



Northern European Perspectives

Scotlands Journey Towards  
Non-Violent Communication

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# Scotland has social problems

- a problem with inter-personal violence among youth and adults
- addiction to alcohol and drugs
- A high number of children 'looked after'

**Social work** and **social pedagogy** are responses to social problems



# Trainspotting

From the makers of  
Shallow Grave

CHANNEL FOUR FILMS PRESENT A FIGMENT FILM IN ASSOCIATION WITH THE NOEL GAY MOTION PICTURE COMPANY TRAINSPOTTING EWAN MCGREGOR EWEN BREMNER JONNY LEE MILLER KEVIN MCKIDD AND ROBERT CARLYLE AS BEGGIE INTRODUCING KELLY MACDONALD COSTUMES RACHAEL FLEMING PRODUCTION DESIGN KAVE QUINN EDITOR MASAHIRO HIRAKUBO DIRECTOR OF PHOTOGRAPHY BRIAN TUFANO B.S.C. BASED ON A NOVEL BY IRVINE WELSH SCREENPLAY JOHN HODGE PRODUCER ANDREW MACDONALD DIRECTOR DANNY BOYLE  
SOUNDTRACK INCLUDES: DAMON ALBARN • BEDROCK FEATURING KYO • BLUR • ELASTICA • BRIAN ENO • LEFTFIELD • NEW ORDER • IGGY POP • PRIMAL SCREAM • PULP • LOU REED • SLEEPER • UNDERWORLD  
If you would like to purchase this poster contact Carol Murray at Calton Athletic Recovery Group on 0141 5563449. All proceeds go to charity

# Reducing violence

- A long journey to reduce 'domestic violence' in family homes and children's homes
- 50+ years in terms of rules about violence in children's homes and juvenile justice homes/schools
- A strong focus on domestic violence in social work for past 25 years





# Reducing violence requires a 'culture change'

in society and among teachers and professionals

To make a culture change happen there has to be **leadership** and work done at all levels:

- Children's voices
- Government ministers
- Government officials
- Professionals
- The public, society, including

Not everyone will agree!



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# Corporal (physical) punishment outlawed

- Teachers and care workers were forbidden from using corporal punishment in the late 1980s
  - In schools
  - In care homes and 'secure units' = detention centres administered by social work services (**not** criminal justice/prison system)

This did not stop aggressive behaviour!

# Training staff in methods of 'physical restraint'

- Through use of highly structured 'manualised' approaches
- 5-day in-service training courses for all residential care staff
- Focus on 'de-escalation', awareness of own values , experiences and 'triggers'
- Every incident must be recorded
- Children's advocacy groups maintained criticism of excessive use of restraint
- Inspectors also concerned
- Currently there is close attention paid by service managers to every incident of restraint.



# Listening to children in care

- Who Cares? Scotland – an advocacy organisation for children in care
- [www.whocaresScotland.org](http://www.whocaresScotland.org)
- From a few volunteers to 30+ staff – funded by Scottish and local government





# Maintaining non-violent practice Professional effort, values-based training, and National Standards and Regulation, regulation.....

- National Standards in Child Care - residential care and residential schools.
- National Care Inspectorate. CI
- Regulated workforce - SSSC

# The Children (Equal protection from assault) (Scotland) Act 2019

- Many years of campaigning by NGOs
- Gradually introduced restrictions on hitting children
- MSPs were eventually persuaded it was not a political risk
- Many people (general public) worried about 'criminalizing ordinary parents trying their best'.
- It abolished the defence of 'reasonable chastisement'





# A parallel journey of children's rights advocacy

- In 2024 we passed the Convention on the Rights of the Child into our primary legislation



# The Journey From Practice To Teaching

## A College Lecturers Perspective

Mr Joe Gibb

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# My Own Journey From Practice To Teaching

2004-2005

- Working with children in residential care, no relevant qualifications or experience

2005-2008

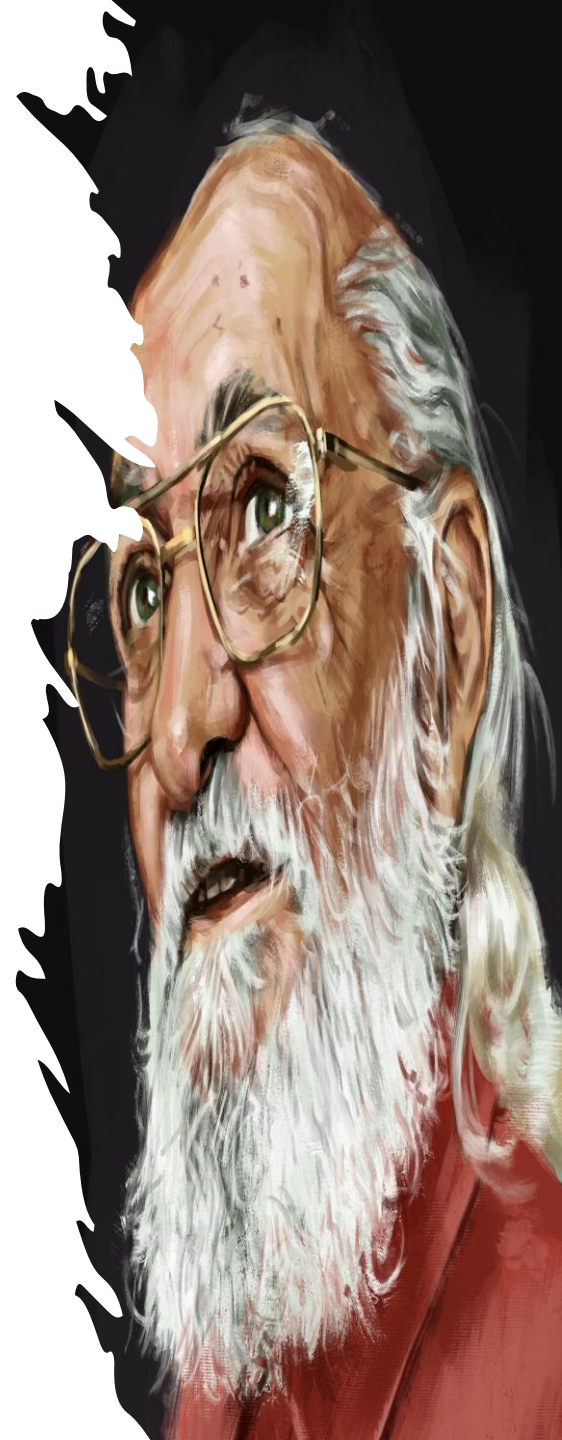
- Achieved HNC Social Care & SVQ 3 Health & Social Care
- Work practice became more informed
- I developed a thirst for learning becoming curious about the connection between theory , practice & reflection



# My Journey aligns with Freire's Teaching

‘Critical reflection on practice is a requirement of the relationship between theory and practice . Otherwise, theory becomes simply blah blah blah and practice pure activism” (Freire, 1972).

- Accessing educational opportunities positively impacted my practice



# My Remaining Years In Practice

2008-2022

- BA Community Education
- MSc Advanced Residential Child Care
- MA Social Pedagogy Leadership
- PG Cert Child Protection
- TQFE
- COSCA Counselling

The HNC /SVQ were pivotal gateway qualifications

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# Non-Violent Communication



- My chosen route to achieving qualifications after the HNC were deliberate
- Each qualification enabled me to develop an increased understanding about the importance of :
- Empathy/Understanding
- Honesty
- Love
- Creativity
- Safety
- Recreation
- Belonging
- These values align with Rosenbergs (2003) model of Non-Violent Communication

**Observation, Feeling , Needs , Request ( OFNR)**

# My Educational Journey Is Not Typical Of The Residential Childcare Workforce

- Due to cases of abuse across the UK it was thought that by increasing the educational levels of the workforce bad practice would be less likely
- Workers can initially start working with residential childcare without formal qualifications
- Within six months they must be registered with the SSSC & must obtain the HNC & SVQ within three years
- HNC consists of eleven units including subjects such as psychology, sociology, social policy, behaviour support, leadership, care planning, lifespan development
- The SVQ consists of four mandatory units & four optional units
- The HNC & SVQ align with nonviolent communication principles



# Routes To Qualifying

- Full time Further Education at college
- Part time Further Education at college
- Registered training providers
- Workplace assessment centres



# Leaving Practice To Start Teaching

2022

- I began teaching social care at Glasgow Clyde College
- Further Education was life changing for me. I wanted to give back
- Synergising theory with practice
- The students benefit from the experience brought from practice to the classroom
- Having worked within residential childcare for eighteen years I was prepared for teaching students



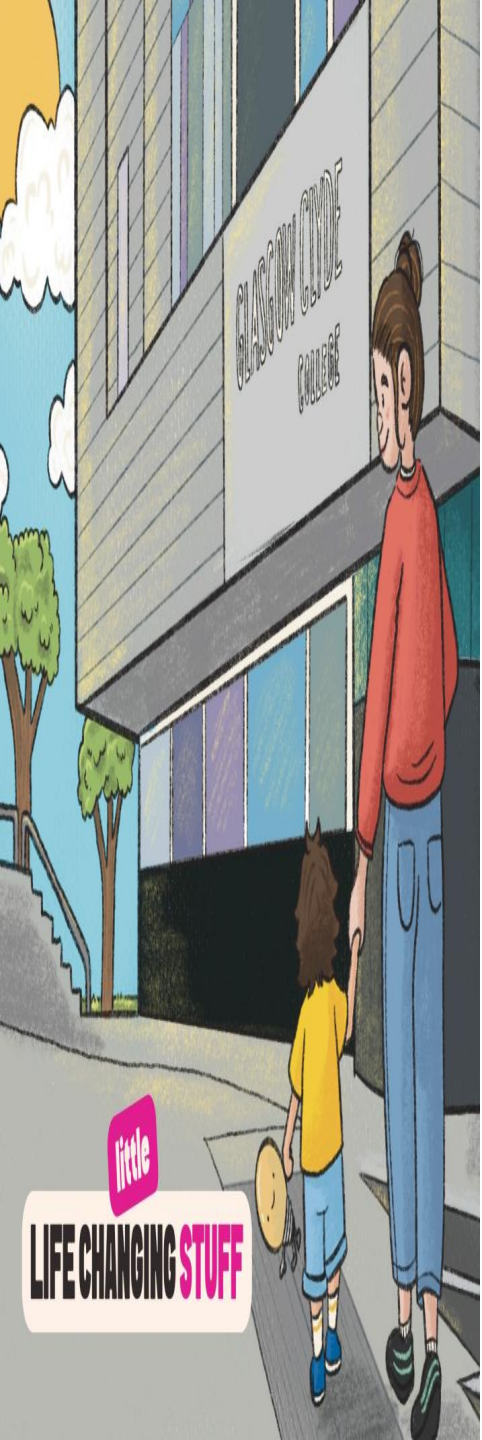
# College's Provide Pathways From Poverty

- Lecturers teach across a broad range of subjects
- All Glasgow Clyde College staff work using a trauma informed approach guided by the nurture principles
- This ensures students who often have histories of disadvantage have the best chance of success
- After completing courses students take various routes including employment or on to University
- Crucially students are more able to practice in ways that are non violent



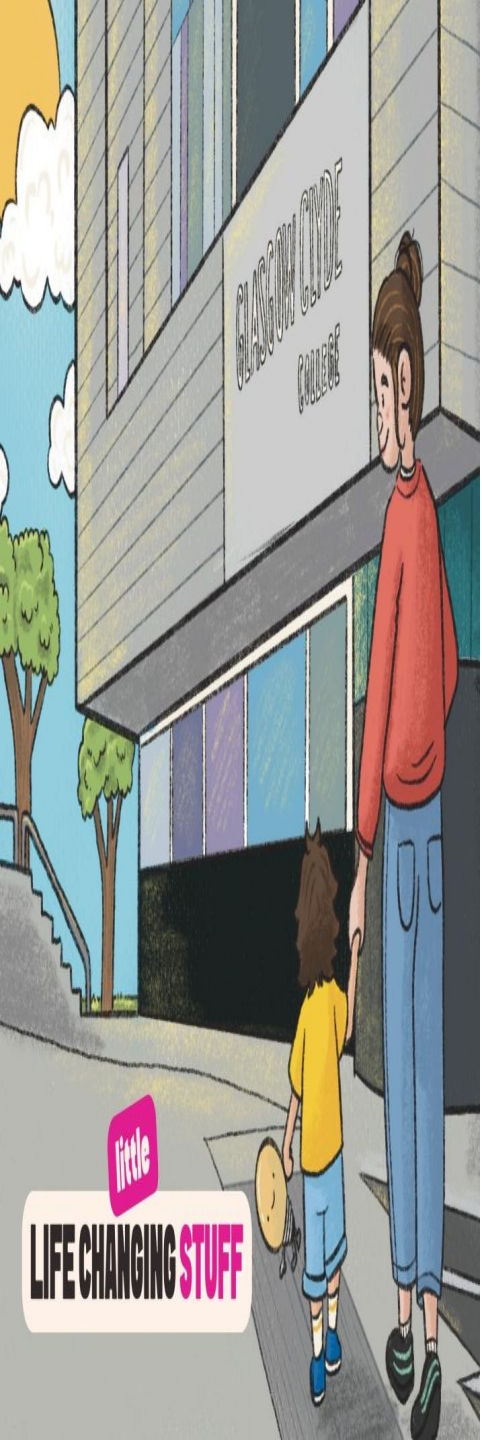
# Impact of The HNC & SVQ In Social Care

- Positives & negatives reported over the last twenty years (Pavey, 2004, Heron, 2002, Connelly & Chakrabarti, 1997)
- Local data highlights the positive impact that HNC/SVQ in social care
- 95% of college students indicate that engaging in the HNC/SVQ positively impacted practice
- Limited national data
- Further national research required



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Thank You For Listening To Our  
Presentation

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