

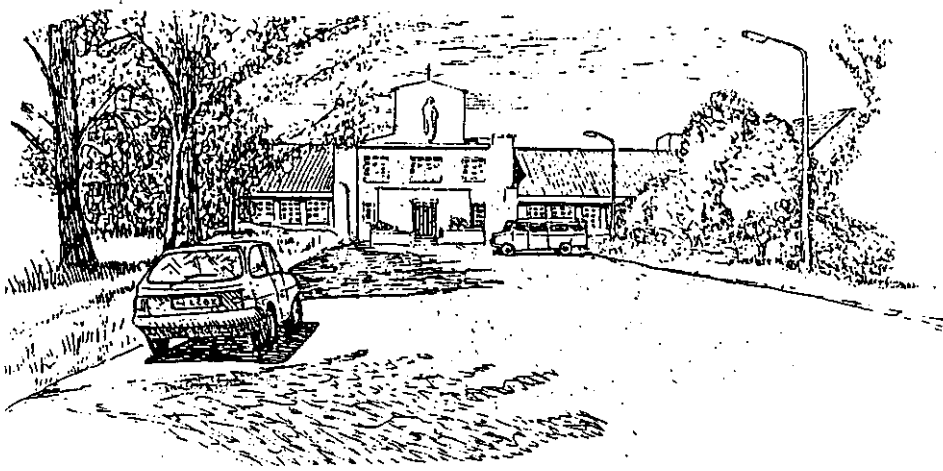
Box 5

918

SUSAN MURRAY
RELEASED - 29/5/92

Susan Murray

Old
GSC



GOOD SHEPHERD CENTRE

BISHOPTON

PA7 5PF

SUSAN MURRAY

Susan used her day-placement at the Good Shepherd very conscientiously. On the whole her attendance was excellent, apart from late arrivals for some weeks. She was a well-behaved, co-operative and hard-working girl, prepared to be involved in all the school activities and giving good example through her stability, perseverance and good behaviour. Despite having experienced many disruptions in her life, Susan is a mature and stable young person. She deserves to do well in her future life. We were sorry to see her leave the Centre, will miss her quiet presence among us and wish her a successful and happy future.

SIGNED: 

Head of Education Report

Susan Murray

Susan has shown good steady progress all term. She has a mature attitude to her work and realizes that she deserves success. She is a well-mannered and pleasant girl and we'll all miss her.

Signed 

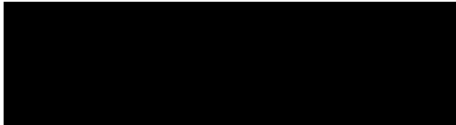
NAME OF PUPIL:

SUBJECT: Art

Susan Murray

Susan is always present in art and is eager to try any task set to the group. She is a lovely quiet girl who wants to work with people.

I certainly think that she would do well if given the chance of it.


TEACHER

NAME OF PUPIL:

Susan Murray

SUBJECT:

Drama

Excellent attendance record. A very pleasant hard working member of her group. She excels in mime, the clarity of her thought expressed well in a most difficult area. Good in role play and improvisation. She is always a pleasure to have in class.

TEACHER

NAME OF PUPIL:

SUSAN MORRAY

SUBJECT:

PHYSICAL EDUCATION

Susan's attendance has been excellent. She is always polite and co-operative with staff.

Susan is now willing to sustain practice longer which improves her skill.

 TEACHER

NAME OF PUPIL: Susan Murray

SUBJECT: C. S. S

Susan is a well behaved pupil, and her attendance in class has been good this term. She works extremely hard in class, and completes her work on time. She sits her exam in May, and I would expect her to receive a grade 5. Susan has matured this term into a much more confident young lady.

Grade 5

TEACHER

NAME OF PUPIL:

SUSAN MURRAY.

SUBJECT:

MATHS.

Susan stayed on at school for an extra term to complete her standard Grade course. She found many aspects of this course difficult. Susan was under the impression the quantity was more important than quality. She does not accept correction easily and consequently she can be difficult to teach. She did try hard and hopefully she will manage a good grade.

TEACHER

Initially Susan found this subject difficult because it required the girls to give up some of their own time. They were also expected to use their own initiative and organisational skills. Susan will do what is asked of her but is lacking in motivation. She has had a Careers Interview, she has a determined personality which should help her in difficult situations. Her attendance is excellent.

TEACHER



NAME OF PUPIL: Susan Murray

SUBJECT: Needlework Gr. 5.

Good attendance, good worker and quite pleasant when you get past the frown. She is a lovely embroiderer. Her work is very neat & her stitches very even. She has also successfully used the Knitting Machine to make a scarf. Nice girl, could do with being a bit more confident about herself & her capabilities.

TEACHER 

Susan Murray

SUBJECT:

Home Economics

Susan's attendance has been good, she is always busy and lively in class. Unfortunately she can be a little negative and need to be persuaded to slow down and concentrate on the recipe in order to produce good results. She is helpful if there are extra chores to be done. I hope she will have a more positive attitude in future.

TEACHER

NAME OF PUPIL: Susan Murray

SUBJECT: English

Susan could have left school at Xmas 1991 but chose to remain to sit her 5/grade exams. She works very hard in English and while she had much basic difficulty initially she has worked really hard and achieved well.

She sat 5/grade at General level and may attain a grade (4)

She has been a pleasure to have in class.

TEACHER

The substance of this report (though not necessarily the detail) will require to be disclosed to children and parents at a Children's Hearing if arranged.

DEPARTMENT OF REPORTER TO THE CHILDREN'S PANEL

EDUCATIONAL REPORT

CONFIDENTIAL

Date of request 10 June 92

Please complete in black ink

Name SUSAN MURRAY	Date of Admission 25.02.91	Date of Birth 11.11.75								
Address Coylton Children's Unit 8 Woodhead Road, Coylton	School Good Shepherd Centre, Bishopton PA7 5PF									
	Class Group 5									
Name of class/guidance teacher 	Previous school									
	Nos. Previous schools									
Name parent/guardian										
Address (if different from above)										
Purpose of Report (to be completed by Reporter's Department) ANNUAL REVIEW GROUND FOR REFERRAL (delete as appropriate)										
Attendance:	last 4 weeks <table border="1"> <tr> <th>Possible</th> <th>Absences</th> </tr> <tr> <td>14</td> <td>1</td> </tr> </table>	Possible	Absences	14	1	this session <table border="1"> <tr> <th>Possible</th> <th>Absences</th> </tr> <tr> <td>34</td> <td>1</td> </tr> </table>	Possible	Absences	34	1
Possible	Absences									
14	1									
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Possible	Absences									
Please indicate any reason for absence, e.g. illness; latecoming, truanting, absence without reasonable cause										
Give number attributable to each category and any pattern										
Does the level and/or pattern of absence give cause for concern										

**FURTHER COMMENTS e.g., SPECIAL INTERESTS/APTITUDES/STRENGTHS/WEAKNESSES
OUTWITH SCHOOL**

COMMENTS BY HEAD TEACHER

Susan has been a pleasant pupil who has used her time with us well.

In the event of a Children's Hearing
would the school wish to send a representative
to speak to this report?

~~YES~~/NO

Signed 

(Compiler of Report)

Designation *Keyworker*

Date *12.06.92*

TO BE COMPLETED BY THE REPORTER'S DEPARTMENT (delete as appropriate)

Name School

Address D. O. B.

..... Class

With reference to your report of.....
the following decision was made

NO FURTHER ACTION

REFERRED TO SOCIAL WORK DEPARTMENT

Social Work Department dealing with child

SUPERVISION YES/NO
(Residential/Non-res)

.....

.....

..... Signed

..... Designation

The substance of this report (though not necessarily the detail) will require to be disclosed to children and parents at a Children's Hearing if arranged.

DEPARTMENT OF REPORTER TO THE CHILDREN'S PANEL

EDUCATIONAL REPORT

CONFIDENTIAL

Date of request 10 June 92

Please complete in black ink

Name SUSAN MURRAY	Date of Admission 25.02.91	Date of Birth 11.11.75								
Address Coylton Children's Unit 8 Woodhead Road, Coylton	School Good Shepherd Centre Bishopton PA7 5PF									
	Class Group 5									
Name of class/guidance teacher [REDACTED]	Previous school									
	Nos. Previous schools									
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Purpose of Report (to be completed by Reporter's Department) ANNUAL REVIEW GROUNDWORK FOR REFERRAL (delete as appropriate)										
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Please indicate any reason for absence, e.g. illness, latecoming, truanting, absence without reasonable cause										
Give number attributable to each category and any pattern										
Does the level and/or pattern of absence give cause for concern										

HEALTH/SPECIALIST SERVICES

Are there any health factors affecting the child that are known to the school?

~~YES~~/NO

If yes, specify

Any contact with specialist services (other than routine)

EDUCATIONAL ASSESSMENT

What level of Standard Grade is the child following?

General and Foundation Level

Is the child achieving his/her potential?

YES/~~NO~~

If not, possible explanations

What action, if any, has the school taken?

What specialist resources are routinely available within the school to deal with this?

SPECIALIST INTERESTS/APTITUDES/WEAKNESSES/STRENGTHS/WITHIN SCHOOL

Susan has shown a strong commitment to her school attendance at the Centre, especially in the last six months since she has been sixteen. Susan has grown in strength since she came to us. She has been very supportive to staff and girls alike and really used her time at the Centre well and was very appreciative of what was done for her. Susan lacked confidence in herself but has worked on this during her time with us and is now much more confident and outgoing.

BEHAVIOUR

Comment on the child's behaviour in and out of class; his/her relationships with other children and with adults and any recent changes in behaviour

*Susan's behaviour both in and out of class gives no cause for concern.
Susan has a good relationship with both staff and girls.*

If previous comments are adverse, what action has been taken by the school?

CONTACT WITH FAMILY

Please detail nature of contact and response generated by family or school

Susan's mum has attended meetings at the Centre.

PART-TIME EMPLOYMENT

Please give details and note any effect on the child

*Susan has, since Easter, been doing voluntary work at an old people's home.
This has had a good effect on Susan and helped her self esteem.*

**FURTHER COMMENTS e.g., SPECIAL INTERESTS/APTITUDES/STRENGTHS/WEAKNESSES
OUTWITH SCHOOL**

COMMENTS BY HEAD TEACHER

Susan has been a pleasant pupil who has used her time with us well.

In the event of a Children's Hearing
would the school wish to send a representative
to speak to this report?

~~YES~~/NO

Signed
(Compiler of Report)

Designation *Keyworker*

Date *12.06.92*

TO BE COMPLETED BY THE REPORTER'S DEPARTMENT (delete as appropriate)

Name School

Address D. O. B.

..... Class

With reference to your report of.....
the following decision was made

NO FURTHER ACTION

REFERRED TO SOCIAL WORK DEPARTMENT

Social Work Department dealing with child

SUPERVISION YES/NO
(Residential/Non-res)

..... Signed

..... Designation

STRATHCLYDE REGIONAL COUNCIL

Department of Reporter to the Children's Panel

Reporter:

[REDACTED]

Area/Divisional Reporter's Office

11 Alloway Place

AYR

Telephone [REDACTED]

5 June 1992

Ref:

[REDACTED]

The Headteacher Good Shepherd Centre

SUPERVISION REQUIREMENT REVIEW

Dear Sir,

The undernoted child/~~children~~ is/~~are~~ presently subject to a Children's Hearing supervision requirement which is/~~are~~ due to be reviewed.

In order to help evaluate the progress being made your co-operation in completing and returning the enclosed Report(s) (within seven days if possible) would be greatly appreciated. ~~The enclosed copy is for your retention.~~

In due course you will be notified of the decision made at the Hearing.

Yours faithfully,

[REDACTED]
for Reporter

Name:

Susan Murray
(d.o.b 11.11.75)
H/A 7 Mansfield Road
TARBOLTON
P/A c/o Coylton Children's Unit
8 Woodhead Road
COYLTON

I enc.

GOOD SHEPHERD CENTRE
BISHOPTON
RENFREWSHIRE. PA7 5PF

CHILD WARDEN DEPARTMENT

REC'D. 17 DEC 1990

TROON

Child's Surname

MURRAY

Forename(s)

SUSAN

Authority for Medical or Surgical Treatment

Home Address:

7 MANSFIELD ROAD, TARBOLTON, Ayrshire

Name & Address of GP

PRESENT ADDRESS:- WILTON CHILDREN'S

WILHELM

UNIT, WOODHEAD ROAD, WILTON, Ayrshire

WILTON Ayrshire.

PARENT'S AGREEMENT

I hereby give my consent to vaccination against Poliomyelitis, Tuberculosis, Diphtheria, Whooping Cough, Tetanus, and other disease, and to any treatment, injection, or operative measure, including the administration of an anaesthetic considered necessary by a registered medical practitioner or dental surgeon.

SIGNATURES

Parent / Guardian

Witness

Date:

15/12/90



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PF
Telephone: [REDACTED]

SUBSEQUENT CHILD CARE REVIEW REPORT

Name Susan Merry

The information given in this report is presented under the following sections:

1. Basic Information
2. Medical Information
3. Decisions of Previous Child Care Review
4. Behaviour relating to Relationships with Other Girls
5. Behaviour relating to Relationships with Adults
6. School Report
7. Contact with Parents
8. Contribution to the Review by the Child
9. Contribution to the Review by Parents
10. Expectations of the Child and Parents
11. Summary & Analysis of Report (Progress since last Review)
12. Agreed Work Programme

7

Child Care Review Report

1. BASIC INFORMATION

Name of Child: Susan Murray

Date of Birth: _____

Home Address: Coylton C.H.

Coylton

Placement: Residential ☐ Day ☒ Order _____

Date of Admission: _____

Unit Group: ganelle

Keyworker: 

Class Group: group 5

School Tutor: _____

Social Worker: 

Area Office: _____

Date of Last Review: October 1991

Date & Time of Review: _____

People Invited: _____

3

2. MEDICAL INFORMATION

Family Doctor's Name & Address _____

Does the child have any illness about which the Good Shepherd Centre should be aware (eg. asthma, epilepsy, diabetes etc.)

List all recent contact with the doctor and state nature of complaint.

Any other necessary comments? _____

Date of Last Medical Check-up: _____

AGREED WORK PROGRAMME
FROM PREVIOUS REVIEW

WHAT NEEDS TO BE DONE?

WHO WILL DO IT?

HOW?

WHEN?

PROGRESS?

4. RELATIONSHIPS WITH OTHER GIRLS

- | | | |
|---|---------------------------------------|---|
| 1. Recognises the distress of others and offers comfort:
examples of this behaviour
<u>Susan rarely get involved with</u>
<u>others problems</u> | Often
Sometimes
Rarely
Never | ☐
☐
☒
☐ |
| 2. Accepts comfort from other children:
examples of this behaviour

 | Often
Sometimes
Rarely
Never | ☐
☐
☒
☐ |
| 3. Teaches or helps others:
examples of this behaviour

 | Often
Sometimes
Rarely
Never | ☐
☐
☒
☐ |
| 4. Participation/Initiates in leisure activities:
examples of this behaviour

 | Often
Sometimes
Rarely
Never | ☒
☐
☐
☐ |
| 5. Responds to suggestions to play:
examples of this behaviour

 | Often
Sometimes
Rarely
Never | ☐
☒
☐
☐ |
| 6. Openly shows affection:
examples of this behaviour/appropriateness etc.

 | Often
Sometimes
Rarely
Never | ☐
☒
☐
☐ |
| 7. Resolves conflict through age-appropriate reasoning:
examples of this behaviour

 | Often
Sometimes
Rarely
Never | ☒
☐
☐
☐ |

RELATIONSHIPS WITH OTHER GIRLS Continued

8. Annoys, irritates or teases:
examples of this behaviour

Often
Sometimes
Rarely
Never

✓

9. Shows hostility or aggression:
examples of this behaviour

Often
Sometimes
Rarely
Never

✓

10. Blames or attempts to get others into trouble:
examples of this behaviour

Often
Sometimes
Rarely
Never

✓

11. Behaviour sabotages efforts to meet others' needs:
examples of this behaviour

Often
Sometimes
Rarely
Never

✓

12. Night Care Officers' Report:

Day girl

13. Any other comments:

5. RELATIONSHIPS WITH ADULTS

- | | | |
|---|---------------------------------------|---|
| 1. Seeks adult attention appropriately:
examples of this behaviour

_____ | Often
Sometimes
Rarely
Never | ☒
☐
☐
☐ |
| 2. Accepts comfort from adults:
examples of this behaviour

_____ | Often
Sometimes
Rarely
Never | ☒
☐
☐
☐ |
| 3. Openly shows affection towards adults:
examples of this behaviour
<u>Susan likes a hug from staff every</u>
<u>now and then.</u> | Often
Sometimes
Rarely
Never | ☒
☐
☐
☐ |
| 4. Shows hostility/aggression towards adults:
examples of this behaviour

_____ | Often
Sometimes
Rarely
Never | ☐
☐
☐
☒ |
| 5. Attempts to manipulate adults:
examples of this behaviour

_____ | Often
Sometimes
Rarely
Never | ☐
☒
☐
☐ |
| 6. Accepts advice and direction when confronted with
innappropriate behaviour:
examples of this behaviour

_____ | Often
Sometimes
Rarely
Never | ☐
☐
☒
☐ |
| 7. Responds positively to requests from adults:
examples of this behaviour
<u>Susan is always one of the first girls to</u>
<u>respond to any requests from staff.</u> | Often
Sometimes
Rarely
Never | ☒
☐
☐
☐ |

3. Is trusting of adults:
examples of this behaviour

- | |
|---|
| |
| ✓ |
| |
| |

- | | |
|--|--|
| | |
| | |
| | |
| | |

- | |
|-------------------------------------|
| ☒ |
| ☐ |
| ☐ |

- | |
|-------------------------------------|
| ☒ |
| ☐ |
| ☐ |
| ☐ |

-
-
-
-
-
-

7. CONTACT WITH PARENTS

1. What is the present agreement/expectation on frequency of contact for:

Mother _____

Father _____

Other _____

2. Has anyone made certain that the parents understand and agree with this?

Yes ☐ No ☐

3. How often have the child and parents actually made contact since the last Child Care Review?

	Mother	Father	Others (specify)
Visits	_____	_____	_____
Telephone Calls	_____	_____	_____
Letters/Cards	_____	_____	_____
Presents	_____	_____	_____

4. Are there any limitations/conditions on Contact
If yes, please give details

Yes ☐
No ☐

5. Are there any other specific limitations?
eg. specified days/times for visiting or telephone calls,
Permitted frequency, Who may visit?
Please give details

Yes ☐
No ☐

CONTACT WITH PARENTS Continued

6. Are any of the following a problem for parents with regard to visiting the Good Shepherd Centre?

	Mother	Father
a. Care of other children	☐	☐
b. Finance - cost of travel	☐	☐
c. Parents are not on the telephone	☐	☐
d. Parents find letter writing difficult	☐	☐
e. Child refuses contact	☐	☐
f. Good Shepherd Centre does not encourage frequent contact	☐	☐
g. Major class, ethnic or culture difference between carers and parents	☐	☐
h. Parent is upset by child's behaviour during visits	☐	☐
i. Dispute between natural parents over contact	☐	☐
j. No Social Worker available to help arrange visits	☐	☐
k. Others (specify)	☐	☐

8. CONTRIBUTION BY CHILD TO REVIEW

1. What things do you like best about being at the Good Shepherd Centre, and please say why you like them?

a. In house group _____

b. In school _____

2. What things do you not like about the Good Shepherd Centre, and please say why you don't like them?

a. In house group _____

b. In school _____

3. Can you think of three things about yourself that you have improved since coming to the Good Shepherd Centre?

a. _____
b. _____
c. _____

CONTRIBUTION BY CHILD TO THE REVIEW Continued

4. If you had a magic wand, which three things would you wish for?

a. _____

b. _____

c. _____

5. Who are your friends at the Good Shepherd Centre?

6. What do you like best at home, and why? _____

7. What do you like least at home, and why? _____

8. Who are your friends at home? _____

9. Is there anything else that you would like to say? _____

9 . CONTRIBUTION BY PARENTS TO THE REVIEW

1. What changes have occurred with the child since coming to the Good Shepherd Centre?

2. What has changed in the family/at home since the child has come to the Good Shepherd Centre?

3. Are you satisfied with the work the Good Shepherd Centre has been doing and the way we have communicated with you?

4. What do you look forward to in the next six months?

5. Is there anything else that you would like to say?

10 . EXPECTATIONS OF THE FAMILY AND THE CHILD

1. What do the family see as the main problems? _____

2. What do they hope the Good Shepherd Centre will offer:

To the Child _____

To the family _____

EXPECTATIONS OF THE FAMILY AND THE CHILD Continued

3. What does the child see as the main problem(s)?

4. What are the child's views about the Good Shepherd Centre?

11 . SUMMARY & ANALYSIS OF REPORT

AGREED WORK PROGRAMME

WHAT NEEDS TO BE DONE?

WHO WILL DO IT?

HOW?

WHEN?

PROGRESS?

4.2.91 This is a day placement application and although the referral was made some time ago it is only now that the situation with regard to vacancies is clear. We are in receipt of all the report and [REDACTED] feels that we can help this girl. Susan has not been for a visit yet. SW will now be off for 2 weeks but she will arrange for a member of staff from the children's home to bring Susan. We felt given the distance involved that one visit would suffice. SW thought that the Educ. Dept. would arrange a taxi to transport this girl from Kilmarnock. SW had lunch with Susan today and says that the girl is keen and ambitious to get on and do standard grades. Susan will be attached to Goretti. [REDACTED]

28.2.91 Phoned SW discussed six week review, also possibility of Susan doing exams which can be addressed at the review. SW going to see Susan next week at C.H.

1.3.91 Phoned C.H. to let them know Susan had a good week and to introduce myself. [REDACTED]

5.3.91 In for school in good form.

7.3.91 In for school in good form, but a bit quiet and lazing about at lunchtime asked her how she was finding the school she said ok. but she did not like the long journey. [REDACTED]

12.3.91 In for school in good form. ()

13.3.91 S. not well today ()

14.3.91 S. seen by nurse she is having problems with her period, nurse feels she should be seen by a Dr. Phoned CH. who are going to organise this within the next few days. [REDACTED] SW phoned to confirm CC on 11.4.91 At 11.30am. S. not very settled in school according to SW. [REDACTED]

15.3.91 S. in for school this morning saying she was a bit better and that CH had got her pills which had helped. [REDACTED]

18.3.91 Phone call from Coynton, Susan is unwell and unable to come in today. ()

19.3.91 Susan in for school but unwell, very pale and complaining of headache and tummy pains. [REDACTED]

20.3.91 In for school ()

21.3.91 In today in good form. I phoned C.H. to confirm holiday arrangements with [REDACTED] ()

4.4.91 [REDACTED] SSW Dunoon phoned to cancel the child care review scheduled for Thurs 11th April at 11.30am. Seemingly the keyworker from Coynton CH cannot attend on that day, and the educational psychologist is also unavailable. [REDACTED] will contact us again the following week with an alternative date [REDACTED]

9.4.91 Phoned SW re review, provisional date 3rd May 11am to be confirmed [REDACTED]

11.4.91 Susan in for school in good form asking about her meeting, seems keen to have a meeting [REDACTED]

12.4.91 Susan in for school [REDACTED]

15.4.91 In for school complaining of feeling unwell, saying she had given up smoking by lunchtime desperate to be seen by nurse. [REDACTED]

16.4.91 In for school today in good form. [REDACTED]

18.4.91 Spent time talking to Susan about her CC and what she was hoping for. Susan keen to go to college and do her exams saying she likes school at the Centre although she feels fear when she is coming to school but as the day goes on she feels better, and she is glad that she is back at school. [REDACTED]

19.4.91 Susan arrived on time for school, complained of feeling unwell, gave her a hot drink but didn't want to eat said she had told C/H but they hadn't believed her. [REDACTED] said she thought she should spend the morning in bed. She lay on settee in the living room. [REDACTED]

22.4.91 Contacted [redacted] Coylton Children's unit. S. walked out this morning and is now at the Sw office in Troon. [redacted] SW phoned to say S. had turned up at her office this morning, there had been problems at the CH last night when S. and some other children left the building during the night and did not return till 5am this morning. S. got up for school but refused to go. She then presented herself at the Sw office. Sw gave her transport passes and S. who had refused to let SW take her left, saying she would return to CH. Told Sw if S. didn't turn up for school Tues. [redacted] would phone her. Sw will be at children's unit at CH [redacted]

23.4.91 SSW contacted to confirm meeting, message left at CH for SW to let her know S. is in for school. [redacted] asked that we phone Coylton and ask for a Dr's appointment for S. I did this and they have agreed. She did not attend class last 2 periods. S. said that she had a row with a member of staff on Sun. night and left the CH. She is keen to come to the Centre during the day ()

24.4.91 Phone call from Coylton CH. S. was taken to the Dr. this morning and he has given her a course of penicillin for the "wheeze in her chest" [redacted]

25.4.91 S. arrived for school still under par. Spent time in unit with [redacted] permission. ()

26.4.91 S. in for school still feeling unwell, spent day in unit with [redacted] permission. I contacted CH to let them know how S. had been this week at Centre. [redacted]

29.4.91 Arrived this morning looking very tired and tearful. SAid that the medication she got last week had not helped and her chest was still sore. She is also worried about her CC on Friday. She thinks that she would like to stay here during the week. I advised that she spoke to [redacted] She said that [redacted] had shown her the CC report but she didn't know what the C/H was saying. ()

30.4.91 S. in this morning. [redacted]

1.5.91 S. in this morning. ()

2.5.91 Spent time with Susan showed her her finished reports including school report. All very good, Susan pleased. [redacted]

3.5.91 CC was attended by lots of people and at times Susan seemed to find it difficult, especially when people were not happy with fulltime college in Ayr. The decision ended up that S. will continue at the Centre till Christmas with the option of doing some modules at our local college and if she wished to do exams she would have to stay on till May, this Susan rejected but came round to the idea of staying till Christmas, [redacted]

7.5.91 In on time. ()=

9.5.91 In on time still not smoking since SAT. a bit quiet today but seems to be coping. [redacted]

13.5.91 In on time today saying w/e was ok. [redacted]

14.5.91 In for school on time went swimming [redacted]

15.5.91 In for school today.

17.5.91 Arrived on time said she felt sick but went to school. ()

20.5.91 In on time. S. spoke to [redacted] (who passed it on to me) this morning complaining of a sore back while she had her period. S. has spoken to staff at C.H. who said they would make an appt. but they haven't done it. Told S. we would speak to [redacted] tomorrow to see if anything could be done from here. (could staff pick this up please)

21.5.91 Spoke to nurse this morning, she will see S. today. [redacted]

22.5.91 S. saying she has DR's appt tonight. I checked this out with C.H., taxi has been arranged, will collect Susan at 3.15pm today. ()

27.5.91 In on time for school today.

28.5.91 In on time for school

29.5.91 In on time for school

30.5.91 Took part in prizegiving concert.

- 5.6.91 Susan taken home from outing by [REDACTED]. Susan very eager for staff to visit her C.H. for coffee, we didn't have time for coffee but went in as Susan was anxious for us to see where she lived. C.H. and staff very pleasant. ([REDACTED])
- 6.6.91 C.H. phoned S. has been up all night sick they will contact us Friday if she is still unwell. [REDACTED]
- 10.6.91 In on time for school this morning. Phoned C.H. Susan will not be in again this week, S. saying she does not wish to go to college. I have let [REDACTED] know. [REDACTED]
- 17.6.91 In on time for school, in good form
- 18.6.91 Just a little late in arriving, asked to be excused from swimming as she doesn't like it. [REDACTED] sent her to [REDACTED] class.
- 19.6.91 Phone call from [REDACTED] S's keyworker from Croydon asking how things were, also about college after the summer hols. I invited her to visit and said that [REDACTED] would be available Tuesdays and Thursdays at lunchtime, she was enthusiastic about this and will be in touch. They are very pleased with Susan also ([REDACTED])
- 20.6.91 S. not in for school today [REDACTED] phoned to say she was unwell.
- 21.6.91 S. in today I phoned SW to fill her in re college S. not wanting to attend. SW will speak to C.H. [REDACTED] S. feeling much better today.
- 24.6.91 In on time this morning
- 25.6.91 In on time for school
- 26.6.91 In on time for school
- 27.6.91 In on time for school.
- 12.8.91 Phoned C.H. . Holidays went well, Susan in this morning, saying she has decided she wants to stay on at home and sit her exams. Phoned SW who is on holiday till Monday. ([REDACTED])
- 16.8.91 Susan arrived in time for school. No complaints.
- 19.8.91 Phoned SW re Susan staying on at Centre for her exams till end of May. SW happy with this decision by Susan, she will contact Educational psychologist with regards to funding but feels one way or another funding will be sorted out, if this is what Susan wants to do, SW will get back to us. [REDACTED]
- 20.8.91 In for school.
- 21.8.91 In for school, unwell, bad cramp.
- 22.8.91 Phone call from C.H. to say Susan was in Hospital, taken in last night with alcohol abuse to Heathfield hospital, but she is alright has to see a SW before she can be discharged ([REDACTED]) Phoned hospital Susan is being discharged this afternoon. [REDACTED]
- 23.8.91 C.H. phoned to say Susan back with them and should return to school on Mon.
- 26.8.91 Arrived on time for school.
- 29.8.91 In for school.
- 3.9.91 In for school. ([REDACTED]) Susan was involved in argument with [REDACTED]. Susan coped quite well ([REDACTED])
- 4.9.91 In for school [REDACTED]
- 9.9.91 SW phoned review to be brought forward, Tues. 11am 22nd October if poss. Educational psychologist feels meeting is necessary in order to get funding for S. to continue at G.S.C. ([REDACTED])
- 12.9.91 Spent keytime with Susan, we spoke about her doing exams. Also her feelings about the unsettled period in the unit at present Susan finding this very hard to cope with. Phoned SWD to confirm date for review 11am 22nd Oct. [REDACTED]
- 13.9.91 rather snappy this morning when I suggested her taxi would have to pick her up five minutes or so earlier so she would be on time as [REDACTED] was unhappy about her being late everyday. [REDACTED]

16.9.91 Taxi arrived at 9.45am S. in good form. [REDACTED]

17.9.91 S. was very sick in taxi., [REDACTED] phoned C.H. to let them know we were sending S. back to C.H. in taxi. C.H. phoned 11.30am asking about holiday w/e. I enquired about Susan, staff at C.H. said they phoned the DR. who said that there was a bug going around and it's a 24 hr thing and not worth his while going to see S. Staff said S. was in bed resting. [REDACTED]

23.9.91 Phone call from staff at Coylton C.H. It is their long w/e and they have arranged an outing for the children. Have asked permission for S. to accompany them, please let [REDACTED] know. [REDACTED]

24.9.91 Phone call from [REDACTED] Susan has an annual hearing in Troon on Monday 30th. There is no for staff to attend in view of fact it is our holiday w/e. [REDACTED]

1.10.91 C.H. phoned they are taking S. to the Dr's she has a urine infection. [REDACTED]

3.10.91 Arrive for school.

4.10.91 S. in for school.

7.10.91 Susan arrived on time, met [REDACTED] and told her she was ill and that taxi was waiting for her. [REDACTED] told her to round to the unit but S. went back in to taxi. Phoned Childrens home, Susan had told them that she had returned without permission. C.H. say they will talk to taxi driver and ask him not to wait for her again. ()

8.10.91 Susan in for school, very tearful, spent time with her, she is feeling very low, it seems she has had 3 periods this month and all very heavy and is having severe cramp. Phoned C.H. to ask about medication S. was prescribed for pain, C.H. not too clear. Nurse to phone S's Dr. [REDACTED]

9.10.91 S. a bit better today [REDACTED] Nurse, has phoned and spoken to S's Dr. and made an appt. for tonight for S. I have let C.H. know and they will take S. to Dr. [REDACTED]

10.10.91 Phoned C.H. re Dr. appt. It seems Dr. has put S. on the pill to regulate her periods and has also given her iron tabs. [REDACTED] Left message for SW, review date not suitable to us. ()

11.10.91 Phoned SW who is having difficulties in re scheduling review, I have offered to go down to them, rather than them all come up here if it would help. SW felt this would help but will get back to us next week. [REDACTED]

22.10.91 In on time in good form [REDACTED]

23.10.91 In on time in good form [REDACTED]

24.10.91 In for school in good form [REDACTED]

28.10.91 In for school, not very well at lunchtime. Arguing with [REDACTED]

31.10.91 C.C. at childrens home. C.C. went well, all Susans reports were good decisions.

1. to recommend that Susan stay on for school at G.S.C. till May to sit her exams. 2. that she move in to the training flat as soon as it is ready. 3. that Susan attend the steps to independence weekly meeting for supported accommodation. 4. that C.H. arrange for specialist careers people re nursing and army careers. [REDACTED]

1.11.91 In for school in good form. [REDACTED]

5.11.91 Susan full of the cold on arriving spent the day sleeping [REDACTED] Contacted C.H. re S. being unwell and sister being unhappy with her being in late everyday for school. C.H. home will try to see she is ready when the taxi arrives for her. [REDACTED]

6.11.91 Spoke to taxi driver who said he would have S. here for around 9.00am Spoke to S. re her being in for 9am. S. very uptight asked to phone her SW. This she did. I also spoke to SW who suggested perhaps 9.15am would be a more realistic compromise, but S. not too happy with this [REDACTED] [REDACTED] phoned C.H. and put them in picture. [REDACTED]

7.11.91 S. very upset this morning, she visited her gran last night who is unwell. S. very upset, spent time with [REDACTED] not wanting to go to school but went after morning break. Phone call from C.H. saying that S. had come home very upset due to being pulled up at Assembly for her late coming. C.H. expressed concern at this, we told that taxi driver has now said he won't be collecting the other girl so S. should have no more problems being late for school. [REDACTED]

8.11.91 S. in reasonably good form today only 9am. [REDACTED]

- 11.11.91 In very good form this morning, her birthday. ()
- 12.11.91 Had keytime with Susan who is in better form this week, though she was making noises about getting away from school at 3.30pm in the winter. I have told her in the case of very bad weather this might happen but only on a rare occasion. Susan, though not happy, accepted this ()
- 13.11.91 In on time and in good form. ()
- 14.11.91 In on time and in good form. ()
- 15.11.91 In on time and in good form ()
- 18.11.91 In for school. ()
- 19.11.91 In for school had cramp but coped with it and attended class. ()
- 20.11.91 In for school. ()
- 21.11.91 In for school in good form. ()
- 22.11.91 Phoned C.H. Susan will not be in for school on Monday as she has careers appt. When I mentioned periods C.H. saying S. said to them her period were not due for 5 days but she had told us she had taken her period on Tues. ()
- 26.11.91 Susan saying () ad said she could not take soc and voc. exam if she decided not to come in Thurs. eve. I have spoken to () who says this is nonsense, Susan can still take the exam. Phoned C.H. Susan going to Dr's because of still having break through bleeding. ()
- 28.11.91 Spent keytime with S. discussing minimum support unit, S. saying she is going into new unit at C.H. she feels the 2 things would be too much but she is going to think about it over the w/e. and will come back to me on Tues. () S. upset when she arrived from school, she had a run in with () over this eve's events, said she wouldn't be in tomorrow, however, I spoke to her and said if she explained to () tomorrow it would be sorted out before school. ()
- 29.11.91 In for school saying she was unwell and could she stay in the unit, I told her really there was no point coming in if she was not going to school, she accepted this and went to school, ()
- 2.12.91 Susan arrived in, said she had been up all night sick and staff were going to phone and let us know. Susan said they told her to ask if she had to stay or go back as she was sick. Susan did not feel she could sit through her classes so I said she could go back to CH. I tried to phone Coylton but couldn't get through. Eventually got through to CH, staff confirmed what Susan had said ()
- 3.12.91 () Psychologist, Ayr rang, funding has been approved for Susan to continue her education here until the end of May. ()
- 5.12.91 Spent keytime with Susan. We again discussed how Susan felt about a possible move to minimum support unit. Susan has given this a lot of thought and spoken to () who is also possible making the move but Susan feels that she is moving units at her CH and she feels this will be enough to cope with, she says she is happy in Goretti ()
- 6.12.91 In on time for school in good humour ()
- 10.12.91 Phone call from C.H. Susans taxi has broken down so she will not be in today she will be at the C.H. revising but she will be in on Wed. () I have phoned SW re grounds of concern over S. and her taxi driver and the fact that they were seen parked at the Monkey House car park. SW has had her own concerns as he had involved S. in problems over his payments and S.W. felt he was overstepping the boundaries involving S. ()
- 11.12.91 S. in on time. ()
- 12.12.91 S. not well did not eat lunch. ()
- 13.12.91 S. in for school, seems to be well.
- 17.12.91 Susan not in her taxi broke down. ()
- 19.12.91 S. not feeling very well did not eat lunch. ()

- 7.1.92 Susan in for school on time, complaining of pain in her side at afternoon break. ()
- 8.1.92 C.H. phoned 10.00am. S. not well today complaining of headache and stomach pains ()
- 9.1.92 S. in for school today but not looking very well. ()
- 10.1.92 S. in for school still not looking very well. ()
- 13.1.92 S. in for school ()
- 14.1.92 S. in for school. S. in good form today, very helpful and bright. ()
- 15.1.92 C.H. staff phoned quite anxious about S. lack of appetite, I told them S. ate well here although she is a bit fussy and we will monitor eating habits and be in touch with them. ()
S. ate lunch and came back for extra. ()
- 16.1.92 S. in and in good form, took lunch and asked for extra. ()
- 17.1.92 S. in for school on time and asked if she could make toast as she was hungry, this she did and ate with relish, education transport dept, () phoned to say they have awarded the contract for S's taxi to a different firm as from Mon. ()
- 20.1.92 Susan not well, full of the cold, but saying she hadn't wanted to stay off as she had exams. ()
- 21.1.92 Susan not very well today, has a sore throat and a cold but has come in because of her prelims. Susan given cough medicine and seen by nurse, she can rest in the unit when there are no exams. () girls out swimming. ()
- 22.1.92 S. in for school
- 23.1.92 S. in for school
- 24.1.92 S. in for school.
- 27.1.92 Call from Coynton at 9.30am. Staff were asking about p/m. told them that S. got ? per week. According to staff S. had money which she claimed she had been given for doing extra jobs, like washing up and sweeping the floor. I said we would check this out and get back to them, but I thought it very unlikely that Susan's story was accurate. Susan in on time. ()
- 29.1.92 Phoned C.H. to say we had not given Susan extra money, also to say that nurse has seen Susan who has a heavy cold and feels that if she is still unwell in the morning she should have day off in bed. ()
- 30.1.92 In on time for school, rather quiet saying she feels better today. ()
- 31.1.92 In on time for school. ()
- 4.2.92 Spent k/time with S. she still has not told her mum she has met her real dad, though she wants to tell her, she is unsure how she will take it and wants to be on her own with mum to tell her. ()
- 5.2.92 Phoned S.W. but she is off ill, might be back Thursday ()
- 11.2.92 S.W. phoned asking if S. could have Friday off, I confirmed this had been cleared with the school S.W. says she will be able to get funding for S's w/e. way. ()
- 12.2.92 S. in on time ()
- 14.2.92 S. not in today with permission. ()
- 24.2.92 In on time for school
- 25.2.92 C.C. Susan was very upset by her school report and this was discussed. S. listened but still felt it unfair, house and unit reports were good and Susan will be moving into bedsit at C.H. as soon as possible though concern was voiced at the fact that even though this should have happened before now, due to hold up in doing building work and this was to be passed on to those concerned. Susan will be contacted by the carers people who hope to get S. work in the nursing auxiliary hire the next review was set for 15th June but as S. is leaving G.S.C. at the end of May we will not be involved. ()
- 27.2.92 In on time, very pleasant as usual. ()

- 2.3.92 Susan in on time. ()
- 3.3.92 S. in on time.
- 4.3.92 Coylton C.H. have been informed of arrangements for the w/e. and S. being with them next week. I spoke to [] at C.H. who will arrange taxi for Susan picking her up from the Centre.
- 1.30pm Monday 9.3.93 [] SW also phoned and given info. []
- 9.3.92 Returned from school w/e outing to Achnamara full of enthusiasm. Had a great time, went home in the afternoon []
- 19.3.92 Spent keytime with Susan we discussed possible job option and trying to arrange with S.W. for Susan to go and look at one or two different options like working with the elderly or young children also hospital ancillary, we will phone to try to set this in motion. []
- 23.3.92 Arrived on time for school. Susan very helpful at lunchtime [] & []
- 24.3.92 Susan in on time, complaining of back ache []
- 26.3.92 Spent keytime with Susan, had discussion on her future when she leaves. She is hoping to discuss this with her SW on 7th April. Susan has her periods and is suffering with cramp []
- 27.3.92 Susan in on time, still having problems with her periods []
- 30.3.92 Susan in for school, very down this morning she says she was drinking last night and she knows she shouldn't have been but the staff at C.H. won't accept her apology and keep getting on to her, she says they always get onto her about things and she feels unfairly treated. She is really worried about her exams as well. She says she can't speak to the staff at C.H. I suggested she write down how she feels and give it to the O.I.C. who she gets on with but never sees. []
- 31.3.92 In on time [] S. spoke to me in keytime about her feelings about C.H. At present she is not too happy, I have phoned S.W. who will give S. a call at the C.H. on WEd. eve. []
- 1.4.92 [] from C.H. phoned to ask how S. has been, I explained what S. was saying yesterday but that today S. saying she has had a chat with staff at C.H. and things are better. It seems that S. is not eating at C.H. over the last couple of days, I said we will keep an eye on her and get back to them but that she has been eating at the Centre. []
- 2.4.92 Phone call from Coylton. S. saying that [] and [] gave her permission to be off on Tuesday to meet with her S.W. for coffee. S.W. had been contacted by Coylton this morning and said that the meeting would only take half an hour and did not warrant a day off. Coylton would like confirmation from [] and will ring back this afternoon. [] I have phoned C.H. and have told them I will leave decision up to them re Tuesday off, whatever they decide is fine with us, they will speak to Susan tonight. []
- 3.4.92 Phoned C.H. re Tues. Susan will not now be visiting her S.W. on Tues, arrangement will be made for during the Easter hols. []
- 6.4.92 S. in on time. Phone call from Coylton C.H. enquiring if S. has had B.C.G. checked with nurse [] who said that we do not have S's medical book here because she is a day girl but that she has not had a B.C.G. since she came to the Centre, relayed this back to Coylton. []
- 7.4.92 S. in for school on time but not in too happy a mood today. []
- 8.4.92 In for school on time. []
- 9.4.92 In for school in good form, phoned S.W. and spoke to her re work placement in an old folks home for S. []
- 10.4.92 S. in for school in good form. []
- w/c 27.4.92 Phoned Coylton C.H. on Tues. holidays had gone well on the whole though Susan had a fight with one of the boys in the unit. S. did 2 days voluntary work at an old folks home and this went well and she is hoping to do more voluntary work at the w/e's. []

w/c 4.5.92 S. cam over from [redacted] class on Thurs.,. very upset. Sr. came to the unit and along with house staff talked things over with Susan and S. was in a better frame of mind after this, [redacted] S. in to sit her exam on friday, then went home in good form. [redacted]

19.5.92 Phoned, Coylton to say S. was taking her C.S.S. exam on Mon 25th but [redacted] will be off school on Tues instead of Monday 25th. [redacted]

22.5.92 Coylton C.H phoned to say S's T.B. injection had burst, I will get school nurse to check it out. [redacted]

25.5.92 Susan sat her G.S.S. exam..

26.5.92 Phoned S.W. to let her know S. has now finished her exams and that Friday 29.5.92 is her school leaving date. I also told her how delighted we all were with Susans commitment to the Centre especially during the six months she was sixteen. [redacted]

All communications to:

Telephone: Bishopton 862814

APPLICATION FORM

DATE WHEN APPLICATION WAS PASSED BY REGIONAL ADMISSION GROUP	AGREED AT DISTRICT AT CHILD IN CARE REVIEW.
NAME OF GIRL	SUSAN MURRAY
DATE & PLACE OF BIRTH	D.O.B. 11/11/75 AYRSUIRE
HOME ADDRESS TELEPHONE NUMBER	7, MANSEFIELD ROAD, TARBOLTON, AYRSUIRE PRESENT ADDRESS:- WILTON CHILDREN'S UNIT, WILTON AYRSUIRE
SCHOOL LAST ATTENDED	WOODLANDS RESIDENTIAL SCHOOL NEWTON STEWART
FAMILY DOCTOR	[REDACTED] MILLHEAD, WILTON, AYRSUIRE
RELIGION	PROTESTANT
NAME & ADDRESS OF FATHER	SUSAN'S FATHER IS A [REDACTED] BUT HIS PRESENT WHEREABOUTS ARE UNKNOWN
NAME & ADDRESS OF MOTHER (if different from above)	[REDACTED] 7, MANSEFIELD ROAD, TARBOLTON, AYRSUIRE
FATHER'S OCCUPATION	NOT KNOWN
MOTHER'S OCCUPATION	HOUSEWIFE
WHO IS RESPONSIBLE GUARDIAN	MOTHER - [REDACTED]
GROUND OF REFERRAL	SUSAN WAS RESIDENT IN WOODLANDS SCHOOL WEEKDAYS & IN WILTON CHILDREN'S UNIT WEEKENDS & HOLIDAYS. SHE REFUSED TO RETURN TO WOODLANDS AFTER THE SURVIVAL OF WC ARE NOW LOOKING FOR A PLACEMENT IN A RESIDENTIAL SCHOOL
DETAILS OF ANY COURT ORDER	SUSAN IS SUBJECT OF A 44(1)(b) SUPERVISION ORDER WITH A CONDITION OF RESIDENCE IN WILTON CHILDREN'S UNIT - LAST HEARING ON 26/11/90

THIS FORM MUST BE ACCOMPANIED BY:-

- Academic School Report (including I.Q. information.
- Educational Psychologist's Report
- Psychiatric Reports (if available)
- Medical History
- Social Enquiry Report

NAME OF SOCIAL WORKER [REDACTED]

ADDRESS SOCIAL WORK DEPARTMENT, 8 SOUTH
BEACH, MUNICIPAL BUILDINGS, TARBOLTON

DATE: 13/12/90

TELEPHONE NO. TARBOLTON 316666

Social Work Department

Director: [REDACTED]

Municipal Buildings
8 South Beach
Troon KA10 6EF



**Strathclyde
Regional
Council**

A nuclear-free zone authority 

An equal opportunities authority

Tel [REDACTED]

Our ref [REDACTED]

Your ref

If phoning or
calling ask for [REDACTED]

Date 14 December 1990

[REDACTED]
Good Shepherd Centre
Bishopton
Renfrewshire

Dear [REDACTED]

Re: Susan Murray (11.11.75), c/o Coylton Children's Unit, Coylton, Ayrshire

I am returning the completed Application Form in respect of the above-named girl.

I have sent the Medical Consent form to her mother for her signature and will forward it to you when it is available.

I am also enclosing the last School Report (June 1990) from Woodlands School and a copy of a B.A.A.F. Medical Form which may provide the medical information you require.

I realise that other documents requested are not in the 'package' but I have already sent Reports which I think will cover the relevant information.

I believe that [REDACTED] Educational Psychologist will have also sent information including Psychological Report.

If you require additional information, please let me know and I will be pleased to forward the same.

Thank you for your assistance.

Yours sincerely

[REDACTED]
[REDACTED]
Social Worker

WOODLANDS SCHOOLCLASS REPORTName: SUSAN MURRAY Date of Report: JUNE 1990Date of Birth: 11.11.75 Date of Admission: 28.8.89

Class: _____ Class Teacher: _____

Statutory Leaving Date: _____

Head Teacher's CommentsSigned: 15
14
13
12
11
10
9
8
7
6Age at Test: 10.5

Reading Age:

Spelling Age: 9.8

Maths Age: 9.9

Was:

Was: 9.3

Was: 9.3

Subject: MATHEMATICS

Susan has been working well recently and showing steady progress. I feel her progress would be even greater if she was a better "listener" and showed more patience. She has just finished the first year of her Standard Grade course and is coping quite well.

Tutor: [REDACTED]

Subject: ENGLISH

Susan has settled well into the Standard Grade course this term and seems to be putting a lot more effort into her work than previously. She is still inclined to shout out in class on topics unrelated to the subject but has greatly improved in this area. In class discussion Susan's views are sensible and mature and she listens well to those of others. She tends to rush her written work so that the quality is not always as high as it should be.

Tutor: [REDACTED]

Subject: SOCIAL & VOCATIONAL SKILLS

As Susan's behaviour and attitude continue to improve she begins to show what a pleasant, hard working girl she really is. She generally applies herself diligently to written assignments and makes sensible and mature contributions to discussion. In practical situations, e.g. Tuck Shop and Coffee Morning for old folks, she has proved to be most willing, co-operative and trustworthy.

Tutor: [REDACTED]

Subject: LEARNING SUPPORT

Tutor: [REDACTED]

Subject: ART

Susan enjoys Art and always works very hard. She has done some very good work and is never a problem in class. Susan is studying "Tourism" as part of her Standard Grade Art exam at the moment and has produced good results.

Tutor: [REDACTED]

Subject: SCIENCE

Susan has shown a marked improvement both in attitude and behaviour. This is reflected in her improved work. She can manage well in most allotted tasks usually unsupervised. We are approximately halfway through the Standard Grade course presently studying the core topic "Environments". With continued application we can expect Susan to do very well in the final exam next May.

Tutor: [REDACTED]

Subject: P.E.

Susan has just recently really started to apply herself to the task of improving her performance in P.E. and is making the most of her ability. If she maintains this mature, hardworking attitude she should achieve a good practical performance grade. Much improved all round.

Tutor: [REDACTED]

Agency

Address

Social Worker

Telephone

Medical Adviser

Telephone

If any problems arise in completing this form please contact the Medical Adviser

MEDICAL REPORT AND FUNCTIONAL ASSESSMENT OF CHILD 5 YEARS AND OVER REFERRED FOR ADOPTION OR RECEIVED INTO CARE

Child's surname

Forename(s)

Also known as

Date of birth

Ref No.

Date of examination

Age at examination

IMPORTANT The following information should be available to the doctor making the examination. He/she is asked to tick all which are provided

Any recent medical report

Growth charts to date

Medical history (including record of immunisations)

Psychologist's report (if any) ✓

Any other relevant specialist reports

Perinatal history of child

Family history of parents ✓

List of placements/caregivers

List of nurseries/schools

Recent school report

Social work report ✓

Profile of behavioural and emotional well-being ✓

THE CHILD SHOULD BE ACCOMPANIED BY THE CURRENT CAREGIVER— please give name and indicate if absent.

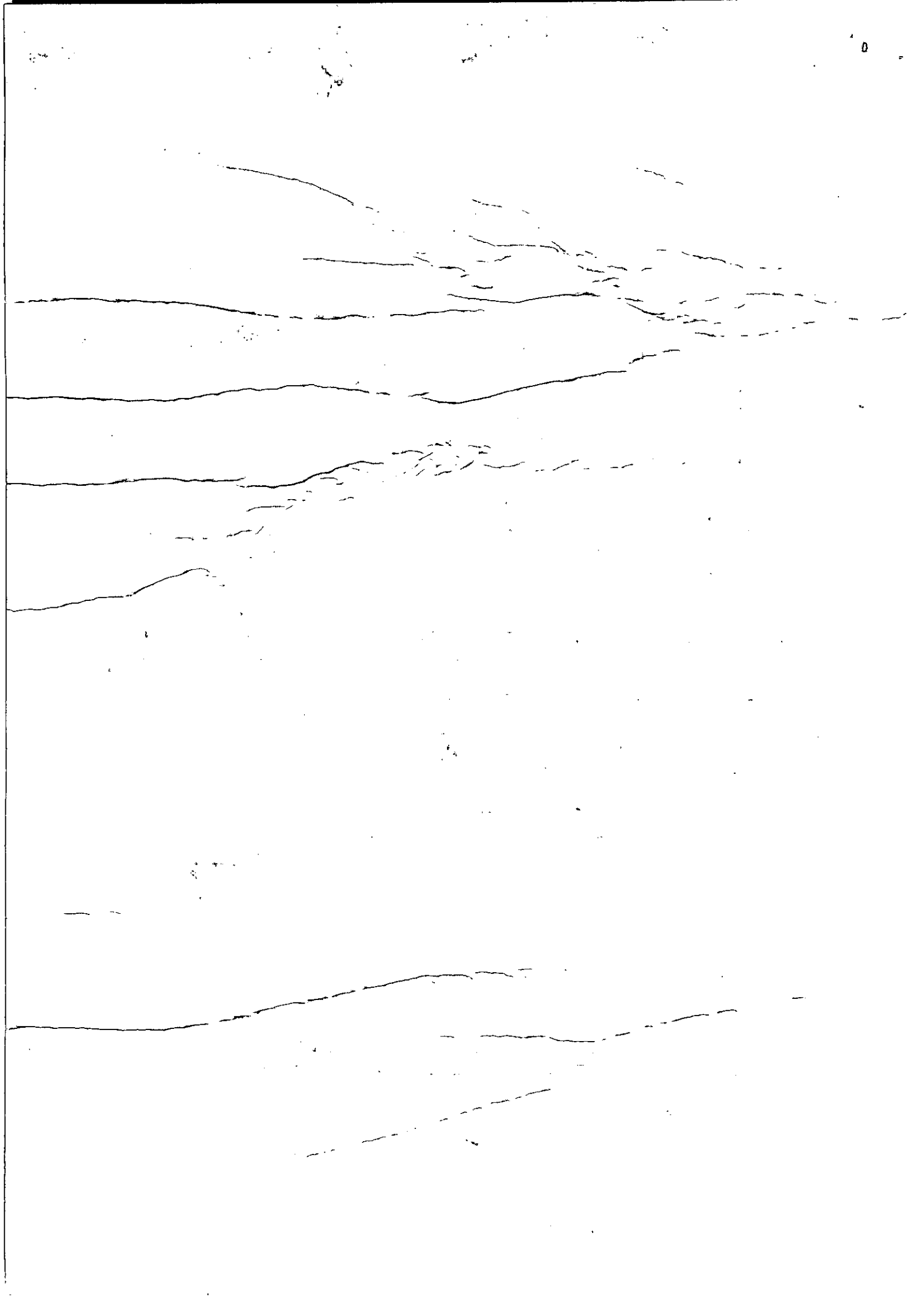
1. Summary by examining doctor of anything in the collected information which is likely to be relevant to the child's present condition or future prospects (eg. genetic conditions in family; obstetric or neonatal complications; disability; previous illness, accidents and operations; history of growth, development, speech and learning; traumatic events; frequent changes of caregiver etc.)

Depressed, sad girl, had taken overdose of tabs. 2/52 ago - at present is recovering from acute liver damage caused by overdose.

2. Is the child attending hospital or receiving any medication or other treatment?

No medication

Discharged from hosp. 1/52 ago - was seen by Dr. Chapman → to have follow up by a Community Psychiatric nurse.



PHYSICAL EXAMINATION		Date	Age
Height	144 cm	156 cm	10 1/2
Weight	30 kg	30 kg	10 1/2
Head circumference	50 cm	50 cm	10 1/2
General appearance/Impression of child (note any dysmorphic features)			
Pale, sad looking girl			
Skin/hair		Clear	
Mouth/state of teeth		Healthy - only 1-2 fillings	
Spine/limbs/feet		Slight tinea pedis - otherwise NAD	
E.N.T.	Auriscopic examination	R	L
	Hearing (state assessment method)	Low freq. ↓	Low freq. ↓
	Nose and throat	T ₁ +, T ₂ are dull	
EYES	Ophthalmoscopy: media	OK	OK
	retina	Fundi NAD	
	Vision: acuity (state assessment method)	Snellen	
any defects?		6/6	6/6
Respiratory system		NAD	
Cardiovascular system (inc BP and pulses)		100/50 pulse 100 I - II - pure	
Abdomen (inc hernias)		Soft, no liver spl. palpable	
Genitalia		✓ slight congenital tenderness abd.	
Sexual maturation		Pubic hair +	
NEUROLOGICAL SYSTEM	Cranial nerves	NAD	
	Motor:		
	posture	good	
	gait	OK	
	tone	normal	
	power	normal	
	co-ordination	good	
	reflexes (state if absent)	normal plantar ↓	
	abnormal movements?		
Sensory	NAD		
Any other observations?			
TEST RESULTS	Urine, blood etc as appropriate (list below and give result and date)	Result	Date
	9.2.89	Blood - saw haemolysed trace otherwise NAD	9.2.89
CONCLUSION	Summary of child's physical status (please specify any problems and state whether further investigation and/or follow-up examination is required)		
Depressed girl. Slight hearing defects - review - possibly fluctuating - conductive Rash L. foot - athlete's foot → Cream if nec.			

FUNCTIONAL ASSESSMENT

Gross motor

normal

b. Visual and fine motor

normal

c. Language and speech

i. attention span

ii. comprehension

iii. expressive language/
articulation

average

d. Behaviour during interview

i. rapport

ii. co-operation

iii. awareness and general
understandingworried but cooperative
girl.

Overall impression

Sad pleasant girl.
keen to cooperate.

GENERAL CONCLUSIONS AND RECOMMENDATIONS (taking account of history, functional assessment, specialist reports and profile of behavioural and emotional well-being)

Are there any problems in relation to the following areas? (If 'yes' specify nature of problem and indicate what action is required)

	Yes/No	Comment	Action required
Gross motor	NO		
Fine motor	NO		
Language and speech	NO		
Behaviour	YES	Depression, attention seeking behaviour	
Learning	NO		
Relationships	NO		
Any other observations?			

Signature of examining doctor ..

Qualifications

HMD*

Name in capitals ..

Address

Community Medicine Dept.

Telephone

Int. 74191

Ayrshire central hosp. Irvine

Date

9.2.89

AudiöScope™ Screening Results
25dB HL

Patient Susan Murray Cojtan
Tested by [Redacted] Date 9-2-89

	Y = Response		N = No Response	
Right Ear	N	N	Y	Y
Left Ear	N	N	Y	Y
	500	1000	2000	4000
Frequency (Hz)				



State Street Road, Box 220
Skaneateles Falls, NY 13153-0220
USA

Form 230107-2

Reorder No. 55230

Social Work Department
Director: [REDACTED]

Municipal Buildings
8 South Beach
Troon KA10 6EF



A nuclear-free zone authority

An equal opportunities authority

Tel [REDACTED]

Our ref [REDACTED]

Your ref

If phoning or
calling ask for [REDACTED]

Date 8 November 1990

[REDACTED]
Good Shepherd Centre
BISHOPTON
Renfrewshire

Dear [REDACTED]

RE: SUSAN MURRAY (d.o.b. 11.11.75).

PRESENT ADDRESS: COYLTON CHILDREN'S UNIT, COYLTON, AYRSHIRE

I refer to our recent telephone conversation when we discussed the above-named young person in relation to applying for a Day Placement.

I am enclosing some relevant reports which I hope will give you some background to Susan's situation.

I have also contacted [REDACTED] Educational Psychologist who will send you relevant educational reports.

Any further information which you require, I will be happy to supply.

Yours sincerely

[REDACTED]
[REDACTED]
[REDACTED]
Social Worker

encs

Social Work Department
Director: [REDACTED]

Municipal Buildings
8 South Beach
Troon KA10 6EF



**Strathclyde
Regional
Council**



A nuclear-free zone authority

An equal opportunities authority

Tel [REDACTED]

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I am enclosing some relevant reports which I hope will give you some background to Susan's situation.

I have also contacted [REDACTED] Educational Psychologist who will send you relevant educational reports.

Any further information which you require, I will be happy to supply.

Yours sincerely

[REDACTED]
Social Worker

encs

REVIEW REPORT

TO THE CHILDREN'S HEARING

Date of Review

Outcome

Name

SUSAN MURRAY

Date of Birth

11.11.75

Current Address

COYLTON CHILDREN'S UNIT

COYLTON

School Attended

WOODLANDS RESIDENTIAL SCHOOL

NEWTON STEWART

Home Address (if different from above)

4 MANSEFIELD ROAD

TARBOLTON

Religion

PROTESTANT

Reason for Review

Susan's failure to return to Woodlands School
as named on her Supervision Order.

By whom requested

Social Work Department

Significant Family Changes since last Report

There has been an increase in Susan's contact with her Mother and family in Tarbolton.

Changes of Social Worker and/or Methods of supervision

Contact with other Agencies

 Educational Psychologist.

 Consultant Child Psychiatrist,

Douglas Inch Centre, Glasgow.

Report compiled by

Date School Report Obtained

Date Report Completed

10 October 1990

Date Sent to Reporter

10 October 1990

Signed

Designation

Social Worker

MAIN BODY OF REPORT

Points to be covered.

1. Nature and extent of contact with the child, family and other persons or agencies.
2. Plan of work; Were the Aims and Objectives achieved? Were they changed or modified?
3. Opinion as to the future development of the child and his/her situation— including views of child/parents.
4. Possible options.

1. Nature and extent of contact with the child, family and other persons or agencies.

There has been regular contact with Woodlands School, Coylton Children's Unit, Susan's family, her befriender and, of course, Susan.

2. Plan of work; Were the Aims and Objectives achieved? Were they changed or modified?

Susan last appeared at a Children's Hearing in July 1990 when her Supervision Order naming Woodlands School was continued. Susan went on holiday to Devon with the School and spent the remainder of her summer holiday at Coylton Children's Unit. On her return to Coylton, Susan spoke of being bullied by other pupils and was reluctant to consider a return as scheduled in August at the start of the new term. We attempted to talk to Susan about appropriate ways of having previous decisions changed, such as the forum of a Child in Care Review, but she clearly had made up her mind that she would not return to Woodlands and to underline this assertion, she took an overdose of painkillers which resulted in her overnight admission to Hospital for lavage and observation.

Following this, we attempted negotiations with Susan and Woodlands staff in order to resolve the issues which she had raised as being problems for her in Woodlands. However, Susan assumed an intransigent position. Before making a final decision about Susan's return to Woodlands, we enlisted the help of [REDACTED] Consultant Child Psychiatrist from the Douglas Inch Centre in Glasgow. [REDACTED] had seen Susan previously and we felt that his advice on the problem would be invaluable.

Following [REDACTED] visit to Susan, we convened a Child in Care Review on 18.9.90 and the consensus of opinion was that we should not force Susan back to Woodlands but that her place there would be held open on a limited basis pending a resolution to the problem. The Woodlands staff have also made a commitment to supporting Susan in whatever way is appropriate to allow her to move into an alternative schooling situation. It was agreed that Susan should retain Coylton as her home base and that we should seek an alternative Day attendance educational placement in the meantime. At present, [REDACTED] Educational Psychologist has placed a request before the Education Department for a placement in a new Day Attendance project in Kilmarnock. We hope to have word about that in the very near future. As alternatives to that option, we have also identified Day Pupil status at Kerelaw and Good Shepherd Residential Schools. The feasibility of these is not yet known, but we would hope to have a decision by the time we come to a Hearing. Mainstream schooling is also a possibility but would not be our preferred choice as Susan has had problems with mainstream in the past.

/In terms

In terms of the other areas of Susan's life, she is well placed at Coylton at present but we are still considering the prospect of Community parents for Susan - no appropriate family has yet been identified. Susan has established a good relationship with her Befriender whom she sees regularly. She has also had regular visits to her family in Tarbolton which has the benefit of maintaining the relationship without the expectation of a return home.

3. Opinion as to the future development of the child and her situation.

Susan should certainly remain in Coylton in the meantime and we are hopeful that we will have an alternative educational option by the Hearing date.

Susan's mum agrees with our plans.

4. Possible Options

We would hope to be in a position to place a day attendance option before the Hearing by the Review date when we would be asking for a variation in the Order to accommodate that change.



Social Worker

Minutes of Review Meeting

Murray v. Woodlands School

FORM

Date of Review: 18 September 1990

Name of Home: Woodlands Residential School - Term time

Coylton Children's Unit - weekend and holiday base

Name of Child: SUSAN MURRAY

Field Case Paper No:

Date of Admission: Admitted to Coylton - 27.10.88 Started Woodlands - 28.8.89

Date of Birth: 11.11.75

Areas of concern as indicated in residential review form:

Areas of concern as indicated in Social Worker's review form:

- (a) There has still been no contact initiated by family.
- (b) The reason for this extraordinary review is Susan's refusal to return to Woodlands after the summer holidays. Susan has alleged that she is bullied at Woodlands and wishes to return to mainstream schooling. In order to ensure that she was not returned Susan took an overdose in August and has threatened to repeat her action should we force her to return.

Summary of Discussion:

The review began with introductions and distribution of the Social Worker's review form. The Chairman then recapped on the decisions taken at the last review held on 12.6.90.

The main purpose for today's meeting is to discuss Susan's refusal to return to Woodlands and explore alternative options to enable Susan to return to full time education.

The Chairman then asked the Officer in Charge, Coylton Children's Unit to update the review on the current situation. [REDACTED] stated that Susan had been involved in a couple of incidents over the holiday period ie leaving the building without permission, and on an occasion Susan, along with a group of other children within the unit, locked themselves in a bedroom and caused £300 worth of damage to the room. The most serious incident however was on 19 August 1990 when Susan took an unspecified number of paracetomal tablets in refusal to return to Woodlands School. Susan has been occasionally depressed and in one instance she mutilated her forearms. The incident was not serious in terms of the injury but it was disturbing for those who witnessed it.

Susan went on holiday to Devon as planned with staff and pupils from Woodlands School. However during the holiday it became very apparent to staff that Susan was being bullied and she was moved into the staff chalet.

REVIEW PROCEDURE

Minutes of Review Meeting continued

Decisions taken (specifying action to be taken and by whom):

1. Susan to remain at Coylton.
2. Social Worker to return to Children's Panel with recommendation to vary Order to allow Susan to remain at Coylton.
3. Social Worker and Educational Psychologist to discuss educational needs with Susan until next Panel.
4. Ask Woodlands School to keep placement open for Susan until Children's Hearing.
5. Meeting to be convened prior to Children's Hearing to look at educational options available to Susan.
6. Access to family to continue at Susan's discretion.
7. Access to [REDACTED] to continue as before.

Date of next review:

Monday 26 November 1990 at Coylton Children's Unit

Names and Designations of review panel:

[REDACTED] Senior Social Worker/Chairman
[REDACTED] District Officer (Child Care)
[REDACTED] Social Worker
[REDACTED] Psychologist
[REDACTED] Educational Psychologist
[REDACTED] Officer in Charge, Coylton
[REDACTED], Befriender
Susan Murray, Subject

Apologies

[REDACTED] mother
Representative from Woodlands School

Chairman of
Review Meeting: [REDACTED]

Designation: *Senior Social Worker*

Date: *1/10/90*

CIC Review re Susan Murray (continued)

Since the holiday in Devon Susan has been adamant that she would not be returning to Woodlands School at the beginning of the new school term. Staff from Woodlands school have stated that they would do all they could to enable Susan to return to the school. Staff from the school visited Susan at Coylton to try and establish the problem and accommodate any necessary change. However Susan would not co-operate with them. If the decision of the Review were to be that Susan would be returning to mainstream education they would do all that was possible to support this move and the placement at Woodlands School would be held open for a limited period of time.

██████████ stated that she was particularly concerned how Susan effects change by self-mutilation, gestures such as overdosing rather than by negotiation. ██████████ felt that Susan had matured considerably over the past 18 months since she first saw him, although her problems are very similar, she is more able to cope with pressures.

Susan has stated very strongly that she wishes to return to mainstream schooling. However debate then followed as to how able Susan would be to cope with the pressures of a large classroom and the impersonal setting of teacher/pupil relationship in relation to the present small classroom setting at Woodlands. ██████████ stated that children who are unable to cope with mainstream schooling are placed within schools equipped to help children with special needs. Susan was prepared to attend a residential school as a day pupil provided that her home base would be Coylton and she could return there on a daily basis.

After lengthy discussion the meeting agreed to allow Susan to remain at Coylton as her home base, however an emergency hearing would have to be requested to persuade the Panel to alter the place of residence on Susan's Supervision Requirement Order. The Social Worker has already informed the Reporter of Susan's decision not to return to Woodlands School. Until the next Children's Hearing has been convened ██████████ and ██████████ will explore possible options of schooling with Susan. A meeting will be held prior to the Children's Panel to enable the Social Worker to present a package to the Hearing of clear decisions and future plans regarding Susan. ██████████ advised Susan that she would need to present her case to the Children's Panel and convince them that she is in full agreement with the department's plans and is willing to comply with them.

Access to Susan's family was then discussed and it was agreed to allow this to continue as previous, at the discretion of Susan. Contact with ██████████ ██████████ Befriender should continue as previous.

Minutes of Review Meeting

FORM E

Date of Review: 17 August 1989

Name of Home: Coylton Children's Unit

Name of Child: Susan Murray

Field Case Paper No:

Date of Admission: 27.10.88

Date of Birth: 11.11.75

Areas of concern as indicated in residential review form:

1. Susan is still an unhappy girl, she seldom smiles and constantly seeks attention.
2. Over the past month she has become very niggly and impatient with her peer group.
3. Since visiting Woodlands Residential School in July she has become a little anxious and apprehensive and it has shown in her general behaviour.

Areas of concern as indicated in Social Worker's review form:

As above

Summary of Discussion:

The review was started with introductions, and the chairman distributing the residential social worker's report. The chairman asked the keyworker from Coylton to give a brief update on the current situation. [redacted] indicated that since the last review on 22 May, a place at Woodlands Residential School at Newton Stewart has been found for Susan, and that since the last review her behaviour has become a good deal better and she seems a little happier. However since her visit to Woodlands she has become a little bit anxious and apprehensive about her imminent start at school. The care staff feel that this has been reflected in Susan's behaviour within the unit on occasions, and is sometimes observed to be looking rather sad. However Susan presents no real problem within the unit, and has coped well with the summer holidays and other residents going back to school this week. Susan seems determined to make a go of Woodlands School, and both she and her mother were impressed with the visit to the school on Monday 24 July. Since that time Susan has had telephone contact with the staff at Woodlands School. The chairman then asked the social worker to give a brief update of the current situation. [redacted] the social worker informed the review that Susan has now had three direct contacts with the residential worker since visiting the unit. Susan has visited the school with her social worker, mother and key worker from Coylton on 24 July. It is expected that the admission date is likely to be 28 August, when Susan would go to Woodlands School for a trial period returning on Friday afternoon to appear at a Children's Hearing on Monday 4 September 1989. The review agreed that the recommendation to the Children's Panel for that review would be that Susan should remain on a 44(1)(b) but it should be naming the school. There should be two conditions added to the order, the first being that her weekend home base should be at Coylton

(continued on separate sheet)

Continued overleaf ►

Minutes of Review Meeting:

Susan Murray

Summary of Discussion (Continued)

Children's Unit with an option of spending part or all of some of her weekends with her mother and family in Tarbolton. Susan's bed will be kept for her by the Child Care Team at Coylton while she is at Woodlands School. Transport to and from Woodlands School will be arranged by the school. It is expected that Susan will return on the Friday afternoon from Woodlands and be picked up again on a Sunday before school on Monday morning.

Access was also discussed, and it was felt by the review that Susan should continue to have contact during the day with her grandmother, i.e. day visits, and access to her mother and family in Tarbolton as appropriate.

The educational psychologist informed the review that her colleagues spoke very highly of Woodlands School at Newton Stewart, and would appear to fulfill all of Susan's needs. The educational psychologist has also observed Susan's apprehension about going to Woodlands School, and feels that this is a more normal reaction than Susan's previous reactions to changes of school.

██████████ also told the review that she feels very positive about Woodlands School and was very impressed during her visit. ██████████ also indicated to the review that Susan could return to her at weekends at any time, and she would be able to cope with the short notice.

Susan's Form E is yet to be completed by the social worker, and this process should be ongoing between now and the next review. It was also agreed with the Educational Psychologist that future child in care reviews would be combined with Educational Reviews at Woodlands School. There would be a review some time in December before Christmas to review Susan's first term at Woodlands School.

Decisions taken (Continued)

5. Susan's starting date at Woodlands School is expected to be 28.8.89
6. Reviews from now on will be joint reviews between the Education Department, Social Work Department and Woodlands School.
7. Susan's Form E to be completed by the social worker and sent to Family Finding Team with a view to looking for community parents.

Minutes of Review Meeting continued

Decisions taken (specifying action to be taken and by whom):

1. Susan to remain at Coylton meantime.
2. Weekend leave at Woodlands School should be based at Coylton Children's Unit, and her bed to be kept by the Child Care Team to facilitate this.
3. Susan's access to her grandmother should continue at Susan's discretion, but only be day visits. Susan's access to her mother and family in Tarbolton should be jointly negotiated between Coylton Children's Unit, [REDACTED] and Susan, during her weekend leaves from Woodlands.
4. Recommendation from the Child in Care Review to the Children's Hearing on 4.9.89 is that Susan should remain on a 44(1)(b), but naming Woodlands School, with 2 conditions, that Susan's weekend and home base is Coylton Children's Unit and that the second condition should be that access to her Mum should be negotiated over weekends with the unit and her mother.

(Continued on separate sheet)

Date of next review:

Date of next review will be early in December, date to be arranged. It will be a joint review between Education, Social Work and Woodlands School.

Names and Designations of review panel:

[REDACTED] Chair/Senior Social Worker
 [REDACTED] Social Worker
 [REDACTED] Educational Psychologist
 [REDACTED] Care Officer, Coylton
 [REDACTED] Susan's Mother
 Susan Murray, Subject

Apologies:

[REDACTED] Officer in Charge, Coylton
 Key Worker, Coylton
 District Officer (Child Care)

Chairman of
 Review Meeting

Designation:..... Senior Social Worker

Date:..... 17 August 1989



Social Work Department

REPORT

TO THE CHILDREN'S HEARING

Date of Hearing

Outcome

Name

Susan Murray

Address

Coylton Children's Unit, Woodhead Road, Coylton

Parental address: 7 Mansefield Road, Tarbolton

Grounds of Referral
44(7) transfer

Date of Birth

11.11.75

School Attended

Carrick Academy, Maybole

Religion

Protestant

Basis of Report

Susan's placement with her [redacted] ceased on 10.10.88 when there was an irretrievable breakdown in the relationships there. She briefly stayed with Gran and is now in Coylton Children's Unit from 27.10.88.

FAMILY DETAILS

Name	Age	Relationship to child	Employment/School other eg. ATC	Income and Source
[redacted]	34	Mother	Housewife	Income Support Child Benefit
Susan Murray	34	Mother's cohabitee	Unemployed	
[redacted]	12	Subject	Carrick Academy	
[redacted]	11	Sister	Tarbolton Primary	
[redacted]	3	Brother	Pre school age	

Financial Situation

The family income comes from Income Support although Susan has not been part of that claim unit since 9.3.88 when she was initially received into care.

Other Agencies involved

Carrick academy, Maybole

Child Guidance, [redacted] Psychologist

Matters of Particular concern (to be listed numerically)

Susan's need to have time outwith her family to consider her present situation and future options.

Report compiled by

Date completed

1st November, 1988

Date Sent to Reporter

Signed

Designation

Social Worker

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

Susan and her sister [REDACTED] are the daughters of [REDACTED]. [REDACTED] is the oldest of 6 children who were raised in Tarbolton. Susan and [REDACTED] father was one [REDACTED] with whom [REDACTED] had a relationship during a traumatic period of her life. [REDACTED] was a psychiatric nurse in Ailsa Hospital and formed his relationship with [REDACTED] around the time that she had been involved in a car accident in which a cousin and friend were killed. The trauma left [REDACTED] at 19 looking for support which was not forthcoming from her family but was available from the girls father. He left the family when [REDACTED] was 6 weeks and made only a few more contacts when they were about 2 & 3 years respectively. His present whereabouts are unknown. [REDACTED] and her 2 young daughters became known to the Social Work Department in January 1979 when [REDACTED] was assaulted by [REDACTED] then cohabitee, one [REDACTED]. This assault led to [REDACTED] name being placed on the Child Abuse Register between January 1979 and November 1980. [REDACTED] was never part of [REDACTED] household again. In February 1980 a referral was made to the Reporter's Department on the basis of the 2 girls being outwith parental control. However, voluntary supervision was the outcome.

Contact continued until February 1984 and [REDACTED] was experiencing difficulties in coping with her young daughters. However, the situation appeared to have stabilised sufficiently by early 1984 to enable contact to end temporarily only to be reopened in November 1984 when a further allegation was investigated.

Between November 1984 and January 1986 there were 4 either direct or indirect referrals involving physical or sexual allegations. All of these were investigated and felt to be insufficient in substance to warrant police action or Child Abuse registration. Voluntary involvement continued throughout with the family and the two girls were seen separately in an effort to allow disclosure and give assurances of protection.

Susan was finally removed from her mother's care on 9.3.88 when a further incident occurred between herself and [REDACTED]. The incident involved [REDACTED] having hit Susan (she alleges punched) with the result that on the following day within the protective environment of school, Susan told her guidance teacher that she could not return home as she was 'terrified' of [REDACTED].

As a result, Susan was received into care on 9.3.88³ and initially was placed in a Children's Unit in Blantyre with a move to Netherthird Children's Unit on 29.3.88. During this time, Susan's [REDACTED] stated her interest in caring for Susan and after checks were carried out and testing out weekends took place, it was agreed that Susan would be placed with her [REDACTED] in Dalrymple on a 44(1)(a) order with a condition of residence. This arrangement started on 25.4.88. Susan and [REDACTED] names were placed on the Child Abuse Register from 16.3.88 to 22.6.88.

Susan's period with [REDACTED] cohabitee [REDACTED] and [REDACTED] young son [REDACTED] was not a settled time. Indeed after a few weeks with them Stand-by were called out to deal with difficulties being experienced in the family's capacity to deal with Susan's behaviour. On this occasion the concern seemed to centre on the belief that Susan was challenging her Aunt (who was in the early stages of pregnancy) in an effort to make her lose her temper. On closer analysis, this appeared to be Susan checking out the boundaries of her Aunt's commitment to her.

'Crises' continued to take place within the relationships, despite the fact that considerable support was offered. It had become fairly clear that the placement was under severe strain and the incident which occurred on 8.10.88 resulted in Susan's removal from [REDACTED] care and her being placed with her Gran also in Dalrymple on a short term expediency basis, on 10.10.88. By that time, both Susan and her Aunt's family were saying that the usefulness of the placement was outlived. There was no extreme behaviour exhibited by Susan other than fairly normal adolescent tension but the family could not cope with these issues.

A Hearing was held on 14.10.88 when the decision was made that Susan would be made the subject of a Place of Safety warrant and reappear at a Hearing in 3 weeks. This 3 week period would allow us to properly look at Susan's needs and make appropriate plans for her immediate future. Initially, Gran was saying very clearly that she felt that Susan should remain in her care. However, Susan was clearly not happy with that proposal stating that she required 'time out' from the pressures of being in a closely connected extended family within which considerable conflict has always existed. Obviously, at that stage, a lot of the conflict energy was being directed towards Susan.

Gran's resistance finally broke down when she became aware that Susan had spoken suicidally to a young friend and this had been repeated back to Gran. Gran therefore felt that for Susan's safety and indeed her own peace of mind, Susan would be safer out of the family. On 27.10.88 Susan was moved to Coynton Children's Unit where she has remained, happy and relieved.

This has allowed Susan to remain at Carrick Academy where she is making good progress and has established a friendship group. It will also allow Susan the 'breathing space' required to look at options for the future without the family pressure. The residential experience will further allow Susan the opportunity to look at events in her past life in the 'safety' of an environment where 'protecting' adults can assist her.

Options

At an assessment meeting held in the Social work Department on 27.10.88, the unanimous decision was for Susan to be admitted to care, outwith the family. The following options were available to us for consideration.

1. That Susan return to her natural mother. This option was not seen as viable. Susan's bond with her mother has visibly diminished over the months and indeed her mum has made very little, if any, effort to maintain contact with Susan. Susan certainly does not want to return home although she misses her younger sister and brother.

2. Susan return to [REDACTED] This was again, clearly not appropriate as the relationships between Susan and [REDACTED] family had clearly broken down to an extent where living together would be impossible.
3. Susan remaining with Gran. Susan clearly did not want this option and this was supported by Gran when she became aware of Susan's suicidal comments to her friends. Indeed, we had our own reservations about the suitability of the placement other than short term due to the presence of 2 uncles with their own separate problems in the household.
4. Admission to a Children's Unit. This appeared the best possible option for Susan given that she needed 'space' from family pressure with a safe and supported environment and is one that Susan is very happy about. She was moved to Coylton Children's Unit on 27.10.88 and has settled well.

A period in residential care will give Susan the 'time out' she needs to allow both her and the Social Work Department to look at longer term plans.

Therefore, my recommendation is that Susan be made the subject of a 44(1)(b) naming Coylton Children's Unit.

[REDACTED]

Social Worker

[REDACTED]

1st November, 1988

REPORT

TO THE CHILDREN'S HEARING

Date of Hearing

Outcome

Name

Susan & [REDACTED] & [REDACTED]

Address

Home address: 7 Mansefield Road, Tarbolton

Susan's present address: Netherthird Children's Unit, Cumnock

Grounds of Referral

Basis of Report

Departmental records dating back to January 1979 and my own three year knowledge of the family.

Date of Birth

11.11.75; 26.1.77; 1.10.85

School Attended

Susan - Mainholm Academy

[REDACTED] - Tarbolton Primary

Religion

Protestant

FAMILY DETAILS

Name	Age	Relationship to child	Employment/School other eg. ATC	Income and Source
[REDACTED]	34	Mother	Housewife)	£69.95 income support weekly & £14.50 child benefit
[REDACTED]	34	Mother's cohabitee	Unemployed)	
Susan Murray	12	Subject	ex Mainholm Academy	
[REDACTED]	11	Subject	Tarbolton Primary	
[REDACTED]	2	Subject		

Financial Situation

The family have a limited income but manage to cope on it. The family home is local authority flat to which they moved in 1987 after a long wait on the transfer list. The present house has always been found to be clean and comfortable.

Other Agencies involved

Mainholm Academy, Ayr
Tarbolton Primary
Health Visitor

Matters of Particular concern (to be listed numerically)

1. The present referral
2. Previous allegations
3. Susan's adamant stand against returning home

Report compiled by

Date completed

15th April 1988

Date Sent to Reporter

15/4/88

Signed [REDACTED]

Designation
Social Worker

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

1. Analysis of Family Background

* Susan and [REDACTED] are the illegitimate daughters of [REDACTED] [REDACTED] is the older of 6 children who were raised in Tarbolton. Susan and [REDACTED] father was one [REDACTED] with whom [REDACTED] had a relationship during a traumatic period of her life. [REDACTED] was a Psychiatric Nurse at Ailsa Hospital and formed his relationship with [REDACTED] around the time that she had been involved in a car accident in which a cousin and friend were killed. The trauma left [REDACTED] at 19 looking for support which was not forthcoming from her family but was available from the girls' father. He left the scene when [REDACTED] was 6 weeks old and made only a few more contacts when they were about 2 & 3 years respectively. His present whereabouts are unknown. [REDACTED] and her 2 young daughters became known to the Social Work Department in January 1979 when [REDACTED] was assaulted by [REDACTED] then cohabitee, one [REDACTED]. This assault led to [REDACTED] name being placed on the Child Abuse Register between January 1979 and November 1980. [REDACTED] was never part of [REDACTED] household again. In February 1980 a referral was made to the Reporter's Department on the basis of the 2 girls being outwith parental control. However Voluntary Supervision was the outcome.

Contact continued until February 1984 as [REDACTED] was experiencing difficulties in coping with her young daughters. However, the situation appeared to have stabilised sufficiently by early 1984 to enable the contact to end temporarily, only to be reopened in November 1984 when a further allegation was investigated.

The following investigated allegations have been recorded since November 1984.

1. 2.11.84 - Girls arrived at school with money from Mum's purse and were afraid to return home in case [REDACTED] hit them with a belt. This was investigated and the mother's cohabitee now of 6 years standing, [REDACTED] was instructed not to administer punishment using belt. The Case Conference felt that there were insufficient grounds to again Register the case on the Child Abuse register.
2. 21.11.84 - Referral received from W.P.C. whose 'friend', who wished to remain anonymous had seen [REDACTED] leaving the village. When challenged [REDACTED] said that she was running away because [REDACTED] had thrown her downstairs and was 'always hitting her'. Both girls were interviewed by Social Work staff and [REDACTED] stated that the story had no foundation and that she was simply 'out for a walk'. Both the girls stated that their relationship with [REDACTED] was good at that stage.
3. In April 1985 an indirect referral was made regarding Susan's allegation to a Y.O.P. Scheme trainee at the Child Guidance Clinic which Susan attended for remedial help. Susan told this person about 1 year prior to the referral that [REDACTED] touched her 'down there'. This was immediately investigated and no substance was found with Susan failing to confirm this allegation in interview.
4. 21.1.86 - The girls were questioned at school about money and during this questioning, [REDACTED] expressed fear of [REDACTED] who they stated he hit them, kept them in their bedroom and Susan alleged, entered their bedroom and got into bed with them. On investigation, this

allegation was reduced to [redacted] stating that she had felt something 'on her bed' one night. [redacted] and [redacted] explained that [redacted] had lain on top of [redacted] bed one night while [redacted] was suffering sickness - his intention was to comfort and help her. A Case Conference was held and yet again there were felt to be insufficient grounds for Child Abuse registration after this, the 5th investigated incident. However, due to my unease about the recurrent problems I spent several weeks working with the girls to facilitate any disclosure of physical or sexual abuse and I eventually concluded that no abuse was currently taking place. There had been a time during that investigation when Susan had clearly asked to be received into care. Indeed she went on a voluntary basis to an Aunt who lived adjacent to the family house. After some work was done on the relationship with [redacted] whose interventions the girls very much resent in his stepfather role, the situation appeared to settle down again until the situation which took place on 10th March 1988 and led to SUSAN'S ADMISSION TO CARE.

The details of the incident are contained within the CA1 (Initial Report) sent to the Reporter's Department but essentially centred on [redacted] having hit Susan (she alleged punched) when she failed to return a pencil case given to her by [redacted] mother. Susan had been afraid to return home but had been persuaded to do so at which point she alleges that [redacted] grabbed her shoulder and punched her on the eye. Susan had been sent to her bedroom but had gone out the window to her Aunt's house from where the Police had been called. The Police officers had allegedly stated that since the Social Work Department was involved they could do nothing. Susan was returned home and went to school next day where she approached her Guidance Teacher stating that she was terrified to go home and I in turn was contacted. The situation was investigated and indeed a medical examination supported Susan's physical abuse allegation in that the examination found her to have 'grip type' marks on her shoulder and bruising on her eye. Susan also alleged that about 2 weeks ago she had been aware of [redacted] coming into the girls shared bedroom, and getting naked into bed with [redacted]. She then alleged that she had heard whispering but couldn't make out the words and had heard [redacted] cry. [redacted] was questioned about this allegation and stated that the event had occurred about 3 months ago and had involved [redacted] coming into the bedroom and getting into bed beside her. She was asked if she had been frightened and she said yes but that nothing else had happened. She explained the incident by saying that [redacted] had got into the wrong bed because he was drunk. [redacted] well understood my line of questioning due to our previous conversations about sexual abuse. However, she did not 'disclose'.

At a Child Abuse Case Conference on 16th March 1988, it was decided that Susan's name should be entered on the Child Abuse Register - physical injury category and that [redacted] name should be entered on the 'At Risk of Sexual Abuse' category. It was also agreed that there was an uneasiness about the recurring sexual theme but that we had no grounds to remove [redacted] as she did not confirm Susan's allegation. It was agreed that she should be seen regularly and offered the assurances by myself that children require in order to feel safe enough to 'disclose' abuse. This work is in progress.

It was also agreed at the Case Conference that Susan should remain in care in the meantime. She herself was stating very clearly that she did not wish to return home or even see her mum and [redacted]. She 'blames' her Mum whose loyalty she feels is with [redacted] rather than her children. The Case Conference considered little [redacted] situation and concluded that we had no grounds

to remove him, nor had any concerns ever been expressed about him. Indeed his position in the family was felt to reflect a different and more positive parental attitude towards him, [redacted] being his father.

2. The Children

Susan is a small built, fair haired girl with a pleasing personality. She has frequently but not consistently stated that she does not like her mother's cohabitee [redacted] and that he hits them often. She has demonstrated behavioural difficulties from an early age and has had Child Guidance and Child Psychiatric input. She has demonstrated a capacity to manipulate. However we must look beyond the manipulation to why she finds this necessary and it is clear that there has been some dysfunction in relationships for her at some stage. The girls mother has stated that she has always found it difficult to relate to Susan who she feels is 'remote' and unreachable. With people outside the immediate family, Susan very readily relates and opens up. Susan expresses fear of [redacted] and a feeling of disloyalty about her mother whom she feels should have supported her.

[redacted] is of small framed and has dark hair in contrast to Susan's fair features. She has been described by her Mum as presenting problems in the past but as having settled down well of late. There had been a time around [redacted] pregnancy when [redacted] had been known to kick her mother but not so now. She appears to enjoy a 'rapport' with [redacted] where he considers that she will 'take a joke' while Susan takes offence. The girls themselves can have a stormy relationship but miss one another when separated.

Little [redacted] is a charming little boy who appears to enjoy a different position in the family from his half sisters. This can be attributed to [redacted] being his natural father. He is attractive and endearing in his behaviour and is clearly much loved by all the members of his family.

School

Susan's school report from Mainholm reflects no problems in that setting, indeed the report is very positive.

[redacted] attends Tarbolton Primary where she has been found to be 'deep' and to display temper tantrums. She has no specific school friends and gets involved in fights. However, she works well and is anxious to please.

Attitude to Grounds of Referral

Susan maintains that she will not go home due to her fear of a repeat. Due to Susan's known manipulative ability, I exercise caution. However, she has made a very clear statement about not returning home and we must acknowledge that reality.

Matters of Particular Concern

The present referral does not amount to a serious incident, however seen with the previous allegations and Susan's expression about not returning home, we clearly have grounds for concern.

Assessment and Possible Options

Susan does not wish to return home. As soon as she heard that Susan was in care, [redacted] younger sister [redacted] contacted us to ask if she could be coisidered as a potential carer.

I have met her on several occasions, carried out Police and Local Authority checks, discussed this option with Susan and her mother and the position looks very positive. Indeed Susan has spent recent weekends with [redacted] as a testing out of a longer term arrangement.

The following is an account of the Aunt's circumstances.

[redacted] is 27 years old and lives at 12 Seath Drive, Dalrymple with her cohabitee [redacted] (42) and [redacted] younger son, [redacted] aged 5, who is the child from her marriage to one [redacted] from whom she is now divorced. [redacted] has also had a previous marriage which ended in divorce in 1983. [redacted] and [redacted] have been together for several years now and see their relationship as being a long term one.

Also in Dalrymple are Susan's Gran and 2 Uncles who live with Gran. [redacted] is making a very strong commitment towards Susan who she very much wants to have in her care rather than see her in a Children's unit. [redacted] is very much with [redacted] in her proposal and has been able to take a more practical, less emotional view of the implications of caring for [redacted] sister's child.

The family live in a 2 bedroomed Local Authority house but would very quickly apply for a bigger house if Susan went to stay with them. In the meantime, Susan would share a room with little [redacted], an arrangement I see no difficulty with in the short term. David is in receipt of Invalidity Benefit due to ill-health and would be encouraged to claim Child Benefit which would allow a claim for support for Susan. I am impressed by the persistence which which [redacted] has pursued her request to care for Susan and feel that it is a better option than Susan remaining in a Children's Unit, as she would be in her own family. For Susan, a return home is out of the question at the moment.

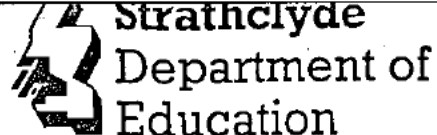
Therefore my recommendation would be that Susan be allowed to live with her [redacted] with the support of a Supervision Order.

I have no recent evidence to suggest that either [redacted] or [redacted] require compulsory measures of care, although I would still be involved due to [redacted] name being on the Child Abuse Register.

[redacted]

Social Worker

Psychological Service
6A Kilwinning Road
Vineburgh Park
Irvine KA12 8RR
Tel: [REDACTED]



Ayr Division

A nuclear-free zone authority

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 27th Nov' 1990.

Head of School,
Good Shepherd Centre,
Greenock Road,
Bishopton,
Glasgow.

Dear Sir/Madam,

Name: Susan Murray

D/B: 11.07.75

Address: c/o Coylton Children's Unit

I would appreciate consideration of Susan for a day place in Good Shepherd School. On reaching a decision, please inform me in writing - with potential admission dates and transport requirements where appropriate. To obtain further information and make any arrangements you require to consider the application, please contact: [REDACTED], Educational Psychologist at our Ayr Centre - Tel: [REDACTED].

Yours sincerely,

[REDACTED]
Depute Principal Psychologist.

Encls:

c.c. [REDACTED] Ayr Centre.

A nuclear-free zone authority 

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 9 November 1990

Form A.E.R.

APPLICATION FOR EDUCATIONAL RESOURCES

Name: SUSAN MURRAY

Name of Parent/Guardian [REDACTED]

D/B: 11.7.75

Address: 7 Mansfield Road

Address: c/o Coylton Children's Unit

TARBOLTON

School: Woodlands School, Newton Stewart

Psychologist: [REDACTED]

Other Agencies: Social Work Department; Reporter's Department

Children's Hearing Order:- YES/~~NO~~

Date of Application: 9 November 1990

Profile:

Background information is contained in the following documents which are attached:

- i) Previous application for educational resources - 9.6.89.
- ii) June 1990 school report from Woodlands School.
- iii) Review report of 13.6.90
- iv) My report of 1.10.90, outlining reasons for breakdown of Woodlands placement and request for local day provision.
- v) Minutes of recent planning meeting - 29.10.90

Intervention/Resource Proposals

- 1) Need for day placement linking to Susan's base in Coylton Children's Unit.
- 2) Whilst placement is awaited consideration to be given to Susan receiving individual tuition within Coylton Children's Unit.
- 3) Consideration to be given to the possibility of allowing Susan to informally attend Kincaidston Primary School each afternoon on a basis of providing her with some structured support.

Specific Recommendations:

- 1) Day placement at Good Shepherd Centre, Bishopton.
 - 2) Whilst awaiting placement, Susan to receive individual tuition each morning with Coylton Unit, at the level of one hour per day.
 - 3) Transport would be required to and from the Good Shepherd Centre. Initially, to establish Susan in her placement, this would require to be by taxi.
 - 4) Authorization by Education Officer is sought for Susan to attend Kincaidston Primary School each afternoon, assisting with library work, etc.
-

Psychological Service
Wills Road
Ayr KA8 9NL
Tel [REDACTED]

Principal Psychologist
[REDACTED]

A nuclear-free zone authority 

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 8 November 1990

MINUTES OF REVIEW MEETING HELD ON 29 OCTOBER 1990 IN COYLTON CHILDREN'S UNIT

NAME: Susan Murray
DOB: 11.7.75
ADDRESS: c/o Coylton Children's Unit

In Attendance

[REDACTED]

Apologies

[REDACTED]

1) School placement: The need for day placement was again discussed
Options were examined:

- i) James Hamilton Academy Unit: places are not currently available.
- ii) Kerelaw School: currently no vacancies - after Christmas at earliest. Its suitability for Susan was discussed, and concerns expressed that Susan may be unable to cope with the peer group.
- iii) Good Shepherd: Day placement at Good Shepherd is being investigated.

[REDACTED] will pass paperwork through Education Department Systems.
[REDACTED] will approach DASU. Transport would be required.

2) Susan's coping whilst awaiting placement: Susan is becoming more and more bored and unsettled during her period without an educational structure. She requires both structure and a programme of work to help redirect her energies.

Recommendations/.....

Susan Murray (11.7.75)

Recommendations

- 1) That day placement in Good Shepherd be pursued.
- 2) Whilst awaiting placement for Susan, two areas of support are required.
 - i) an interim period of tuition within Coylton Children's Unit for Susan at the level of one hour per day,
 - ii) consideration to be given to Susan being allowed to participate on a voluntary basis, in a supported programme within Kincaidston Primary School in the afternoon, Monday to Friday.

██████████ will pass these recommendations to the Education Department.

* ██████████ Head Teacher of Kincaidston Primary (who was previously Susan's Head Teacher in Tarbolton Primary) has offered a period of structured support for Susan within Kincaidston Primary. Susan would be able to participate in school activities by helping out in library duties, etc. This would help maintain Susan's interest in general school activities. This arrangement would need to be cleared by the Education Officer.

██████████
██████████
EDUCATIONAL PSYCHOLOGIST

cc ██████████ Senior Social Worker, Troon
██████████, Coylton Children's Unit
██████████ Social Worker, Troon

From

Educational Psychologist
AYR

 **Strathclyde
Regional
Council**

To

Depute Principal Psychologist
IRVINE

A nuclear-free zone authority

An equal opportunities authority

Tel  Ext

Our ref 

Your ref 1 October 1990

Date

Subject

SUSAN MURRAY (11.11.75), COYLTON CHILDREN'S UNIT

An emergency review for Susan took place on 18 September, within Coyllton Children's Unit. The following is a summary of the main points arising.

Identified Areas of Concern

1) Susan's refusal to return to Woodlands School: Susan had stated at her last review (12.6.90) that she would like to return to mainstream schooling. However, this was not felt to be appropriate at that time despite progress in classes and improvement in her confidence, as Susan had experienced periods of more unsettled behaviour where she quickly reverted to inappropriate coping mechanisms. Susan had accepted that a continuation of her placement at Woodlands School was in her best interests, with the possibility of return to mainstream being again examined at future reviews.

During a week in Devon on holiday with Woodlands School, Susan complained to staff that she was being bullied. This resulted in her being taken into the staff chalet for the remainder of the holiday.

The week prior to Susan's return to Woodlands, she took an overdose of paracetamol (this is now the third occasion - one previous attempt resulted in a level of kidney damage). Susan has stated that the overdose was a deliberate attempt to ensure that she did not return to Woodlands and that if forced to do so, she would overdose again (an action which in fact Susan is likely to follow through). Discussion took place on the reasons for Susan's adamant stance. Whilst there is some foundation in Susan's assertion that she was verbally harassed by some of the other girls, this overlooks Susan's own role in peer group difficulties and her limited ability to use more positive coping strategies.

A further dimension appears to be Susan's need to maintain regular links with her mother and also the befriender, . Thus, as well as an element of not wishing to return to Woodlands, there is also a factor of Susan wishing regular contact with significant adults in the local area.

Attempts to re-establish Susan's placement at Woodlands

Attempts have been made to maintain contact between Susan and Woodlands:

i)/.....

SUSAN MURRAY (11.11.75)

- i) Key members of staff have visited Susan both in hospital following her overdose and in Coylton Unit.
- ii) Discussion has taken place to identify Susan's concerns and provide support through offers of moving her into other units in the school etc.

Susan, however, remains adamant. These strategies of direct contact from Woodlands staff are continuing but I am not hopeful that a compromise can be reached. Susan's threat of further overdosing is probably not an idle one, having seen her lead up to similar situations in the past and I remain concerned that Susan is continuing to employ inappropriate and potentially very dangerous strategies to effect change.

Realistically, however, I feel that returning Susan to Woodlands School is probably not now a feasible option.

Alternative educational provision

Despite Susan assertions that she would like to remain in Coylton Unit and attend a local mainstream school (possibly Ayr Academy), the review meeting expressed concerns over Susan's ability to cope.

My own concerns are two-fold:

- i) Susan's peer group relationship difficulties remain. Despite high staff-pupil ratios to support her within Woodlands, she was not able to deal in a positive manner with many of the peer group situations which occurred. This level of support would not be available in mainstream.
- ii) Prior to Susan's transfer to Kyle Academy from Carrick Academy, Susan was expressing similar optimism. I feel that a 'grass is greener' perspective continues to be prevalent for Susan without realistic assessments of the demands of being part of a much larger group again.

Recommendations

Day placement would provide for Susan the small group support which she requires both educationally and socially, whilst allowing her to build the links with significant adults in her local area.

I would, therefore, recommend that Susan be considered for a place in the James Hamilton Unit.

If possible, placement to commence after the October break with the Woodlands placement ceasing at that point.



EDUCATIONAL PSYCHOLOGIST

Psychological Service
Wills Road
Ayr KA8 9NL
Tel [REDACTED]

Principal Psychologist
[REDACTED]

 **Strathclyde**
Department of
Education
Ayr Division

A nuclear-free zone authority 

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 13 June 1990

[REDACTED]
Depute Principal Psychologist
IRVINE

18 JUN 1990

MINUTES OF MEETING

Name: Susan Murray
D/B: 11.11.75
Address: c/o Coylton Children's Unit
School: Woodlands School

Date of Meeting: 12 June 1990
Venue: Coylton Children's Unit (venue changed from
Woodlands School to Coylton Children's Unit)

In Attendance

[REDACTED] Senior Social Worker
[REDACTED], Senior Family Worker, Woodlands School
[REDACTED] Social Worker
[REDACTED] Coylton Children's Unit
[REDACTED] Befriender
[REDACTED] Educational Psychologist
[REDACTED] House Parent, Woodlands.

Identified Areas of Progress

Educational Progress: The small group teaching situation has been beneficial for Susan and gains in confidence and application to work are evident. Susan has completed Year 1 of the 2 year Standard Grade Course.

General Coping: A marked improvement in Susan's overall confidence, and ability to express her wishes has been evident over the past months. Susan's links with her mother have been more positive and the level of contact has increased. Form E has now been completed by Susan and [REDACTED] with the aim of identifying community parents to help /Susan

Susan Murray (11.11.75)

Susan in the transition to independent living skills.

Identified Areas of Concern

Links between school and home base: There was a period recently where when Susan was within Woodlands School she wanted to be in Coylton Unit and vice versa. This appears to have coincided with a period of more difficult peer group relationships and reflects a reverting back to a previous pattern of behaviour.

Susan again appears to be more settled within school and is working towards achieving a 'Senior Grade' status.

After a period of ambivalence, Susan has decided to join the school in the week's holiday to Devon in July.

During Susan's weekends within Coylton Unit there have been an increasing number of contacts with her mother in Tarbolton, her grandmother in Dalrymple and [REDACTED] Befriender. Susan is also stating a wish to re-establish links with a friendship peer group in Ayr. It may be, however, that the level of choices open to Susan is in itself problematic for her.

It will be important for a member of staff in Coylton Unit to help Susan plan her weekend, when she returns from Woodlands School on a Friday. Where necessary, an extended weekend leave can be arranged, with Susan returning early Monday morning to Woodlands. This arrangement would be by negotiation with Woodlands School and Coylton Unit.

Recommendations/Further Action

- 1) Continuation of Susan's residential placement at Woodlands School next session.
- 2) Susan's home base will at present continue to be Coylton Unit. Community parents are currently being sought for Susan.
- 3) Weekend arrangements should be kept as flexible as possible, with liaison between Woodlands School and Coylton Unit.

Date of Next Review :

Monday, 26 November 1990

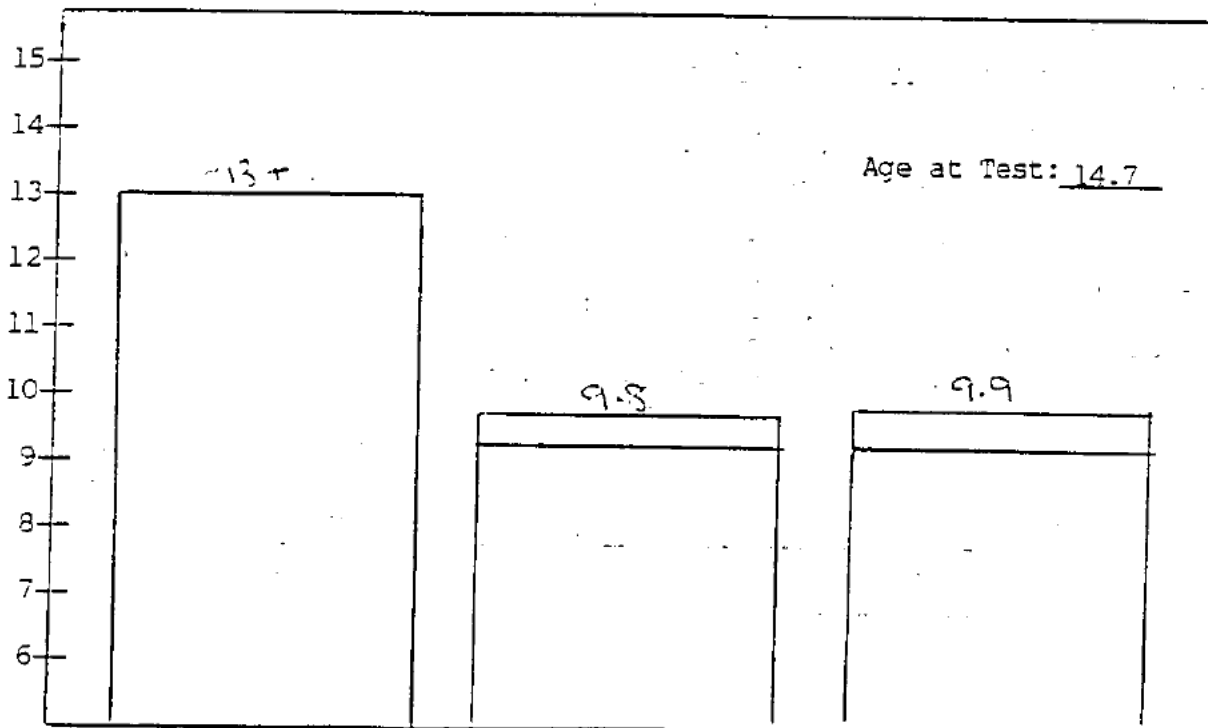
in Woodlands School.

This will be a joint Social Work Child in Care and Educational Review, incorporating a Future Needs Assessment Meeting.

[REDACTED] - Educational Psychologist

WOODLANDS SCHOOLCLASS REPORTName: SUSAN MURRAY Date of Report: JUNE 1990Date of Birth: 11.11.75 Date of Admission: 28.8.89Class: 3A Class Teacher: [REDACTED]Statutory Leaving Date: December 1991Head Teacher's Comments

A distinct improvement has been noted in Susan's attitude to class work. Her level of effort has increased accordingly. She has progressed particularly well in her reading, which is now off the top of the scale at 13+ though her comprehension requires some work. Behaviourally, she is less inclined to "follow the pack", beginning to make her own decisions which is very heartening. Halfway through her Standard Grade courses, Susan should do well if she continues this upward trend.

Signed: [REDACTED]

Reading Age: Off top of scale 13+ Spelling Age: 9.8 Maths Age: 9.9

Was: 9.3

Was: 9.3

Subject: MATHEMATICS

Susan has been working well recently and showing steady progress. I feel her progress would be even greater if she was a better "listener" and showed more patience. She has just finished the first year of her Standard Grade course and is coping quite well.

Tutor: [REDACTED]

Subject: ENGLISH

Susan has settled well into the Standard Grade course this term and seems to be putting a lot more effort into her work than previously. She is still inclined to shout out in class on topics unrelated to the subject but is greatly improved in this area. In class discussion Susan's views are sensible and mature and she listens well to those of others. She tends to rush her written work so that the quality is not always as high as it should be.

Tutor: [REDACTED]

Subject: SOCIAL & VOCATIONAL SKILLS

As Susan's behaviour and attitude continue to improve she begins to show what a pleasant, hard working girl she really is. She generally applies herself diligently to written assignments and makes sensible and mature contributions to discussion. In practical situations, e.g. Tuck Shop and Coffee Morning for old folks, she has proved to be most willing, co-operative and trustworthy.

Tutor: [REDACTED]

Subject: LEARNING SUPPORT

Tutor: [REDACTED]

Subject: ART

Susan enjoys Art and always works very hard. She has done some very good work and is never a problem in class.

Susan is studying "Tourism" as part of her Standard Grade Art exam at the moment and has produced good results.

Tutor: [REDACTED]

Subject: SCIENCE

Susan has shown a marked improvement both in attitude and behaviour. This is reflected in her improved work. She can manage well in most allotted tasks usually unsupervised.

We are approximately halfway through the Standard Grade course presently studying the core topic "Environments".

With continued application we can expect Susan to do very well in the final exam next May.

Tutor: [REDACTED]

Subject: P.E.

Susan has just recently really started to apply herself to the task of improving her performance in P.E. and is making the most of her ability. If she maintains this mature, hardworking attitude she should achieve a good practical performance grade. Much improved all round.

Tutor: [REDACTED]

Psychological Service
Wills Road
Ayr KA8 9NL
Tel [REDACTED]

Principal Psychologist
[REDACTED]

Strathclyde
Department of
Education
Ayr Division

A nuclear-free zone authority

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 13 June 1990

MINUTES OF MEETING

Name: Susan Murray
D/B: 11.11.75
Address: c/o Coylton Children's Unit
School: Woodlands School

Date of Meeting: 12 June 1990
Venue: Coylton Children's Unit (venue changed from
Woodlands School to Coylton Children's Unit)

In Attendance

[REDACTED], Senior Social Worker
[REDACTED], Senior Family Worker, Woodlands School
[REDACTED], Social Worker
[REDACTED], Coylton Children's Unit
[REDACTED], Befriender
[REDACTED], Educational Psychologist
[REDACTED], House Parent, Woodlands.

Identified Areas of Progress

Educational Progress: The small group teaching situation has been beneficial for Susan and gains in confidence and application to work are evident. Susan has completed Year 1 of the 2 year Standard Grade Course.

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Susan Murray (11.11.75)

Susan in the transition to independent living skills.

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Recommendations/Further Action

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- 2) Susan's home base will at present continue to be Coylton Unit. Community parents are currently being sought for Susan.
- 3) Weekend arrangements should be kept as flexible as possible, with liaison between Woodlands School and Coylton Unit.

Date of Next Review :

Monday, 26 November 1990

in Woodlands School.

This will be a joint Social Work Child in Care and Educational Review, incorporating a Future Needs Assessment Meeting.

[REDACTED]
[REDACTED] - Educational Psychologist

Memorandum

16 FEB 1990



**Strathclyde
Regional
Council**

From

[REDACTED]
Educational Psychologist
AYR

To

[REDACTED]
Depute Principal Psychologist
IRVINE

Subject

A nuclear-free zone authority

An equal opportunities authority

Tel [REDACTED] Ext [REDACTED]

Our ref [REDACTED]

Your ref [REDACTED]

Date 14 February 1990

SUSAN MURRAY, (11.11.75), c/o COYLTON CHILDREN'S UNIT
PUPIL AT WOODLANDS SCHOOL, NEWTON STEWART

A review for Susan was held on 31 January 1990 within Woodlands School. This review was a joint Education and Social Work Child in Care Review. The following is a summary of main point arising.

Identified Areas of Concern

Shoplifting Incident prior to Christmas Holidays: Susan had been involved, together with 3 other girls, in an organised shop-lifting group. Thefts had occurred in Newton Stewart and in Edinburgh, during school outings.

When confronted within the school, Susan had reacted badly and a short, informal suspension took place.

I had contacted [REDACTED], Principal, in writing on 29 January, expressing my concerns over the delay informing the Education Department of a meeting held with the Social Work Department within Woodlands School to examine both the incident and the school's management of it. [REDACTED] has apologised both verbally, at the review meeting and subsequently in writing for this oversight and communication breakdown. Copy of his letter is attached.

Following her brief period of informal suspension, Susan returned to Woodlands School after the holiday break and has settled down in a very positive manner.

Links with home: Susan remains very uncertain and ambivalent towards her mother. Where long periods have gone by, Susan becomes agitated if she has had no contact from her mother and yet she becomes angry if she is the one who has to request contact to be made.

[REDACTED] has agreed that she will write to Susan to retain, contact and access will continue as previously, at Susan's request, through Coylton Children's Unit.

Susan stated her wishes to be part of a family and Social Work Department will continue with the procedures involved in identifying community parents for Susan. In the interim, a link with a Befriender will be established during Susan's weekends and holidays at Coylton Children's Unit.

Identified Areas of Progress/.....

SUSAN MURRAY (11.11.75)

Identified Areas of Progress

Educational Progress: Susan is settling within classes and staff are pleased with her level of progress. Susan's mood fluctuations continue, however, although these are more manageable within the small group setting.

Copy of school report is attached.

Week-end leave: the links between Woodlands School and Coylton Children's Unit have worked well. Susan will continue to return to Coylton Unit every 2nd week-end, with additional week-ends negotiated when Susan has gained sufficient 'points' within Woodlands.

Recommendations

- 1) I would recommend continuation of the residential placement for Susan within Woodlands School.
- 2) Social Work Department will continue to pursue the procedures for Community Parents for Susan.
- 3) Social Work Department to set up Befriender system for Susan, linked to week-end and holiday leave at Coylton Children's Unit.
- 4) Meetings with Susan and [REDACTED] will be arranged with Susan's key worker from Coylton present. This will help facilitate communication.

Review

A joint Education/Child in Care Review will be held on Tuesday, 12 June 1990 at 11.30 a.m. in Woodlands School.

[REDACTED]
[REDACTED]
Educational Psychologist

Encl

WOODLANDS SCHOOL

School report on: Susan Murray for term ending: December 1989

Reading Age: 11.9

Spelling Age: 9.3

Maths Age: 9.3

(Weale Test).

ENGLISH	When Susan's attitude is right she works very well and the results are excellent. This term we have studied 'The Machine Gunners' by [REDACTED]. Susan has proved enthusiastic in discussion with very sensible and practical ideas. Written work varies with Susan's mood.
MATHEMATICS	Susan has some gaps in her knowledge of basics but when her attitude is right she is capable of overcoming many difficulties. Although sometimes negative she usually works well.
SOCIAL & VOCATIONAL SKILLS	Susan is a very co-operative and hard working pupil. Although she sometimes has difficulty in understanding she is always keen to have things explained and do what is required. She is making good progress with the 'Setting Up Home' unit.
SCIENCE	Workwise there are no complaints. A bit verbal at times but no real problem. Susan is a smart enough girl to do well if she applies herself for the final exam. We are at present just starting the 2nd core topic 'Energy'.
ART & DESIGN	Susan has some ability and her attitude is always first class. She is studying faces just now as part of her Standard Grade Art course and I have good hopes for her future.
PHYSICAL & OUTDOOR EDUCATION	Susan has done quite well during badminton this term, although she can give up all too easily and is easily distracted by others in her class. She needs to concentrate more on improving herself rather than impressing others.

Tutors Comment

In class Susan has done very well this term. In general she has worked hard and made good progress. Sometimes her attitude out of class is not co-operative and occasionally this affects her class performance.

Signed [REDACTED]

School Comment

Susan appears to be distracted and led by others very easily out of class which tends to get her into the odd spot of bother. Her effort and application in class is very satisfactory. Susan gives the appearance of a sweet, quiet little girl but I have occasionally seen a less attractive side of her personality. Nevertheless, she is a pleasant, likeable Signed [REDACTED]

Wills Road
Ayr KA8 9NL
Tel [REDACTED]

Temporary address -

Queen Margaret Academy
Dalmellington Road
Ayr KA7 3TL

Tel [REDACTED]

 Department of
Education

Ayr Division

A nuclear-free zone authority 

An equal opportunities authority

Your ref

Our ref [REDACTED]

Date 9 June 1989

Form A.E.R.

APPLICATION FOR EDUCATIONAL RESOURCES

Name: SUSAN MURRAY

Name of Parent/Guardian [REDACTED]

D/B: 11.11.75

Address: 7 Mansefield Road

Address: c/o Coylton Children's Unit
Coylton

..... Tarbolton

.....

School: Kyle Academy, Ayr

Psychologist: [REDACTED]

Other Agencies: S.W.D., Reporter's Department.

Children's Hearing Order:- YES/NO

Date of Application: 5.6.89

Profile:

1. Background Information:

Susan is the eldest of three children of a single parent family. Her mother, [REDACTED] lives in Tarbolton. Susan was received into care under a place of safety order, on 10 March 1988. She had been the subject of physical abuse by her mother's cohabitee. Susan's sister, [REDACTED], was placed on the At Risk section of the Child Abuse Register at that time, under the sexual abuse category.

From time of reception into care, Susan has had several changes of placement, as well as subsequent changes of school:

10.3.88 Susan received into care, with an initial placement in Wooddean Children's Unit, Blantyre (due to unavailability of places in Ayrshire).

25.3.88 Susan moved to Netherthird Children's Home, Cumnock. As Susan was upset when initially moving to Netherthird, she was not enrolled at a Cumnock School.

contd

- 25.4.88 Review meeting agreed to Aunt's request to have Susan live with her and her co-habitee in Dalrymple. Susan was subsequently enrolled in Carrick Academy, Maybole.
- 10.10.88 Following breakdown of Susan's placement with her Aunt, she was placed, as a temporary measure, with her grandmother who also lived in Dalrymple.
- 27.10.88 Following a Community Assessment meeting, Susan was received into care and placed in Coylton Children's Unit, Coylton. Susan continued to attend Carrick Academy.
- Feb.1988 Susan was enrolled at Kyle Academy, Ayr following a breakdown of her placement at Carrick Academy. Despite high levels of support within Carrick Academy by guidance and learning support staff, as well as multi-disciplinary approaches to supporting both school and Susan taking place, she felt unable to cope and resorted to feeling unwell, truanting and finally to an overdose of paracetamol tablets.
- 2.5.89 Susan again reported feeling unable to cope at Kyle Academy and again began to truant.
- 22.5.89 A review meeting agreed with the recommendations of educational psychologist and consultant psychiatrist, that Susan required a period of stability and support within a Residential School environment. Kyle Academy are currently providing work for Susan to complete within Coylton Children's Unit.

2. Family Factors:

[REDACTED] has always experienced difficulties coping with the children and Social Work Department have been involved with the family on previous occasions.

Social Work Report of 25 April 1988 outlines the recurrent difficulties within the family situation. Latterly, [REDACTED] has stated that she does not feel that it is possible for Susan to return home in the foreseeable future. Although she is still willing to retain contact with Susan, she has not been able to visit Susan on a consistent basis at Coylton Children's Unit. Susan herself is now ambivalent about her desire for regular contact with her mother, although it has been noticed that where several weeks pass without a level of contact, Susan becomes moody and withdrawn.

Susan has a good relationship with her grandmother but placement with her grandmother on a longer term basis is not appropriate due to the presence of an uncle in the home with psychiatric and alcohol related problems.

Susan's aunt, with whom she stayed for several months is now unwilling to consider looking after Susan and the relationship is not a positive one at present.

3. Educational Factors:

Susan was referred to the Psychological Service in mid Primary School due to learning difficulties. She attended the learning support unit within the Psychological Centre for about 18 months for additional teaching support, in addition to receiving support at that time within school. She made steady progress during this period.

Within/

Within secondary school, Susan initially was settled and coping, both educationally and socially. However, as her home background became more unsettled, difficulties within school began to appear. In Carrick Academy, she would regularly report to the sick room or would seek the attention of a member of staff for re-assurance. Animosity towards staff encouraging her to return to classes was also displayed. Indeed a stage was reached where Susan focussed all her unhappiness and anxieties on her housemaster, displaying temper outbursts when he tried to offer support.

Within Kyle Academy, Susan again received a high level of support from a member of the guidance staff but her rejection of support again became apparent when it was directed to re-establishing her in classes.

4. Personal Factors:

Susan can display varying mood swings, between optimistic enthusiasm at the start of new placements to withdrawn, depressed and at times hostile behaviours when she feels uncertain or anxious.

To an extent, circumstances have dictated several of the changes of placement and schools over the past two years. There is, however, also a strong element of Susan reverting to avoidance behaviours when she feels herself to be in a situation with which she is not happy or coping. Thus she adopts a 'grass is greener' approach to problems, hoping to move on and leave them all behind her. This is increasingly becoming a maladaptive strategy, whereby when attempts are made to sustain a situation and support Susan through it, she resorts to more extreme behaviours to attempt to effect change. The overdose of paracetamol pills would fall into this category of behaviours.

Intervention/Resource Proposals

Susan requires a period of stability and support whereby educational and emotional support can be offered within a residential placement.

She requires help in tackling relationship difficulties with adults in an environment where difficulties can be worked through and Susan shown that avoidance is not the best strategy to tackle problems. Susan's recent pattern of wishing to 'move on' when difficulties arise needs to be overcome.

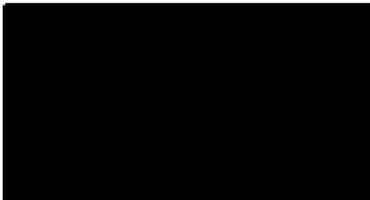
Susan requires to maintain links with her extended family and with the Children's Unit which has been her home over the last eight months.

A residential school placement is required for Susan, with Coylton Children's Unit providing a base for holidays and weekends where appropriate. This local link would also help maintain Susan's contact with her extended family.

Specific Recommendations:

A residential placement in Woodlands School, Newton Stewart, would be appropriate.

Woodlands School has also had recent experience of working co-operatively with Coylton Children's Unit.



Educational Psychologist

Social Work Department
Director: [REDACTED]

Municipal Buildings
8 South Beach
Troon KA10 6EF



A nuclear-free zone authority

An equal opportunities authority

Tel [REDACTED]

Our ref [REDACTED]

Your ref

If phoning or
calling ask for [REDACTED]

Date 22nd August, 1988.

[REDACTED]
Strathclyde Regional Council,
Child Psychological Services,
Wills Road,
AYR.

Dear [REDACTED]

Re: Susan Murray, 11/11/75
31 Barbieston Terrace,
Dalrymple.

Further to our telephone conversation of 19/8/88, I am sending you a Report dated 15/4/88 which will give you some idea of the family situation.

Susan became a member of her Aunt's household on 25/4/88 as a result of a Children's Hearing decision. She is currently the subject of a 44 1 a Order with a condition of residence.

The family composition in Dalrymple is outlined in the Report, but essentially there is Susan's [REDACTED] co-habitee [REDACTED] their young son [REDACTED] and Susan.

[REDACTED] and [REDACTED] have been finding difficulty in their care of Susan for a few months now. They feel that Susan is physically and verbally aggressive towards other children, particularly younger children. This is causing difficulties for them in the village. The other issues they are reporting concern matters of Susan's personal hygiene. The overall picture I am now getting is that they do not feel that Susan can be trusted outwith the house and that the relationship between Susan and [REDACTED] and [REDACTED] is deteriorating to an extent whereby the placement is very much under threat. I feel that [REDACTED] herself has a fairly low frustration tolerance and perhaps had an unrealistic view of the task she was taking on when she chose to take Susan into her care.

On my last visit on 15/8/88, I met a very emotionally charged group who were saying that they wanted to return to a Hearing to have the condition of residence Reviewed! However, Susan eventually asked for 'another chance' and we drew up a semi-contract with a checklist of do's and don'ts which Susan readily agreed to.

There is no prospect of Susan returning to her own family at present and I feel that she is experiencing confusion as to where she fits into her family.

Your help in meeting Susan and perhaps offering another opinion on how best we can help her would be much appreciated.

Yours sincerely,

[REDACTED]
[REDACTED] (Social Worker)

REPORT

TO THE CHILDREN'S HEARING

Date of hearing

Outcome

Name
Susan & [REDACTED]
Address
Home address: 7 Mansefield Road, Tarbolton
Susan's present address: Netherthird Children's Unit, Cumnock
Grounds of Referral

Date of Birth
11.11.75; 26.1.77; 1.10.85
School Attended
Susan - Mainholm Academy
[REDACTED] - Tarbolton Primary
Religion
Protestant

Basis of Report

Departmental records dating back to January 1979 and my own three year knowledge of the family.

FAMILY DETAILS

Name	Age	Relationship to child	Employment/School other eg. ATC	Income and Source
[REDACTED]	34	Mother	Housewife)	£69.95 income support weekly & £14.50 child benefit
[REDACTED]	34	Mother's cohabitee	Unemployed)	
Susan Murray	12	Subject	ex Mainholm Academy	
[REDACTED]	11	Subject	Tarbolton Primary	
[REDACTED]	2	Subject		

Financial Situation

The family have a limited income but manage to cope on it. The family home is local authority flat to which they moved in 1987 after a long wait on the transfer list. The present house has always been found to be clean and comfortable.

Other Agencies involved

Mainholm Academy, Ayr
Tarbolton Primary
Health Visitor

Matters of Particular concern (to be listed numerically)

1. The present referral
2. Previous allegations
3. Susan's adamant stand against returning home

Report compiled by

Date completed

15th April 1988

Date Sent to Reporter

15/4/88

Designation
Social Worker

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

1. Analysis of Family Background

Susan and [redacted] are the illegitimate daughters of [redacted] [redacted] 's - the ol
of 6 children who were raised in Tarbolton. Susan and [redacted] father was one [redacted] w
with whom [redacted] had a relationship during a traumatic period of her life. [redacted] w
a Psychiatric Nurse at Ailsa Hospital and formed his relationship with [redacted] around the
time that she had been involved in a car accident in which a cousin and friend were killed.
The trauma left [redacted] at 19 looking for support which was not forthcoming from her family.
but was available from the girls' father. He left the scene when [redacted] was 6 weeks ol
and made only a few more contacts when they were about 2 & 3 years respectively. His pres
whereabouts are unknown. [redacted] and her 2 young daughters became known to the Social Wo
Department in January 1979 when [redacted] was assaulted by [redacted] then cohabitee, one
[redacted]. This assault led to [redacted] name being placed on the Child Abuse Reg
between January 1979 and November 1980. [redacted] was never part of [redacted] household
In February 1980 a referral was made to the Reporter's Department on the basis of the 2 g
being outwith parental control. However Voluntary Supervision was the outcome.

Contact continued until February 1984 as [redacted] was experiencing difficulties in coping
her young daughters. However, the situation appeared to have stabilised sufficiently by
early 1984 to enable the contact to end temporarily, only to be reopened in November 1984
a further allegation was investigated.

The following investigated allegations have been recorded since November 1984.

1. 2.11.84 - Girls arrived at school with money from Mum's purse and were afraid to retu
home in case [redacted] hit them with a belt. This was investigated and the mother's cohabi
now of 6 years standing, [redacted] was instructed not to administer punishment us
belt! The Case Conference felt that there were insufficient grounds to again Registe
the case on the Child Abuse register.
2. 21.11.84 - Referral received from W.P.C. whose 'friend', who wished to remain anonym
had seen [redacted] leaving the village. When challenged [redacted] said that she was
running away because [redacted] had thrown her downstairs and was 'always hitting
Both girls were interviewed by Social Work staff and [redacted] stated that the story
no foundation and that she was simply 'out for a walk'. Both the girls stated that
relationship with [redacted] was good at that stage.
3. In April 1985 an indirect referral was made regarding Susan's allegation to a Y.O.P.
Scheme trainee at the Child Guidance Clinic which Susan attended for remedial help.
told this person about 1 year prior to the referral that [redacted] touched her 'down there'
This was immediately investigated and no substance was found with Susan failing to
this allegation in interview.
4. 21.1.86 - The girls were questioned at school about money and during this questioni
expressed fear of [redacted] who they stated he hit them, kept them in their bedroom and S
alleged, entered their bedroom and got into bed with them. On investigation, this

allegation was reduced to [redacted] stating that she had felt something 'on her bed' one night. [redacted] and [redacted] explained that [redacted] had lain on top of [redacted] one night while [redacted] was suffering sickness - his intention was to comfort and help her. A Case Conference was held and yet again there were felt to be insufficient grounds for Child Abuse registration after this, the 5th investigated incident. However, due to my unease about the recurrent problems I spent several weeks working with the girls to facilitate any disclosure of physical or sexual abuse and I eventually concluded that no abuse was currently taking place. There had been a time during that investigation when Susan had clearly asked to be received into care. Indeed she went on a voluntary basis to an Aunt who lived adjacent to the family house. After some work was done on the relationship with [redacted] whose interventions the girls very much resent in his stepfather role, the situation appeared to settle down again until the situation which took place on 10th March 1988 and led to this referral.

The details of the incident are contained within the CA1 (Initial Report) sent to the Reporter's Department but essentially centred on [redacted] having hit Susan (she alleged punched) when she failed to return a pencil case given to her by [redacted] mother. Susan had been afraid to return home but had been persuaded to do so at which point she alleges that [redacted] grabbed her shoulder and punched her on the eye. Susan had been sent to her bedroom but had gone out the window to her Aunt's house from where the Police had been called. The Police officers had allegedly stated that since the Social Work Department was involved they could do nothing. Susan was returned home and went to school next day where she approached her Guidance Teacher stating that she was terrified to go home and I in turn was contacted. The situation was investigated and indeed a medical examination supported Susan's physical abuse allegation in that the examination found her to have 'grip type' marks on her shoulder and bruising on her eye. Susan also alleged that about 2 weeks ago she had been aware of [redacted] coming into the girls shared bedroom, and getting naked into bed with [redacted]. She then alleged that she had heard whispering but couldn't make out the words and had heard [redacted] cry. [redacted] was questioned about this allegation and stated that the event had occurred about 3 months ago and had involved [redacted] coming into the bedroom and getting into bed beside her. She was asked if she had been frightened and she said yes but that nothing else had happened. She explained the incident by saying that [redacted] had got into the wrong bed because he was drunk. [redacted] well understood my line of questioning due to our previous conversations about sexual abuse. However, she did not 'disclose'.

At a Child Abuse Case Conference on 16th March 1988, it was decided that Susan's name should be entered on the Child Abuse Register - physical injury category and that [redacted] name should be entered on the 'At Risk of Sexual Abuse' category. It was also agreed that there was an uneasiness about the recurring sexual theme but that we had no grounds to remove [redacted] as she did not confirm Susan's allegation. It was agreed that she should be seen regularly and offered the assurances by myself that children require in order to feel safe enough to 'disclose' abuse. This work is in progress.

It was also agreed at the Case Conference that Susan should remain in care in the meantime. She herself was stating very clearly that she did not wish to return home or even see her mum and [redacted]. She 'blames' her Mum whose loyalty she feels is with [redacted] rather than her children. The Case Conference considered little [redacted] situation and concluded that we had no grounds

to remove him, nor had any concerns ever been expressed about him. Indeed his position in the family was felt to reflect a different and more positive parental attitude towards him, [redacted] being his father.

2. The Children

Susan is a small built, fair haired girl with a pleasing personality. She has frequently but not consistently stated that she does not like her mother's cohabitee [redacted] and that he hits them often. She has demonstrated behavioural difficulties from an early age and has had Child Guidance and Child Psychiatric input. She has demonstrated a capacity to manipulate. However we must look beyond the manipulation to why she finds this necessary and it is clear that there has been some dysfunction in relationships for her at some stage. The girl's mother has stated that she has always found it difficult to relate to Susan who she feels is 'remote' and unreachable. With people outside the immediate family, Susan very readily relates and opens up. Susan expresses fear of [redacted] and a feeling of disloyalty about her mother whom she feels should have supported her.

[redacted]

[redacted] is of small framed and has dark hair in contrast to Susan's fair features. She has been described by her Mum as presenting problems in the past but as having settled down well of late. There had been a time around [redacted] pregnancy when [redacted] had been known to kick her mother but not so now. She appears to enjoy a 'rapport' with [redacted] where he considers that she will 'take a joke' while Susan takes offence. The girls themselves can have a stormy relationship but miss one another when separated.

[redacted]

Little [redacted] is a charming little boy who appears to enjoy a different position in the family from his half sisters. This can be attributed to [redacted] being his natural father. He is attractive and endearing in his behaviour and is clearly much loved by all the members of his family.

School

Susan's school report from Mainholm reflects no problems in that setting, indeed the report is very positive.

[redacted] attends Tarbolton Primary where she has been found to be 'deep' and to display temper tantrums. She has no specific school friends and gets involved in fights. However, she works well and is anxious to please.

Attitude to Grounds of Referral

Susan maintains that she will not go home due to her fear of a repeat. Due to Susan's known manipulative ability, I exercise caution. However, she has made a very clear statement about not returning home and we must acknowledge that reality.

Matters of Particular Concern

The present referral does not amount to a serious incident, however seen with the previous allegations and Susan's expression about not returning home, we clearly have grounds for concern.

Assessment and Possible Options

Susan does not wish to return home. As soon as she heard that Susan was in care, [redacted] younger sister [redacted] contacted us to ask if she could be considered as a potential carer.

I have met her on several occasions, carried out Police and Local Authority checks, discussed this option with Susan and her mother and the position looks very positive. Indeed Susan has spent recent weekends with [redacted] as a testing out of a longer term arrangement.

The following is an account of the Aunt's circumstances.

[redacted] is 27 years old and lives at 12 Seath Drive, Dalrymple with her cohabitee [redacted] (42) and [redacted] younger son, [redacted] aged 5, who is the child from her marriage to one [redacted] from whom she is now divorced. [redacted] has also had a previous marriage which ended in divorce in 1983. [redacted] and [redacted] have been together for several years now and see their relationship as being a long term one.

Also in Dalrymple are Susan's Gran and 2 Uncles who live with Gran. [redacted] is making a very strong commitment towards Susan who she very much wants to have in her care rather than see her in a Children's unit. [redacted] is very much with [redacted] in her proposal and has been able to take a more practical, less emotional view of the implications of caring for [redacted] sister's child.

The family live in a 2 bedroomed Local Authority house but would very quickly apply for a bigger house if Susan went to stay with them. In the meantime, Susan would share a room with little [redacted] an arrangement I see no difficulty with in the short term. [redacted] is in receipt of Invalidity Benefit due to ill-health and would be encouraged to claim Child Benefit which would allow a claim for support for Susan. I am impressed by the persistence which [redacted] has pursued her request to care for Susan and feel that it is a better option than Susan remaining in a Children's Unit, as she would be in her own family. For Susan, a return home is out of the question at the moment.

Therefore my recommendation would be that Susan be allowed to live with her [redacted] with the support of a Supervision Order.

I have no recent evidence to suggest that either [redacted] or [redacted] require compulsory measures of care, although I would still be involved due to [redacted] name being on the Child Abuse Register.

[redacted]
[redacted]
Social Worker

Minutes of Review Meeting

FORM

F

Date of Review: 31.10.91

Name of Home: Coylton Children's Unit

Name of Child: Susan Murray

Field Case Paper No: 10001

Date of Admission: Admitted to Coylton 27.10.88. Started as Day Pupil at Good Shepherd 25.2.91.

Date of Birth: 11.11.75

Areas of concern as indicated in residential review form:

None.

Areas of concern as indicated in Social Worker's review form:

Family: Family life seems to be fairly settled in Tarbolton although [REDACTED] has spoken to me of some difficulties in relation to [REDACTED] Susan's sister. These difficulties are being dealt with by the family and may be seen in terms of normal adolescent issues.

Child-in-care: Susan was admitted to Heathfield Hospital some weeks ago following an alcohol related incident. This would appear to have been a 'one-off' situation and does not indicate an ongoing problem. Susan had been experiencing a personal medical problem which now appears to have been resolved with clear benefit to her overall health.

Summary of Discussion:

Reports from Residential Worker, Good Shepherd and Social Worker were distributed to the Review. Good Shepherd are particularly pleased with the progress Susan has made and are happy to go along with her request to stay on with them until May 1992 to sit exams then. It was noted that Susan will be sixteen on 11 November Education Department would require to sanction her remaining at Good Shepherd until next year. Educational Psychologist would support this application and undertook to write to Education Department re. same. Review members were in agreement that this was a very positive decision taken by Susan herself and that Social Work Department would facilitate Susan to complete her course of study in any way possible.

Susan has indicated that she is interested in a career in Nursing - possibly in the Forces. To help her explore this and other career options it was agreed that Coylton Children's Unit would contact [REDACTED] Special Careers Officer to set up a meeting with Susan.

Within Coylton Susan has presented as a happier, more settled girl. It is believed that since making the commitment to stay on at school and sit her exams next year she has become more settled generally. There had been an alcohol related incident in June this year but it is believed that this was a 'one-off' which could be put down to mis-judgement. There have been some health problems since the last Review but these have now been sorted out.

Contd

Continued overleaf ►

Minutes of Review Meeting continued

Decisions taken (specifying action to be taken and by whom):

- 1. Susan to remain in Coylton Unit. To move into training flat as soon as possible.
- 2. Susan to join Supported Accommodation Group.
- 3. Susan to remain at school to sit exams in May '92. To write to Education Department in support of Susan remaining at Good Shepherd - [redacted], Educational Psychologist.
- 4. To set up meeting with [redacted] Special Careers Officer. [redacted] C.C.U.
- 5. Access to family to be at Susan's discretion. Susan to notify Unit of access plans.

Date of next review:-

Tuesday, 25th February 1992 at 11 am in Coylton Children's Unit.

Names and Designations of review panel:

- [redacted] Senior Social Worker (Chair)
- [redacted] ADO (Assessment), District Child Care Team
- [redacted] Educational Psychologist
- [redacted] Social Worker
- [redacted] Keyworker, Good Shepherd Centre
- [redacted] A.O.I.C., Coylton Children's Unit
- [redacted] Keyworker, Coylton Children's Unit
- [redacted] mother [redacted] mother's boyfriend
- Susan Murray, subject
- [redacted] Minutes

Apologies: [redacted] Special Careers Officer

[redacted]
Chairman of
Review Meeting: [redacted]
Designation: Senior Social Worker
Date: 31.10.91

██████████ informed that Susan has got a place in one of the training flats within the Unit. This will be used to look at areas of domestic management and social skills in preparation for independent living. The training flat is being decorated at present and it is envisaged that Susan will move in once this work has been completed. Susan's name has been submitted to the Supported Accommodation Team for inclusion in their groups which start on 7th November.

Susan's relationships with home have also improved and it was agreed that access to family members should remain at Susan's discretion and Susan to notify staff at Coynton re. details of any planned access visits.

To cause minimum disruption to the considerable progress made the Chairman proposed that a review date be set following prelims but prior to main examinations in '92.

STRATHCLYDE REGIONAL COUNCIL - SOCIAL WORK DEPARTMENT

CHILD IN CARE REVIEW

RESIDENTIAL WORKER'S REPORT - PART 1

Date of Review: 25/2/92

1. DETAILS OF CHILD

Name of Child: SUSAN MURRAY..... Religion: C.O.F.S.....
Known As: SUSAN..... Legal Status: 441B.....
Date of Birth: 11/11/75 Age: 16.. Date of this Placement: 27/10/88

2. PLACEMENT DETAILS

Name and Address of Unit: COYATON CHILDRENS UNIT, 8 WOODHEAD ROAD..
..... COYATON..... Telephone Number: [REDACTED]....

Description of Unit:

Current Composition of Group: 7 YOUNG PEOPLE
4 BOYS AGES ONE 14, TWO 15, ONE 16
3 GIRLS ALL 16.

Key Worker: [REDACTED]

Senior Residential Worker: [REDACTED]

Time Limits Applicable (if any):

Special Features of Placement (if applicable):

3. LAST REVIEW OR MEETING AT R.I.C.

Date of Last Review: 31/10/91

Date Minutes Received: / /

Who was present from unit?

Name [REDACTED]

Designation

AOIC

KEYWORKER

4. DECISIONS OF LAST REVIEW (indicating whether they have been carried out)

1. SUSAN TO REMAIN IN COYKTON UNIT YES/NO/~~PARTLY~~
2. TO MOVE INTO TRAINING FLAT AS SOON AS POSSIBLE ~~YES/NO/PARTLY~~
3. SUSAN TO REMAIN AT SCHOOL TO SIT EXAMS IN MAY 92 YES/NO/~~PARTLY~~
4. SUSAN TO JOIN SUPPORTED ACCOMODATION GROUP YES/NO/~~PARTLY~~
5. SET UP MEETING WITH MR PICKERVANCE, SPECIAL CAREERS OFFICER YES/NO/~~PARTLY~~
6. ACCESS TO FAMILY AT SUSAN'S DISCRETION. SUSAN TO NOTIFY UNIT OF ACCESS PLANS YES/NO/~~PARTLY~~

5. PARENTAL ACCESS

Is there a formal written parental access arrangement (PA1)? YES/NO

If yes, does access take place as agreed? YES/NO

What access takes place and when?

Comment on access

ANY CONTACT WITH FAMILY IS INITIATED BY SUSAN

6. ACCESS AND CONTACT BETWEEN CHILD AND OTHER MEMBERS OF NATURAL FAMILY, FRIENDS, PREVIOUS CARERS, ETC.

NAMES	DETAILS OF CONTACT (what, when and how?)
<u>SIBLINGS</u> 	17th FEB SISTER PHONED SUSAN AT THE UNIT.
<u>OTHER FAMILY</u> 	SUSAN CONTACTED HER FATHER BY PHONE. HE VISITED HER AT THE UNIT ON CHRISTMAS DAY. THERE HAS BEEN NO FURTHER CONTACT.
<u>ADULT FRIENDS</u>	
<u>SAME AGE FRIENDS</u>	

7. CONTACT BETWEEN FIELD SOCIAL WORKER AND CHILD (what, when and how?)

██████████ VISITED SUSAN - 23-12-91
9-1-92
7-2-92

8. CONTACT BETWEEN FIELD SOCIAL WORKER AND STAFF (what, when and how?)

██████████ IS UPDATED WEEKLY ON SUSAN BY TELEPHONE. AND SPEAKS WITH STAFF WHEN SHE VISITS SUSAN AT THE UNIT.

9. SCHOOL PROVISION

School: GOOD SHEPHERD CENTRE..... Guidance Teacher: ██████████.....

Class: GROUP 5..... Educational Psychologist:.....

CONTACT BETWEEN STAFF AND SCHOOL (what, when and how?)

COMMENTS ON SCHOOL PERFORMANCE

10. HEALTH

Doctor:..... ██████████Address:.....

Last Medical: RIC / Comprehensive / Annual Date: / /

GENERAL HEALTH:

SUSAN HAS BEEN IN REASONABLY GOOD HEALTH SINCE HER MENSTRUAL PROBLEMS HAVE BEEN SOLVED.

11. OTHER AGENCIES INVOLVED WITH CHILD (including purpose, frequency and contact person). SUPPORTED ACCOMODATION TEAM. SUSAN WAS PART OF A GROUP RUN BY THE S.A.T. SHE IS NOW VISITED AT THE UNIT BY [REDACTED] EVERY TWO WEEKS

12. INFORMATION/RESOURCES (indicate if any necessary information/resources have not been available).

13. ISSUES FOR REVIEW

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

13. RESIDENTIAL SOCIAL WORK STAFF

Residential Key Worker: [REDACTED] Date: 18 / 2 / 92

Senior Residential Worker [REDACTED] Date: 18 / 2 / 92

Who will attend review?

Name

Designation

AD.I.C

KEYWORKER

Social Worker's Review Form Initial Review/Subsequent Review

FORM

D

Name of Child: SUSAN MURRAY

Date of Birth: 11.11.1975

Name of Home: COYLTON CHILDREN'S UNIT.

Date of admission: 27.10.1988 - STARTED AS DAY PUPIL AT GOOD SHEPHERD CENTRE
ON 25.2.1991.

Summary of decisions from last review (if appropriate):

1. Susan to remain in Coylton Unit to move into training flat as soon as possible.
2. Susan to join supported accommodation group.
3. Susan to remain at School to sit exams in May, 1992. Write to Education Dept., in support of Susan remaining at Good Shepherd, [REDACTED] Educational Psychologist
4. To set up meeting with [REDACTED] Special Careers Officer - [REDACTED] C.C.U.
5. Access to family to be at Susan's discretion. Susan to notify Unit of access plans.

1. Legal Position/Section under which child is in care:

Susan is the subject of a Section 44 1 (b) Order naming Coylton.

Any action indicated:

2. Current address/es of:

- (a) Parents: [REDACTED] (Susan's mother) lives with her partner [REDACTED] at
7, Mansefield Road, Tarbolton.
[REDACTED] (father) has recently been traced by Susan - this will be dealt with
later in the report.
- (b) Siblings not in care:
- [REDACTED] (young sister) lives with family in Tarbolton.
[REDACTED] (half-brother) " " " " "
- (c) Siblings in care:

N/A

3. Present situation with family since reception into care/last review:

Susan rarely has phone calls/letters from her family. When contact takes place Susan initiates it by visiting. She keeps in regular contact with her family in Tarbolton and her Gran in Dalrymple. Before Christmas Susan made contact with her father and subsequently he made a visit to the Unit. This has filled an important knowledge gap for Susan who has speculated about her father's identity for many years. Susan has been very worried about telling her mum about the contact and as a result has put off this task. Susan was worried about her mum's reaction. As a result, this information has reached [REDACTED] from some other source, and has caused Susan even more anxiety.

Continued ►

Form D continued (2 of 3)

D

4. Date/s and nature of Social Worker's contact with child since reception into care/last review:

Regular contact is kept with Susan either by my visiting the Unit, 'phoning her or occasionally Susan phones me from School or the Unit.

Susan has a tendency to become angry and upset when with me. I feel that I am a reminder to her of painful feelings about her past and relationships.

5. Date/s and nature of Social Worker's contact with family since reception into care/last review:

As there is no intention to return Susan to her family, I have very little contact with these.

6. Areas of Concern:

- (a) Family Susan is anxious about her family's reaction to her having made contact with her dad. There is also a great deal of unresolved pain for Susan in terms of her family in Tarbolton and her separation from Mum but Susan does not want
- (b) Particular reference to child in care (including progress since reception into care/last review.) to re-open these issues with Mum.

Susan has continued to progress well at Good Shepherd Centre. The progress towards the Training flats in the Unit has been slow due to practical difficulties and this is clearly frustrating for Susan. Generally, Susan is not giving us cause for concern at present. Susan has joined the Army Cadets which gives her a leisure time activity plus

7. Other agencies involved:

experience of the Services about which she thought of as a future career.

Good Shepherd Centre.

[REDACTED] - Educational Psychologist.

[REDACTED], Special Careers Officer.

8. Needs of the child (estimated length of placement, type of placement, involvement of other agencies, estimated nature of parental contact etc.):

Susan should remain at Good Shepherd Centre until she sits her exams after Easter. She is still very keen on the idea of nursing as a career - I hope that [REDACTED] will be able to help us with this area. Susan should certainly remain in Coynton and I would anticipate her move to the bedsits as taking place very soon.

Contact with the Supported Accommodation Team should continue as Susan is now 16 years of age and we need to look at life beyond Coynton at some stage.

Access should be at Susan's discretion.

Continued ►

Form D continued (3 of 3)

9. Plans for child in view of above comment (including short, medium and long objectives):

1. Susan should remain in Coynton with a move to the Semi-independence of the bedsits as soon as possible.
2. Susan should remain at Good Shepherd Centre to complete her standard grades.
3. Contact should continue with the Supported Accommodation team.
4. Access with family to continue at Susan's discretion.
5. Support Susan with her Army Cadet activities.
6. Give Susan appropriate Career advice.

9(a) Is an application for Assumption of Parental Rights appropriate? ~~Yes~~ ^X No

10. Any further comments:

None.

11. Persons who will attend review (from area team):

[REDACTED] - Senior Social Worker.
[REDACTED] Social Worker.

[REDACTED] - Minute Secretary.

Signed: [REDACTED]

Designation: Social Worker/Acting S.S.W.

Date: 24.2.1992.

GOOD SHEPHERD CENTRE

CASE CONFERENCE REPORT

SCHOOL REPORT

D.O.B. 11.11.75

SUSAN MURRAY

HOUSE: Goretti

D.O.A. 25.02.91

TUTOR: [REDACTED]

* * * * *

Susan was legally able to leave school at Christmas 1991 but because she wanted to sit her Standard Grade exams she decided to remain at school. She has been very loyal to this decision and despite a 6.30a.m. rise is at school every day. The last remark may be the cause of some of Susan's school difficulties because she is often very sleepy and as a result moody in class.

SUBJECT REPORTS

ENGLISH

Susan has a good imagination and can be creative but has very basic difficulties in English regarding grammar, punctuation etc in written work. Susan finds it very difficult to address this problem stating that she had never been able to punctuate work so why should she start now. This basic stubborn element makes her difficult to teach. I had hoped that with consistent input on Susan's part, given her creative imagination and skills in the spoken word, that she would achieve a General award in Standard Grade English. I am now doubtful of this and feel that a Foundation 5 is more likely.

MATHS

Susan is coping in this subject and will probably pass at Foundation level. She is very much more interested in quantity than in quality and will deliver pages of work without asking a question regardless of whether it's correct or incorrect. When asked to repeat incorrect work is most unwilling and very stubborn, wishing only to quickly cover more pages.

SCIENCE

She has little interest in understanding the concepts being taught but wants to write copious notes. She is very stubborn. May achieve a Foundation Standard Grade pass.

C.S.S.

Covers lots of paper with superficial knowledge. It is important to Susan to appear well ahead of everyone else. Will probably achieve a Foundation 6.

SOCIAL & VOCATIONAL STUDIES

Gives virtually nothing of herself to this subject. Susan must get home at all costs and never agrees to spend extra time in the Centre to work on a project. She maintains she is working with her I.T. group which, if she keeps/

/keeps all the notes and data will serve towards a Standard Grade mark. She will probably not go on the Residential weekend and this will significantly lower her grade.

P.E.

Where she earlier refused to attempt skills she was unsure of Susan is now much more outgoing and attempts everything. She is however always happier when somewhat isolated from the group.

HOME ECONOMICS:

Works well. Has a good background knowledge and gets on with it. Doesn't like the time wasting feature of being 'taught' anything.

ART

First to get her work out. Enjoys the subject and has talent.

NEEDLEWORK:

Susan is very moody and cannot accept criticism. She is also very stubborn. She is a lovely hand sewer and has very good colour sense.

Susan is the type of girl who could slip through the Centre without any problems being addressed because she is not pushy, slow to relate her feelings and non attention seeking.

She does however have problems with relationships, keeps close ones to a minimum and is something of an isolate.

In relation to classroom management Susan is wonderful regarding general behaviour and discipline. In the main is always pleasant and mostly co-operative with staff and all in all is a very pleasant girl.


TUTOR

25.02.92

GOOD SHEPHERD CENTRE

CASE CONFERENCE REPORT

SCHOOL REPORT

D.O.B. 11.11.75

SUSAN MURRAY

HOUSE: Goretti

D.O.A. 25.02.91

TUTOR: [REDACTED]

* * * * *

Susan was legally able to leave school at Christmas 1991 but because she wanted to sit her Standard Grade exams she decided to remain at school. She has been very loyal to this decision and despite a 6.30a.m. rise is at school every day. The last remark may be the cause of some of Susan's school difficulties because she is often very sleepy and as a result moody in class.

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She does however have problems with relationships, keeps close ones to a minimum and is something of an isolate.

In relation to classroom management Susan is wonderful regarding general behaviour and discipline. In the main is always pleasant and mostly co-operative with staff and all in all is a very pleasant girl.


TUTOR

25.02.92

Tuesday 25th Feb 11 AM 1992

Social Worker's Review Form Initial Review/Subsequent Review

Name of Child: Susan Murray

Date of Birth: 11/11/75

Name of Home: Coylton Children's Unit

Date of admission: Susan admitted to Coylton 27/10/88.
Started Good Shepherd Centre as Day pupil on 25/2/91.

Summary of decisions from last review (if appropriate):

- 1) Susan to remain at Good Shepherd and will attend either Reid Kerr or James Watt College in order to sit one or two modules.
- 2) Susan will remain at Coylton.
- 3) Susan's name to be put forward for the Independent Living Scheme at Coylton.
- 4) Access to extended family to be at Susan's discretion and if she wishes to stay overnight with her gran - this will also be at Susan's discretion.

1. Legal Position/Section under which child is in care:

Susan is the subject of a 44 1 (b) order Social Work Scotland Act - Naming Coylton Children's Unit.

Any action indicated:

2. Current address/es of:

(a) Parents: - Susan's mother [REDACTED] lives with her partner, [REDACTED] at 7 Mansefield Road, Tarbolton.

(b) Siblings not in care: - [REDACTED] - Sister lives with family in Tarbolton.
- [REDACTED] - Half-brother - lives with family in Tarbolton.

(c) Siblings in care: - None

3. Present situation with family since reception into care/last review:

Susan maintains contact with her family in Tarbolton and also her Gran in Dalmuir.

However, it is clear that Susan does not see returning to live with her family as being a viable future option.

Susan has maintained good progress both in school and at Coylton, indeed Susan is now feeling that she wishes to remain at Good Shepherd beyond her statutory school leaving date in December in order to sit her exams with a view to achieving relevant qualifications to pursue her desire to enter the nursing profession. This is a very positive decision for Susan to have made given her previous difficulties around her schooling issues.

Continued ►

Form D continued (2 of 3)

D

4. Date/s and nature of Social Worker's contact with child since reception into care/last review:

Regular contact is maintained with Susan at Coylton and frequent liaison takes place with Coylton Staff. My contact with Susan has been less than I would have wanted due to the practical issue of Susan's lengthy journey to and from school and her later arrival back in Coylton after school. However, I am always sure that Susan will contact me either directly or via residential or school staff, should she need me.

5. Date/s and nature of Social Worker's contact with family since reception into care/last review:

There has been fairly infrequent contact with Susan's Mum as this has not been necessary unless either a crisis has arisen (Susan was admitted to hospital several weeks ago following an alcohol incident) or in terms of Hearings and Reviews.

6. Areas of Concern:

(a) Family Family life seems to be fairly settled in Tarbolton, although [REDACTED] has spoken to me of some difficulties in relation to [REDACTED] Susan's sister. These difficulties are being dealt with by the family and may be seen in terms of normal adolescent issues.

(b) **Particular reference to child in care (including progress since reception into care/last review.)**

Susan was admitted to Heathfield Hospital some weeks ago following an alcohol related incident. This would appear to have been a 'one-off' situation and does not indicate an ongoing problem. Susan had been experiencing a personal medical problem (not for discussion at the Review) which now appears to have been resolved with clear benefit to her overall health.

7. Other agencies involved:

Good Shepherd Centre, Bishopton
Psychological Services, Ayr

8. Needs of the child (estimated length of placement, type of placement, involvement of other agencies, estimated nature of parental contact etc.):

Susan will be considered for the forthcoming bedsits in Coylton. We hope that this move towards independence will then be followed up by discussion with the Supported Accommodation Team to whom Susan has been referred. Susan will be 16 on 11.11.91. Susan has also indicated to us that she wants to remain at Good Shepherd Centre to continue her education until Summer 1992. We would therefore be asking the Education Department to consider funding Susan's placement until after she has sat her exams. next year. Contact at home should continue at Susan's discretion.

Continued ►

Form D continued (3 of 3)

9. Plans for child in view of above comment (including short, medium and long objectives):

Susan should remain in Coylton in the meantime with consideration of her moving into the bedsits as a starting point in her journey towards independence. Beyond that point, we would see the Supported Accommodation Team as playing a part in the next step.

In addition I would see Susan remaining at Good Shepherd to complete her exams with a view to gaining access to her chosen future career of nursing.

9(a) Is an application for Assumption of Parental Rights appropriate? Yes/No

10. Any further comments:

11. Persons who will attend review (from area team):

Susan Murray

Child in Care

Mother

Keyworker, Coylton

Senior Care Worker, Coylton

Key Worker, Good Shepherd Centre

Child Care Team Representative

Education Psychologist

Special Careers Officer

Senior Social Worker

Social Worker

Signed: [REDACTED]

Designation: Social Worker

Date: 30 October 1991

Name of Home: Coylton Childens Unit

Name of Child: SUSAN MURRAY

Date of Birth: 11.11.75

Date of Review Meeting: 31.10.91

Summary of decisions from last review (if applicable):

- (1) Susan to remain at Good Shepherd and will attend either Reid Kerr or James Watt College in order to sit one or two modules.
- (2) Susan to remain at Coylton.
- (3) Susan's name to be put forward for the Independent Living Scheme at Coylton.
- (4) Access to extended family to be at Susan's discretion and if she wishes to stay overnights with her gran this will also be at Susan's discretion.

1. Physical development since admission/last review (include details of recent accidents or illness):

- 12.06.91 - Doctor at unit to see Susan - Tummy Bug. Prescribed Calpol and Kaopectate.
- 21.06.91 - Taken to hospital after drinking a bottle of Merrydown Cider - in hospital overnight.
- 1.10.91 - Attended Doctor with urinary tract infection. Prescribed Trinethoprim.
- 9.10.91 - Attended Doctor due to menstrual problems. Prescribed Marvelon and Ferrous Sulphate.

2. Emotional Development:

Susan is a happier more mature girl looking to options for the future. She can be mature enough not to get involved in incidents but if she does allow this to happen she shows no remorse for her actions and will blatantly lie when confronted.

3. Behavioural Problems:

- 26.06.91 - Drank a bottle of cider and had to be kept in hospital overnight.
- 28.08.91 - Involved in incident of setting up another girl in unit.

Form C continued (2 of 3)

4. Contact with parents and other relatives:

4.06.91 Visited Mum.
8.06.91 Visited Mum.
26.06.91 Visited Mum.
7.07.91 Overnight at Mum's.
16.09.91 Visited Mum.
28.009.91 Visited Mum.
15.09.91 Visited Gran.
11.06.91 Visited Gran.

5. Contact with siblings:

Has contact with brother and sister when visiting her mother.

6. Contact with other agencies and comments or reports:

N/A

7. School attended: Good Shepherd

School report attached/not available Representative will attend from school.

Educational observations:

8. Leisure pursuits:

(a) Within home: TV, Music, Games

(b) Outwith home: Skating, Swimming

GOOD SHEPHERD CENTRE
CASE CONFERENCE REPORT

HOUSE REPORT

SUSAN MURRAY

D.O.B. 11.11.75

HOUSE: Goretti

D.O.A. 25.02.91

KEYWORKER: [REDACTED]

* * * * *

PHYSICAL DEVELOPMENT:

Susan is a slim attractive girl whose development is normal for her age. She has had recent health problems but has now seen a doctor and been prescribed medication which we hope will improve matters health wise.

EMOTIONAL DEVELOPMENT:

Susan has periods of feeling very down and threatened by events taking things to heart, but we are hopeful that once her health improves so will these feelings.

BEHAVIOURAL PROBLEMS:

Susan's behaviour while at the Centre is always good. It is a rare occasion when Susan has even ever answered staff back.

RELATIONSHIPS WITH GIRLS:

Susan, though quiet, gets on well with the other girls in her unit. She is helpful to girls who are unwell or feeling down.

RELATIONSHIPS WITH STAFF:

Susan is well liked by staff and has a good relationship with them. She is not attention seeking but does enjoy staff time in an appropriate way.

LEISURE PURSUITS:

Susan enjoys outings with the school.

SHORT TERM OBJECTIVES:

Susan is a Christmas school leaver but has expressed a wish to stay on at school till May to take exams. The unit staff are quite happy to go along with this.

LONG TERM OBJECTIVES:

To support Susan's wish to sit exams in the hope that this will help her get a step nearer her ambitions when she goes out into the big wide world.

AREA OF CONCERN:

Susan's health has been an ongoing area of concern to us for some time.

[REDACTED]
KEYWORKER

22nd October 1991

GOOD SHEPHERD CENTRE

CASE CONFERENCE REPORTS

NAME: Susan Murray

HOUSE: Goretti

TUTOR: [REDACTED]

D.O.B. 11.11.75

CLASS GROUP: 5

KEYWORKER: [REDACTED]

D.O.A. 25.02.91

* * * * *

ENGLISH:

Susan is an excellent worker and assuming that she maintains momentum after her official leaving date Susan should achieve a Standard Grade English pass at General level.

MATHS:

Susan is working hard in this class. She at times goes off without proper instruction and doesn't grasp the concept. She is eager to learn and willing to do extra work.

DRAMA:

Susan has been an excellent member of her group. Despite being shy she volunteers for everything and gives of her best.

NEEDLEWORK:

Susan is not very fast at Needlework but she makes a nice job of it. She always looks worried and doesn't seem to be enjoying sewing but I think she does.

ART:

Susan is a positive and mature member of the class group. She continues to make positive progress.

CONTEMPORARY STUDIES:

Susan is a very mature girl in the class group. She is coping well with the Standard Grade programme she is following and providing her present attitude continues, should achieve a reasonable grade. Susan is an asset to the group.

HOME ECONOMICS:

Susan is an asset in the group. She listens to instruction but is not afraid to ask for further directions. She has a reasonable knowledge of all basic processes and is interested in her work.

PHYSICAL EDUCATION:

Susan is working on the Leisure Unit for her Soc & Voc Skills Standard Grade. She is very co-operative and listens to instructions. I find Susan to be pleasant to me and others. Susan is working well and her attendance is good.

RELATIONSHIPS WITH STAFF/PEERS:

Susan relates well to both staff and peers. She can discuss her worries openly and tries to act on any advice. She can keep herself out of nonsense and knows how to behave appropriately. Susan is a pleasant girl.

ACADEMIC POTENTIAL:

Susan is being presented for 5 Standard Grades in May 1991. She is working well and with continued hard work it is hoped she will gain 5 passes. Susan's attendance at school is good.

31st October 1991

Minutes of Review Meeting

Date of Review: 3 May 1991

Name of Home: Coylton Children's Unit

Name of Child: Susan Murray Field Case Paper No:

Date of Admission: Susan admitted to Coylton 27.10.88
Started Good Shepherd Centre 25.2.91.

Date of Birth: 11.11.75

Areas of concern as indicated in residential review form:

Areas of concern as indicated in Social Worker's review form:

Family: Susan's future does not appear to be with her family.

Particular reference to child in care: Susan has been telling us from early in her attendance at Good Shepherd that she is unhappy there and wants to go elsewhere, i.e. back to Woodlands, back to mainstream. However when she is in school she appears to the staff to be settled and happy. Susan is also unhappy about our inability to identify a family for her and now feels that it is too late for her to have a family placement as she will be 16 in November of this year.

Summary of Discussion:

The review began with introductions and distribution of the social worker's, residential worker's and Good Shepherd Centre reports. The chairman then recapped on the decisions taken at the last review held on 18 September 1991.

The chairman asked [redacted] Susan's tutor at the Good Shepherd Centre, to update the review on the current situation. [redacted] said as Susan is a day girl and relatively new it is difficult for her to have formed friendships with the other girls. On the academic side Susan is an able girl and it is hoped that she might consider a module at college next session, whether at Reid Kerr here or somewhere nearer home. [redacted] pointed out that attendance is a big factor in these courses and Susan would need to attend regularly.

[redacted] keyworker, stated from the unit's point of view Susan is no problem. So far she has been very co-operative and has proved to be a pleasant and helpful girl. [redacted] said Susan has been unwell on a number of occasions and has been seen by her G.P. However, it does not appear to be anything serious.

[redacted] from Coylton, spoke of Susan's wish to attend Ayr College, after Christmas, and voiced his concern about a commitment to college from Susan, given her anxiety in attending the Good Shepherd. [redacted] said Susan has stated she would like to enter the nursing field.

(Continued on separate sheet)

Minutes of Review Meeting continued

Decisions taken (specifying action to be taken and by whom):

1. Susan to remain at the Good Shepherd, and will attend either Reid Kerr or James Watt College, in order to sit one or two modules.
2. Susan will remain at Coylton
3. Susan's name to be put forward for the Independent Living Scheme at Coylton
4. Access to extended family to be at Susan's discretion and if she wishes to stay overnight with her Gran this will also be at Susan's discretion.

Date of next review:

Tuesday 5.11.91 at 1.30pm - venue Good Shepherd Centre

Names and Designations of review panel:

[REDACTED] Senior Social Worker/Chairman
[REDACTED] Keyworker, Good Shepherd Centre
[REDACTED] Tutor, Good Shepherd Centre
[REDACTED] Acting Officer in Charge, Coylton
[REDACTED] Keyworker, Coylton
[REDACTED] Mother
Susan Murray, Subject

Apologies

[REDACTED] (Child Care)
[REDACTED] Social Worker

Chairman of
Review Meeting: [REDACTED]

Designation:.....Senior Social Worker.....

Date:.....13/5/91.....

Minutes of Review Meeting

SUSAN MURRAY

Summary of Discussion (Continued)

██████████ Psychologist, said she is concerned about the repeated pattern in Susan's behaviour. That Susan is now stating she wishes she had remained at Woodlands, whereas at the time she refused every attempt to negotiate compromises to retain that placement.

The review discussed Susan's future at length. The chairman said the consensus of opinion is that Susan should remain at the Good Shepherd, and attend either Reid Kerr or James Watt, in order to sit one or two modules. This would leave the options open of leaving the Good Shepherd at Christmas and going to a college in Ayr to gain some extra modules. Susan said she was not happy about the plan the review has made.

The chairman said given Susan's age he feels it is no longer feasible for Susan to have a family placement.

██████████ spoke of the independent units at Coylton which Susan could have the use of while still attending school. The review agreed that Susan's name should be put forward for the independent living scheme. ██████████ said the Independent Living Officers are setting up a number of groups of 15½ to 16 year olds ready to commence work. The chairman said he would be delighted to invite the Independent Living Officers to the next review.

██████████ said that recently Susan has been making meals for herself, and doing her own laundry and has proved very capable.

Susan has requested that she have overnight stays with her Gran. After some discussion with the review the chairman said Susan's contact with her Mum and family is at Susan's request and therefore access to extended family is at Susan's discretion, as long as this is checked out with staff.

Transport was discussed and as it is not feasible for Susan to attend the Good Shepherd by public transport, the taxi service will continue, via the Education Department.

When asked by the chairman how she felt now about the first decision, Susan rather reluctantly agreed with the decision.

Name of Home: Coylton Childrens Unit

Name of Child: Susan Murray

Date of Birth: 11-11-75

Date of Review Meeting: 3-5-91

Summary of decisions from last review (if applicable): 1. Social Worker to request Hearing 2. Recommendation to Hearing 4. (b) naming Coylton 3 Application to be made for day placement at residential school 4. Access to mum as before at Susan's request

1. Physical development since admission/last review (include details of recent accidents or illness):

- 11-10-90 Visited doctor prescribed Mxyetachin for throat infection
- 31-10-90 Visited dentist, given one filling
- 16-3-91 Visited doctor, blood test for anemia. Results all clear
- 24-4-91 Visited doctor prescribed Amoxil for cold

2. Emotional Development:

Susan tends to dramatic emotions in order to gain sympathy and attention. Among her peer group Susan displays a new found confidence and with this manipulates the situation to achieve her own ends.

3. Behavioural Problems:

- 3-10-90 Buzzing aerosol
- 16-10-90 Assaulted another girl in unit, badly bruised girls eye and body
- 16-12-90 Locked herself in another girls room, loud and abusive
- 29-12-90 Failed to return from disco. Returned 4-00am
- 3-1-91 Involved in throwing tale + food around kitchen
- 11-1-91 Failed to return from night out at Troon. Returned 2-30pm 12-1-91
- 6-3-91 Involved with another girl bullying and assaulting a girl in unit
- 14-3-91 left unit 10-00pm without permission. Returned 1-30am
- 7-4-91 Involved in bullying + intimidating a girl in unit
- 21-4-91 Involved in throwing tale deodorant around, let off fire extinguisher. left unit 1-10am. Returned 5-30am
- 22-4-91 Refused to get up for school. left unit without permission went to Troon to see Social Worker

Continued ►

A C continued (2 of 3)

4. Contact with parents and other relatives:

24-9-90 Visited [REDACTED]
 29-9-90 Overnight at mum's
 9-10-90 Visited mum with Social Worker
 15-11-90 Visited [REDACTED]
 19-11-90 Visited Gran
 19-12-90 Visited Gran + [REDACTED]
 21-12-90 Visited mum
 1-1-91 Visited Gran

2-1-91 Visited Gran
 18-4-91 Visited mum
 19-4-91 Visited Gran

5. Contact with siblings:

When visiting mum

6. Contact with other agencies and comments or reports:

N/A

7. School attended: Good Shepherd

School report attached/not available Representative from school will attend

Educational observations:

8. Leisure pursuits:

(a) Within home: Music, Games, T.V

(b) Outwith home: Swimming

continued (3 of 3)

Relationships:

Home: No close relationship with anyone

(b) Outwith home: None known

10. Any special areas of concern requiring action:

11. Short, medium and long term objectives for child:

Remain at Coylton

Continue at Good Shepherd till end of Xmas term

Prepare for independant living

12. Remarks:

Persons who will attend review from children's home:



Signed:.....

Designation: Key worker

Date: 2-5-91

Social Worker's Review Form Initial Review/Subsequent Review

FORM

D

Name of Child: Susan Murray

Date of Birth: 11.11.75

Name of Home: Coylton Children's Unit

Date of admission: Susan admitted to Coylton 27.10.88
Started Good Shepherd Centre 25.2.91.**Summary of decisions from last review (if appropriate):**

1. Susan to remain at Coylton
2. Social worker to return to Children's Panel with recommendation to vary order to allow Susan to remain at Coylton
3. Social worker and educational psychologist to discuss educational needs with Susan until next panel
4. Ask Woodlands School to keep placement open for Susan until Children's Hearing
5. Meeting to be convened prior to Children's Hearing to look at Educational options available to Susan
6. Access to family to continue at Susan's discretion
7. Access to Theresis (befriender) to continue as before

1. Legal Position/Section under which child is in care:

Susan is subject of a 44(1)(b) order naming Coylton.

Any action indicated:

None

2. Current address/es of:(a) Parents: [redacted] and [redacted] (Susan's Mum and Mum's fiancée)
7 Mansefield Road, Tarbolton(b) Siblings not in care: [redacted] and [redacted] (Susan's sister and half brother)
7 Mansefield Road, Tarbolton

(c) Siblings in care: None

3. Present situation with family since reception into care/last review:

Contact with her family is still initiated by Susan herself. There has been less contact recently. I see no chance of Susan returning home when she leaves care. There are still some ugly painful feelings around for Susan about the circumstances in which she came into care 2½ years ago but I have not been able to facilitate a discussion between Susan and her Mum on the issues.

The situation in Tarbolton appears to be reasonably stable although [redacted] displays some difficult teenage behaviour from time to time. There is an uneasy relationship between Susan and [redacted].

Continued ►

Form D continued (2 of 3)

4. Date/s and nature of Social Worker's contact with child since reception into care/last review:

Susan has been seen both within and outwith the Children's Unit on a regular basis.

5. Date/s and nature of Social Worker's contact with family since reception into care/last review:

There has been contact with Susan's family on the basis of passing on information when necessary.

6. Areas of Concern:

(a) Family Susan's future does not appear to be with her family.

(b) Particular reference to child in care (including progress since reception into care/last review.)

Susan has been telling us from early in her attendance at Good Shepherd that she is unhappy there and wants to go elsewhere, i.e. back to Woodlands, back to mainstream. However when she is in school she appears to the staff to be settled and happy. Susan is also unhappy about our inability to identify a family for her and now feels that it is too late for her to have a family placement as she will be 16 in November of this year.

7. Other agencies involved:

1. [REDACTED] Psychological Services
2. Good Shepherd School, Bishopton
3. Careers Service

8. Needs of the child (estimated length of placement, type of placement, involvement of other agencies, estimated nature of parental contact etc.):

Susan's mood within Coylton has not been settled since earlier this year. This seems to co-incide with her starting attendance at Good Shepherd. This was practicable in the sense that it is a repeated pattern in Susan's behaviour. She has stated that she wishes she had remained at Woodlands whereas, at the time, she refused every attempt to negotiate compromises to retain the placement. It has also not been a settled time for her in Coylton with 'fall outs' with her fellow residents. Susan can be very stubborn and angry on occasions, while at other times she can be very co-operative. We have seen less of Susan's co-operative side lately. The family finding team are still looking for a suitable community parent placement for Susan but so far nothing appropriate has come up. This is a great source of frustration for Susan, as her future beyond care becomes a closer reality. I would not see Susan moving from Coylton at present. To help her move towards some level of independence perhaps we should consider her for Coylton's bedsit accommodation in the next few months. In addition, Susan's schooling needs must be looked at in terms of planning for her employment beyond leaving school in December 1991.

Continued ►

9. Plans for child in view of above comment (including short, medium and long objectives):

In the short term, Susan should remain in Coylton with some planning towards preparation for independence - possibly within the bedsit resources at Coylton.

The question of schooling continues to be an issue for Susan. It would be appropriate at the review to discuss whenever Susan's needs would be best met at Good Shepherd or wherever an alternative such as a general educational course at Ayr College would be more appropriate. Clearly, there would be reservations about the second alternative given Susan's previous problems in mainstream provision and whether she would be able to make the natural commitment to self-motivated learning as would be necessary at college.

9(a) Is an application for Assumption of Parental Rights appropriate? Yes/No

10. Any further comments:

None

11. Persons who will attend review (from area team):

This is a combined residential and educational review and will involve staff from the area team, from the residential setting, from school and from the psychological and careers services.

Signed:.....

Designation:..... Social Worker.....

Date:..... 3 May 1991.....

GOOD SHEPHERD CENTRE
CASE CONFERENCE REPORT
HOUSE REPORT
SUSAN MURRAY

D.O.B. 11.11.75

HOUSE: Goretti

D.O.A. 25.2.91

KEYWORKER: [REDACTED]

* * * * *

PHYSICAL DEVELOPMENT:

Susan is an attractive slim girl whose development is normal for her age.

EMOTIONAL DEVELOPMENT:

Susan comes over as a very shy girl lacking in self confidence but who enjoys speaking to people on a one to one basis

BEHAVIOURAL PROBLEMS:

Though it is early days yet, so far Susan has been very co-operative at the Centre and her behaviour has been beyond reproach.

RELATIONSHIPS WITH GIRLS:

Though Susan is quiet and not one to push herself forward. She seems to get on well with the other girls and be accepted by them.

RELATIONSHIPS WITH STAFF:

Susan is a pleasant and helpful girl who will converse quite freely with staff on a one to one. Susan has no problems coming to staff for help.

LEISURE PURSUITS:

Susan enjoys swimming and outings.

SHORT TERM OBJECTIVES:

Susan has only been with us a very short time but we feel that the security of the Centre and the small classes are good for Susan and she will benefit by remaining with us.

LONG TERM OBJECTIVES:

As Susan is a Christmas 1991 leaver the possibility of a return to mainstream education might not be feasible. The long term aims will have to be looked at for Susan so we all know what we are aiming for.

AREAS OF CONCERN:

Susan has been unwell on a number of occasions She has been seen by her G.P. and I believe the Children's Home are awaiting the result of blood tests.

[REDACTED]
KEYWORKER

11th April 1991

GOOD SHEPHERD CENTRE

CASE CONFERENCE REPORTS

NAME: Susan Murray

HOUSE: Goretti

TUTOR: [REDACTED]

D.O.B. 11.11.75

CLASS GROUP: 4

KEYWORKER: [REDACTED]

D.O.A. 25.2.91

* * * * *

ENGLISH:

Susan works very well in English and has considerable ability in the subject. She is always well behaved and co-operative. She is sometimes lethargic and very pale looking but this does not affect the work she achieves.

MATHS:

Susan has been working hard on an individual Maths programme. She works hard and puts a lot of effort into her work. She causes no problems in class and is always well mannered.

DRAMA:

Susan has been a pleasure in class since she arrived. Good in discussion, happy to dress up.

NEEDLEWORK:

Susan is a very quiet girl. She is no problem, she works very hard and is very pleasant.

HOME ECONOMICS:

Susan is very interested and produces good work. She is a quiet steady worker.

TYPING:

Susan has only started Typing. She finds it a little difficult but tries very hard.

SCIENCE:

Susan has settled well in class and works hard. She applies herself well to the work and is helpful and co-operative. She is a bright girl and pleasant to teach.

R.E.

Very responsive to the programme on offer. Very often this class has missed R.E. as Mass used to take place most often at this time.

LIFE SKILLS:

Susan is quiet in this lesson but she always takes part and co-operates well.

HEALTH STUDIES:

I only have Susan's group once a week. Susan is a very pleasant and co-operative girl. She works well and is capable of working on her own. She is mature in her behaviour. Susan is a quiet girl.

C.S.S.

I only see Susan once a week but she is a very pleasant and co-operative girl. She settles quickly to work and is capable of working on her own with little supervision.

PHYSICAL EDUCATION:

Susan is occasionally reluctant to participate in P.E. in certain activities. However, on the whole, she applies herself in class and is a pleasant and likeable girl who offers no/

/no behavioural problems whatsoever.

RELATIONSHIPS WITH STAFF/PEERS:

Being a day girl and relatively new it is difficult for Susan to have formed friendships with the girls. She appears to get along with the girls when they are together. Susan is bidable, co-operative and pleasant with staff.

ACADEMIC POTENTIAL:

Susan is an able girl and it is a pity that she is a Christmas leaver and will therefore not be presented for some Standard Grades. Perhaps she might be interested or might consider a module at College next session.

3rd May 1991

CENTRE No. 8680949

INTERNAL ASSESSMENT GRADES	MARCH 31	1992
----------------------------	----------	------

D.O.B.:

SL/111/

CANDIDATE No: _____

00280.

SUBJECT	ELEMENT NO.	GRADES			EVIDENCE REQUIRED	GRADES
		C.A.	P.A.	INV.		
SOCIAL & VOCATIONAL SKILLS	3781	4	4		C.A. COMMUNICATIVE ABILITIES P.A. PRACTICAL ABILITIES	
CONTEMPORARY SOCIAL STUDIES	0581	5	5	5	K.U. KNOWLEDGE AND UNDERSTANDING EVAL EVALUATING	
ENGLISH	0861	5	5	4	INV. INVESTIGATING R READING W WRITING T TALKING	
MATHS	2501	6	6	5	R.A. REASONING AND APPLICATION P.S. PROBLEM SOLVING	
SCIENCE	3701	6	5	5		

FOR OFFICIAL USE

PRESENTING CENTRE No.	3780	STANDARD
8680949.		

SCOTTISH CERTIFICATE OF EDUCATION

1992

SOCIAL AND VOCATIONAL SKILLS
STANDARD GRADE
PRACTICAL ABILITIES

Fill in these particulars:

Full Name of School or College

GOOD SHEPHERD CENTRE

Town

B.S. HORTON

Christian Name/First Name, Initial(s) (of other/middle name(s))

SUSAN

Surname

MURRAY

Date of Birth

Day	Month	Year
11	11	75

OVERALL GRADE
FOR PRACTICAL ABILITIES

4 / General

SOCIAL AND VOCATIONAL SKILLS

STANDARD GRADE

PRACTICAL ABILITIES

EVIDENCE ON WHICH
INTERNAL ASSESSMENT IS BASED

Activity/Experience	Date when Activity/Experience Took Place	Level (Foundation/ General/Credit) awarded
RESIDENTIAL STAY	MARCH	General
Leisure Unit	January	General
YMAS FAIR	November	General
Making an item	September	General

Teacher's Comments

Teacher responsible

Date

March '92

SOCIAL AND VOCATIONAL SKILLS

PRACTICAL ABILITIES

PUPIL'S NAME SUSAN MURRAY

School G.S.C

Class/Section 5

EXPERIENCE Making an Item

MY TASK Produce a peg bag

MY EVIDENCE photo and Instruction sheet

REFER TO REVISED ARRANGEMENTS DOCUMENT PP. 32 - 33

PRACTICAL ABILITIES

		<u>F</u>	<u>G</u>	<u>C</u>
TASK	<u>G</u>	simple	several stages ✓	complex
ORGANISATION	<u>G</u>	some organisation	organised ✓	well organised
SKILLS APPLIED	<u>G</u>	sufficient	competent ✓	highly competent
LEVEL OBTAINED	<u>G</u>			

LEVEL POSSIBLE

PIL COMMENT The peg bag was easy to make and enjoyed making the peg bag I learned how to use a sewing machine.

ACHER COMMENT

Susan's work was neat and she took plenty of patience in getting it just right.

CHER SIGNATURE

SOCIAL AND VOCATIONAL SKILLS

School G.S.C

PUPIL'S NAME Susan Murray

Class/Section Group 5

EXPERIENCE Conditioning Gym

MY TASK To tone up muscles and get fit.

MY EVIDENCE My diary, My circuit sheet and a photograph.

REFER TO REVISED ARRANGEMENTS DOCUMENT pp. 32 - 33

PRACTICAL ABILITIES

	<u>F</u>	<u>G</u>	<u>C</u>
TASK	simple	several stages ✓	complex
ORGANISATION	some organisation	organised	well organised ✓
SKILLS APPLIED	sufficient	competent ✓	highly competent
LEVEL OBTAINED	G.		
LEVEL POSSIBLE			
PUPIL COMMENT	See diary		

TEACHER COMMENT Susan participated fully during this experience. She showed that she could work individually and with a partner. She made good use of instructions given and implemented these efficiently and safely.

TEACHER SIGNATURE

DATE

SOCIAL AND VOCATIONAL SKILLS

PRACTICAL ABILITIES

PUPIL'S NAME Susan Murray

School C.S.C

EXPERIENCE Community event

Class/Section

MY TASK prepare for the event

MY EVIDENCE Recipe sheets - Letters, Replys
Instruction sheet's, Receipts, posters, gift tags

REFER TO REVISED ARRANGEMENTS DOCUMENT PP. 32 - 33

PRACTICAL ABILITIES

TASK	F	G	C
	simple	several stages ✓	complex
ORGANISATION	some organisation	organised ✓	well organised
SKILLS APPLIED	sufficient	competent ✓	highly competent

LEVEL OBTAINED

9.

LEVEL POSSIBLE

PIL COMMENT I enjoyed all the cooking and preparations for the Christmas fayre.

ACHER COMMENT Susan baked and produced good work for the baking stall. She listened to instruction and contributed some very good ideas.

The afternoon of the fayre, she helped set up stalls but unfortunately was not present for the fayre.

CHIEF SIGNATURE

SOCIAL AND VOCATIONAL SKILLS

PRACTICAL ABILITIES

PUPIL'S NAME SUSAN MURRAY

School G.S.C.

Class/Section

EXPERIENCE RESIDENTIAL STAY

MY TASK was to take part in the Residential stay at Achnamara.

MY EVIDENCE DIARY - PHOTOGRAPHS - VIDEO.

REFER TO REVISED ARRANGEMENTS DOCUMENT pp. 32 - 33

PRACTICAL ABILITIES

TASK

E

simple

G

several stages ✓

C

complex

ORGANISATION

some organisation

organised

well organised ✓

SKILLS APPLIED

sufficient

competent ✓

highly competent

LEVEL OBTAINED

G.

LEVEL POSSIBLE

PIL COMMENT When I was at Achnamara I thoroughly enjoyed the stay I took part in everything which included AB sailing, canoeing, Gorge Walking, Navigating Orienteering.

ACHER COMMENT

Susan was an effective and efficient member of her team. Although she found some of the activities very demanding + strenuous and she was prepared to participate. She displayed a sensitivity towards the needs of others in the group particularly in the water activities.

OTHER SIGNATURE

March '92

FOR OFFICIAL USE

PRESENTING CENTRE No.	2500	STANDARD
8680949		

SCOTTISH CERTIFICATE OF EDUCATION

1992

MATHEMATICS
STANDARD GRADE
INVESTIGATING

Fill in these particulars :

Full Name of School or College

GOOD SHEPHERD CENTRE

Town

BISHOPTON

Christian Name/First Name, Initial(s) (of other/middle name(s))

SUSAN

Surname

MURRAY

Date of Birth

Day

Month

Year

11	11	75
----	----	----

Name of Investigation

Grade

1. DESIGN YOUR OWN HYPERMARKET

2. MIRROR TILES

3. T.V. CABINET

OVERALL
GRADE
FOR
INVESTIGATING

5

Teacher's Comments

10.10.10

10.10.10

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10.10.10

NAME OF CANDIDATE SUSAN MURRAY
DATE OF BIRTH 11-11-75
PRESENTING CENTRE No. 8680949

PLANNING TO ACQUIRE INFORMATION

Does the evidence submitted include the aim of Investigation? YES ☒
NO ☐

LEVEL OF SUPPORT

Deciding the aims of the Investigation

Devising the questions to be researched

Preparing the plans and tasks of the Investigation

Detailed instructions	Outline instructions	General guidance
☒	☐	☐
☒	☐	☐
☒	☐	☐

COMMENTS (where appropriate)

.....

.....

NAME OF CANDIDATE SUSAN MURRAY
DATE OF BIRTH 11-11-75
PRESENTING CENTRE No. 8680949

LOCATING INFORMATION

Does the evidence submitted include the aim of Investigation? YES ☒
NO ☐

LEVEL OF SUPPORT

Identifying the sources of information

Locating the sources of information

Detailed instructions	Outline instructions	General guidance
☒	☐	☐
☐	☒	☐

COMMENTS (where appropriate)

.....

.....

NAME OF CANDIDATE SUSAN MURRAY
DATE OF BIRTH 11-11-75
PRESENTING CENTRE No. 8680949

PRESENTING INFORMATION

Does the evidence submitted include the aim of Investigation? YES ☒
NO ☐

LEVEL OF SUPPORT

Deciding the structure of the presentation

Help given in redrafting the presentation

Detailed instructions	Outline instructions	General guidance
☒	☐	☐
☒	☐	☐

COMMENTS (where appropriate)

.....

.....

FOLIO CHECKLIST

WRITING

W1	Transactional/ Discursive	(✓) ☒	EITHER OR	To convey information	(✓) ☒	
				To deploy ideas, expound, argue & evaluate	☐	
W2	Expressive/ Imaginative	☒	EITHER OR	To describe personal experience, express feelings and reactions	(✓) ☒	
				To employ specific literary forms	☐	

READING

- N.B.**
- (a) Each of the three Reading pieces should deal with a **different text**.
 - (b) **The two critical evaluations (R1 and R2) must each be of a different literary genre.** (For the purposes of assessment, Prose, whether novel, short story or non-fiction, will be regarded as a single genre.) The further critical evaluation or imaginative response (R3) may then relate to any genre.
 - (c) A response to Media (R3) must be a **critical evaluation** and may be offered only in conjunction with two critical evaluations of literary texts.
 - (d) Interpretation/Close Reading answers are **not acceptable**.
 - (e) Selected pieces should be at least 100 words in length.
 - (f) An imaginative response may be presented more appropriately as evidence of Writing. Reference to the GRC for both Writing and Imaginative Responses to Literature would help decisions in this regard.

	(✓) Poetry	(✓) Drama	(✓) Prose	(✓) Media	Name of Text
R1 Critical evaluation	☒	☐	☐		<u>The Coming of the Wee</u>
R2 Critical evaluation	☐	☒	☐		<u>Matchless</u>
R3 Critical evaluation	☐	☐	☐	☐	<u>Week Side Story</u>
OR Imaginative response	☐	☐	☒		<u>Saturday Song</u>
					<u>Haute Monarch</u>

Candidate declaration

The enclosed pieces are my own work. I have acknowledged all sources consulted.

Candidate responsible Susan Murray

Date 18.3.92

Teacher declaration

To the best of my knowledge this Folio comprises work which is the candidate's own.

Teacher responsible [REDACTED]

Date 18/3/92

INDIVIDUAL GRID



Name SUSAN MURRAY..

Class 5....

School GOOD SHEPHERD CENTRE Presenting Centre No. ..8680949.....

Unit	Evidence	Knowledge and Understanding	Evaluating	Investigating
1] THE ENVIRONMENT	WORKSHEETS. 1.6 1.8 1.10. 1.12 1.14. 2A.3 2A.8 2A.10.	TRIES HARD BUT RUSHES WORK TO GET TO THE END 5	EV. 1. EV. 2. EV. 3. 5	
2] SCOTTISH SOCIETY.	WORKSHEETS. P.7. EV. 2. P.11. KU. P.66. P.23. EV. 3 EV.1. P.27. EV.1.			FORMAKIN ESTATE
3] PRELIM. EXAMS.	62 1/2%	I was pleased with Susan's performance in the prelim.	She must continue to work hard in class.	Jan. 1992.
INDUSTRIAL SOCIETY				

ELEMENT
SUMMATIVE
GRADE

Knowledge and
Understanding

☐

Evaluating

☐

Investigating

☐



Good Shepherd Centre

*Bishopton
Renfrewshire. PA7 5PF
Telephone: [REDACTED]*

SCHOOL REPORT

SUSAN MURRAY

20.11.91

Susan is 16 and a Christmas leaver but she has opted to stay with us in order to sit her Standard Grade exams. (5 subjects)

She is a good worker to a point but is sometimes very sleepy, perhaps as a result of a late night followed by her very early rise and this causes her to slip behind from time to time.

I hope Susan will accelerate her motivation even after Christmas and will be successful in her exams.



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PF
Telephone [REDACTED]

[REDACTED]
Social Work Department
Municipal Buildings
8 South Beach
Troon
Ayrshire.

20th December 1991

Dear [REDACTED]

Further to our recent telephone conversation, as requested here is the information passed to me by [REDACTED]

On several occasions Susan's taxi has been observed by a member of the Teaching Staff going very slowly up the road, even on occasions when Susan has been 15 minutes late for school.

This only improved after an issue was made of Susan's late-coming when a copy of a letter to Coynton Children's Home was sent to the taxi firm (see attached)

A few weeks ago a member of our Senior Staff observed Susan's taxi parked by the road side, near an isolated restaurant, with no obvious good reason.

We were also unhappy that the taxi driver involved Susan in discussion on a problem with another girl in the Centre who also used the taxi on Mondays and Fridays. On yet another occasion the taxi driver came in with Susan and asked if he could take her back as he felt the road conditions might get worse. He was told no and to let us know if he could not make it back. Susan stayed for school and the taxi managed to come back.

Yours sincerely,

[REDACTED]
[REDACTED]
KEYWORKER



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5P
Telephone: [REDACTED]

[REDACTED]
Coylton Children's Home
8 Woodhead Road,
Coylton
Ayrshire.

5th November 1991

Dear [REDACTED]

SUSAN MURRAY

I would like to draw your attention to the fact that Susan arrives late for school every morning and is therefore not in time to gain her mark for the first period of school. This is going to go against Susan when the time comes for her to look for employment.

An additional factor is that she does not arrive in time for a hot drink and some attention from the House Staff before her school day begins. She often feels unwell and a hot drink would be a necessity for her.

I ask you, as a matter of urgency, to look into this matter and to try to ensure that Susan arrives at the school NOT LATER THAN 9 O'CLOCK EACH MORNING

Yours sincerely,

[REDACTED]
[REDACTED]
KEYWORKER

FAX No.

0292 - 314124

Dear [REDACTED]

Further to our recent telephone conversation as requested her is the information passed to me by [REDACTED]

~~I have~~ On several occasions Susans taxi has been observed by a member of the teaching staff going very slowly up the road even on occasions when Susan has been 15 mins late for school. This only improved after an issue was made of Susans late coming ^{when a copy of} ~~and a letter~~ ^(see attached) to it was sent to the taxi firm. A few weeks ago a member of our senior staff observed Susans taxi parked by the road side near an isolated restaurant with no obvious good reason.

We were also unhappy that the taxi driver involved Susan in discussion in a problem with another girl in the centre who also used the taxi on Monday and Fridays. On yet another occasion the taxi driver came in with Susan and asked if he could take her back as he felt the road conditions might get worse. He was told no and to let us know if he could not make it back, and Susan

Stayed for school and the taxi
managed to come back.



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PF
Telephone: [REDACTED]

[REDACTED]
Coylton Children's Home
8 Woodhead Road,
Coylton
Ayrshire.

5th November 1991

Dear [REDACTED]

SUSAN MURRAY

I would like to draw your attention to the fact that Susan arrives late for school every morning and is therefore not in time to gain her mark for the first period of school. This is going to go against Susan when the time comes for her to look for employment.

An additional factor is that she does not arrive in time for a hot drink and some attention from the House Staff before her school day begins. She often feels unwell and a hot drink would be a necessity for her.

I ask you, as a matter of urgency, to look into this matter and to try to ensure that Susan arrives at the school NOT LATER THAN 9 O'CLOCK EACH MORNING

Yours sincerely,

[REDACTED]

[REDACTED]

KEYWORKER

Social Work Department
Director: [REDACTED]

Municipal Buildings
8 South Beach
Troon KA10 6EF



**Strathclyde
Regional
Council**

A nuclear-free zone authority

An equal opportunities authority

Tel [REDACTED]

Our ref [REDACTED]

Your ref

If phoning or
calling ask for [REDACTED]

Date 19 April 1991

[REDACTED]
keyworker
Good Shepherd Centre
Bishopton

Dear [REDACTED]

A meeting is to be held to review Susan Murray's progress and plan for
the future. The Review will be held on 3 May 1991 in
St Euphrasias School, Bishopton AT 11.00am.

I would like you to attend the Review and would be obliged if you will let
[REDACTED] know whether or not you will be able to come.

Yours faithfully,

[REDACTED]
Senior Social Worker

Can I please have a short report.

Social Work Department

Director: [REDACTED]

Municipal Buildings
8 South Beach
Troon KA10 6EF



Strathclyde
Regional
Council

A nuclear-free zone authority

An equal opportunities authority

Tel [REDACTED]

Our ref [REDACTED]

Your ref [REDACTED]

If phoning or
calling ask for [REDACTED]

Date 27 March 1991

[REDACTED]
Keyworker

Good Shepherd Centre
BISHOPTON

Dear [REDACTED]

A meeting is to be held to review Susan Murray's progress and plan for
the future. The Review will be held on 11 April 1991 in
Good Shepherd, Bishopton AT 11.30am.

I would like you to attend the Review and would be obliged if you will let
[REDACTED] know whether or not you will be able to come.

Yours faithfully,

[REDACTED]
Senior Social Worker

P.S. Can I please have a short report for this meeting.

1000

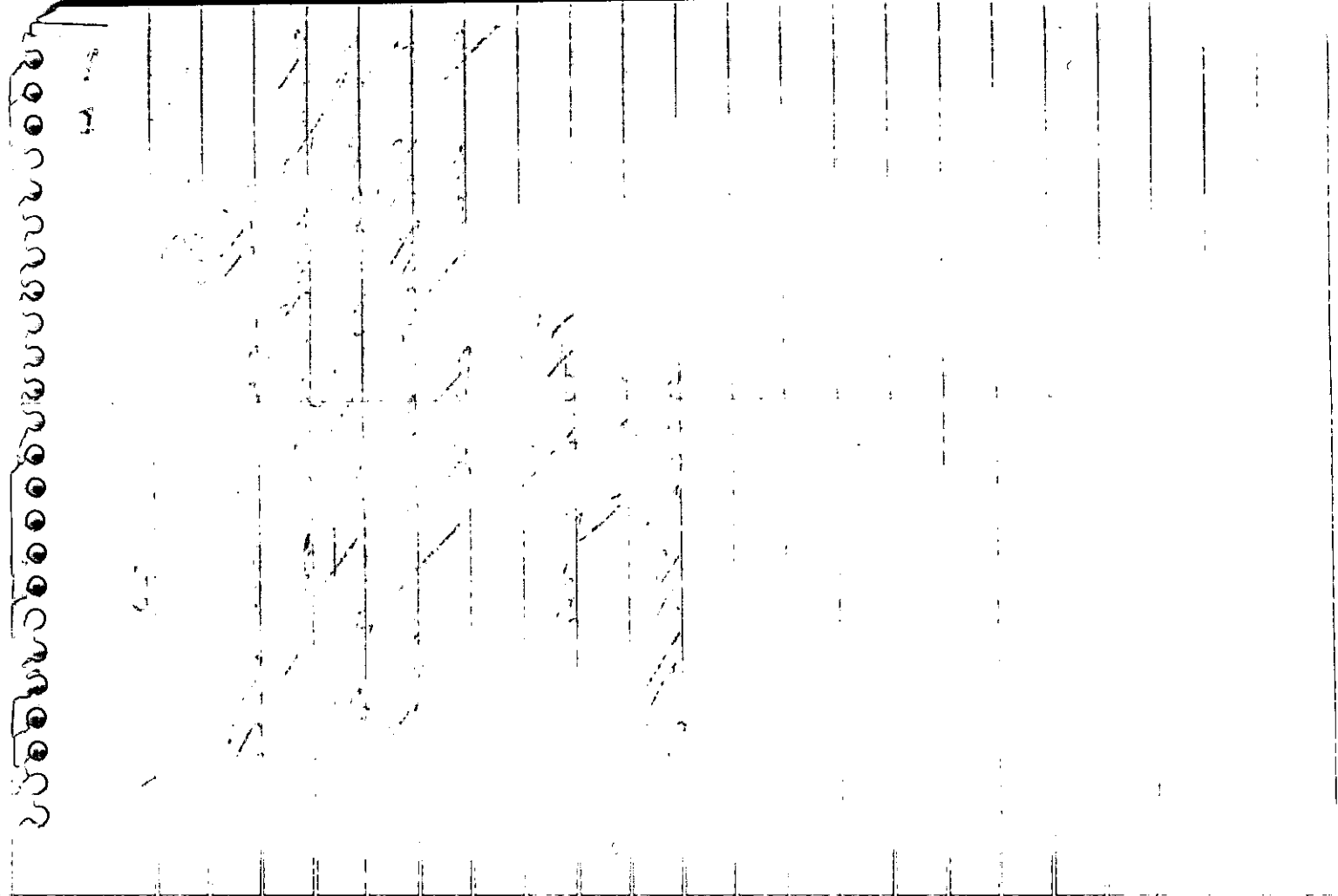
25, 2, 91

Dear Sir

will you please state
how and why the said
liquor and return to
2. Hallows as compensation
of work done

Thank you





Taxis & Mini Bus

Invoice



36

28. 2

1991

591317

From

47 Mainsford Ave., Drongan

To

THE SECRETARY

GOOD SHEPHERD CTR BISHOPSTON

o/c

EDUCATION OFFICER Ayr

*To conveyance
of SUSAN MURRAY
By the children
are unit to
Good Shepherd c/ctr
Bishopston and
return*

2 DAYS

26TH - 27TH FEB 91

DATE

4/3/91

Good Shepherd Centre

STAMP

**Bishopston
Renfrewshire PA7 5PF**

SIGNATURE





Good Shepherd Centre

Bishopton
Renfrewshire, PA7 5PF
Telephone: [REDACTED]

[REDACTED]
Depute Principal Psychologist
Psychological Services
Vineburgh Park
Irvine KA 12 8PR

5th Feb 1991

Dear [REDACTED]

Re. Susan Murray 11.11.75

I am pleased to inform you that we are now in a position to be able to offer Susan a day place.

I have arranged with the Social Worker [REDACTED] that Susan come on a visit and not withstanding any major difficulties i anticipate that she will be able to start here on Monday 25.2.91 at 9am.

The school week is as follows:

Mon.	9 - 4.15
Tues.	9 - 4.15
Wed.	9 - 4.00
Thurs.	9 - 4.45
Friday	9 - 2.15

I am not clear what arrangements have to be made for Susan's travel. Girls in the past have had a taxi provided.

Yours sincerely [REDACTED]

[REDACTED]
DEPUTE SOCIAL WORK



Good Shepherd Centre

Bishopton
Renfrewshire. PA7 5PI
Telephone: [REDACTED]

[REDACTED]
Social Work Department
Municipal Buildings,
8 South Beach
Troon KA10 6EF

30th November 1990

Dear [REDACTED]

SUSAN MURRAY (d.o.b. 11.11.75)

Thank you for the papers received in respect of a day placement for the above named girl.

I should point out, however, that it is unlikely that a place would be available before January 1991 and even then, consideration must be given to our own girls about to become day girls. Our day places, therefore, are limited.

I enclose an application form which should be completed and returned.

Yours sincerely,

[REDACTED]
[REDACTED]
/s/ ACTING DEPUTE SOCIAL WORK