

Love InC

Final Project Report
April 2022



Our journey exploring how
Loving relationships can flourish
for children and young people
who experience care

Love InC

Final Project Report

Welcome to our final project report on Love InC. In this document you will be able to follow our journey over the past three years, exploring and learning with many others how it can be possible that we ensure **LOVE** is a fundamental element of all children and young people's care experience. This report chronicles our journey navigating this question.



The Love InC Team at Who Care Scotland's Love Rally in Glasgow in 2019.

ACKNOWLEDGEMENTS

Love InC would like to extend our deepest thanks to all of the incredible adults, children and young people who have engaged with our project over the past three years. Without your ability to open your hearts and share your experiences with us, we wouldn't have a project. Thank you for sharing the love! 💕

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EXECUTIVE SUMMARY

In 2016, Scotland's First Minister made a speech at the SNP's annual conference, stating that Scotland should 'come together and love its children', whilst launching a 'root and branch review of the care system'. From the early stages of this Independent Care Review, there were strong, clear and passionate messages from the hundreds of people with lived experience of care they were talking to, and these messages were stating that they wanted to, and should feel more love in their lives.

Since that time, there has been an increased understanding of how important feeling loved whilst experiencing care is to children and young people, and the huge impact that loving relationships can have on their ability to not just survive, but to thrive, both during their care experience and once they leave care.

But how do we ensure care is a loving experience for our children and young people? That was the question the senior leaders of our partner organisations asked themselves at a Life Changes Trust event, which developed into the Love InC project, and it is what we have been exploring with children and young people and the workforce for the past three years.

We have found, through carrying out meaningful, relational participation work, and insight and co-production activity with the workforce, that to ensure love can flourish for our young people, three over-arching themes are of vital importance.

Organisational Values that are love-led, and give permission for the workforce to act in a loving manner. **Trust and Transparency** in the workforce, and being able to have open, curious, and judgement-free conversations around love. And **Time, Space and Flexibility** to offer our young people with care experience exception, to truly listen and adapt processes or approaches that don't feel loving, and provide the time to let meaningful relationships develop and be sustained.

We have had a number of young people with lived experience of care work and volunteer within Love InC, and our experience of supporting them. Ensuring we are a love-led employer has meant we have also been able to apply our findings in a practical context. In this report we will share the contextual background for our project, our approach, our journey, and our findings.



INTRODUCTION

'Love InC is a partnership project between Aberlour, the Care Inspectorate, Celcis, and Includem.'

Who are we?

Love InC is a partnership project between Aberlour, the Care Inspectorate, Celcis, and Includem.

The day to day work of the project is led by **Liz Mitchell**, **Project Development Manager**.



'I have been with Love InC right from the start, before it even had a name (our wonderful young people in Aberlour came up with it, I was just 'the love wifey' before that!), and I have helped to guide and shape the project alongside our partners, our young people, and our amazing project team.

My career has always involved me working alongside children and young people and their families in a variety of different contexts; supporting their learning, emotional and social development, and ability to share their voices and be listened to.

My background in psychology means I have always been fascinated by the way in which loving relationships and connections with others help us as humans to survive and thrive, and to be able to explore that within this project, with so many incredibly loving practitioners and brilliant young people, has been a dream come true!

Liz Mitchell

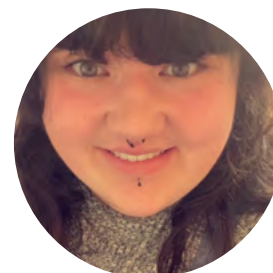
Love InC also has a Project Participation Team, consisting of the Project Participation Lead, Erin McGuigan, and a Project Participation Assistant, Rhianne Ewen. We have also had Skye Rogan working with us throughout the project, initially as a volunteer young person's representative, who then moved into a paid intern and relief worker role with the project, and we had Natasha Wallace work with the project as a Participation Assistant from 2019-2020. Our project participation team all have lived experience of care settings.



Erin, our **Project Participation Lead**, is studying for her Community Education degree and plays the bagpipes!



Rhianne, our **Project Participation Assistant**, has just become a mum for the second time!



Skye, our **Volunteer, Intern and Project Assistant**, is looking forward to passing her driving test in the very near future!

The Partners



Aberlour is one of the largest Scottish children's charities, helping to improve the lives of Scotland's children and young people. At Aberlour, we know that not all children are born with an equal chance. Together, we will be brave for children and families to overcome poverty, disadvantage and discrimination. Aberlour's core purpose is supporting children, young people and their families compassionately and respectfully - working with them to change their lives for the better.



The Care Inspectorate is the independent scrutiny, assurance, and improvement support public body for care in Scotland.

This means we register, regulate, and inspect care services to make sure they meet the right standards and help them improve if needed. We carry out joint inspections with other scrutiny bodies to check how well different organisations in local areas are working to support adults and children.

We investigate complaints about registered care services acting on the concerns and complaints people raise. We rigorously monitor services, gathering and analysing intelligence, which helps to target our scrutiny approaches, as well as helping to shape and influence local and national policy and practice.

Across all our work we provide independent assurance and protection for people who experience care, their families and carers and the public. Our inspection frameworks take account of the health and social care standards and emerging good practice.

The Care Inspectorate is a Corporate Parent committed to listening and learning from children and young people with care experience. We have a strong focus on our duties and priorities to meet The Promise in Scotland.



CELGIS is the Centre for Excellence for Children's Care and Protection, based at the University of Strathclyde in Glasgow.

We improve children's lives by supporting people and organisations to drive long-lasting change in the services they need, and the practices used by people responsible for their care.

In our partnership work with carers, social workers, teachers, health workers, local authorities, charities, the police, local authorities, and the Scottish Government and other corporate parents, we work to understand the issues, opportunities and challenges to identify improvement in practice and develop solutions. We are committed to realising The Promise of Scotland's Independent Care Review and sharing learning locally, nationally and internationally.

We play a critical role in influencing and implementing legislation and policy. With data driven evidence and experience from children, young people and adults with experience of care, carers and the many different practitioners and organisations working to support children and families, we help to inform, develop and support the kind of practice that will improve the lives of children, young people and their families.



Includem are a Scottish charity that works with children, young people and families to help them transform their lives. We provide intensive, bespoke support to children, young people and families in challenging circumstances.

Our model of support is based upon building solid relationships of trust. Through this approach we are able to help young people make positive life choices and progress towards the type of future they want to live. We know that every young person has endless potential. With the right support, we can help them recognise this too.

Our Funders



The seeds for the project were sown at a leadership event hosted by the Life Changes Trust in 2018, involving young care experienced people and those who work in the care sector.

The event generated conversations about what it would take to put love at the heart of the care system - and the conversations highlighted that despite the best intentions of adults working in the care system, there was still a gap for children and young people, and they were expressing the need for more to be done to ensure they felt loved.

Following this, senior managers from our partnership organisations decided to collaborate and put together a funding proposal for a project that would explore exactly this....

Who are the Life Changes Trust, and what do they do?

The Life Changes Trust is a charity that invests in and supports the empowerment and inclusion of three groups: young people with experience of being in care, people living with dementia and unpaid carers of those with dementia.

The Trust was created in 2013 with a £50 million, ten-year endowment from the National Lottery Community Fund. They use that money to help drive transformational improvement in the lives of young people with care experience and individuals living with dementia and those who care for them. Their voices, needs and well-being are at the heart of all of The Trust's work.

The Trust's Young People with Care Experience programme offered funding for projects that focussed on strengthening the knowledge and skills of the paid and voluntary workforce, so that they are more able to meet the needs and aspirations of care experienced young people. This stream of funding, from which the Love InC project was a beneficiary, was called 'Workforce Development'.





CHAPTER ONE

'The specific aims of the funding are to support the paid and voluntary workforce to place love and relationships at the heart of the care system, and to build a sense of shared purpose with young people'.

The Scottish Care Context and Theoretical Background

1.1 Scottish Care Landscape

When our project was created, there were a number of significant developments happening within the Scottish Care System that aimed to provide a fundamental shift in approach to how we provide care for those who need it.

1.1.1 The Independent Care Review and The Promise

At the SNP Conference in 2016, Scotland's First Minister Nicola Sturgeon announced that there would be a 'root and branch review' of the care system, driven by those who have experience of care. She stated that Scotland would:

"come together and love its most vulnerable children to give them the childhood they deserve."

The announcement by the First Minister signalled one of the most profound commitments towards improving the care and protection of our children and young people - by putting young people at the heart of change while recognising and championing the need for loving, stable relationships.

In 2020, the findings of the Independent Care Review were published. This report, **The Promise**, is built on five foundations, which must be at the heart of a reorganisation of how Scotland thinks, plans and prioritises for children and their families. Loving relationships and feeling loved by those who care for them underpin all of these foundations.



Photo by Jordan Whitt on Unsplash

The Five

Foundations of The Promise



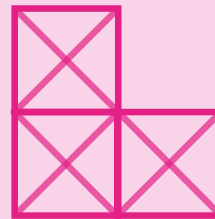
Care

Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so and belong to a loving home, staying there for as long as needed.



People

The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.



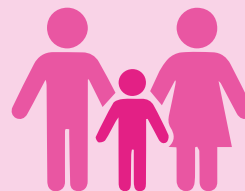
Scaffolding

Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability.



Voice

Children must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what children want and need. There must be a compassionate, caring, decision-making culture focussed on children and those they trust.



Family

Where children are safe in their families and feel loved they must stay - and families must be given support together to nurture that love and overcome the difficulties which get in the way.

There is an ongoing momentum and expectation for organisations and structures within the care system to 'keep the promise', and continue working towards making the changes that are vitally needed, to ensure that care is a loving experience for children and their families.

1.2 Health and Social Care Standards

The new Health and Social Care Standards¹ came into effect in April 2018.

These Standards set out what we should expect when using health, social care or social work services in Scotland. They seek to provide better outcomes for everyone; to ensure that individuals are treated with respect and dignity, and that the basic human rights we are all entitled to are upheld.



Photo by Dharmi Bradley

¹ <https://hub.careinspectorate.com/national-policy-and-legislation/health-and-social-care-standards/>

Care standard 3.10

As a child or young person I feel valued, loved and secure.

The fact that **love is a standard of care expected for our young people** emphasises its importance, and the expectation that those who provide this care must ensure children and young people experience this.

The work of the Independent Care Review, projects funded by The Life Changes Trust, and national events such as the WhoCares Scotland's Love Rallies in Glasgow in 2018 and 2019 have all added momentum to and amplified the message that children and young people who experience the care system wanted to feel more love in their lives, and that this was of fundamental importance to them.

Furthermore, it built upon the narrative that being loved whilst in care should not be controversial or ambitious, but the norm, and that it was the responsibility of everyone who works within the care system, as well as our wider society, to find ways in which to demonstrate and provide that love.

1.3 Each and Every Child

Each and every child is '*a new initiative to change hearts and minds on care experience in Scotland*', developed '*to create a fresh, inspiring narrative to shift public attitudes and improve life chances of children, young people and their families*'. Their work seeks to change how we speak about care experience.

Their approach aims to:

- Make children's care about healthy development.
- Explain the context and conditions that shape care experience - and how we can shape them to help children thrive.
- Remind people our communities are stronger when every child has what they need - and vice versa.

Alongside the Frameworks Institute, they have developed a toolkit to support this transformational change in the way we think about and talk about care experience.

This focus on what all children need to thrive, the fundamentals of healthy development for any human, and the importance of connections and relationships for everyone, is an essential shift in how we think and speak about care experience.

1.4 Trauma-Responsive Practice

Another important development is the increased awareness and understanding of the impact of developmental trauma on healthy human growth and development.

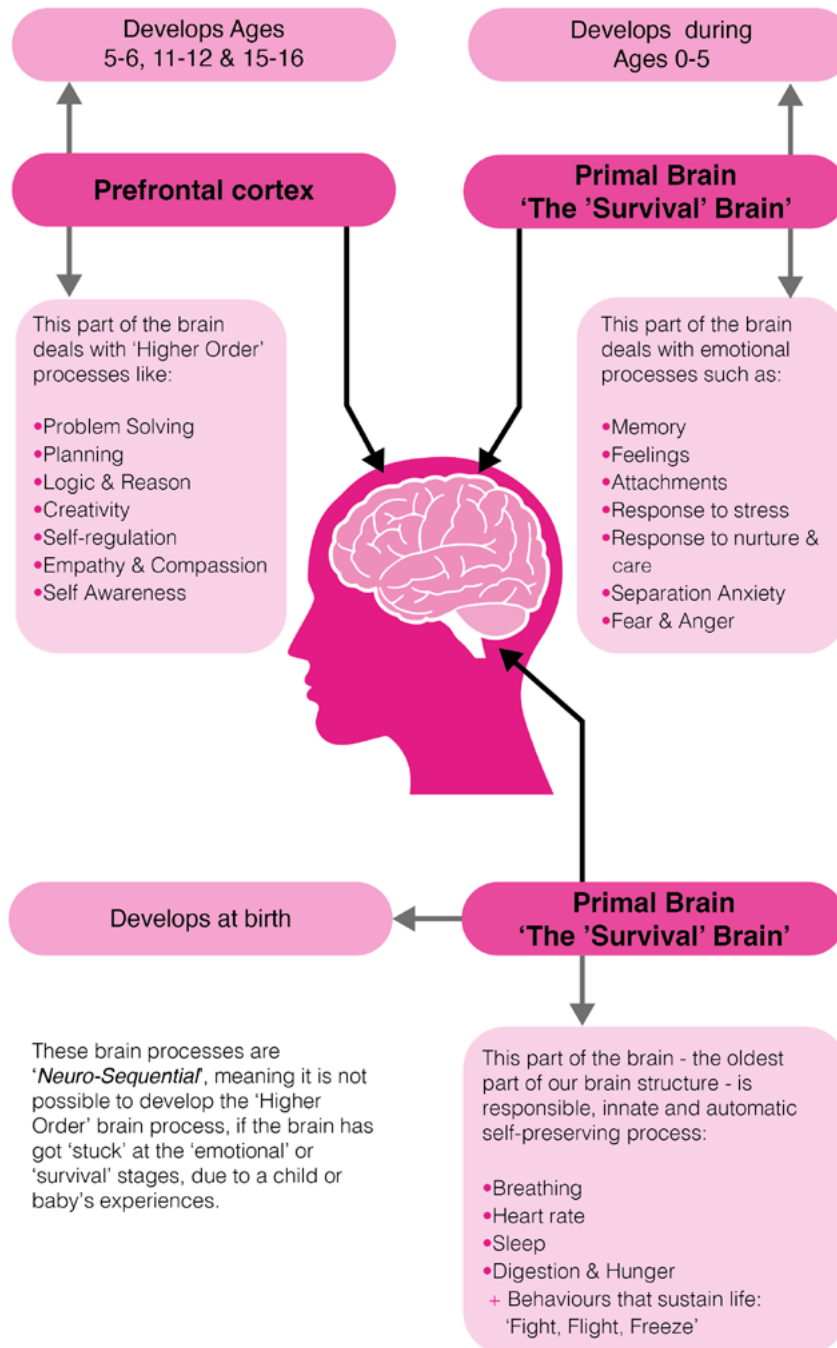
Developmental Trauma is the term used to describe the neurological, physiological, social, emotional and cognitive impact of early, repeated trauma and loss which happens within the child's important relationships.

During early childhood, the brain develops, grows and organises at an incredible rate. A child's earliest relationships, and the experiences a child has as a result of those relationships, shape the baby's nervous system and brain architecture. The individual may not explicitly remember experiences that happen in utero or within the first four years, however, research is very clear that it is these experiences which shape our later development and well-being.



Photo by Tadeusz Lakota on Unsplash

1.5 Neurosequencing and Dyadic Developmental Practice (DDP)



Infographic design: Maria Kyriacou

Early trauma can arise from things happening that shouldn't have happened (e.g. abuse, separation, medical interventions, loss), and from things that didn't happen that should have happened (emotional and physical neglect, disrupted attachment).

Many children who experience care have experienced developmental trauma in their early lives.

Psychiatrist Professor Bessel Van der Kolk, demonstrated that early trauma creates an 'assault' on the child's development over time.

A child who does not feel safe primarily 'lives' in their fight/flight/freeze/collapse responses, in order to survive the real or perceived danger they face.

One problem for traumatised children is that even when they transition into a safe environment, the survival responses do not turn off. A traumatised child is developmentally stuck in this part of their brain, and very little information can get passed up to the higher parts of their brain where processes such as retaining new information, rationalising, reasoning; learning, sharing with others, empathy, and trust can occur.

Not only do traumatised children develop a range of unhealthy coping strategies to adapt to and manage threat, they are also unable to develop the essential daily living skills that children need, such as being able to manage impulses, solve problems or learn new information, due to being 'stuck' in the survival centre of the brain.

'Relationships Heal Relationship Trauma'

Dr Karen Treisman

Research by neuroscientist Dr Bruce Perry has shown us that the experience of early loss and trauma does not dictate a child's future, in isolation from other important factors. In other words, there are other influential experiences which can buffer the impact of early adversity. **More influential for the child than their early trauma, is the quality and quantity of their safe relationships.** This is a very hopeful message, and one which emphasises the importance of consistent loving relationships throughout the lives of children who have had experience of trauma.

Our understanding of the importance of healthy, consistent and positive loving relationships as a way to respond to, heal, and repair the impact of trauma are a fundamental element of this reframing of the approaches we use to support our children and young people who experience care.



Photo by Dharmi Bradley



CHAPTER TWO

Our approach to the project was informed by a number of different theoretical constructs and approaches, alongside the context of the care landscape in which we were working.

The Love InC Approach

2.1 Our Approach to Partnership Working

Partnership working provided us with many opportunities for growth, learning, innovation and supportive challenge. Our shared values, and willingness to embrace the complexity of our subject matter, was key to the success of our partnership.

Our approach can be explained through the Collective Leadership model.

What is collective leadership?

Rather than seeing leadership as one individual who creates, changes, or collapses a team, collective leadership² is where multiple leaders come together to address problems that one leader cannot do alone. It is best to think about collective leadership as actions, rather than as a position.³

When the project began, we were aware that we didn't yet know what we would find out on our journey. We had to develop a shared understanding of the importance of **EMERGENCE**, and of being comfortable with the unknown.



Source: Collective Leadership Scotland⁴

² <https://growingorganisations.com/collective-leadership-what-why-how/>

³ <https://impact.monash.edu/covid-19/the-concept-of-collective-leadership-and-how-it-could-lead-us-out-of-a-pandemic/#:~:text=What%20is%20collective%20leadership%3F,one%20leader%20cannot%20do%20alone.>

⁴ <https://collectiveleadershipscotland.com/about-us/about-us>

How the collective leadership of our partner organisations have supported the project:

The **Care Inspectorate**, as the public body for the independent scrutiny, assurance, and improvement support for care in Scotland, have provided us with opportunities to work alongside inspectors, corporate parents, and other organisations such as Health Improvement Scotland. This has allowed us to explore the complexities of and issues around regulating for 'love', what love looks like for children and young people in care settings from this regulatory perspective, and how we can meaningfully involve children and young people in thinking about this.

Aberlour and **Includem** are values-based service providers who work directly with and for children with care experience. They employ experienced practitioners who have been willing to share their knowledge and views with the project, have given us direct access to the workforce, and provided us with both a theoretical and practical understanding of the importance of relationships when working with children and young people with care experience.

Celcis, as the Centre for Excellence for children's care and protection, have provided us with opportunities to collaborate and share knowledge with many other care organisations, engage with and become part of their own participation network, contribute to and influence

discussion around the national approach to supporting young people with care experience, and provided us with access to and a broader understanding of theoretical frameworks and current research within the care sector, both nationally and internationally. Furthermore, they have provided us with opportunities to share our learning and journey on a wider platform than we might have had access to as a stand-alone project.

Furthermore, the ability of our funders the **Life Changes Trust**, to allow us to work in this way, without imposing rigid reporting structures or implementation approaches, and allowing us to nurture emergence, provided us with the flexibility and adaptability to embrace the complexity and uncertainty both of the unprecedented time in which we were working (the pandemic), and of the nature of the subject which we were exploring (the human emotion of love).

2.2 PROJECT DESIGN

2.2.1 Project question

From the initial project funding proposal provided to Life Changes trust, and discussion within the project Steering Group, we devised our initial project Question:



'How can we ensure that loving relationships are able to flourish for children and young people who experience care?'

2.2.2 Theory of Change

Theory of change was the over-arching framework used for structuring the work we carried out within the project.

A theory of change is a tool that allows you to describe the need you are trying to address, the changes you want to make (your outcomes), and what you plan to do (your activities). It can help you improve your strategy, measurement, communication and partnership working.

A theory of change is project-specific and related to evaluation. It makes the underlying rationale of a project explicit, which supports planning, implementation, and assessment of the project.



Identifying
your
ultimate
goal(s)



Identifying
your
immediate
outcome



Identifying
your
activities



Showing
your causal
links



Examining
your
assumptions

2.2.3 Project Aims

How Theory of Change structured our project journey...



Theory of Change Stage 1 - Identifying Ultimate Goal

Our ultimate goal was to go some way towards answering our initial project Question:



'How can we ensure that loving relationships are able to flourish for children and young people who experience care?'



Theory of Change Stage 2 - Identifying Outcomes

The Life Changes Trust provided a framework of 'Outcome Areas' for 'Workforce Development' Projects. From these we set out our own Aims for the project.

Outcome Area 1:

Supporting paid staff members, carers, and volunteers to put relationships first.

Aims:

1.a We will actively contribute to the wider discussion in Scotland around love for children and young people who have experienced care, and we will generate opportunities to raise awareness of the importance of love in care, at a local and national level.

1.b We will work directly with staff to consider what enables and prohibits love-led practice, both at an individual level and at a wider organisational and systemic level.

1.c We will develop the workforce by actively engaging them in research and co-production. We will support them to develop ways of working that will facilitate change and gather a wider understanding of the importance of love for children and young people who experience care.



Theory of Change Stage 2 - Identifying Outcomes cont...

Outcome Area 2: Supporting engagement and co-production with care experienced young people.

Aims:

2.a We will develop opportunities for CEYP to share their views and experiences about how love in the care system feels for them and disseminate these findings to the wider workforce.

2.b We will provide opportunities for CEYP to actively engage in co-produced research and engagement activities, providing them with the opportunity to increase their knowledge, understanding, interpersonal and professional skills.

Outcome Area 3: Policy and Practice Become More Responsive to Care Experienced Young People (including culture change within organisations)

Aims:

3.a We will help to develop an increased understanding by a wide-range of statutory and voluntary organisations in how to become more loving in their approach, through direct involvement in the project, and indirectly through dissemination of Love InC project activities and learning.



Photo by Dharmi Bradley



Theory of Change Stage 3: Identifying your activities

As we started developing and identifying out our project work, it began to emerge that the activities we were engaging could be structured as three activity areas.

Relational participatory activity

- Working alongside children and young people from Aberlour residential houses and other organisations whom we have built relationships with. We support meaningful engagement in activities where love can be discussed and meaning explored in a safe space and using a trauma-informed approach (PACE).

Insight activity

- Providing workshops and training sessions to adults who work in care, to think about how to explore both their own and cyp's understanding and experience of love, and explore and consider the barriers and enablers to working in a loving way.
- Disseminating our findings and sharing our message through conferences, webinars, workshops and research activity.

Co-production activity

- Collaborating and developing links with other groups, projects, forums, organisations and partnerships, to carry out needs-led, discrete and focused pieces of work which explore love in a specific context.



Photo by Jason Goodman on Unsplash



Theory of Change Stage 4: Showing the Causal Links

During our project activity we explored with children and young people and adults working within the care sector their views, thoughts and beliefs around our initial project question. We engaged in ongoing analysis of this data, using Thematic Analysis. We will explore what this is and how we did it in more detail within the methodology section of the report.

This approach allowed us to share our findings throughout the project and to keep building on this evidence base, and also continue to explore the ways in which the workforce could provide a love-led approach at a practical and systemic level, which led us into Stage 5 of this approach.



Theory of Change Stage 5: Examining your Assumptions

By using a continuous approach to evidence gathering and sharing, predominantly through our insight activity, we were able to share our findings about what enabled and prohibited love-led practice throughout the project, rather than only providing an evaluation at the end.

Delivering training, speaking at conferences, and adding our input to papers and research activity generated further discussion around this subject, and allowed the workforce opportunities to reflect on their practice and utilise strategies we had learned about or developed ourselves.

We were also able to use our co-production activity to utilise this growing understanding about what those barriers and enablers were to loving practice, and support others to change practice and develop more loving approaches to supporting children and young people in specific contexts. Evaluating these activities also allowed us to examine our own and other more general assumptions about how care could be more loving, and again fed into the continuous learning and dissemination within the project.



Photo by Bruno Nasimento on Unsplash

2.2.4 Relationship-based practice

While relationship-based practice is not a new concept, the emphasis on this approach at the core of the recommendations of the Independent Care Review means this way of thinking about how best to support children and young people is becoming increasingly understood, recognised and strived for. As the implementation programme for The Promise rolls out across Scotland, care and support for children, young people and families will increasingly be viewed through a relational lens.

'The roots of resilience...are to be found in the sense of being understood by and existing in the mind of a loving, attuned and self-possessed other'

Diana Fosha

Other stakeholders are also driving a greater focus on relationship-based policy and practice. These include organisations working with young people with care experience but also wider stakeholders such as funders and the public sector. Their work highlights that enabling positive and enduring relationships benefits young people by improving resilience and achieving successful outcomes.

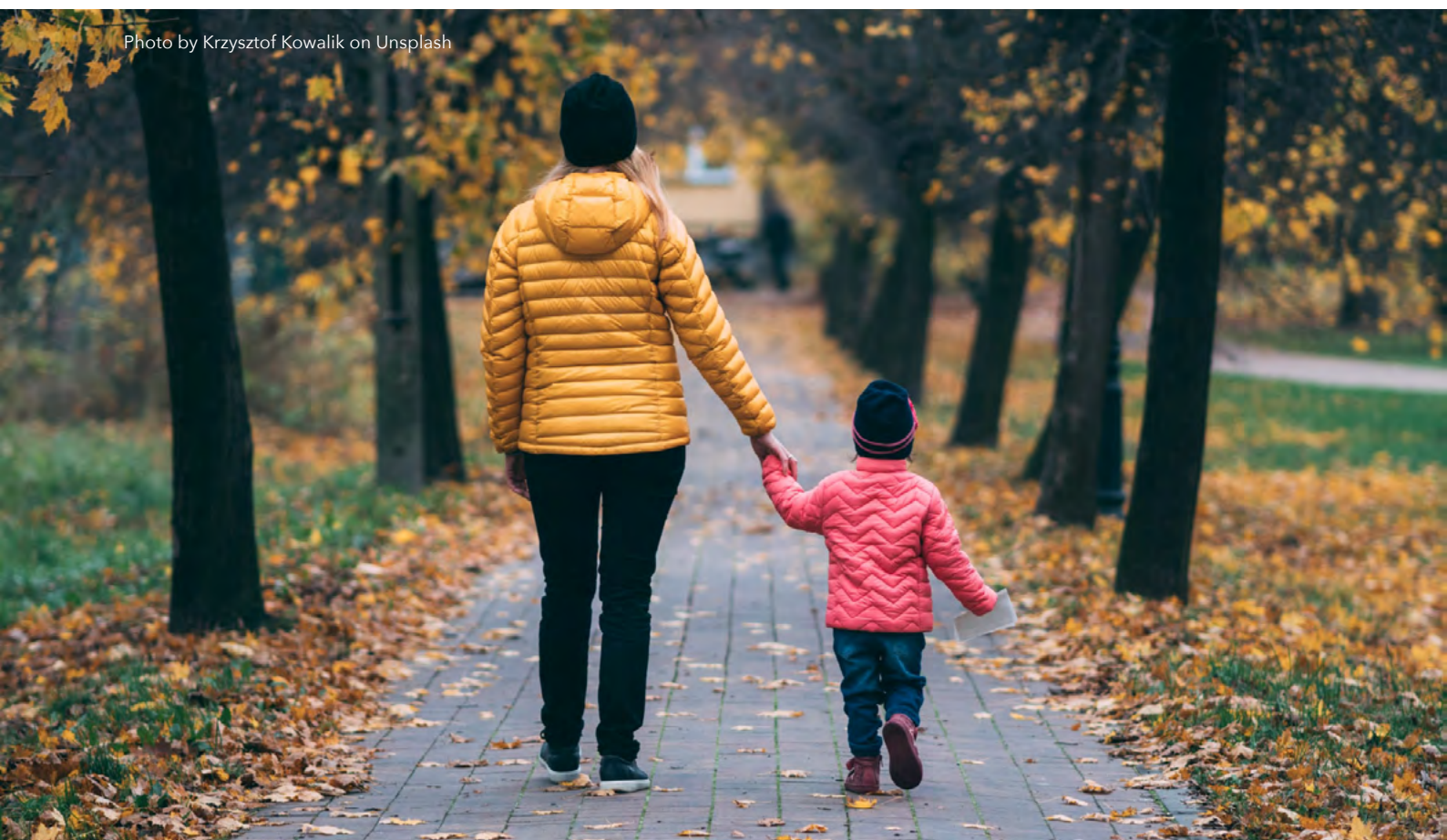
Our understanding of the fundamental importance of relationships both for us all collectively as humans, and specifically for care experienced young people who are learning to trust and feel safe with the adults who care for them, meant that our approach to all elements of our project work was relationship-based.

2.2.5 DDP as a framework for practice

'Love is an essential ingredient in raising our children. The gift of love is a gift to the child of security, connection and a developing capacity for relationships'

Kim Golding and Dan Hughes (2012)

Photo by Krzysztof Kowalik on Unsplash



Professionals supporting children and families within care settings need a model that brings together knowledge about developmental trauma, attachment, interpersonal neurobiology and child development.

Clinical Psychologist Dan Hughes, created Dyadic Developmental Psychotherapy (DDP) as a treatment for families with adopted or fostered children who had experienced neglect and abuse in their birth families and suffered from significant developmental trauma.

DDP brings together what we know and understand about attachment theory, the neurobiology of developmental trauma, intersubjectivity theory, and child development.

DDP recognises the vital role that adoptive parents, foster parents, relatives, and residential workers play as attachment figures for children who have experienced trauma and loss early in life and who have good reasons for finding it hard to trust adults.

Dyadic Developmental Practice is an all-encompassing approach that includes parenting and caring for children as well as therapeutic support. It helps professionals understand, work together with and be effective in their support of children and their families.

Due to the impact of trauma, ordinary parenting does not always provide the containment and understanding needed for children who experience care to feel safe, understood and loved. The DDP framework encompasses an approach to parenting for the adults who provide this care, which is based on the principles of PACE.

PACE is a way of thinking, feeling, communicating and behaving that deepens the emotional connections between a child or young person and their caregiver, and aims to make the child feel safe. It is based upon how parents connect with their very young infants.



Playfulness brings enjoyment to the relationship. **Acceptance** creates psychological safety. When we curiously explore within a relationship we express a desire to know the other more deeply. **Empathy** communicates our **curiosity** and acceptance, as we recognize and respond to the other's emotional experience.



Photo by Joseph Pearson on Unsplash

DDP, and the principles of PACE, are a framework for practice used by residential staff within Aberlour and a number of other local authorities and care providers both within Scotland and internationally.

We believed that utilising this framework would provide us with a consistent approach and common language with many other practitioners who work directly with children and young people, as well as a trauma-responsive and consistent approach within our own project team.

Love InC's Project Development Manager is trained in Level 2 DDP, and the Project Participation Lead and Project Participation Assistant are trained to Level 1.





CHAPTER THREE

The Love InC project
journey

3.1 Project statistics

Our Project Participants:

Over the course of the project we have engaged with numerous participants in various ways.

We have broken this down into our 3 main project workstreams, to provide quantitative data on participant activities and numbers.

RELATIONAL PARTICIPATORY ACTIVITY:



(These have included graphic facilitation sessions, love auctions, group consultations, recording practice activity)

ACTIVITY SESSIONS:



(Between **4 and 9** children and young people would regularly attend these sessions, planned and led by the Project Participation Assistants.)

SHARING
THE LOVE
TEAMS
PAGE :



ACCESSIBLE TO

34+

CHILDREN

50+

ADULTS

INSIGHT ACTIVITY:



TOTAL NUMBER OF
PROFESSIONALS
ENGAGED WITH:

400+

3.2 How we did it: Our 3 areas of engagement

3.2.1 Methodology

Our approach to gathering evidence has evolved throughout the project, in keeping with the exploratory nature of the original project design. We have focused our work into three specific areas:

- **Relational Participatory Activity**
- **Insight Activity**
- **Co-production Activity**

We have maintained a number of consistent questions, whilst adapting our collection methods to suit the context and the audience, which have allowed us to thematically analyse the evidence generated in a robust way, and find a number of broad general themes and more specific sub-themes. We will look at these in the 'Findings' section of the report.

We have maintained the over-arching project question of



'How can we* ensure that loving relationships are able to flourish for children and young people who experience care?'

and this has provided us with a clear framework from which the themes grounded within the data can emerge.

We also asked a number of further questions. Participants have been able to provide multiple responses to these questions. We utilise these questions in all our insight activities. Participants have shared responses verbally (which has been recorded and transcribed), in written responses, and through online interactive platforms and forums such as Teams and Zoom chat functions, Teams groups, and mentimeter sessions.

The specific questions we have asked are:

- **What was the last loving thing you did for someone else?**
- **what was the last loving thing someone did for you?**

* For clarification, the 'we*' is the adults who work within the care system and provide direct or indirect support to our children, and also the wider care system as a collective whole. Although our project has focused on this as our population, we have also hypothesised that what we learn will also be applicable in many ways to other systemic supports that ceyp access such as health, justice and education, and also wider society.)

- Share a moment/memory/act that made you feel loved.
- What other words or phrases would you use to describe what love is, or feels like?
- Think of a child/person you know. Tell us what makes them loveable.
- What happens in your setting that allows or enables you to be a loving professional?
- What happens in your setting that prohibits or limits you from being a loving professional?

We also gathered anecdotal evidence and data during conferences, information exchange and learning events, webinars and round table sessions from chat facilities, presentations and reports. All this data was thematically analysed using the process described.

We do not count all of the participants who attended these multi-agency events as participants in the project, as some attendees might have watched our presentations but did not engage in the questions asked or conversations facilitated, and the numbers run into thousands, however, we collated and analysed data from over 120 people in the way described above.

Photo by Chris Montgomery on Unsplash



3.3 OUR PROJECT JOURNEY

In this section we wanted to tell the story of our journey exploring the main project question.



‘How can we ensure that loving relationships are able to flourish for children and young people who experience care?’

We included examples of the work we carried out, as well as larger case studies, to provide an insight into the breadth of different activity we engaged in, and how they have addressed our project aims. However, there were too many different examples to include them all! We provided quantitative data for numbers of activities and participants in the project later in the methodology section.

We also wanted to provide a descriptive narrative of our learning journey, our reflections at different stages, and the impact of the pandemic on our approach and our learning.

YEAR ONE

As we started our journey, our initial focus was threefold.

We carried out **Scoping** activity; looking at the work which was already taking place that was considering the importance of love and relationships for children and young people with care experience. We began **making links and developing a network with those working in areas of common interest**.

We also focused on **participatory activity** with children and young people we were able to engage with, both within Aberlour, and within other organisations we had made links with.

Our final area of focus in year one was the **Recruitment of our Project Participation Assistants**.

Scoping-Examples of Activities:

- Plenary panel member at SIRCC conference/stand at conference and information-gathering.
At this event, one of the first and largest we were involved in, we had a stand at which we asked people two of our focus questions;
- What was the last loving thing you did for someone else?
- What was the last loving thing someone did for you?

These questions allowed us to explore for the first time with the wider care workforce their own perspectives on how love could be demonstrated and experienced.

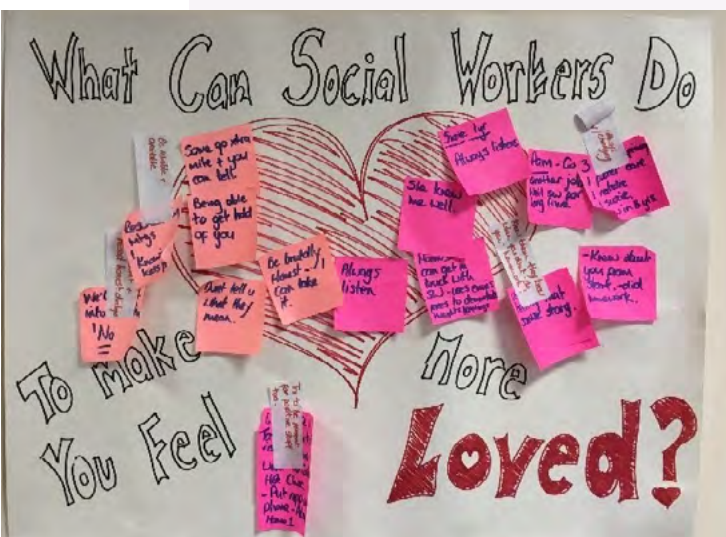
The openness and variety of the responses we collected meant we continued to use these questions throughout the project.



- Collaborative Presentation at University of Dundee School of Social Work 'Talking Social Work' Event

Alongside two Residential Service Managers from Aberlour, we delivered a session on the importance of Love in care, and shared what children had told us social workers could do to make them feel more loved. This provided an

opportunity to explore with trainee social workers the importance of loving experiences for children who experienced care. Feedback from this session highlighted that many of these future social workers hadn't thought about love in this way before, and they valued this different perspective and insight. **It also highlighted to us the importance of ensuring these types of learning opportunities are a critical part of training for those working in the care sector.**





Participatory Activity:

- Working with Aberlour Right’s and Participation officer to provide ‘Love Auction’ for residential event.

At this event we hosted a ‘Love Auction’, where young people and the adults who supported them to attend explored what they felt were the most important things to them when they felt loved, and we ‘auctioned’ their examples, using monopoly money and inflatable hammers, and young people as auctioneers!

- ▷ Providing graphic training for Children’s Parliament Group ‘Seen and Heard’ Fife.

The Love InC Project worked with Aberlour’s Quality Improvement Officer to adapt Aberlour’s Personalisation training into a one-day training course in how to use graphics in meetings, aimed at young people as well as staff. We then facilitated a graphic session for them, focusing on the question ‘What would a Scotland where all care experienced children feel loved look like?’

Participatory Activity-It’s all about the relationships...

When the project first began, Liz, the Project Development Manager, would regularly visit Aberlour’s homes, to meet and get to know young people on their terms and in their own space.

Liz explains;

‘I would pop round to the houses and stay for tea, or have a game of fortnight, or play on the trampoline with young people. But although they were mostly quite happy to sit and have a chat with me about life in general, when I got my sheets of paper and pens out and started talking about love, people would quickly start disappearing!

This was not an unexpected response!



Love is a complex and challenging thing to talk about sometimes. Some young people thought about it in a romantic and intimate context, (as one young person said, 'oh she's here to talk about the birds and the bees!') and felt embarrassed; others would just disengage with what we were doing. When I asked the adults who worked in the houses why they felt this might be, they were able to share that it was often because of complex family relationships that were painful to think about, and that was what they related love to; hurt and pain and fear and uncertainty.

However, what was interesting was that as I spent time in the houses, I was able to observe all of these amazing, beautiful and loving actions and interactions between adults and young people; little private jokes and shared looks, snuggles on the sofa, shared activities, empathetic and gentle responses to distress. Young people had loving relationships with the adults caring for them, and were able to receive and often reciprocate those loving actions, but they weren't always able to explicitly see or think of that as being love. They could describe it as kindness, or often they would say that it was the adults 'doing their jobs'. But the importance of these loving interactions was vital, not just in that moment, but also by creating happy memories and a sense of being valued and loved that, would help to sustain them as they move forward in their lives.

It became clear that we would need to focus on the **relational aspect** of any **participation or engagement** with young people, in order to make it meaningful, and we also needed to think about **love in a much bigger, broader and safer context** than the narrow definitions they had either experienced before, or believed it to be'.



Photo by Ylanite Koppens on Pexels

Case Study

LOVE INC LOVING RECRUITMENT

Within a couple of months of commencing the project, we started thinking about the recruitment of our Project Participation Assistants (PPA). These part-time roles were specifically for care experienced young people. However, we were concerned that Aberlour's standard online application form and recruitment process could potentially be inaccessible and prohibitive for some care experienced young people.

Our Approach

We co-created alongside other stakeholders a new recruitment process specifically for these roles, and set out with the aim of making the process of applying for these jobs feel loving and supportive.

A recruitment working group set up, made up with project partner representatives, care experienced young people, and HR management. We developed a recruitment process that was robust, simple, and easy to engage with, that offered Care Experienced Young Person (CEYP) 'exception'.

- No online application form was required, we instead asked young people to register their interest in the job through an online link.
- Interested candidates were then invited to attend a recruitment day. Travel expenses could be provided beforehand.

- Attendees took part in a number of participatory, team-building activities with their fellow attendees and young people, and had the opportunity to have an informal conversation with the project development manager.
- Following this, those attendees who scored best on the specific criteria being considered on the day, such as engagement with young people, ability to share their ideas and views, and ability to work with others, were offered the PPA roles.
- To change the process in this way and make it as inclusive and accessible as possible enabled us to find two suitable candidates to fill the roles.

Reflections

Despite advertising our roles on our partner websites and social media channels, and sharing with other stakeholders and organisations who supported care experienced young people, only four young people applied for the post.

Despite 100% confirmation of 'intention to attend' prior to the recruitment days, only 50% of attendees managed to attend. The Project Development Manager followed-up on the non-attendances by phone/email, and the following responses were given.

- One young person felt they would be unable to commit to the role as had other conflicting responsibilities.
- One young person stated they had been called into work at the last minute, and that not attending was 'likely to be something I regret for a long time'. They were offered the opportunity to reschedule the interview, which they accepted, but were unable to attend again, and didn't respond to further attempts at contact.

What we Learnt

Despite the project giving CEYP 'exception', and despite attempting to mitigate any prohibitive elements of the recruitment process, it was clear that for many CEYP, this in itself is not enough to ensure opportunities are accessible.

The young person who attended the interviews and were subsequently successful in being offered the roles had some form of champion (an adult encouraging and supporting them to apply for the role). Without this, it could be argued that even when removing as many barriers as possible for CEYP when providing work opportunities, the multi-faceted and multi-layered issues which they face can still negatively impact them when entering the workforce. It is vital that we acknowledge this when recognising the importance of enduring, long-term relationships with trusted adults for care-experienced young people.

It is vital that we acknowledge this when recognising the importance of enduring, long-term relationships with trusted adults for care-experienced young people.



Photo by Christina @ wocintechchat on Unsplash

THE IMPORTANCE OF A CHAMPION

We asked Gemma Watson, from our partner organisations Celcis and formerly the Care Inspectorate, to tell us a little bit about why she encouraged Erin to apply for the Love InC PPA role...

'Erin is very skilled in talking to and listening to young people, she has a natural was of making people feel welcome, at ease and valued. She has a quiet confidence and is never the loudest person in a room but everything she has to say is relevant, important and valuable.'

Erin had been a Young Inspection Volunteer for a few years when the opportunity at Love Inc was advertised. I mentioned the opportunity with to Erin to check in if she had considered applying, I was delighted when she said she had! I had been involved in some of the work and knew she would have so much to offer with her skills and knowledge but also her kind, caring personality. I encouraged Erin to apply and agreed to support her in her in the application process. I reminded Erin of the work she had been involved in and the abundance of skills and qualities she already had that would make the move to Love Inc a great move for her. I spoke to Liz at Aberlour about how amazing Erin is and how she had grown in her current volunteer role. I knew she was more than ready to make this next step and knowing Liz, I knew she would support Erin to develop ever further!

Erin remained in her volunteer role while working at Love Inc and I was in a very privileged position to watch Erin take on more responsibility with ease and work alongside Liz. Having an existing connection meant that Erin could transition from a volunteering role to a paid role while still receiving support from both Liz and I when needed. I am incredibly proud of Erin and all she has achieved, she has worked incredibly hard in the past few years and I am delighted to be a part of her journey alongside staff and young people at Love Inc. Well done, Erin, you are truly amazing!



YEAR 2

The Pandemic-Reframing our approach

As we entered the second year of the project, with our new team of **Project Participation Assistants** and a small number of young people regularly engaging with our project work, we started focusing on how we would broaden our three areas of project work (Relational Participatory Activity, Insight Activity and Co-production Activity).

Within the initial project funding proposal, the project work was focused on the geographical areas of Fife and Aberdeen, due to Aberlour and Includem having multiple services in these areas. The expectation was that we would work directly with the adults and young people in these services, which had already begun.

And then the pandemic arrived, and we like everyone else, had to adapt, shift, and reconsider what we did and how we did it.

Moving online-The impact on our relational practice

We were unable to engage with children and staff in the way we had focused on in year one and had planned to continue in Year two; by being physically present, by slowly building relationships that would enable meaningful engagement in the project, and by regularly speaking to staff and observing behaviours and interactions between them and young people. Circumstances meant we had to adapt our approach to participation work, and as with many other projects and organisations we experienced real challenges in continuing to get young people to engage in a virtual space.

However, we shifted our focus onto maintaining the relationships we had already developed, and working more widely with the workforce across Scotland, supporting and learning from those who already had relationships with young people.

Working remotely provided us with an opportunity to connect and collaborate with so many more people from different organisations and geographical areas, and we were able to be much more responsive and provide virtual training sessions and workshops for many more people than would have been possible without these platforms and ways of working.

'During Covid 19 this has really presented some challenges to us in the way we are no longer able to have face to face contact with the young people. It has challenged me to think of new and innovative ways to connect with the young people, some of these have been successful and some of these have not worked as well as we had hoped. During this time, it has taught me great life skills I will be able to use in future employment e.g. connecting digitally, problem solving skills, made me realise it's okay to not always have all the answers first time and to accept this.'

Erin McGuigan, PPA

'It has been very strange times for everybody since the lockdown in march, and its been a very challenging time for myself working on the project because it started off completely different from how it has now ended up. From the first six or so months of being on the project there were no issues and we could easily go into the houses and sit and interact with the children, and now because of the pandemic the project has had to come together and think of the new ways to connect and this has mostly had to be done online, which hasn't been the worst of situations because I feel that being online for conferences or calls means that you have been able to connect with a lot more people, but I do wish that things will start to ease off slightly again soon so I can get back into the houses and see the kids.'

Natasha Wallace, PPA

Case Study

MS TEAMS 'SHARING THE LOVE' GROUP

At the start of lockdown we created a Teams group called 'Sharing The Love' for all the Aberlour residential houses in both Fife and the Highlands. Any staff or young people (with adult support) from the houses could log into the group and share stories, pictures and have conversations about

their experiences of love during lockdown. The Love InC team were available to chat here each week, and we would run online sessions for young people.

It also provided a platform to think about and share the types of ways we were seeing,

Case study continued.....MS Teams 'Sharing The Love' Group

demonstrating and experiencing love, both within our homes, our communities, and society in general. It also provided a safe way of starting a conversation with children about love, and exploring the many different ways we can show and receive love, and led to the development of our exploratory sessions for both adults and children and young people.

Adults and children shared examples of beautiful, loving actions demonstrated by staff to children, by children to adults, and towards the wider community, and we were able to share this with others in the care community.

Clockwise: Community Caterpillar, wedding party, hand-made cards, grass-cutting for the NHS by one of our young people!



How we explored love...

We know how hard it can be to talk about love, and how completely subjective and personal it is as a concept, a feeling and an experience, and how talking about it within a professional context can make that even more complicated. As such, we wanted to find ways to help the workforce and young people think about love that were broader and bigger than what they might have considered before, and also different ways of thinking about their own practice and how it could be more loving.

The Universality of Love

Collectively as a society during the pandemic, we experienced first-hand the importance of relationships, connections and love in helping to help mitigate the impact of painful events and experiences, and increase our resilience to cope with them.

Furthermore, we all experienced restrictions during the pandemic about how and when we could see our loved ones. These constraints on our lives and our relationships were extremely difficult to cope with and navigate at times, and left many of us feeling depleted and exhausted. And yet these limitations on relationships are something that care experienced children and young people always have to live with as part of their day to day reality.

When we began working with larger groups of people in a virtual setting, many of them were coming from different organisations and

different contexts, and didn't always work directly with children and young people. We realised that being able to get everyone to reflect on their own experiences during the pandemic, and the importance of relationships and love for them during this time, helped them to relate it to our care experienced children and young people's need and desire for love, and how important and essential it was for them too.

Sharing and exploring all the ways we could enable love to be shown and felt, and using examples from the universal experience of the pandemic, helped put into context how much we all, as humans, need loving relationships and meaningful connections to be happy and thrive, and how important it was to put as much of this as possible into our care experienced children and young people's lives.



Reframing professional love

During some of our sessions with members of the workforce, we were finding that when they were thinking about love in a professional context, many were saying they felt they should avoid the word, if not the sentiment, and that it needed to be reserved for familial or romantic relationships. There was a barrier of **professional boundaries prohibiting them from talking about loving our children openly and explicitly.**

However we know from all the work and research that came before us that for children who are experiencing care and have had disrupted relationships, love is likely to be the thing they need to experience and feel most. A sense of having genuine love in their lives, to enable them to feel safe and develop authentic and long-lasting connections.

We knew that many of those adults who worked directly with children and young people on a daily basis provide loving relationships for them. And we also understood that the complexity and subjective nature of love could make it hard to discuss. So we wanted to find ways for the adults who they already have relationships with to initiate those conversations about love, and for them to discuss and reflect together on what it can feel and look like, so that they are able then recognise and experience more of it in their lives.

In addition to this, we wanted to provide a way for practitioners and professionals to think about love; to get them to reflect and think about the universality of it and the myriad ways in which we could demonstrate or experience it, to take away the fear of using that language, and to frame love for them in the context of the importance of love for us all collectively as humans.

Share the Love...Tell us something loving you did for someone else!

Mentimeter

made dinner

gave them a hug

gave a compliment

made her a coffee

told them i love them

made dinner for them

cooked dinner

did the dishes

tell them how proud i am

have a birthday present

gave a cuddle to

washed the dishes

tell her im proud of her

messed my condolences

cleaned the kitchen

sent a friend a gift

sent a friend some gin

called my mum

forgave

keep in touch

phone call to check in

messed my condolences



We would often ask participants in the sessions to share something kind someone had done, and then share something loving they had done for someone else, to demonstrate that many of the actions and gestures were transferrable! It wasn't that people weren't being loving, but there could be a resistance and fear of using the word in a professional context.

Tell us the last kind thing someone did for you...

Mentimeter

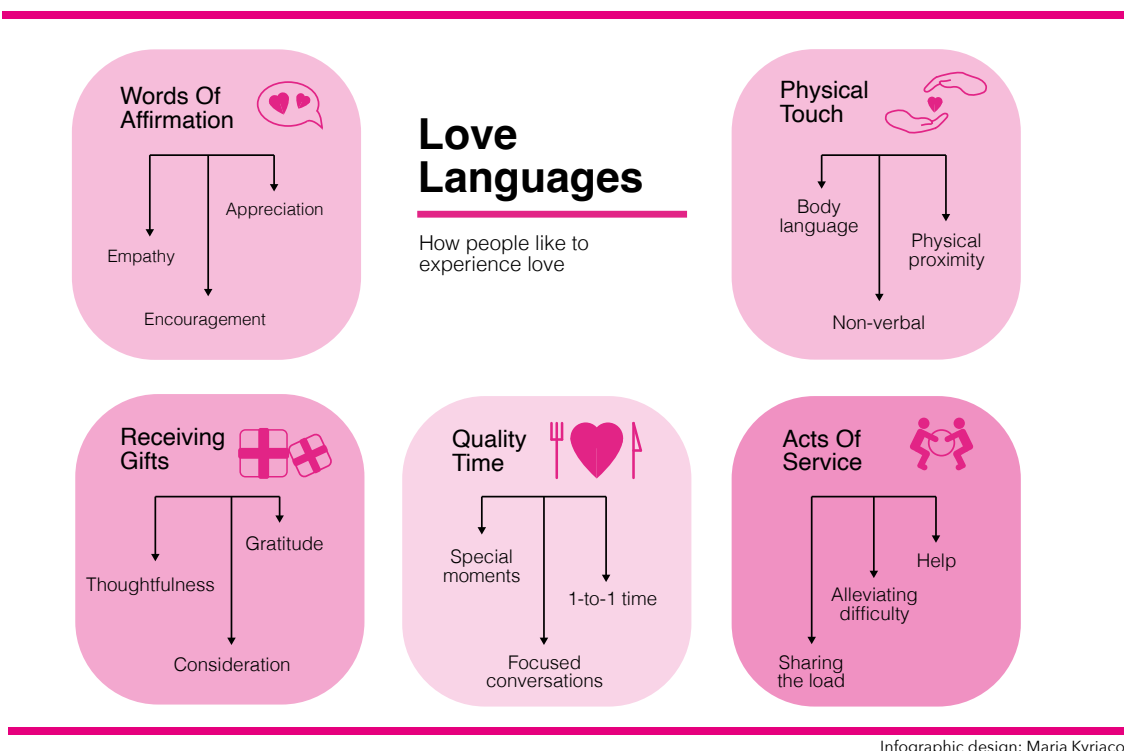


In reflective sessions, adults often would say that telling children they loved them, or showing physical affection, would not be comfortable for some children or young people. We would then re-emphasise **that was why it was so important to have the connection and relationship, and to spend time learning the ways in which that individual felt comfortable being shown love.**



Broadening the language around love

We looked at different ways love was framed in sociology and social psychology, and in other languages. We utilised these approaches within our training and exploratory sessions, to allow adults to think about their own values and core beliefs in relation to love, and to think about ways in which they could utilise this reframing of love within their own contexts and with the young people they had relationships with. We also explored this with young people, to allow them to have a broader scope and wider vocabulary for what love could be.












We know that love can be shown and experienced in a myriad of ways-it is not just about romantic or familial love, which can be a rationale for resistance to use of the word, as that type of love is not appropriate or reflective of love in a professional care setting. This narrow view of what love can encompass can also be a barrier to young people talking about love, as many of their experiences of what they understand as love have not been happy or safe.

We looked at how love can be demonstrated or felt in pleasurable hobbies or pastimes, in passion for a particular activity or subject, in shared enjoyable experiences, through keeping someone safe, or fighting someone's corner, in small gestures to neighbours and friends, or in activities that benefit the wider community or the environment.

Different types of love

The Types Of 'Greek Love'

<p>Agape Love of humanity and contributing e.g.</p> <ul style="list-style-type: none"> • Volunteering • Love of nature • Helping others • Caring for planet 	<p>Eros Romantic & Intimate</p> 	<p>Ludus Playful + fun love e.g.</p> <ul style="list-style-type: none"> • Sharing jokes & humour • Tickling, pranks, adventures! 
<p>Pragma Enduring love e.g.</p> <ul style="list-style-type: none"> • Making up after a fight • Keeping in touch after separation • Keeping in mind 		<p>Storge Family love e.g.</p> <ul style="list-style-type: none"> • Carers • Friends • Choose your family! 
<p>Philautia Self-love e.g.</p> <ul style="list-style-type: none"> • Self-care • Mindfulness • Not being overly critical of oneself • Being gentle with oneself • Valuing oneself 	<p>Philia Part of a team or group e.g.</p> <ul style="list-style-type: none"> • Hobbies • Work • Creativity 	<p>Mania Obsessive Love e.g.</p> <ul style="list-style-type: none"> • Football, gaming etc. 

Infographic design: Maria Kyriacou

Think of the Greek 'Types of Love'. Can you think of any examples of this from your own life, or the lives of the children you support?

Mentimeter

Children clapping for the NHS	Loving having cosy PJ dts when weager is not great	Belonging to a family, even if it's not a "real" one
We have a child who volunteers at an alpaca farm and she asks for her lunch to be "made with love" she said she can feel when we have taken the time to make her lunch extra tasty	Makes me think about how sometimes a lot of factors need to align in order for a certain love to appear, but when it does it makes it even more special.	Philia - the love I have for our team and watching them loveour children and all grow together. Covid brought a real sense of togetherness for us all.
Very close with my family. They are a very important part in my life and I am very lucky to have them. You also need to love yourself before anyone else can ♥	Pragma, supporting my daughters dancing, touring with her competitions, cheering her on and celebrating her wins and consoling her when it's not gone well.	

Supporting the wider care workforce to explore how they can be loving in their professional practice

Many care experienced children and young people do feel that they had loving relationships with the adults that looked after them and were closest to. However, there was a deep sense that the wider care system, and other support systems they had to navigate, such as justice, police, education and health, often didn't feel loving.

Corporate Parents

We discussed in sessions with participants the role of **corporate parents**, and the duties they have to care experienced children and young people.

As the representatives of that wider care system, which children and young people felt wasn't always coming from a place of love, we knew that this was really important to reflect upon and explore with the adults who provided this role, and to consider alongside them how all corporate parents who have a duty to promote the needs of care experienced children and young people can improve how they function, to provide support in a more loving way.

There were also other specific areas of the care system that young people felt particularly lacked a loving approach, one of which was **writing and recording practices**. In Year 3, we worked with both young people, and The Write Right About Me Project, to explore this further.

Again, we believed that by asking professionals who worked in these areas to think about love as a universal and fundamental need, and to explore ways in which they felt loved, and then consider how they could apply that to their own professional contexts, then a more loving care system could develop.

YEAR 3

In our final year of project delivery we continued working in all three areas of **relational participation activity, insight activity** and **co-production activity**. We also continued to gather and thematically analyse data relating to our main project aims, and share and explore this further with the workforce, and with children and young people.

Relational Participatory Activity

We continued to run monthly online sessions with young people who lived in Aberlour houses, and the project participation assistants (PPA's) would plan and lead these events. The PPA's would also phone the houses weekly to check in. We held a number of face to face activity sessions during the summer holidays outdoors in the house gardens, and the PPA's also popped in for doorstep visits when possible.



♥ Liz's best day, meeting baby chicks a young person had been looking after during lockdown for a local farm!

Case Study

OUR EVOLVING RECRUITMENT PROCESS

Due to the impact of the pandemic on how the project had shifted in its service delivery, and the impact of this, we held a second round of recruitment for a project participation assistant.

When thinking about this second recruitment process, we wanted to reflect on our previous approach, and think about any other ways we could ensure it was as supportive and loving an experience as possible for candidates. We also wanted to meaningfully include young people in the interview process, to ensure they had a real input in choosing who would be working with them.

We took the same approach to our advertising and application; young people just needed to register interest, and we sent the job out to all our networks and on all our partner websites and social media channels.

We planned that the interview days would be online, and as relaxed as possible, and the focus would be on activities similar to those we used in our sessions, and how the candidates interacted and engaged with young people in these.

We had a significantly more positive response to our recruitment process the second time, and had eight candidates attend over two days. We felt this increase in candidates was down to the connections and relationships we had built during the project, and that because people knew us and understood what the role and the support for it would look like, they were more able to encourage young people to apply.

5 out of 8 of applicants had a **'champion'**, an adult supporting them to make the application and linking them with us, **again reflecting the importance for young people of having someone in their lives who can provide this relationship.**



Photo by Christina @ wocintechchat on Unsplash

Case study continued.....Our evolving recruitment process

The recruitment days consisted of informal interviews with the project manager and a young person, followed by a group activity session with young people.

We gave applicants support and guidance about this process-what it would look and feel like on the day, and what we were looking for.

We also provided strengths-based feedback following the sessions, and the opportunity to link in with us again for the adults who championed the young people, to ensure they had as much support as possible during and after the process.

The recruitment was an overwhelmingly positive experience, with great feedback from the young people and the candidates. Furthermore, the young people felt meaningfully involved and listened to, as their preferred candidate was the successful candidate, so they really got to see how sharing their voices could impact on decisions that affected them.

"Thanks so much for letting me be part of today it was really thoughtful and nice and it has made me feel so good so thanks so much"

Feedback from young person involved in recruitment.

Key Learning: Making Participation Meaningful:

1. **Context and Relevance-not tokenistic:**
E.g. Involving young people in recruitment of their worker.
2. **Supporting the adults who support our young people:**
E.g. Sensitivity to dynamics in houses and families, giving time to prepare young people, ensuring clarity on their involvement
3. **Closing the feedback loop:**
E.g. ensuring young people and adults get timely feedback about involvement, outcomes, and specifically the impact of their input
4. **Reward/reimbursement that has value to individual young person:**
E.g. Monetary, personal feedback, driving lessons, vouchers, personal reference, further learning opportunities, (internship) etc...

Case Study

SUMMER INTERNSHIP PROGRAMME

Due to the impact of the pandemic on travelling and holding 'in-person' events, the project had an underspend. We discussed with the project partners, and proposed to the Life Changes Trust, that some of this underspend be used in delivering a six-week Summer Internship programme. We had already identified potential candidates for this through our recent recruitment for a Project Participation Assistant.

During the recruitment process, it became apparent that although we had only one role available, we had a number of young people who were not only interested in the project work, but that were also passionate, engaged and committed to the principles and values that guide and inform all of our work in Love InC. We wanted to create an opportunity that would allow them to become involved in the project work, to be paid for their involvement, and to have an opportunity that would provide them with training, learning and practical experience in participation, engagement and research activity.

Furthermore, this would allow Love InC to work with a greater number of care experienced young people, gather their views

on how we can ensure love can flourish within care settings and across the care system more widely, and involve them in co-production through the project by carrying out a discrete and small-scale piece of research activity recording practice.

The ability of our partners to support and encourage us to think flexibly about ways in which we could engage young people in the project, our lead organisation Aberlour in providing HR support that was open to the flexibility of employing young people with care experience in this way, and the Life Changes Trust who as funders were willing to support innovative ways to engage with young people, all allowed us to develop this programme and provide this opportunity for 3 young people.

Insight Activity

We continued to provide our training sessions and workshops throughout the year. We asked the same questions, to ensure consistency when analysing the data we collected, however we adapted our sessions to fit the needs of the specific audience, as these ranged from small and large staff teams, leadership teams, local authority staff, organisation-wide training, students, and national and international conference delegates. All sessions were designed to encourage participants to reflect on their practice, challenge norms, and develop a more love-led approach to their work.

Records and Language

Write Right About Me project involvement

Our interest in how we could explore the ways in which our written records for children and young people could be more loving, led to an introduction to the Write Right about Me Project. This multi-agency, innovative and collaborative project in Aberdeen, led by Aberdeen City Council, is looking to make transformational change in recording practices by meaningfully engaging young people and a broad range of stakeholders in this process of change. We joined up with the project at the stage where all the professionals involved were moving into three workstreams, to focus on a particular area of recording practice.

We led these groups in a number of exploratory and reflective sessions prior to this, to get them to think about and explore their beliefs and values in relation to demonstrating and showing love in practice, and the ways in which love could be shown through our children's records.

Further examples of Insight Activity

Presentation on the project and the importance of loving writing in children's care records at SWS global event⁵

'Keeping the Promise on Care Records',⁶ a local authority roundtable discussion session hosted by Celcis, and fed into the briefing paper produced afterwards.

⁵ <https://socialworkscotland.org/event/global-record-access-information-exchange-childhood-care-records/>

⁶ <https://www.celcis.org/knowledge-bank/search-bank/developing-practice-care-records-scotland>

Co-Production Activity

Recording Research Activity

During our summer internship programme, the interns and the PPA's carried out a thematic analysis of young people's records, to consider in what ways they could be more loving. This was a small-scale piece of research, using six records written by different adults, all anonymised, which the group discussed in a recorded online focus group. We had hoped that they would also be involved in analysing the data, but due to timescales, the PDM carried out the analysis of the recordings.

The involvement of the PPA's in the recording focus groups helped to support and scaffold the interns through the process. There were moments of great reflection, understanding and insight during these sessions, as well as moments of challenge, but this was supported, with debriefing conversations after each session.

Furthermore the PPA's own deeper understanding of trauma and being responsive to it, enabled them to empathise with and understand different perspectives, and respond to those in a more reflective and compassionate way.

A number of initial themes emerged in relation to what they young people felt could make records more loving.

Initial themes emerging from findings:

- **Be explicit. (e.g. I love watching you on your scooter, working really hard to learn new skills and keeping at it even when you find it difficult. I'm proud of how hard you try with things that challenge you!).**
- **Express empathy in writing. 'That must've been so hard for you'.**
- **Explain clearly why you did things or made certain decisions.**
- **Share memories and moments, not what I had for breakfast or if I took my medication!**

This is an area of research that we would have liked to continue further had we the time or scope, as we understand the importance of ensuring the written records of a child's life are as loving as possible.

Involvement in Care Inspectorate Professional Development Award Programme

Our **strong partnership relationship** with the Care Inspectorate led to Love InC becoming part of the presentation group for the candidate presentations of the graded unit element of the Professional Development Award (PDA). This is a piece of research activity developed by each candidate studying for the award, the purpose of which is to *increase user involvement in scrutiny work*.

We provided insight about meaningful engagement and involvement, and constructive, supportive feedback on the projects. We have made a video about our co-production and engagement experience with the PDA Team, which can be viewed [HERE](#), and also within our online training resource.

As can be heard in the video, having **Flexibility** allowed the involvement of Love InC with the Care Inspectorate to evolve organically into something that benefitted both partners, and increased learning and reflection from everyone involved.

Scottish Social Services Award- Partnership Nomination

Due to the positive partnership relationships we had developed during the project, we were encouraged to apply for the Scottish Social Services Partnership Award, which we were lucky enough to be shortlisted for. Erin and Rhianna attended the Awards ceremony at the Scottish Parliament.



SHORTLISTED



3.4 Project Participation Assistants -The Golden Thread

One of the key elements of the initial project proposal was the recruitment of two young people with care experience into the roles of Project Participation Assistants.

We knew their roles, their input into the project, and their insight and expertise would be vitally important, but we hadn't realised how **fundamental** they would be to everything we were learning about loving practice.

We have had four young people through the project journey employed in the roles of Project Participation Assistants, and they are the **golden thread** in the project that links workforce development with our project activity.

We have strived to provide our PPA's with supportive employment in a trauma-informed and love-led organisation, where they are provided with nurturing, containing leadership, access to many opportunities for professional growth and development, and comprehensive training, through which they are able to carry out meaningful participation work.

Their roles within the project and the insight they provide in all our project work also mean that we are constantly learning as an organisation how best to support CEYP in a loving way, both during their care experience, and in future as they enter the workforce.

Supporting our Project Participation Assistants in a love-led way allowed us to **stress-test** the **themes** that were emerging from the data we were collecting. We were able to utilise, in our our small-scale context, what practitioners and young people had told us enabled them to feel more love during their care experience.

Learning to be love-led employers

From the very start, we wanted our approach to employing and supporting our young people to be love-led. We wanted to ensure that what we already knew, and what we were learning through the project activity, was being put into practice by how lovingly we employed and supported our Project Participation Assistants (PPA's).

Knowing the importance of **champions** for our young people, we approached people to put forward young people they knew for the roles, and supported them to have all the information they needed to do this. We also allowed space and flexibility in the Project Development Manager's (PDM) role to provide this, for example by being a practice placement tutor for one PPA in her degree studies.

We looked carefully at our **recruitment** approach and adapted it to be more loving.

We used **DDP** training as a way for the PDM to understand the type of support the young people in these roles might need, and how to provide this in a trauma-responsive way.

DDP training for our PPA's also provided a different and deeper understanding of what happens to children as a result of their experiences, and what can we do, if those experiences haven't always been good enough, to ensure they can still thrive and flourish. We felt this would help them understand and safely explore both their own experiences, and those of the children they would be working with, and give them tools and an approach to working with young people that puts this understanding into practice.

Support that scaffolds a young person's needs

As unique individuals, we understood that our young people would need different types of support to navigate the workplace. To do this we took a flexible and individualised approach to their support and supervision.

We provided opportunities to develop in areas of their interest, whilst maintaining support as they worked more independently, opportunities for autonomy and decision-making, opportunities to work as part of a team, to share ideas, to listen, to be honest and be open to challenge. We explored together how to reflect on practice, and we encouraged them to be brave, and supported them to be brave by being listened to by colleagues, mentors and senior management, and for any issues they highlighted to be addressed, with their involvement and support in whatever way they felt most comfortable with.

Trust and Transparency

'When we are not perfect, we are teaching...about real relationships - you could say authentic love.'

Dr Carla Croft

We created a supportive working culture where we allowed space for improvement, imperfections, and not getting it right straight away. We avoided blame and shame, and we worked hard to have open conversations if our expectations weren't being met or weren't manageable.

How flexibility allowed Love to flourish

The flexibility of our approach allowed us to put love-led, trauma-responsive leadership into practice. This was only possible though with the flexibility of our funders and our partners in terms of how we delivered on our project aims, and how we used our budget.

This flexibility allowed us to offer young people paid internship opportunities, paid roles within the project after volunteering, promoted roles and extra responsibility, training opportunities responsive to their own learning needs, and supervisory support with college work. None of these opportunities were part of the initial project scope or design, but evolved and emerged through the project journey. And the flexibility of our funders and our partners to **put relationships first**, allowed us to support our young people in a way that was loving and meaningful for them.

Supporting our Project Participation Assistants in their roles has taught us what needs to be in place to be love-led employers. We have learnt that even with the best intentions we will make mistakes, but that we can learn from these by treating our young people as the experts they are, by providing opportunities for them to tell us what we could do better, and then by us acting upon this and making it happen.



Erin:

I was given opportunities and supported very well by the project development manager to maximise my learning throughout all of the training I attended. Being in a very fortunate position to have the project development manager who has a psychology background has also really helped me to understand the theory more, think about how I can put the training into my every day practice. We would often do this through informal discussions, do to the PDM being a very open and supportive person this ensured I felt comfortable to ask when I was unsure of anything within my work place. Since starting my journey on the love Inc project, I have been able to reflect regularly with the support of management to improve my work performance to ensure I always put the young people first and work collaboratively with them in a positive way. I personally feel I have grown and learnt so much when interacting with the young people, have grown in confidence and pushed myself out of my comfort zone. Before undertaking my role at the Love Inc project, I felt I could not always deal with challenging situations, however, I have surprised myself and dealt with these on some occasions. I feel without the training and support this may not have been possible.

Natasha:

From day 1 of being a part of the project there has been a lot of training involved to be given a better understanding of children who are in the care system and who have suffered trauma. For me one of the best training events would have to be the DDP training, as I found that this came in very handy and showed me the correct approach to use when it came to working directly with children. I have been to many events that have been a part of the project and it's been a great insight attending these because every event or conference has helped me along the way in my role in this project, they have all been amazing and I have been given a great opportunity.

I hope that with being a part of this project I have made a difference in the children's lives and they all know that they are loved and deserved to be loved in this world. The word love is just a beautiful word and it needs to be said a lot more often and that is why I am so proud to be a part of this project working with kids in the care system and to put love back at the heart of it all.

Sharing the Love for Each Other

What has also been an unplanned, but wonderful and loving result of being involved with Love InC, is the personal and professional support the PPA's have provided for each other.

Rhianne recently nominated Erin in the Aberlour staff awards, for Making Aberlour a Great Place to Work, which Erin won!

Here's what Rhianne said about Erin:

'I nominated Erin because in the short time of me working with her it was very clear how much she cares not only about the young people but also about the people she works with, and not only in work but in our personal life too. All the young people love her and she is amazing with them. Our whole job is about how love in the care system is important for young people and Erin truly understands that!'

During the pandemic, the team were physically isolated from each other, and had to learn completely new ways to approach participation work, attend meetings, and share their views with others. This was extremely challenging, particularly with the other bigger challenges of living alone and navigating a pandemic. But the PPA's offered each other support, compassion, flexibility and understanding, and demonstrated a loving approach to their own professional practice. **THEY are our project legacy...**

Reclaiming the Narrative

In our project there was a small but varied care experience, and different and evolving ways of wanting to share that experience.

The project was focused on giving 'exception' to care experienced young people in the workplace, but we must take care to ensure young people aren't defined by their experience, and only share as much as they feel comfortable with. Having experience of care is only a part of who they are. It should ensure they experience a loving and supportive working environment, but we shouldn't look at it as transactional, and we must ensure our young people's narrative is fully owned by them and that we provide opportunities for engagement and participation that are truly meaningful in their lives.

The reason our PPA's involvement was so meaningful was that despite their varying reasons and experiences, they all believed that love had to be an essential part of a child's care experience.

Our PPA's weren't involved in the project because they had been asked or encouraged to participate, they got involved because it was something they all felt passionately about.

They had the supportive relationships with others who could see that this was something that had meaning and importance in their lives, and they helped to facilitate that connection with us and supported them to become involved.

Embedding The Promise in Love InC's approach

The five foundations of The Promise: **Voice, Family, Care, People** and **Scaffolding**, are all expressed in terms of aspects of relationships. Furthermore, The Promise states that *'Scotland must move away from process towards a relationship-based understanding and approach'*.

We ensured that the **voice** of young people was at the heart of our project work through the vital roles they played within the project and through participation activity.

We supported young people when talking about **family**, giving them an opportunity to discuss those loving yet complex relationships, and broadened the understanding of love being about nurture, support and safety.

We encouraged and led conversations with the workforce

about ensuring our children's homes were loving environments, and we explored young people what parts of those homes, and the **care** they received in those homes, felt loving. And we shared this learning with the wider workforce.

We actively supported **people** within the frontline and wider care workforce to think about the importance of their interactions and relationships with young people, and to reflect on their practice and think about what they could do to make this more loving.

We **scaffolded** our young people who worked within the project, to ensure they experienced a positive working environment and felt supported, nurtured, developed, valued and cared for.





CHAPTER FOUR

What we learned on
our journey exploring
how love flourishes
in care

The Love InC Learning

4.1 Evidence gathering

We gathered data using the approaches described in the methodology section.

4.2 Thematic analysis

We have used a **Thematic Analysis** approach to analysing the data we collected. Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns (Braun and Clarke 2006). It is a robust method that allows researchers to summarize, highlight key features of, and interpret a wide range of data.

It is important to define what the term 'theme' means in this analysis method. A theme is a 'patterned response or meaning' (Braun and Clarke 2006) derived from the data.

We used a six-step approach to thematic analysis of the data, which allowed us to circle back to earlier steps in light of new data or newly emerging themes. The steps were as follows:

- Step 1: Familiarizing Yourself with the Data**
- Step 2: Generating Initial Codes**
- Step 3: Searching for Themes**
- Step 4: Reviewing Themes**
- Step 5: Defining and Naming Themes**
- Step 6: Producing the Report**

Rationale for use of Thematic Analysis:

This approach has a strong evidence base when analysing qualitative data. Moreover, due to the exploratory nature of our approach and the exploratory nature of our initial project research question, a methodological approach which looks for emerging themes which are grounded within the data was the most appropriate method to utilise.

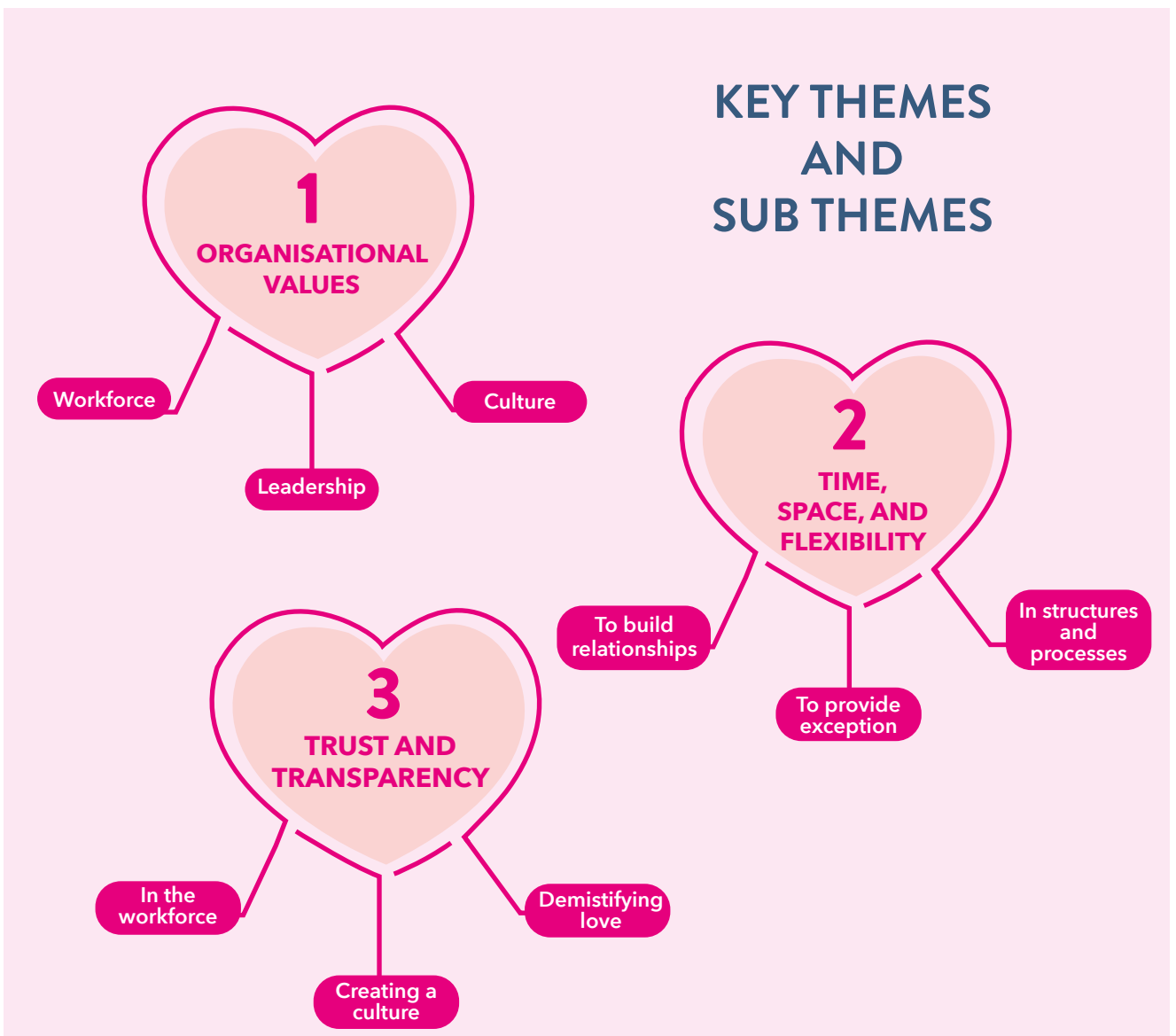
All of the data collected has been transcribed into a written format. From here we were able to start the process of putting these into areas of commonality (generating initial codes), which would then become the broader themes and subthemes which are described in more detail in the 'Findings' section.

4.3 Key themes

In answering our initial project question

? **'How can we ensure that loving relationships are able to flourish for children and young people who experience care?'**

We have identified three main themes that are essential to ensure children and young people feel loved, and the adults who work with them feel able to provide this love. Within each of these themes are three sub-themes. We have provided some examples of responses within the descriptions of the themes.



4.3.1. Organisational values

- **Culture** - A culture which enables, encourages, and gives permission for loving practice, and understands at every level the importance of love in all children's care experience. An environment where use of the word love is normalised when talking about children's care.
- **Leadership** - Leadership that embeds a trauma-informed, love-led approach to ALL elements of work within the organisation; for children, families, and the workforce themselves.
- **Workforce** - A workforce that is recruited based on its values. Values are explored during recruitment process, and jobs are advertised emphasising the importance of bringing whole self and core values to the role.

We need values-based organisations that support and nurture trauma-informed and responsive working principles, and take a top-down, bottom-up approach to this, across all workstreams within the organisation, not just those in regular direct contact with children and young people.

We need leaders comfortable with talking about loving our children. This creates a culture where adults are not just enabled, but expected to provide loving care for our children, and call it this.

An organisation which creates permission to speak about loving children, provides leadership development programmes using trauma-informed approaches, effective and regular supervision, and containment for whole staff teams through a supportive and values based organisational structure, provides the loving environment our workforce needs to provide loving care.

Adults who work directly with young people, and young people themselves, were frequently able to describe moments with adults who loved them. But there was a sense of a lack of understanding about the importance of love within the elements of organisations that don't have direct contact with young people, and there is also resistance in using the word from adults who do work directly with young people, but who don't feel comfortable with the word.

'Jenny said 'night night, love you' as I went upstairs, and I could hear Barb saying 'why did you say love you-I wouldn't say that'. Jenny said 'well because I do' and Barb was like 'well that's no right'. And its not nice, hearing that'.

Quote from young person

This also relates to our third **theme** of **Trust and Transparency**.

We need a workforce that absolutely believes in the fundamental need for our children and young people to feel loved, and for this to guide everything they do.

This starts with recruiting a workforce whose values reflect this. And providing the workforce with the support to be able to have transparent, open and curious conversations with each other and with young people, will help them explore how they can demonstrate love in a way that works for them and for the young person they are connecting with.

4.3.2. Time, Space, and Flexibility

- **To build relationships** - Time and space to allow relationships to develop and be nurtured.
- **To provide exception** - Time to offer the additional support (exception) that may be essential for a young person with care experience to succeed.
- **In structures and processes** - Flexibility within standardised organisational structures and processes, to ensure exception can be provided and barriers removed for young person with care experience.

So much of the data we analysed, when thinking about what loving acts were, was about having the time and space to build, nurture, and maintain relationships. It was about the small gestures that make someone feel seen, known and understood.

Share the Love...Tell us something loving you did for someone else! Mentimeter

Making a phone call to a distant friend	Gave a cuddle	Shared my salmon bagel
re-painted a memorial stone	Gave up my holidays to help decorate their house to feel more homely.	Followed up with them after a funeral to send my love and to remind them that they are loved.
Gave them a big cuddle	Spent time with them	Sat and listened, gave a tissue and a hug

Sometimes it was a physical gesture, but often it was about something being thoughtful, a sense of knowing that person well enough to know what they needed at that moment in time.

We know that time is a precious resource in care settings, and as such it is limited.



Photo by Dogukan Sahin on Unsplash

But by providing more time for adults to just 'be' with kids, by challenging our own beliefs about the importance of being task-driven whilst at work, by exploring within staff teams our beliefs around what is a useful way of 'spending time' with our children, and through making space within working days for our adults and young people to have small moments that help develop deeper connections, we can create environments where love flourishes.

We must also think relationally about our young people with care experience when we recruit them to the workplace, in the same way we would about our own families, by considering what they might need to succeed, and ensuring processes can be manoeuvred to provide this (time off, flexibility in working patterns, expenses provided beforehand etc).

How we embedded this approach in Love InC:

Partnership Working

The approach of all of our partners, of offering collective leadership alongside flexibility, allowed us to be responsive to our workforce's needs. We had the time and space to nurture and support our young people, alongside a management and scaffolding role.

We **had flexibility**, and that allowed us to create a loving, nurturing and supportive environment for our Project Team. We were able to offer work experience, placement opportunities, flexibility in hours, and learning opportunities. The Project Development Manager also had the **space** to be a mentor as well as manager, and build genuine loving relationships with the staff team. This allowed them to feel contained and supported, learning at their own pace but being scaffolded to take opportunities, and also spending

time doing the other elements of building loving relationships; sharing news, laughing together, checking in, emotional support and positive feedback-the **space to take care of the relationships**.

The whole team's values about love were aligned, which also made for a loving environment, but the understanding and support of our funders and partnership organisations, and their belief in the value of working in this way, allowed us to provide a responsive and loving working environment for our project participation assistants.

Finally, **flexibility in organisational processes** is also vitally important. We adapted and changed many elements of our recruitment processes to make them more responsive to young people with care experience. But despite our best intentions, some standardised processes and structures were still creating barriers for care experienced young people that we hadn't even considered.

Having flexible and responsive support operations such as HR, finance, and IT, who are part of a whole organisational love-led approach, and who are willing to make exceptions, be creative, and work flexibly with those who have relationships with our children and can highlight where those barriers are to loving practice, is essential in making that loving environment a reality. This is also important in terms of how Corporate Parents think about recruitment when providing 'exception' for young people with care experience, and trying to support them into the workforce.

4.3.3. Trust and Transparency

- **In the workforce** - to use their values and professional judgement to provide appropriate loving relationships for children and young people.
- **Creating a culture** - An environment where all adults are encouraged to curiously question, supportively challenge and critically reflect on their own and others' practice.
- **Demistifying Love** - By offering opportunities for adults and children to explore safely the meanings, feelings and language around 'Love', and the many different forms it can take.

We need to create organisations and environments where adults feel safe addressing any worries or concerns openly, or talking these situations through with peers or managers, and where mistakes are part of a reflective process of growth and development. We acknowledge and understand the subjectivity

around this, but in a values-based organisation, exploring safely with children and their trusted adults the 'experience' of loving and being loved, what it can feel like in different situations and contexts, should be part of the care they receive.

We need to allow those we entrust with looking after our children to be humane, loving professionals, who use their professional knowledge and skills and their hearts and values to create opportunities for loving relationships and experiences, and to discuss and understand them better in a safe and supportive way, will help our children grow, flourish, and succeed.

Think about a child or young person you know. Tell us about what makes them loveable....



Being able to share with children and young people items such as this, a visual representation of their lovability, and what others around them see in them as loveable, provides safe opportunities and openings for conversations about love.

Furthermore, providing different ways for the workforce to think about love then creates opportunities for them to think about how they can explore these different types of love with the children they have relationships with.





CHAPTER FIVE

Conclusions

Conclusions

'Affection is only one ingredient of love. To truly love we must learn to mix various ingredients-care, affection, recognition, respect, commitment, and trust, as well as honest and open communication.'

All About Love-New Visions; Bell Hooks

The Love InC project set out to explore the question; **'How can we ensure that loving relationships are able to flourish for children and young people who experience care?'**

We focused on these project aims within our project work...

Outcome Area 1

Supporting paid staff members, carers, and volunteers to put relationships first
We will actively contribute to the wider discussion in Scotland around love for children and young people who have experienced care, and we will generate opportunities to raise awareness of the importance of love in care, at a local and national level.

Outcome Area 2

Supporting engagement and co-production with care experienced young people
We will develop opportunities for CEYP to share their views and experiences about how love in the care system feels for them and disseminate these findings to the wider workforce.

Outcome Area 3

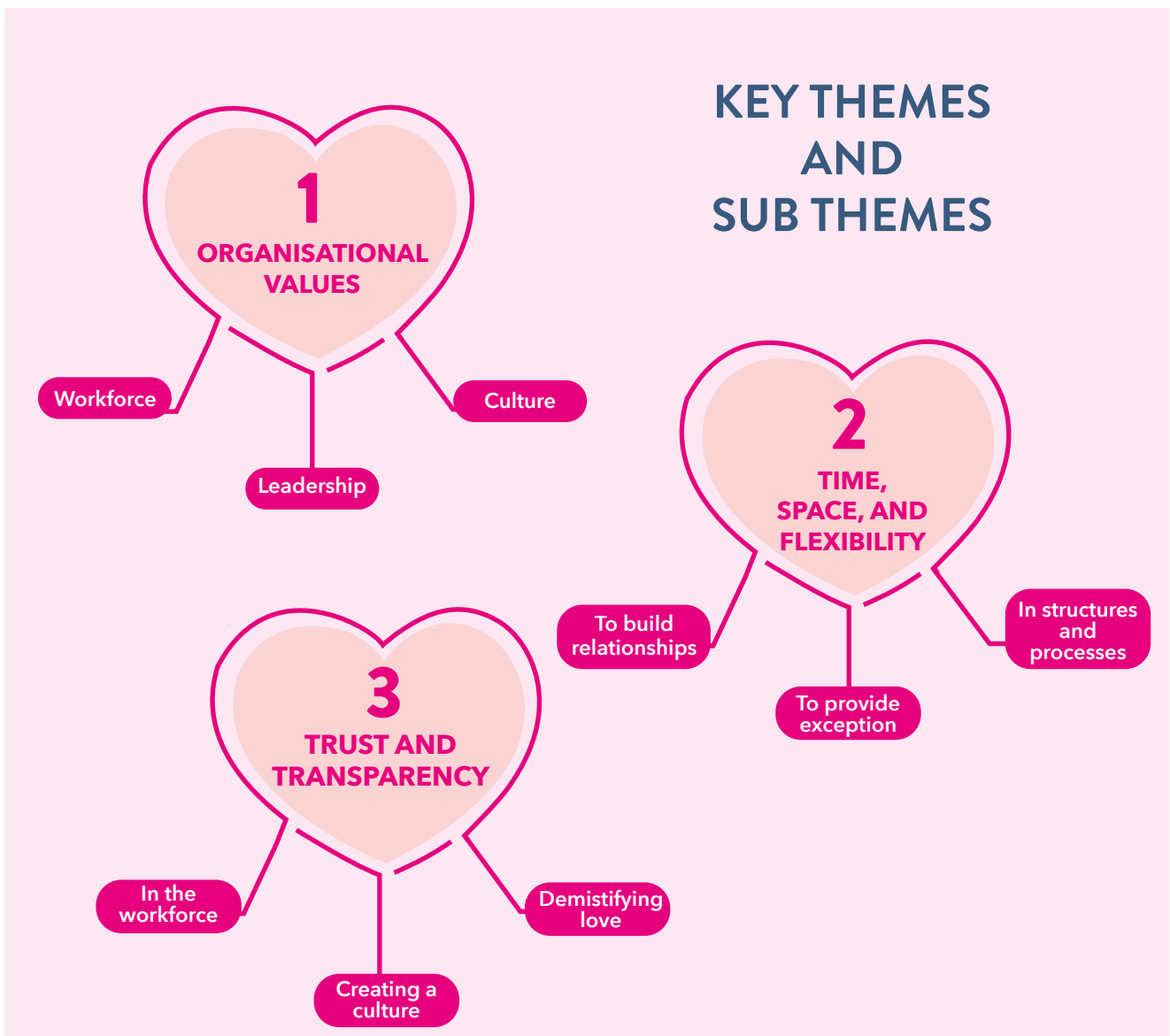
Policy and Practice Become More Responsive to Care Experienced Young People (including culture change within organisations)
We will help to develop an increased understanding by a wide-range of statutory and voluntary organisations in how to become more loving in their approach, through direct involvement in the project, and indirectly through dissemination of Love InC project activities and learning.

We spoke to hundreds of adults and young people who were part of the care workforce or had experienced care, and explored what love means to them.

We wanted to focus on the necessity for love. How essential it is for any human to experience.

We wanted to find ways to talk about and think about love that helped to broaden people’s understanding of how love can be a core part of their professional practice. We meaningfully involved young people with care experience throughout our project journey.

We found three key themes that were intrinsic to how the wider care system can create an environment where love is able to flourish.



Relationships

Love InC took an approach of prioritising relationships. We did this by learning from the role-modelling of this approach by our funders, by taking a collective leadership approach to partnership working, and through our own experience gathering the views of the workforce and young people, and delivering the project.

An external evaluation carried out by Social Research Centre The Lines Between on LCT funded projects found strong evidence of the benefits of taking the approaches that Love InC focused on when supporting both the wider workforce, and the children and young people who have participated in and worked in the project.

The evaluation found strong evidence that projects '*understand the importance of not only listening to young people, but also having the **flexibility** to put what is heard into practice. This level of involvement helps young people feel valued and builds the trust that is such a vital foundation to a successful relationship*'.

Project Legacy



A feedback wordcloud from a webinar session

We hope that the conversations, discussions, and opportunities for sharing and reflection we have created during the project will help to create a legacy of more love within the care system.

We also hope that our report, and the training video we have created that can be accessed freely, will continue to help the workforce explore love with young people and amongst themselves, and that this exploration will continue to build the narrative and understanding that love has to be a core part of every child or young person's care experience.

"Scotland must create an environment and culture where finding and maintaining safe, loving, respectful relationships is the norm. That will involve fundamentally shifting the primary purpose of the whole of Scotland's 'care system' from protecting against harm to protecting all safe, loving respectful relationships."

Fiona Duncan, Chair of the Independent Care Review

The Universality of Love

Love means something different to everyone, and yet having asked people to tell us about love for the past three years, we have found it is experienced and shown in lots of very similar ways.

Love is also something that can be complex to explain or clearly articulate, but it can also be the simplest acts that make us feel it. Love can be fleeting, sustained, or enduring. It can last for a certain period of your life and not another. It can change shape. It can come and go. It can be wonderful. It can hurt.

But everyone needs it, and deserves to experience it, and our children need it to heal and grow and trust and thrive, and go on to have positive, loving lives in the future.

And it is our responsibility, as those who have the privilege of caring for our children and young people, to ensure that they experience as much of it as possible in their lives.



Can you tell us, using one or two words, what you thought of today's session?

Mentimeter



6



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Love InC

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