ITEM No …3……..

REPORT TO: **CHILDREN AND FAMILIES SERVICES COMMITTEE – 6 SEPTEMBER 2021**

REPORT ON: **TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES 2021-23**

REPORT BY: **EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES**

REPORT NO: **237-2021**

1.0 PURPOSE OF REPORT

This report follows the final 12-month update on the implementation of the Tayside Plan for Children, Young People and Families 2017-20 which was approved by Elected Members on 25 January 2021, Article V of the minute of meeting of this Committee of 25th January 2021. Full details on the last update are also provided in Appendix 1. Building on this, the report sets out the continued commitment of all 3 Councils, NHS Tayside, Police Scotland and other organisations to sustain work as the Tayside Regional Improvement Collaborative (TRIC) and implement a new iteration of the Tayside Plan 2021-23 (Appendix 2). This plan outlines the key regional priorities to be progressed over the next 2 years in ways which will complement local activities outlined in the City Plan 2017-26 and the Children and Families Service Plan 2021-23.

2.0 RECOMMENDATIONS

It is recommended that the Committee:

i) Approves the new iteration of the Tayside Plan for Children, Young People and Families 2021-23; and
ii) Instructs the Executive Director of the Children and Families Service to submit an update report in 12 months.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications for Dundee City Council associated with the implementation of the Tayside Plan for Children, Young People and Families 2021-23.

4.0 MAIN TEXT

4.1 Background

4.1.1 In 2017, the 3 local authorities, NHS Tayside and Police Scotland decided to align the work of the TRIC with a single Getting it Right for Every Child (GIRFEC) compliant Tayside Plan. This approach to strategic planning and improving outcomes for children, young people and families was intended to add value to local arrangements through regional collaborative leadership, the shared use of resources, consistent approaches towards providing the best support and joint learning. The last 12-month update explained that although implementation of the plan in 2020-21 had been impacted by the Covid-19 pandemic, the TRIC Leadership Group and 5 Priority Groups had continued to progress a range of developments. For instance:

1. **Early Years** – coordination and delivery of the Solihull approach to parenting training, including 350 Early Years staff trained in the approach
2. **Educational Attainment** – building capacity through a Learning Development and Induction Programme and work with the University of Dundee on critical analysis
3. **Health and Wellbeing** – launched a new Emotional and Mental Health and Wellbeing Toolkit as an integral part of the wider Living Life Well Strategy

4. **Inequalities** – finalised a regional review of respite services for families with children with a disability
5. **Child Protection** – developed multi-agency guidance on Chronologies, Initial Referral Discussions, Unborn Babies and Participation in Child Protection Meetings

These developments, which are outlined in more detail in Appendix 1, were progressed whilst partners ensured local resources were deployed in response to the global public health crisis. In this context, collaboration also occurred in relation to return to school protocols, contingency planning for remote learning and approaches towards supporting vulnerable children and young people. In response, in October 2020 Education Scotland noted that the 'strategy, planning and governance of the collaborative work is becoming more streamlined, focused and outcome orientated' and that the region is 'one of the leading contributors to the development of the national e-learning offer in cooperation with e-Sgoil and the West Partnership Online School'.

Crucially, the last 4-year trends in relation to key performance indicators outlined in the first iteration of the Tayside Plan have been largely positive both regionally and locally across all 5 priorities. In Dundee, they show, for instance, that the % of children with at least one developmental concern at the 27–30-month Child Health Review has reduced from 22% to 17%; that the % of school leavers achieving 5+ awards at SCQF 5 or higher has increased from 53% to 60%; that the % of P7 pupils with no obvious dental disease has increased from 62% to 67%; and that the % of care experienced young people achieving literacy and numeracy at SCQF level 4 or above has increased from 35% to 57%.

Going Forwards

4.1.2 Following a 12-month postponement to focus on responses to the pandemic, the next iteration of the Tayside Plan aims to build on progress and has been submitted to Scottish Government subject to approval by local Elected Members. It is informed by a needs assessment, including 4-year regional performance trends, the findings of the Independent Care Review, the United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill and the impact of the pandemic on communities. As such, it retains the same 5 priorities and outlines a refined set of actions to be progressed over the next 2 years, with common themes of building capacity to improve support to vulnerable groups:

1. **Early Years** – improving transition pathways from Early Learning and Childcare to Primary School and providing targeted support in relation to poverty
2. **Educational Attainment** – implementing UNCRC principles across all schools and improving approaches towards digital learning
3. **Health and Wellbeing** – implementing a finalised Child Healthy Weight Strategy and an Emotional and Mental Health and Wellbeing Strategy
4. **Inequalities** – leadership and workforce development for care experienced children and young people and developing NHS Tayside and School Improvement Plans
5. **Child Protection** – implementing workforce development informed by research on the findings of Initial and Significant Case Reviews in the form of 'Priorities for Practice'

In order to promote and help evaluate a causal link between the activities described in the plan and impact/outcomes, a new performance framework outlining a range of quantitative and qualitative measures/evidence has also been developed. Governance arrangements will continue to involve a Regional Leadership Group consisting of representatives from all key partners overseeing and supporting the work of each of the Priority Groups, with links to local governance arrangements. The Children and Families Services Committee will continue to receive Annual Reports, along with Scottish Government. These reports will fulfil the

requirements of the Children and Young People (Scotland) Act 2014 and requirements in relation to Regional Improvement Collaboratives.

5.0 CONCLUSION

5.1 The Tayside Plan for Children, Young People and Families 2017-20 has led to the implementation of a range of new regional developments across 5 priority areas. This collaborative approach was sustained during the pandemic, when partners deployed resources to meet immediate local challenges whilst continuing to learn from one another in some key areas. At the same time, there have been positive trends in relation to most performance indicators. Building on this, the next iteration of the plan retains the same priorities alongside a more focused set of actions and an accompanying outcome framework. Implementation of the plan will be overseen by the Leadership Group and a further annual update will be submitted to local Elected Members for approval in 12 months.

6.0 POLICY IMPLICATIONS

6.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness, poverty, environment and corporate risk. There are no major issues.

7.0 CONSULTATIONS

7.1 The Council Management Team and Chief Social Work Officer were consulted in the preparation of this report.

8.0 BACKGROUND PAPERS

10.1 None.

Paul Clancy,
Executive Director
Children and Families

Glyn Lloyd
Head of Service
Children and Families

August 2021

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Appendix 1

Tayside Regional Improvement Collaborative

Tayside Plan for Children, Young People and Families Annual Report 2020-2021

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Tayside Regional Improvement Collaborative (Phase 4) 2020

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This report was approved by the Tayside Collaborative on 23 July 2021. Should you wish to enquire on this report, please contact us via www.taycollab.org.uk

Foreword

Welcome to the end of year report on the Tayside Plan for Children Young People and Families covering April 2020 to March 2021. We are reporting on our Plan which was extended for a further year to take account of the Covid-19 pandemic. This is our fourth and final report on the Plan from 2017 – 2020 (extended to 2021).

As was reported in the 2019/20 report, Covid-19 continues to present significant challenges to many families (and particularly more vulnerable families) which will impact on people and communities for years to come, placing increased pressure on children's services. As an existing Collaborative, we were well placed to identify opportunities to work together as we have moved through response to recovery stages. We re-prioritised and reframed some of our approaches, including those for our next Children's Services Plan 2021-23.

The Coronavirus (Scotland) Act 2020 provided public bodies with flexibility to postpone compliance with certain duties and exercise flexibility when efforts to respond to the pandemic were prioritised. As stated at the outset, we used this to continue our existing plan through 2020 to 2021 and follow, where appropriate our existing structure and priorities. We are grateful for both the flexibility provided by the legislation and the support from each community planning area. It has allowed good work to continue whilst providing us some space as a Collaborative to ensure our priorities are appropriate. Our next plan will therefore take us from April 2021 until March 2023 in line with the national planning and reporting framework.

We continue to fully integrate work of the Tayside Regional Improvement Collaborative (TRIC) within our children's planning framework, recognising that outcomes in health, wellbeing and educational attainment are inter-related and inter-dependent. We have recognised and built on early successes and reflected on areas where we want to make further progress.

Even in these challenging times, there is strong commitment to continue to work together across Tayside, to mature and embed our approach to joint work where there is clear added value to children and families from taking a regional approach. This is reflected in some of the actions that have paused or are not progressing on a Tayside basis, and in those that are being driven forward with clear benefit. As I have said previously, this means a planning landscape that is not linear. It is one that still reflects the commitment of each community planning area to be honest, bold and brave to deliver services in a combined way, either as being locally driven or across the Tayside region.

MARGO WILLIAMSON

Chair of Tayside Children's Services Collaborative

Strategic Executive Group

Introduction

'Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'

The Tayside Plan for Children, Young People and Families 2017-2020 (having been extended into 2021) forms the Integrated Children's Services Plan (ICSP) for the three Community Planning Partnership areas in Tayside and is led by the three Councils in Tayside (Angus, Dundee and Perth and Kinross), NHS Tayside, Police Scotland, the Third Sector and other organisations that influence service delivery in the Community Planning Partnership (CPP) areas. The plan was developed, and is being delivered, within a framework of policy, legislation, evidence-based practice and analyses of local needs. It maintains a focus on the improvement of outcomes for children and young people in the area, recognising the importance of a holistic focus on the family and whole child to achieve this. It builds the collective capacity and resilience of services, shares expertise and makes the best use of resources to accelerate progress towards improving outcomes in health, wellbeing and attainment.

The Plan was the first of its kind to reach across both geographic and organisational boundaries and focuses on five shared priority areas to improve outcomes for children and young people, stated under each associated group in the progress section below.

In developing the Plan, partners committed to several areas of collaboration: the development of shared planning and delivery; the alignment of systems and processes; shared learning and workforce development; and shared commissioning arrangements. All with the aim of ensuring a genuinely whole system approach was adopted to achieve a step change in how resources are mobilised towards delivery of improvement in the most important priorities and outcomes for children and young people.

As the Plan has been worked through, the ambitious nature of the original priorities has been recognised. Within the detailed work there have been areas of work identified as collaborative that have since been taken forward by each individual local authority. This has helped the Collaborative to reflect on the need to more clearly identify the added value which might be gained from joint working which justifies any joined-up approach. This has also helped build a more streamlined and focused future Plan.

The plan is underpinned by a range of key drivers: legislation such as the Children and Young People (Scotland) Act 2014 and the Education (Scotland) Act 2016; national policy such as Getting It Right For Every Child and national improvement frameworks such as Best Start and the Child Protection Improvement Programme.

Future planning has been influenced by the findings of the Independent Care Review (reported in February 2020). This has influenced the approach to the next ICSP in Tayside, ensuring that the 5 foundations of The Promise underpin the region's priorities and actions. The incorporation of the United Nations Convention on the

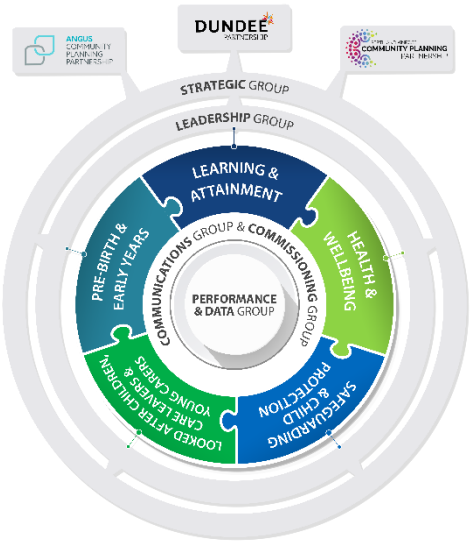
Rights of the Child (UNCRC) into Scots Law will further the approach to Children's Rights. Public authorities are now obliged to report what they will do to make Rights better for children and young people. A Tayside Summary Report on children's rights has been prepared for 2017 – 2020 and is available on the TayCollab web page (link to be added).

The views and experiences of people who access services or who have lived experience and experience of caring for someone with some additional needs, have also influenced developments, particularly in the areas of parenting support, mental health and wellbeing and corporate parenting.

Tayside Collaborative Model

The diagram below (Figure 1) shows how the Collaborative has worked over the last four years. The five Priority Groups (PGs), with representation from across the three areas, delivered detailed action plans, against which their progress is reported. The sub-groups, focussing on Performance and Data, Commissioning and Communication, continue to offer support to the PGs to deliver their outcomes.

Figure 1



Governance is delivered through the Leadership Group and further by the Strategic Group at Chief Executive level. In February 2021 the Directors Group was renamed to become the Leadership group as each of the five PG Leads joined existing members.

Although there has been continued support for the existing collaborative model, the positioning of the Performance and Data at the core of the model continues to reflect how clearly evidencing the impact of collaborative work being undertaken helps drive decision making.

Group Progress and Next Steps

Below is an overview of the work of the groups towards achieving the actions set from 2020/21, taking into consideration the outbreak of Covid-19 during the final weeks of March 2020. In this reporting period, each group continued to base their activity on the original high level aims of each area (within the Tayside Plan 2017-2020), next steps reported in the annual report 2019-2020 on this Plan, TRIC action

plans submitted to Education Scotland in October 2020 and most significantly, the inevitable response to the Covid-19 outbreak.

Towards the end of 2019, a development session was held to look at what needed to be stopped, started and continued, in preparation for the next iteration of what would have been a 3-year ICSP from April 2020 to March 2023. With the impact of Covid-19, actions that had previously been identified were revisited and reviewed. This was undertaken at local consultation events held in each area to inform what is now a 2-year Tayside Plan (2021 – 2023).

Throughout this reporting period all priority groups have been involved in preparation of the new Plan. The next steps of each group below highlight some of the key actions to be progressed within the plan.

Priority Group 1: Pre-birth & Early Years

'Our children will have the best start in life; they will be cared for and supported to learn in nurturing environments.'

A new Lead was appointed to take forward the work of this group from June 2020.

With Tayside currently being the only area in Scotland delivering to targeted eligible clients up to the age of 24, a third and final evaluation report on the **Family Nurse Partnership (FNP) Programme** (extended eligibility criteria in Tayside) was shared with this priority group as they re-engaged in August 2020.

The key learning points from the report are:

- Those with additional identified vulnerabilities continue to enrol and engage well on the programme.
- Attrition in the programme is low.
- Over 53% of the caseload were clients aged between 20 and 21 years old in this cohort.
- Mental ill health diagnoses were prevalent in this client group.
- The majority of clients enrolled were at risk of living in poverty.
- Due to environmental / housing conditions Family Nurses agenda matched to problem solve with clients around their housing challenges.
- Clients enrolled speak highly of their involvement and their Family Nurse.
- Clients like the continuity of carer which FNP brings.
- Clients enjoy using the programme materials.
- Child protection vulnerabilities were demonstrated through clients who had been identified as having additional risk factors requiring multi-agency intervention.
- Family Nurses adapted their communication and assessment skills well for programme delivery ensuring individualised care.

- Supervisors could identify the positive impact of the programme for families.
- Supervisors were sensitive to offering the programme to clients in this age range in that it would not be detrimental to site capacity for those under 19.
- Supervisors required an increased knowledge of adult protection.
- The model of supervision within FNP required no adaption for this group of clients.

As reported previously, with National governance now in place and this piece of work having concluded, this will become a mainstream function of NHS Tayside and as such will not be included in future action plans for this group.

This is also the case with **Allied Health Professional (AHP)** work with the delivery of the 5 ambitions of Ready to Act leading to a National Improvement Plan, resulting in this area no longer being taken forward by this group. Nevertheless, late in 2020, the Child Health Advice Line team presented findings from 2019/20 to this group. Having been delayed due to Covid-19, the team were also able to compare some data to pre Covid-19 times: almost double the amount of calls were logged in September 2020 compared to the same time in 2019.

While eligible 2 years old and 3 – 5-year-old children across Tayside continued to be entitled to up to 1140 hours of funded Early Learning and Childcare (ELC), driven forward by each local area, **ELC Leadership** continued as a collaborative workstream hosting some virtual events early in 2021. Sarah Philp worked with 178 practitioners over 6 sessions. 98% agreed that they had a deeper understanding of collaboration, the challenges and the leadership practices that support collaboration and built collective efficacy at the end of the sessions. 96% agreed that they had reflected on their own practice and setting and had identified steps to enhance collaboration in those settings. Later in 2021, a survey will go out to evidence further impact of the sessions and follow up reflections with smaller cohorts in each local area will be planned for the next academic year.

Linked to the learning from Addressing Neglect Enhancing Wellbeing (ANEW) programme and the ELC expansion, improving **transitions for children aged 0-3 years with additional support needs** has emerged as a workstream which incorporates learning from best practice already in each local area. With the use of appropriate data, this will examine the earliest possible identification of the best possible support in addressing developmental milestone needs of young children.

Support for families (welfare and poverty) to address poverty will remain a key priority for this group, requiring the involvement of health visiting, midwifery and welfare rights teams, with learning being shared across Tayside.

Extending from the work with the Perth and Kinross Welfare Rights Team, financial inclusion information for Tayside Child Poverty Plans was shared by a Senior Health Promotion Officer for Welfare Reform/Health & Financial Inclusion from NHS Tayside. This included plans around nursing information and referrals, income maximisation in

health settings, electronic referrals to advice services, the Connecting Scotland project and Angus Midwifery Pilot project.

Having run between the end of 2019 and early 2020, over 100 referrals were made by midwives with over £325,000 generated for pregnant women and their families. This averaged approximately £3,000 per person, with the highest gains coming from universal credit payments. Referrals may have been higher, but Covid-19 saw a significant impact on service delivery.

Following evaluation of the pilot, Public Health allocated its remaining funding from Scottish Government to maternity services to recruit a project midwife for 18 months. This post holder will be responsible for working alongside key universal services and colleagues within Maternity Services, Health Visiting, Family Nurse Partnership and Early Years education settings. Leading on service improvement activity, developing pathways, training, data collection/analysis will be integral to the role.

With a previous commitment to improve the use of data, this group were provided with Tayside **child developmental milestone review** information. 13 -15 month, 27-30 month and 4 -5 year review information from 2013/14 and 2018/19 was used to show any emerging trends and inform future decision making. To highlight any early impact of Covid-19, some analysis was also carried out looking at child health visits and developmental reviews.

As reported last year the early impact of Covid-19 resulted in all planned training sessions to embed the **Solihull Approach** in NHS, Local Authorities and third sector partners being suspended from March 2020. The focus became the development of a clear delivery plan for training sessions in a different way.

To increase the capacity to roll out Solihull Training across Tayside and to strengthen the sustainability of the work, volunteer trainers were recruited from partner agencies. As a result of re-deployment following the pandemic outbreak, many were no longer available to deliver training. However, via 2 online courses, 17 participants from across Tayside were able to complete the Train the Trainer course during this time.

With all in person training suspended from March 2020, from January 2021 8 Tayside wide Foundation online courses ran to conclusion with 89 participants ranging from local Early Years staff (over 50%) to teachers and health visitors. Angus also ran virtual 'Solihull in Practice' sessions at the beginning of 2021, designed to provide newly trained practitioners the opportunity (approximately 3 months after their initial training) to reflect on their use of the approach and share with colleagues the impact the training had on them and the children and families they work. Data is still being gathered on this.

Themes from course evaluations taken up to March 2021 are:

- All participants felt the training was highly relevant or quite useful to their work
- All participants felt it was highly relevant or quite useful in helping build relationships with parents
- 96% indicated that they had begun to think differently about some of

the challenges they encounter when working with children and families
- 95% indicated that the training had been highly relevant or quite useful in increasing their professional network
- And 96% felt that the approach had begun to make them think differently about some of the challenges they encounter when working with children and their families.

Online courses for parents are included with the Solihull approach and during the pandemic access to these resources was free to parents. The take up is show below with significant variation across the 3 local authorities:

Parents Online Courses (as at January 2021)	***Tayside***	***Angus***	***Dundee***	***Perth & Kinross***
Registered Learners	***1045***	*30*	*207*	*808*
Actual Learners	***919***	*26*	*153*	*740*
Understanding pregnancy, labour, birth and your baby	***202***	*5*	*35*	*162*
Understanding our baby	***94***	*1*	*17*	*76*
Understanding your child	***455***	*14*	*63*	*378*
Understanding your teenager brain	***168***	*6*	*38*	*124*

In addition to the above, this priority group will continue to be a forum for any potential collaborative actions such as those that might emerge in relation to infant mental health from the recent launch of the Wellbeing for Wee Ones campaign on Parent Club, aimed at parents of young babies.

Next Steps

- Under transition work, improvements will be scoped, and actions planned with Health and Children and Families colleagues. An approach to tracking and monitoring children's progress in early learning and childcare will be developed via a screening and tracking tool. This will be used consistently across the Collaborative by practitioners to ensure that all children are making progress and any gaps are identified and addressed quickly;

- To support families (welfare and poverty), health professionals will work collaboratively with Welfare Rights Teams (or equivalent) across Tayside to maximise income from social security. Effective referral pathways will be established across universal health and educational services.

Priority Group 2: Learning & Attainment

'Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.'

At the outset of this period, activity of the members of this group required local focus on supporting schools (staff and learners) in their management of the outbreak of Covid-19. Once the group could more formally re-establish themselves, the aims of the existing workstreams were re-examined to ensure they remained appropriate given the emerging situation. By the beginning of the 20/21 academic session, as with other priority groups, action plans (with obvious caveats) were refreshed and submitted to Education Scotland for the period to March 2021.

In terms of the previously identified workstreams, the following can be noted in terms of progress:

Learning & Teaching (Practitioner Enquiry with a focus on feedback): Given that the previous Research into Evidence workstream was now amalgamated with this workstream (to emphasise the use of academic research and evidence in individual enquiries), further progress was halted due to face-to-face practitioner enquiries not being possible. This workstream has not been identified as a priority in session 2021/22.

Numeracy: To increase pace and challenge in this area, work had been planned to resume in September 2020 with the aim of creating (in partnership with Education Scotland) a plan for the development of support for primary to secondary numeracy progression. Due to resources being diverted to support remote learning, progress was not possible with this work. As the 2021/22 focus is solely on recovery workstreams, numeracy progression will not be prioritised during that time.

School Improvement: This support approach was to be expanded and developed further to support schools in analysing and understanding data for improvement, sharing of effective practice and in further developing monitoring/tracking processes. As reciprocal school visits could not happen, this was postponed.

School Leadership: The delivery of the shared leadership strategy, encompassing the Leadership Development and Induction Programme (LDIP) for Head Teachers was to be reviewed. Further opportunities for professional learning, e.g. Evolving Systems Thinking was to be delivered with support from Education Scotland. This was put on hold in session 2020/21 but will resume as part of the 2021/22 plan.

Curriculum Leadership: This workstream had aimed to implement recommendations from the Curriculum Review of Senior Phase and Broad General Education (BGE), then support Middle Leadership colleagues to engage with curriculum development and improvement. Learning & teaching approaches across the curriculum were to be reviewed and refreshed according to need. There was to be an opportunity to develop this over a 3-year period, with Literacy, Early Years and Outdoor learning as examples. Approaches to ensure equity and inclusion for all (considering the Additional Support for Learning review in June 2020) were also to be reviewed and refreshed. Unable to progress in its original form, the group diverted resources to respond to the emerging events at this time. To provide curricular support during the lockdown period, a Principal Teacher (PT) Hub was created for each subject area for all PTs across Tayside.

Moderation: In this session, there was continued focus on upscaling aspects of this work with further moderation events, joint in-service days and Quality Assessment

and Moderation Support Officers leading on this. Further support was also provided by the Education Scotland National Improvement Framework (NIF) Officer for Tayside. This work will continue in session 2021/22.

Work did continue, and will continue, on scaling up some of these already established workstreams, with Education Scotland supporting the planning and implementation where appropriate.

Further analysis of school self-evaluation plans and performance data was undertaken in February 2021 to identify any further and emerging areas of shared focus that would benefit from collaborative support for recovery and improvement.

Added to workstreams above noted as progressing, have been digital pedagogy and awareness raising and embedding of UNCRC in all schools across Tayside. To support learners both nationally and across Tayside there had to be a significant immediate focus on the former.

With Education recovery plans from each Tayside local authority being shared as they were finalised and an ever changing picture emerging following the Covid-19 outbreak, Education Scotland colleagues continued to support the provision of a supplementary online library of resources via their National Improvement Hub: Scotland Learns. The more interactive online resource e-Sgoil continued with plans for expansion. With the potential benefits of a blended learning approach being recognised across Tayside, with some learners thriving and becoming more motivated during this period, this was taken further in Tayside with almost 60 teachers becoming involved with the creation of or quality assurance of recorded lessons across the Broad General Education and Senior Phase.

The group actively considered cohorts of learners who could benefit from virtual learning, whether it be those not currently in school on a full-time basis or in their final school year. A needs analysis was undertaken, and work began on piloting a Tayside virtual campus to enhance and widen course choices across the Senior Phase. Advanced Higher courses were offered in three curricular areas. Early in 2021, practitioners were presented with progress in this area.

Next Steps

- Moving forward with **school improvement**, work to support robust evidence gathering for each of the core How Good is Our School? (4th edition) quality indicators, will be undertaken in partnership with Tayside central officers, Education Scotland and Headteachers. Local areas will focus on collaboration and support to develop a shared understanding of effective self-evaluation for improvement. There will be developments around data literacy and data cultures for improvement in all schools to help raise levels of attainment and achievement. For identified cohorts, there will be an opportunity for professional learning in making effective and sustainable changes through the Model for Improvement methodology.

- Under **school leadership**, the LDIP will continue to be delivered with a sub workstream to plan and develop leadership opportunities for Depute Headteachers preparing for headship. This will lead to a Depute Headteachers Collaborative Network and Masterclass.

- There will be a range of opportunities for regional and national **moderation** activities to increase teacher confidence. There will be collaborative delivery of joint In-Service days, career long professional learning sessions and Quality Assurance and Moderation Support Officer training.

- To embed **UNCRC**, there will be focused interventions to increase wellbeing and raise levels of attendance, engagement and participation in learning for identified cohorts of children and young people across Tayside. Policies and processes across the three local authorities will also become UNCRC compliant.

- In terms of **digital learning**, a Tayside virtual campus will be created delivering 3 Advanced Higher subjects, as a pilot, with the aim of widening this offer in the coming years. There will be more opportunities for children and young people for independent learning through engagement with accessible and flexible online digital resources. To improve digital pedagogy, more professional learning opportunities for teachers will be available. An additional development will be the creation of a digital resource bank at National Qualification level 1 to National Qualification level 3. This accessible and flexible resource will be created for learners with additional support needs or barriers to learning, so that they can access learning whenever they need to and in a range of settings.

Priority Group 3: Health & Wellbeing

'Our children and young people will be physically, mentally and emotionally healthy.'

As the membership of this group comprises an equal split of NHS and Local Authority/3rd sector colleagues, there have been some unavoidable delays in progressing work since the Covid-19 outbreak. Nevertheless, once in a position to regroup, significant progress has been made.

With the **Tayside Strategy for Parents** (2019-2024) having been developed following consultation with parents, those with a parenting role and service providers, the next stage had been to consult on the draft delivery plan. Work had begun to identify actions that the group felt would improve the experience and outcomes for parents and their families. The views of parents and those with a parenting role were gathered in February 2021.

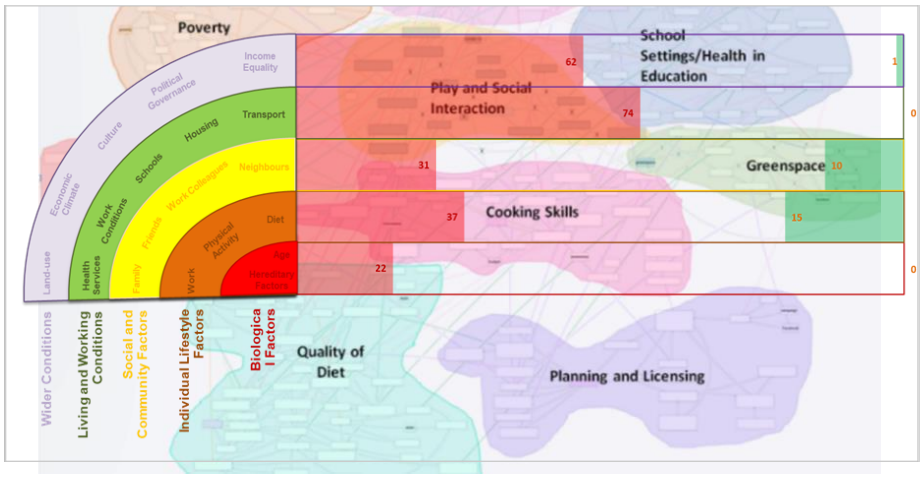
The group also had to consider the wide range of local and national surveys parents had been asked to contribute to, primarily focussed on the impact of the pandemic, for example: Child Poverty Action Group Scotland (Covid-19 and beyond), Connect Scotland Parents and Carers surveys (views on children returning to school), PKC Learning from lockdown survey and Angus Home Learning survey. That withstanding, much focus was on child learning and wellbeing with little on experiences, personal needs and challenges from a parent perspective.

Also now embedded within both the Tayside Strategy for Parents work and in wider planned public health activity, are the group's previous areas of work related to the national Pregnancy & Parenthood in Young People strategy and Substance Use Prevention strategy. The latter is also within the established governance structures of the 3 Alcohol and Drug Partnerships in Tayside.

In terms of the development of a Tayside **Child Healthy Weight Strategy**, once again planned events had to be postponed due to Covid-19, such as a facilitated workshop at the end of March 2020. With the core working group recommencing on the whole system approach to child healthy weight, over 60 stakeholders attended a virtual workshop in the middle of December 2020, an output of which was a system map (Figure 2) identifying the key causes of childhood obesity:

Figure 2

Figure 3



Further focus groups have been held to verify the collated system map and to map existing and future actions that are in place using an action scales model (figure 3):

Evaluation of the work in Dundee (as one of 3 early adopter sites in Scotland) will be supported by the National Institute of Health Research (NIHR) to inform the process and to measure outcome indicators.

With the aim of completing the development of the first multi-agency **Mental Health and Wellbeing Strategy** (Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People), the TRIC Leadership group were asked

early in 2021 to approve amendments made in light of developments since the outbreak of the pandemic. To finalise the strategy, its position as part of the wider Living Life Well – Strategy and Change Programme (the response to Trust and Respect: the independent enquiry into mental health services in Tayside) had to be considered. To bring this to completion, a performance framework, an externally designed, user friendly, summarised version of the strategy and a charter section are being finalised.

As part of the activity around this strategy, a pilot counselling service in schools across Tayside was established. Any impact of the national review of additional support for learning would inform the future development of this service. Having originally targeted children and young people with mental health needs identified as having additional support needs, the immediate impact of Covid-19 led to the pilot being progressed for all children in the region.

The provision of counselling was viewed as being integral to the mental health and wellbeing strategy for children and young people. With services commissioned late in 2020, **counselling in schools** was offered to children aged 10 and over from November 2020. By March 2021, almost 200 young people had engaged with the service. 87% of support was provided to secondary aged pupils. In terms of engagement, over 450 one to one sessions took place either face-to-face, online or by phone.

For the implementation of a new service during a pandemic, there was a host of challenges. Both providers and schools reported issues around virtual engagement with the service for various reasons including privacy and communication. Feedback from schools and providers suggested that the use of drop-in sessions and group work would increase as there was a physical return to school and the service was extended. In relation to Covid-19, the most significant issues were increased anxiety, worry about schoolwork/exams, a sense of support networks no longer existing and loneliness.

Next Steps

- The Tayside Mental Health & Wellbeing Strategy for children and young people (and its associated outcomes framework) will be implemented. Counselling in schools for children and young people across Tayside will continue to be rolled out, focusing further on data on improvement outcomes and evaluations.

- There will be a formal launch and implementation of the Tayside Child Health Weight Strategy.

Priority Group 4: Looked After Children, Care Leavers &Young Carers

'Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.'

As this group reconvened following the Covid-19 outbreak, there was a welcome opportunity for representatives from each local area to share their experiences of supporting vulnerable children during the crisis and what potential opportunities there might be moving forward.

Although in Angus there were fewer children coming into care and fewer than usual Child Protection referrals, this was not the case in Dundee where there was a focus on developing a decision-making framework in respect of risks of harm and Children's Rights. The concern for potential hidden harm was shared by each area representative, especially for those less engaged with schools at the outset. Healthcare staff reported working shorter days but more hours to maintain essential home visits and case conferences.

In addition to each local area progressing with recovery planning, SCRA colleagues looked at emergency legislation, processing of their backlog and virtual hearings, recognising early that staff health and wellbeing required careful consideration.

In relation to previously identified action areas, developments around having a consistent **dataset for Young Carers** in Tayside had progressed in so far as being able to identify some common indicators. Differing local systems and processes have had an impact on this being taken forward in this period. In addition, those involved in this area of work were heavily involved in data collection and analysis support key worker childcare following the outbreak of the pandemic. For the time being, it has been decided to progress with three local datasets rather than a common Tayside dataset. This can be reviewed once local data is robust.

With regard the **engagement of looked after children**, the focus during this time turned to local needs of these more vulnerable groups by those who knew them best. Any detailed analysis of cohorts of care experienced children and young people in Tayside using digital technologies was therefore not possible, all be it existing approaches and learning continues to be shared.

Having finalised the **respite review** of services for families of children with a disability across the region, this was presented to the Directors (since renamed Leadership) group in November 2020. There were a total of 10 recommendations, some which applied to one local authority area and some which applied to 2 or more areas. Each of these are being implemented regionally and/or locally.

Dundee received additional funding to develop a transitions framework for all young people moving into adulthood and work on this will inform developments across all 3 local authority areas in Tayside.

The group used this forum to discuss both benefits and drawbacks of collaborating when there were significant amounts of funding being made available locally, such as community mental health funding. This led to early consideration of aspects of the Independent Care Review (published in February 2020), which remains an

ongoing action area and will be finalised in the next iteration of the Integrated Children's Services Plan.

A regional review of Advocacy Services was presented to the group in August 2020 with the recommendation not to take a regional approach to these services. This was based on their being different commissioning arrangements in each of the 3 Tayside local authorities.

Next Steps

- Implement School Improvement Plans with a specific focus on reducing exclusions and improving attendance/attainment.

- Implement Health Improvement Plans with a specific focus on meeting the wellbeing needs of care experienced children, young people and care leavers, including during key transitions.

- Complete a regional self-evaluation of the national Secure Care Standards and develop associated regional and/or local improvement plans.

- Explore and maximize opportunities for siblings to sustain and develop positive relationships.

- Capacity, confidence and competence will be built in the workforce to develop high quality relationship-based care (kinship/residential/staff/volunteers).

- Capacity will be built to manage and mitigate risk, looking at partnership approaches to sustaining children at home.

- Work will commence with Columba 1400 on collaborative, values-based leadership with children and young people at the centre.

Priority Group 5: Safeguarding & Child Protection

'Our children and young people will be safe and protected from abuse at home, school and in the community.'

Work around various **multi-agency guidance material** continued during 2020/21 culminating in September 2020 with the following being publicised, cascaded and distributed more widely across the collaborative: IRD (Inter-Agency Referral Discussions) Practice Guidance, Concern for Unborn Babies Practice Guidance (including associated referral form), 2 sets of guidance information around participation in Key Child Protection Meetings: one for practitioners and one for children and families. This links to future work around prioritising support given to the

workforce: creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.

With the **Child Protection Tayside CPC Shared Dataset** agreed and in place since August 2020, throughout the pandemic, this group have examined data collated for the weekly Scottish Government (with SOLACE and other partners) vulnerable children's dataset. This has been used to analyse trends and interrogate key areas of significance in Tayside. A key focus early on was for the group to identify any significant shift that could directly be attributed to Covid-19 and the ensuing lockdown. The data has provided a very useful start to initiating discussion on how data across the Collaborative is used to support and challenge practice, identify positive and concerning trends, work together to understand these more deeply and take remedial action where required.

In October 2020, a Tayside Chief Officers Group leadership event received the research undertaken by Dr Sharon Vincent of Northumbria University into Initial and Significant Case Reviews (ICR/SCR Research) carried out in Tayside since 2015. This will be used to help devise the shared leadership and vision for protecting children over the next 3 years. Following evaluation, there has been wider dissemination of research findings through high quality materials to March 2021.

The key themes identified from this work has led to the development of 2 main areas of improvement: working together and relationships with children and families, as well as a series of priorities for practitioner training and workforce development.

With a full-time seconded **Lead Officer for workforce development**, the group is taking forward a co-production approach to multi-agency workforce development. Preparatory work to establish a Tayside Child Protection Workforce Development Programme for 1st Line Managers and Frontline Practitioners has been completed. This is aimed at enhancing leadership, changing culture, ethos and day to day working practices, which will empower and support a competent, confident and skilful workforce to deliver better outcomes for babies, unborn babies, children, young people and families.

Next Steps

- Supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.
- Quality assuring the implementation of the multi-agency guidance material, gathering feedback and evaluation from practitioners.
- Ensuring Chief Officers, Senior Officers and Managers understand the key child protection improvement messages across Tayside under the themes of **working together** and **relationships with families** and build this into their work.
- Receiving commitment and resourcing (partners in a state of readiness) for the key components to implement a successful multi-agency workforce development plan which has co-production at its core.

Supporting Sub-Groups

Members of the **Performance and Data** group, were heavily involved in local activity during the emergency response period from March 2020. As the regional work restarted, this group met virtually at the same frequency as in previous years and continued in their support of the work of the priority groups. This included support from a dedicated TRIC Information Assistant to assist with the ongoing review of outcome measures and consistent data analysis. Having this resource, was of assistance at crisis point when establishing key worker childcare provision.

Current data sets would continue to be influenced by work taking place nationally and regionally on, for example, a core data set for child protection committees and a core data set for Looked After Children.

In terms of **Communication**, as with the performance and data group, there was an immediate focus required on local emergency communication, particularly for education colleagues in one authority whose role had been to support this for the Collaborative. As well as supporting Tayside wide emergency tasks, the dedicated TRIC multi-media content developer carried out all communication tasks until such time as groups reconvened.

Later in 2020, the team previously supporting communication continued this directly with priority groups. A review of communication will be undertaken as action plans emerge for the year ahead.

Other dedicated support resources (TRIC Management Assistant and Project Officer) were also involved in response and recover work at both a local and regional level at the time of the pandemic outbreak.

There was no requirement for the **Commissioning** group to meet during this time.

Performance Framework Summary

The agreed set of indicators (when the Tayside Plan was first introduced) have now been updated by the Performance and Data Group to include core data from this year. Performance in relation to these high-level outcome measures has been provided in Appendix 2, with information to the end of 2019/20 representing the most up to date data available from public sources.

For this year, the core data set highlights the following:

- The proportion of children with at least one developmental concern recorded at 27-30 months has remained relatively consistent, albeit with a small increase in Perth and Kinross. The impact of Covid-19 in the early part of 2020 has been noted nationally as having an impact on the coverage of

child development reviews, with an increasing proportion being carried out remotely. It has then been more difficult to make complete assessments of children's progress. Values in Tayside are broadly in line with those nationally values (14%).

- The proportion of children with no speech, language and communication concerns identified at 27-30 months has continued to show an increase in Dundee and Angus, but a slight decrease in Perth and Kinross. However, each of these areas are in line with national data (90%).
- The proportion of 3 and 4 year old children accessing Early Learning or Childcare provision has remained consistently high across all three areas. Provision of places for 2 year old children has shown small decreases in all areas, although Dundee still remains higher than the national value (11%).
- Although the proportion of pupils entering positive destinations after leaving school remains high, all 3 local authority areas show a slight decrease in this reporting year (particularly for looked after children). This trend is also seen in national data (a reduction from 95% to 93%) and may be because of Covid-19 on training and employment.
- Satisfaction with schools has shown a decrease in each of the local authority areas. Satisfaction rates in Angus and Perth and Kinross are still above national values (72% for the same period), but rates in Dundee are significantly lower.
- The rate of teenagers conceiving has shown consistent decreases in all Tayside areas, with the overall figure showing a decrease over the last 5 years, but at an average of 33 per 1,000, it remains above the national value (30 per 1,000). There remains a strong correlation with areas of deprivation, with values seen much higher in Dundee than in the other two areas.
- The proportion of looked after children who have achieved Literacy and Numeracy at SCQF Level 4 has increased in both Angus and Dundee. Although values have decreased slightly in Perth and Kinross, values in all three areas are above national levels (55%).

In general, educational attainment has shown some fluctuating patterns and has not been consistent across all three areas with some values remaining below the national figures. Longer monitoring of data will be required to establish trends. For 2019/20, the absence of external assessment information and the decision to award estimated grades, have led to a different pattern of attainment than has been seen previously. The attainment data for 2020 cannot be directly compared to that of

previous (or future) years and cannot therefore be used to directly demonstrate subject, school or authority improvement comparably.

As highlighted in previous years, some indicators are based on relatively small cohorts, such as number of Looked after Children, which are therefore subject to fluctuation from year to year. Caution is therefore required in interpretation.

Again, there are often considerable differences in the patterns seen across the three local authority areas, which, considering the different demographics in each area, is not unexpected.

Conclusion

This report has highlighted activity that has been carried out in partnership across Tayside in exceptional circumstances. At the beginning of this reporting period, whole communities were dealing with the immediate impact of a pandemic, including effects on relationships, social contacts, education, employment, and mental health to name a few.

As an established collaborative, Tayside were well set up to support each other to manage not only the emergency response but also the beginnings of the recovery process. The strength of the partnerships has made the best use of the resources and continues to meet ongoing challenges at both strategic and operational levels.

As the collaborative has matured, learning has been that it is not effective to plan and work together on everything: making sure that working together makes the best use of what is available, to make things better for children and young people, is key. This has meant looking closely at some original areas of collaborative work, what those set out to achieve and deciding if it might be more appropriate to instead focus on a local solution in each area.

Having worked together for the last four years, there is now greater clarity on what is best moving forward, understanding on how available data can be used more effectively and focus on more specific actions to ensure they contribute to making a difference. This last year has shown that more than ever that leadership, planning, priorities and service delivery need to incorporate flexibility, responsiveness and decisiveness to meet the changing needs of communities coming out of the pandemic.

There is confidence entering into the next 2 years of a refreshed Plan, that all be it the focus might be different, the strategic priorities remain the same: make improvements that will make will make Tayside the best place for children, young people and families.

Appendix 1: Priority Group Members (Job Titles & Organisations)

(AC – Angus Council, DCC – Dundee City Council, PKC – Perth & Kinross Council)

Pre-birth & Early Years (Priority Group 1)

Lead: Service Leader (Early Years & Early Intervention) (AC)
Members: Education Manager Early Years (DCC), Early Years Manager (AC), Executive Director Children &Families (DCC), Lead Midwife (NHS Tayside), Family Nurse Partnership Lead Nurse (NHS Tayside), Senior Nurse Health Visiting Service (P&K) (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), AHP Early Intervention & Prevention Lead (NHS Tayside), Quality Improvement Officer (Early Years and Primary) (PKC), Care Inspectorate Representative, Education Officer (Education Scotland).

Learning & Attainment (TLAG) (Priority Group 2)

Lead: Education Officer (DCC)
Members: Chief Education Officer (DCC), Head of Education (PKC), Executive Director (Education & Children's Services) (PKC), Director of Education and Lifelong Learning (AC), Service Leader (AC), Improvement Officer (AC), Education Officer x 2 (DCC), Head Teacher, Angus Virtual School (AC), Quality Improvement Officer (PKC), Senior Regional Advisor for Tayside (Education Scotland), NIF Advisor (Education Scotland), Support Service Manager (AC).

Health & Wellbeing (Priority Group 3)

Lead: Lead Nurse – Women, Children & Families Division (NHS Tayside)
Members: Education Officer (DCC), Service Lead (DCC), Parenting & Family Learning Team Leader (PKC), Service Manager ASN/Educational Psychology (AC), Lead Officer ADPs (AC), CAMHS Manager (NHS Tayside), AHP Manager (NHS Tayside), Senior Nurse School Nursing Service (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Dietetic Consultant in Public Health (NHS Tayside), Development Officer (Heath & Social Care) (PKAVS), LAC Medical Adviser to Adoption and Fostering Panels, Community Paediatrician (NHS Tayside), Inclusion Manager/Principal Educational Psychologist (PKC), Senior Education Officer (Inclusion) (Education Scotland).

Looked after Children, Care Leavers & Young Carers (Priority Group 4)

Lead: Head of Service, Children's Service and Community Justice (DCC)
Members: Senior Manager, Residential Services (DCC), Education Support Officer (ASN) (DCC), Senior Manager, Children and Families (PKC), Service Leader, Child Protection & Review (AC), Team Manager (Carers Support Services) (Dundee Carers

Centre), Locality Reporter Manager (SCRA), Detective Inspector (Police Scotland), Child Heath AHP Service Manager (NHS Tayside), Team Leader (Looked After Children) (NHS Tayside), Consultant Community Paediatrician/Medical Advisor for LAC in Dundee (NHS Tayside), Senior Information Officer (DCC), Senior Education Officer (Inclusion) (Education Scotland).

Safeguarding & Child Protection (Priority Group 5)

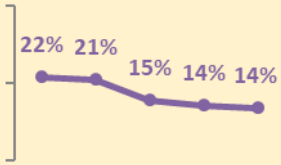
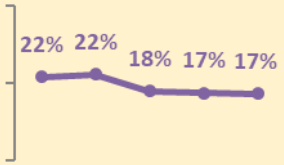
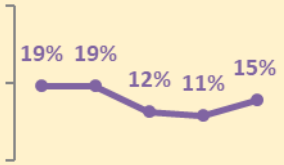
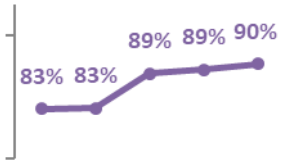
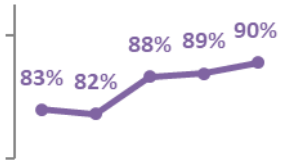
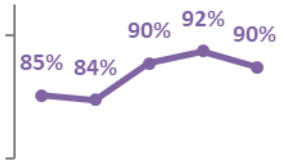
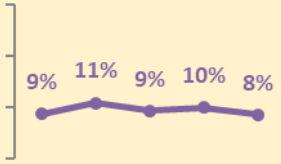
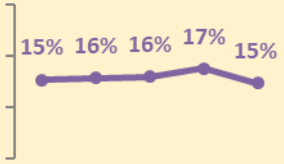
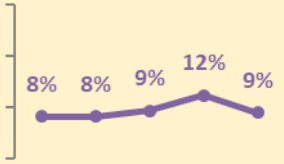
Lead: Depute Director, Education and Children's Services / CSWO (PKC)
Members: Detective Chief Inspector, Tayside Division (Police Scotland), Detective Inspector (Police Scotland), Assistant Director (Barnardo's Scotland), Lead Nurse Child Protection (NHS Tayside), Lead Paediatrician Child Protection (NHS Tayside), Independent Chair (Angus Child Protection Committee), Independent Chair (Dundee Child Protection Committee), Independent Chair (Perth and Kinross Child Protection Committee), Lead Officer, Protecting People (DCC), Team Leader, Protecting People (AC), Child Protection Inter-Agency Coordinator (PKC), Attainment Advisor (Education Scotland), Information Assistant (PKC), Tayside Child Protection Learning & Development Officer (PKC).

Appendix 2: Performance Framework

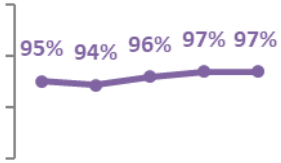
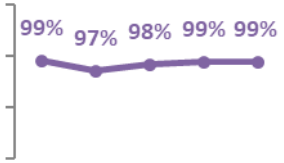
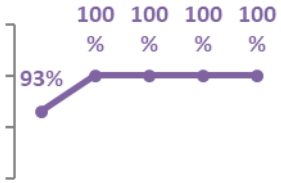
Unless otherwise noted, data for all indicators covers the years 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20

NB The COVID-19 pandemic may have had an impact on many of the measures presented, particularly those within education. Care should be taken when making comparisons with previous years.

1. Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children with at least one developmental concern recorded at 27-30 months Child Health Review (reduce)			
Proportion of children with no speech, language and communication concerns identified at 27-30 months Child Health Review (increase)			
Proportion of 2 year olds children who have accessed early learning and childcare provision (increase)			

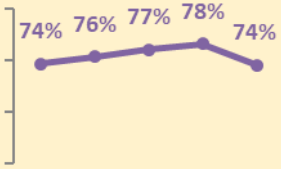
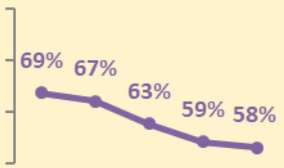
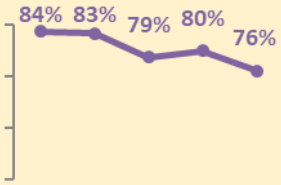
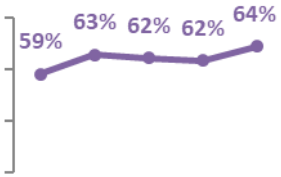
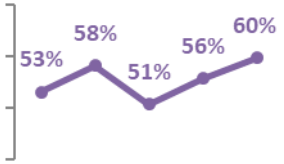
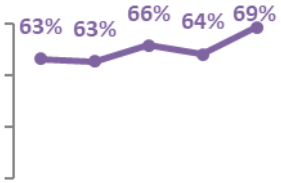
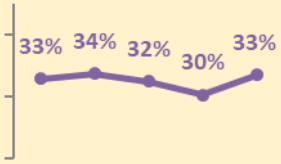
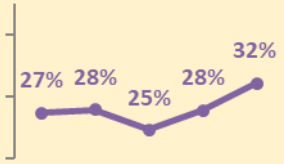
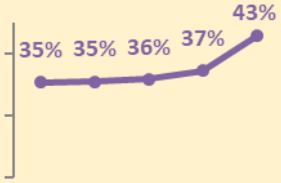
** Data in this indicator are from the relevant census week in September for the years 2016, 2017, 2018, 2019 and 2020*

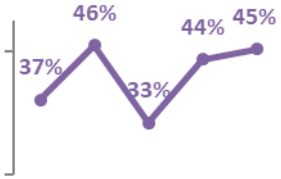
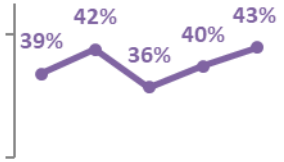
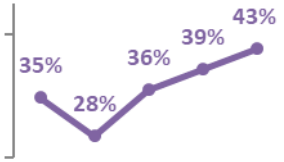
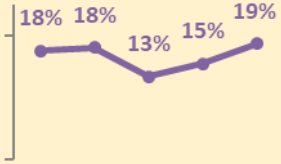
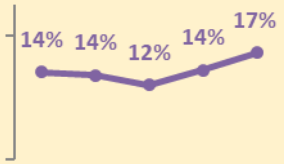
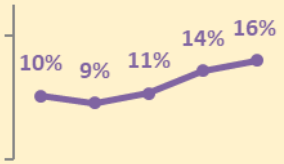
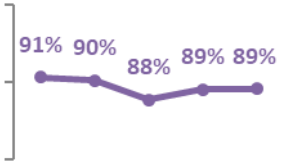
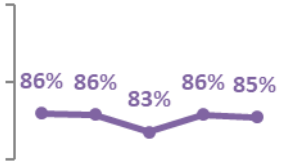
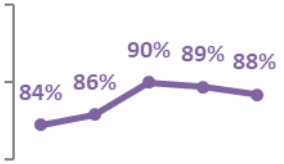
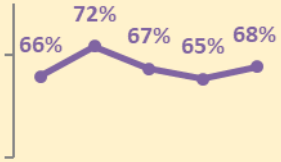
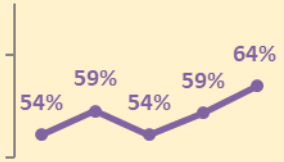
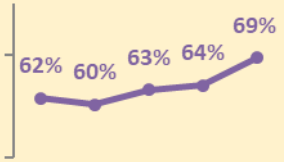
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of 3 & 4 year old children who have accessed early learning and childcare provision (maintain)			

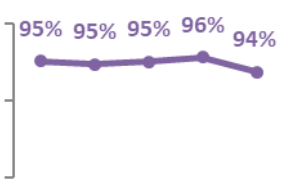
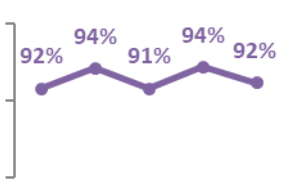
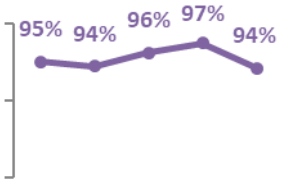
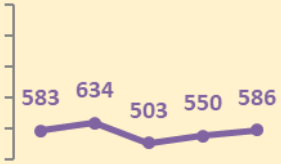
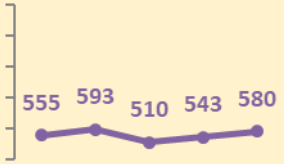
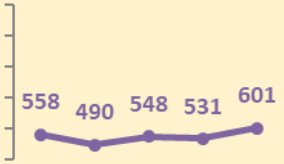
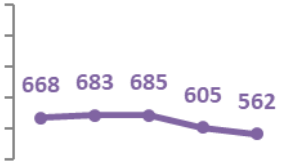
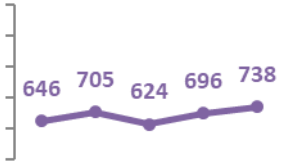
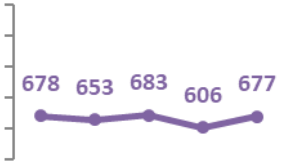
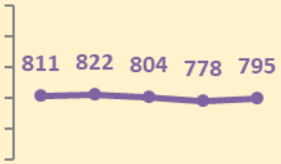
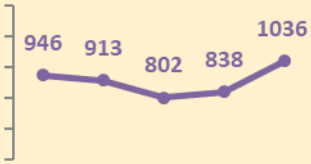
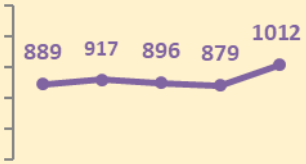
** Data in this indicator are from the relevant census week in September for the years 2016, 2017, 2018, 2019 and 2020*

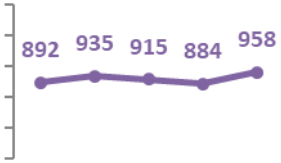
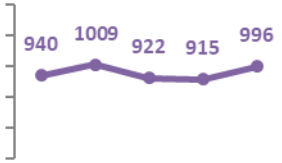
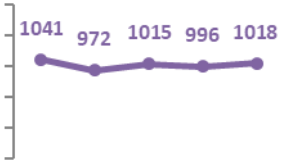
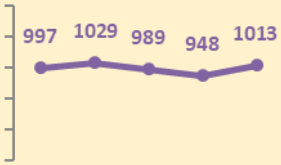
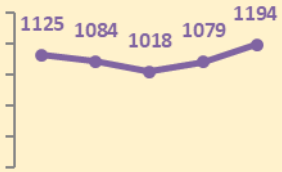
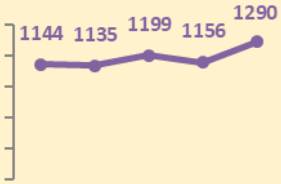
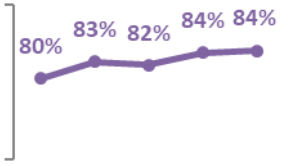
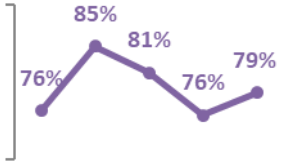
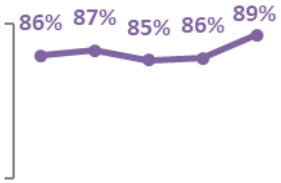
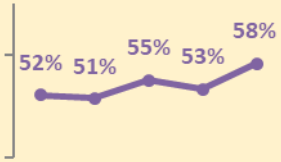
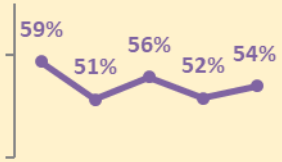
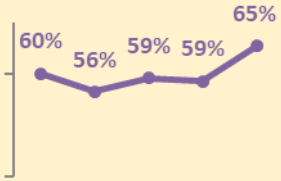
2. Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences all children and young people will fulfil their potential

For 2020 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. ***The results for 2020 should not be directly compared to those in previous years or future years. The 2020 Attainment data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.***

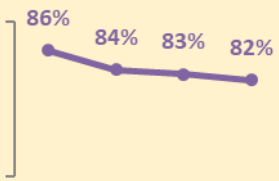
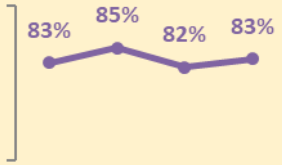
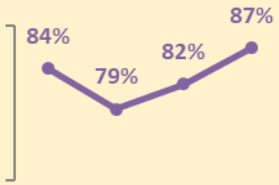
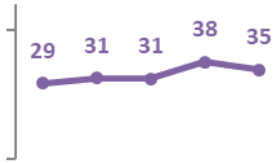
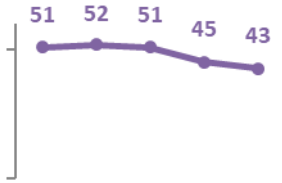
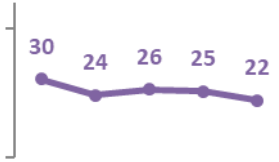
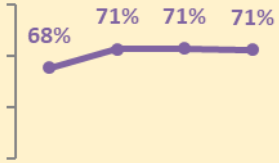
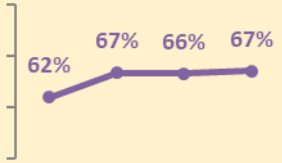
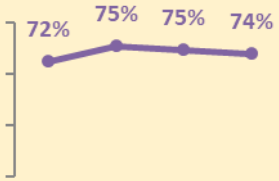
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of local residents satisfied with schools (increase)			
** Data in this indicator are based on three-year averages, and cover the years 2013-16, 2014-17, 2015-18, 2016-19, and 2017-2020*			
Proportion of school leavers achieving 5 plus awards at SCQF level 5 or higher (increase)			
Proportion of school leavers achieving 5 plus awards at SCQF level 6 or higher (increase)			

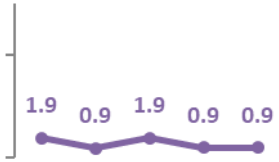
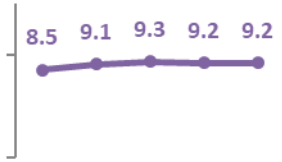
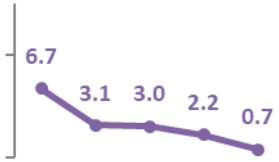
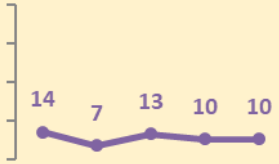
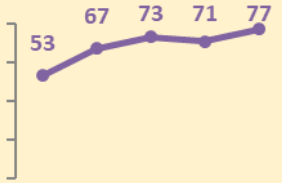
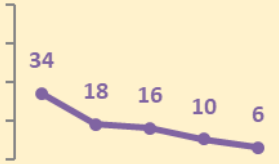
Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 5 or higher (increase)			
Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 6 or higher (increase)			
Proportion of school leavers achieving literacy and numeracy at SCQF level 4 or above (increase)			
Proportion of school leavers achieving literacy and numeracy at SCQF level 5 or above (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of pupils entering positive destinations after leaving school (increase)			
Leavers' average total tariff SIMD Quintile 1 (increase)			
Leavers' average total tariff SIMD Quintile 2 (increase)			
Leavers' average total tariff SIMD Quintile 3 (increase)			

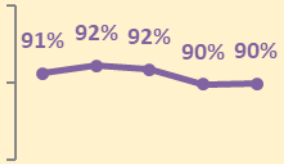
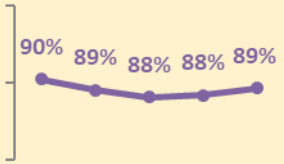
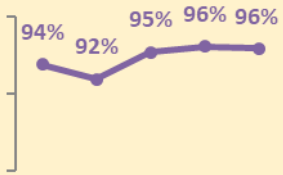
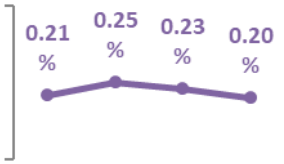
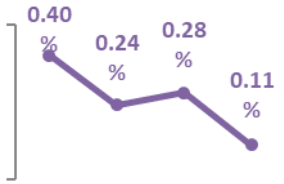
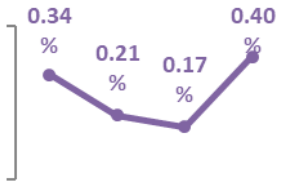
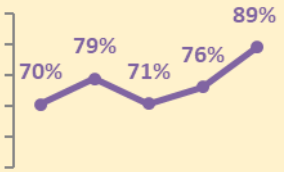
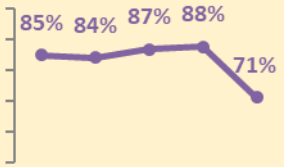
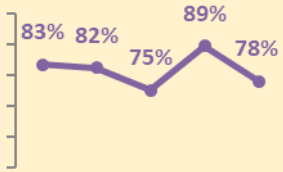
Indicator (aim)	Angus	Dundee	Perth & Kinross
Leavers' average total tariff SIMD Quintile 4 (increase)			
Leavers' average total tariff SIMD Quintile 5 (increase)			
Proportion of pupils who stay on from S4 to S5 (increase)			
Proportion of pupils who stay on from S4 to S6 (increase)			

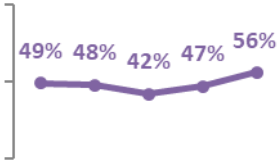
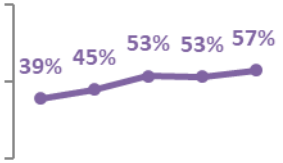
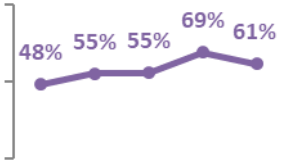
3. Our children and young people are physically, mentally and emotionally healthy

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children with a BMI in a healthy weight (clinical) category at P1 review (increase)			
*No data has currently been published for 2019/20 – data above shows 2015/16 to 2018/19			
The rate per 1,000 of teenagers conceiving (under 20 years) (reduce)			
* Data in this indicator are based on calendar years 2014, 2015, 2016, 2017 and 2018			
Proportion of P7 pupils with no obvious dental disease (increase)			
*No data has currently been published for 2019/20 – data above shows 2015/16 to 2018/19			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Rate per 10,000 households with children or pregnant women in temporary accommodation (reduce)			
** Data in this indicator are as at 31 March for 2016, 2017, 2018, 2019 and 2020. Rates for 2020 are based on 2019 mid-year household estimates as data is not currently available for 2020.*			
Rate per 10,000 of children in temporary accommodation (reduce)			
** Data in this indicator are as at 31 March for 2016, 2017, 2018, 2019 and 2020. Rates for 2020 are based on 2019 mid-year population estimates as data is not currently available for 2020.*			

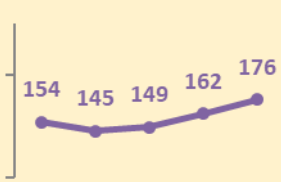
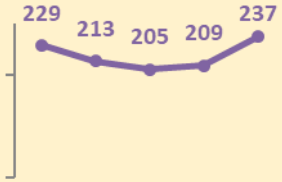
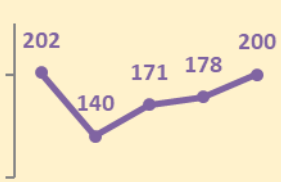
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable to all other children and young people

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of children and young people placed in family-based placements (increase)			
Proportion of openings lost to exclusions during academic year for looked after children (reduce)			
**No data has currently been published for 2019/20 – data above shows 2015/16 to 2018/19*			
Proportion of looked after children in positive destinations post school (increase)			

Indicator (aim)	Angus	Dundee	Perth & Kinross
Proportion of looked after school leavers gaining Literacy & numeracy at SCQF level 4 or better (increase)			

** Data in this indicator are based on three-year averages, and cover the years 2013-16, 2014-17, 2015-18, 2016-19 and 2017-20*

5. Our children and young people are safe and protected from harm at home, school and in the community

Indicator (aim)	Angus	Dundee	Perth & Kinross
Number of emergency admissions from unintentional injuries for children aged 0-15 (reduce)			

Information sources for Headline data

Priority Group	Information	Source	Most recent data available
PG1	Child developmental milestones	Public Health Scotland: Early Child Development https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/early-child-development/	April 2019- March 2020
	ELC provision	Schools in Scotland – summary statistics 2020 https://www.gov.scot/publications/summary-statistics-schools-scotland-2020/	Census at September 2020
PG2	School satisfaction data	Local Government Benchmarking Framework https://www.improvementservice.org.uk/benchmarking	3 year average 2017-2020
	Pupil attainment data/Leaver's data	Insight https://insight.scotxed.net	Academic year to June 2020
	Staying on rates	Pupil census: supplementary statistics 2020 https://www.gov.scot/publications/pupil-census-supplementary-statistics/	Census at September 2020
PG3	Child BMI	Public Health Scotland: Primary 1 BMI statistics https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/primary-1-body-mass-index-bmi-statistics-scotland/	School year 2019-2020
	Teenage pregnancy data	Public Health Scotland: Teenage Pregnancies https://beta.isdscotland.org/find-publications-and-data/population-health/births-and-maternity/teenage-pregnancies/	Year ending Dec 2018
	Child dental health	Scottish Public Health Observatory (ScotPHO): profiles https://scotland.shinyapps.io/ScotPHO_profiles_tool/	School year 2018/2019
	Temporary accommodation	Homelessness in Scotland: 2019 to 2020 https://www.gov.scot/publications/homelessness-scotland-2019-2020/	At March 2020
PG4	Family based placements	Local Government Benchmarking Framework https://www.improvementservice.org.uk/benchmarking	2019-2020
	Exclusion data	Local data	School year 2018/1029
	Attainment and Destinations data	Insight https://insight.scotxed.net	Academic year to June 2020
PG5	Emergency hospital admissions	Public Health Scotland: Unintentional injuries https://beta.isdscotland.org/find-publications-and-data/health-services/hospital-care/unintentional-injuries/	Year ending March 2020

Appendix 2

Tayside Plan for Children, Young People and Families 2021-23

Foreword

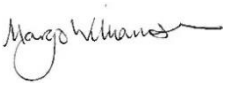
In 2017 we published our first Children's Services Plan for children, young people and families in Tayside, working to our vision that Tayside will be the best place to grow up. We extended this plan to March 2021 as we worked through the Covid-19 pandemic. Reflecting on this plan, on the strengths and benefits we have gained through collaboration across our region and hearing from children and families about what difference our work makes and what more we need to do, we can now present our Tayside Plan for Children, Young People and Families 2021 – 2023.

The last 18 months has already proven a time of significant challenge and change for us all: children and families, communities, and staff have found themselves living, working, learning and adapting in new ways in response to the impact of Covid-19. Regionally and locally, services have come together with a particular focus on safeguarding the health and wellbeing of our communities. In that context, really listening and understanding the pressures on families and what will help, is so important.

At the time of publishing our Tayside plan, we have received the national stage 1 plan on how we will keep our Promise to Scotland's children. 'The Plan 2021-24' sets ambitious targets underpinned by clear foundations that must be built, strengthened and promoted – voice, family, care, people and scaffolding. The Promise has given Scotland a clear and simple starting point: 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 they encounter. The foundations have been translated into 5 areas for change that heavily influence the local priorities in this plan.

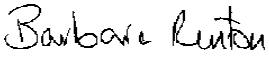
Across our partners, there is strong agreement that our workforce is such a strong and important asset. Every day, staff in services across Tayside work hard alongside families to support, nurture and protect children and young people in all areas of their wellbeing to ensure they are: safe, healthy, achieving, nurturing, active, respected, responsible and included. Our areas for improvement in this Children's Services Plan identify where we need to work together most effectively. Ensuring our children have the best start in life, learn in nurturing environments, are supported with mental wellbeing, ensuring that our children and young people have the support and opportunities they need to thrive in spite of challenging circumstances, and keeping children safe from harm are as important now as they have ever been.

You will see that this plan is more focussed on shared key priority actions and this is deliberate; this plan shows commitment to what we will do collectively and how we will make a difference across our region.



Margot Williamson
Chief Executive
Angus Council

Gregory Colgan
Chief Executive
Dundee City Council



Barbara Renton
Interim Chief Executive
Perth & Kinross Council

Grant Archibald
Chief Executive
NHS Tayside

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1. Introduction

The Tayside Plan for Children, Young People and Families 2021-23 builds on our original collaborative plan 2017 – 20, and the interim year of 2020/21 which this plan was extended to cover. This plan for two years 2021/23 bring us into line with statutory reporting timescales for integrated children's services plans. It sets out our long-term actions for children, young people and families designed to achieve our vision that:

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

In making this plan we have listened to and heard our children and young people, their families, parents/carers and people who are involved in their lives. We recognise children and young people as experts and strong assets; we will continue to work together for better outcomes.

This plan:

- Reviews our collective vision and values as a collaborative, on which our actions are based.
- Identifies the longer-term priorities for improvement, which we have identified as a collaborative. These remain the key shared issues that we need to address to build on current successes and to tackle the emerging challenges presented by the Covid-19 pandemic.
- Outlines how these actions will be implemented. This Plan may be updated during the course of the year, as and when needed, to reflect the impact of Tayside's recovery from Covid-19 and the further development of our Collaborative actions.
- Provides the context for our agile planning approach, through our Data subgroup, Priority Groups and leadership and governance process.

Over the lifetime of this 2021 – 2023 plan, our focus will be on;

1. Our children having the best start in life in a nurturing environment.
2. Our children and young people being meaningfully engaged with high quality learning experiences to extend their potential.
3. Our children growing up healthy, confident and resilient with improving physical and mental health and strengthened emotional wellbeing.
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, having improved life chances.
5. Our children and young people being safe from harm

Although the last year has been an extraordinary one in every respect, we are publishing a plan based on a comprehensive analysis of existing local needs whilst at the same time attempting to quantify the impact Covid-19 is having on families and

the unprecedented pressure it has placed on them. It is fair to say that our understanding of the impact is far from complete especially as we are still living through the pandemic. Our new plan will be flexible enough to allow us to further consider emerging evidence and provide the help and support where and when it is needed most.

2. What we know about our children and families in Tayside

Tayside data (2019/20)

Data represents the most recent nationally published data for each measure. Due to delays in publishing data due to COVID, this data may be a mix of 2019 and 2020 data.

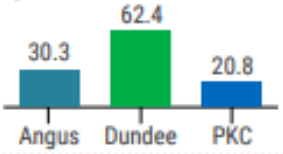
Population (A = Angus, D = Dundee, P = Perth & Kinross)

0-15 years
A: **19,145**
D: **24,044**
P: **24,421**

0-18 years
A: **22,850**
D: **28,562**
P: **29,267**

0-21 years
A: **26,253**
D: **36,797**
P: **33,630**

% Pupils in SIMD quintiles 1 and 2



Education

Children in primary school
A: **8,550**
D: **10,330**
P: **10,302**

Children in secondary school
A: **6,713**
D: **7,714**
P: **7,826**

English as a second language
A: **4.9%**
D: **13.0%**
P: **8.3%**

Additional Support Needs

	Primary	Secondary
A:	**14.1%**	**35.1%**
D:	**26.6%**	**44.0%**
P:	**28.6%**	**38.3%**

Registered for free school meals

A: **15.9%**
D: **29.9%**
P: **11.6%**
Primary school pupils registered for Free School Meals (P4-7)

A: **13.5%**
D: **27.1%**
P: **8.4%**
Secondary school pupils registered for Free School Meals

Looked after children

Looked after (all)
rate per 1000 of population (2019)
A: **11.3**
D: **17.3**
P: **10.2**

More than one placement
A: **24.2%**
D: **28.7%**
P: **30.9%**

% of children looked after in the community
A: **89.8%**
D: **89.3%**
P: **95.8%**

Child protection

Number on Child Protection Register
(rate per 1000 population aged 0-15)
A: **1.9**
D: **4.2**
P: **3.9**

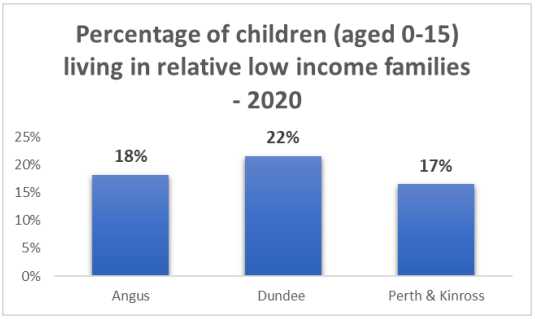
Child Protection Conferences (rate per 1000 population aged 0-15)
A: **6.3**
D: **6.5**
P: **5.2**

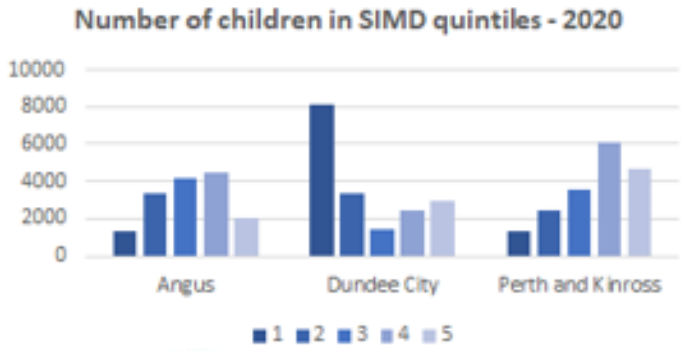
Health

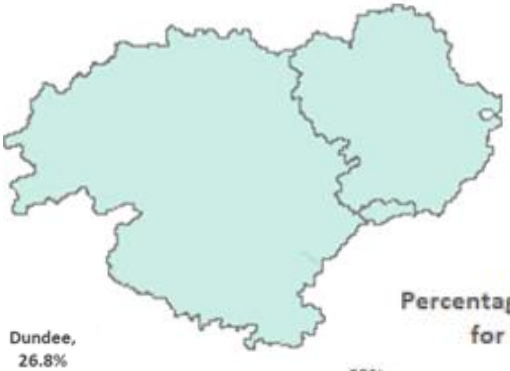
Teenage pregnancy
(rate per 1000 females 15-19 y)
A: **34.4**
D: **46.2**
P: **24.8**

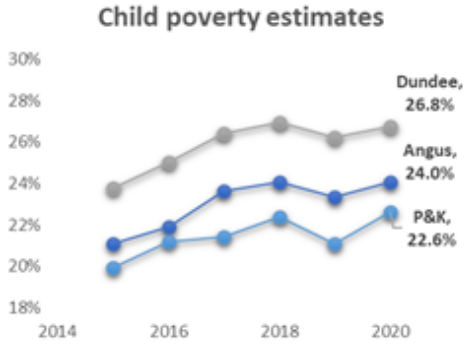
Child healthy weight P1
A: **75.8%**
D: **73.8%**
P: **79.8%**

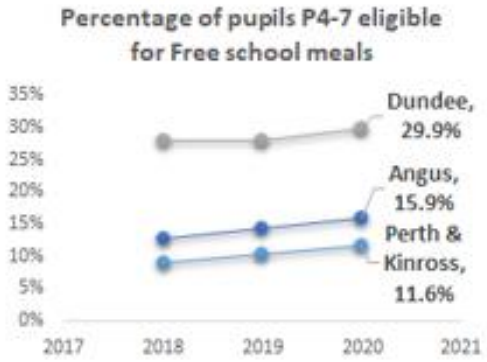
Tayside data
Child poverty and housing

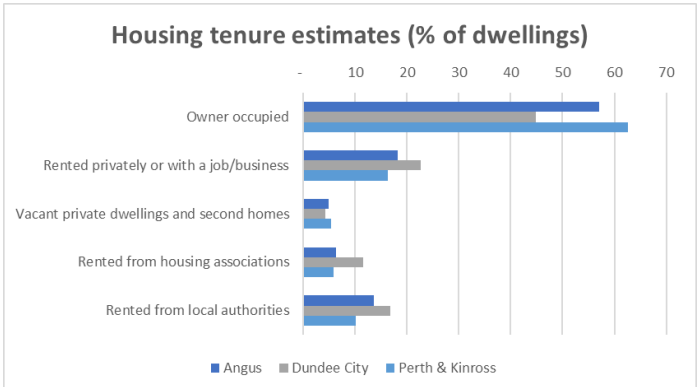


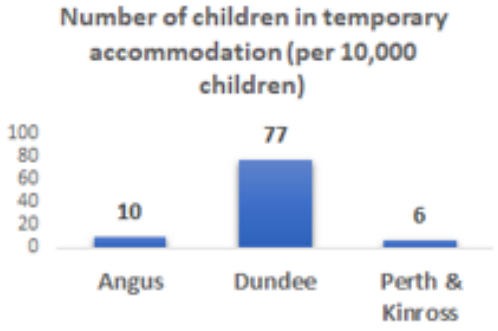












3. Making the plan – Needs Assessment

Over the past 4 years of collaborative working, we have realised the need to adapt our approach to strategic planning for children, young people and families. In recognition of our learning from this experience we have approached the development of the 2021/23 plan in a different way.

We agreed to:

1. Have fewer but more targeted strategic priorities; our evaluation of the 3rd year of the plan (19/20) has identified areas where we need to be more specific, targeted and focused on the outcomes that we can achieve together
2. Recognise that collaboration may be between 2 or 3 of the community planning areas and will be driven by the added value that the work brings; we are flexible in our approach to assessing and delivering where the best benefits and outcomes will be seen
3. Focus on those activities that add significant value from collaboration
4. Ensure there is a connection between Tayside collaborative work and local work which will continue in response to local need and demand
5. More fully integrate children's rights with children's needs throughout the plan; children's rights are an integral part of all our work across universal and targeted services
6. Ensure our work is driven by the impact we can and will make, and not solely by the efficiencies we can deliver
7. Address the need to integrate recovery work into all areas within the plan in response to information and evidence of need as it becomes available throughout the lifetime of the plan

We used a range of sources of information to develop our Strategic Needs Assessment to inform the Tayside Plan for Children and Young People and Families 2021-23, in partnership with our Community Planning Partners. Our data sources include:

- **School Census data** - This includes information collected in schools such as the numbers of pupils by age, additional support needs and other information.
- **School attainment data (Insight)** - this includes information on numeracy and literacy, tariff points obtained by leavers and the proportion of school leavers entering positive destinations.
- **Child developmental milestone data** – information on the proportion of children meeting milestones at key developmental stages.
- **Local Authority Care Experience, vulnerability, housing and child protection data** - this includes the number of children who are looked after by each Council, types of care placements and placement stability, children at risk of harm, children with additional support needs, housing and homelessness.

- **Health data** - including information on birth weight and breast-feeding rates, dental health information, immunisation rates and levels of smoking, alcohol and drug use in young people as well as the population as a whole.
- **Research –** including findings from the Tayside analysis of Initial Case Reviews and Significant Case Reviews completed by Dr Sharon Vincent (2020)
- **Scottish Government SOLACE data -** including data on a range of child protection measures.

We used the findings from engagement and collaboration with children, young people and families to understand the experience of their lives and the things that matter most to them. This included;

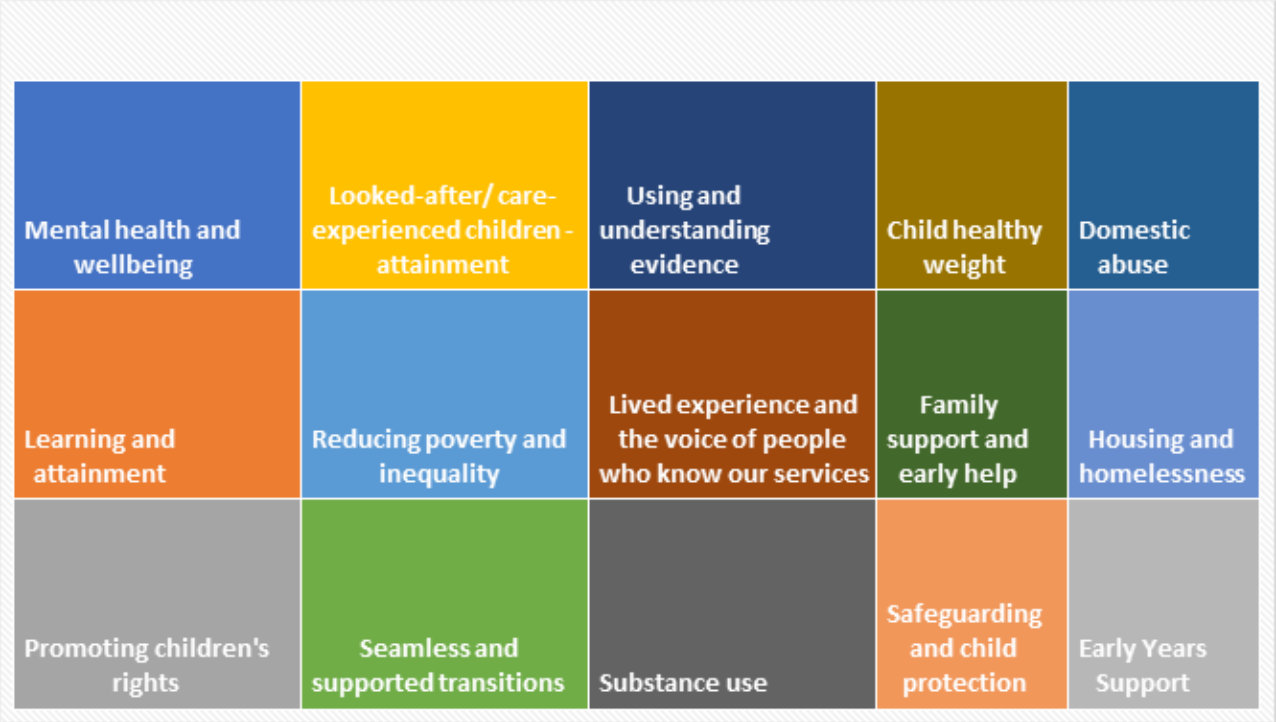
- Engagement with parents on the Parenting Strategy and priorities for support
- Views and experiences of young people on emotional health to support the Mental Health Conference
- Feedback from learners
- Views and experiences of care experienced children and young people
- Youth engagement including feedback from Young Scot Surveys and local surveys.

We brought the above sources of information together to host 3 local consultation events; one in each in each Local Authority area and some including care experienced young people. These were held in early 2021 to inform the plan priorities and to understand the experience to date of the Covid-19 pandemic. These events allowed us to discuss the information gathered with a range of stakeholders including local authorities, health, police and third sector partners, and identify key themes for improvement (see figure 1).

From our strategic needs' assessment and consultation, we recognised that not all areas of priorities identified required a Tayside collaborative approach. The following areas are therefore not included in this plan but are covered in existing relevant plans held in each Local Authority area: housing and homelessness, domestic abuse and substance use. We also noted that delivering a collaborative plan is different from a single area plan as it doesn't include our approach to the wider services and the level of local detail - that is covered in plans such as Child Poverty, Child Protection Committee, Alcohol and Drug Partnership, plans for and with care experienced children, young people and care leavers and Education Plans (see local authority websites - appendix 1).

Feedback from participants at these events also informed the development of the guiding principles that underpin the plan (see Our Plan on a Page, below).

Figure 1. Key Themes Identified Through Consultation



As referenced above local consultation events were held in early 2021, with the following themes being identified. Larger boxes indicate where these themes were identified in all three Local Authority areas, smaller boxes represent themes identified within two authorities.

4. Our Plan on a Page

<table>
<tr><th colspan="4">National Outcomes</th></tr>
<tr><td>Our children grow up loved, safe and respected so that they realise their full potential</td><td>Our children live in communities that are inclusive, empowered, resilient and safe</td><td>Our children are respected, protected, fulfil their human rights and live free from discrimination</td><td>We tackle poverty by sharing opportunities, wealth and power more equally</td></tr>
<tr><th colspan="4">Our collaborative work is built on</th></tr>
<tr><td>Getting It Right For Every Child</td><td>The Promise</td><td>Support for Learning: All our children and all their potential</td><td>United Nations Convention on the Rights of the Child</td></tr>
<tr><td colspan="4">Vision
Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up</td></tr>
<tr><td colspan="2">Our Five Tayside Priorities

1. Our children will have the best start in life in a nurturing environment.
2. Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.
3. Our children will grow up healthy, confident, and resilient with improved mental and physical health and strengthened emotional wellbeing.
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, will have improved life chances.
5. Our children and young people are safe from harm</td><td colspan="2">Our Guiding Principles
Based on what people who know and use our services tell us and taking account of the fundamentals of the Promise our plan is underpinned by the following principles:

Rights based – this means that there is evidence that children's rights are considered in everything we do and that rights are promoted or enhanced by what we are doing
Easily understood and accessible – we will make sure that we clearly say what we are doing and what difference it will make. We won't use confusing or stigmatising language, acronyms or jargon to ensure everyone has the same understanding of what we want to do.
Based on what people with lived experience tell us – this means asking, listening, and acting on the voice and experience of people who use services and have lived experience.
Linked clearly to evidence - it will be clear what our evidence base shows and we will measure the difference we are making. This will include use of data measures and the views of those accessing services, staff working with families, national impact reports and local research etc.
Making the best use of resources - The benefits of working together on a Tayside basis and across different agencies/services will be clearly stated.</td></tr>
<tr><td colspan="4">Governance and Reporting
Each priority will have a lead person who will ensure that there are identified and agreed actions relating to each outcome. These actions will be clearly expressed and linked to outcome measures, so we know what difference we are making and to whom. Some of these will be short term and others will take many years to see growth or progress. Each Lead reports to the Leadership Group (Figure 2).</td></tr>
</table>

5. Policy Context

As referenced in our 'Plan on a Page' above, our work takes full account of all national legislation, plans, policies, commitments and strategies.

We will focus on children, young people and families who are in greatest need including those children we have previously referred to under the statutory term 'looked after' children. The voice of people as expressed both nationally and locally is strong and therefore for this plan we will use the term 'care-experienced' children and young people. We however acknowledge that this is not a term all young people identify with, particularly those who remain at home with their families supported through a statutory order. In line with The Promise Plan there will be times where the statutory framework requires certain terms to be used, but this will be done sparingly, with the aim of the reduction of stigmatising language at every opportunity and work will take place on improving our practice in this area.

Some of the key drivers both national and local for this plan are referenced below.

- **UNCRC - United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill**

All our services are committed to the promotion and protection of children's rights, in line with the United Nations Convention on the Rights of the Child. We will ensure that without exception, children's rights are respected and protected in all the work that we do.

- **Independent Care Review – The Promise**

In 2020 the national Independent Care Review report "The Promise" was published. This long-awaited report into the children's care system in Scotland is regarded as the most significant in a generation and it is anticipated it will have a fundamental impact on the design and delivery of all children and family services now and over the next decade.

As the implementation of the findings of "The Promise" report commence, we have considered the importance it will have over the lifetime of the new Tayside Plan for Children, Young People and Families and beyond.

The Promise sets out a vision and blueprint for transformational change. At the heart of The Promise are 5 Foundations, which provide clarity of vision, a shared purpose, and a clear direction.

These are:

- **Voice:** Children must be meaningfully heard and listened to in all decisions about their care.
- **Family:** Where children are safe in their families and feel loved, they must stay

- **Care:** Where living with their family is not possible, children must stay with their brothers and sisters when safe to do so
- **People:** The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community.
- **Scaffolding:** Children, families and the workforce must be supported by a system that is there when needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

These 5 foundations have been developed into 5 areas for action in 'The Plan 21-24'.

- The right to a childhood
- Whole family support
- Supporting the workforce
- Planning
- Building capacity

The Change Programme will be published at the end of May 2021. It will outline who and what need to work together to drive towards the changes needed in Plan 21-24. As part of the ongoing implementation and review of the Tayside Plan, we will engage with partners on delivering the changes required for families across Tayside.

- **Support for Learning: All our Children and All their Potential**

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) places duties on local authorities to identify, meet and review the needs of children and young people. There are currently 30.9% of children and young people in schools in Scotland with additional support needs.

In September 2019, John Swinney MSP, Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills, commissioned a Review of the implementation of the legislation and appointed Angela Morgan as the Independent Chair. The remit for the Review was agreed between the Scottish Government, the Convention of Scottish Local Authorities (COSLA) and the Association of Directors of Education in Scotland (ADES).

The report from the review was published in June 2020 and made a wide range of recommendations including ensuring more centrality for additional support needs planning and provision. The overarching recommendation of the review is:

"Children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making, which improves implementation, impact and experience."

The Scottish Government, having welcomed the report and accepted the recommendations, published its Action Plan in October 2020. This outlines how it

intends to respond and deliver improvements that enhance the experiences of children and young people with additional support needs.

Many of the recommendations in the review report and actions in the Scottish Government Action Plan have a bearing on the partner organisations delivering integrated children's services at a local level.

- **Getting It Right for Every Child**

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.

- **Achieving Excellence and Equity (2021 National Improvement Framework and Improvement Plan)**

We will continue to use the learning from the experience of Dundee as one of the Scottish Attainment Challenge authorities who receive additional funding to help close the poverty-related attainment gap across Tayside. The Scottish Government's guidance on Achieving Excellence and Equity (2021 National Improvement Framework and Improvement Plan) has informed strategic priority 2.

- **Learning from Initial and Significant Case Reviews across Tayside between 2015-2018**

To support our priority on children being safe from harm, Dr Sharon Vincent (Northumbria University) was commissioned to undertake analysis of Initial and Significant Case Reviews (a multi-agency process for establishing the facts of, and learning lessons from, a situation where a child has died or been significantly harmed). Eighteen reviews that had taken place between 2015 and 2018 were considered. The purpose was to identify findings in relation to recurrent themes and trends emerging across cases, to consider practice from the perspective of child, family and agency, to explore the policy and practice implications and support identification of improvement actions.

Two overarching priorities have been identified: relationships with children and their families and working together. From this work 6 key practice themes have been identified: Focus on the child, engagement and relationship building, assessment and planning, early intervention and support, partnership working and empowerment, and supervision and leadership.

- **Living Life Well/Trust and Respect**

The independent enquiry into mental health services in Tayside produced a report on its findings entitled "Trust and Respect". In response to "Trust and Respect" an inclusive and collaborative approach was taken to co-create Living Life Well, a ground-breaking strategy for mental health and wellbeing in Tayside.

Living Life Well sets out Tayside's collective ambitions for building mental health services that meet the lifelong needs of Tayside's population and to deliver a thriving and flourishing workforce to improve the lives of people across Tayside. The mental health and wellbeing of children and young people in Tayside is a clear and significant priority in the strategic development of Tayside's mental health services.

6. Tayside Collaborative Working Model; Governance, Leadership and Reporting

Our Working Model

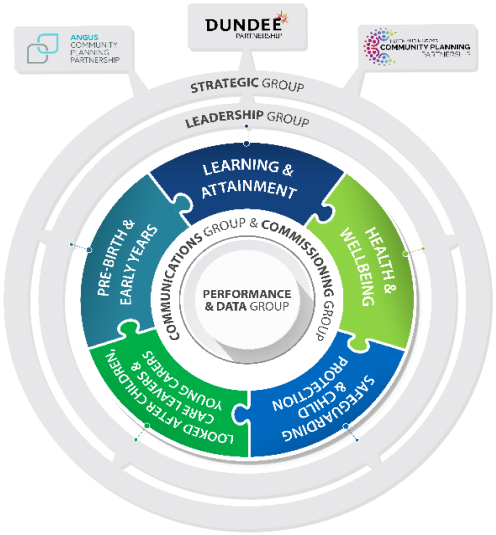
Each of our 5 priorities have an assigned lead appointed by the Leadership Group (see figure 2).

The priority lead is appointed from different local authority areas and from different agencies, which we believe is important to ensure our collective support to the work. Each of the priority leads chairs a Priority Group to deliver a detailed plan and report on agreed outcome measures. These groups have wide representation including from some national bodies such as Education Scotland. The priority lead attends the Leadership Group to report on key developments, progress and challenges.

Leadership and Executive Groups - the Leadership Group, revised and reformed in 2020, meets regularly to support the work of the Priority Groups, to discuss cross cutting issues, address any challenges, allocate resources and to ensure the Collaborative is delivering our intentions. The Leadership Group ensures there are direct links into each local Community Planning Partnership and to National Regional Improvement Collaborative work. The Executive Group is convened as is required to support the work at Chief Executive level with multi-agency membership including NHS Tayside, Police Scotland and the Third Sector Collaboratives.

Leadership, at every level, is critical in ensuring excellence for children and young people in Tayside. We continue to strengthen and develop our leadership and have invested in values-based leadership development for partners with Columba 1400 in three locality leadership groups to explore, innovate and deliver improvements over the next 12 months. The distinct locality groups will come together as a Tayside Collaborative to review and work together to deliver some aspects of the change programme for the Promise.

Figure 2. Tayside Collaborative Working Model



7. Tayside Priorities

What we will do to deliver our five priorities

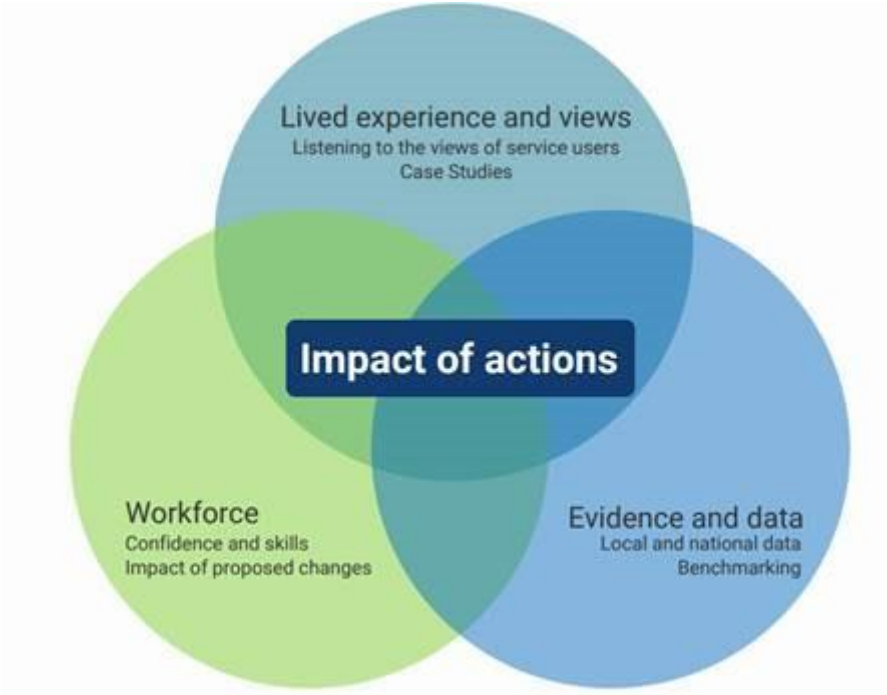
Each Priority Group has worked together taking account of the strategic needs assessment, the evidence of national and local research, national policy drivers and local consultation outcomes to shape some key priority actions (see figure 3). These actions are clearly expressed and linked to output and outcome measures, so we know what difference we are making and to whom. Some of these are short term and others will take many years to see growth or progress.

Figure 3. Priority groups and key areas of collaborative work

How we will evaluate our progress

We will report on progress of each Priority Group using detailed action plans, with identified outcomes (see section 7). We will ensure that our evaluation of progress against the actions identified in the priority group plans includes the views and experiences of service users, the feedback and experiences of our workforce and improvement is measured using local and national data (figure 4). Evaluating the outcomes and impact of our work may require longer term monitoring beyond the end of this plan, and we will use interim measures to ensure we can show that we are on track to achieve these.

Figure 4. Basis of evidence used to measure the impact of actions for each of the Priority Groups



Priority 1 - Pre-birth and Early Years

Our children will have the best start in life in a nurturing environment.

The Pre-birth and Early Years workstream will continue to build on the work of the group from 2017 - 2021 following the completion of the Solihull workstream (now implemented and being maintained in mainstream services) and the introduction of 1140 hours of childcare in 2020/21.

Two focused workstreams have been identified for 2021 – 23. These are;

- **Support for Families (Welfare and Poverty)**: - we will continue to work with pre-birth and early years workforce to support the work to introduce routine conversations by health professionals with all families, the establishment of clear and effective referral pathways and to reduce financial hardship and maximise uptake of eligible benefits.
- **Transitions:** We will agree and implement transition pathways consistently for children aged 0-3 years with developmental needs and those with additional support needs (including incorporation of learning from ANEW project in Dundee).

We will also continue to develop an approach to tracking and monitoring children's progress in ELC (screening and tracking tool) to be used consistently across the collaborative by practitioners to ensure that all children are making progress and any gaps are identified and addressed.

For each workstream we have identified measurable outcomes, which will be evaluated using feedback from children, young people and families, the workforce and the data and evidence collected. This will then be used to objectively assess the impact of improvement to services (see section 7).

Priority 2 – Learning and Attainment

Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.

Following on from the work undertaken over the last four years to ensure our children, young people and their families are meaningfully engaged with learning and that we provide high quality learning experiences to extend their potential, the group has revisited and refined the priorities identified for the lifetime of the new plan.

Consideration has also been given to the impact of Covid-19 on learning and attainment, and as a result more focused and specific actions have been identified. Within each of our workstreams we will identify our universal and targeted approach to supporting all of our children and young people.

Our strategic priorities have been identified as;

UNCRC - Rights, Relationships, Participation, Engagement and Wellbeing

1. Practitioners at all levels across Tayside are aware of the statutory duties of UNCRC and how its incorporation impacts on their work.
2. Focussed interventions to increase attendance, wellbeing and engagement and participation in learning.

Support for Learning: All our Children and All their Potential

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) places duties on local authorities to identify, meet and review the needs of children and young people. There are currently 30.9% of children and young people in schools in Scotland with additional support needs.

Digital Learning

1. Opportunities for pupil led learning through online delivery in both the Primary and Secondary sectors are increased and maximised.
2. Pupils, parents and teachers make use of accessible and flexible learning opportunities to support delivery of certified subject delivery online.
3. Strategies for digital learning are aligned across the 3 Tayside local authorities.
4. Senior phase resources made universally available for learners working at National Qualification level 1 - National Qualification level 3, in a range of settings.

Moderation

- Provide greater opportunities for regional and national moderation activities to increase teacher confidence and ensure a robust and consistent approach to assessment across Tayside.
- Increase attainment at Curriculum for Excellence and National Qualification levels.

School Improvement

- Locality focus on collaboration, and support for central officers and school Senior Leadership teams to develop a shared understanding of effective self-evaluation for improvement.
- Development of data literacy and data cultures to plan for improvements in all schools to help raise levels of attainment and achievement for all.
- Professional Learning in making effective and sustainable changes through the Model for Improvement methodology, for identified cohorts.

Leadership

- Implement the Leadership, Development and Induction Programme
- Create a sub workstream to plan and develop leadership opportunities for Depute Headteachers.
- Develop and implement a programme for Depute Headteachers – Preparing for Headship
- Develop and implement a Facilitation Skills for Leaders Programme
- Set up and implement a Depute Headteacher Collaborative Network
- Develop and implement Collaborative Masterclasses – professional learning opportunities developed from themes coming out of the DHT Collaborative Network

The needs of all learners including care experienced children and young people will be met by focussing on the above improvements. As is stated in the Promise, we aspire to ensure that all children will receive all they need to thrive at school. Our detailed UNCRC action plan values and recognises the needs of care experienced pupils and at a local and regional level there is robust tracking of attendance, exclusion and attainment. This focus enables us to ensure that support is identified early and that our young people can go on to genuinely positive destinations, such as further education or employment.

Priority 3 – Health and Wellbeing

Our children will grow up healthy, confident and resilient with improved physical and mental health and strengthened emotional wellbeing.

The Health and Wellbeing Priority Group (HWPG) will continue to build on the successful partnership work and progress achieved during 2017 – 2021, to improve health and wellbeing outcomes for children and young people in Tayside. Going forward the group will focus on 2 key areas of work:

- Implementation of the Tayside Child Healthy Weight strategy 2020-2030
- Final approval and implementation of Connected Tayside: An Emotional Health & Wellbeing Strategy for Children & Young People 2020-2023

Frameworks of Implementation, already under development for both areas of work, will be produced to clearly describe the actions and commitment required to achieve the vision and aims articulated within the strategies. These frameworks will include detailed measures to monitor and evidence progress.

Implementation of the Tayside Child Healthy Weight strategy will include:

- Initiation of a whole systems approach to improving child healthy weight in each of the 3 areas of Tayside by 2022; using improvement methodology and research approaches
- Review and redesign of weight management services to ensure they are fit for purpose for children, young people, parents and schools
- Ensuring regular physical activity opportunities are embedded and sustained in SIMD 1 & 2 areas, and families feel confident in accessing these

Implementation of the new Connected Tayside strategy will include:

- Rollout of counselling for school-aged children and young people across Tayside (expansion of 'Together All')
- Development of Community Approaches to Mental Health
- Continued and strengthened partnership approaches across Local Authority/NHS/Third Sector to deliver on the national Mental Health & Wellbeing programme including digital developments to provide a modern and engaging resource bank and aligned screening tool for Child and Adolescent Mental Health Services.

In line with the key drivers of this plan we also acknowledge the need to develop a set of consistent specific health actions for care experienced children and young people across Tayside, recognising the much higher likelihood of trauma and other wellbeing issues experienced by this group.

Through the previous work of Priority Group 4 (below) we know that children and young people entering care have typically experienced significant trauma and that however much entering care is necessary to protect them from further harm, the process still involves separation, loss and potential attachment issues. This was also a strong message expressed by care experienced children and young people involved in the Independent Care Review, who were understandably critical of services for historically under-estimating the impact.

The HWPG will also continue to support the implementation of the Tayside Strategy for Parents, developed as part of the 2017-2021 plan, as well as maintain connection and involvement with work undertaken through the Alcohol & Drug Partnership (ADP) structure in each of the 3 local authority areas, to address substance use prevention in children and young people.

Priority 4 – Care Experienced children and young people

Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings.

In order to promote a collaborative whole system response to the findings of the Independent Care Review, we have been careful to ensure that our actions to promote the best start in life, learning and attainment and mental health and wellbeing include a particular focus on children and young people who are at risk of entering or are already in the care system. To build on this, Priority Group 4 will adapt its work from the last 3 years (which covered young carers; children with a disability; youth justice; and care experienced children and young people) and exclusively focus on joint regional responses to The Promise. As national responses to the review unfold, this will include engaging with the Independent Care Review and benchmarking with other local authority areas to identify innovative approaches across Scotland. We will ensure that:

Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings. The collaborative workforce, including health, schools, Third Sector, kinship carers, foster carers and care staff, will carry out relationship-based, trauma-informed practice which promotes secure attachments in all settings.

This group will focus on the 5 key foundations of change and deliver actions in

support of:

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

Family – where children are safe in their families and feel loved they must stay and families must be given support to nurture that love and overcome difficulties which get in the way

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 for as long as needed

People – children must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen

Scaffolding – children, families and the workforce must be supported by a system that is there when it is needed. Support must be ready and responsive when it is required

Key Actions

Schools and Health

- Implement School Improvement Plans with a specific focus on improving attainment, and positive destinations
- Implement Health Improvement Plans, with a specific focus on health and wellbeing and meeting needs when entering care

Care Arrangements

- Implement improvement plans in relation to national Secure Care Standards
- Implement plans to maximise opportunities for brothers and sisters to develop and sustain positive relationships

Workforce Development

- Build capacity, confidence and competence to develop high quality relationship-based care across the collaborative
- Build capacity to manage and mitigate risk including partnership approaches to sustaining children at home

Leadership

- Work with Columba 1400 on collaborative, values-based leadership which places children and young people at the centre
- Further explore shared regional priorities and actions which add value to local arrangements

Priority 5 - Child Protection

We will continue to ensure that our children and young people are safe and protected from harm, at home, school and in the community.

Building on the achievements of the last 3 years, we will shift to supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection.

As referenced above, the work of priority group 5 is built upon the research carried out by Dr Sharon Vincent and the Priorities for Practice developed from this.

Our actions will focus on supporting a skilled and confident workforce doing more of the right things to protect and support our children, young people and families to deliver better outcomes.

We will ensure that Chief Officers, Senior Officers and Managers understand the key child protection improvement messages across Tayside and build this into their work.

We are committed to resourcing a successful multi-agency workforce development plan with co-production at its core. We have seconded a lead workforce development officer and laid the foundations through a learning event hosted for members of the Tayside Chief Officers Groups and Child Protection Committees. In doing so, we have created a shared understanding of what needs to be actioned over the next 2-3 years and agreed a collaborative approach to resourcing and implementing this.

The principles underpinning our work are:

- *Co-production – involving, children and families and staff in planning our work*
- *Ensuring processes are child centred*
- *Improving access to supportive services by tackling thresholds and improving integration*
- *Supporting staff to undertake effective assessment, analysis, review and planning to meet the needs of children and families through effective training, education and reflective supervision*
- *Building a culture of reflection/professional curiosity and confidence to challenge*
- *Sharing learning and good practice, celebrating success*

1. Workforce Development and *Priorities for Practice*

Our Priorities for Practice are founded on research into the lived experience of children, young people, families and staff. Our plan will promote positive practice which works and will support the whole-system change needed to meet the actions of the Promise. We aim to equip multi-agency staff to work together and alongside families more effectively to ensure better outcomes. The workforce development themes are:

Relationships with Children and Families

- Focus on the Child
- Engagement and Relationship Building
- Assessment and Planning

Working Together

1. Early Intervention and Support (Right Help at the Right Time)
2. Partnership Working
3. Empowerment, supervision and leadership

We have prepared a Tayside Child Protection Workforce Development Programme around the framework of these Priorities for Practice. This will be rolled out from May 2021 and has been developed for First Line Managers and Frontline Practitioners.

2. A shared approach to multi-agency quality assurance and evaluation

The aims over the previous three years were to improve key child protection processes and deliver high quality supporting guidance to ensure highly effective working practices. Over the duration of this plan we are committed to taking forward a shared approach across the three Child Protection Committees to evaluate the impact of the guidance on practice relating to:

- Chronologies of significant events for children and young people
- IRD (Inter-Agency Referral Discussions) Practice Guidance
- Unborn Babies Protocol
- participation of children, families, and staff in Key Child Protection Meetings

We will implement a shared approach to multi-agency quality assurance and evaluation in year 1 to assess the effectiveness of the guidance on practice. This will take account of the changes to working practices during COVID-19 such as virtual meetings and make relevant changes to ensure that the practice guidance continues to remain relevant to best practice in new ways of working.

3. Performance

Partners in Tayside have agreed to a Child Protection Committee Shared Dataset, both qualitative and quantitative indicators have been agreed and will be implemented retrospectively across the region. Since June 2020, partners have analysed local and national data in relation to vulnerable children and this has provided a very useful start to using data across the Collaborative to support and challenge practice, identify positive and concerning trends, to work together to understand these more deeply and to take remedial action where required. We will continue to implement a shared minimum data set for child protection across the collaborative and include within this qualitative performance measures linked to our six priorities for practice.

8. Performance Measures and Evidence of Impact

Priority Group 1: Pre-birth and Early Years

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Transitions	Scope improvements and plan actions with representatives from Health and Children and Families Service Develop an approach to tracking and monitoring children's progress in ELC (screening and tracking tool) to be used consistently across the collaborative by practitioners to ensure that all children are making progress and any gaps are identified and addressed	Children will have the interventions and support needed to improve their progress to meeting developmental milestones. Transition pathways agreed and implemented consistently for children aged 0-3 years with developmental needs and those with additional support needs (including incorporation of learning from ANEW project in Dundee).	% children meeting developmental milestones (increase) % of children with unmet milestones between developmental reviews (reduce) Capture child and family's voices/feedback regarding areas to target and then feedback to evidence impact/change Baseline data identified to track pre- and post-changes.
Support for Families (Welfare and Poverty)	Health professionals will work collaboratively with Welfare Rights Teams (or equivalent across Tayside) to increase and maximise income from social security Effective referral pathways will be established across universal health and educational services	Provision of universal holistic income maximisation service. Financial hardship for families will be reduced and parents will have better access to the benefits they are eligible to receive	Number of referrals Number of pregnant women and parents engaging with advice services Income Generated Benefit gains

Priority Group 2: Learning and Attainment

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
United Nations Convention on the Rights of the Child (UNCRC) - rights, relationships, participation and engagement	Focussed interventions to increase attendance, engagement and participation in learning. Professional learning on: 1. Relationships and Rights Based Learning 2. Learner Participation events 3. Refreshing Able/CIRCLE use at whole school/Class level Improvement science projects for identified cohorts to focus on improving attendance and engagement, with an overarching principle of addressing issues of equity. Professional learning opportunities around UNCRC, including 'train the trainers' approach to build capacity across Tayside. Establish service level agreements with UNICEF for all authorities to help embed the UNCRC across Education and Children's services. Promote the Rights Respecting School Award in schools to embed key principles of the UNCRC.	Increase attendance and engagement for an identified cohort of learners across Tayside. A minimum of 2% increase for identified learners in each local authority by June 2022. A minimum of 2% reduction in exclusion rate for an identified cohort of learners across Tayside by June 2022. By June 2022, there will be an increase in participation and engagement in learning for an identified cohort of learners as evidenced by: • Model of Improvement individual project data • internal scrutiny reports/attainment data • digital engagement/participation reports Pilot project to support identified participants in building an improvement project on addressing attendance and/or engagement in their schools. This pilot project is to be undertaken in session 2021. There will be a minimum of 2% increase in attendance by June 2022. By June 2023, practitioners at all levels across Tayside will be aware of the impact of UNCRC incorporation on their work. At least 25% of all school staff will have participated in UNCRC professional learning by June 2022. By June 2022, there will be at least a 30% increase in schools engaging and participating in Rights Respecting Schools Award across Tayside.	Tayside baseline data – attendance data Case Studies (individual learner Model of Improvement project data on increasing attendance and engagement). Parental Surveys Exclusion data for identified cohorts Attendance data for identified cohorts Attainment data for identified cohorts Measures from children and young people's Mental Health Strategy Implementation Number of staff having undertaken professional learning around UNCRC Number of schools participating in Rights Respecting Schools programme Audit of policies and processes updated according to UNCRC

	Adapt policies and processes across the Tayside Regional Improvement Collaborative to incorporate legal aspects of the UNCRC.	Most young people will be aware of their rights through the UNCRC and this will be evidenced in school improvement visits and focus groups by June 2022. During the lifetime of this plan (June 2021 – June 2023): • pupils and parents will become more involved in improvement planning and decision making. • Schools will place rights at the heart of their work and ethos. Policies and processes across Tayside will be UNCRC compliant by June 2023.	
Digital Learning	The Tayside Virtual Campus will be created to pilot delivery of 3 Advanced Higher subjects. Partnership with West Online School and eSgoil will be further developed and pupils, parents and teachers will make use of accessible and flexible learning opportunities.	From August 2021, the Tayside Virtual campus will deliver Advanced Higher Spanish, French and Computing as part of a pilot to widen the curriculum offer for Senior Phase learners. The Virtual campus range and scope of curriculum offer will be increased in session 2022-2023. 60 teachers in Tayside will continue to support the National eLearning offer until December 2021. Increase and maximisation of opportunities for pupil led learning through online delivery (in both the Primary and Secondary sectors) by June 2023. Pupils, parents and teachers to increase engagement with our digital learning opportunities during the lifetime of this plan.	Increased number of presentations in the pilot subjects. SQA data. Feedback from young people participating on the virtual programme Data from Click View on the number of schools engaged and number of pupils/teachers accessing recorded lessons. eSgoil data on number of young people engaged in live and supported study sessions.

	Creation and implementation of a Tayside Digital Strategy.	Audit of current strategies and alignment across Tayside to create a strategy by September 2021. Common themes for professional development identified and a professional learning plan created and in place by November 2021.	Feedback from participants on professional learning opportunities.
	Professional learning opportunities to develop capacity for digital pedagogy across Tayside.	During session 21-22, there will be opportunities for professional learning, open to all schools, on digital pedagogy to enhance learning. Every school to identify a digital ambassador by December 2021. A Tayside digital ambassador network will be created to support and share practice across the 3 local authorities by December 2021. Professional learning opportunities delivered to support teachers in increasing opportunities for independent learning through online resources.	Number of Tayside practitioners engaging in digital professional learning Practitioner participation in sharing resources and supporting Quality Assurance process. Case studies and feedback from sharing learning network sessions.
	Creation of a virtual learning resource bank to support learners with Additional Support Needs and barriers to learning. (This expansion of a Tayside resource will be rolled out nationally with support from the West Online School, eSgoil and the South West Improvement Collaborative).	Senior phase resources made universally available for learners working at National Qualification level 1(N1) - National Qualification level 3 (N3) in a range of settings by June 2023. Integrated opportunities for assessment and feedback within these resources to support learning by June 2023. This resource can be digitally accessed by learners at any time/place to suit their needs. Improved virtual curricular offer for pupils with Additional Support Needs which could be used by learners, teachers and parents, in a range of settings by June 2022.	Usage and engagement levels (analytics) with: • Resource Bank • Virtual Learning Environment course attendance and engagement. Increase in uptake of National Qualification level 1-National Qualification level 3 accredited units and courses across a range of settings. Feedback from learners and teachers (regionally and nationally) on the quality of resources.

		Improvement in attainment levels for identified cohort of pupils with Additional Support Needs evidenced by June 2023. Improved inclusion in learning of identified cohort of Children and Young People with Additional Support Needs.	
Moderation and Assessment	Expand the range of opportunities for regional and national moderation activities to increase teacher confidence and competence. Collaborative delivery of joint In-service days, career long professional learning sessions and Quality Assurance and Moderation Support Officer training.	Greater capacity across Tayside to support practitioners with approaches for learning, teaching and assessment throughout session 2021-2022. Increase attainment at Curriculum for Excellence and National Qualification levels by June 2022. (% increase will be context dependent and based on individual local authority data). The aim is for each local authority to match comparator authority data. Improved levels of confidence in school level arrangements to support assessment approaches. Improved levels of teacher confidence and competence in professional judgements.	Pre/post evaluations for Quality Assurance and Moderation Support Officer (QAMSO) training to measure confidence and competence levels in a range of areas i.e. knowledge but also facilitation skills. Increased engagement in Moderation events. Number of Quality Assurance and Moderation Support Officers trained. Self-evaluation information of processes in place to support moderation approaches/ reviewing learner progress.
Leadership	Develop a collaborative learning community by implementing the Leadership, Development and Induction Programme (LDIP) for newly appointed headteachers across the three authorities. Align all headteachers with a Critical Colleague who will have a coaching and mentoring role. Develop and implement (from Jan 2022) a leadership programme for Depute Headteachers.	By June 2022, Headteachers on the programme will have increased: • levels of confidence, knowledge and skill in leading change and improvement. • opportunities to collaborate and build professional learning networks across the Regional Improvement Collaborative. By June 2022, Headteachers on the programme will have engaged in professional reading and critical reflection with colleagues. By January 2023, Depute Headteachers on the programme will have increased:	Pre/post programme self-evaluations of participants on: • confidence levels, knowledge and skills for leading change and improvement • engagement levels in collaboration activities and with networks • engagement with professional reading and critical reflection with colleagues Evidence of improvements in leadership of change from individual local authority and cross RIC school improvement visits.

	Establish and develop a Depute Headteachers Collaborative Network and Collaborative Masterclasses. Depute Headteacher's Collaborative Network to focus on the leadership of change and improvement in a variety of contexts relevant to DHTs remits. Masterclasses to provide professional learning in areas identified through the network meetings.	• levels of confidence, knowledge and skill in leading change, leading people and leading improvement. • opportunities to engage in collaboration and build networks across the Regional Improvement Collaborative. • opportunities to engage in professional reading and critical reflection with colleagues. • awareness of approaches to leading change and improvement. By January 2023, Depute Headteachers attending the Collaborative Masterclasses will be able to lead change and improvement more effectively.	End of programme 1:1 Coaching Conversations with participants, evaluating development of confidence, knowledge and skill over the programme. Case studies of individual change/improvement projects led by Headteachers End of programme evaluation of Quality Assurance Information at local level, and where available, national level e.g. School self-evaluation, Improvement Planning, NIF evaluations, HMI Inspections. Evaluation of evidence of impact of leadership in submitted small scale study. Post network self-evaluations of impact on: • awareness of approaches to leading change and improvement • levels of engagement in facilitated professional dialogue with colleagues across the RIC Post Collaborative Masterclass self-evaluations on impact of CLPL on individual practice.
School Improvement	Collaborative network established to co-create a toolkit which will develop a more robust, data/evidence informed approach to effective self-evaluation for improvement.	By June 2022, we will have: • completed co-created frameworks/toolkit (by Tayside central officers and Headteachers) to support effective and robust self-evaluation for improvement. • a shared language around, and a consistent approach to, self-evaluation which is informed by sound evidence and data.	Feedback from schools on efficacy of frameworks/toolkit created. Relevant evidence is more robust and mapped closely to the quality indicators in HGIOS4. Improvements in internal and external scrutiny reports around each of the core Qis.

	Professional learning for teachers and school leaders in making effective and sustainable changes for improvement by: • Developing their understanding of a range of quality improvement tools, including the Model for Improvement • Scoping, planning and undertaking a specific improvement project on an aspect of school improvement. • Using QI tools to analyse their system, gather information and identify improvement opportunities • Carrying out PDSA testing cycles so that they can quickly learn what works and what doesn't in their context • Identifying relevant measures, collect data and present/analyse that data • Recognising when improvement has taken place and gather evidence to support scaling up the project.	Course participants will demonstrate: • increased confidence in effectively identifying areas for improvement by June 2022. • increased awareness and development of data literacy and data cultures for improvement in participating schools. Critical colleagues will be identified to engage in professional dialogue which will support/challenge thinking around improvement projects by December 2021. Teachers and school leaders will share findings from projects to build capacity across the system by June 2022. Participants will be supported to transfer their knowledge/skills from this learning to other areas of improvement.	Numbers of participants and levels of engagement in Improvement Science professional learning sessions. Initial and post-training survey on competence and confidence in undertaking an improvement project. Measurable progress in selected improvement projects evidenced at individual school level.

Priority Group 3: Health and Wellbeing

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Emotional & Mental Health & Wellbeing	Implementation of the new Tayside Emotional & Mental Wellbeing strategy Rollout of Counselling in Schools for Children and Young People across Tayside	Improved mental health & wellbeing in children and young people in Tayside Maximised early years development and attainment in the population of children and young people	HWB census data Counselling in Schools data Increased appropriate CAMHS referrals and reduced waiting times Improvement in schools' self-reporting in relation to QI 3.1 HGIOS4 Increased number of MH first aiders trained Additional measures as described in "Connected Tayside" (TBD) Increased number of school-aged children able to effectively access emotional wellbeing support when they require it.
Child Healthy Weight	Implementation of the Tayside Child Healthy Weight strategy	Community Planning Partnership to support a whole systems approach to healthy weight for children, young people and families within their council area Neighbourhoods and communities are committed to a whole systems approach Our environment supports healthier choices Children have the best start in life Families get helpful weight management support	Increasing the % of breastfed babies at 6-8 week review 50% of neighbourhoods and communities are committed to a whole systems approach are identified and approached by 2022/23 Reduction in the percentage of woman presenting with obesity at pregnancy booking Establish baseline and aim to increase percentage of women with gestational diabetes (GDM) engaging with weight management interventions after childbirth Percentage of babies introduced to complementary feeding before 6 months is

			identified using Universal Health Visiting Dataset No increase in percentage of Primary 1 children categorised as obese, then working to reduce this figure by 50% by 2030. All parents of under 5s at increased risk of overweight have access to support in adopting a healthy lifestyle for a healthy weight. Physical activity opportunities specifically targeting children and families in SIMD 1&2 areas are identified

Priority Group 4: Care-experienced Children and Young People

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Quality assurance/case tracking/feedback	Develop and implement School Improvement Plans with a specific focus on improving attendance and attainment of care experienced pupils School specific data by Oct 2021 Plans in place by Dec 2021 Implementation and reports 2022-3 Develop and implement Health Improvement Plans, with a specific focus on meeting the wellbeing needs of care experienced and care leavers As above Develop, implement and track secure care standards As above Develop and implement plans to maximise opportunities for brothers and sisters to sustain and develop positive relationships As above	Reduce gaps in attendance and attainment for care experienced pupils Improve the proportion of care experienced school leavers entering positive destinations Improved access to mental health and wellbeing services Improved health and wellbeing outcomes including in relation to experiences/views	Attendance, exclusions and attainment data (all pupils and care experienced pupils) Leavers' destination data and follow-up surveys with older care leavers where known and possible Experiences, feedback, consultation responses, case study examples on individual lived experience Number of children and young people in secure care and outcomes after leaving secure care Placement types, placement moves, brothers and sisters placement data
Workforce Development	Build capacity, confidence and competence to develop high quality relationship-based care – kinship/residential/staff/volunteers etc Co-produce regional training	Enhanced leadership, change cultures, ethos and day to day working practices. Empower and support a competent, confident and skillful workforce. Deliver better experiences and outcomes for children and families.	Staff feedback and evaluation Carer/child/young person/family feedback and case study examples

	programme by March 2022 Build capacity to manage and mitigate risk – partnership approaches to sustaining children at home Co-produce regional training programme by March 2022		Quality of holistic multi-agency assessment and decision making gathered from case file audits Development, delivery of and feedback on regional training activity
Leadership and building capacity	Work with Columba 1400 on collaborative, values-based leadership with children and young people at the centre Agreed regional/local outcomes/action plans by December 2021	Enhanced leadership, change cultures, ethos and day to day working practices. Innovation and inclusion in planning and delivering improvements related to the change programme.	To be determined

Priority Group 5: Safeguarding and Child Protection

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
Workforce development and Priorities for Practice	Develop and implement a thematic Tayside wide child protection workforce development Programme for first line managers and frontline practitioners.	Enhanced leadership, change cultures, ethos and day to day working practices. Empower and support a competent, confident and skillful workforce. Deliver better outcomes for children and families.	A consistent approach to multi-agency child protection learning and development with equal access to all managers and practitioners across Tayside. Increased knowledge, skill and confidence to deliver better outcomes for children, young people and families at risk. An agreed set of Performance Measures linked to the Priorities for Practice and minimum Tayside shared dataset
A shared approach to multi-agency quality assurance and evaluation	Develop and implement a Tayside wide approach to quality assurance and self-evaluation prioritising the most recent areas of practice guidance i.e. • Chronologies of significant events for children and young people • IRD (Inter-Agency Referral Discussions) Practice Guidance • Unborn Babies Protocol • Participation of children, families, and staff in Key Child Protection Meetings	An agreed approach to multi-agency quality assurance An evidence base for evaluating the impact of practice guidance A plan to implement further changes to achieve consistent and continuous improvement in key child protection processes across the collaborative	Practitioner feedback and evaluation, evidence and reports
Minimum data set for child protection across the collaborative and include within this qualitative performance measures linked to our 6 Priorities for Practice	Build on the experience during the pandemic of analysing data across the collaborative to identify patterns and trends, risks and good practice. Introduce regular data reports and analysis to the work of Priority Group 5 Develop qualitative measures linked to our Priorities for Practice	An agreed approach to data analysis which leads to development and improvement	Evidence of using analysis of data and performance to drive improvement within each CPC and across the Tayside Regional Improvement Collaborative

9. Appendices

Appendix 1: Links to related documents and plans

Plan	Link
The Promise Plan 2021-24	https://thepromise.scot/ https://thepromise.scot/plan-21-24/
GIRFEC	https://www.gov.scot/policies/girfec/
Trust and Respect – Independent inquiry into mental health services in Tayside	https://independentinquiry.org/final-report-of-the-independent-inquiry-into-mental-health-services-in-tayside/
Support for Learning: All our Children and All their Potential	The report can be accessed **here**.
Living Life Well Strategy – Lifelong approach to mental health in Tayside	http://www.livinglifewelltayside.scot.nhs.uk/
Child poverty in context of community planning	https://www.improvementservice.org.uk/products-and-services/consultancy-and-support/local-child-poverty-action-reports
Community Planning Partnerships	Angus: The Angus Community Planning Partnership | Angus Council Dundee: Dundee Partnership | Dundee City Council Perth & Kinross: Perth & Kinross Council - Community planning (pkc.gov.uk)
Local Authority websites	Angus: home | Angus Council Dundee: Dundee City Council | Changing For The Future Perth & Kinross: Perth & Kinross Council - Perth and Kinross Council (pkc.gov.uk)

Appendix 2: Contact us

For further information regarding the Tayside Regional Improvement Collaborative, please access our website, or follow us on Twitter:

https://www.taycollab.org.uk/

Or to contact us:

Contact Us - TRIC - Tayside Regional Improvement Collaborative (taycollab.org.uk)

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