

REFERRAL FORM

CHILDREN'S SERVICES TEAM

NAME: Mary Gandy D.O.B./AGE: 7.3.78  
HOME ADDRESS: 18 Alexander Road PRESENT  
Glenrothes PLACEMENT:  
PHONE NO.: PHONE NO.:

PRESENT LEGAL STATUS:

44 1 (a) Condition of school attendance and condition of not absenting herself from home without parents consent.

ALLOCATED WORKER: Mike Burns  
AREA: Leven  
PHONE NO.:

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DETAILS OF ANY FORTHCOMING MEETINGS:

<u>Type of Meeting</u>	<u>Venue</u>	<u>Date</u>	<u>Time</u>
Hearing	G/Rothes	28.4.92	

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Grounds of Referral to Hearing (if relevant)

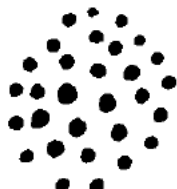
Failure to attend school.  
Outwith parental control.

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Present Circumstances - brief details

Mary wants to live with her sister and the parents would agree to this if Mary was settled into school etc. No school attendance since being discharged from Rimbleton on 25.3.92.

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HOME CIRCUMSTANCES

1. Family Composition  
See Assessment Document
2. Parents attitude to present circumstances:



EDUCATION

1. Current Education provision  
Auchmuty High School (and Support Centre)
  2. Nature of any School difficulties  
School non-attendance
  3. Guidance Teacher: Phone No.
  4. Educational  
Psychologist: Owen Gilmartin Phone No.
- 

SOCIAL WORK INVOLVEMENT

- |                    |  |           |  |         |  |         |
|--------------------|--|-----------|--|---------|--|---------|
| 1. Previous Orders |  | Placement |  | From    |  | To      |
| 40(7) & 43(4)      |  | Rimbleton |  | 18.2.92 |  | 25.3.92 |
| 44 1 (a)           |  | Home      |  | 25.3.92 |  | Date    |
2. Current Social Work Plan
    1. Facilitate family meetings to explore issues.
    2. Draw up contract with Mary regarding school attendance, parental controls.
    3. Explore with Mary her peer relationships and use of leisure time.
  3. Other Agencies involved:
  4. CST Services required:  
Direct work with Mary to re-establish school attendance.

SIGNED

SOCIAL WORKER

DATE

CHILDREN'S SERVICES TEAM CASE SUMMARY

REGARDING: MARY GANDY

AREA WORKER: ANDREA NAIRN

SUMMARY OF INVOLVEMENT

Referral to the CST as Mary is pregnant and not attending Linnwood hall on a regular enough basis. Concerns also that her parents are not supporting her in the pregnancy and it might result in a reception into care. Case discussion at Linwood on 8.9.93. Mary's timetable was reduced to mornings only and she was introduced to a teacher who was taking responsibility from the education dept. for schoolgirl pregnancies. Marion would see her on a regular basis to discuss pregnancy issues and plan childcare for when the baby is born.

I visited the home to find that contrary to what I had been told that both Mary's parents appeared to be supporting her and plans were being made for the baby and there seemed to be no question of the parents rejecting her. Mr. Gandy had initially not been pleased but had come round.

I spent four weeks monitoring the school timetable which was going tolerably well, reassuring myself that Mary was getting proper parental support, and spending some time with Mary. I got her a grant from Glenrothes social work dept. for some essential clothes.

Supervision 18.10.93. agreed to close case as no danger of reception into care meantime. Reg Turk to check whether the case had been reallocated at Glenrothes and inform them of our withdrawal.

CA

CHRISTINE ALLAN  
SOCIAL WORKER  
CHILDREN'S SERVICES TEAM

CHILDREN'S SERVICES TEAM  
SUMMARY

Regarding: Mary Gandy

Area Worker: Vacancy

Contact

<u>Date</u>	<u>Person(s) involved</u>	<u>Nature of Contact</u>
14.8.92	Mrs Gandy, James Mary	Home visit
24.8.92	Mrs Gandy, Mary	Home visit
1.9.92	Mr & Mrs Gandy	Home visit
7.9.92	Mr & Mrs Gandy Mary	Home visit
8.9.92	Mary	Took for first day at Linwood Hall.

Significant events/change during this period

This period was the run up to Mary's start at Linwood Hall. I had contacted the school at the beginning of term and had been told that the key worker will visit and make arrangements for her starting date on 8.9.92. This, however, did not take place and I took Mary for her first day at school.

Summary

Mary is a girl who has had difficulty attending mainstream school and at one time was absconding and being very difficult at home. Her behaviour at home has improved and she is now not staying out unauthorised. Mary was looking forward to starting at Linwood Hall and it is hoped that after the assessment period that she can perhaps attend as a day pupil or be slowly integrated back into mainstream school.



**CHRISTINE ALLAN**  
**SOCIAL WORKER**  
**CST**

**CHILDREN'S SERVICES TEAM**  
**SUMMARY**

**Regarding:** Mary Gandy  
**Area Worker:** Mike Burns/Vacancy

**Contact**

<u>Date</u>	<u>Person(s) involved</u>	<u>Nature of Contact</u>
6.5.92	Mrs Gandy	Home visit
7.5.92	Mrs Gandy, Mary	Home visit
12.5.92	Appointment to meet Mary	- did not turn up.
13.5.92	Mary Gandy	Home visit
	Margaret (Sister)	
14.5.92	Appointment to meet Mary	- did not turn up.
21.5.92	As above	
22.5.92	Mr & Mrs Gandy	Home visit
2.6.92	Arrangement to take Mary to Auchmuty, did not turn up. Spoke with Mike Burns and Hazel Archer (Auchmuty Support Unit) and Mrs Gandy at home.	
10.6.92	Mr & Mrs Gandy	Home visit
16.6.92	Hearing - made condition in order of education at Linwood Hall.	
29.6.92	Mrs Gandy, Mary	Home visit
9.7.92	Mr & Mrs Gandy	Home visit
22.7.92	Mr Gandy	Home visit
24.7.92 - 10.8.92	Christine Allan on Annual Leave	

**Significant events/change during this period**

Referral made to CST as Hearing on 28.4.92 had requested Mike Burns make referrals to Red Garten and Balnacraig schools for Mary. It was hoped to try to re-establish Mary at Auchmuty School and help Mr and Mrs Gandy have some more effective control of Mary. Mary initially walked out on me at the house on 7.5.92 and then avoided me over the next few weeks, despite all attempts to see her including arranging to meet outwith the house. I did catch Mary for short periods when I turned up on spec but mainly my contact was with mum, dad and sister Margaret, in the lead up to the Hearing on 16.6.92. During that time I also liaised with Mike Burns, Hazel Archer (Auchmuty High) and Owen Gilmartin (Educational Psychologist). It was decided in conjunction with the family that a placement at Linwood Hall would be a more appropriate resource for Mary as it was more accessible to home and more possible to reintegrate Mary back into mainstream. This plan was accepted by the Panel. I monitored Mary over the summer holidays. Some of the family were away berry picking and Mary spent some time staying with a friend. No big problems reported.



**CHRISTINE ALLAN**  
**SOCIAL WORKER**



DEPARTMENT OF REGIONAL  
REPORTER TO THE CHILDREN'S PANEL

ALISTAIR F KELLY, BL  
Regional Reporter

RTG/RMcA

8 May 1992

Mr C Duncan  
Team Manager  
Children's Services Team  
211 Tantallon Avenue  
GLENROTHES.

For the attention of Viv Boyle

Dear Mr Duncan

REQUEST FOR REPORT FOR CONTINUED CONSIDERATION OF CHILDREN'S  
HEARING

CHILD'S NAME Mary Gandy BORN 7.3.78  
ADDRESS 18 Alexander Road, Glenrothes

SCHOOL Auchmuty High

REPORT REQUIRED BY 8 JUNE 1992

I write to request on behalf of the children's hearing of  
28 April 1992 a supplementary report on the child named above.

The hearing continued the case for reports from Redgorton and  
Balnacraig schools. The panel gave the following reasons for  
their decision:- "Mary is still placing herself very much at  
risk. Mary has not attended school since the last hearing.  
Mary does not comply with the rules of the house and conditions  
required of her from the existing supervision order."

The children's hearing to consider the child's case has been  
arranged as follows:-

Children's hearing centre - ALBANY HOUSE, 3 NORTH STREET,  
GLENROTHES

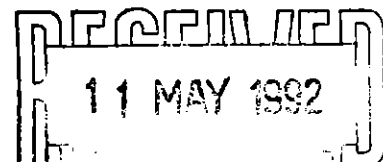
Date TUESDAY 16 JUNE 1992

Time 10.00AM

I look forward to receiving your report in due course.

Yours sincerely

  
Richard Gow  
District Reporter



See previous referral - no obs for CST at present

The Reporter has notified the Leven Area Office of the details of the undernoted child. Please contact the relevant Team Manager (Pete Melville) to discuss arrangements for a Planning Meeting.

CHILDREN SERVICES TEAM

Child's name: May Gandy

Address: 18 Alexander Road  
Glenrothes

DOB: 7/3/78

Grounds of Referral: Updated SBR. - renewal of  
Warrant

Date of Hearing (if applicable): 9/3/92 @ Preston Villa  
4.15pm.

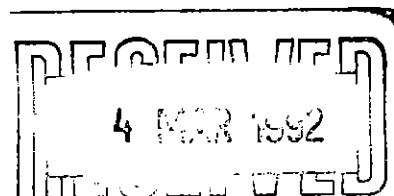
Name of allocated Social Worker: Mike Burns

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Area Use

Date Clerical Assistant informed: 2/3/92

Date CST informed:

Signed/Designation.....



4/2/92 Discussed with P. Melville.  
- no role for CST at present.

FILE R

The Reporter has notified the Leven Area Office of the details of the undernoted child. Please contact the relevant Team Manager (Pete Melville) to discuss arrangements for a Planning Meeting.

CHILDREN SERVICES TEAM

Child's name: Mary Grandy  
Address: 18 Alexander Road, GRS  
DOB: 7/3/78

Grounds of Referral: Failure to attend school.

Date of Hearing (if applicable): 21/1/92

Name of allocated Social Worker: unallocated  
at present

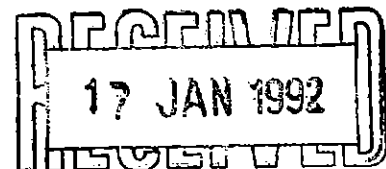
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Area Use

Date Clerical Assistant informed: 15/1/92

Date CST informed:

Signed/Designation.....



R

The Reporter has notified the Leven Area Office of the details of the undernoted child. Please contact the relevant Team Manager (Pete Melville) to discuss arrangements for a Planning Meeting.

CHILDREN SERVICES TEAM

Child's name: *Mary Gandy*

Address: *18 Alexander Road, GRS.*

DOB: *7-3-78*

Grounds of Referral: *Continuation of case.*

Date of Hearing (if applicable): *18-FEB-92*

Name of allocated Social Worker: *Mike Burns*

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Area Use

Date Clerical Assistant informed: *29/2/92*

Date CST informed:

Signed/Designation.....

RECEIVED  
30 JAN 1992  
RECEIVED

REPORT FOR CHILDREN'S HEARING HELD ON  
TUESDAY 16 JUNE 1992  
ALBANY HOUSE, NORTH STREET, GLENROTHES

Regarding: Mary Gandy

D.O.B. 7.3.78

Home address: 18 Alexander Road, Glenrothes

Introduction

The Children's Services team were asked to become involved with Mary and her family to assist with work specified by Michael Burns, Social Worker, Leven casework and assessment team. This was particularly to look at Mary's school attendance and assess if she could be assisted to return to Auchmuty on a regular basis. Other issues included the use of Mary's free time and supporting the parents control of Mary.

Contact with Mary and her family

Over the last five weeks, I have spent a considerable amount of time in conversation with family members, most particularly Mrs Gandy and Mary's sister, Margaret. Mary, however, aside from a few short conversations has not made herself available to me on a regular basis. Mary has on occasions left the house when I have been there indicating a reluctance to speak to me. I then tried to arrange times to meet Mary outwith the family home but she did not keep these appointments. However, having spent a good deal of time with family members, I would like to comment on the following areas.

School

Mary has continued to experience difficulty with attending school. The reason for this seems to be located outwith rather than within the school itself. The school do not report significant behaviour or social problems while she is there and would be prepared to continue working with Mary were a regular programme of attendance to be re-established.

From the broadest perspective, Mary comes from a family many of whose members [redacted] have had school attendance problems. Mary's social life and peer group relationships are very important to her and take priority over school in her mind.

Although Mrs Gandy appears to try to encourage Mary to attend school, at times it overwhelms her and she feels she can do no more, reinforcing Mary's low priority of school.

Mary also tends to use non school attendance as a device to get back at her mother for "groundings" etc.

Mary's non school attendance therefore seems to be enmeshed in family history and current family and peer group relationships. Any plan to deal with the problem will require work with the family as a whole. The difficulties Mary has been experiencing in attending main stream school must also obviously be taken into account.

Alongside the approaches made to private schools in Perth, an application has been made to Linwood Hall school in Leven. I would consider this more appropriate than a placement in Perth for the following reasons:-

1. Given Mary's lack of specific difficulties while in Auchmuty, there is a good possibility that Mary could be reintegrated into mainstream school after a period of time at Linwood Hall.
2. Leven is considerably more accessible than Perth both from the point of view of travelling and visiting but also it would enable the Social Work department to organise regular family meetings to address issues of concern.
3. Mary was disturbed by her visit to Red Gorton School saying clearly that she would not stay there.
4. The placement would break the pattern of staying away from school and establish the importance of her education.

#### Family Network

Mary is a member of a large extended family network with whom she spends a lot of time. Mary has expressed a wish to stay with her sister Margaret. Margaret appears to be a significant member of the family as she provides "respite"

for some family members and operates reciprocal arrangements in child care with her mother.

Although in many respects the large family has benefits for family members including Mary, it seems to have a diluting effect on the structure that Mary needs in her life. The family as a whole need to be assisted to provide clear boundaries and responsibility for each family member, especially Mary, so that she not only feels safe and secure but also that whoever has primary responsibility for Mary's care and control feel firmly "in charge".

Interestingly, over the last five weeks Mary has stopped staying out overnight, has been coming in on time at night and coming in for meals. This is contrasted with the period prior to this when she was putting herself at risk by staying out of the house for long periods.

Conversations with family members would suggest that this is a trade off in Mary's mind for not going to school.

### Conclusion

What is very clear is that despite some fragile relationships within it, Mary has a large family who do care deeply about her welfare and are anxious to find the best solution to her difficulties. A placement considerably distant from Glenrothes would not be conducive to building up those relationships in a manner which would eventually allow her to live and be educated from home.

For this reason and for the reasons specified earlier in the report I would agree with Michael Burns, Leven casework and assessment team that Mary's supervision order in terms of Section 44(1)a of the Social Work (Scotland) Act 1968 be varied to include a condition of education at Linwood Hall School.

**Christine Allan**  
**Social Worker**



DEPARTMENT OF REGIONAL  
REPORTER TO THE CHILDREN'S PANEL

ALISTAIR F KELLY, BL  
Regional Reporter

Mr G Byrne - Team Manager, Social Work Department, 12  
Station Road, Leven (For the attention of Mr M Burns)

Mr O Gilmartin - Senior Educational Psychologist, Psychological  
Service, 2 Acorn Court, Glenrothes

Mr A Kelly - Rector, Auchmuty High School, Glenrothes

Ms Christine Allan - Children's Services Team, 211 Tantallon  
Avenue, Glenrothes

File

NOTIFICATION OF DISPOSAL OF CASE

CHILD'S NAME Mary Gandy BORN 7.3.78

ADDRESS 18 Alexander Road, Glenrothes

SOURCE OF REFERRAL

DISPOSAL

s.48(2) Review

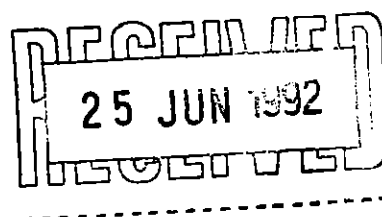
Children's hearing at Glenrothes  
on 16 June 1992 - supervision  
requirement terminated - s.47(1)

S.W.D. - 20.4.92  
(beyond parental control)

accepted and supervision require-  
ment made with condition (1)  
regular attendance at Linnwood  
Hall school; (2) child shall not  
absent herself from the family  
home without the consent of her  
parents - s.44(1)(a)

Date: 23 June 1992

*Alistair F Kelly*  
District Reporter



*Handwritten scribble*

Allocated - CA

CASE/DISCUSSION/PLANNING MEETING/REVIEW FORMS

NAME: Mary Gandy                      DOB: 7.3.78

ADDRESS: 18 Alexander Road, Glenrothes

TYPE OF MEETING: Discussion

DATE OF MEETING: 10.6.93    VENUE: Leven SWD

PRESENT: Andrea Nairn, Social Worker  
Mike Stuart, Social Worker, CST

CONTEXT OF MEETING:

Children's Hearing in May 1993 - Annual review varied 44 1 (a). Still condition of regular attendance at Linwood Hall although Mary has been in residence there. Linwood Hall wish to call review Children's Hearing. Mary is 10 weeks pregnant.

OUTCOME OF MEETING:

1. Referral to CST to return Mary to attendance at Linwood Hall and to undertake greater direction in SW plan.
2. Concern that Mary is engaged in considerable drug abuse.

SIGNED: *[Signature: Mike Stuart]*                      SOCIAL WORKER  
SIGNED: *[Signature]*                                      TEAM MANAGER  
DATE: 11/6/93

HOLD PENDING

*Update*  
 Mary not keen on going to Linwood in spite of possibility of seeing some progress.  
 Andrea looking at possibility of home tutor.  
 G.E.

CASE DISCUSSION/PLANNING MEETING/REVIEW FORMS

**NAME:** Mary Gandy **DOB/AGE:** 07.03.78  
**ADDRESS:** 18 Alexander Road  
Glenrothes  
**TYPE OF MEETING:** Planning meeting  
**DATE OF MEETING:** 21.02.92 **VENUE:** Rimbleton House  
**PRESENT:**

Graham Milne - Principal, Rimbleton House (Chair)  
Mike Burns - Social Worker, Leven Office  
Mr Black - Guidance Teacher, Auchmuty School  
Mrs Archer - Teacher, Support Centre  
Chris Woods - Depute, Rimbleton School  
Mary Gandy - Subject  
Gail Norrie - Key worker  
Mrs Gandy - Mother  
Owen Gilmartin - Educational Psychologist

**CONTEXT OF MEETING:**

Mary was admitted to Rimbleton on 18/2/92 under Section 43(4) assessment and 40(7) warrant. She has been a school refuser since her first year of Auchmuty and has not had one full week at school. This has become progressively worse.

Mary spends time with young people in the age range of 16-22 years and has begun staying out over night and whole weekends with no explanation of where she has been or who with. There is a history of non school attendance with all family members.

**OUTCOME OF MEETING:**

1. Mary will attend Rimbleton School for 1 week and will be re-integrated into Auchmuty High during her last week of assessment.
2. Full assessment will be carried out by Rimbleton.
3. Mike Burns will assess family situation and liaise with Rimbleton.
4. Next Hearing to address warrant will be held on 9 March.
5. Assessment meeting on 11 March at 10.15am.
6. Owen Gilmartin is also to have contact with Mary whilst in Rimbleton.
7. No role for CST at present.

Signed: *C. Robison*

Signed:

Social Worker

*[Signature]*

Team Manager

Date:

Date:



*FILING*



RIMBLETON HOUSE

ROBIN MACLEAN Principal

\_\_\_\_\_  
Your ref

\_\_\_\_\_  
Our ref

\_\_\_\_\_  
If telephoning or calling please ask for

\_\_\_\_\_  
Date

C O N F I D E N T I A L

ASSESSMENT DOCUMENT

NAME OF CHILD : MARY GANDY  
 DATE OF BIRTH : 7.3.78  
 HOME ADDRESS : 18 Alexander Road  
 Glenrothes  
 SOCIAL WORKER : Mike Burns  
 SOCIAL WORK OFFICE : Leven  
 DATE OF ASSESSMENT : 11 MARCH 1992  
 REASON FOR REFERRAL : Non-School Attendance/  
 Beyond Parental Control

MEMBERS OF ASSESSMENT TEAM :

Graham Milne, Asst. Principal, Rimbleton House (Chairperson)  
 George White, Head Teacher, Rimbleton House School  
 Claire Robinson, Social Worker, Children's Services Team  
 Owen Gilmartin, Educational Psychologist, Glenrothes  
 Mike Burns, Social Worker, Leven  
 Mr Black, Guidance Teacher, Auchmuty High School  
 Hazel Archer, Teacher in Charge, Support Centre, Auchmuty High School  
 Gail Norrie, Co-ordinator, Piper Unit, Rimbleton House

SUMMARY AND CONCLUSIONS OF ASSESSMENT MEETING HELD AT RIMBLETON HOUSE  
ON WEDNESDAY 11 MARCH 1992

NAME OF CHILD : MARY GANDY  
DATE OF BIRTH : 7.3.78  
HOME ADDRESS : 18 Alexander Road, Glenrothes

Present: Graham Milne, Asst. Principal, Rimbleton House (Chairperson)  
George White, Head Teacher, Rimbleton House School  
Claire Robinson, Social Worker, Children's Services Team  
Owen Gilmartin, Educational Psychologist, Glenrothes  
Mike Burns, Social Worker, Leven  
Mr Black, Guidance Teacher, Auchmuty High School  
Hazel Archer, Teacher in Charge, Support Centre, Auchmuty HS  
Mrs McArthur, Mother  
Mary Gandy (Subject)

Apologies: Gail Norrie, Co-ordinator, Piper Unit (Training Course)  
Mr Gandy (work commitments)

Dr Sethi (Child & Family Psychiatric Services) had been  
invited but did not attend the meeting

EVENTS LEADING TO ADMISSION TO RIMBLETON HOUSE :

Mary attended a Children's Hearing on 21.1.92 where the grounds of referral were non-attendance at school and beyond parental control. There was no social background report available and the case was continued. She subsequently attended a Children's Hearing on Tuesday 18.2.92 following which Mary was made subject to a warrant and assessment order in terms of Sections 40(7) and 43(4) of the Social Work (Scotland) Act 1968. Mary was admitted to Rimbleton House (Piper Unit) the same day.

BACKGROUND INFORMATION :

There is a history of non-attendance at school involving other siblings, both older and younger, within the family. Mary's attendance difficulties started in 1st year and despite a marginal improvement in November 1991 the problem has escalated considerably since the Christmas holidays.

At the Case Planning Meeting, both the representatives from Auchmuty High and from Psychology Service, were of the opinion that there were no real conflict or behavioural difficulties regarding Mary within school and that the source of her problems are to do with issues either at home or in the community. Her non-attendance has lead to previous referrals to the Attendance Sub-Committee and there was concern that Mary herself did not seem to consider school a high priority in her life.

There were also reports of some alleged shoplifting and stealing in the past to which Mary has neither admitted nor denied. There were concerns too that Mary was mixing with an older peer group, many of whom have left school, which may or may not have an influence on her non-attendance.

Mike Burns, Social Worker, had been meeting with the family on a weekly basis. He felt that there was a feeling of frustration and helplessness on the part of the parents as Mary appeared to be ignoring parental direction. The issue of parental controls within the family needed to be addressed more fully during the course of the assessment,

Discussion also took place at the Planning Meeting as to how the assessment period could be used in order to maximise the opportunity to get to the root of Mary's attendance problems at school and to have her fully assessed in terms of her academic ability. It was agreed that a programme of gradual re-integration into Auchmuty Support Centre should be drawn up and this was duly done. The programme of re-integration would also be supplemented by visits to Mary by Owen Gilmartin, Psychology Service.

The following Areas for Assessment were subsequently identified:-

1) SOCIAL WORK TASKS

- a) Social Worker to complete a full social background report and to include progress in relation to grounds of referral of non-attendance at school and beyond parental control
- b) Social Worker to arrange family meetings in order to address grounds of referral, relationships within the family and what would need to change to allow the situation to improve

Rimbleton House Unit Report to focus on the following areas:-

- a) reasons behind Mary's non-attendance at school
- b) relationships within the family home
- c) care and control strategies employed by the parents
- d) Mary's use of leisure time including friendships, peer group influences, interests and activities
- e) an assessment of Mary's knowledge and understanding of health and sex education issues and the degree of 'risk' Mary may be placing herself in due to her activities
- f) the family meetings that are arranged during the course of the assessment
- g) the effects of being "in care" - what it means to Mary to be removed from home

2) EDUCATION TASKS:

- a) Auchmuty High School to submit a standard background report and also a progress report on the programme of reintegration to the Support Centre
- b) Ribleton House (Piper Unit) staff to liaise closely with Auchmuty High (Support Centre) in order to monitor programme of reintegration
- c) to assess Mary's academic abilities
- d) to explore reasons behind Mary's non-attendance at school including an assessment of family functioning/any other factors which are affecting her attendance at school
- e) Ribleton House School to compile an Education History
- f) Ribleton House School to assess Mary's attitude towards school, her work, relationships with peers and with adults in authority

- - - - -

Re 1) - SOCIAL WORK TASKS

(for full details I refer Panel Members to reports submitted by Social Worker and Residential Care Worker, Ribleton House)

It appears that the time spent in Ribleton House has been useful in that it has brought out a lot of issues for Mary concerning home, ie her relationship with her father, privacy, boundaries and personal space.

Mary's unhappiness at home seemed to stem from her confusion about some of the approaches made towards her by her father. Her fears were also influenced by knowledge gained from her sister about a previous incestual relationship within the family which occurred in an earlier generation. This had the effect however of distorting Mary's view of her own father's role, resulting in her misconstruing a lot of what is normal father/daughter behaviour. This was a very sensitive area for both Mary and her parents to deal with but once the issue had been brought out into the open it appears to have had the effect of re-assuring Mary that indeed home could be a safe and protected environment for her. Furthermore, Mr Gandy had during the course of the assessment period in family meetings, communicated to Mary that under no circumstances would he wish to upset or embarrass her and indeed conveyed to her his own distress at the suggestion that any aspect of his relationship with her was inappropriate. This issue is referred to in more detail in the reports submitted by the Social Worker and Gail Norrie, Co-ordinator, Piper Unit.

It would appear, however, that Mary's fears and concerns in relation to her situation at home, was one of - if not the major factor - in her non-attendance at school.

The fact that these difficulties are now out in the open and will continue to be addressed is re-assurance enough for Mary to now state that she wishes to return home to the care of her parents.

It is also necessary to understand that the family operate very much on an open-house basis with many comings and goings of various people. One of the immediate tasks for the Social Worker would be to assist in getting Mary's older sister and children re-housed in order to create more space within the family home and relieve some of the pressures caused by this temporary arrangement.

Mary herself certainly appears to have been more relaxed during her period within Rimpleton House and her parents have also noticed this. Both Mary and her family have co-operated well during the assessment period and have even managed to work through some of the more delicate issues. However, progress is still in its infancy and there remains a lot of ongoing work to be done with the family.

Children's Services Team have become involved in working with the family due to a referral on one of Mary's brothers, again for reasons of non-attendance at school. It was felt that some of the future work could be carried out in conjunction with both Mary and her brother in order to monitor school attendance and to maintain progress in this area.

Re 2) - EDUCATION :

(I refer the Panel Members to the reports submitted by Rimpleton House School/Auchmuty High School/Psychology Service for full details)

The report from Rimpleton House School indicated that Mary had coped well within all classes and had conformed reasonably well with the rules. From the teachers' reports there was nothing to suggest that Mary is not appropriately placed within mainstream school although due to her absences she has missed out on some of the work. It was felt however that with the added support of the Support Centre within Auchmuty High School these gaps in her education could be overcome.

Mary's time spent within Rimpleton House School had been minimised in order to allow the planned programme of re-integration into Auchmuty High School to take place. She had co-operated well with this arrangement and it was also noted that even in the areas of previous difficulty (ie music and PE) there have not been any problems.

Both reports from Rimpleton House School and Auchmuty indicated that Mary's behaviour was at times bordering on the inappropriate and she tended to overstep limits, associating with the more disruptive elements of the class. However, once pulled up for such behaviour she responded appropriately. It was hoped that as classes in Auchmuty High School will shortly be changing (ie Mary will have to chose her options for the next two years) and there will be less subjects and therefore less classes to contend with, peer group relationships may become less of a problem.

Mary herself feels that school is OK and she wishes to return to Auchmuty High. Although she states that she will have no problem in getting herself to school regularly, this has been said before and did not in fact happen. Therefore to prevent a further breakdown it was felt that her attendance should be closely monitored and any problems dealt with immediately. The Support Centre staff would continue to work with Mary in order to hopefully minimise any difficulties.

SUMMARY AND CONCLUSION :

The assessment period at Ribleton House has allowed Mary to bring to the surface the fears and concerns that she had prior to her admission. Both Mary and her parents have worked hard during the assessment period and co-operated fully with the workers involved. The parents are appreciative of the help that has been available and have expressed their willingness to co-operate with any further work suggested.

This has been a positive period for the family and it was felt that in order for this progress to be maintained it would require ongoing social work involvement.

A Children's Panel held on Monday 9 March 1992 renewed Mary's warrant in terms of Sec. 40(8) of the Act and it was decided that the next two weeks until her Children's Hearing scheduled for 24 March 1992 should be used to build on the progress that has already been made and allow Mary the opportunity to demonstrate greater responsibility for getting herself to and from school on a regular basis.

RECOMMENDATION :

The Assessment Team were in full agreement that Mary should continue to attend Auchmuty High School with ongoing help from the Support Centre.

There was some discussion as to whether or not the ongoing monitoring and support from the Social Work Department could be done on a voluntary basis or whether it would be more appropriate to recommend to the Children's Panel that Mary be made subject to a Home Based Supervision Order. However, it was finally decided that due to the nature of the difficulties Mary had been experiencing at home and the level of her non-attendance at school, the situation should for the immediate future be closely monitored and that this should be done by means of a Home Based Supervision Order in terms of Sec. 44(1)(a) of the Act.

It was also hoped that if progress was maintained this order could be a short term arrangement with a review panel being held in possibly three months time in order to re-assess the situation.

The recommendation for a Home Based Supervision Order also met with agreement from the family.

*G. B. Milne*

GRAHAM MILNE  
Asst. Principal

ASSESSMENT REPORT FOR RIMBLETON HOUSE

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NAME OF CHILD: MARY GANDY  
DATE OF BIRTH: 7.3.78  
HOME ADDRESS: 18 ALEXANDER ROAD, GLENROTHES  
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Family Composition

Father: James Gandy (35), gardener with Kirkcaldy District Council  
Mother: Elizabeth MacArthur (40), housewife  
Half-Sister: Margaret MacArthur (22)  
Half-Sister: Jane MacArthur (20), lives outwith home  
Half-Brother: Malcolm MacArthur (17), lives outwith home  
Brother: James Gandy (14), schoolboy  
Subject: Mary Gandy (14), schoolgirl  
Brother: Duncan Gandy (12), schoolboy  
Niece: Samantha, lives at above address

Home Circumstances

The family currently live in a four-apartment house rented from Glenrothes Development Corporation. The house is adequately furnished and maintained. For the most part, Mr. Gandy and Mrs. MacArthur live with their own three children (James, Mary and Duncan) along with their grand-daughter, Samantha. [REDACTED] she has resided with them from a young age. At present, however, Samantha's mother, Margaret, is resident in the family home with her other two children [REDACTED]. The house, therefore, has a sense of "chaos" compounded by the frequency of visits by the children's friends.

[REDACTED]

Social Background

[REDACTED]

To date, the problem in relation to her non-attendance at school appears to centre around Mary's belief that she can simply opt out.

Developments Since Previous Hearing

Just prior to the last Hearing on Tuesday, 18th February, 1992, Mary indicated that she was very upset and concerned about something, but was reluctant to be specific.

Following her admission into Ribleton House, Mary stated that she was unhappy at home. She stated that she felt upset, confused and embarrassed about her father's repeated visits to her bedroom. Apparently, her older sister, Margaret, had told her that her father had once touched her leg. This appears to have "triggered" a whole range of fears and anxieties for Mary. Nevertheless, the family meeting with her parents seemed to "clear the air", and a number of misunderstandings were resolved:-

Firstly, Mr. Gandy had maintained (and communicated to Mary) that under no circumstances would he wish to upset or embarrass Mary. Moreover, he conveyed to her his own distress at this suggestion.

Secondly, issues about privacy, boundaries and personal space at home were discussed and considered important points to address in future family interviews.

Thirdly, bringing these anxieties "out into the open" appears to have reassured Mary that home could be a safe and protective environment for her. She has maintained that following some additional input, she is eager to return home.

Fourthly/...

Fourthly, such fears and anxieties Mary maintains were the primary factors in her decision to stay out overnight and a source of her school attendance problems.

Essentially, Mary's period in Ribleton House has raised some very important issues for the family. The family meeting was a positive and constructive exchange of views, which assisted both Mary and her parents to clarify their perception of certain aspects of home life.

Conclusion & Recommendation

Undoubtedly, progress has been made in relation to the grounds of referral. The developments to date have helped to provide an outline of the difficulties at home, and subsequently the issues which require attention.

In view of the nature of the issues raised (in particular, privacy and boundaries within the home) further work is necessary, prior to Mary's return home. Furthermore, Mary herself has indicated that she is willing to go back home, but is not ready at this point and requires more time.

Nevertheless, having raised her fears and anxieties, and subsequently reassured by her parents, Mary is eager to return home.

SOCIAL WORKER:.....

*Michael Burns*

Mr. Michael Burns

EDUCATIONAL PSYCHOLOGIST'S REPORT FOR ASSESSMENT MEETING TO BE HELD AT RIMBLETON HOUSE ON 11TH MARCH 1992 CONCERNING:

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NAME OF CHILD : MARY GANDY  
DATE OF BIRTH : 7.3.78  
HOME ADDRESS : 18 Alexander Road, Glenrothes

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I met with Mary at Rimpleton House on 26.2.92 and on 2.3.92 and I spoke to her briefly at the end of the school day in the Support Centre at Auchmuty High School on 4.3.92. At our first meeting Mary made it clear that there were issues involved with her home situation which she would rather not discuss with me as well as with other members of the assessment team, and I have respected her views and not attempted to discuss these home based issues.

Concerning school, Mary stated that she sees herself going back to attending at Auchmuty High School once her period of residence at Rimpleton House is completed. It is only now that she is back to attending school that Mary is beginning to appreciate just how much work she has missed and in what way the support centre can help her fit back into coping at school. Her home problems appear to dominate her perspective on her current situation and I found it difficult to get Mary to discuss school issues at any level as she appeared to attach little importance to them in relation to her present problems.

*Owen J. Gilmartin*

MR. O.J. GILMARTIN  
Senior Educational Psychologist  
9.3.92

CONFIDENTIAL

Name MARY GANDY ..... Date of Birth 07.03.78 .....

REPORT FOR ASSESSMENT MEETING

Name of School: Auchmuty High School

Name of Class/Guidance Teacher: Mr. P. Black.

Year/Class S2 2P2

Does he/she receive remedial help? If so in which subjects, for how long and how often per week.

Educational Attainments:

	<u>Name of Test</u>	<u>Date Tested</u>	<u>Results</u>
(a)	Language arts		
(b)	Maths		
(c)	Other subjects		

Comments:-

Mary's report booklet for S2 will follow.

Intelligence test scores

<u>Date Tested</u>	<u>Name of Test</u>	<u>Verbal</u>	<u>Performance</u>	<u>Fullscale</u>

Physical appearance, standard and health:

Concern has been expressed by staff at times about Mary's physical appearance and poor state of dress.

Any special interest or abilities:

None.

Part played in "Out of School" Activities:

(a) Playground or group activities

None.

(b) After school interest activities (if any)

Mary is not a member of any organised school group or club.

Relationships with other pupils:

(Does he/she mix well - have any friends - what are they like?)

Mary has few good friends at school and does not mix easily with others. This is largely due to the fact that she has been absent for such long periods.

Honesty and Reliability:

Mary has always been reluctant to discuss issues especially bouts of truancy. In the past when challenged she has lied about matters.

Attitudes to staff and typical behaviour in school:

Normally satisfactory. Well enough behaved in class except Physical Education, where she has caused difficulties. She has been defiant and refused to participate regularly.

Parents involvement and attitudes to school:

Parents kept in touch regularly about progress and truancy. Mr. and Mrs. Gandy have both attended interviews at school on a number of occasions.

How child gets on with family (If known)

Parents have admitted in the past that relationships in the family are strained and at times she is beyond their control.

General comments and any other relevant information

(Please use additional sheets if required)

Mary's attendance has been a problem since early into S1. She has been previously referred to the Attendance Sub-Committee. At present she is being re-integrated to school on a part-time basis and is working closely with Mrs. Archer, teacher in charge of the support centre. I am encouraged by her attitude in the short time.

A separate report from Mrs. Archer is also included.

Signed P. Black ..... Designation P.T. Guidance ..... Date 10.3.92 .....

## AUCHMUTY HIGH SCHOOL

### SUPPORT CENTRE

#### Report on Period of Re-integration to Auchmuty High School - Mary Gandy.

This report is based on six days of a re-integration programme, comprising of four half days and two full days spent at Auchmuty High School. Mary has been brought to and collected from school and has been taken to Rimbleton for lunch during full days.

In general, Mary has co-operated well with the programme, with the exception of one fairly serious slip-up: on Friday of last week she left the school premises for the first 2½ p periods having been asked to truant by two third year pupils. According to Mary, they spent the time behind Overcot Clinic, thought better of it, and returned to school.

Mary has spent time in the Support Centre and in normal classes. She has used the Support Centre to familiarize herself with the work in some of her classes before re-joining them. For her first 3 days, most of her time was spent in the Support Centre, but the balance has gradually shifted away from the Support Centre towards more participation in normal classes. Mary has worked hard, both in the Support Centre and when attending normal classes, even in music, which she was not keen to join, and P.E., where there had been a previous difficulty in getting Mary to participate. She is prepared to tackle any work presented to her and does not appear to lack confidence. Her work requires to be fairly closely supervised, however, as she often appears to know what she is doing, but is not, in fact, completing the work correctly.

Over the re-integration period Mary has become more relaxed and chatty and seems comfortable in the school environment. When asked, she is not able to identify any particular area of difficulty for her within the school.

Mary's chronic truancy has set her slightly apart from her class. She therefore tends to be treated with a mixture of friendliness and slight derision by her classmates. Her appearance in class tended to provoke comment from them, particularly during the first day or two; however this seems to be diminishing already as they become more used to her being in class.

Whilst Mary has had to be reminded on occasion of expectations of punctuality and behaviour in school, she has generally shown a very positive attitude towards being back at Auchmuty.

EDUCATIONAL HISTORY FOR ASSESSMENT MEETING TO BE HELD AT  
RIMBLETON HOUSE ON WEDNESDAY 11 MARCH 1992

NAME OF CHILD : MARY GANDY  
DATE OF BIRTH : 7.3.78  
HOME ADDRESS : 18 Alexander Road, Glenrothes

Mary began school in August 1983 at Warout Primary in Glenrothes. She appeared to settle into school well and there are no adverse comments in her primary 1 and 2 records. In Primary 3 Mary was found to have a problem with reading and for this she was given remedial help. Mary was also given extra help with reading in Primary 4 when at times she was withdrawn from class or given extra support in a class situation. In Primary 4 and 5 it was felt that Mary was easily distracted and needed to concentrate more. By Primary 7 Mary's report was competent at all levels and at this stage attendance at school was not a problem.

<u>Attendance</u>	<u>Possible</u>	<u>Actual</u>
P1	398	396
P2	392	390
P3	400	383
P4	389	379
P5	378	349
P6	376	343
P7	- not available	-

Test Scores

<u>Test</u>	<u>Date</u>	<u>Chron.Age</u>	<u>Reading Age</u>	<u>Quotient</u>
Edin. Reading Test Stage I	N/K			80
Edin. Reading Test Stage II	10/87	9yrs 7m	8 1/2	80
Edin. Reading Test Stage III	11/89	11yrs 8m	9/10	72

Primary 3 - Screening Test

February 1986

	<u>Raw Score</u>	<u>Standardised Quotient</u>
Edinburgh Picture Test	24	79
Reading Test	40	80
Maths Test	50	95

In August 1990 Mary began her secondary education when she was enrolled at Auchmuty High School, Glenrothes. From early October 1990 attendance started to become a problem. Mary's Guidance Teacher, Mr Black, wrote to Mary's father offering an appointment to discuss the matter on 30 October 1990. Absences continued at a similar level and in early May 1992 Mary was referred to the School's Attendance Sub-Committee. Up until 29.4.91 there was a possible 302 openings and Mary had attended for 182.

At the meeting of the Sub-committee on Tuesday 4 June 1991 it was decided to postpone a decision pending further investigations. Mary's attendance was to be closely monitored from this stage.

Because of repeated absences Mary's school work was now beginning to suffer. She was given a place in the School's Support Unit but was rarely at school to benefit from this. When Mary attended school she was well behaved in most departments although problems arose in PE which she refused to take part in.

By 29 November 1991 a report was required by the Reporter to the Children's Panel detailing absences from school. At this stage there had been an improvement in Mary's attendance when only three absences had been recorded in the previous four weeks. For the term there had been 54 absences from a total of 132. It was felt that Mary's academic progress had been affected by her many absences although no learning support had been given.

Early in December 1991 Mary was absent for medical reasons and since the start of the new term in January 1992 she has refused to attend school at all.

Mary attended a Children's Hearing on Tuesday 18.2.92 when it was decided that she should attend Rimbleton House for a period of assessment.

*Dorothy McClymont*

DOROTHY McCLYMONT  
Rimbleton House Teacher

EDUCATION REPORT FOR ASSESSMENT MEETING TO BE HELD AT RIMBLETON HOUSE ON  
WEDNESDAY 11 MARCH 1992

NAME OF CHILD : MARY GANDY  
DATE OF BIRTH : 7.3.78  
HOME ADDRESS : 18 Alexander Road, Glenrothes

GENERAL :

Mary was admitted to Rimbleton House on 18 February 1992 for a period of assessment following her attendance at a Children's Hearing on that day. During her assessment Mary was generally co-operative and enthusiastic.

ACADEMIC SKILLS :

Language

Written language work presents some difficulty for Mary although she tackled exercises involving basic skills with success. She accepted reprimands for using foul language in the classroom interaction without undue upset.

Number Skills

Mary has a good understanding of the four basic rules of number. She will work at this level with little difficulty, asking for and accepting help when required. Mary's behaviour in class gave little cause for concern on a personal level. Her response to other pupil's difficulties however, in that she would air her views quite forcefully, might have led to difficulties. Similarly, whilst she normally responded well to the teacher, it was felt that this would not always be the case if difficulties led to confrontation.

Home Economics

Mary has worked very well in Home Economics and has been keen and enthusiastic. She has taken a certain amount of pride in her work. She is a neat, tidy worker. At times she is a bit too familiar with her fellow classmates and this can cause problems in class.

Art and Craft

In this subject Mary displayed difficulties with the more creative aspects, at times even being unwilling to try a topic. However for the majority of her time in class she presented herself well, was polite and worked fairly well. With peers she could be quite argumentative and was capable of causing unpleasant situations through idle gossip, at times displaying an inappropriate sexual explicitness. Mary accepted reprimands quite readily at this stage.

### Social Skills

After an initial quiet period Mary became more willing and able to contribute to discussions in this subject although her responses indicated little depth of thought.

### Technical

It was felt that Mary's performance in this subject was marred by a lack of application and commitment to the work. Whilst she never openly displayed defiance, her response when given a piece of work she was not keen to do was slow. She produced little and could be careless about the final presentation. On the surface her relationship with her peers was acceptable.

### Computer Studies

Initially, Mary's work in this subject was fairly constructive and enthusiastic. However, as she settled into the group she could be noisy and disruptive. Again there was some concern about her peer group interaction.

### PE/Swimming

Mary worked well and seemed to enjoy the various activities offered to her. There were no problems in this subject.

### Outdoor Pursuits

Mary always stayed with the boys except when they acted childishly, when she determined to stay with staff. She did what was asked of her but was very sexually explicit in speech and her behaviour was also supportive of this.

### RELATIONSHIP WITH PEERS :

On the whole Mary related well to her peers although preferring to be in boys company which could cause problems of a sexual nature. She is capable of stirring up situations causing others to end up in trouble.

### RELATIONSHIP WITH TEACHERS/AUTHORITY :

It was felt on the whole that Mary responded well to authority. She could be noisy and disruptive at times but was able to be disciplined without any difficulty at this stage.

### ATTITUDE TO SCHOOL :

It was felt that Mary has tolerated her time at Rimpleton House School fairly well. Her assessment period here was shorter than usual as some of her time was spent at her mainstream school. This has made it more difficult to give a true reflection of Mary's ability.

CONCLUSION :

Mary's academic performance has obviously suffered from her poor school attendance and she will continue to need a great deal of support in the coming months to make up for this loss and re-establish steady work patterns and habits.

It would also seem that she needs help in establishing more acceptable interaction and behaviour with other members of her class. This probably results from her poor attendance at secondary school and failure to absorb knowledge of acceptable limits and norms of behaviour within the school setting.

There is still a considerable period before Mary is due to leave school. It is of extreme importance that Mary finds in school some value and source of satisfaction in order that her attendance stabilises and improves.

Perhaps utilising the remainder of this year to re-establish her position in school with a view to commencing third year in a positive position may be the most constructive plan. Realistically however, support may be required well into third year and beyond if she is to be successful.

*Dorothy McClymont*

DOROTHY McCLYMONT  
Rimbleton House Teacher

UNIT REPORT FOR ASSESSMENT MEETING TO BE HELD AT RIMBLETON HOUSE ON  
WEDNESDAY 11 MARCH 1992

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NAME OF CHILD : MARY GANDY  
DATE OF BIRTH : 07/03/78  
HOME ADDRESS : 18 ALEXANDER ROAD GLENROTHES

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#### BACKGROUND OF EVENTS SINCE ADMISSION

Mary was admitted to Piper Unit, Rimbleton House on February 18th 1992 direct from a children's hearing in terms of s.40(7) and 43(4) of the Social Work (Scotland) Act 1968. Grounds of referral were outwith parental control and non-attendance at school.

Subsequently a planning meeting was held on 21/02/92 at Rimbleton House where areas of concern and tasks were identified as a plan of work to be achieved for the assessment meeting.

A hearing was held on Monday 09/03/92 in Kirkcaldy to consider renewal of warrant. Both the Area Office and Rimbleton House agreed to a recommendation for renewal of the warrant. This was felt to be necessary due to further extensive family work required to be carried out with Mary and her parents.

#### PEN PICTURE

Mary is a small, petite teenager who recently spent her 14th birthday at Rimbleton House. She has long, straight, dark hair and brown eyes. Mary takes pride in her appearance and clearly follows the fashionable trends of these times. Mary has stated she does not like wearing skirts yet her clothes reflect outwardly a relaxed and comfortable girl. She speaks up well for herself when she has something relevant to say, although there is also a shy and bashful side to her nature.

#### RELATIONSHIPS IN UNIT

Mary has not proved to be a behavioural nor management problem in the unit. She has responded to and readily accepted residential routines and expectations and has generally settled into this life-style with relative ease. She has been quickly accepting of her situation and has not appeared distressed by this transition. Mary appears to have a skill in adapting her behaviour and attitude to different situations accordingly.

Overall, Mary related very well to male and female peers alike, as well as the staff. She has remained friendly and helpful and her cheery, bubbly personality has aided her in coping with an everchanging, large peer group. She has handled herself quietly, but in a controlled way, by avoiding any unit disruptions.

She is an active participant in most recreational group activities. She preferred to be busy whether on a one to one basis or when she has company. While holding the task sessions with Mary, she was at all times forthcoming and exercising trust which enabled the relevant work to be carried out.

## MARY'S RELATIONSHIPS AT HOME

Mary's family are extremely important to her and she is missing being an integral part of the family network.

Mary's view of home life is of noise and lots of comings and goings. It is an 'open' house set up which accommodates relatives and friends of all the family members. Mary likes this, hence her ability to cope with changing groups of people and the transition to residential care, yet she has slight objections to the lack of privacy at times. Sharing a bedroom can be awkward but the fact that her personal space is often cramped can at times cause her frustration. Mary does not feel undue concern over this area but would enjoy time with her mother on her own occasionally. She is close to her mother and the bond between them is evident. It is a time of her adolescent development when she needs the reassurance of both her parents but this is where Mary's insecurities lie.

Mary has recently voiced her unhappiness at home and made statements to myself and Mike Burns, Social Worker, that there have been inappropriate advances made towards her by her father, Mr Gandy. The same theme has cropped up in all sessions held with Mary and her behaviour reflects fear of what might happen to her. Further meetings have taken place with Mary's parents regarding her statements, which have revealed several key issues. Mary's genuine fears and anxieties appear to stem from an incestual relationship which occurred in an earlier generation, [redacted] which had been handled as well as possible at the time, but has had an impact on Mary's ability to relate some of her father's behaviour with her and come to terms with it rationally. This incident has distorted Mary's view of her own father's role and misconstrued a lot of what is normal father/daughter behaviour. Mary's ability to speak openly at a family meeting, although extremely difficult for her, did help explain her hidden fears as she began to off load. It would appear that her interpretation of her father's actions/behaviour has been misunderstood and innocent, but reinforced by her families past and the effect her sister, Margaret, has had on her. [redacted]

Mary has had a close, trusting relationship with Margaret, even to the extent of at one time preferring to live with her rather than stay at home. Mary has stated she hopes to return home soon and is beginning to realise she has a stable place within the family and is trying to overcome her justifiable fears which have been very real to her for a long time. Mary loves her father a lot and has not condemned him for any physical contact.

Mary's relationship with her brothers is fine according to her. At times she feels James is her father's favourite but admits all the family are fairly treated. Disciplinary measures seem to focus on being grounded, which Mary agrees is justifiable but has found difficult because of her unhappiness and feeling unsafe at home. She also admits that some of her friends are allowed out later and she therefore objected to going home.

Mary has very few gripes or complaints about standards or expectations at home but there is now open communication with Mary and her parents which could allow for negotiation and further improvement.

#### MARY'S NON-ATTENDANCE AT SCHOOL

Mary believes that her initial reasons for not attending school were due to her unhappiness at home and her inability to stop worrying about it. She felt she could not concentrate and felt that school was not a priority for her. Mary feels that her home life was taking over her thoughts, so she lost interest in school life. Mary did, and still does, strongly object to the suggestion that it was a means to being admitted into care. Her concerns at home superceded any thoughts of truancing being used as a tool to manoeuvre herself into the care system.

While truancing she spent her time at the town centre, town park or walked about. She states she used to go to friends homes but not anymore as this was soon found out. At times she would meet up with other traunts but more often she would be on her own. Mary is quite adamant that she has not gone off with older people during these times. Mary does not view 16 year olds as being older, but within her age bracket.

Mary did express honestly that her truancing has developed into a habit forming problem and she says she is not used to going all day, let alone all week.

She likes the Support Centre because of the low numbers in the class, less distractions and the work is gauged at an easier pace. The fact that she gets teacher attention is also important to her. These reasons are also similar to her experience within Rimbleton House School, as well as the fact that there is less pressure on her to compete or keep up with a mainstream system.

#### MARY'S FRIENDSHIPS AND OUTSIDE INTERESTS

Mary appears to have a lot in common with most teenagers. She likes discos, or as they are more commonly known, Raves, listening to music, dancing and smoking. Other outside hobbies are ice skating and a keen fondness for playing football twice a week with Fife Ladies Team.

Mary admits to having tried alcohol on one occasion but disliked it immensely. With regard to drugs, she sees this as stupid and senseless but tried the substance, Hash, once which was the first and last time.

She likes the Amusement Arcade in Kirkcaldy which is where she has met up with a 22 year old male. This contact was made through her two other friends, and Mary's sister Margaret also knows of him. It would appear that the older people Mary knows are all associates of other family members. Mary has confessed to never having been unsafe with him, her friends are always with her even when he gives them a lift in his car. She is adamant that nothing untoward has ever happened.

During her time in Piper Unit her attitude to male peers has been appropriate. The girlfriends outwith Rimbleton House who she knows are all the same and go to Auchmuty with her. Overall, she seems to have a variety of friends with whom she knows safe boundaries.

## MARY'S KNOWLEDGE OF HEALTH AND SEX EDUCATION

Mary coped admirably with what can be a sensitive and delicate area for a lot of teenagers.

There is no question of doubt that Mary is able to look after and care for her own body and it's changes. She understands about good exercise, food and hygiene and the consequences of the lack of them. Obviously she is aware of the drawbacks of smoking but claims that she doesn't exceed 10 per day. Mary has a solid understanding of smoking risks and she does know about solvents and drugs. She was able to relate to myself the signs and symptoms of glue sniffing and quite a few of the different drugs. Mary can relate some of these problems to her friends but is unable to dissuade them. She had an inquisitive and mature attitude towards this issue.

The Health and Sex Education input was supported by reading material in the form of fact sheets and leaflets which Mary read in the privacy of her own room.

Mary does not feel at risk with regard to relationships with boys and fully understood about respecting herself. In Mary's own words, she is able to say 'No' and wouldn't be forced otherwise. She knows about sex and the risks. She was unsure of the symptoms of certain other common diseases. Mary was able to question and listened intently. This session was both forthcoming and a learning exercise for Mary.

## MARY'S VIEWS OF BEING IN CARE :

Mary has admitted that her reason for wanting to come into care has been her unhappiness at home only.

She has liked the constant companionship of being in a residential unit. She also has benefitted from the discussions which have taken place as well as the private times to herself. An element of being more relaxed, safer, and feeling of relief has also been evident. Being in care has also had its negative aspects as Mary states she has missed her family and witnessed how much they have all missed her. She clearly hasn't missed being unhappy and how fearful she was of the unknown, but wants things to change. Both Mr Gandy and Mrs McArthur have seen a change in Mary's behaviour for the better.

Mary certainly doesn't view being in care as a permanent move and has said to her parents that she does want to come home.

## CONCLUSION :

Mary has needed the time away from her home so she could begin to express her innermost fears. She is now just beginning to put these concerns into perspective and make sense of past incidents.

Mary settled well at Ribleton House School and has shown a commitment to the Support Centre at Auchmuty High School.

Mr Owen Gilmartin, Educational Psychologist, has met with Mary at Ribleton House on several occasions which Mary states has gone reasonably well.

The family meetings have also been beneficial and are only just beginning to scrape the surface of the difficulties. It is encouraging to know that both Mary's parents are keen to continue with further sessions in order to help Mary and also themselves. They are both very committed to do what they can for Mary and are hopeful for the future.

Mary needs her family, her home and her sense of belonging, yet needs the time to gain confidence and reassurance about her extended family's roles and resolve some of her very believable fears.

PP *G. S. Milne*  
GAIL NORRIE  
Co-ordinator, Piper Unit