

# An investigation into how to collect and map data on 'what matters' to Children and Families in Scotland

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# Introduction

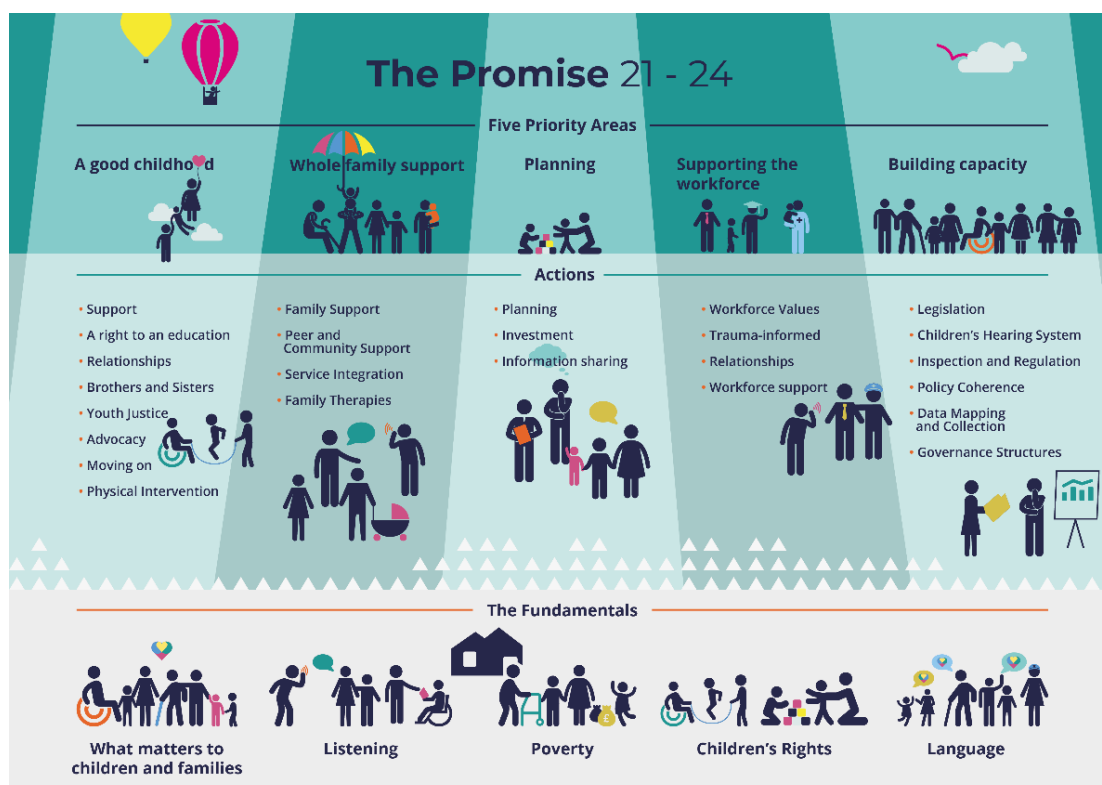
This report summarises the process and findings from an investigation into data on what matters to children and families in Scotland. This project has been funded by The Promise Scotland and facilitated via the Data for Children Collaborative. The work has been undertaken alongside and with Wallscope who are designing software to allow the sharing of a data map as it develops.

Our intention here is to show how what we have learnt from a process of mapping data from a small number of stakeholders.

This report first provides an overview of the reasons why this research has been commissioned before providing an overview of the process, findings and finally our reflections on what can be put in place to facilitate the provision of information from stakeholders across Scotland for mapping purposes.

## The Promise Scotland

The Promise Scotland is responsible for driving the work of change demanded by the findings of the [Independent Care Review](#) which concluded in February 2020 with the publication of [seven reports](#), one of which was [The Promise](#). [Plan 21-24](#) outlines priority areas for the next three years, as shown in this visual summary.





'Data mapping and collection' features within the 'Building Capacity' theme. Ensuring that data is available to support the system is critical in its own right. It will also allow for progress to be tracked over time to see if The Promise is being kept.

At the present time, there are many unknowns. The completeness of the data on processes and systems is unclear. Data is held by many different bodies for different purposes and there is no common understanding of what is being collected and why. There may be data that is not being collected that should be and vice versa. This is the starting point.

The aim is to have a comprehensive map of the all the data that is necessary to support the 'care system'. Plan 21-24 states that:

*Scotland will have a cohesive central picture of all data on the processes and systems that directly and indirectly impact on children and their families, including wider socio-structural factors.*

*The data picture will have been used to fully align data systems, collection and analysis methodologies to what matters to children and families, and the needs of those who take decisions on how best to support children and their families.*

This Data for Children Collaborative project marks the start of the process of moving from the current situation to the outcomes laid out in Plan 21-24.

### 'What matters'?

From the outset, The Promise Scotland have emphasised the importance of the perspective of 'what matters' to children and families, as opposed to being driven by the organisations and systems that currently exist.

The first crucial step was to understand 'what matters' to children and families based on the evidence that had been gathered, many of it from personal experiences, during the Independent Care Review process. A systematic review of written and transcribed evidence produced a series of keywords and descriptors that were translated into questions that need to be answered by the data and information collected.

For example, the descriptor: "emotional support for best start in life" was translated into: "Was I able to access support for my emotions growing up and was I taught how to manage them?".



There were 469 keywords or descriptors with relatively few duplicates (only 20 were identified after they were translated to questions) grouped into 69 categories. Mapping data to this long list of 'what matters' was challenging. However, amalgamating or grouping questions risked overlooking important issues that had been raised. For this first phase of data mapping we retained the full list of questions.



## Stage 1: Mapping data from one local authority (South Ayrshire)

Once the 'what matters' translation had been completed, the next stage was to work with an initial group of stakeholders to map their data, including where there were answers to any of the 'what matters' questions. For this, we worked with South Ayrshire Council.

This stage of the work was facilitated by online meetings with stakeholders from the local authority. The purpose of these conversations was to gain an understanding of the data landscape within South Ayrshire local authority and to collate information about the data on children and families that exists across the local authority.

Open ended discussions were important during the initial phases of the process to enable us to build a picture of what data is used for, why it is collected and how it ties together. The conversations also provided an insight into information not obviously classified as data by end users (for example, case notes or meeting minutes).

During these discussions, we asked stakeholders about the work that their team does in relation to care experienced children and young people, and to provide information on datasets that relate to children and families that are used by their team. We asked:

- what the data is used for,
- what information is stored,
- whether an individual is recorded as care experienced,
- what validation data goes through,
- whether common identifiers link individuals to other datasets,
- whether the data is shared in any way, and
- whether the data is aggregated.

We also held open ended discussions with interviewees, in which they were asked to discuss any other information that their team collects (formally or informally) relating to children and families, and any knowledge they might have about 'what matters' to care experienced children and young people.

### *Stakeholders from South Ayrshire HSCP involved*

Selecting relevant stakeholders was done in partnership with South Ayrshire HSCP. Representatives of the following service divisions were included in our discussions:

- Children and families social work
- Housing
- Corporate planning and improvement (education)
- Education
- Employability and skills



- Information and advice hub
- Leisure services
- Occupational therapy
- Revenue and benefits
- Thriving communities
- Virtual school for care experienced young people
- Corporate parenting

### High level mapping of datasets

Here, we set out a list of each dataset mentioned by stakeholders at South Ayrshire HSCP.

Table 1: List of datasets from South Ayrshire

Dataset	Notes
<i>Financial datasets</i>	
Council Tax exemption for care experienced young people	
Council Tax Reduction dataset	
Council tax and water rates arrears	
Scottish Welfare Fund database	
Crisis grant database	
Community care grant database	
Self-isolation support grant database	
Housing benefit data	
<i>Employability and skills</i>	
Data Hub data for employability services	Contains school leaver destination information
Employability and Skills Care Experienced Data	
<i>Health and social work</i>	
Care First system	Social work database
Health and wellbeing survey	Measures wellbeing of school pupils
Children's service plan data	
Face system	Occupational therapy database
Youth Work Quality Assurance Framework	
Youth work session to session records	
Corporate parenting/ Parenting promise	Evaluates experience of looked after children
Champions Board	Corporate parenting executive's monitoring tool
<i>Education</i>	
SEEMIS data	Admin records for education containing large amounts of education-related data for all school age children



Virtual School Wellbeing Surveys	Measures wellbeing changes of school pupils
Virtual School Child's File	Tracks children's progress
Pupil census	
Insight	Monitors attainment and destinations
<i>Information and advice hub</i>	
Information and Advice Hub Case Data	
Information and Advice Hub Referral Data	
<i>Housing</i>	
HLI data	Homelessness database
Housing applications and tenancies	
Better futures	Monitors the impact of housing support services
Children's housing incident reports	
<i>Other</i>	
Activ8 programme	Provides free access to leisure facilities





## Stage 2: Working with a small number of additional stakeholders

During this next stage, our process was adapted with a view to how the data mapping exercise might operate on a wider scale. Unlike stage 1, one-on-one conversations with individual stakeholders were not held. Instead, a questionnaire was sent to 6 stakeholders, asking them to provide information about the data their organisation holds on children and families.

The questionnaire was designed after taking into account our reflections on the data mapping process during stage 1 and attempted to collect information about the data landscape in a systematic way. A copy of the questionnaire can be seen in Appendix A.

The responses from the questionnaire were automatically collated, which could feed into the software platform when the data mapping exercise is extended.

### *Stakeholders*

Stakeholders involved in stage 2 were agreed with the internal team working on this project and were selected on the basis of being national organisations that are highly relevant to care experienced young people.

Below is a list of stakeholders who were involved in stage 2:

- Skills Development Scotland
- Scottish Children's Reporter Administration
- Police Scotland
- Strathclyde University
- Ayrshire College
- Public Health Scotland



## High level mapping of datasets

Table 2: List of datasets in stage 2

Organisation	Dataset	Notes
Scottish Children's Reporter Administration	CSAS	Case management system for the Hearings System, which tracks progress through the system and collates unstructured data, such as social work reports and hearing papers. User experience data has been collected, but not systematically.
Strathclyde University	UCAS data	Admissions data, which includes a care experienced field.
Strathclyde University	Student records	Data provided by schools, which helps identify those who could benefit from widening access services, including care experienced young people. Student experience data is also collected annually, but not focused on care experienced young people.
Ayrshire College	Applications data and student records	A care experienced marker in student data helps identify those who could benefit from additional support. Student experience data is also collected annually, but not focused on care experienced young people.
Skills Development Scotland	16+ Data Hub	Enables targeted services. Data comes from ScotXed annual census and S4 - S6 local authority data.
Police Scotland	Scottish Intelligence Database	Used to gather and record intelligence. No CE marker.
Police Scotland	ICRS	Used to report crimes to the Crown. No CE marker.
Police Scotland	Crime management database	Used to record details of crimes. No CE marker.
Police Scotland	Intrium Vulnerable Persons Database (IVPD)	Used to record incidents involving vulnerability (eg. domestic incidents, mental health incidents, any incident involving a child), but no CE marker.
Police Scotland	National Missing Persons (NMP)	Used to manage missing persons enquiries. No CE marker.
Police Scotland	Stop/Search	No CE marker, but records children who are searched.
Police Scotland	STORM	Used for recording and managing ongoing incidents that are reported to the Police. No CE marker.
Police Scotland	PNC, CHS, SCRO	This is the criminal records database. No CE marker.
Police Scotland	National Custody System	Used for recording and managing a person while in Police custody. No CE marker.
Police Scotland	ViSOR	Used for managing a registered sex offender or violent offender. No CE marker.



## Linking to 'what matters'

### *Process*

It is crucial for the long-term goals of The Promise that we understand how much current data relates to 'what matters'. Therefore, once the data mapping process had been undertaken, we created a method of linking the datasets listed above to 'what matters'.

This helps to build a picture of which organisations hold relevant datasets and where investment in further data might be needed to assess whether the ambitions set out in The Promise are on track to being realised.

To match the data to 'what matters', we began by building a spreadsheet where each category (also called subnode) had its own sheet. We then used a red, amber, green (RAG) system to indicate whether data had been mapped that could answer the questions in What Matters. Green indicates that the data that has been reported to us can fully answer the question; amber indicates that the question can be partially answered but the data has some kind of limitation; and red indicates that we have not encountered any data that could answer this question.

We colour-coded the questions using the RAG system and added columns to each sheet to indicate the name of the potential data source where the rating is green or amber, the reason for the RAG rating, and any other notes relevant.

All these steps were completed for the South Ayrshire Council data collected in stage 1. For stage 2, a further column was added to avoid confusion. This column is colour-coded green or amber if data from the stage 2 stakeholders matches the What Matters questions, and left blank otherwise.

Our reflections on how this process of linking the datasets to 'what matters' could be extended are given below.

### *Findings*

This report should be read in conjunction with the spreadsheet included in the appendix. The detailed findings in relation to 'what matters' can be seen by following the RAG rating system in the spreadsheet. Some general observations and conclusions can be seen below.

Note that a red rating does not necessarily mean that data pertaining to the 'what matters' question does not exist. The common reasons for red ratings are:

- this initial data mapping exercise hasn't yet included the relevant stakeholders,
- the question requires speaking to young people directly (e.g. via a survey),
- the question requires a survey of frontline workers,
- there is no care experienced marker in the data, and
- data only exists in an unstructured format (e.g. in case notes).



The common reasons for amber ratings are:

- data has only been collected once,
- data is only collected for certain age groups (e.g. those in school), and
- care experience is self-reported in the data, with no validation of that field.

Almost all of the categories (or subnodes) listed in 'what matters' have so far been allocated a red or amber rating. This is not necessarily due to gaps in the available data. Mostly, this is because our data mapping exercise has not extended to the relevant stakeholders who will be involved as the data mapping process is rolled out in the future. In areas that we might expect to see a green rating, given the stakeholders that have been involved, some relevant conclusions were apparent:

- Experiential data is important to many aspects of 'what matters' and ensuring that care experienced young people are listened to, valued and respected by the services they engage with. However, in many cases, experiential data is held in an unstructured format or not collected at all. It is not clear how to systematically or quantitatively collect and analyse this data.
- Another point relating to experiential data is that where it is collected, it is usually not with 'what matters' in mind. For example, student experience surveys at universities do not have the focus on care experienced young people that would be required to fully address 'what matters', and are understandably concerned with the experience of the broader student body.
- Amber ratings are often given where the right kind of data exists but only partially answers the question. A good example of this is in education, where some questions (e.g. those around attendance) are clearly answered by existing data that we have come across. However, most questions are only partially answered, for example because school wellbeing data does not cover all age groups. In these cases, the data is close to addressing 'what matters' (and would therefore receive a green rating) and requires only a small amount of tailoring with 'what matters' in mind and the involvement of stakeholders.
- Many of the questions in the police tab will not clearly be answered by a database (e.g. *"is there training to deal with stigma?"*). Therefore, the red ratings do not necessarily mean that the information doesn't exist, but that collecting this information through the more automated approach used in stage 2 (and when the exercise is rolled out further) is difficult without police understanding of 'what matters'.
- It is notable that none of the police databases have a care experienced marker, although our understanding is that addresses could be used to identify where someone could potentially be care experienced.



## Reflections

Following the culmination of our work with stakeholders, we evaluated the data mapping process to date, with consideration of how The Promise Scotland could roll it out on a wider scale following the end of this project. The following are intended as reflections to consider, rather than formal recommendations to be implemented.

### *Stakeholder engagement*

The data mapping exercise within South Ayrshire local authority began with one-on-one conversations with data users. During these conversations, we were able to gain a broad understanding of the relevant data used within the local authority, before documenting this in a standardised fashion. This standardised documentation could be augmented with supplementary information that we requested after our initial conversations through follow up emails.

It will not be practical to replicate this time intensive approach when the data mapping exercise is extended. Therefore, in the second stage of stakeholder engagement, our approach was more standardised. A questionnaire, with answers automatically returned to us in a user-friendly format, was sent to stakeholders across Scotland.

This intention was that this approach would push a time intensive task (ie. the initial documentation of relevant data) onto stakeholders and this indeed was the case. The downsides of this were:

- Any approach is reliant on the accuracy and completeness of information provided by stakeholders. Unless The Promise Scotland, or an organisation such as CELCIS, provide a quality assurance layer, there may be issues with the quality of the information in the data map
- There were some cases in both stages where we needed to chase respondents or arrange conversations with them so they were clear on the what was being sought.
- There were examples of stakeholders who had been identified by the organisation as the best person to engage with the task not having information on the more experiential type of data that relates to the 'what matters' questions. Almost all of the databases reported in tables 1 and 2 are administrative in nature, perhaps reflecting the fact that the stakeholders who provided information were more familiar with that type of data.
- A small number of organisations were also unable to use the form due to restrictions within their organisation and returned the information in a different format. This required manual transcribing into the google forms format.

So far, the information we have received has been far more valuable and insightful when the stakeholder has had a high level of engagement with the data mapping exercise and an understanding of its purpose and scope. On top of this, an understanding of how The



Promise relates to their organisation is likely to have helped stakeholders complete the questionnaire in a way that maximises its usefulness for The Promise Scotland.

Therefore, it would be beneficial to consider conducting group workshops with stakeholders before completing the questionnaire or presenting them with a brief video beforehand to explain the purpose of the exercise and what is being asked of them. The questionnaire itself could also be flexed for different stakeholders with more sector-specific questions if appropriate.

It is also worth considering what is asked of stakeholders and the trade off between breadth and depth of information provided. For example, during this project we have asked for information on all data that an organisation collects relating to children and families. This might involve vast datasets with a large number of different fields, which stakeholders have tended to “skim over” by providing broad descriptions of the data they felt most relevant.

Gaining a more thorough and granular understanding of each stakeholder organisation’s data is likely to require some follow up from The Promise Scotland. Allowing organisations to attach blank data entry forms or screenshots may allow The Promise Scotland to do review, but this has not been possible for all organisations to do when asked.

However, the approach used so far has provided a useful starting point, although it has often necessitated further action, such as follow up questions and points of clarification. This would require ongoing resource from The Promise Scotland. To some extent, it also asks stakeholders to determine which information they feel is most relevant, as none have provided a detailed list of all data fields collected. This reinforces the point made above, that workshops or short video presentations might be beneficial to enhance the understanding of stakeholders participating in the data mapping exercise. This need may reduce over time once stakeholders can see the information provided by others.

### *Linking to what matters*

A final consideration of stakeholder engagement is the process of linking responses to What Matters. The issues around being able to gather information from data owners that relate to ‘what matters’ can be separated into a number of issues:

- a) Stakeholders not being aware that this information is being asked for
- b) The person who answers the questionnaire not being aware that the organisation gathers data relevant to ‘what matters’ (likely to be survey rather than admin data).
- c) Translating from the information provided by data owners to what matters is labour intensive
- d) Stakeholders are not collecting information on what matters.

We look at each of these in turn.



In terms of a) and b), the suggestions detailed above to encourage engagement may be helpful. A better understanding of what it is that The Promise Scotland need to know should ensure that if the information exists, then it will be provided.

In terms of c) during the stakeholder engagement, we have manually linked each dataset reported to us by stakeholders to 'what matters', as described above. When the data mapping exercise is extended, it would require ongoing resource for this process to be done manually on a wider scale. Doing this mapping and the associated RAG ratings will be important if data gaps are to be understood.

This resource might not be significant as it has been for the FAI team. We found that the process sped up after gaining a detailed knowledge of 'what matters'. Furthermore, the process could be made less onerous by, for example, standardising reasons for a RAG rating in a drop down list.

A more efficient process could be to ask individual stakeholders to identify themselves where their data relates to 'what matters'. Given the high number of questions in 'what matters', this would require a significantly higher time commitment from stakeholders than we have requested from them so far. This would also require some up front resource to ensure stakeholders are familiar with 'what matters'.

The other option, which may be necessary regardless if there are significant data gaps, would be to create new data by asking stakeholders to collect new information relating to what matters and to enter that data into the new platform. There are, of course, significant resource implications of this for both The Promise Scotland and stakeholders.



## Conclusions

This report sets out the findings from our initial data mapping exercise undertaken during stages 1 and 2. It also offers reflections and lessons that can be applied to any future data mapping exercise as it is rolled out nationwide.

A key stage of this process has been to link the datasets that have been reported to us to 'what matters' to care experienced children and young people. This allows The Promise Scotland to gain an understanding of where data exists that would inform authorities of the extent to which The Promise is being kept.

When linking datasets to 'what matters', we have found gaps. However, this does not necessarily mean that relevant data does not exist. It might be because our initial exercise has not included all relevant stakeholders. In many cases, informative data exists in an unstructured format, particularly experiential data. This data is very valuable and there is a question over how best to collate the information it provides about care experienced young peoples' experiences of public services.

In terms of reflections for the future, The Promise Scotland will need to consider how to roll out the data mapping exercise on a wider scale. The approach adopted so far, based around a questionnaire of stakeholders, is unlikely to elicit sufficient detail about data that exists in Scotland without ongoing resource. This conclusion is especially relevant given the scale of 'what matters'.

The Promise Scotland will also need to consider the ask of stakeholders and how they are engaged with the process going forward. Obtaining quality assurance over the information provided might also require ongoing resource.

Finally, consideration must be given to how the process of linking datasets to 'what matters' can be embedded in the online tool that The Promise Scotland are developing. This is crucial if the ongoing process is to retain 'what matters' to care experienced young people and children at its heart.





## Annex A – Questionnaire

**The Project:** This form is part of a collaborative project coordinated by the Data for Children Collaborative. For a summary of the project and its aims please visit: <https://www.dataforchildrencollaborative.com/poverty/the-promise>

**How to use this form:** This form is a place to record the different data sources you use which relate to children and families, and care experienced children and young people.

Please fill out the form **once for each data source you use**.

It can be tricky to decide how to separate the information you use/collect out into different sources, but some examples that help are things like:

- Does the data live on a different system?
- Does it have a different purpose?
- Is it collected for a different group of people?
- Does it have very different variables?
- Is it recorded at a different level (e.g. high-level data versus individual level data)?

If you answered yes to any of these questions, then you are most likely dealing with separate data sources and you should fill out the form once for each source.

### Questions

1. Name of your organisation and team (e.g. South Ayrshire Council, Children and Young People)
2. Name of data source (use a name that makes sense to you and briefly describes the data source. e.g. Council Tax Reduction Data)
3. Is the information collected solely by your departments or is there information coming in from different departments to this dataset?
  - Data collected solely by my department
  - A mix of data collected by us and other departments
  - Solely data from other departments
  - Other: \_\_\_\_\_
4. Who is included in the data? (e.g. All children using the service)
5. Is there an identifier for care experienced young people in the data? (can you tell if someone is currently or previously care experienced in this data source)

Yes/no



6. What fields are data routinely collected for? (e.g. name, address, household composition, income, disability, etc)
7. Does the data go through validation?  
Yes/no
8. Is the data checked in any way once recorded or is it taken at face value? (e.g. Validated by Children Services)
9. Can this data be linked to other datasets, for example through common identifiers like Pupil Number or CHI number?
10. Is the data shared in any way, internal or external? In what way is the data shared? (e.g. aggregate or individual level)
11. With which organisation is data shared?
12. Do other departments/organisations have automatic access to the raw data i.e. at individual record level?
13. How often is the data collected? (e.g. Annually, as requested)
14. What is the main purpose of collecting the data? (e.g. Admin records, to provide a service...)
15. Is there software used to store the data? Are there any issues with the software that limits you using/sharing the data?
16. What other information is collected routinely alongside the data? (E.g. case notes)
17. Do you have surveys on user experience?  
Yes/no



## Annex B – Care First summary

Given the particular relevance of Care First to the aims of The Promise Scotland and, more generally, to care experienced children and young people, a summary of the data collected in the Care First system is presented below. This summary is based on information provided by teams in South Ayrshire local authority, along with follow up interviews.

### *Record of looked after children*

ID, name, address, DOB, age, gender, ethnicity, young mother, whether info estimated. List of placements including start date and placement type. List of legal statuses including start and end date and placement type.

### Forms

#### 1. Child protection

**If a child is looked after, then the CPI form is linked to their details in the system** (the form pulls through the info from the database and auto-fills).

**CPI:** Child protection investigation. Contains common identifiers CHI, SCN, Carepartner number if known. Includes list of children in household and whether they are under investigation, any children not living in the household where there may still be concerns, details of the concern (free text), details of person who reported, legal status, alleged perpetrator details, carers, parental responsibility, addresses, young carer Y/N, ethnicity, religion, nationality, immigration status, financial checks, disability, ASN, previous CP registers in other authorities, medical check, family circumstances, investigation process, views of those involved, dates of report and completion etc.

**CPII:** Short form to send an alert about child protection

**Pre-Birth Assessment:** concerned parties can do a pre-birth referral to child protection services, e.g. a midwife may have witnessed domestic abuse in the household of a pregnant person. Contains details of referee, reason for referral, details, expected birth date, outcome of assessment, options to trigger follow-up and CPII and CPI, relevant dates.

**Pre-Birth Follow Up:** contains CPI outcome, date of pre-birth/initial case conference, whether baby's name placed on child protection register, whether baby accommodated post-birth, outcome date and reason.

#### 2. Children & Families

**Child assessment and plan:** Contains common identifiers CHI, SCN, Carepartner number if known. Type of assessment (based on legal status e.g. looked after away from home),



demographic info of child e.g. young carer Y/N, ethnicity, religion, nationality, immigration status, financial checks, disability, ASN, whether form being completed for SCRA, previous and current addresses, family details and significant others, education details including name of school, health details, child protection summary (pulled from CP details on carefirst), current placement details and history, current legal status and history, family circumstances, recommendation, parent/carer/child's views, date of next review.

**Aftercare details:** SCN, ethnicity, religion, disability, economic activity e.g. in education other than HE (reported to Scottish government), accommodation e.g. home with newly adopted parents (reported to Scottish government), is the young person of school leaving age Y/N, does the young person have a pathway plan Y/N, does the young person have a pathway plan coordinator Y/N, is the young person receiving aftercare Y/N, how many homeless episodes has the young person had, in total how many days homeless has the young person experienced, outcome details, relevant dates.

**IRT referral:** referral category e.g. welfare concern/CP concern, has this person been known to social services in the past Y/N, date and time, details of referrer, reason for referral (drop down list), responsible team, personal relationships (button included to view existing relationships in the system), referral actions, completion date.

**IRT outcome:** Filled in after IRT referral (can be triggered from IRT referral form). Referral type, actions and recommendations, outcome decision, has a cp investigation to be carried out Y/N, has this case to be closed Y/N, dates.

**Permanency planning:** Dates including date permanence away from home was recommended, date of decision by agency decision maker, date application submitted to court, date child/yp became looked after, date child was first accommodated away from home, date child was last accommodated away from home, date of fostering/adoption/permanence/kinship panel, date of move to (intended) final placement, date report sent to Legal Services, date that legal permanence is secured for child (Adoption/PO order granted) including termination of order when permanence at home is achieved, outcome date. Outcome and reason for outcome.

### 3. Children's Hearing Report

**Children's reporter information:** Name, CareFirst ID, dob, gender, address, telephone number, whether child has case open to children and families fieldwork, was reported requested by SCRA, date request received and report required, type of report requested (picklist), main grounds for referral e.g. child protection referral, additional info on grounds (text), whether offence related Y/N, date and time report submitted, worker recommendation, if not submitted/cancelled reason why, outcome details, staff involved.

**Children's reporter disposal:** Name, CareFirst ID, dob, gender, address, telephone number, reporter/panel decision e.g. continue child protection order, date of hearing, secure care authorisation Y/N, did reporter/panel agree with social services recommendation, did



report request involve multiple decisions, disposal received Y/N, date disposal received, outcome details, staff involved.

#### 4. Family placement

**Family placement basic enquiry:** Name, CareFirst ID, dob, gender, address, telephone number, enquiry type e.g. fostering, date of enquiry, agreement for basic checks Y/N, applicant details (name, previous name, dob, address, years at address, previous addresses, number, email, marital status/length of relationship), primary team and worker, outcome details.

**Family placement carer approval:** Name, CareFirst ID, dob, gender, address, telephone number, carer approval date, number of children approved for, age range of children, gender of children, approval review date if required, outcome details.

#### 5. YPST

**JIT Accom support:** Name, CareFirst ID, dob, gender, address, telephone number, checklist including: does the YP understand the homeless procedure, is the yp in receipt of benefit, if no has advice been offered on claiming benefit, is the yp aware of amenity charges/consequence of not paying, has the yp been advised of mediation service, is mediation considered appropriate, has the yp been advised of the Throughcare duty service; does the young person require any assistance with the following: pursuing further education, employment or training, alcohol misuse, substance misuse, money advice, victim issues, mental health issues, form filling, budget planning, homemaking tasks, family relationships, pursuing benefit, other; agencies involved: STEP, ayr council alcohol, turning point, ayr housing aid, careers Scotland, jobcentre plus, womans aid, health services, victim support, debt advice, quarriers, barnardos, family centre, other; assessment needs, action suggested, level of support (low/medium/high), appointment details, outcome details.

**YPST Referral:** Name, CareFirst ID, dob, gender, address, telephone number, referral area (place in south Ayrshire from dropdown list or location if outside south Ayrshire, time band for single journey e.g. 0-30 minutes, referral source, referral factors Y/N and RAG status including challenge behaviour, offending behaviours, sexual harmful behaviour, YLSCMI undertaken, AIMS 2 carried out, family relationship difficulties, parenting capacity issues, domestic abuse, drug/alcohol misuse parent/carers, drug/alcohol misuse young person, mental health wellbeing parent, mental health wellbeing young person, emotional wellbeing, engagement in education, housing difficulties, other. Final case classification high/medium/low based on referral factors. Placement type and legal status displayed from LAC module, allocation details (team and worker), intervention type activities and assigned worker, outcome details.

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