

DETAILED RECORD

(For specified incidents or agreed cases)

CLIENT

WILLIAM TARBETT

Date:**Event:**

15.03.00

CONTACT VISIT WITH MUM

I collected William from Mrs [REDACTED] William was ready, he was looking well, he was chatty about going to see his mum, asking how she and [REDACTED] were, would [REDACTED] be with her. I told him they were both well, I had seen his mum on Wednesday when I had taken her to see Michael and I had seen [REDACTED] last week when they saw [REDACTED] William then went on to say he hadn't got the bike from his dad, he said [REDACTED] phoned the office to see if he had taken it there. I told William I had not heard anything from his dad, if and when I did I would let him know.

Linda met us at the office, William asked his mum where [REDACTED] was, she told him with his gran. She went on to say she needs a break from [REDACTED] sometimes and thought today would be a good time so she could spend her time with him. Linda told William [REDACTED] walking. We discussed what, where we could do, go. William asked to go to Camperdown Park which we did.

They visit went well, there was reasonable interaction and chat between William and his mum, both showing a little interest in what each other have been doing, William asked his mum if she was feeling better. William also told his mum his dad had told him he was getting him a BMX bike, he was getting it delivered to Aunt [REDACTED] but hadn't. I agreed with William this was wrong of his dad to do. Linda asked William about school, what he has been doing. They talked about William going to Scout Camp.

Linda went with me when I took William to his club, both happily said goodbye to each other, giving each other hugs, kisses. Linda gave William some loose money, he said he would keep it in his pocket, he had a zip on the pocket.

I gave Linda £5.70 for expenses for today's visit.

I took Linda to central point.

M. Petrie

Maureen Petrie
Social Work Assistant
Permanence Team

MPG
15.03.00

famplace/corres/cath/detail/mp-wtarb4

DETAILED RECORD

(For specified incidents or agreed cases)

CLIENT

WILLIAM TARBETT

Date:

Event:

08.03.00

CONTACT VISIT WITH DAD

I collected William from Mrs [REDACTED] William was ready, chatty with the others in the house, asking me if we would be going for his bike today with his dad. I told him we would be if this is what his dad wanted to do. William replied his dad had said last time we would be doing this if he hadn't got him a bike, this was all William would talk about.

4pm

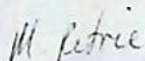
Mr Tarbett, [REDACTED] were waiting for us outside Burger King when we arrived. [REDACTED] came over to William and said to him you are getting a bike from granddad. Mr Tarbett asked William if he wanted to go to Burger King for something to eat, William agreed. While in Burger King it was [REDACTED] who instigated most of the conversation. William eventually asked [REDACTED] what was it she said to him outside, [REDACTED] didn't seem to know what he was meaning. I asked William if it was about the bike, he said it was. [REDACTED] again said granddad is getting you a bike. William looked at his dad. Mr Tarbett then said they would go over to Toys R Us. I asked Mr Tarbett if he had managed to look in different shops for a bike. Mr Tarbett mumbled his reply. I asked them if they wanted to go to other cycle shops in the town, Mr Tarbett was adamant they were closed. We went over to Toys R Us where William tried several bikes, we were advised they don't stock BMX bikes his size. We then went through to Halfords where William picked BMX bike he wanted, this was last one in stock, it was the same bike William had picked at last contact, and we were advised it would have to be checked over which would take at least an hour. I suggested Mr Tarbett could stay and see to this and I could arrange to have the bike collected next day by myself or Mrs [REDACTED] Mr Tarbett declined saying he would get a bike from a shop in town tomorrow and deliver it to Mrs [REDACTED] I suggested rather than Mr Tarbett deliver the bike if he contacted the office I would arrange for the bike to be delivered to William. I also suggested it would probably be best if William could go to the shop to make sure the bike would be the right size for him. Mr Tarbett again declined, he was adamant he would get a bike tomorrow and it would be delivered to the house if not by him then by a friend, he said several times to William the bike would be there for him when he gets in from school. We went back to Toys R Us where Mr Tarbett bought sweets and toys for William. We all walked over to my car where they said goodbye to each other. Mr Tarbett again said to William a bike would be there for him when he gets in from school tomorrow.

5.10pm

I gave Mr Tarbett £1.60 for expenses for today's visit. When giving him this [REDACTED] asked if this was for bus fares, did I not know they had gone up, they had done several months ago. I told him I did not and as Mr Tarbett had not told me I could only give him what I have told to. [REDACTED] said bus fare is now 85p. Mr Tarbett did not say anything.

I returned William to Mrs [REDACTED] William wanted to know when he gets his bike tomorrow from his dad would he be allowed to use it or would he have to keep it until his birthday! I told William as his dad didn't say this he wouldn't, he would get to use his bike right away but if it had to be built up he would have to wait until this was done, which would be done as soon as possible.

I advised Mrs [REDACTED] of today's contact visit.



Maureen Petrie
Social Work Assistant
Family Placement

MP/CG
21.03.00
famplace/corres/cath/detail/mp-wtarb3

DETAILED RECORD

(For specified incidents or agreed cases)

CLIENT

WILLIAM TARBETT

Date:

Event:

2.2.00

CONTACT WITH DAD

I collected William from Mrs [REDACTED]. William was a little quiet but did ask if I had heard from his dad, asking would he be coming to see him today, would [REDACTED] be coming. I told William I had not heard anything from his dad, I had written to [REDACTED] giving her a list of contact dates. William spoke about getting a new bike, he seemed to think his dad would buy him one today, a BMX.

3.55pm

Mr Tarbett, [REDACTED] met with William and I outside Burger King. William was pleased to see them all especially [REDACTED] going to her first, he then went over to Mr Tarbett when he spoke to him walking with Mr Tarbett into Burger King. While in Burger King [REDACTED] instigated most of the conversation. William chatted to them but didn't instigate anything about what he had been doing. Mr Tarbett asked William if he had seen [REDACTED] and [REDACTED], he told him he had. Mr Tarbett asked William if he wanted to go to Toys R Us, he said he did.

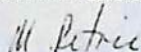
We all went over to Toys R Us, all wandered around looking at different things. William said to me he wanted to look at the bikes which we did, again he said his dad was going to buy him a BMX. I suggested he speak to his dad about [REDACTED] so we went looking for his dad. William asked me if I would tell his dad about wanting a BMX which I did. While looking at the bikes Mr Tarbett told William he would get him a bike for his birthday. William tried a few of the bikes but they didn't have a BMX in his size. William continually went on at me about wanting a BMX. Mr Tarbett was oblivious to this as he wandered off looking at different things. When we met up with him, and again spoke about the bikes, Mr Tarbett suggested we go through to Halfords to look at their bikes. Mr Tarbett gave [REDACTED] money to buy sweets for William. Mr Tarbett, William, [REDACTED] and I went through to Halfords. William went straight to the BMX bikes, we had to call Mr Tarbett over so William could let Mr Tarbett see what bike he wanted, it cost well over £200. Mr Tarbett looked at other bikes similar to what William already has, offering to buy this for William. William didn't answer. I suggested as Mr Tarbett had said he would get William a BMX for his birthday we could use our next contact visit to look at bikes going to different cycle shops so we can make sure William gets the proper size of bike. William didn't say anything. Mr Tarbett continually suggested he buy the bike similar to what he already has. Mr Tarbett then wandered off looking at different things. I again tried to explain to William as his dad had said earlier he would buy a BMX for him for his birthday we use our next contact visit to look at bikes. William got upset and ran off out of the store. I followed him. William was very upset. Mr Tarbett and [REDACTED] eventually came out of the shop coming over to us. I again tried to explain to William his dad had said he would buy him a BMX for his birthday and would use our time at next contact to look at bikes. [REDACTED] then joined us, she agreed this is what we could do. Mr Tarbett said he would look in different shops and if he got a BMX for him he would take it to Mr [REDACTED] next week. William said he could bring it to me at the office. [REDACTED] gave William the bag of sweets she had bought for William. Mr Tarbett gave William £15. We all walked over to my car where they said goodbye to each other.

10pm - visit ended

I gave Mr Tarbett £1.60 for expenses for today's visit.

William was very quiet looked very unhappy. I encouraged him to look at what sweets [REDACTED] had got for him which he did, we then started to chat about what had happened today. William was very disappointed he did not get a BMX bike from his dad, I again tried to reassure William we would look in different shops for a BMX at next contact visit if his dad hasn't got ^{him} one, it is important he gets the right size of bike especially as they cost a lot of money.

I returned William to Mrs [REDACTED]. I advised her about today's contact visit. Mrs [REDACTED] advised William had talked to her about him wanting a BMX as his pals have them, and getting a BMX from his dad. She told him if he didn't get one from him she would buy him one for his birthday, but not before.



Maureen Petrie
Social Work Assistant
Permanence Team

DETAILED RECORD

(For specified incidents or agreed cases)

CLIENTWilliam Tarbett**Date:****Event:****26.01.00****Contact Visit with Mum**

I collected William from Mrs [REDACTED] William was not very chatty, but did answer and speak when spoken to.

Linda and [REDACTED] met us at Kirkton Resource Centre. William was really pleased to see [REDACTED] Linda gave William a bag of sweets.

The visit went well, William and his Mum played with some of the games I took along, before going through to the Pool Room to play pool, which William really enjoys playing. There was very little conversation instigated by Linda, she did not ask about Christmas, even although William told his Mum he was wearing clothes he had bought with the money she had given him.

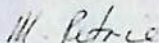
Linda signed the consent form for William to go to Scout Camp.

Linda advised she has moved house. She gave me her new address, which I gave to Ingrid Von Arnim and Margaret [REDACTED].

I gave Linda £5.70 for expenses for today's visit.

William happily said goodbye to his Mum and [REDACTED]. Linda gave William £3.00.

I took William to his club. William was quiet on the return journey.



Maureen Petrie
Social Work Assistant
MP/CMcK

DETAILED RECORD

(For specified incidents or agreed cases)

CLIENT

William Tarbett

Date:

Event:

20.01.00

Failed contact visit with mum

I collected William from Mrs [REDACTED] William was quite subdued, he wanted to take his bike or scooter with him and Mrs Lunan had told him this would have to be arranged, I told William this was right. William left with me but continued to be in a mood. I again spoke to him about reasons why he couldn't take his bike or scooter with him. I told him we would speak to his mum about this and arrange with her when he could do this adding it would have to be in the better weather, he agreed and started chatting happily to me about what he has been up to.

Linda did not meet with us at Kirkton Office. I discussed this with Robin Duncan, SSW, he suggested he phone her. Linda told him as she had received a letter today from Ingrid Von Arnim with contact dated starting from February she did not think there would be one today. William spoke briefly to his mum on the telephone. It was arranged I would phone Linda tomorrow to arrange another date.

ok William out, spent some time with him. William was disappointed his mum did not come to visit today but was pleased we were going to arrange another time. William was fine although a little quiet. I took William to his club.

I advised [REDACTED] of above.

M. Petrie

Maureen Petrie
Social Work Assistant
Permanence Team

24.01.00/MP/HK
res/helen/detail/2001TARB)

DETAILED RECORD

(For specified incidents or agreed cases)

CLIENT

William Tarbett**Date:****Event:**

12.01.00

Failed contact visit with dad

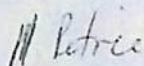
I called to [REDACTED] for William. William was chatty about what he had been doing during Christmas holidays, especially about his contact with [REDACTED] about being back at school.

Arranged contact time from 4 to 5 p.m.

We arrived shortly before 4 p.m. William asked how long it would be before 4 p.m, asking if I knew if his dad would be coming. I told William his dad had not contacted the office to say he would not be coming. William continually looked for his dad arriving, asking where could he be, why hasn't he come, he has done this lots of times, he has a mobile phone why doesn't he use it. I suggested to William we could go into Burger King so he could have something to eat while waiting and we would be able to watch for his dad. William didn't want to do this, he said he wanted to wait until 4.30 p.m. and if he didn't come he asked if I would take him to Toys R Us or he wanted to look at the skateboards. William said he had asked his dad for a skateboard for his Christmas, his dad had said he had one in his van for him, he would give him it for his Christmas but he didn't.

At 4.30 p.m. William and I walked over to Toys R Us. I left a note on my car for Mr Tarbett saying where we were. We returned to my car at 4.50 p.m, there was still no sign of Mr Tarbett.

I returned William to [REDACTED] William was chatty about things in general, but still questioned about his dad. I told William as soon as I or Ingrid hear anything from his dad we will let him and his Aunt [REDACTED] know. I advised Mr [REDACTED] of above.



Maureen Petrie
Social Work Assistant
Permanency Team

14.01.00/MP/HK
(corres/helen/detail/1201TARB)



Unique Reference Number

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

Part 6

Minute of the Review Meeting

Name of child/young person

William Tarbett (dob 09.07.91)

Date of Review

Day

2

9

Month

0

8

Year

2

0

0

1

1

Have reports been received from the following?

(See Question 8 in social worker's report for those requested to submit a report).

	Yes	No	Not Requested
Child/young person	☒	☐	☐
Mother	☐	☐	☐
Father	☐	☐	☐
Carer(s)/residential care worker	☒	☐	☐
Health professional	☐	☐	☐
Educational professional	☐	☐	☐
Other interested parties (please specify)			
Social Worker	☒	☐	☐
	☐	☐	☐
	☐	☐	☐

2 Agenda for the Review

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

Recommendations from last Review

Progress in Placement

Education

Health

Contact

Future Planning

CLIENT COPY

3 Record of Discussion of the Review

RECOMMENDATIONS FROM LAST REVIEW

- 1 William to continue in placement with Mr and Mrs Booth - this has continued.
- 2 William continue to attend Auchterhouse Primary School - William continues and is now in Primary 6.
- 3 William continue to attend swimming and football -enjoys swimming and football and has extended his sporting range to include early attempts at ice skating.
- 4 William to have contact with his parents and siblings as arranged by the department and controlled by the Children's Hearing - this continues.
- 5 Meeting to be arranged between Social Workers and sibling carers to discuss how contact is to be handled - Ingrid reported this is partly met.
- 6 William and his elder brother [REDACTED] carers have met and planned a series of contacts. Contact with his sister [REDACTED] is still a matter of negotiation but it is hoped this is soon resolved.
- 7 Social Worker to do life story work with William - this has not yet commenced as Ingrid has been off work ill. Ingrid reported this work will commence in September.

PROGRESS IN PLACEMENT

[REDACTED] reported that generally speaking the placement was going reasonably well. A number of factors have been around with the [REDACTED] household in that they are now country based and for a period of time had a younger boy with learning disabilities placed with them. This placement has now ended by mutual consent however the [REDACTED] family and William are missing this young boy despite the difficulties he presented in placement. [REDACTED] reflecting on how things had gone, feels that William has grown in confidence and his social presentation has been much better. He is popular at school and has a group of friends who come to visit him and with whom he visits.

The extended summer break was a difficulty for William as boredom ensued as he was unable to amuse himself for any lengthy period of time. This meant that tensions were heightened to which William reacted and for a period in the last two weeks of the holidays the [REDACTED] household experienced friction. [REDACTED] indicated that although there was friction it was not anything which was outwith the abilities of either she or [REDACTED] to cope with and by the time William returned to school he was beginning to understand that his behaviour caused upset.

William continues to enjoy a range of sporting activities and has mastered cycling which he finds extends his horizon to some extent. He has been encouraged in all his activities by [REDACTED] and has recently tried out ice skating which he has found enjoyable. William attends football training at Auchterhouse and is shortly to try out touch rugby which is being taken up in the area as well.

In summary [REDACTED] described William as well settled, well contented and sociable.

Ingrid Von Arnim echoed everything that [REDACTED] had said although she had not been able to visit William as often as she would like to have done due to her illness and absence from work.

Maureen Petrie commented that William seemed very settled in his placement and seemed to enjoy talking about what was going on in the [REDACTED] household on their journeys to and from contact.

3 Record of Discussion of the Review - Cont

EDUCATION

No report had been received from Auchterhouse Primary School due to an oversight in the administration as it would appear none was requested however [REDACTED] was able to report that in her contact with the school they had stated that they were delighted with William and he has settled in very well. He was popular, sociable and very willing. In her view the move to a smaller school had benefited William quite considerably. His reading was definitely improving and his times table were also an area where improvement was being seen.

HEALTH

Apart from a summer cold there has been very little wrong with William since the last Review. He has been to the dentist and has shortly to return for an x-ray to investigate the non appearance of adult teeth. William was also referred to a specialist Psychologist who has tentatively diagnosed mild Tourettes syndrome. He is to return for an appointment September to further investigate how this condition is present. Apart from this William is generally fit and well and enjoys plenty exercise, a wide range of food and a healthy amount of sleep.

CONTACT

William sees his mother approximately once per month and this is working out well. There have been a couple of occasions when one or other of his younger siblings have not been well enough to travel to contact, it has had to be called off. William accepts this. Maureen commented and Linda Robertson agreed that contact goes well and the quality of interaction between William and his mother is good. Contact with his father is going a bit better than it has in the past and the frequency of this is controlled by the Children's Hearing as are the conditions under which it takes place. This contact seems to be going reasonably well and there are no complaints on this matter.

Contact with William's siblings takes place carer to carer and also reported to be going well.

FUTURE PLANNING

Planning is for William to remain with [REDACTED] and their family for the foreseeable future and to grow up with them until he no longer needs their support.

4 Review Chairperson's Checklist

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

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

5 Recommendations/Decisions made at the Review:

Recommendations/Decisions and Action to be taken	By Whom	By When
1 William to remain with his present carers Mr and Mrs [REDACTED]	Mr & Mrs [REDACTED]	Until Review
2 William to attend Auchterhouse Primary School.	William	Until Review
3 Lifestory work to commence.	Ingrid Von Arnim	Sept 2001
4 Contact to continue to be afforded to his mother.	Linda Robertson/ William	Once monthly
5 Contact with siblings to be arranged as appropriate.	William's carers/ Linda's carers/ Michael's carers	As appropriate
6 William to have dental appointment.	William/Mr & Mrs [REDACTED]	On appointment
7 William to return for further examination re Tourettes Syndrome.	Mr & Mrs [REDACTED]	On appointment Sept, 2001
8 William's contact with his father to continue on agreed basis.	William/Mr Tarbett	Under conditions of Children's Hearing Supervision Requirement
9 William continue to be encouraged in his sporting activities.	All parties	Ongoing

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

Yes ☐ No ☒

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

6 Attendance at the Review

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

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
<i>Mr W Chalmers, Review Officer</i>	
<i>William Tarbett, Young Person</i>	<i>Full Minute</i>
<i>Maureen Petrie, Social Work Assist</i>	<i>Full Minute</i>
<i>Linda Robertson, Mother</i>	<i>Full Minute</i>
<i>Ingrid Von Arnim, Social Worker</i>	<i>Full Minute</i>
<i>Brenda Kidd, Resource Worker</i>	<i>Full Minute</i>
<i>[REDACTED] Carer</i>	<i>Full Minute</i>
<i>David Tarbett, Father</i>	<i>Full Minute</i>

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

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
<i>Robin Duncan, Senior Social Worker</i>	<i>Full Minute</i>
<i>Head Teacher, Auchterhouse Primary School</i>	<i>Full Minute</i>

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

Name and Role/Relationship	Parts of the Record to be provided eg all reports, some reports (specify), minute, decision/recommendation only
<i>Ms M Dymock, Manager</i>	<i>Full Minute</i>
<i>Mrs M Moyes, Manager</i>	<i>Full Minute</i>

Looking After Children

7 Date and time of next Review Day

2	9
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 Month

0	1
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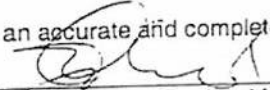
 Year

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at 4 pm

Venue of next Review *Kirkton Office*

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

Signed  Name WILLIAM CHALMERS (BLOCK CAPITALS)
Chairperson of the Review Meeting

Date 17/4/01

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17.09.01
REF WC/EW
MINUTETAKERS/LACMTGS/REVIEWS-TARBETT-W

Unique Reference Number 9 1 0 1 8 4 4 4

Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 1 Social Worker's Report

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

1	Forename(s)	William		
	Family Name	Tarbett		
	Known as			
2	Date of Birth	Day 0 9	Month 0 7	Year 1 9 9 1
3	Date when child/young person started to be looked after away from home	Day 2 2	Month 0 9	Year 1 9 9 4
4	Date of last Review meeting (if appropriate)	Day 0 5	Month 0 3	Year 2 0 0 1
5	Date of this Review meeting	Day 2 8	Month 0 8	Year 2 0 0 1
6	Reason for Review	Tick Child/young person looked after for 6 weeks ☐ Child/young person looked after for 4½ months ☐ Six monthly review ☒ Other (Please specify) ☐		
7	Current placement type	Permanent (mainstay)		
	Name of carer(s)/ keyworker	Mr and Mrs [REDACTED]		
	Relationship to child/young person (if any)	Foster carers		
	Address (including postcode)	[REDACTED]		

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

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

	CONSULTED (Please tick if applicable)	INVITED (Please tick if applicable)	REPORT REQUESTED (Please tick if applicable)
Child/young person	☒	☒	☒
His/her mother	☐	☒	☒
His/her father	☐	☒	☒
His/her carer(s)/residential keyworker	☒	☒	☒
Health professionals (please specify)	☐	☐	☐
	☐	☐	☐
Other interested persons (please specify)	☒	☐	☒
Headteacher/class teacher	☒	☐	☒
	☐	☐	☐
	☐	☐	☐

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

Times

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

Yes ☐ No ☒

If NO, please explain

Social Worker on sick leave + annual leave 17.4.01 - 25.07.01

Does this frequency meet statutory requirements?

Yes ☒ No ☐

If NO, please explain

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

Mother

no meetings

Father

no meetings

Other relatives, including siblings, or friends. (Please state whom).

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

Yes

☒

No

☐

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

Yes

☐

No

☒

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

Not yet applicable

☐

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

Section 70 (away from home)

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

Yes

☐

No

☒

If yes, please give brief details.

Mr Tarbett's Section 11 Specific conditions application will be heard in the sheriff court on September 12/13 20001

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

Yes

☐

No

☒

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

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

Yes

☐

No

☒

W

If yes, please explain

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

Recommendations/Decisions and Action to be taken	By Whom?	By When?	Fully Met/Partly Met/ Not Met. Please explain
<i>William to continue in placement with Mr and Mrs B</i>	<i>Mr & Mrs</i>		<i>Fully met</i>
<i>William to continue to attend Auchterhouse PS</i>	<i>William</i>		<i>Fully met</i>
<i>William to continue to attend swimming and football</i>	<i>William</i>		<i>Ongoing</i>
<i>William to have contact with his parents and siblings as arranged by the Department and controlled by the Hearing</i>	<i>Ms von Arnim</i>		<i>Fully met</i>
<i>Meeting to be arranged between social workers and sibling carers to discuss how contact is going to be handled</i>		<i>End May</i>	<i>Partly met. William and Michaels carers have met and planned contact with support from social workers</i>
<i>Social Worker to do life story work with William</i>	<i>Ms von Arnim</i>		<i>Not started due to SW sick leave. Will commence Sep 2001</i>

ADD ADDITIONAL PAGES IF REQUIRED

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

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

No change of placement

- ii Have there been any significant changes within the current placement which have affected the child/young person eg someone arriving or leaving?

In March 2001 a young autistic child was placed with the family for a period of 12 weeks, with the possibility of long-term placement in the family. While there were many positive aspects to this placement for William and his foster family, there were also significant stresses for the family and the placement ended in June.

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

William is developing an affectionate and trusting relationship with Mr and Mrs [REDACTED] and is able to express his feelings to them. He is developing solid relationships with Mr and Mrs [REDACTED] children. He is very much 'part of the family'.

ADD ADDITIONAL PAGES IF REQUIRED

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

William has had to learn to cope with the more liberal and flexible rules operating in the [REDACTED] household, which has given him greater responsibility to deal with. He seems to be learning, by trial and error, and generally his behaviour is not regarded as a problem by Mr and Mrs [REDACTED]. He has been subject to sanctions when required eg hitting [REDACTED] having a tantrum or huff. At times William's poor attention span can result in behaviour which is frustrating for his carers and requires great patience and clear direction.

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

William participates in the same activities as the rest of the family. Football is still his primary interest, and he also enjoys swimming. Mr and Mrs [REDACTED] work hard to ensure that all the children are able to meet their friends to play in the village nearby and attend planned leisure activities, given their rural location. During the summer holiday William was invited by the local farmer to assist on the farm. He took great pleasure in this. The family also took a holiday in Blackpool, which William enjoyed enormously.

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

No

ADD ADDITIONAL PAGES IF REQUIRED

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

William feels very safe in placement.

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

This placement is entirely appropriate to Williams short and longer term needs and is currently very stable. Care will need to be taken to ensure that any additional placements do not jeopardise his sense of security and belonging within the family and do not result in a diminution of family activities and stimulation.

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

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

William's general physical and psychological health is excellent. He has dental appointments on a regular basis.

William's sister [REDACTED] has been diagnosed with mild tourettes syndrome. As William has a degree of motor-visual coordination difficulties and had also been exhibiting to his foster carers some symptoms of Tourettes, Dr Dewar, CMHO requested an assessment by Dr Duke, Child and Family Psychiatry. Social Worker understands that Dr Duke has indicated a diagnosis of mild Tourettes, which should not impede his day-to-day functioning. This diagnosis to be discussed further with Dr Dewar, as no written confirmation has been received to date.

ADD ADDITIONAL PAGES IF REQUIRED

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

William made excellent progress at his previous school, McAlpine PS, with a high level of encouragement on offer. The school recognised his visual/motor deficits and incorporated this into a strategy for ensuring that he performed to his full potential within the class. A full school review was held in January 2001, prior to William's move to Auchterhouse PS. It was concluded that William is achieving within the mainstream and that, while an IEP, should be maintained, its role should be only to ensure that his needs continue to be recognised. This assessment and recommendation was passed on to William's new school. Auchterhouse PS has taken a proactive and pragmatic approach to William's slow educational development and have produced an IEP for 2001-02 to focus on his mathematical and language/conceptual development. William is now in a small, composite class. He has integrated well and gets on well with his classmates. Both he and [REDACTED] are well integrated into the children's social life of the village. William's Head Teacher has taken Learning Support advice and has incorporated this into her teaching of William. While William can be easily distracted at times he is highly motivated working well at his own level, although his academic achievement level is low. The school has concentrated on building up his confidence and William is highly responsive to appreciation of his efforts. .

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

William has a good sense of his birth family identity and that his home is in the Dundee area. He has expressed curiosity about his birth family and it is planned to begin lifestory work with him shortly. He has regular contact with both his birth parents and immediate siblings, which is viewed positively by Mr and Mrs [REDACTED]. William has stated that he wishes to maintain birth family contact at the current level. At the same time William seems fully integrated into his foster family and at present he manages remarkably well to combine his sense of belonging to both families.

Williams self-confidence has continued to develop.

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

Contact continues to be planned on a monthly basis with each parent individually and contact with both parents is generally good, though superficial. Mr Tarbell has increased his reliability in respect of attending contact and the quality has also improved. Ms Robertson has missed one contact recently. William continues to have contact with [REDACTED] during the school holidays. William enjoys these contacts and they appear to be beneficial for him. William has occasional contact with [REDACTED] when he meets his mother.

A formal meeting of the carers to plan sibling contact has not taken place. However, Mr and Mrs [REDACTED] have regular contact with [REDACTED] carers and have made appropriate arrangements for contact between [REDACTED] and William, with the agreement of the Department. The Department continues to take the responsibility for organising contact with [REDACTED] and joint contact of all three siblings together

ADD ADDITIONAL PAGES IF REQUIRED

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

See above. William enjoys meeting with his mother and his baby half-brothers [REDACTED]. He is ambivalent about his relationship with his father, which is fairly superficial, although he wishes to continue to see him, even though it can also cause anxiety. Recent contact have been of improved quality. William continues to have a strong relationship with [REDACTED] less so with [REDACTED].

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

William is becoming increasingly socially adept in different social situations and generally behaves appropriately. He is popular with his peers and well-liked by his carers, workers and teachers.

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

William's behaviour is generally appropriate and he presents no particular problems in this regard, either at home or at school. He is developing significant attachments within his foster family and is also developing the ability to self-reflect on his actions and its impact and consequences for other. He is profiting from the high level of behavioural and emotional skills available to him within his foster family. As noted, William has been diagnosed as having a very mild form of Tourettes. While this has been noticeable to his carers at home in the form of specific behaviours, these are apparently less noticeable within the school environment and do not impede his day to day social functioning.

ADD ADDITIONAL PAGES IF REQUIRED

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

William is fully self-caring, although like all boys of his age, he requires constant reminders. William is becoming quite fashion conscious and his personal presentation is excellent.

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

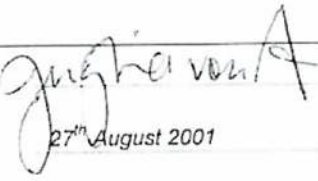
Previously William and I have met on a regular basis to discuss his progress in placement and work on issues around eg emotional development, life story etc. However, we have only met twice since the last Review because of the worker's extended sick leave. William generally has a comfortable and open relationship with myself and Maureen Petrie, who supervises family contact.

Other than by letter I have had no contact with Ms Robertson or Mr Tarbett since the last Review, for the same reasons. However, there has been regular contact with the Department through Mrs Petrie.

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

No

- 20 I have checked this report for accuracy and completeness. [If applicable] The following questions have not been fully completed because:

Signed  Name INGRID VON ARNIM
(BLOCK CAPITALS)

Date 27th August 2001 Designation SOCIAL WORKER

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Looking After Children in Scotland: Good Parenting, Good Outcomes

REVIEW OF THE CARE PLAN

PART 2

Carers'/Key Worker's Report

Name of child/young person

WILLIAM TARBETT

Current Placement Address

[REDACTED]
[REDACTED]
[REDACTED]

Date of Review

Day 28

Month 08

Year 2001

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

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

NO CHANGE OF PLACEMENT.

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

WE HAVE HAD [REDACTED] COME AND GO SINCE THE LAST REVIEW. WILLIAM SEEMED UNDISTURBED BY THIS PROCESS, ALTHOUGH HE STILL (AS WE ALL DO) MISSES [REDACTED] AT TIMES.

ADD ADDITIONAL PAGES IF REQUIRED

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

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

WILLIAM'S GENERAL RELATIONSHIPS ARE GOOD WITH BOTH ADULTS AND CHILDREN. OVER THE LAST MONTH OR SO THERE HAVE BEEN TIMES WHEN WILLIAM HAS ACTED IN SUCH A WAY AS TO CAUSE FRICTION IN THE HOUSE AND SOMETIMES HE HAS BEEN VERY DIFFICULT.

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

WILLIAM UNDERSTANDS THE RULES AND GENERALLY ACCEPTS THEM. BUT MORE FREQUENTLY THIS IS A VERY GRUDGING ACCEPTANCE ACCOMPANIED BY A "STROP". WILLIAM HAS BEEN SUBJECT TO SANCTIONS A BIT MORE OFTEN RECENTLY, AT ONE POINT IT SEEMED TO BE ON A DAILY BASIS. THIS IS USUALLY A 'GROUNDING', CONFINED TO BEDROOM OR WITHDRAWAL OF PRIVILEGE (TREAT).

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

WILLIAM PLAYS FOOTBALL, RIDES HIS BIKE, GOES ICE SKATING AND SWIMMING. HE ATTENDS FOOTBALL TRAINING ON A MONDAY, ICE SKATING ON A FRIDAY AND IS WAITING TO HEAR ABOUT ICE HOCKEY TRAINING.

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

NO CONCERNS.

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

WILLIAM FEELS SAFE IN THE PLACEMENT

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

THE PLACEMENT IS STILL APPROPRIATE FOR WILLIAM. WE WOULD DESCRIBE THE PLACEMENT AS STABLE (-), AS WILLIAM'S BEHAVIOR RECENTLY HAS CAUSED SOME FRICTION. HE RECOGNISES THIS AND HAS ATTRIBUTED IT TO HIS BOREDOM AND DESIRE TO BE BACK AT SCHOOL. HOPEFULLY NOW THIS HAS HAPPENED HE WILL SETTLE BACK DOWN.

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

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

WILLIAM'S HEALTH HAS BEEN GOOD, 1 DENTAL CHECK UP - NO TREATMENT REQUIRED BUT GETTING X-RAY TO SEE ABOUT DELAYED EMERGENS OF ADULT TEETH.

HAS ALSO SEEN DR JAN ESPARON RE SUSPECTED DIAGNOSIS OF TOURETTES. ANOTHER APPOINTMENT IN SEPTEMBER.

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

WILLIAM CONTINUES TO MAKE GOOD PROGRESS IN SCHOOL. WE HAVE SEEN A REAL IMPROVEMENT IN THE SKILL LEVEL & STANDARD OF HIS WORK.

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

WILLIAM HAS A STRONG SENSE OF BEING A 'TARBETT'. WORK IS BEGINNING TO LOOK AT LIFE STORY AND I THINK THIS WILL BENEFIT HIM.

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

CONTACT DAD 1 x 4 WEEKLY
CONTACT MUM 1 x 4 WEEKLY.
CONTACT [REDACTED] - 2 x 1 PER MONTH (APPROX).
CONTACT [REDACTED] - 1 PER HOLIDAY.

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

WILLIAM SEEMS TO BE GETTING A BIT MORE OUT OF CONTACT WITH HIS DAD. HE STILL ENJOYS CONTACT WITH HIS MUM. HE HAS A GOOD RELATIONSHIP WITH [REDACTED] & HE IS ABLE TO CHAT ON THE PHONE IN BETWEEN VISITS.

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

WILLIAM ALWAYS COMES ACROSS TO PEOPLE AS LIKEABLE, PLEASANT AND AMENABLE. THIS IS OFTEN COMMENTED ON BY PEOPLE. THEY EXPRESS DISBELIEF THAT HE CAN BE ANYTHING OTHER THAN THIS!!!

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

WILLIAM'S BEHAVIOUR IS GENERALLY GOOD. HE IS GROWING UP AND TALKING ABOUT LOOKING FORWARD TO SECONDARY SCHOOL IN A COUPLE OF YEARS. ETC. HOWEVER, IN SOME WAYS THIS MAKES WILLIAMS' HUFFS, TEMPER TANTRUMS AND DEFIANT MOODS MORE NOTICEABLE. WILLIAM HAS ALSO BEEN PHYSICALLY VIOLENT 3 OR 4 TIMES RECENTLY TO [REDACTED]. THE BIGGEST ISSUES IS THAT, AFTER THE EVENT, WILLIAM ACTS AS IF NOTHING HAS HAPPENED AND NONCHALANTLY THINKS HE CAN GO BACK TO BEING EVERYONE'S BEST FRIEND. HE FINDS IT DIFFICULT TO EXPLAIN WHY HE HAS DONE

ADD ADDITIONAL PAGES IF REQUIRED

SOMETHING.

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

WILLIAM HAS EXCELLENT SELF - CARE SKILLS'

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

WILLIAM HAS SEEN INGRID ONLY SINCE THE LAST REVIEW. DUE TO INGRID'S SICKNESS ABSENCE. HE STILL ENJOYS WORKING WITH INGRID AND RELATES WELL TO HER.

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

Signed

Name

(BLOCK CAPITALS)

Date

Designation

CARER.



Having Your Say



At Your Review Young Person's Report

Name *William*

Age

*10*Date of Birth *9 July 1991* Date of Review *29 AUG 2001*

A Review is where changes can be made to your Care Plan. It's important that you give your views. Use this form to help you decide what you want to say. Ask an adult to help you fill it in if you want. Try and tick a box for each question and write any comments you wish to make.

How do you like living where you are now? Like it ☐ It's OK ☒
Don't like it ☐ Do you want to say why you ticked this box?

RECEIVED
27 AUG 2001
DUNDEE CHILDREN'S SERVICES
SOCIAL WORK DEPARTMENT
6 KIRKTON ROAD, DUNDEE

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

7

Are you happy with the contact you have with your family and friends?
Yes ☒ No ☐
Do you want to say why you ticked this box?

Is there anyone you'd like to see more or less often? Yes ☐ No ☒
If yes, who and how often?



10

Do you know why you are being looked after away from home?

Yes ☐ No ☐

Has anyone talked to you about what was decided at your last review?

Yes ☒ No ☐

This is my first review ☐

8

Are you at: School ☒ College ☐
Work ☐ Training ☐ Other ☐
What's it like? Is there anything you need help with?

9

What interests and sports do you take part in?

ice skating
sat ball
bike
swimming

Are there any others you'd like to try?

11

Do you know how to contact your Who Cares? worker or your Children's Rights Officer?

Yes ☐ No ☐

2

How do you get on with the people you live with?

Very well ☐ OK ☒ Not very well ☐

Do you want to say why you ticked this box?

3

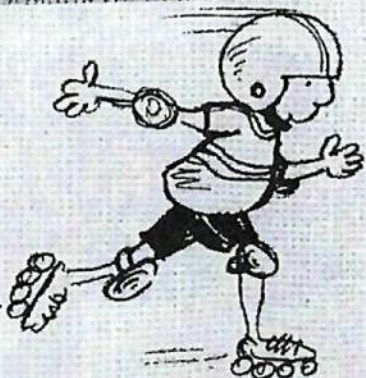
Is there anything else you would like to say about where you live – for instance about the food, pocket money, or the rules and what happens if you break them?

4

Are there times when you don't feel safe or are bullied either where you live or somewhere else?

Yes ☐ No ☒

If yes, what happens and where?



6

If you are moving soon, are you getting the help and preparation you need?

Yes ☐ No ☒

Do you want to say why you ticked this box?

5

I see my social worker:-

Too much ☐ About right ☒

Not enough ☐

Do you want to say why you ticked this box?

12 What decisions would you like made at your Review?

13 If you could change anything about your care, what would it be?

14 Please use this space to say anything else you want the Review to know. You might want to ask some questions or draw a picture. Add another piece of paper if you haven't got enough room.

Tick here if you've added another piece of paper. ☐

Signature: WILLIAM

Date: 27.8.01

Remember your **Who Cares?** worker or **Children's Rights Officer**, or someone else you trust can come with you to your Review to help you Have Your Say.