g. Section 29)    |
| <input type="checkbox"/>            | support from residential unit           | <input type="checkbox"/>            | relocation assistance       |
| <input type="checkbox"/>            | contact with voluntary organisation     | <input type="checkbox"/>            | special leave care scheme   |
| <input type="checkbox"/>            | emergency accommodation                 | <input type="checkbox"/>            | ongoing financial support   |
| <input type="checkbox"/>            | practical carer support (e.g. homecare) | <input checked="" type="checkbox"/> | Other (specify)             |
| <input type="checkbox"/>            | criminal justice services               |                                     | Continuation of . . . . .   |
|                                     |   |                                     | Supervision Order . . . . . |
|                                     |   |                                     | in Community                |

19d Provide details of any services ticked at 19c which will not be available when the young person ceases to be looked after.

[Empty box for details of services]

20 HOW LONG IS IT ESTIMATED THAT THE CHILD/YOUNG PERSON NEEDS TO BE LOOKED AFTER BY THE LOCAL AUTHORITY? (START FROM DATE OF THIS CARE PLAN)

- |                          |                    |                                     |                 |
|--------------------------|--------------------|-------------------------------------|-----------------|
| <input type="checkbox"/> | 1 - 14 days        | <input type="checkbox"/>            | 7 months-1 year |
| <input type="checkbox"/> | 15 - 28 days       | <input checked="" type="checkbox"/> | over 1 year     |
| <input type="checkbox"/> | 29 days - 6 months |                                     |                 |

21 IF THE CHILD/YOUNG PERSON IS BEING ACCOMMODATED, WHAT TIMESCALE HAS BEEN IDENTIFIED FOR ENDING THIS EPISODE? (START FROM DATE OF THIS CARE PLAN)

- |                          |                    |                                     |                   |
|--------------------------|--------------------|-------------------------------------|-------------------|
| <input type="checkbox"/> | 0-2 weeks          | <input checked="" type="checkbox"/> | 7 months - 1 year |
| <input type="checkbox"/> | 3 - 6 weeks        | <input type="checkbox"/>            | over 1 year       |
| <input type="checkbox"/> | 7 weeks - 6 months |                                     |                   |

The Care Plan may not be substantially altered without holding a case review. However, the decisions of Courts and Children's Hearings must be observed in the detail of the Care Plan.

22 WHAT ACTION WILL BE NECESSARY IF ANY PARTY WISHES TO ALTER THIS PLAN?

Referral to a Children's Hearing.

Review dates must be specified (at least provisionally) at the time of the child becoming looked after and at all subsequent reviews.

23 THE NEXT REVIEW OF THIS PLAN WILL TAKE PLACE AT (TIME) .....am/pm

Day [ ] Month [ ] Year [ ]

Venue

Depends on decision of Screening Groups

## 24 CONSULTATION

## NOTES

It is mandatory to ascertain and take account of the views and wishes of children/young people in making any important decisions or plans which will affect them. (Section 17, Children (Scotland) Act 1995)

In ascertaining the views of children or parents, any difficulty in communication arising from health, disability or linguistic factors should be noted, and action recorded. Whenever practicable the use of the relevant interpreting services should be considered.

- 24a Have the views of the child/young person in respect of this Care Plan been ascertained? If so, how was this done, what are those views and how have they been taken into account? If not, what arrangements are being made to ascertain his/her views?

At review meeting for 27/10/98 Nicola was not present having absconded. She expresses the view that she doesn't care if she goes to Secure accommodation.

This is not felt by staff to be an accurate statement of her views. We believe she wants home and everyone out of her life.

- 24b If the level of maturity and understanding of the child is below that required to understand the content of this Plan, or if communication problems exist (e.g. through disability), indicate the steps taken to assist him/her in this regard.

N/A

- 24c Have the views regarding this Care Plan of parents or others with parental responsibilities for the child been ascertained? If so, how was this done, what are those views and how have they been taken into account? If not, what arrangements are being made to ascertain the views of those persons?

██████████ mother is extremely concerned about Nicola's continued absconsions. She is worried that Nicola is involved in either drug use or associated criminal behaviour. She is also concerned about threats being made by family of Nicola's boyfriend to herself. She is worried about details on how to get a passport found by her under Nicola's bed.

- 24d If the parents or carers main language is not English, or if any disability presents difficulty in reading this Care Plan, what steps have been taken to assist them in this regard?

N/A

**NOTES**

Whenever possible, care should be based upon the consent and agreement of those involved. Where this can be achieved, young people and their parents should be encouraged to become signatories to the care plan.

Where appropriate and feasible, other agencies and professionals contributing to the plan should be invited to sign it.

24e Which agencies, other relatives and interested people have been consulted concerning the child/young person's situation and the formulation of this Plan? Please give details and attach any written reports.

- 1) [REDACTED]
- 2) Snowdon School staff

24f This plan should be discussed with the following who should be asked to record whether or not they agree:

	Agree	Disagree	Signature	Date
Child/young person	<input type="checkbox"/>	<input type="checkbox"/>		
Mother with parental responsibilities	<input type="checkbox"/>	<input type="checkbox"/>		
Father with parental responsibilities	<input type="checkbox"/>	<input type="checkbox"/>		
Other(s) with parental responsibility	<input type="checkbox"/>	<input type="checkbox"/>		
Other(s) e.g other carers, agencies.	<input type="checkbox"/>	<input type="checkbox"/>		
Community support staff (eg, day care projects, I.T.)	<input type="checkbox"/>	<input type="checkbox"/>		
Other interested relative(s) (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
Social Worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[REDACTED]	28/10/98
Senior Social Worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[REDACTED]	28/10/98

24g Please give details if any of those listed in the response to Question 24f above disagree with any of the provisions of the plan.

## NOTES

It is important that areas of disagreement with the care plan are treated seriously and are accurately recorded. It may be helpful to seek written comment from the person who dissents (or even to assist the person to prepare such a statement).

The persons concerned should always be given clear advice, written if possible, on how they may seek a review or change of decisions with which they disagree.

If the child or young person is in disagreement, the use of an appropriate advocacy facility should be considered (eg. Childrens Rights Officer, Who Cares Scotland)



NOTES

ADMINISTRATION

26 Responsible authority

GLASGOW CITY COUNCIL

Social Worker's Name

[Redacted]

Senior Social Worker's Name

[Redacted]

Address of Social Work Unit

POSSIL AREA OFFICE  
7 CLOSEBURN STREET  
GLASGOW  
  
Postcode G22 5JZ      0141  
Tel. No. 336-3181

27 Supervising authority/agency  
(if different from above)

[Redacted]

Social Worker's Name

[Redacted]

Senior Social Workers Name

[Redacted]

Address

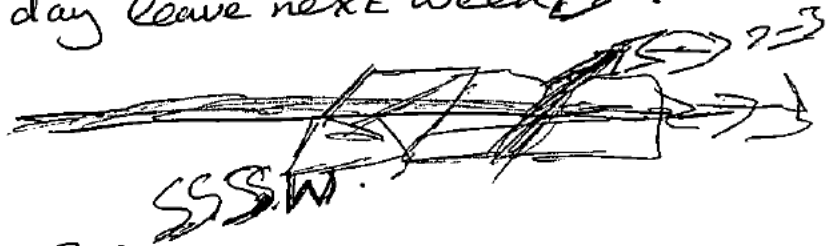
[Redacted]  
  
Postcode      Tel. No.

28 Details of arrangements between the responsible authority and the supervising authority or agency: (please use additional sheet if necessary).

N/A

N.B. The LAC forms have been produced by Glasgow City Council for use with children who are looked after and differ substantially from forms produced by the Department of Health and other agencies.

1. College Placement:
2. Through care worker & independent living
3. Supervised. Day during. after 12nd
- 4.
5. Possible day leave next week.



336 44 22.

A. CABPOLA

11<sup>th</sup> MARCH THURS. 2:30pm - 4pm  
Parkhead.

Sat - 2-4pm.

Provisional Date 26<sup>th</sup>

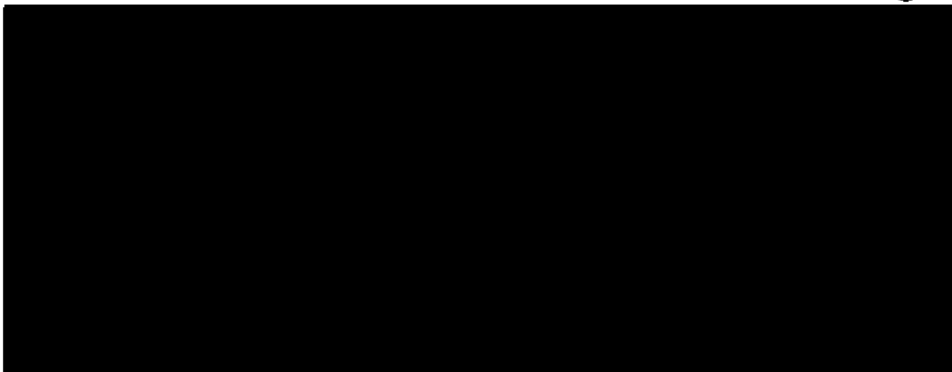
~~APR~~  
APR.



336 - 3/81.

Through Care.

0129 66589



# Looking After Children: Good Parenting, Good Outcomes in Scotland

## ESSENTIAL CORE RECORD AND PLACEMENT AGREEMENT

Wherever possible, the Essential Core Record and Placement Agreement should be completed before a child or young person is first looked after away from home by a local authority. In an emergency, it must be completed and the agreements at the end of the form signed, prior to leaving a child or young person in placement. It contains essential information and agreements for carers as specified in Schedule 3 of the Fostering of Children (Scotland) Regulations 1996 and Part 3 of the Residential Establishments - Child Care (Scotland) regulations 1996. It should be updated regularly and checked for accuracy before each review.

*This form is particularly designed to be used with a child or young person looked after away from home by a Local Authority, but can be used more widely. The top copy is for the child/young person's file; one should be left with the carer when placing the child/young person and the other is for the parent or the young person if aged 16 or over. Place the cardboard between the pink copy and the white page beneath it to prevent copying through too many layers.*

### Personal Details

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

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

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

1. Forenames

NICHOLA

Family Name

COPPOLA

Known As

NICHOLA

2. \*Gender

Male  Female

3. \*Date of Birth

Day 19 Month 05 Year 1983

4. Date this form first completed

Day   Month   Year

Last Updated

Day   Month   Year

5. Social Worker's Name

[REDACTED]

Supervising Authority/Agency

GLASGOW CITY COUNCIL

Area/Team

POSSIL PARK

Address  
(Please include post code)

7 CLOSEBURN ROAD  
POSSIL  
GLASGOW

Telephone (Incl. STD Code)

0141) 336 3181

Outside office hours, carers should call (Incl. STD Code)

[REDACTED]

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

[REDACTED]

This form contains confidential information that should not be shared without the agreement of the local authority.

7. Placement Address  
(Please include post code)

ST. MARY'S KENNURE  
ST. MARY'S ROAD  
BISHOPBRIGGS Telephone: (0141) 563 0220

Name(s) of principal carer(s) at this address and status, e.g., foster carer, keyworker, relative or friends

[Redacted]

8. Date of Placement

Day  Month  Year

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

9. \*What type of placement is it?

SECURE PLACEMENT

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

Does the child/young person have a respite placement as well as a main placement?

Yes  No  If yes, what is the placement type?

[Redacted]

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

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

11E, 187 WESTERCOMMON ROAD  
POSSIL PARK  
GLASGOW

Name of principal carer(s) at this Address

[Redacted]

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

Ethnic Group

- |                   |                                     |                    |                          |
|-------------------|-------------------------------------|--------------------|--------------------------|
| White             | <input checked="" type="checkbox"/> | Bangladeshi        | <input type="checkbox"/> |
| Black - Caribbean | <input type="checkbox"/>            | Chinese            | <input type="checkbox"/> |
| Black - African   | <input type="checkbox"/>            | Mixed ethnicity    | <input type="checkbox"/> |
| Black - Other     | <input type="checkbox"/>            | Specify).....      |                          |
| Indian            | <input type="checkbox"/>            | Other ethnic group | <input type="checkbox"/> |
| Pakistani         | <input type="checkbox"/>            | (Specify).....     |                          |
| Not known         | <input type="checkbox"/>            |                    |                          |

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

[Redacted]

Religious practices to be observed

[Redacted]

13. Languages spoken at home

First Language

Other Languages

ENGLISH

Can the child/young person speak English?

Yes  Some  No

Will an interpreter be needed?

Yes  No

14. If the child/young person uses a form of communication other than speech (e.g., Makaton, British Sign Language, Picture Symbol system, electronic system, please specify:

N/A

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

NICHOLA IS APPROX. 5' IN HEIGHT, IS OF PALE COMPLEXION WITH BROWN HAIR AND BROWN EYES. NICHOLA IS OF PROPORTIONATE WEIGHT FOR HER HEIGHT.

16. Is the young person a parent? Yes  No

If yes, does s/he have parental responsibilities and parental rights? Yes  No

Child/ren's name(s)

N/A

Date(s) of Birth

N/A

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

N/A

Unique Reference Number

Contact - if the young person has any contact with their child(ren) please give brief details here

N/A

**LEGAL AND PROTECTION ISSUES**

Specific details of the statute and section under which the child/young person is looked after should be recorded on the Essential Background Record, Question 9.

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

Accommodated under Section 25

Parental Responsibilities Order

Supervision Requirement at Home

Supervision Requirement away from Home (Excluding Residential Establishment)

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

Supervision Requirement away from Home with a Secure Condition

Criminal Court Provision

Child Protection Measure

Warrant

Freed for Adoption

Other (Please specify)

.....

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

Yes  No

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

Yes  No

If yes, which category:

Categories:  
Physical Injury;  
Physical Neglect;  
Emotional Abuse;  
Sexual Abuse;  
Failure to Thrive.

Date of current registration: Day  Month  Year

**PLACEMENT**

19. Child/young person's routine

Please give details about bedtime, personal care, mealtimes, special comfort objects, likes and dislikes. Please ensure that care needs resulting from experience of abuse are identified.

20. Why is the child/young person being placed with these carers now?

e.g., significant risk; family crisis; place of safety; placement breakdown

21. What is the purpose of this placement?

e.g. short-term assessment, bridging placement, long-term placement.

[Empty box for purpose of placement]

Anticipated length of placement? (Please tick)

Under 6 weeks   
6 weeks to under 6 months   
6 months to under 1 year

1 year to under 2 years   
2 years to under 5 years   
5 or more years

22. Is this placement being made because of a previous placement breakdown?

Yes  No  No Previous Placement

If yes, please give brief details of reason for breakdown:

[Empty box for details of breakdown]

23. Does the child/young person display any behaviour that may be of concern to current carers?

Yes  No

If so, please give brief details of the behaviour, what triggers it (if known), and how best to deal with it:

e.g., bed wetting; violent/aggressive; inappropriate sexual behaviour; anxious/withdrawn; offending; substance abuse.

[Empty box for details of behaviour]

The Arrangements to Look After Children (Scotland) Regulations, 1996 require local authorities to arrange medical examinations and written health assessments for all children before placement or, if this is not practicable, as soon as possible after a placement has been made.

HEALTH

24. Has the child/young person had a health assessment prior to being looked after away from home?

Yes  If yes, date: Day  Month  Year  No

If no, is one arranged? Yes  Date: Day  Month  Year

If not arranged, please explain:

[Empty box for explanation]

25. \*Does the child/young person have any disabilities? (Answer this question for all children/young people)

Tick one box

- Multiple disabilities
- Significant learning difficulties
- Mental health problem (Mental Health (Scotland) Act 1984)
- Autism
- Significant hearing impairment
- Significant language and communication disorder
- Significant physical or motor impairment
- Significant visual impairment
- Social, emotional and behavioural difficulties
- Other disability
- No disabilities but affected by disability of family member(s)
- No disability, and not affected by disability

Give the name(s) of disabling condition(s), details of the effects, age of onset and current treatment(s). For the disability of family member(s), specify the relative, the disability and the affect on the child/young person.

26. Does the child/young person have any other on-going health conditions not covered above? Give the name(s) of the condition(s), details of the effects, age of onset and current treatment(s).

e.g.,  
ADHD/hyperactivity,  
HIV/AIDS, allergies,  
asthma, coeliac  
disease, diabetes, glue  
ear, hepatitis B or C,  
sickle cell anaemia,  
thalassaemia, skin  
conditions.

Allergies could include  
penicillin, animals,  
house dust, pollen,  
foods, particularly  
peanuts, cigarette  
smoke and insect  
stings.

NICHOLA FREQUENTLY COMPLAINS OF STOMACH CRAMP,  
HOWEVER SHE HAS RELIEVED TREATMENT FROM THE DOCTOR.

You will need to think  
about issues of  
confidentiality in  
relation to some  
conditions such as  
HIV/AIDS and must  
consult agency policy  
on recording.

27. Does the child/young person have any outstanding medical appointments?

Yes  No

If yes, please state the date, time, address, purpose and name and designation of the health professional concerned.

28. Is the child/young person receiving any other medication or other treatment for current infection or injury? If so, what medication/treatment is s/he receiving, dosage, frequency and other instructions.

[Empty box for medication/treatment details]

29. Does the child/young person have specific dietary needs or restrictions for health or cultural reasons? Yes  No

If yes, please specify:

N/A

30. Does the child/young person use any special equipment? Yes  No

If yes, please specify the equipment, where it is, if it is not with the child/young person, and if so, what action will be taken to deliver it to the carer(s).

e.g., spectacles;  
hearing aid; tube  
feeding aids; Braille  
materials; splints;  
special footwear;  
special cup or bottle.

N/A

Does the carer need any specialist training in relation to special equipment?  
Yes  No  Not Applicable

If yes, please detail the training required, e.g., instruction from Health Visitor/Hospital Nurse.

N/A

31. Who is the child/young person's General Practitioner?

Name:

[Redacted name]

Address:

KENMURE MEDICAL PRACTICE  
BISHOPBRIGGS

Telephone:

0141) 772 6309

Health Visitor/  
School Nurse:

[Redacted name]

Address:

ST. MARY'S KENMURE  
ST. MARY'S ROAD  
BISHOPBRIGGS

Telephone:

0141) 563 0220

EDUCATION.

32. School attended immediately prior to being looked after away from home.

Please ensure that all schools the child/young person has attended are recorded on the Essential Background Record at Question 24.

School name:

SNOWDEN SCHOOL

Current school if different from above:

ST. MARY'S KENMURE

Contact person:

[REDACTED]

Position, e.g., Head Teacher, Guidance Teacher, Class Teacher:

HEAD OF EDUCATION

Address:

ST. MARY'S KENMURE  
ST. MARY'S ROAD  
BISHOPBRIGGS

Class/Year, e.g., P3, S1:

[REDACTED]

Do any immediate arrangements need to be made to help the child/young person to attend school or change school?

e.g., transport;  
negotiation re:  
attendance or  
alternative  
arrangements if  
excluded or truanting.

[REDACTED]

FAMILY DETAILS

33. Mother's name: [Redacted]

Known as: [Redacted]

Date of Birth: Day [ ] [ ] Month [ ] [ ] Year [ ] [ ] [ ] [ ]  
(If exact date not known, please give year)

If deceased, tick box and give date if known: [ ] Day [ ] [ ] Month [ ] [ ] Year [ ] [ ] [ ] [ ]

Address if different from the child/young person's home address, recorded in Question 12.  
If same address tick box: [ ]

[Redacted Address Box]

Does the mother have parental responsibilities?  
Yes  No, Order under Section 11  No, Order under Section 86

Please use the same Ethnic Origins as in Question 11.

What is the ethnic origin of the mother? WHITE

What is the mother's first language? ENGLISH

Can the mother speak English? Yes  No  Some

Can the mother understand English? Yes  No  Some

Will an interpreter be need? If so, tick box: [ ]

34. Father's name: [Redacted]

Known as: [Redacted]

Date of Birth: Day [ ] [ ] Month [ ] [ ] Year [ ] [ ] [ ] [ ]  
(If exact date not known, please give year)

If deceased, tick box and give date if known:  Day [ ] [ ] Month [ ] [ ] Year [ ] [ ] [ ] [ ]

Address if different from the child/young person's home address, recorded in Question 12.  
If same address tick box: [ ]

N/A

Does the father have parental responsibilities?  
Yes  No, Order under Section 11  No, Order under Section 86   
No, never married to mother

Please use the same Ethnic Origins as in Question 11.

What is the ethnic origin of the father? [Redacted]

What is the father's first language? [Redacted]

Can the father speak English? Yes  No  Some

Can the father understand English? Yes  No  Some

Will an interpreter be need? If so, tick box: [ ]

35. Other Significant Adults

You may wish to include here a grandparent, a step-parent, parent's co-habitae or a close friend. If a child/young person has been adopted but is still in contact with birth parent and/or relatives, please give information here

Name	Address/Tel. No.	Relationship	Tick if person holds Parental Responsibilities
[REDACTED]		AUNT	
[REDACTED]		COUSIN	
[REDACTED]		GRANDMOTHER	
[REDACTED]		AUNT	

36. Brothers and Sisters

If any are looked after away from home their current placement address should be recorded here. Ensure that addresses are updated if siblings move.

If they have continuing contact ensure information is recorded under Question 37.

Name	Date of Birth	Address	Relationship (full, half, step)	Tick if Looked After Away from Home

## CONTACT

These could be immediate arrangements for contact with, for instance, parents, brothers and sisters, grandparents, previous carers or friends.

This box need only be completed if the Day to Day Placement Arrangements are not being completed simultaneously

37. What immediate arrangements have been made for contact?

Does the child/young person want anyone else to know where they are? If so, please give details and who will contact this person.

Name:

Address:

To be contacted by:

e.g., any court orders relating to contact made under Section 11 or any conditions or directions concerning contact made under Sections 55, 58, 60, 70, 73 or 86 of the Children (Scotland) Act 1995.

38. Has a Court, children's hearing or Social Work/Services Department made any order, direction, condition or decision restricting or terminating contact?

Yes  No

If yes, please give the name(s), address(es) and relationship(s) to child of the person(s) concerned and outline the order, direction, condition or decision.

If yes, tick box when carers have been given a copy of any order, direction or condition.

## CONSENT TO MEDICAL TREATMENT

39. I/We, who have parental responsibilities for ..... (child's name) agree to.....(local authority/other agency) arranging the following surgical, medical and dental procedures or treatments for the above named child whilst he or she is looked after by them if s/he is not deemed by an appropriately qualified medical practitioner able to give his or her own consent.

	<u>YES</u>	<u>NO</u>
Emergency surgical, medical and dental examinations and intervention (including anaesthetics)	<input type="checkbox"/>	<input type="checkbox"/>
Routine medical and dental intervention/treatment deemed by an appropriately qualified medical practitioner to be in the best interests of the child	<input type="checkbox"/>	<input type="checkbox"/>
Planned surgical intervention/treatment deemed by an appropriately qualified medical practitioner to be in the best interests of the child	<input type="checkbox"/>	<input type="checkbox"/>
Routine Immunizations deemed by an appropriately qualified medical practitioner to be in the best interests of the child		
Including immunization against:-		
Hepatitis B	<input type="checkbox"/>	<input type="checkbox"/>
Tetanus	<input type="checkbox"/>	<input type="checkbox"/>
Diphtheria	<input type="checkbox"/>	<input type="checkbox"/>
Whooping Cough	<input type="checkbox"/>	<input type="checkbox"/>
Poliomyelitis	<input type="checkbox"/>	<input type="checkbox"/>
HIB (Haemophilis Influenzae)	<input type="checkbox"/>	<input type="checkbox"/>
MMR (Measles, Mumps, Rubella)	<input type="checkbox"/>	<input type="checkbox"/>
BCG (Tuberculosis)	<input type="checkbox"/>	<input type="checkbox"/>

The nature of consent to Medical Treatment has been explained to me;

Signature..... Name..... Date.....

Signature..... Name..... Date.....

Witnessed by:-

Signature..... Name..... Date.....

**AGREEMENTS**

**40. CARERS AGREEMENT**

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

Relative(s) or friend(s), in the case of immediate placements made by local authorities agree to look after the child/young person at the placement address for a period not exceeding 26 weeks, unless subsequently approved and issued with a foster care agreement between themselves and the local authority, and agree to carry out all the duties as specified in regulation 14 of the Fostering of Children (Scotland) Regulations 1996.

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

I/We agree to look after NICHOLA COPPOLA at the placement address and to comply with all the aspects of the relevant regulations from the Fostering of Children (Scotland) Regulations, 1996 or Residential Establishment Child Care (Scotland) Regulations 1996. I/We have received written information concerning these regulations. I/We also agree to co-operate with all the arrangements made by GLASGOW CITY COUNCIL, the local authority, for the above named child/young person.

Name(s) ST. MARY'S KENNURE  
 and  
 Address: ST. MARY'S ROAD  
BISHOPBRIGGS  
G64 2FH

(BLOCK CAPITALS)

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

Signature..... Date.....  
 Signature..... Date.....

**CHILD/YOUNG PERSON'S AGREEMENT**

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

Further comments: local authorities sometimes have to take actions that do not accord with the wishes of the families concerned. Children and young people may wish to record their reservations even if they agree that a period of looking after or accommodation is the only feasible option at present.

41. I agree to be accommodated by.....(local authority/other agency) at the above address.

Name: \_\_\_\_\_

Signature..... Date.....

Further comments  
 \_\_\_\_\_

*File*

CORA Foundation

### St Mary's Kenmure

St Mary's Road  
Bishopbriggs  
Glasgow G64 2EH

### NOTE OF AUTHORITY

Tel: 0141 563 0220  
Fax: 0141 563 0223

#### Particulars of Client

Name *NICOLA CAPOLA*

Date of Birth \*

Address \*

Contact Person \*

Reason for Admission \*

Relevant Legislation \*

#### Particulars of Social Work Department

Responsible Authority: *GLASGOW*

Responsible Social Worker/Location:



*POSSILPARK AREA TEAM*

Contact Person (if different):

Admission Arrangements

*ADMISSION AS REQUIRED BY SWD.  
BED RESERVED FROM 14/1/99.*

Admissions are at the rate of £2182 per week.

#### AGREEMENT

Authorising Signature:



Designation:

*PRINCIPAL OFFICER*

*Date: 15/1/99.*

*FCB*



**SCOTTISH  
CHILDREN'S REPORTER  
ADMINISTRATION**

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

At 10 Bell Street, Glasgow

Date: *9/2/98*

A children's hearing for Glasgow City, having considered the case of

Name *Nicola Coppola*  
Address *187 Westercommon Rd  
Fosside Park  
Glasgow*

and in exercise of the powers conferred by section 73(9)(e) of the Children (Scotland) Act 1995 being satisfied

*firstly* that the child is in need of compulsory measures of supervision, and  
*secondly*

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

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

grant continuation of the supervision requirement dated *10/2/98* a copy of which is attached, subject to the insertion of a requirement on ~~him/her~~ to be under the supervision of the chief social work officer for Glasgow City Council and to reside in *St Marys Vermore Secure Unit, Bishopbriggs*, subject to the conditions noted below and any other insertions in or variation of the supervision requirement noted below.

[The children's hearing order that the place or places where the child is to reside in accordance with the requirement shall not be disclosed to *1*]

**CONDITIONS, VARIATIONS AND INSERTIONS REFERRED TO IN THE SUPERVISION REQUIREMENT**

1. The child is liable to be placed and kept in secure accommodation in *St Marys Vermore Bishopbriggs, Glasgow* at such times as the person in charge of the residential establishment, with the agreement of the chief social work officer of Glasgow City Council considers necessary.

[Redacted signature area]

Chairman of the Children's Hearing

Note: If the residential establishment providing secure accommodation does not have an open residential facility there will also need to be a reference to some such place.

FILE



SCOTTISH CHILDREN'S REPORTER ADMINISTRATION

WARRANT UNDER SECTION 69(7) OF THE ACT FOR PLACING AND KEEPING A CHILD IN A PLACE OF SAFETY WITH AUTHORITY TO KEEP IN SECURE ACCOMMODATION

At ~~10 Bell Street, Glasgow~~ *St Mary's Kenmore* Date: *21/1/99*  
*Bushyloggy*

A children's hearing for Glasgow City, having considered the case of

Name *Nicola Gipsler*  
Address *187 Westercommon Rd*  
*Ross Park*  
*Glasgow*

continue the case and in exercise of the powers conferred on them by section 69(7) of the Children (Scotland) Act 1995,

being satisfied that [it is necessary for the child to be kept in a place of safety in the interests of safeguarding or promoting ~~his~~/her welfare] [there is reason to believe that the child may not attend the subsequent hearing of ~~his~~/her case,

and

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

grant warrant to the chief social work officer of Glasgow City Council ordering the taking to and keeping of the said child in *St Mary's Kenmore*

[for the period from *21/1/99* to *11/2/99* both days inclusive] [until the day on which the subsequent hearing of the child's case by a children's hearing begins] and order that while the warrant is in effect the child shall be liable to be placed in secure accommodation at such times as the person in charge of the residential establishment, with the agreement of the chief social work officer of Glasgow City Council, considers necessary.

[For the duration of this warrant the child should be subject to the conditions noted below]

[The children's hearing in granting this warrant order that the place where the child is to reside in accordance with the warrant shall not be disclosed to ]

CONDITIONS REFERRED TO IN THE FOREGOING WARRANT

1

[Redacted signature area]

Chairman of the Children's Hearing

Note: If the residential establishment providing secure accommodation does not have an open residential facility there will also need to be a reference to some such place.

**CHILDREN SUBJECT TO CHILDREN'S PANEL SUPERVISION ORDERS  
TRANSFERRED UNDER SECTION 72(1)(a) or 72(1)(b) CHILDREN (SCOTLAND)  
ACT 1995**

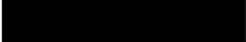
**CHILD NAME:** Nicola Coppola

**DATE OF BIRTH:** 19/5/83

**SECTION OF THE ACT:** 70(3)

**NORMAL RESIDENCE:** 187 Westercommon Road  
Possilpark

**AUTHORITY HAS BEEN GIVEN BY**

**NAME:** 


**DESIGNATION:** Head of Children and Family Services

**for the transfer of the above named child under Section 72(1)(a)/(b) of the  
Children (Scotland) Act 1995.**

**FROM:** Snowdon School

**TO:** Kenmure St Mary's Secure Unit

**ON:** 15 January 1999

**SIGNED:** 

**DESIGNATION:** *Head of CAF services*

**The person completing the statement should ensure that a copy accompanies  
the child to the receiving establishment, that a copy is forwarded to the Area  
Team Social Worker responsible for the child (if not already involved) and that  
a copy is forwarded to the appropriate Reporter's Department in order that a  
Hearing can be convened within the required seven day period.**

*h.w*



SCOTTISH  
**CHILDREN'S REPORTER**  
ADMINISTRATION

*SWD/7 Notification of Hearing*

Authority Reporter: [REDACTED]

**MEMORANDUM**

From: Scottish Children's Reporter Administration  
Merchant Exchange  
10/20 Bell Street  
Glasgow

To: The Officer in Charge  
St Mary's Kenmure Secure Unit  
Bishopbriggs  
Glasgow

**SUBJECT: CHILDREN'S HEARINGS (SCOTLAND) RULES 1996 RULE 8  
NOTIFICATION OF HEARING**

Herewith notification of a Hearing to be held on

**Tuesday 9 February 1999 at 11.00am** \*

within

**St Mary's Kenmure Secure Unit, Bishopbriggs, Glasgow**

A full list of those cited is undernoted, along with timing of each case.

Name	Time of Case	Reason for Appearance
Nicola Coppola 187 Westercommon Road Possilpark Glasgow d.o.b. 19.5.83	11.00am	To consider her case which was been continued from 21 January 1999.

\* HEARING ON 11 FEBRUARY IS CANCELLED

Date: 2.2.98

[REDACTED]

[REDACTED]

Reporter

Tele No. 0141-567-7915

Fax No. 0141-567-7904



SCOTTISH  
**CHILDREN'S REPORTER**  
ADMINISTRATION

Authority Reporter: [REDACTED]

**MEMORANDUM**

**From:** Scottish Children's Reporter Administration  
Merchant Exchange  
10/20 Bell Street  
Glasgow G1 1LG

**To:** Person in Charge  
St Mary's Kenmure Secure  
Bishopbriggs  
Glasgow

**SUBJECT: CHILDREN'S HEARINGS (SCOTLAND) RULES 1996 RULE 21**

In accordance with instruction contained in Rule 21 of the above Statutory Instrument the decision(s) made by a Children's Hearing is undernoted.

Annexed herewith copy requirement and statement of reasons where appropriate

**Date of Hearing:** 9 February 1999

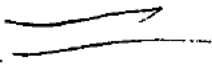
<b>Name</b>	<b>Details of Decision</b>
<b>Nicola Coppola</b> 187 Westercommon Road Glasgow d.o.b. 19.5.83	<b>Supervision requirement varied</b> <b>to reside at St Mary's Kenmure Secure Unit.</b>

Date: 11 February, 1999

[REDACTED] .....

[REDACTED] Reporter

11/2/99



## Planning my future.

things I would  
like to happen.

I've been in secure for 4 weeks and I think I am going to be here for another couple of months hopefully I should go back to Snowdon to do my exams and do work with my keyworker [redacted] and work towards getting a independent flat and do a college course on hairdressing and do some thing with my life as I'm nearly 16 so I have to plan my future and get all what is best for me. I would love to go back home but I don't feel I am ready to stay with my mom. Just now as I've got things I have to sort out first I am going to stay on in Snowdon and be independent. So when I am ready to leave care I have some where to go and have a better relationship with my mom. I am glad I got put into secure

PTOS

cause that has given me a  
chance to get ~~rid~~ out of  
my head and also think of  
the things I was doing  
so this is the only chance  
I've got to prove I can  
do it so I can get my  
freedom back. and get on  
with my life lets hope things  
work out this way well in  
the end its all up to me  
so I am going to try.  
thats all I can do.

By Nicki Coppola

BLUE Unit

Name: NICOLA CARPOLA.

Date: JAN - APR. 99.

Care/Action Plan:

1. FUTURE PLACEMENT - PARENTAL HOME / HOSTEL.
2. RELATIONSHIP WITH FAMILY.
3. RELATIONSHIP WITH [REDACTED]. ALSO
4. IMPACT RELATIONSHIP HAS ON MOTHER & FAMILY
5. ABSCONDING

Work to be carried out on each issue of care / action plan until next supervision session (date: )

1. Absconding - lengthy discussions re: placing med self at risk - places / people - consequences for herself / others.
2. Relationship with family - effect absconding has on family - worry - fear, anger, trust, self-esteem, self-responsibility.
3. Relationship with [REDACTED] - self-responsibility self-esteem, control, mutual respect towards each other and families -
4. Relationship / impact of [REDACTED] on relationship with mother.
  - anger, mistrust, betrayal, misleading mother
  - regarding depth of relationship, choices,
  - self-responsibility, self-esteem, honesty.

5.

6.

7.

8.

Additional comments:

Name: NICOLA CARROLL Present Status: 73(A)(E)

Date: 16/3/99

**CONTACT SECURITY (Update)**

Access: [REDACTED] Telephone: AS ACCESS LIST

Abandoned   
Escaped   
Returned

Outings - Play Barn  Play Barn Compound ( ) Main Compound  1 to 1 ( )

Unit Outings ( ) General Outings ( ) \*Special Arrangements: OUTING WITH MUM AND GRANDMOTHER

Home visits / leave: TO BE ARRANGED AFTER DISCUSSION WITH MOTHER

**ATTENDANCES**  
(e.g. Court, Hospital, GP, Dentist, Optician, Interviews.)

Date	Place	Time	Escorts
/	/	/	/

Requests made to Health/Personal Care Manager to see visiting GP: .....

**MEETINGS**

Last Meeting: LOOKED AFTER Date: 9/3/99 - Minutes circulated: .....

Next Meeting: C. HEARING Date: 26/4/99 Submit report by: 21/4/99

Typed & circulated by: .....

Invitations out by: .....

Next Meeting: ..... Date: ..... Submit report by: .....

Typed & circulated by: .....

Invitations out by: .....

**REQUESTS**

Clothing: ..... Birthday: ..... Careplan Float: ..... Other: .....

Signature Of Care Staff: [REDACTED]

9.3.99. LOOKED AFTER REVIEW - NICOLA A.T.

..... TIMES UNWILLING TO LISTEN TO THE

..... ISSUES RAISED - FUTURE PLACEMENTS.

..... IN CASE LIVING WITH MUM BREAKS DOWN.

..... COLLEGE PLACEMENTS - HOME LEAVE.....

..... NICOLA BEHAVIOUR WAS VERBALLY AGGRESSIVE

..... AT TIMES. AFTER MEETING. [REDACTED] & MUM.

..... DISCUSSED SUPERVISED HOME LEAVE - ARRANGED

..... FOR THURS 11<sup>th</sup> @ 2.30pm - 4pm. MUM VERY

..... UPSET AT NICOLA BEHAVIOUR / ATTITUDE

..... DURING MEETING.....

11/3/99. SUPERVISED HOME VISIT - ~~WELL~~.....

..... WENT WELL.....

15/3/99 - OUTING WITH [REDACTED] (GRANDMOTHER)

..... APPROVAL GIVEN BY S.W.D.....

..... = DAY LEAVE STILL TO BE DISCUSSED

..... WITH MUM. WHO AT PRESENT IS.....

..... SPENDING A LOT OF TIME AT G.R.I.

..... DUE TO [REDACTED] (PARTNER) MOTHER ILLNESS.  
RELATIONSHIP WITH

..... NICOLA FEELS MUM IS PUTTING "BOYFRIEND

..... BEFORE HER. S.W.D. CONTACTED TO CLARIFY  
DATE, PLACE AND THE TIME OF CHILDREN MEETING.

**WEEKLY REPORT** (Complete front & rear pages - copies to Team Meeting & Personal File)

Name:

*NICOLA CARROLL*

Present Status:

*73 (a) (e)  
66 (7)*

Date:

*9/3/94*

**CONTACT / SECURITY (Update)**

Access:



*AS ACCESS  
W.S.T.*

Telephone.....

*T/C FROM  
RISHBOW  
STAFF SUPERVISING.*

Absented.....

Escaped.....

Returned.....

Outings - Playbarn () Playbarn Compound ( ) Main Compound () 1 to 1 ( )

Unit Outings ( ) General Outings ( ) \*Special Arrangements.....

Home visits / leave.....

**ATTENDANCES**

(e.g. Court; Hospital; GP; Dentist; Optician; Interviews.)

Date	Place	Time	Escorts
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Requests made to Health/Personal Care Manager to see visiting GP.....

**MEETINGS**

Last Meeting..... Date..... Minutes circulated.....

Next Meeting..... Date..... Submit report by.....

Typed & circulated by.....

Invitations out by.....

*LOOK AFTER*  
Next Meeting *9/3/93*.....

Date..... Submit report by.....

Typed & circulated by.....

Invitations out by.....

**REQUESTS**

Clothing..... Birthday..... Careplan Float..... Other.....

Signature Of Care Staff.



2- 9<sup>th</sup> MARCH. - SAT. 6<sup>th</sup> - OUTING WITH

MUM & PARTNER TO

B. BRIGGS. - NO PROBLEMS.

- BEHAVIOUR CONTINUES

AT TIMES TO BE


ATTENTION SEEKING &

DEMANDING.

**WEEKLY REPORT** (Complete front & rear pages - copies to Team Meeting & Personal File)

Name: NICOLA COPPOLA Present Status: 73 66(4) 66(7)

Date: 2nd FEB 99.

<u>CONTACT/SECURITY (Update)</u>			
Access 	Telephone.....	Abscinded.....	
<u>AS ACCESS LIST.</u>	<u>AS ACCESS LIST.</u>	Escaped.....	
	<u>T/C FROM FISH BOWL.</u>	Returned.....	
	<u>STAFF SUPERVISING.</u>		
Outings - Playbarn <input checked="" type="checkbox"/>	Playbarn Compound <input checked="" type="checkbox"/>	Main Compound <input checked="" type="checkbox"/>	1 to 1 ( )
Unit Outings <input checked="" type="checkbox"/>	General Outings <input checked="" type="checkbox"/>	*Special Arrangements.....	
Home visits / leave.....			

<u>ATTENDANCES</u>			
(e.g. Court; Hospital; GP; Dentist; Optician; Interviews.)			
Date	Place	Time	Escorts
<u>15.2.99.</u>	<u>GLASGOW SHERIFF COURT.</u>	<u>1.45pm.</u>	<u>B.U. STAFF.</u>
.....	.....	.....	.....
.....	.....	.....	.....

Requests made to Health/Personal Care Manager to see visiting GP.....

<u>MEETINGS</u>	
Last Meeting <u>C.H.</u>	Date <u>21.1.99.</u> Minutes circulated.....
Next Meeting <u>C.H.</u>	Date <u>9.2.99.</u> Submit report by.....
	Typed & circulated by.....
	Invitations out by.....
Next Meeting.....	Date..... Submit report by.....
	Typed & circulated by.....
	Invitations out by.....

<u>REQUESTS</u>			
Clothing.....	Birthday.....	Careplan Float.....	Other.....

Signature Of Care Staff.. 

Progress since last report

24.1.99. WORKERS MEETING HELD. - [REDACTED]

AND [REDACTED]

MOTMEX CONTINUES TO VISIT ON

A REGULAR BASIS.

SPOKEN TO BY [REDACTED] RE: POOR ATTITUDE

AND AT TIMES INAPPROPRIATE BEHAVIOUR.

ABUSIVE AT TIMES TOWARDS STAFF.

KEY-WORKER INFORMED BY NICOLA

[REDACTED] OUTSIDE THE SCHOOL ON THE EVENING

OF SAT. 30<sup>th</sup> JAN 99. ~~ALSO~~ IN AN ATTEMPT

TO CONTACT NICOLA. NICOLA STATED SHE NO

LONGER INTEREST IN [REDACTED] AS ANY CONTACT

COULD RESULT IN ANY POSSIBLE OUTING PROGRAMME

BEING PUT ON HOLD. CHILDREN HEARING

RE-SCHEDULED FOR THE 9<sup>th</sup> FEB 99.

**WEEKLY REPORT** (Complete front & rear pages - copies to Team Meeting & Personal File)

Name:

NICOLA COPPOLA

Present Status:

66(7)

Date:

26.1.99

CONTACT / SECURITY (Update)

Access	MOTHER AND PARTNER. GRANDMOTHER. AS ACCESS LIST.	Telephone.....	AS ACCESS LIST.	Absconded.....
				Escaped.....
				Returned.....

Outings - Playbarn ( ) Playbarn Compound (X) Main Compound (X) 1 to 1 (X)

Unit Outings (X) General Outings (X) \*Special Arrangements.....

Home visits / leave.....

ATTENDANCES

(e.g. Court; Hospital; GP; Dentist; Optician; Interviews.)

Date	Place	Time	Escorts
15/2/99	GLASGOW HIGH COURT.	T.B.A.	T.B.A.
.....	.....	.....	.....
.....	.....	.....	.....

Requests made to Health/Personal Care Manager to see visiting GP.....

MEETINGS

Last Meeting C.H. Date 21.1.99 Minutes circulated.....

Next Meeting R.H. Date 22.2.99 Submit report by.....

Typed & circulated by.....

Invitations out by.....

Next Meeting..... Date..... Submit report by.....

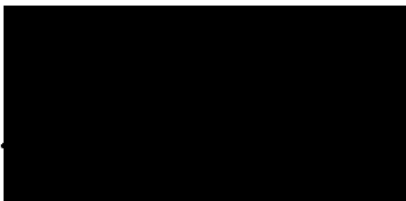
Typed & circulated by.....

Invitations out by.....

REQUESTS

Clothing..... Birthday..... Careplan Float..... Other.....

Signature Of Care Staff..



ADMITTED ON 15.1.99.....

CHILDREN HEARING ON 21.1.99.....

3 WEEK WARRANT - CHILDREN HEARING  
ON 11.2.99.....

TELEPHONE CONTACT / VISITS WITH  
MOTHER & PARTNER, GRANDMOTHER.....

KEYWORKER [REDACTED] - SNOWDON SCHOOL.....

VISITING [REDACTED] ON 27.1.99 - WORKERS

MEETING @.....

NICOLA TO ATTEND COURT ON.....

15.2.99 - WITNESS GLASGOW HIGH COURT.

SOCIAL WORK DEPT. TO ARRANGE.....

TRANSPORT.....

BEHAVIOUR GIVING CAUSE FOR CONCERN.

ATTEMPTING ON NUMEROUS OCCASIONS

TO MANIPULATE AND ANTAGONISE THE

BOYS IN THE UNIT.....

.....

.....

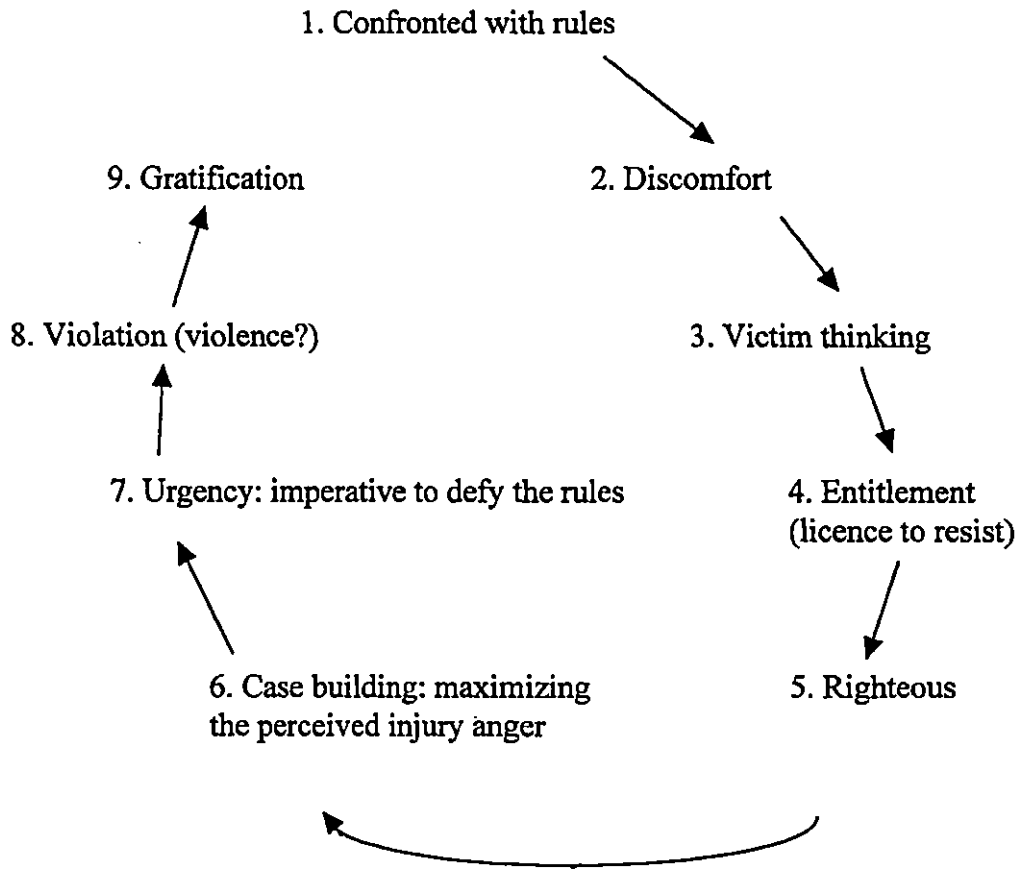
.....

.....

**WORKSHEET 6: Circle Diagram (Example)**

Date

First name



**Example**

1. Sod it - the probation hostel is locked up! It's only 12.30am!
2. They treat you like kids!
3. Why should I hang around all night? This is just asking me to break in somewhere!
4. I've paid for my bed, so I should sleep in it!
5. Open up - you know I'm outside!
- 6 This is ridiculous - probation are supposed to help people like me.
7. Right, I'm getting in through the kitchen window.
8. (Confronts hostel worker in kitchen). Anger, Assault.
9. Serves him right. Fetch the police then - silly rules.

**WORKSHEET 49: How did it work out?**

Date First name

<b>My aims were</b>	<b>Achieved</b>	<b>Needs more work</b>	<b>Comments</b>
for example:  To be fully aware of my high risk thinking			
To practice negotiation skills and assertion			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**WORKSHEET 42: Giving criticism**

Date                      First name

- a)    **BE SPECIFIC**  
(avoid generalizations)
  
- b)    **ACKNOWLEDGE THE POSITIVE**  
("I know you've tried your best, but ...")
  
- c)    **ACKNOWLEDGE FEELINGS/SITUATION**  
("I realise that this might hurt your feelings, but ...")
  
- d)    **KEEP CALM**  
(avoid raising your voice/threatening gestures)
  
- e)    **KEEP TO THE POINT**  
(don't cloud the issue - avoid being sidetracked)
  
- f)    **FOCUS ON BEHAVIOUR**  
(not the whole person!)
  
- g)    **DON'T USE LABELS OR STEREOTYPES**  
("typical woman")

**WORKSHEET 7: Pro-Criminal Expressions (checklist)**

Date First name

**The following checklist can be used in the process of assessment.**

	Relevant	Not Relevant
1. Associates with criminal others	<input type="checkbox"/>	<input type="checkbox"/>
2. Seeks risky situations rather than avoiding them	<input type="checkbox"/>	<input type="checkbox"/>
3. Poor capacity for self-observation	<input type="checkbox"/>	<input type="checkbox"/>
4. Poor capacity for self- evaluation	<input type="checkbox"/>	<input type="checkbox"/>
5. Poor capacity for self-monitoring	<input type="checkbox"/>	<input type="checkbox"/>
6. Behavioural standards that are:-		
a) too severe	<input type="checkbox"/>	<input type="checkbox"/>
b) to lax	<input type="checkbox"/>	<input type="checkbox"/>
c) frankly procriminal	<input type="checkbox"/>	<input type="checkbox"/>
7. Insensitivity to, or denial of, significant problems	<input type="checkbox"/>	<input type="checkbox"/>
8. Inability to consider new ways of behaving in problem situations	<input type="checkbox"/>	<input type="checkbox"/>
9. Antisocial attitudes/pro-criminal sentiments	<input type="checkbox"/>	<input type="checkbox"/>
10. Uses neutralization (to imply criminal conduct is acceptable)	<input type="checkbox"/>	<input type="checkbox"/>
11. Negative stance towards the law, police	<input type="checkbox"/>	<input type="checkbox"/>
12. Tolerance of rule violation	<input type="checkbox"/>	<input type="checkbox"/>

## 11.7 WORKSHEETS

1. Violence and Power
2. What is Aggressive Behaviour?
3. Harassment and Violence
4. Beliefs and Attitudes (Working notes)
5. My Thinking Report
6. Circle Diagram: (Example)
7. 'Pro-Criminal Expressions' (checklist)
8. Aggression - People and Incidents
9. How Often Do You ...?
10. Social Skills Survey
11. Getting Angry
12. Anger Inventory
13. People/Events/Circumstances that wind me up
14. Personal Space Zones
15. Feelings Thermometer
16. The Five Steps of Conflict (1): Getting wound up
17. The Five Steps of Conflict (2): My Incident
18. Getting Wound Up: Reading the signs
19. Reducing the risk - Alcohol, Drugs and Violence
20. My Aims... and the Steps I Need to Take
21. My 'Risky Thinking' Diary
22. Red and Green Thoughts
23. Anti-Criminal Expressions (checklist)
24. How to Listen
25. Are you Getting the Message?
26. Listening Skills Checklist
27. Body Language or non-verbal communication
28. Getting the Message Across
29. Talking Skills Exercise
30. Key Negotiation Skills
31. Negotiation Skills, Exercise
32. Social Skills Checklist
33. Strengths Checklist
34. My Five Best Points
- 35.: How I See Myself
36. Self-Esteem Scale
37. Assertiveness Quiz
38. Assertion - v - Aggression - v - Non-Assertion
39. Assertive Rights
40. DESO (Expressing Anger Assertively)
41. Coping with Put-Downs
42. Giving Criticism
43. What I Thought and Said Before I Lost Self-Control
44. Ways of Controlling My Temper, Positive self-statements
45. Defusing Aggression
46. Action Replay
47. Calm Down! Relax and Stay In Control
48. Take a Deep Breath
49. How Did It Work Out?

**WORKSHEET 36: Self-esteem Scale**

Date: \_\_\_\_\_ First Name \_\_\_\_\_

Place a tick in one of the columns against each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.		✓		
2. At times I think I am no good at all.		✓		
3. I feel that I have a number of good qualities.		✓		
4. I feel I do not have much to be proud of.			✓	
5. I am able to do things as well as most people.		✓	✓	
6. I certainly feel useless at times.				
7. I feel that I am a person of worth at least on an equal plane with others.			✓	
8. I wish I could have more respect for myself.			✓	
9. I take a positive attitude towards myself.			✓	
10. All in all, I'm inclined to think I'm a failure.				

**WORKSHEET 34: My Five Best Points**

Date:

First Name:

**My Five Best Points**

1. Sometimes a good
2. caring person. listener.
3. Personal appearance
4. good personality
- 5.

**Five Things I Have Done Well**

1. Stop running away -
2. kept away from [redacted]
3. attempting to listen to people.
4. building the relationship
5. with my mum. control anger.

**Five Times I Have Felt Under Pressure To ~~Give In~~ And Have Been Able To Say "NO"**

1. running away
2. with Robert
3. telephone - calls.
- 4.
- 5.

**WORKSHEET 10: Social Skills Survey**

Date

First Name

How good are you at using each of the social skills in this list? Put a ring round one of the numbers on the right according to how good you think you are at using each skill.

Use the numbers as follows:

- 1 = This is something I am NEVER good at  
 2 = This is something I am SELDOM good at  
 3 = This is something I am SOMETIMES good at  
 4 = This is something I am USUALLY good at  
 5 = This is something I am ALWAYS good at

- |     |   |                        |
|-----|---|------------------------|
| 1.  | Starting a conversation                         | 1 2 (3) 4 5            |
| 2.  | Keeping a conversation going                    | 1 2 3 (4) 5            |
| 3.  | Listening to people                             | 1 (2) 3 4 5            |
| 4.  | Saying thanks                                   | 1 2 3 4 (5)            |
| 5.  | Using the telephone                             | 1 2 3 4 (5)            |
| 6.  | Apologising if I've done something wrong        | 1 2 3 (4) (5)          |
| 7.  | Giving people compliments                       | 1 2 (3) 4 5            |
| 8.  | Telling jokes                                   | (1) 2 3 4 5            |
| 9.  | Asking questions                                | (1) 2 3 4 5            |
| 10. | Showing people I like them                      | (1) 2 3 4 5            |
| 11. | Showing people if I'm annoyed with them         | 1 2 3 4 (5)            |
| 12. | Asking people for favours                       | 1 2 (3) 4 5            |
| 13. | Asking people to return things they've borrowed | 1 2 3 4 (5)            |
| 14. | Making complaints in a shop                     | (1) 2 3 4 5            |
| 15. | Talking to people in positions of authority     | 1 2 3 4 (5)            |
| 16. | Holding my own in an argument                   | (1) 2 3 4 <del>5</del> |
| 17. | Controlling my temper                           | 1 2 (3) 4 5            |
| 18. | Talking about myself                            | (1) 2 3 4 5            |
| 19. | Talking to people I don't know well             | 1 (2) 3 4 5            |
| 20. | Talking to members of the opposite sex          | 1 (2) 3 4 (5)          |
| 21. | Showing sympathy to someone who has a problem   | 1 2 3 4 (5)            |
| 22. | Being interviewed at the Benefits Agency        | (1) 2 3 4 5            |
| 23. | Being interviewed for a job                     | (1) 2 3 4 5            |
| 24. | Ending a conversation                           | 1 2 (3) 4 5            |
| 25. | Saying "no" and resisting social pressure       | (1) 2 3 4 5            |
| 26. | Handling racist/sexist comments                 | 1 (2) 3 4 5            |

**WORKSHEET 12: Anger Inventory**

Date

First Name

Below is a list of incidents that can sometimes make people angry. Try to imagine each incident happening to you. Think about the extent to which it might make you angry, and then indicate how angry you would be by putting a ring round one of the numbers opposite each item.

Put a ring round the numbers as follows:

- 1 = if this would not make you at all angry
- 2 = if this would make you a little angry
- 3 = if this would make you fairly angry
- 4 = if this would make you really quite angry
- 5 = if this would make you very, very angry

INCIDENT	SCORE
1. You are walking along minding your own business, when someone rushes past and knocks you to the side.	1 2 3 <u>4</u> 5
2. Somebody calls you a liar.	1 2 3 4 <u>5</u>
3. You are in the middle of an argument and someone calls you a 'stupid idiot'.	1 2 3 <u>4</u> 5
4. You go for a haircut and the hairdresser cuts your hair shorter than you wanted.	1 2 3 4 <u>5</u>
5. You are told off for something, when other people who have been doing the same thing are not.	1 2 3 <u>4</u> 5
6. Arguing with someone who thinks they're always right.	1 2 3 <u>4</u> 5
7. You have to wait a long time to be served in a shop, pub or restaurant.	1 <u>2</u> 3 4 5
8. You arrive at a shop just as it's about to close.	1 2 3 4 <u>5</u>
9. You get home with a CD you've just bought and discover they've put the wrong CD in the case.	1 2 3 <u>4</u> 5
10. You are carrying some drinks to a table, and someone bumps into you, making you spill your drinks.	1 2 3 <u>4</u> 5
11. Seeing somebody bully another person who is smaller than they are.	1 2 3 4 <u>5</u>
12. Being stood up for a date.	1 2 3 <u>4</u> 5
13. Someone steals something that belongs to you.	1 2 3 4 <u>5</u>

## WORKSHEET 12 (contd.)

14. You are talking to somebody and they're obviously not listening. 1 2 3 4 5
15. Hitting your finger with a hammer. 1 2 3 4 5
16. At the last minute, somebody backs out of arrangements you've made to go somewhere. 1 2 3 4 5
17. People ask you a lot of questions. 1 2 3 4 5
18. You are at a football match and the opposing team score a goal. 1 2 3 4 5
19. You are at a football match and you see a crowd of the other team's supporters chasing some of your team's supporters. 1 2 3 4 5
20. In an argument, somebody gives you a push. 1 2 3 4 5
21. Meeting somebody who pretends to be something that they're not. 1 2 3 4 5
22. Someone makes a mistake and blames it on you. 1 2 3 4 5
23. You are in a shop and one of the sales staff is following you everywhere. 1 2 3 4 5
24. You are trying to concentrate and someone near you is making a lot of noise. 1 2 3 4 5
25. You are criticized in front of others for something you have done. 1 2 3 4 5
26. You lend somebody a CD and they forget to give it back to you. 1 2 3 4 5
27. You lend somebody something and they lose or break it. 1 2 3 4 5
28. You are sitting next to someone who is smoking, and the smoke is drifting right into your face. 1 2 3 4 5
29. You meet someone who always brags about themselves. 1 2 3 4 5
30. Somebody teased you or makes a joke about you. 1 2 3 4 5
31. Being forced to do something you don't want to. 1 2 3 4 5
32. Being approached by a policeman in the street. 1 2 3 4 5
33. Someone tells you to 'piss off'. 1 2 3 4 5

**WORKSHEET 12 (contd.)**

56. Your bus or train is late. 1 ~~5~~ 3 4 5
57. You see a film which contains a lot of violence. 1 2 3 4 5
58. Your boyfriend/girlfriend shows an interest in someone else. 1 2 3 4 5
59. You meet people of another race/colour. 1 2 3 4 5
60. Somebody says to you, "So what are you going to do about it?" 1 2 3 4 5

Adapted from R.W. Novaco (1975), "Anger Control - The development and evaluation of an experimental treatment", Lexington, Mass.

**WORKSHEET 13: People/events/circumstances that wind me up**  
(sentence completion exercise)

1. I find that I often get angry very quickly when I go to ..

ask someone  
something

2. The person that winds me up most is ...

boys in the unit

3. The last thing that happened that got me really mad was ...

carrying on with  
got insured.

4. I get angry when someone tells me that ...

I've not to do  
what I want  
to.

5. I blew my top when...

someone wants  
to talk but  
I don't.

**WORKSHEET 1: Violence And Power**

Date

First Name

	Strongly Agree	Mildly Agree	Don't Know	Disagree Mildly	Disagree Strongly
1. Violence is all about using power			✓		
2. Men have to be violent to survive in this society					✓
3. Men should be allowed to sort their differences out by fighting					✓
4. Violence must be used to fight violence					✓
5. Men are naturally more violent than women					✓
6. Some men show how powerful they are by using violence	✓				✓
7. There is too much violence on tv and in films/videos	✓				
8. People who are less confident about themselves are more likely to use violence				✓	
9. People use violence to get power		✓			
10. In a personal argument if you resort to violence then you've lost the argument		✓			
11. Power is about imposing your views on others					✓
12. Being competitive leads to being violent		✓			
13. People who play competitive sports get rid of their aggression				✓	

**WORKSHEET 1: continued**

	Strongly Agree	Mildly Agree	Don't Know	Disagree Mildly	Disagree Strongly
15. People who cannot express their feelings in words are more likely to use violence		✓			
16. It is sometimes a woman's fault when a man hits her					✓
17. Violence is a result of the way boys are brought up					✓
18. Men should always be in control of the household/family					✓
19. It is OK to smash up property, i.e. tv, plates, etc., rather than hit a person		✓			<del>✓</del>
20. Parents who hit their children are encouraging them to be violent					✓

**WORKSHEET 9: HOW OFTEN DO YOU...?**

Date

First name

IN A CONFLICT SITUATION, HOW OFTEN DO YOU:-	OFTEN	RARELY	NEVER
Walk away from an argument			✓
Cool down an argument			✓
Look away when someone stares at you		✓	
Stop yourself from saying something you didn't want to say			✓
Calm yourself down when you are angry			✓
Spot when a situation might get out of hand		✓	
Speak quietly instead of shouting		✓	<del>✓</del>
Stop yourself from hitting somebody	✓		
Stop yourself from swearing at someone			✓
Make yourself relax			✓
Keep control if someone shouts at you		✓	
Stop yourself from feeling angry when you think of someone you hate		✓	

**WORKSHEET 15: Feelings Thermometer**

Date

First Name

Lots of things make you feel mad. Some of them just get on your nerves; some of them make you lose your temper.

Make a list - it need not be in any order - of things that make you mad. Look at the list and pick out whatever you think is the most likely to drive you over the top - and write it at the top of the feelings thermometer where it says 'boiling point'. Write the item that is least likely to make you lose control at the bottom of the thermometer, at 'freezing point'. Arrange the other items at points where they belong on the thermometer between freezing and boiling.

BOILING POINT

100°

50°

0°

FREEZING POINT

calm.

- BUST hit them with something
- shooting back
- more abusive
- shooting swearing
- winding up more
- annoying me

**WORKSHEET 18: Getting Wound Up: Reading The Signs.**

Date:

First Name:

It can help to be aware of physical changes which happen when we are confronted with the possibility of violence. Remember incidents in which you have been involved and tick the boxes if you recall any of the following:-

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| a) Sweating hands/palms               | <input type="checkbox"/>            |
| b) Sweating underarms                 | <input type="checkbox"/>            |
| c) Heart beating faster               | <input checked="" type="checkbox"/> |
| d) Trembling                          | <input type="checkbox"/>            |
| e) Shaking                            | <input type="checkbox"/>            |
| f) Tension in neck                    | <input type="checkbox"/>            |
| g) "Churning" stomach ("butterflies") | <input checked="" type="checkbox"/> |
| h) Sick feelings                      | <input checked="" type="checkbox"/> |
| i) Light-headedness                   | <input checked="" type="checkbox"/> |
| j) Dry mouth                          | <input type="checkbox"/>            |
| k) Others                             | <input checked="" type="checkbox"/> |

All of these are quite natural!

**Being aware of them can be valuable when you need to stay in control.**

**WORKSHEET 19: Reducing The Risk: Alcohol, Drugs and Violence**

Date:

First Name:

Tick the boxes if any of the following apply to you:-

1. I start to get tense after a few drinks
2. I often/sometimes have fights when I'm drinking
3. People take advantage of me when I'm drinking
4. Drinking makes me want to fight
5. Drinking with my mates often leads to fights
6. Arguments at home start when I've been drinking
7. I don't know what I'm doing when I've had a few drinks  
*can do*
8. I've been involved in fights and/or arguments inside pubs or clubs
9. I've been involved in fights and/or arguments outside/on the way home from pubs or clubs
10. I've been barred from licensed premises
11. I know people who get violent when they drink
12. I never get into fights after drinking
13. I have been aggressive under the influence of drugs.
14. I have been aggressive in order to obtain drugs.



**WORKSHEET 37: Assertiveness Quiz**

Dat: First Name

This short quiz will help us to decide how assertive you are.

1. Your friend is always late to meet you and when s/he does arrive they never say they are sorry or give a reason. Do you:
  - (a) Say nothing.
  - (b) Look at your watch and sigh.
  - (c) Say "I really don't like hanging around; next time why don't you arrange the time so you can be here on time".
  
2. When your friend asks to borrow a pound and you know s/he always forgets to pay back. Do you:
  - (a) Lend it to him/her but wish you hadn't.
  - (b) Say "Piss off, find some other idiot to borrow from".
  - (c) Say "No, I don't like to lend money because it's embarrassing when you have to ask for it back".
  
3. When a friend is moaning about someone you get on with. Do you:
  - (a) Tell them they are talking rubbish and walk off.
  - (b) Say "I like them but you don't so let's not talk about it".
  - (c) Agree with them even though you don't.
  
4. A friend has asked to borrow your motor bike so that he can get to work. He has neglected his own and it is no longer in working order. He does not look after his things and is quite likely to damage the bike. Do you say:
  - (a) "OK" (but you don't want to).
  - (b) "You must be joking".
  - (c) "No, but I will take you to work".
  
5. A friend is always asking you to look after her children. On the many occasions you have asked her to look after your children she has made excuses. You are very fed up with this situation. This morning she came in and asked if you would have them for the day. Do you say:
  - (a) "OK, just this once". (but you don't want to).
  - (b) "I am sorry but I have decided that, as I get no help from you in looking after my children, I will not keep looking after yours".
  - (c) "Go and find someone else to do it. When did you last do me a favour?"

**WORKSHEET 37 (contd.)**

6. You've told a friend something "in confidence" but you have found out that other people know about it. Do you:
- (a) Tell everyone that you are going to "sort out" the friend.
  - (b) Ignore your friend without saying why.
  - (c) Ask the friend for an explanation.
7. Your friend goes out with someone they know you've been out with a couple of times and really fancy. Do you:
- (a) Ask the friend why they did it.
  - (b) Get upset at home.
  - (c) Spread nasty rumours about both of them.
8. You've borrowed something belonging to a friend and broken it. Do you:
- (a) Tell them it was their own stupid fault for lending it.
  - (b) Buy a new one and apologise.
  - (c) Give it back without saying anything.
9. A friend has stolen something of yours. Do you:
- (a) Feel annoyed but say it's OK, rather than upset him.
  - (b) Ask whether he would pay for it.
  - (c) Call him a thieving bastard.
10. A man in the pub insults your boy/girlfriend. Do you:
- (a) Challenge him to a fight.
  - (b) Say nothing but feel angry and humiliated.
  - (c) Ask what the problem is and suggest he might apologise.

**WORKSHEET 43: "What I thought and said before I lost self-control"**

Date

First Name

<b>I SAID OUT LOUD</b>	<b>I THOUGHT TO MYSELF</b>

**WORKSHEET 37 (contd.)**

**Scoring for 'Assertiveness Quiz'**

- 1. a = 0      b = 0      c = 2
- 2. a = 0      b = 4      c = 2
- 3. a = 4      b = 2      c = 0
- 4. a = 0      b = 4      c = 2
- 5. a = 0      b = 2      c = 4
- 6. a = 4      b = 0      c = 2
- 7. a = 2      b = 0      c = 4
- 8. a = 4      b = 2      c = 0
- 9. a = 0      b = 2      c = 4
- 10. a = 4      b = 0      c = 2

**Non-assertive**

Count how many 0 scores you have

4
---

**Assertive**

Count how many 2 scores you have

2
---

**Aggressive**

Count how many 4 scores you have

4.
----

- 1. - 0
- 2. - 4
- 3. - 4
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- 6. - 0
- 7. - 0
- 8. - 2
- 9. - 4
- 10. - 0.



# St. Mary's Kenmure

**St. Mary's Road  
Bishopbriggs  
Glasgow G64 2EH**

Principal: [REDACTED]

Tel: 0141-563 0220

Fax: 0141-563 0223

## REPORT FOR CHILDREN'S HEARING ON THE 9<sup>TH</sup> FEBRUARY 1999 FOR NICOLA COPPOLA

**Date of Birth:** 19.05.1983

**Date of Admission:** 15.01.1999

**Legal Status:** Section 66(7) of the Children (Scotland) Act 1995.

**L.A. Social Worker:** [REDACTED] Possilpark Area Team.

**Family Composition:** [REDACTED] Mother  
[REDACTED] Mother's Partner

### General Behaviour:

Since her admission Nicola has encountered difficulty in adjusting to the loss of mobility placed upon her within a secure unit. She has persistently stated her belief she will only be remaining in St Mary's for a short period of time prior to returning to Snowdon School. Based on this belief she has expressed her unwillingness to invest commitment to her placement. However, during conversations with Keyworker, Unit Staff and [REDACTED] (Snowdon School) she has been made aware of the possibility of her remaining in St Mary's for a further period of time.

On these occasions Nicola states that she would be willing to invest a level of commitment to her placement.

### **General Behaviour (cont'd):**

Nicola found difficulty in accepting that there was to be no contact between herself and [REDACTED]. Staff quickly became aware that on occasions Nicola was able to manipulate certain male peers within the school to contact [REDACTED] on her behalf.

On one occasion staff became concerned for Nicola's health on being informed by Nicola that she had swallowed small pieces of glass. During discussion with staff regarding being taken to hospital to be examined and the possible treatment that may be required, Nicola then informed staff it was only a ploy to gain an outing.

### **Relationship with Family:**

Ongoing contact with her mother is very important to Nicola. [REDACTED] visits and telephones on a regular basis. Nicola has also received visits from her maternal grandmother, and recently telephone contact from her paternal grandmother and family.

### **Relationship with Peers:**

Initially Nicola encountered difficulties in her interactions with certain male peers within her living unit. On occasions without provocation from Nicola they have directed inappropriate comments towards her, resulting in angry abusive outbursts from Nicola. However, staff are also aware that on occasions Nicola has instigated inappropriate comments towards certain male peers without provocation from them. Each occasion Nicola and her peers are then engaged by staff in discussions regarding the development of a positive approach in their attitudes towards each other.

With her female peers within the school, Nicola has begun to develop some relations. However, they are mainly superficial.

### **Relationship with Staff:**

On most occasions Nicola relates well on a one to one basis and is able at times to contribute a mature approach regarding her attitude and behaviour. At times she displays attention seeking behaviour as a method of having her immediate needs met or as a method of removing herself from situations or discussions she feels unable to cope with. On the occasions when staff have been required to challenge her regarding displays of inappropriate behaviour she sometimes reacts in an abusive hostile manner.

**Health & Hygiene:**

Nicola has a high level of personal hygiene and takes an interest in her personal appearance. Staff are aware Nicola appears to be prone to suffer from periods of stomach cramps.

Nicola informed staff she has previously received treatment from the Doctor attached to her previous placement. She was seen by the Doctor attached to St Mary's after her admission to the school.

**Conclusion:**

Since her admission Nicola has begun to develop a level of understanding why the activities she became involved in whilst an absconder caused concern for her safety. She has stated to her Keyworker her relationship with [REDACTED] is over for various reasons.

As agreed [REDACTED] (Snowden School) has visited on a weekly basis since Nicola's admission to continue the work previously undertaken with Nicola on the development of her self-esteem, worth and awareness.

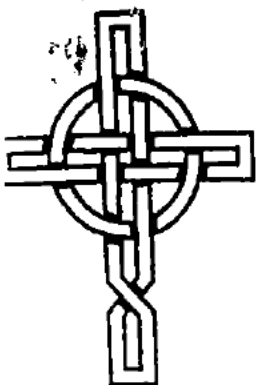
It is hoped if Nicola is to remain in secure provision for a further period of time she will be able to develop a level of commitment to her placement and continue the work previously identified and undertaken.

[REDACTED]

Keyworker

[REDACTED]

Depute Principal  
Education



# St. Mary's Kenmure

St. Mary's Road  
Bishopbriggs  
Glasgow G64 2EH

Principal: [REDACTED]

Tel: 0141-563 0220  
Fax: 0141-563 0223

## REPORT FOR CHILDREN'S HEARING ON 29<sup>TH</sup> APRIL 1999

### FOR NICOLA COPPOLA

DATE OF BIRTH: 19.05.1983

DATE OF ADMISSION: 15.01.1999

LEGAL STATUS: Section 73 (9) Children (Scotland) Act 1995

DATE OF ORDER: 9<sup>th</sup> February 1999

L.A. SOCIAL WORKER: [REDACTED] Possilpark Area Team

KEYWORKER: [REDACTED] Blue Unit

UNIT MANAGER: [REDACTED]

### FAMILY COMPOSITION:

[REDACTED] Mother

[REDACTED] Mother's Partner

### Decisions of Review on 9<sup>th</sup> March 1999

1. Outing Programme with Mother and maternal Grandmother to be implemented.

2. Home Leave Programme was discussed with [REDACTED] then overnight leave was implemented on 17<sup>th</sup> April 1999.
3. Nicola returning to the family home with support.
4. Possibility of future resource having to be sought if Nicola is unable to return to the family home.

#### Actions on Decisions:

1. Outing Programme commenced with Mother and Maternal Grandmother.
2. Home Leave Programme commenced after lengthy discussions with [REDACTED] and Nicola.
3. [REDACTED] has expressed her wish and support for Nicola to return to family home. However, [REDACTED] has stated to Nicola she must adhere to certain boundaries.
4. Social Worker has contacted Throughcare Team as a safety net in regards to the possibility of Nicola being unable to sustain her place in the family home.

#### GENERAL BEHAVIOUR

Since the Children's Hearing on 9<sup>th</sup> February 1999 Nicola has commenced a recreational outing programme in conjunction with a programme of outings with her Mother and Grandmother. Recreational outings with staff progressed well until 25<sup>th</sup> March 1999 when Nicola absconded for a period of three and a half hours returning of her own accord to the school. Her programme was suspended for a period of time. The programme was re-implemented after discussion with Nicola. The outing programme with her mother progressed to day leave. Initially the first day leave did not go well due to Nicola attempting to mislead her mother into believing that she had not contacted [REDACTED] and given him a phone number to contact her whilst on leave. [REDACTED] decided to suspend home leave for a period of time. After lengthy discussion between [REDACTED], Nicola and keyworker, during which [REDACTED] made Nicola fully aware of her boundaries and expectations of Nicola whilst on leave. Home Leave Programme was re-implemented, to date appears to be going well.

Nicola does not like the confines placed upon her whilst residing in the secure unit. Her immaturity is causing her to encounter difficulties in

relating and interacting with certain male peers. At times Nicola will instigate negative behaviour as a way of gaining her peers attention giving little thought to the consequences of her actions. It is apparent at times when challenged by staff or peers regarding her displays of inappropriate behaviour and language. Nicola reacts rather than imposing self controls on her behaviour.

On a one to one basis Nicola can present herself as a friendly and open teenager with the ability to discuss her apprehension regarding her future.

#### RELATIONSHIP WITH FAMILY:

Ongoing contact with her mother remains very important to Nicola. [REDACTED] and [REDACTED] both have expressed their wish and support for Nicola to return to the family home. However all parties are aware that there are relationship difficulties mainly due to Nicola's relationship with [REDACTED] and her attempts to mislead [REDACTED] and [REDACTED] regarding the relationship. [REDACTED] has admitted previously Nicola has used various means of manipulating her into meeting her demands. However Nicola is now beginning to understand her mother will not be as easily manipulated into meeting her various demands.

[REDACTED] has a realistic view of Nicola personality traits, and understand due to Nicola immaturity the difficulties she encounters in relating to peers her own age. [REDACTED] hopes by attending college or by being in full - time employment Nicola will be able to develop a level of maturity.

After discussions with [REDACTED] overnight leave was implemented on the 17<sup>th</sup> April 1999. [REDACTED] informed staff the leave went well, therefore overnight leave was increased prior to Children's Hearing.

#### RELATIONSHIP WITH PEERS:

Due to her immaturity Nicola continues to encounter difficulties in her interactions with certain peers of a similar age group. In a group setting Nicola can very quickly instigate or be drawn into negative disruptive behaviour when challenged by staff or certain male peers regarding her inappropriate behaviour. Nicola reacts in an angry abusive manner. On each

occasion Nicola and her peers are then engaged by staff in discussions regarding limits and self controls and the development of a positive approach in their attitudes and interactions towards each other.

With her female peers within the school, Nicola continues to develop some relations. However they remain mainly superficial.

On a one to one basis Nicola can relate in a friendly open and at times honest manner in discussion regarding her attitude, behaviour and her future. However she continues to display a behavioural pattern of manipulation. Episodes of hostility, lack of patience, and demanding behaviour. As methods of having her immediate needs or requests met, or as methods of removing herself from situations or discussions she feels unable to cope with when keyworker and school staff have been required to challenge her regarding displays of inappropriate behaviour or attitude. However, after a period of time Nicola will approach the staff or peer who were subjected to her episode of abusive hostility and apologise for her behaviour.

#### **HEALTH AND HYGIENE:**

In general Nicola is a healthy teenager. She has a high level of personal hygiene and takes an interest in her appearance. At times is prone to picky eating, however generally she has a good appetite.

#### **CARE PLAN**

Areas and issues highlighted were:-

1. Self Esteem
2. Self Responsibility
3. Consequences of actions
4. Relationship difficulties within the family
5. Behavioural pattern
6. Future

These areas and issues were discussed in one to one counselling with author. It is apparent Nicola has a low self esteem and self belief to her own ability to function and cope in competition with peers in regards to employment and college placements. She appears to give little thought to the consequences

of her actions and the effect these actions may have on her family or others, only when she is made aware the emotions her actions invoke she develops a level of understanding. Also the development of self - responsibility is difficult for her as her pattern is to on occasions shift blame to others for her involvement in certain situations or actions. For various reasons Nicola is apprehensive regarding her future. Issues 1,2,3 & 5 are being addressed through a Target for Change Package.

#### SOCIAL WORK CONTACT:

██████████ has visited Nicola on a number of occasions. Keyworker was present during the majority of the meetings initially they ended quickly due to Nicola's unwillingness to listen or discuss the concerning issues. This was highlighted during the "Looked after" review on the 9<sup>th</sup> March 1999. Nicola displayed an unwillingness to listen or discuss the concerning issues relating to her future. However, during a visit from ██████████ on 8<sup>th</sup> April 1999 with keyworker present Nicola was able to listen and discuss with ██████████ the arrangements for a proposed visit to a careers office. Also the involvement of a throughcare worker. As a support link if she is unable to sustain her place in the family home.

#### SUMMARY:

Nicola has encountered various difficulties whilst residing in the secure unit. The difficulties in the relationship with her family mainly arising from her relationship with ██████████ and the activities they were involved in. Also if she plans to continue this relationship the effect it will have on her relationship with her mother and extended family. It is hoped the behavioural pattern she has developed as a means of meeting her needs or requests from those around her will develop towards positive not a negative approach as she matures.

██████████ is supportive of the decision for Nicola to return to the family home.

However it is recognised that both Nicola and [REDACTED] are apprehensive regarding her future, with this in mind it is hoped the social work department will be able to put in place the appropriate supports required for Nicola to sustain her place within the family home.



Keyworker



Unit Manager



Acting Principal

## MOBILITY PROGRAMME

### FOR NICOLA COPPOLA

#### OVERNIGHT PROGRAMME

Wednesday	21 <sup>st</sup> April 1999	4 pm Dropped off by Staff
Thursday	22 <sup>nd</sup> April 1999	9 pm To be collected by Staff
Saturday	24 <sup>th</sup> April 1999	10.30 am Dropped off by Staff
Sunday	25 <sup>th</sup> April 1999	9 pm to be collected by Staff
Wednesday	28 <sup>th</sup> April 1999	2 pm Dropped off by staff
Thursday	29 <sup>th</sup> April 1999	Nicola leaving from Home with Mum to attend Children's Hearing

23/4/99

**Nicola Coppola Blue Unit**

Nicola has been given the opportunity to partake in a wide and varied education programme since she arrived at St. Mary's. Unfortunately, we have been unable to meet her educational needs because of her constant refusal to follow this programme. She has made little or no contribution in classes.

Nicola has no specific learning difficulty. Indeed, she has many good language and communication skills that could be developed if she were more co-operative.

**All** teaching staff have reported Nicola as being a major disruption, not only to her own education but, to the education of the other students in the school.

[Redacted]

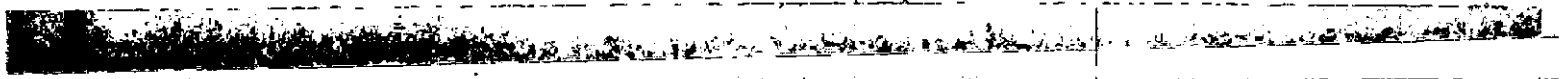
**Key Teacher**

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EDUCATION REPORT TO REPORTER'S OFFICE

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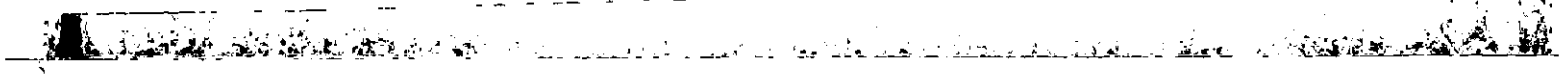


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# REPORT TO THE CHILDREN'S HEARING

Outcome

**Name**  
Nicola Coppola

**Address**  
C/O Snowden School, Spittal Street, Stirling  
Home Address, 187 Westercommon Road  
Possilpark, Glasgow

**Date of Birth**  
19/5/83

**School Attended**

**Grounds of Referral**  
Annual Review

**Religion**

**Basis of Report**

The writer has known the family for over four years and has based the report on this and previous Social Work involvement.

## FAMILY DETAILS

Name	Age	Relationship to child	Employment/School other eg. ATC	Income and Source
[REDACTED]	33	Mother		Both Employed
	32	(Agnes's partner)		Part time

**Financial Situation**

Both [REDACTED] and her partner are employed as part time cleaners.

**Other Agencies involved**

Befriending

**Matters of Particular concern (to be listed numerically)**

1. Nicola's regular absconding.
2. Nicola's involvement in drug's and alcohol.
3. Nicola placing herself at risk due to the above.



**Report compiled by**

**Date completed**

2/12/98

**Date Sent to Reporter**

3/12/98

**Signed**

Social Work Assistant

## MAIN BODY OF REPORT

Points to be covered (plus any other relevant areas)

1. Analysis of Family Background
2. The Child
3. School
4. Attitudes to Grounds of Referral
5. Matters of Particular Concern
6. Assessment and Possible Options

The information contained in this report is based on information in Social Work Department files. It is not intended to provide all such information but rather to furnish the Hearing with a general overview and those details considered to be most helpful to Panel Members to consider the current family circumstances.

### Family Background

██████████ and her daughter, Nicola have been known to our Department since 1984. Around this time there had been fairly intensive Social Work involvement as a result of concerns that Nicola may have been at risk due to her father's misuse of drugs. It was discovered that there was however, no evidence to suggest that ██████████ was using drugs. In view of this it was agreed by the Reporter's Department that Nicola should be placed on a Voluntary Supervision Order to enable the Social Work Department to become actively involved with the family.

In February 1986, Nicola's father, who was cohabiting with ██████████ died as a result of a drug overdose, after having choked on his own vomit. The death of ██████████ had an impact on both Nicola and her mother. However several months later it was felt that it was no longer necessary for the Social Work Department to be involved as ██████████ appeared able to care for Nicola and had adequate support from her family.

Around February 1990, ██████████ starting cohabiting with a "well known" drug user and her family expressed their concerns to the Department. The family stated that both ██████████ and her cohabited were involved in drugs and were concerned that Nicola was at risk. The matter was investigated by our Department and at this time there was felt to be no evidence to substantiate the allegations made by ██████████ family. However, ██████████ requested Social Work support at this time as she was concerned about threats from her family to remove Nicola from her care.

After a short period of time ██████████ terminated her relationship with her cohabitee and openly admitted to using drugs. She agreed to an application being made to a drug rehabilitation centre. During this time ██████████ family agreed to support and assist her in attempts to tackle her drug addiction and Nicola resided with her grandfather when her mother was admitted to the rehabilitation centre. Although ██████████ did not complete her stay in the centre, she made every effort to combat her drug problem and successfully maintained a methadone programme for several years. As a result of this ██████████ therefore resumed care of her daughter.

██████████ coped successfully with Nicola for several years. However in October 1994 the writer became involved due to ██████████ inability to cope with Nicola's behaviour which she felt was outwith her control. Nicola had also alleged at this time that her mother had assaulted her. This was investigated and no further action was taken. However, it was felt by ██████████ that it would be in Nicola's best interest to spend time apart from her. A voluntary arrangement was set up within the family where Nicola would be cared for by her aunt and grandmother to provide respite.

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REPORT TO THE CHILDREN'S HEARING - NICOLA COPPOLA

It became evident that [REDACTED] was involved in a relationship at this time and had made a decision to move to Parkhead with this man. In view of this and the deterioration in [REDACTED] and Nicola's relationship, [REDACTED] (Nicola's grandmother) agreed to care for Nicola. The relationship between [REDACTED] and her daughter continued to be very strained and although contact was maintained with Nicola, [REDACTED] did not always contact her when planned. Understandably, Nicola became very angry. Nicola's anger began to be directed at her grandmother and over a period of months she became increasingly verbally and physically aggressive towards [REDACTED]. Nicola's behaviour began to affect [REDACTED] health and she therefore began to doubt her ability to care for Nicola. However despite this, [REDACTED] moved to a larger house and with the support of the Department and other resources continued to care for Nicola.

In July 1996, [REDACTED] relationship with her boyfriend broke down and she moved in with Nicola and her grandmother. By this time Nicola had been in her grandmother's care for around a year and a half. The situation was continuing to deteriorate. Stand-by had been involved on a regular basis due to Nicola's behaviour and respite had been provided by the Department to help alleviate some of the tension. [REDACTED] stated that it was her intention to apply for her own tenancy and resume full-time care of her daughter and began pursuing this. However [REDACTED] had difficulty obtaining her own tenancy and over a period of months found Nicola's demanding and manipulative behaviour very difficult to cope with. [REDACTED] therefore began to doubt her own ability to care for her daughter on her own. She began to dabble in drugs for a short period due to the friction within the household.

In June 1997 [REDACTED] obtained her own tenancy in the Possilpark area with the intention of Nicola residing with her. Within a month of [REDACTED] and Nicola residing together, the situation had broken down. Subsequently [REDACTED] abandoned Nicola in the office stating she did not wish to have her back. She indicated that she was covered in bruises as she had "battered" her. This was investigated by the Police and [REDACTED] was charged with abandoning Nicola.

In July 1997 Nicola was admitted to Clevedon Reception Unit due to the above. Nicola remained there until February 1998. Her behaviour in Clevedon was extremely problematic. Nicola left the unit for short periods to spend her time in the City Centre with other children from the Unit. Her behaviour was very aggressive and violent, often towards staff. Nicola was regularly found under the influence of alcohol or attempting to inhale substances. It was evident at this stage that Clevedon were not able to control Nicola and that this was not the appropriate environment for her to be in. A decision was therefore made to identify a school that would offer Nicola structure and be able to meet her needs. Snowdon School was thought to be the most suitable resource for Nicola and she moved there when a place became available in February 1998.

Initially Nicola settled reasonably well in Snowdon. There were major improvements in her behaviour and she began, very slowly and reluctantly to build relationships with staff and other girls in the Unit. Nicola absconded from Snowdon sporadically. However this was for very short periods of time and the staff felt able to manage this.

In July of this year, Nicola became involved with a 13 year old boy called [REDACTED] whom she had known when she was younger. Since this time, Nicola has been absconding on a regular basis. There were major concerns when she absconded in September for nearly two weeks. Nicola had stated that herself and [REDACTED] had been involved in delivering drugs. There had been calls from Nicola to Snowdon which had revealed a Belfast code. When she had eventually been returned she had stated to staff that she had visited Aberdeen and Manchester with [REDACTED] and they had £1300 on their possession. Nicola had also indicated that an older man had asked her to go to Thailand and had advised her that he could get her a passport. In October 1998 a decision was made to approach the Secure Screening Group regarding Nicola as there were concerns about her safety and the fact that she was absconding for longer periods of time. At this time Nicola was again missing from Snowdon with 2 other girls. However it was felt by the Secure Screening Group that Nicola was not suitable for a secure placement and that she should remain in Snowdon.

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REPORT TO THE CHILDREN'S HEARING - NICOLA COPPOLA

Nicola was eventually picked up by the Police at the home of a 34 year old man who the girls had stated they met in the city centre. They had been residing there along with Nicola's boyfriend for four days. They had admitted to being given alcohol and drugs on a daily basis by this man. Nicola stated that this man had made constant demands for sex from her and although she admits that he had sex with her friend, she continues to deny that this happened to her. She states that he did however kiss her, hit her and threaten her with a knife. The writer has spent time with Nicola discussing the above and the danger that she was placing herself in as a result of this. Nicola appeared to take this on board at the time and was aware of our concerns. It was explained to Nicola that if she were to continue absconding and placing herself at risk it was likely that a Secure Placement would have to be pursued, yet again.

Over the past four weeks Nicola appears to have tried to work with Snowdon and resist the temptation to abscond. She has remained in Snowdon for approximately two weeks without absconding. However over the past two weeks Nicola has absconded on numerous occasions. According to Nicola the reason for this is to be with her boyfriend. The writer is aware that Nicola finds it very difficult to stop absconding due to her current obsession with her boyfriend. [REDACTED] states that [REDACTED] is seen regularly hanging around Snowdon School looking for Nicola. [REDACTED] has become increasingly concerned as she has been receiving threats from [REDACTED] family due to information Nicola has about the family's drug involvement.

Nicola has had regular access to her mum and her partner, [REDACTED] since her move to Snowdon. [REDACTED] has been involved with [REDACTED] for around two years and most of the time Nicola gets on well with him. Nicola clearly has a bond with her mother and it is important to her that she spends time with her mum. Access has not always gone well, and at times [REDACTED] has been at the end of her tether with Nicola. [REDACTED] feels that since Nicola became involved with her boyfriend [REDACTED] access has become more difficult. However although [REDACTED] becomes very upset and angry with Nicola, she remains committed to her daughter.

Nicola presently has a befriender through the Befriending Project. She has been involved with her for over a year. However there appears to have been very little contact recently due to Nicola's absconding and other commitments, her befriender has at present. However it is hoped that befriending should continue, as Nicola appears to benefit from this service.

#### Assessment

Nicola has stated on numerous occasions that she wishes to remain in Snowdon and continue to work with staff to look at the relevant issues. However, although there are times when Nicola is able to do this, she does not able to sustain any level of commitment for any length of time. She continues to abscond, albeit for shorter periods of time and does not appear able to stop doing so.

It is the view of the writer that Snowdon School is the appropriate resource for Nicola if she were able to sustain an appropriate level of commitment. However, given that Nicola's absconding has increased over the past few months and that she has been placing herself at risk there are obviously concerns.

As already stated the Secure Screening Group has been approached regarding a secure placement for Nicola. At this time they felt that this was not an appropriate resource for Nicola. However since this referral was made Nicola has continued to place herself at risk and does not appear to be able to stop this from continuing. In view of this, it is the writer's intention to approach the Secure Screening Group within the next week regarding the possibility of a Secure Placement for Nicola.

-3-

REPORT TO THE CHILDREN'S HEARING - NICOLA COPPOLA

"The details contained in this Report are confidential; they should not be given to any other person without permission being requested The Social Work Department."

[REDACTED]

[REDACTED]

Social Work Assistant  
Possil Area Team

2nd December 1998

W6LS061

[REDACTED]

# Snowdon

— SCHOOL —  
STIRLING



31 Spittal Street, Stirling FK8 1DX Tel. 01786 473449, Fax. 01786 470383

Principal: [REDACTED]

Chairman: [REDACTED]

## FACSIMILE TRANSMITTAL SHEET

TO: [REDACTED]	FROM: [REDACTED]
COMPANY:	DATE: 24/1/99
FAX NUMBER: 0141 563 0223	TOTAL NO. OF PAGES INCLUDING COVER: 4
PHONE NUMBER: 0141 563 0220	SENDER'S REFERENCE NUMBER:
RE:	YOUR REFERENCE NUMBER:

URGENT  FOR REVIEW/  PLEASE COMMENT  PLEASE REPLY  PLEASE RECYCLE

NOTES/COMMENTS:

Snowdon School Limited, Registered Office, 31 Spittal Street, Stirling  
Registered in Scotland No. 97541

Snowdon School, 31 Spittal Street, Stirling.

Nicola Coppola, 187 Westercommon Road, Glasgow.

Date of Birth - 19.05.83. Date of Admission - 09.02.98.

Report for Children's Hearing, November 1998.

### Introduction.

Nicola has been in Snowdon since February of this year. She was referred here on the grounds of being outwith parental control combined with failing to attend school.

### School.

Initially Nicola found it difficult to settle into the routine of the school and persistently stated that she would only be in the school for a short time before returning home and to mainstream school. Nicola was given a more realistic picture at a review held in March and from that time began to accept and, to some extent invest in her placement at the school.

Nicola's commitment to the school has been sporadic and, at times, she has found it difficult to focus on the issues and, therefore, her progress has been fairly erratic. Nicola is encouraged, through regular counselling, to explore issues she has identified and is willing to discuss her feelings, although this can be on a fairly immature level. Work is ongoing to allow Nicola to develop a more mature approach to her emotions and how to deal with them.

Nicola has absconded from the school on several occasions over the past ten months. Initially these were for short periods of time but became more concerning as Nicola chose to remain outwith the school for longer. These longer periods of absence began when she became involved with a younger boy of thirteen, [REDACTED] in the summer. After a ten day absence, Nicola stated that she had visited Manchester and Aberdeen, and alleged she had delivered parcels containing 'drugs'. She also stated that she had a valid passport and had been invited to visit Thailand with an older man.

This raised obvious concerns and intensive work with Nicola was undergone regarding the dangers she was placing herself in whilst missing. Nicola agreed to co-operate with the school and stated that she wanted to remain at Snowdon and would renew her

2

commitment to her placement. However, this was short lived and, in October, made allegations against the school which she later retracted. Nicola admitted that she had made these allegations in order to remain outwith the school for a period of time.

Nicola's review in October had to be cancelled as she was again missing. A planning meeting went ahead where it was agreed that Nicola was placing herself at much risk and her relationship with [REDACTED] appeared to be influencing her greatly in her behaviour. It was decided, in order to help Nicola to break this pattern of absconding, that a short time in secure accommodation may be required. A Screening Panel for secure accommodation was arranged and a period of 4-6 weeks was advised with a view to Nicola returning to Snowdon to continue with her work.

Nicola was missing at the time of this meeting in October when she spent time in the house of a 33 year old man in Glasgow. She remained in the house for five days along with other young people, including [REDACTED]. Police picked them up from the house and Nicola was examined by a forensic doctor as she had substantial bruising to her body. Nicola alleges that the man from the house assaulted her. Nicola was visibly shaken by this experience and was able to articulate that she had been frightened during the time spent in the house. She is now showing a greater level of awareness regarding the risk she has been placing herself in. She has stated that she wishes to renew her commitment to the school and realises her carers are concerned about her safety.

Since this time, Nicola's commitment and co-operation has re-emerged and she has managed to remain within the school for a period of two weeks to date. It is hoped that Nicola can sustain the efforts she is currently undertaking and continue working on the issues in her life.

#### Home.

Nicola spends leave periods at home with her mother and her partner, [REDACTED] in Glasgow. This continues to be fairly tenuous and, again, Nicola's commitment to her leave appears to be erratic. However, in general, this contact with [REDACTED] is very important to Nicola.

#### Conclusion.

As outlined there are obvious concerns regarding Nicol's welfare. She places herself at risk whilst missing from the school and has involved herself in some worrying activities. When Nicol shows commitment to her placement she responds to the regime of the school. She is capable of listening to, and using the advice

3

given to her by her carers. However, this commitment remains inconsistent and despite ongoing attempts to raise Nicol's self awareness, she continues to place herself at risk in the community.

As stated previously, Nicol is currently making renewed attempts to remain in the school and work on the issues surrounding herself, i.e., her self esteem, worth and awareness. It is hoped by all the adults involved that she can show a higher level of restraint and maintain the efforts which are apparent at the time of writing.



Principal.



Residential Child Care Officer.  
20th November 1998.

# Snowdon

— SCHOOL —  
STIRLING



31 Spittal Street, Stirling FK8 1 DU Tel: 01786 473449, Fax: 01786 470383

Principal: [Redacted]  
Chairman: [Redacted]

### FACSIMILE TRANSMITTAL SHEET

TO: [Redacted]	FROM: [Redacted]
COMPANY:	DATE: 24/1/99
FAX NUMBER: 0141 563 0223	TOTAL NO. OF PAGES INCLUDING COVER: 4
PHONE NUMBER: 0141 563 0220	SENDER'S REFERENCE NUMBER:
RE:	YOUR REFERENCE NUMBER:

URGENT  FOR REVIEW  PLEASE COMMENT  PLEASE REPLY  PLEASE RECYCLE

NOTES/COMMENTS:

Snowdon School Limited, Registered Office, 31 Spittal Street, Stirling  
Registered in Scotland No. 97341

Snowdon School, 31 Spittal Street, Stirling.

Nicola Coppola, 187 Westercommon Road, Glasgow.

Date of Birth - 19.05.83. Date of Admission - 09.02.98.

Report for Review being held October 27th 1998.

### Introduction.

Nicola has been in Snowdon for almost nine months now, having been referred on the grounds of being outwith parental control and failing to attend the school.

### School.

At a planning meeting in July, it was noted that Nicola was making definite progress in certain areas, i.e., absconding and identifying and discussing issues. Her commitment and co-operation to the school appeared to have improved although this was erratic. This remains the case, and Nicola does state that she wishes to be here and work with her carers. However, she is quick to retract this when she is feeling less positive regarding her placement here. In general, Nicola accepts the help and guidance offered to her and in counselling, is more able to listen and reflect on advice given.

In July, Nicola was offered and accepted counselling from an outside agency. She attended a few sessions but has since decided not to pursue this any further. Nicola is encouraged to explore issues that have been identified and is willing to discuss her feelings although, at times, this can be on an immature level. Work is ongoing to allow Nicola to develop a more mature approach to her emotions and how to deal with them.

Nicola has absconded from the school on several occasions. Initially these were for short periods of time but became more worrying as Nicola chose to remain outwith the school for longer. At the beginning of September Nicola was missing for twelve days. This raised obvious concerns to all involved as it appeared that Nicola had spent time in Ireland. This was confirmed by Nicola on her return who stated that she had also been to Aberdeen and Manchester with [REDACTED] and that this was drug related. She also alleges that she had been invited to Thailand and has a valid passport. Nicola is constantly being made aware of the danger she is placing herself at whilst she is missing. Again Nicola's commitment is erratic, and while she can accept she may be at

2

risk, it appears to depend upon her self esteem and worth at the time.

Nicola continually finds it difficult to return to the school when she has been missing and can present as hostile and abusive to the staff on her return. This was highlighted recently when she made allegations against the school. Nicola later retracted all complaints and agreed that this had been an attempt to manipulate the situation so as not to have to return to the school.

With staff, Nicola continues to present herself as an anxious, confused and, at times, angry young person. Her attention seeking behaviour has made it difficult for Nicola to focus on the important issues around. However, Nicola does show the ability to do so and work is ongoing to encourage her to develop in this area through regular counselling. She has become more trusting of the staff and, as a result, is disclosing further information. Her self esteem and self worth fluctuates but is generally low and it is hoped that this will improve through continuously addressing this with Nicola.

Nicola has begun to develop some relations within her peer group, although these appear to be mainly superficial. She presents herself as a little more relaxed in the group and regularly involves herself in organised school activities.

#### Home.

Nicola continues to spend leave with her mother and partner [REDACTED] in Glasgow. This remains fairly tenuous and is arranged on a weekly basis after discussion with [REDACTED]. At the planning meeting in July, [REDACTED] stated that leave was becoming strenuous and that she was having difficulty in dealing with Nicola's behaviour and demands. It was agreed that the weekend leave home be reduced to two nights in order to alleviate some of the pressure.

Contact remains very important to Nicola and she is able to modify her behaviour through the week, i.e., not abscond, in order to spend time with her mother.

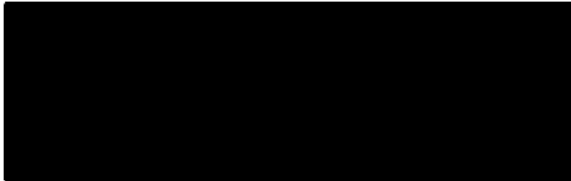
Nicola has expressed a wish to have throughcare involved as she does not see herself going home full time. This will be further discussed today.

#### Conclusion.

As outlined, there are very obvious concerns regarding Nicola's welfare. She continues to place herself at risk whilst missing

3

from the school and appears to involve herself in very worrying activities. when Nicola is showing commitment to her placement here she responds to the regime of the school. She is capable of listening to, and using the advice given to her by her carers. However, this commitment remains inconsistent and despite ongoing attempts to raise Nicola's self awareness, she continues to place herself at risk in the community. Nicola has proved that she finds it very difficult to maintain a level of co-operation and her carers are concerned that she will continue to place herself in danger through absconding.



Residential Child Care Officer  
26th October 1998.



- Gran
- Grandpa.
- Gran
- Aunt
- Aunt
- friend
- friend
- Aunt.

---

NOT TO VISIT

or any [redacted] or friends


---

Only top NAMES. TO VISIT NICOLA

BLUE UNIT

NICOLA  
CAPPOLA.

GREEN UNIT

CLOTHING ON ADMISSION	DATE
1X NIGHTDRESS - BLUE & CREAM BEAMS 1X S/SHIRT NAVY LE COQ SPORTIF (SIZE S) 1X RED POLO SHIRT (FRUIT & LEON) 1X STRAP TOP (B & G) (SIZE S/M) WHITE 1X WHITE LE COQ SPORTIF JOGGERS. (SIZE S) 1X BLACK POLO SHIRT (SIZE M) 1X NAVY BENNETON JEANS (MOLESKIN) 1X NAVY SACUET (ADIDAS) SIZE FIT 4 2X SLA'S (1X WHITE, 1X NAVY COTTON) 2X PL SOCKS (1X WHITE, 1X GREEN) 4X PANTS (4X BLACK, 3X WHITE, 1X RED) 1X PL SLIPPERS PINK <del>SLIPPERS</del>	16/1/99.
1 PAIR WHITE TROUSERS 1 WHITE / NAVY LE COQ SPORTIF BOTTOMS 1 NAVY NIKE T-SHIRT 1 NAVY + YELLOW STRIPE ADIDAS JACKET 1 CREAM + 1 BLACK / TARTAN BRA. 1 MARSH CD RADIO CASSETTE (CD 67) 1 PAIR SIZE 4 CAT BOOTS	22/1/99
SIGN: _____	(YOUNG PERSON)
SIGN: 	(STAFF)
DATE: 16/1/99.	

**ST. MARY'S KENMURE**  
**BISHOPBRIGGS**

**NEW PATIENT REGISTRATION**

**NAME:** Nicola Coppola **DATE OF BIRTH:** 19/5/83

**DATE OF ADMISSION:** 17/11/99 **DATE OF MEDICAL:** 20/11/99

**DATE OF RELEASE:** \_\_\_\_\_

Have any relations had any of the following (please circle)

Tuberculosis; Diabetes; High Blood Pressure; Heart Attack; Stroke; Asthma;  
Hay fever; Migraine; Depression; Cancer; Epilepsy; If so please give details  
below:-

Mother asthma

**Current Drug Therapy:** on <sup>n</sup> antibiotics -

**Drug Sensitivities/Allergies:** NO

**Do you take non-prescribed drugs i.e. laxatives:**

**Past Medical History:** Nil of note - OCA UT ..

**Family History:**

<b>Father:</b>	} - <u>decd</u>	<b>Brother:</b>	-
<b>Mother:</b>		<b>Sister:</b>	-
<b>Children:</b>		<b>Pregnancies:</b>	-
<b>Name:</b>	<b>Age</b>	<b>Current Health:</b>	<b>Problems with</b>
<b>delivery</b>			

**Personal Risk Factors:**

**Smoking:** 5-10 **Alcohol:** Never injected  
**Diet** **Exercise**

**Immunisation Status:**

**Tetanus:** **Polio:** **Rubella:**

**Examination:**

**Height:** 163 cm **Weight:** 52 **Blood**  
**Pressure:** **Urine:** **Cholesterol** **Triglycerides:**

CLINICAL NOTES

Record of illnesses and treatment; immunizations; results of special examinations, e.g. ophthalmic; notes on medical inspection.

Neurological report

Date

2/21/99

Shat-admission

No major problems



# Health Visit Account

Name: NIKOLA COPOLLA Date: 16.2.99

Diagnosis: 1) Hand wart  
2) Acne

## Medical Advice/Medication

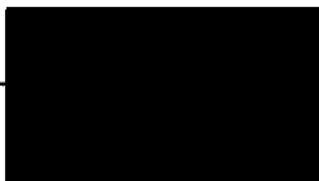
- 1) Salactol lotion - As instructed.
- 2) Benzoyl peroxide gel - Apply at night to acne area - wash hands after  
↓  
\* Keep Benzoyl peroxide in fridge

## Other Information:

## Return Appointment Required:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signed: \_\_\_\_\_



[R.S.W]

# Health Visit Account

Name: NICOLA COPPOLA

Date: 20-1-99

Diagnosis:

Admission Medical

Medical Advice/Medication

COLLECT URINE SPEC. FOR INFECTION  
- TAKE TO SURGERY REQUEST M.S.U.

Other Information:

Return Appointment Required:

Date:

Time:

Signed:

[R.S.W]

# Health Visit Account

Name: NIKOLA COPOLLA Date: 16.2.99

Diagnosis: 1) Hand wart  
2) Acne

## Medical Advice/Medication

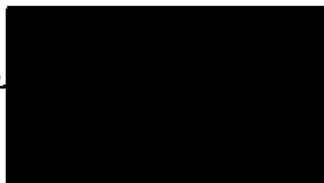
- 1) Salactol lotion - As instructed.
- 2) Benzoyl peroxide gel - Apply at night to acne area - wash hands after  
↓  
\* Keep Benzoyl peroxide in fridge

## Other Information:

## Return Appointment Required:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Signed: \_\_\_\_\_



[R.S.W]

# St Mary's Kenmure

## Authority for Medical Treatment

I hereby give my consent to such medical, surgical and dental treatment, including operations under General Anaesthetic, as may be recommended by a Qualified Medical or Dental Practitioner. Additionally I give my consent to all health screening and surveillance carried out by The School Health Team employed by Yorkhill N.H.S Trust.

**Name of Child:** NICOLA COPPOLA **Date of Birth:** 19/5/83

**Address:** c/o St Mary's Kenmure  
St Mary's Road  
Bishopbriggs

I do give/~~do not give~~ my consent for the above child to become involved in a full Health Care Programme. I additionally give my consent that the person/persons who has/have care of my child should have free access to all medical information which has been given by a Qualified Practitioner and is relevant to his/her health.

**Signed** N. COPPOLA **Date** 21.1.99

**Address:** c/o St Mary's Kenmure  
St Mary's Road  
Bishopbriggs

(Father, Mother, Legal Guardian)

**Witness**  **Date** 21.1.99

**Designation** School Nurse

**Address:** c/o St Mary's Kenmure  
St Mary's Road  
Bishopbriggs

\* **Important.** Please delete as necessary.

Parents will, wherever practicable, be advised of admission to hospital and need for surgical treatment, including administration of anaesthetic, and consent for such purposes will only be given by the Principal/Depute Principal or their representative in case of emergency.

ID=01415630223

16:35 ST MARY'S KENMURE

CORA Foundation

# St Mary's Kenmure

St Mary's Road  
Blahopriggs  
Glasgow G64 2EH

Tel: 0141 563 0220  
Fax: 0141 563 0223

## NOTE OF AUTHORITY

### Particulars of Client

Name NICOLA CAROLA.

Date of Birth \*

Address \*

Contact Person \*

MOTHER. [REDACTED]  
MOBILE TEL 01997 9274584

Reason for Admission \*

Relevant Legislation \*

### Particulars of Social Work Department

Responsible Authority:

GLASGOW

Responsible Social Worker/Location:

[REDACTED]  
POSSIL PARK AKA TEAM.

Contact Person (if different):

TEL. 336 3181.

Admission Arrangements

ADMISSIONS AS REQUIRED BY SWD.  
BHD REFERRED FROM 14/1/99.

Admissions are at the rate of £2182 per week.

### AGREEMENT

Authorising Signature:

[REDACTED SIGNATURE]

Designation:

PRINCIPAL OFFICER

Date: 15/1/99.

**ORDER / REQUEST FORM**

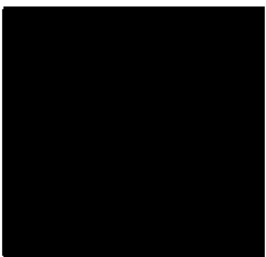
To: 

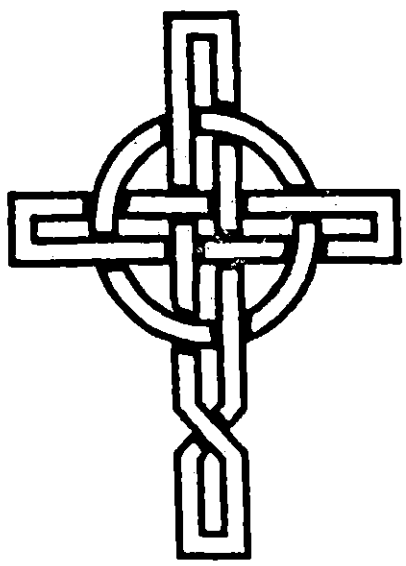
From: 

Order To: Cash

Request for: N. Coppolla

Underwear	£25.00
Socks	£10.00
Total:	£35.00





# St. Mary's Kenmure

## ST MARY'S KENMURE

Circular No:                    Use of bedrooms for segregation and isolation

Policy:  
Procedures:  
Practice Guidelines:

### Background

Article 19 of the UN Convention on the Rights of the Child states that children have the right to be protected from all forms of violence. They have the right not to be punished cruelly or in a way that would belittle them. They must not be locked up unless the law says they may be. The use of segregation and isolation by putting children to their own room is covered by the same regulations. Segregation and isolation (locking young people in **any** room during waking hours unaccompanied by a member of staff) is not encouraged. Good professional practice will usually enable a situation to be diffused in such a way as to make it rarely needed.

The management of the school acknowledges segregation and isolation of young people in their bedrooms may be required in particular circumstances and should therefore only be used as a means to enable the young person to regain control and never as punishment or for reasons of administrative convenience.

All staff must make every effort to maintain an emotionally positive and supportive atmosphere within St Mary's. Threatening behaviour to residents and staff by young people is unacceptable. Young people require to develop respect for self and others and learn to value their own and others property. Within this context segregation and isolation may be appropriate.

**However, it should not be used as a matter of routine, it is an extreme measure to be taken only when other appropriate measures have been tried and failed.**

### Guidance Notes (extracts)

#### **Code of Practice – The Use of Secure Accommodation for Children, 1985 -**

'It may be necessary to consider the use of a locked single room within the secure unit to control a severely disturbed child. Such action should be avoided unless there is no effective alternative: and if the child's behaviour is such that it may not be safe to leave him on his own, continued staff presence is essential. However, where an individual's continued presence in the group is placing others at risk, or his behaviour is so disruptive that the quality of life for the rest of the group is impaired, the secure unit may consider it appropriate to lock a child in his bedroom or in a specifically designated room – furnished and equipped with recreational facilities – so as to allow him to regain some degree of self-control and balance. ) There may be occasions when individual children should be allowed access to facilities where they can have a

degree of privacy away from other children – for example to overcome frustrations, violent outbursts or emotional upsets.) Close staff support is required in these circumstances; at a minimum the child should be visited regularly, and in many circumstances it may be desirable for a staff member to be with the child at all times. Such action should not be allowed to become a measure of first resort when disruptive behaviour occurs, attempts should be made to discover what triggers the child's behaviour, and take positive steps to deal with the causes.

### **Children (Scotland) Act 1995 Regulations and Guidance – Vol 2**

The use of a single locked room in a secure unit, which may be the child's own bedroom, to control a severely disturbed child is an extreme measure which should be taken only when appropriate methods of control have been tried and failed, for instance removing him or her to another part of the building. It should not be used as a punishment. A child may be placed in a single locked room only if he or she is a severe risk to himself or herself or others or his or her continued presence in the group is likely to have an unacceptable deleterious effect on them.

Such a placement should be approved and recorded by a senior member of staff on duty and the person in charge and the child's social worker should be notified as soon as practicable. When a child specifically requests to be left in the room by himself or herself at least one member of staff should be available outside the room throughout the period.

A child placed in a single locked room should be observed at intervals of not more than fifteen minutes to monitor his or her condition to protect the child from self-harm. When the child is asleep after the unit's normal bedtime, judgement will need to be exercised about the continuing level of risk and frequency of observation. Observation should normally involve communication with the child. The child should be released as soon as his or her behaviour has improved. In any case, no child should be in a single locked room unaccompanied by a member of staff for a continued period longer than three hours in any period of twenty-four hours. An exception is when this period expires after the unit's normal bedtime and the child is asleep, in which case the child may be held in the single locked room until he or she awakens the next morning. A separate record should be maintained of all placements in the single locked room showing the date and time of the placement; the reasons for the placement; who authorised the placement; who was informed of the placement; times when the child was observed; the date and time of release and any comments made by the child about the placement.

#### **Criteria for placing a young person in bedroom**

In St Mary's the young person, if required, will only be segregated and isolated in his/her own bedroom. Staff should have sufficient reason for believing that segregation and isolation in bedroom is required to:

1. **Prevent the young person from significantly injuring him/herself.**
2. **Prevent the young person from significantly injuring others.**
3. **Prevent the young person from absconding from the building.**
4. **Prevent significant damage to property.**
5. **Calm a potentially disruptive group situation.**

## Procedure

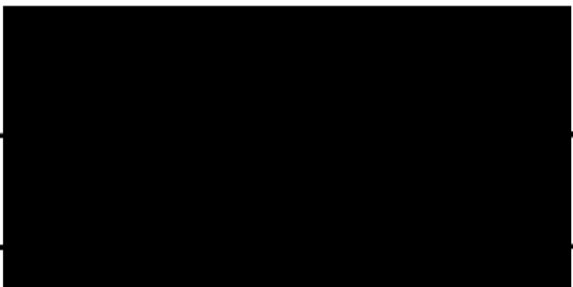
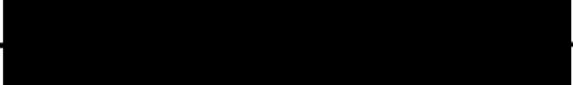
- if appropriate, take the young person to another part of the building and attempt to resolve the situation – if this fails and / or the situation escalates
- inform the duty senior/manager, who must authorise segregation and isolation in bedroom if appropriate. If contact cannot be made, place the young person in bedroom ensuring appropriate staff supervision is present, and then gain authorisation from the duty senior/manager.
- supervising staff must observe the young person at least every fifteen minutes, (communicating with the young person if appropriate), and remain in the vicinity of the room. Observation times should be recorded in the Observation Sheet (attached).
- the young person must be released as soon as his/her behaviour has improved and supervising staff make this decision. Detention of a young person in his/her bedroom must never be extended due to the absence of an agreement with the staff initially concerned.
- the young person's return to the group must include consideration of the interaction with staff and or young people involved in the initial incident.
- once the young person displays appropriate behaviour, the supervising staff, on releasing the young person, must give him/her the opportunity to respond to the situation in writing on the Observation Sheet. The Observation Sheet, showing time of release, should then be submitted to the duty senior/manager.
- the staff member responsible for placing the young person in the bedroom must complete the Segregation and Isolation in Bedroom form, (attached), and submit form to duty senior/manager for signing and further processing.
- the duty senior/manager should compile both forms and submit them to the principle for signing and monitoring.
- completed form submitted to unit manager for filing.
- young person's social worker should be notified as soon as practicable.

**ST MARY'S KENMURE**

**Segregation and Isolation in Bedroom**




<b>Young Person:</b> Nicola Coppola	<b>Unit:</b> Blue	<b>Date:</b> 10/3/99
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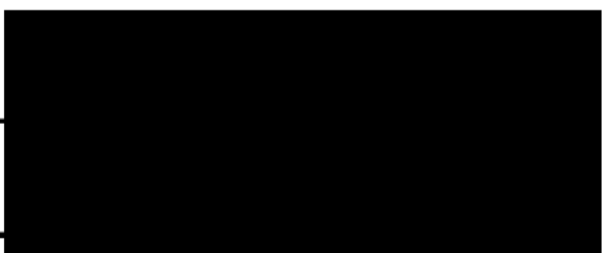
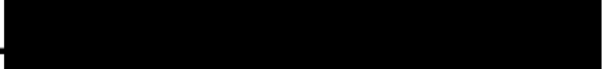
**Date / Time of Placement:** 10/3/99 3pm

**Authority for Placement:** signature   
print name   
designation Duty Senior

**Criteria (circle) -** ① 2. 3. 4. ⑤

**Details of incident:**

Nicola was involved with another Y/P in setting of the fire hose. Nicola was unwilling to speak to staff about the incident. Nicola was offered the option of Time-out in either unit or bedroom with staff in order to give Nicola time and space to calm down. Nicola became extremely abusive and began running around the classroom area banging doors and disrupting classes. Nicola then began to lash out both verbally and physically at staff. Nicola placed in her bedroom by  and  and  supervising.

**Person responsible for Placement:** signature   
print name   
designation Blue Unit R.C.C.O

**Principal** \_\_\_\_\_ **S/Wkr notified on** 13/3/99

Segregation and Isolation in Bedroom  
Observation Sheet

Young Person: N. Coppola

Date / Time of Placement: 10/3/99

Time: 3:00 Staff Sign: *[Signature]* Time: Staff Sign:

Time: 3:15 Staff Sign: *[Signature]* Time: Staff Sign:

Time: 3:30 Staff Sign: *[Signature]* Time: Staff Sign:

Time: 3:45 Staff Sign: *[Signature]* Time: Staff Sign:

Time: 4:00 Staff Sign: *[Signature]* Time: Staff Sign:

Date/Time of Release: 10/3 4:00 pm

**Young Person's Response to situation:**

In your own words describe the situation that led to you being placed in your bedroom and how you feel about it -

*[Handwritten signature]*

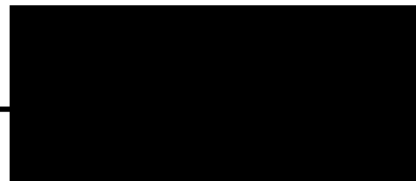
*[The remaining lines of the response section are crossed out with a large diagonal line.]*

young person's signature \_\_\_\_\_

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
12-1-99		4:30	5pm	SHOWER		
12-1-99		4:30	5pm.	SHOWER		
14/1/99		6-25	6:45.	MOVING BEDROOMS		
5/1/99		3pm	4pm	TIME OUT		
15/1/99		4:35	5:45.	TIME OUT.		
18/1/99		12:20	1:00	TIME OUT FROM CLASS		
19/1/99		12:00	12:30	TIME OUT		
19-1-99	N. COPPOLLA	8AM	1:15pm			
19-1-99	N. COPPOLLA	1:50pm	3:57pm	Feeling unwell (stomach cramps)		
19/1/99		4:35pm	4:45pm	Time Out		
19/1/99		?	5:40pm <sup>B</sup>			
19/1/99	N. COPPOLLA	5:45	7:45	T OUT		
19/1/99		5:45	6:00pm.	T OUT		
19/1/99		5:45.	6:10pm.	T. OUT		
19/1/99		5:45	6:00pm	T-OUT		
19/1/99.		6:25.	7:00pm	Shower T out		
19/1/99.		6:25	7:00pm	Shower T out		

UNIT MANAGER

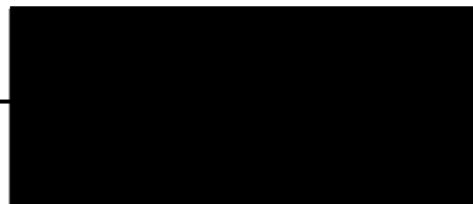


(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
19/1/99	[REDACTED]	6.25	7.00pm	Shower	[REDACTED]	[REDACTED]
<del>19/1/99</del>	[REDACTED]	<del>8.25</del>	<del>8.30pm</del>	<del>Time out</del>	[REDACTED]	[REDACTED]
19/1/99	[REDACTED]	8.25	8.30pm	u u	[REDACTED]	[REDACTED]
19/1/99	Nicola Coppola	1.25pm	2pm	Time out	[REDACTED]	[REDACTED]
20/1/99	Nicola Coppola	2.00pm	2.15pm	Time out	[REDACTED]	[REDACTED]
20/1/99	[REDACTED]	17.10	18.30	Time-out	[REDACTED]	[REDACTED]
20/1/99	[REDACTED]	17.10	18.30	Time-out	[REDACTED]	[REDACTED]
21/1/99	[REDACTED]	16.21	17.00	TIME-OUT	[REDACTED]	[REDACTED]
21/1/99	[REDACTED]	16.21	17.00	TIME-OUT	[REDACTED]	[REDACTED]
21/1/99	[REDACTED]	16.21	17.00	TIME-OUT	[REDACTED]	[REDACTED]
21/1/99	[REDACTED]	18.00	20.00	TIME-OUT	[REDACTED]	[REDACTED]
21/1/99	[REDACTED]	18.00	20.00	TIME-OUT.	[REDACTED]	[REDACTED]
21/1/99	Nicola Coppola	20.00	20.30	Time-out	[REDACTED]	[REDACTED]
22/1/99	[REDACTED]	1.30pm	2pm	Time-out.	[REDACTED]	[REDACTED]
22/1/99	[REDACTED]	1.30pm	1.50pm	Time-out.	[REDACTED]	[REDACTED]
22/1/99	[REDACTED]	5.45pm	6.15pm	Tidying up his room	[REDACTED]	[REDACTED]
23/1/99	NICOLA COPPOLA	1.20pm	2pm	Time-out	[REDACTED]	[REDACTED]

UNIT MANAGER

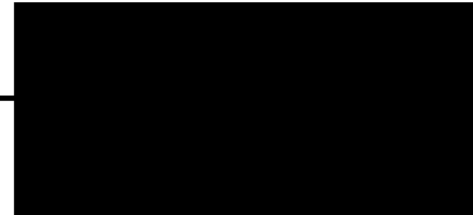


(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
23/1/99	[REDACTED]	9.05pm	9.35pm	SHOWER	[REDACTED]	[REDACTED]
23/1/99	[REDACTED]	9.05pm	9.35pm	SHOWER	[REDACTED]	[REDACTED]
23/1/99	[REDACTED]	9.05pm	9.35pm	SHOWER	[REDACTED]	[REDACTED]
24/1/99	N. CAPPOLA	13.05pm	13.20pm	TIME OUT	[REDACTED]	[REDACTED]
24/1/99	N. CAPOLLA	3.30pm	4.15	TIME OUT	[REDACTED]	[REDACTED]
24/1/99	[REDACTED]	3.30pm	3.40pm	TIME OUT	[REDACTED]	[REDACTED]
24/1/99	[REDACTED]	3.30pm	3.40pm	TIME OUT	[REDACTED]	[REDACTED]
24/1/99	[REDACTED]	9pm	9.30pm	SHOWER/TIME OUT	[REDACTED]	[REDACTED]
24/1/99	[REDACTED]	9pm	9.30pm	SHOWER/TIME OUT	[REDACTED]	[REDACTED]
25/1/99	[REDACTED]	12.15pm	12.30pm	excused from class feeling unwell.	[REDACTED]	[REDACTED]
25/1/99	[REDACTED]	4.10pm	7.50pm	TIME OUT	[REDACTED]	[REDACTED]
25/1/99	[REDACTED]	4.10pm	4.11pm	TIME OUT	[REDACTED]	[REDACTED]
25/1/99	Nico Adria	4.15pm	8.45pm	TIME OUT	[REDACTED]	[REDACTED]
25/1/99	[REDACTED]	8.00	8.30pm	TIME OUT	[REDACTED]	[REDACTED]
25/1/99	[REDACTED]	8.00	8.30pm	TIME OUT	[REDACTED]	[REDACTED]
26/1/99	[REDACTED]	3.35		TIME OUT	[REDACTED]	[REDACTED]
25/1/99	[REDACTED]				[REDACTED]	[REDACTED]

UNIT MANAGER

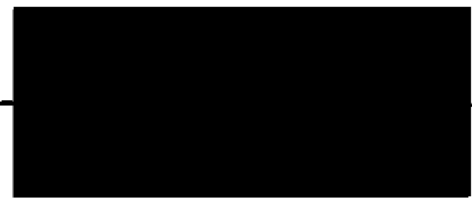


(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
26.1.99	N. Coppola	11:25	1:15	Time - Out	[REDACTED]	[REDACTED]
<del>26-1-99</del>	[REDACTED]	7:00		<del>PERSONAL TIME OUT</del>		
26.1.99	[REDACTED]	6:00pm	6:30pm	Time - Out		
26.1.99	[REDACTED]	6:30pm	6:55pm	See other log.		
26.1.99	[REDACTED]	7pm	8pm	Time out		
27.1.99	[REDACTED]	12:15pm	1:30pm	Feeling unwell		
27.1.99	[REDACTED]	2:15pm	3:00	Time Out		
27.1.99	N. COPPOLA	5pm	5:45pm	Time - out		
27.1.99	[REDACTED]	5:50pm	6:15	TIME - OUT.		
27/1/99	[REDACTED]	7:10	8:25	TIME - OUT		
28/1/99	N. COPPOLA	4:20	5:15	TIME OUT.		
29/1/99	N. COPPOLA	12:25pm	1:30pm	TIME - OUT.		
29/1/99	[REDACTED]	2:30	5pm	TIME - OUT		
30/1/99	N. COPPOLA	4:10pm	4:40	TIME - OUT		
30/1/99	[REDACTED]	4:30	5:15	- -		
31/1/99	N COPPOLA.	4:20pm	5:45	FEELING UNWELL		

UNIT MANAGER \_\_\_\_\_



(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
1-2-99	N. COPPOLLA	5.00	6 pm	Downwell		
1-2-99	N. COPPOLLA	8.05pm	8.45pm	To have a bath.		
1-2-99	N. COPPOLLA	8.55pm	9.30	Time - out		
2-2-99	N. COPPOLLA	5.35pm	8.05pm	BATH - TIME - OUT		
2-2-99		5.35pm	6.00pm	Time - out		
2-2-99		5.35pm	6.10pm	Time - out		
4-2-99			1. pm	Refused to get up this a.		
6-2-99		4.45pm	5.30pm	Not feeling well / T/O		
6-2-99	N. COPPOLLA	9pm		Up for the night		
8-2-99	N. COPPOLLA	1-40pm	2-10pm	SUPERVISED TIME - OUT.		
8-2-99		4.45pm	5.30	TIME OUT		
8-2-99		4.45pm	6.20pm	TIME OUT		
8-2-99	N. COPPOLLA	6pm	7.30	BATH / TIME OUT		
12/2/99		6.30pm	7.15	SHOWER TIMEOUT		
12/2/99		6.30pm	7.15	SHOWER TIMEOUT		
14/2/99	N. COPPOLLA	4.15.	5.30	TIME OUT		
15/2/99		3.25	4.30	TIME OUT		

UNIT MANAGER \_\_\_\_\_



(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
15/2/99	N. Coppola	3:30pm		Time-out for bath		
16/2/99		7:50pm	8:05pm	T/O for Shower.		
16/2/99	N. COPPOLA	8:00	8:30	Time Out		
17-2-99	N. COPPOLA	4:30pm	5:40pm	Time-out for Bath.		
18-2-99		4:10pm	4:40pm	Time-out		
18-2-99		4:10	4:40pm	T/O and Shower		
18-2-99		4:10	4:40pm	T/O and Shower		
18-2-99		4:10	4:40pm	T/O and Shower		
18-2-99		4:10	4:40pm	Time out		
18-2-99		4:10	4:40pm	Time out		
18-2-99	N. COPPOLA	4:35	5:10pm	Up for bath		
23/2/99	N. COPPOLA	5:05	6:00	Up for bath		
23-2-99		6:30	8:00pm	Time Out		
23-2-99		6:30	8:00pm	Time Out		
23-2-99		6:30	8:00pm	Time Out.		
24-2-99	N. COPPOLA	3:45pm	7pm	Time-out for bath.		
24-2-99		3:45pm	4:30	SHOWER		

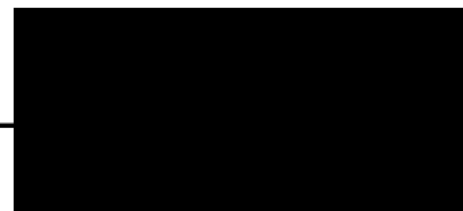
UNIT MANAGER \_\_\_\_\_

(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
24-2-99	[REDACTED]	6:30pm	7pm	Time to reflect	[REDACTED]	[REDACTED]
24-2-99	[REDACTED]	7pm	7:59pm	Disobedience and missing own space	[REDACTED]	[REDACTED]
28-2-99	NICOLA COPPOLA	4:35pm	5:05pm	Time-out - FEELING UNWELL	[REDACTED]	[REDACTED]
28-2-99	NICOLA COPPOLA	8:40pm	9pm	Time-out.	[REDACTED]	[REDACTED]
1-3-99	NICOLA COPPOLA	4pm		TIME-OUT.	[REDACTED]	[REDACTED]
1-3-99	[REDACTED]	8pm		TIME OUT	[REDACTED]	[REDACTED]
1-3-99	[REDACTED]	8pm		TIME OUT.	[REDACTED]	[REDACTED]
3-3-99	NICOLA COPPOLA		6:15pm	Time-out - unwell.	[REDACTED]	[REDACTED]
3-3-99	NICOLA COPPOLA	7:40pm	—	Time-out - unwell	[REDACTED]	[REDACTED]
4/3/99	NICOLA COPPOLA	6pm	7:10	BATH - TIME OUT	[REDACTED]	[REDACTED]
4/3/99	[REDACTED]	8:05pm	—	TIME OUT	[REDACTED]	[REDACTED]
4/3/99	[REDACTED]	8:05pm	—	TIME OUT	[REDACTED]	[REDACTED]
5/3/99	NICOLA COPPOLA	5:40pm	6:45	BATH - TIME-OUT.	[REDACTED]	[REDACTED]
6/3/99	NICOLA COPPOLA	5:30		FOR A BATH REFUSED TO COME BACK DOWN AT 7:15.	[REDACTED]	[REDACTED]
				CAME DOWN STAIRS AT 7:30.	[REDACTED]	[REDACTED]
				HAD SOMETHING TO EAT THEN BACK UP STAIRS 1:45	[REDACTED]	[REDACTED]

UNIT MANAGER



(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
8/3/99	[REDACTED]	4:35	4:50	TIME OUT	[REDACTED]	[REDACTED]
8/3/99	[REDACTED]	5:15	6:50	TIME OUT	[REDACTED]	[REDACTED]
8/5/99	[REDACTED]	5:45	6:50	TIME OUT	[REDACTED]	[REDACTED]
11/3/99	[REDACTED]	5:40pm	6:10	Compulsory Time-Out	[REDACTED]	[REDACTED]
12/3/99	[REDACTED]	11 AM	11:40 AM	Compulsory time out to Lab/Act.	[REDACTED]	[REDACTED]
10/3/99	N COPPOLA	20:19		Remains upstairs to the eyes TIME OUT BATH.	[REDACTED]	[REDACTED]
14/3/99	N. COPPOLA	7:30pm	8:30pm	TIME-OUT - BATH	[REDACTED]	[REDACTED]
14/3/99	[REDACTED]	7:30pm	8:45pm	TIME-OUT	[REDACTED]	[REDACTED]
18/3/99	N COPPOLA	4:30	5:40	BATH TIME OUT	[REDACTED]	[REDACTED]
21-3-99	N COPPOLA	5:35	6:30pm	Time-out AWAY FROM BOYS IN UNIT	[REDACTED]	[REDACTED]
23-3-99	[REDACTED]	5:30	5:45pm	TIME-OUT HEADACHE	[REDACTED]	[REDACTED]
24-3-99	N. COPPOLA	3:45	4:50	Time-out to have a bath	[REDACTED]	[REDACTED]
2-4-99	[REDACTED]	7:15pm	8:40pm	Time-out AWAY FROM UNIT	[REDACTED]	[REDACTED]
2-4-99	N COPPOLA	8:40pm	---	Time-out Bath.	[REDACTED]	[REDACTED]
9-4-99	[REDACTED]	5:40pm	6:10p	Time-out	[REDACTED]	[REDACTED]
9-4-99	N. Coppola.	6:45pm	9pm	Time out / bath.	[REDACTED]	[REDACTED]

UNIT MANAGER

[REDACTED]

(MONITORING)

**BLUE UNIT USE OF BEDROOMS**

DATE	NAME	TIME UP	TIME DOWN	REASON	STAFF	D/SEN
13/4/99	[REDACTED]	4:40pm		Time - out	[REDACTED]	[REDACTED]
13/4/99	N. Coppola	4:30pm		Time-out/Bath	[REDACTED]	[REDACTED]
18/4/99	[REDACTED]	7:15pm		T/O - Bath	[REDACTED]	[REDACTED]
11/5/99	[REDACTED]	6:35pm		Placed in room/unsettled	[REDACTED]	[REDACTED]
11/5/99	[REDACTED]	6:35pm		T/O. Not well	[REDACTED]	[REDACTED]
26/5/99	[REDACTED]	3:50pm	4:10pm	TIME OUT. FROM UNIT.	[REDACTED]	[REDACTED]
26/5/99	[REDACTED]	3:50pm	4:10pm	TIME OUT.	[REDACTED]	[REDACTED]
27/5/99	[REDACTED]	10:20AM	10:47AM	FEELING UN WELL	[REDACTED]	[REDACTED]
27/5/99	[REDACTED]	11:30AM	11:50AM	REFUSING TO GO TO CLASS UP STAIRS FOR TIME OUT.	[REDACTED]	[REDACTED]
<del>2/6/99</del>	[REDACTED]	<del>4:30pm</del>		<del>TIME OUT</del>	[REDACTED]	[REDACTED]
2/6/99	[REDACTED]	4:30pm	5:40pm	Time-out	[REDACTED]	[REDACTED]
4/6/99	[REDACTED]	1pm		Time-out	[REDACTED]	[REDACTED]
4.6.99	[REDACTED]	5pm	5:30	"	[REDACTED]	[REDACTED]
	[REDACTED]	5pm	5:30	"	[REDACTED]	[REDACTED]
4.6.99	[REDACTED]	8:20pm	8:50pm	Playing Computer	[REDACTED]	[REDACTED]
	[REDACTED]	"	"		[REDACTED]	[REDACTED]
	[REDACTED]	"	"		[REDACTED]	[REDACTED]

UNIT MANAGER

[REDACTED]

(MONITORING)

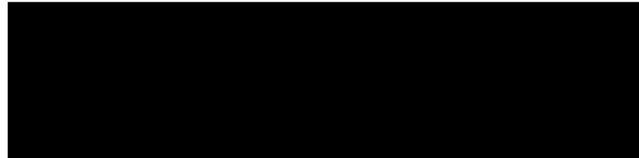
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**ST MARY'S KENMURE**  
**St Mary's Road**  
**Bishopbriggs**  
**Glasgow G64 2EH**

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**FAX COVER SHEET**

TO:

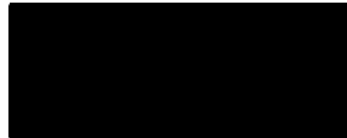


Phone No:

Fax No:

0141-287-8769

FROM:



Phone No: 0141-563 0220

Fax No: 0141-563 0223

Date:

14/1/99

No of pages including this  
cover page:

2

COMMENTS:

PLEASE COMPLETE & RETURN BY  
FAX.

CORA Foundation

## St Mary's Kenmure

St Mary's Road  
Bishopbriggs  
Glasgow G64 2EH

### NOTE OF AUTHORITY

Tel: 0141 563 0220  
Fax: 0141 563 0223

#### Particulars of Client

Name NICOLA CAPOLA.

Date of Birth \*

Address \*

Contact Person \*

Reason for Admission \*

Relevant Legislation \*

#### Particulars of Social Work Department

Responsible Authority: GLASGOW

Responsible Social Worker\Location:

POSSILPARK AICGA TEAM.

Contact Person [if different]:

Admission Arrangements

ADMISSION AS REQUIRED BY SWD.  
BED RESERVED FROM 14/1/99.

Admissions are at the rate of £2182 per week.

#### AGREEMENT

Authorising Signature:

Designation:

Date: