

Children's Rights in Angus Angus Integrated Children's Services Group 2017 – 2020 Summary Report

Children's Rights in Scotland

"Our vision is a Scotland where children's human rights are embedded in all aspects of society. A Scotland where policy, law and decision making takes account of children's rights and where all children have a voice and are empowered to be human rights defenders.

Parents, local and national governments and organisations which work with children and families can help children experience their rights.



We are taking steps to ensure that children enjoy their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC).

These include:

- implementing the UNCRC and incorporating it into Scots law
- an action plan to help children and young people experience their rights
- using the Child Rights and Wellbeing Impact Assessment (CRWIA) to ensure that our policies and legislation protect and promote the rights and wellbeing of children and young people
- reporting on our progress to parliament

Scottish Government; [Human Rights Policy](#)

PART I Background

United Nations on the Convention of the Rights of the Child

The UK Government ratified the UNCRC in 1991. The UNCRC is an international treaty that sets out specific human rights for children up to the age of 18 years old. It reflects the particular needs, vulnerabilities and potential of children. These include a broad range of rights from the right to play, the right to be listened to and take part in decisions, through to the right not to be separated from their parents unless it is in a child's best interests. The UNCRC is clear that all children should be able to exercise all of their rights without discrimination on grounds such as disability, sex, ethnicity, age, religion or sexual orientation.

In ratifying the UNCRC, the UK committed all areas of government to do all they can to fulfil children's human rights. This includes UK and Scottish Governments through to public bodies including local authorities, health services, justice institutions and schools.

The [Convention](#) has 54 articles in total.

Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights.

A summary of the articles in youth-friendly language is included on the next page.

This report is written with reference to [State of Children's Rights in Scotland 2019](#) published by [Together Scotland](#)



"I'VE GOT RIGHTS!"



SOS CHILDREN'S VILLAGES

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD In Youth-Friendly Language

1 Everyone under 18 has these rights.

2 ALL CHILDREN have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.



3 When adults make decisions, they should think about how their decisions will affect children.

4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

6 You have the right to be alive.

7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

8 You have the right to an identity – an official record of who you are. No one should take this away from you.



9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a **FAMILY** that cares for you.

10 If you live in a different country than your parents do, you have the right to be together in the same place.

11 You have the right to be protected from kidnapping.



12 You have the right to give your opinion, and for adults to listen and take it seriously.

13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

16 You have the right to privacy.

17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

18 You have the right to be raised by your parent(s) if possible.

19 You have the right to be protected from being hurt and mistreated, in body or mind.

20 You have the right to special care and help if you cannot live with your parents.



21 You have the right to care and protection if you are adopted or in foster care.

22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



24 You have the right to the best **HEALTH** care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.



26 You have the right to **HELP** from the government if you are poor or in need.

27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



29 Your **EDUCATION** should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

31 You have the right to play and rest.



32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

33 You have the right to protection from harmful drugs and from the drug trade.

34 You have the right to be free from sexual abuse.

35 No one is allowed to kidnap or sell you.

36 You have the right to protection from any kind of exploitation (being taken advantage of).

37 No one is allowed to punish you in a cruel or harmful way.

38 You have the right to **PROTECTION** and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

39 You have the right to help if you've been hurt, neglected or badly treated.

40 You have the right to legal help and fair treatment in the justice system that respects your rights.

41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.



42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



43 to 54 These articles explain how governments and international organizations like SOS Children's Villages and UNICEF will work to ensure children are protected.

SOS Children's Villages thanks UNICEF for kindly permitting the use of their youth-friendly text for this educational poster.

unicef

For more information visit
www.sos-childrensvillages.org

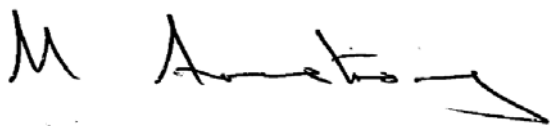
SOS CHILDREN'S VILLAGES

Children and Young People (Scotland) Act 2014

Part 1 of the Children and Young People (Scotland) Act 2014 ('the 2014 Act') enshrined the UNCRC into Scots law for the first time, albeit on a non-binding basis. It places a number of duties on Scottish Ministers to strengthen the approach taken to the implementation of the UNCRC, including promoting awareness and understanding. It also includes reporting requirements designed to support increased scrutiny of the approach to implementation taken by the Scottish Government and broader public bodies, in the form of duties to report on the steps they have taken to better secure, or give further effect to, the 'requirements' under the UNCRC. Public bodies are due to publish their first progress reports as required by the 2014 Act as soon as is practicable after 1 April 2020.

Comments from the Chair

As Chair of Angus Integrated Children's Services Group and Corporate Parenting Board, I very much welcome this report on how we are ensuring children's rights are promoted, respected and embedded in all that we do. It is clear from the range of work reported here that partners are fully committed to the United Nations Convention on the Rights of the Child (UNCRC) but that we can and must do more to achieve our ambition where policy and practice are unquestionably influenced and driven by a children's right perspective. We will continue to ensure this commitment is reflected in our actions; we will hold each other to account and offer support and challenge to ensure we embed a children's rights perspective across all of our policy and practice decisions. This report is a very welcome summary of the actions and future plans we have in Angus to give full effect to the UNCRC. We know we can only realise our vision by fully embedding a children's rights perspective in all we do.



Mark Armstrong

Chair of Angus Integrated Children's Services Group and Corporate Parenting Board

Angus Community Planning Partnership – Child Poverty

The Child Poverty (Scotland) Act 2017 was launched on 9 February 2017 making it a statutory responsibility for Local Authorities to develop Local Child Poverty Action Reports.

In Angus (after housing costs) we have 4,273 (19%) children living in poverty (2017) with the worst affected ward Arbroath East and Lunan. In this area 28.5% of children are living in poverty. Children's rights are at the heart of the work being undertaken by the partnership response in Angus to Child Poverty which has been shown through engaging with service users and underpinning activities with local data and case studies.

The 2019 Local Child Poverty Report was approved at committee in April 2019 and outlines the activity which has been underway over the past year. It can be seen [here](#).

This report sets out how Angus Council and NHS Tayside, Police Scotland and the Angus Third Sector, working in partnership, have progressed work on children's rights during April 2017 – April 2020 and highlights some areas for further development.



Tayside Plan for Children, Young People and Families 2017 - 2020

As an Integrated Children's Services Partnership in Angus, we commit to putting the needs and rights of children, young people and families at the centre of everything we do.

Our current plan for Children, Young People and Families 2017 – 2020 (extended to March 2021) sets out our plans to achieve the ambition 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”

Article 2 non-discrimination

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Inclusion is a priority for all schools in Angus with reference to respecting the rights of all children and young people. Each school takes their own approach based on the needs of the school community and the views of the young people in what they want in their school.

A number of secondary schools have LGBT inclusion groups. For example, Montrose Academy achieved their LGBT Charter Mark a number of years ago. Webster's High School is a **Rights Respecting School**, and is working towards achieving the Silver Award.

Our progress so far...

- We have set up a Rights Respecting School Action group
- We have already achieved the Bronze level of the award and are currently working towards Silver
- We have created an action plan with our next steps
- Pupils and staff have received presentations on the award

Good Practice Example

Equality Group – Webster's High School



The Equality Group has been running at Webster's High School for almost four years and the group meets once a week. The purpose of the group is to provide a safe space for LGBT+ pupils and is open to all pupils to join. Currently just over 10 pupils attend regularly, and others use the group as a drop-in service when required.

The group meetings are used for pupils to bring any worries or concerns in their personal life, understanding that this is a safe space to discuss their sexuality/gender identity with peers and school staff. The group has also been improving LGBT+ inclusion in the school, the first improvement the pupils made was to include more LGBT books in the school library. The pupils also took part in a consultation over four

sessions to discuss LGBT rights within the school and as a result the school provided staff with the opportunity to take part in a LGBT Inclusion Training session.

Angus Violence Against Woman Partnership (AVAWP) established a Children and Young People Subgroup in 2019 to support improvement in gender stereotyping and negative gendered roles. The group has developed an action plan working in partnership across all agencies in Angus to influence equality. One area of work is modelling 'Gender Friendly Nurseries where staff and families are not limited by the social expectations placed upon them because of their gender, and where everyone can be protected from the many limiting negative consequences of gender inequality and discrimination'. The programme is based on an established Gender Friendly Nursery scheme from Greater Glasgow and consists of the equivalent of one full day's training for staff and self-evaluation exercises to measure the shift in gender knowledge, understanding and practice within the early year's setting. The work will be taken forward later this year and into 2021 using the learning to influence practice across Angus.

Article 12 respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Youth Engagement Strategy

In order to ensure that there was a legacy beyond 2018 Year of Young People, it was agreed through the **Angus Community Planning Partnership (ACPP)** that a youth engagement strategy would be codesigned with young people. This was aimed at ensuring young people have a voice in decisions that are important to them and to support the positive contribution they make in their communities.

Over the course of 2018, young people worked with a range of youth work partners from Angus Council and the Third Sector to look at the different aspects of youth engagement from consultation to codesign. From this work a strategy was developed and launched in June 2018.

As part of the Youth Engagement Strategy work, a commitment was also given to the young codesign group that partners from the CPP will come together each year to describe how they have implemented the strategy in their day-to-day work and to work with young people to continue to improve how young people can influence services.

Scottish Youth Parliament

The **Scottish Youth Parliament** is made up of democratically elected young people from across Scotland, providing young people with a platform to come together, share ideas and discuss issues that affect young people from across Scotland. Each year, young people vote on a series of campaigns and projects which provide a national voice on issues that they feel are important to young people.

As well as working on some of their current campaigns such as the Pack it up Pack it in, which aims to reduce pollution, the SYP have also been working with Youthlink Scotland and Young Scot to carry out surveys with young people around their worries during the Covid-19 pandemic. The results of this ongoing work are being fed directly to various stakeholders to ensure the voice of young people is heard during this time and is reflected in emerging policies. Angus has three Scottish Youth Parliament members.

Power of Youth – Participatory Budgeting

In February 2018, young people were recruited across Angus to work with Angus Council Communities team to codesign a Participatory Budgeting (PB) process for youth work funding. The young people attended a residential to complete training and to work out the different aspects of the process including how the money should be allocated across Angus and how voting should take place.

Since then young people have worked with the Communities team across Angus to run two PB events in 2018 and 2019. Each year young people have been involved in each aspect of the work including supporting projects with applications through to assessment panels. The young people involved each year have been provided with training and support to ensure they are able to fully participate.

Each year Angus young people have voted online using the Young Scot digital platform. Over 2000 young people have voted in total and, as a result of this work, young people have voted on £100k of funding over the two years. In year one, 15 youth work projects were awarded part or full funding and, due to extra funding provided through the Angus Drug and Alcohol Partnership, 28 projects were awarded funding in year two.

Care Experienced Children and Young People

It is critical the voice of looked after children is strong in Angus, and all our care experienced young people have opportunities to engage either, individually or in small thematic groups, on issues and matters where they want to affect change.

We have worked with Who Cares? Scotland to promote advocacy for young people living at home and in kinship care. There are now increased numbers of young people

accessing support when needed, assisting them to become more informed and involved in decision making, giving them greater involvement and control over decisions that have an impact on them.

However, we recognise that advocacy, availability and choice remain areas for future development. As a result, Angus Council has agreed to make an additional £60,000 annual investment in advocacy for children, young people and families. This will ensure we continue to promote the rights of care experienced children and young people to express a view and have that view given due weight.

The commitment of the Corporate Parenting Board and the Lead Officers Group continues to provide a strong base to deliver the vision for looked after young people as laid out in our pledge. Corporate parenting representatives of the Corporate Parenting Board have been working with some of our young people to ensure we continue to build on the connections and communication which have been established through our engagement events in 2018 and 2019. We are committed to keeping the pledge to care experienced young people to be available to hear what young people have to say and importantly using the corporate parent's knowledge and understanding of the issues to advocate and support positive change. Some of the things we have heard from young people is the desire to feel 'normal'; to feel 'cared for', 'valued' and 'included'.

Angus previously operated a young person led 'corporate parenting board'. This was disbanded in 2016 as the model was not effective for young people who felt that one approach was not working well for them and limited the numbers of young people participating. Since 2017 we have made changes to improve our engagement with children and young people:

Who Cares? Scotland supported a group advocacy model in Angus called the TOOT (Ten out of Ten) Group. The Chair of the Corporate Parenting Lead Officer (CPLO) Group maintained close contact with the eight young people in the group to hear about matters that affect them, report back to the young people on our work and progress improvements.

Supported by the TOOT group, a consultation with young people took place in 2018 seeking views about best methods of engagement. This survey had a positive response with 38 young people who told us what would work for them. Engagement was encouraged with rewards. For example, two young people selected to experience 'a day with a corporate parent'. The feedback from the survey told us group participation only suited a very small number of young people; the preference is to offer a range of opportunities where support is offered to facilitate participation, as well as one to one sessions with fun as the focus! Based on the views of the young people our consultation work has included activity-based events to meet, engage and have fun with corporate parents; examples are a sports event at a local rugby club and a pizza making event at Arbroath college, graffiti art night as well as individual meetings with the Chair of the Board and Chair of the CPLO Group. Key themes from these events have heavily shaped our priorities and are routinely reported to the Lead Officer Group to influence their agenda.

We have also been reviewing our language and terminology. Our young people have told us the language we use sets them apart from their peers. To be 'LAC' instead of a 'young person'; to be a 'sibling' instead of a 'brother or sister'; and to have 'contact' where we would describe it as 'family time' marks them out as 'different'. Part of the work across our services has been to challenge this language and terminology we have developed over time to ensure we best describe the particular needs of individual young people. We have some emerging good practice examples of young people writing their own child's plan and exercising choice over terms used to describe activity to support them. We will continue to embed this into our practice, truly putting the child at the centre of their child's plan.

My Views – Digital App



We developed the My Views app as a tool to help young people amplify their voices. Two young people sat on the project board with Angus Council's Digital Enablement Team and Children's Service. We developed and tested the app in partnership with staff and young people throughout 2019. The app allows care experienced young people to share their views

with professionals in a way and at a time that suits them. We launched the My Views app in April 2020 as one of many options for children and young people to get their views heard, ensuring they influence decision-making that impacts on them directly, in line with Article 12, which is about respect for the views of the child and making sure that view is given due weight.

Next steps - Development Officer, Corporate Parenting

This post has been developed to support the work of the Angus Council Corporate Parenting Board and Lead Officers Group to improve outcomes for children and young people who experience being looked after. The role will be key in implementing the findings of the Care Review. The post holder will engage with young people, parents, carers and professionals to design and deliver work intended to improve how we provide services for care experienced children. The findings of the Care Review will underpin the work of the Corporate Parenting Development Officer. Through consultation and engagement with children and young people the aim is to develop, deliver and evaluate initiatives to support improvements in children and young people's experience of care.

Article 28 right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

How Good is OUR School? (Part1) launched by Education Scotland in 2018 to coincide with the 'Year of the Young Person', was shared with all schools as a useful self-evaluation tool to ensure learner engagement.

All schools use HGIOS4 as a self-evaluation tool to inform self-improvement. Q.I. 2.3 *Learning, Teaching and Assessment* sets out that "the ethos and culture of the school should reflect a commitment to children's rights and positive relationships" and highlights that highly effective practice allows learners to take on leadership roles, including leading learning. For example, Carlogie Primary School has a Junior Leadership Team and all schools have a Pupil Council or student forum of some kind.

There has also been extensive work undertaken with learners around Angus Schools for the Future – Stracathro/Edzell, and Monifieth proposals. Pupil focus groups were consulted with in Edzell and Stracathro. Monifieth had representatives from their Cluster Learning Councils who were asked to consider the variety of options being considered for both Angus and a wider Tayside model.

The Towards Empowered Systems (draft) published by Education Scotland in 2019 has a specific section on Empowering Learners. This relates directly to UNCRC Article 12 (respect for the views of the child) and Article 13 (freedom of expression). Schools are becoming more familiar and confident with the empowerment agenda and will be building on effective practice regarding pupil participation; learner engagement; and children and young people's rights.

In Early Years, Early Learning and Childcare (ELC) staff have focused on children's right to be respected and listened to through training to develop practice on: 'Responsive Planning' (2017) encouraging child led practice, 'Documenting children's learning

outdoors' (2018) valuing children as leaders of learning and 'Celebrating Pedagogical Documentation' (2020) respecting children as individuals with a right to be listened to. In 2019, ELC practitioners also examined 'Gender Bias and Gender Equal Play' to ensure that all children had equal play opportunities in all Angus ELC settings.

In line with revised Scottish Government Policy, we have undertaken a review of our Continuum of Need; Anti-Bullying Policy and Preventing and Managing School Exclusion guidance for school leaders in Angus. The rights of children and young people are fully reflected within these policies and guidance. (Article 4)

Angus Schools' **Anti-Bullying Policy** was developed in partnership with parents/carers, children, young people and partner agencies. The policy took into consideration the 12 recommendations of the 'ThinkB4you type' anti-bullying campaign. This campaign was developed in partnership between Angus Council, RespectMe and NSPCC Scotland and was led by 16 young people across Angus. These young people engaged with peers, parents/carers, practitioners, and local councillors in renewed efforts to address online bullying helping to contribute to positive relationships, behaviour change and build a culture of respect in their communities. (Articles 4 and 12)

Anti-bullying is seen as the responsibility of all staff who should model positive and respectful relationships and promote a culture where bullying behaviour is unacceptable. We are committed to listening to children who tell us they are being bullied and taking appropriate action. Parental workshops and training on anti-bullying, facilitated by RespectMe, was provided for all School and Pupil Support Assistants in Angus with further training for teachers planned (Article 39). Training on Children's Rights has also been provided to staff within the Additional Support Needs (ASN) Service (Article 4).

Our schools encourage children and young people to report incidences of bullying. **Mentors in Violence (MVP)** is a programme which aims to challenge the attitudes, values and beliefs that underpin gender-based violence, abuse and bullying behaviour. The focus is on young people developing healthy relationships that will support their learning in a safe and nurturing environment. Five of our secondary schools successfully run this peer education programme in Angus. The remaining schools are in the process of commencing training. There are also five trainers in Angus to support sustainability (Article 39).

In addition, our schools use restorative and solution-focused approaches to build, maintain, and repair relationships within the school community. Staff training on Attachment, Restorative Approaches and Nurturing Approaches led by our Educational Psychology Service and Additional Support Needs Service have also taken place (Article 39).

Preventing and Managing School Exclusion for school leaders is designed to ensure a consistent approach across Angus that is in line with the Scottish Government's guidance; 'Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)'. Schools with a positive ethos promote participation, encourage achievement, celebrate success and have high expectations of every learner. Our policy states that exclusion from school should only be used as a last resort and where there is no alternative. It is vital that the purpose of exclusion and the impact on the learners are taken into account, including long-term impact on life chances. (Article 4 and 6)

Flexible learning is an individual, flexible and holistic learner-centred programme of support delivered through a variety of practical skills and experiences in different environments. This learning aims to address personal and social development, promote self-esteem and confidence and address specific individual educational targets. The purpose of flexible learning is to meet learner's needs when there are significant risks of exclusion, disengagement or when children and young people have had their education interrupted, and where other interventions have been exhausted. This should be considered in the context of curriculum flexibility which allows schools to provide learning experiences designed to meet the needs of individual pupils that extend beyond a school's normal universal provision (Article 28).

A flexible learning approach is a principle of the **Young Carers' Schools Policy** and use of Young Carers' ID Cards in school means that teachers are more aware of the child's caring responsibilities and are able to negotiate timescales for work to be completed to take into account individual circumstances. The use of creative and adaptable learning opportunities assists the child to balance their caring responsibilities with their learning. All children and young people who identify as having caring responsibilities are considered for a **Young Carers Statement** (Article 28 and 31).

Our policy on improving educational outcomes for children and young people from travelling cultures is also being reviewed. There will be engagement with children, parents and local stakeholders during the 2020/2021 session. The views of children and young people from travelling families are sought regularly by ASN Locality staff in planning support and a curriculum that is relevant and individualised. There is also a need to obtain their views on bullying to better inform the council's policy on addressing bullying and how we implement it (Articles 2 and 4).

Inclusion Project

Local and national data highlights the poor attainment outcomes for some care experienced young people and the importance of offering additional support and opportunities to young people who are looked after both at home and away from home. The project includes an Educational Psychologist working with a small team of three dedicated inclusion support workers, residential staff and the young person and their family, to focus on improving young people's educational outcomes. The team

link closely with Skills Development Scotland, Angus Works, 16Plus and Voluntary Action Angus to create a network of opportunities to enhance inclusion and ensure care experienced children are provided with their right to education that meets their needs and supports attainment.

Breakthrough (Mentoring)

(Article 27 right to an adequate standard of living: ICESCR, CRPD, UNCRC)

Breakthrough has been introduced in the Arbroath area with a plan to expand across Angus providing young people with an opportunity to access positive mentoring support building the confidence of young people who experience many challenges in life. A three-year contract has been awarded to Northwood Charitable Trust and will link with local businesses to support young people to access taster sessions in the workplace, helping to better prepare them for life after school and providing young people with positive mentoring opportunities.

Article 18 parental responsibilities and state assistance

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help, they need to raise their children.

Getting it Right for Every Child means putting the wellbeing of the child/young person at the centre and ensuring that they get the help they need when they need it. In Angus, this is achieved through our Continuum of Need - a process that involves the identification and assessment of a child's additional support needs, appropriate planning, and interventions to meet those needs at the earliest stage. The child/young person and their family are encouraged to be fully involved as key partners in the planning process. Children and young people's views are gathered in a number of ways including the wellbeing web; adapted wellbeing web; photos; and via advocacy workers e.g. My Rights, My Say (Articles 3,12 and17).

Following the Social Care (Self-directed Support) (Scotland) Act 2013 which came into effect on 1 April 2014, Self-directed Support has become embedded in practice, we have moved from service-led solutions to valuing community assets. Through actively involving children, young people and parents in assessments and decision-making, we can ensure coproduction of assessments and care plans with families. We strive to create support services for children which gives parents the help they need to raise their children (Article 18).

Tayside Strategy for Parents

The Tayside Parenting Strategy 2019-2024 aims to improve information and support so that all parents are as equipped as possible to support their child or young person to grow up as happy, healthy, attaining and achieving as possible. The name was changed to the Tayside Strategy for Parents, reflecting parental ownership and partnership in its design and delivery. Through consultation parents identified four priorities:

- Access to good quality information
- Communities are inclusive, understand children’s needs and support families to thrive
- Access to effective services that are delivered by a skilled and confident workforce that value the role of parents
- Policies that affect family life are supportive and deliver positive outcomes for families




The progress on the Tayside Strategy for Parents will be reported to the public annually. The Health and Wellbeing Priority Group that supports delivery of the Tayside Plan for Children, Young People and Families 2017-2020 will have a key role in monitoring how implementation is progressing. Progress will also be reported through the relevant partnership groups in each of the three areas of Tayside.

Safe and Together

This child-centred model derives its name from the concept that children are best served when professionals work in partnership to keep them safe and together with the non-offending parent. The internationally recognised model provides a framework for partnering with domestic violence survivors and intervening with domestic violence perpetrators in order to enhance the safety and wellbeing of children.

The Safe and Together approach is promoted in Angus to tackle domestic abuse and improving outcomes for children impacted by domestic abuse. The three main principles of the approach are:

1. Keeping the child safe and together with the non-offending parent
2. Partnering with the non-offending parent as a default position
3. Intervening with the perpetrator to reduce risk and harm to the child



PREpare – Participate, Relationships, Equity

PREPare is a test of change to improve children and parental engagement in the child protection planning and decision-making process, to ensure the young person has a voice and the family are encouraged and enabled to be part of the safety planning for their children where there are child protection concerns.

The pilot ran from October 2019 to April 2020 with significant results for the families and children who participated. Strength-based family discussions before the Case Conference together with individual work with the children being considered was found to greatly improve both the experience of the family and the quality of the relationship and engagement in the child protection plan. Feedback suggests the model is empowering for children and their families promoting their right to freedom of opinion and expression (ICCPR, UNCRC) and to parent their children with support of agencies around them.

Enhance

Our work with looked after children continues to focus on maintaining stability for children either at home, within their extended family or within their care placement. A range of supports can be used to support our young people whose placement is unstable, minimising the risk of breakdown and importantly disruption for young people.

This was reaffirmed during the review of Children Families and Justice Service in 2019 when the need for a flexible, responsive resource to meet the needs of children, young people at risk of becoming accommodated or those already looked after, when risk of placement breakdown was highlighted. The Enhance Team was formed in April 2019 following the restructure of the Children, Families and Justice Service. Over the first year, a total of 51 children and young people and their families received support. The service aims to reduce the numbers of children or young person being accommodated away from home; support a child returning home or to their community; support a child where their placement is at risk of breakdown. Supporting children and their care givers promotes their right to stable, nurturing home respecting Article 5 (parental guidance and a child's evolving capacities) and Article 18 (parental responsibilities and state assistance).

Good Practice Example

Social Justice

Article 5 Parental guidance and a child's evolving capacities

Article 18 Parental responsibilities and state assistance

Right to an adequate standard of living (ICESCR, CRPD, UNCRC)

The Glen Clova Project set up on the success of the Glen Isla Project has allowed us to target early support to some of our most vulnerable women. The projects aim to improve the life chances of the women and improve the outcomes of their children by addressing issues of inequalities as a result of poverty, parental mental ill health, parental substance use and offending behaviour. This trauma-informed service supports the child's right to an adequate standard of living under ICESCR, CRPD, UNCRC.

Article 9 separation from parents

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

Article 20 children unable to live with their family

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is

provided with alternative care that is continuous and respects the child's culture, language and religion.

Foster Care

Improving children's experience of respite care continues to be a priority. It has been agreed with foster carers that all babies under 12 weeks old will not experience a respite placement in order to promote consistent care and attachment. Family Carers recruitment has been a positive change allowing children to remain within the fostering family rather than experiencing respite with a different carer.

Building on the success of support carers the fostering service is developing a proposal to support the wider use of "informal carers" as part of the support available to care experienced children and young people. Informal carers are trusted adults who are well known to the carer/s and child and who can provide care for the child up to a period of 23 hours. The development of the proposal is part of our work to recognise and act on feedback from children and care leavers who told us that they want access to more "normal" experiences, like staying over with their extended foster family and trips away. Care experienced young people also told us about the importance of their relationships with the brothers and sisters so we have developed "Siblings together" training which will be delivered to staff, foster carers, prospective adopters and kinship carers to promote the importance of maintaining sibling relationships. Promoting children's rights to an adequate standard of living (ICESCR, CRPD, UNCRC) the right to express a view and have that view given due weight and respect for the views of the child (Article 12).

Kinship Care

We recognise the need to support a growing number of kinship carers, so we have created a new Angus Council Kinship team. This helps ensure that kinship assessments and kinship support is prioritised, supporting children to be loved and cared for by people with whom they already have a connection.

Improved support to kinship carers and improved outcomes for children and young people in kinship placements has been achieved through advice, guidance and practical support provided through the Kinship team established in April 2019. The Kinship team have had a very successful first year and they are looking to develop their role further as link workers to kinship carers. We want to ensure that work around support and/or training needs identified at the panel are provided longer term. A kinship support group was formed in August 2019 with as many as 16 carers attending fortnightly support sessions - feedback from carers has been very positive.

Alongside the development of this service, we have set up a kinship panel to ensure effective and efficient processes for assessment and approval of kinship carers and safe and supported placements for children within their wider family. Through the

provision of these services we are supporting children to remain within their families, receiving the stability, love and nurture they need. As of 31 March 2019, 89% of young people being cared for were within a family setting. This reflects our commitment to support our looked after children to be cared for in a family setting where appropriate. The service supports the rights of the child to be provided with alternative care that is continuous and respects the child's culture, language and religion (Article 20 alongside Articles 5 and 18, parental guidance and a child's evolving capacities and parental responsibilities and state assistance).

Article 24 health and health services

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy

Mental health and wellbeing are a significant priority across Tayside and are identified as priority 3 of 5 in the [Tayside Plan for Children, Young People and Families](#).

NHS Tayside's Child and Adolescent Mental Health Services (CAMHS) have, for the past 18 months, been actively engaged in a whole service improvement programme, which embeds children's rights throughout the assessment and treatment process. The Journey of the Child is at the centre of all service improvement, from first point of contact through assessment, treatment and onward journey following discharge. Children and their families have been actively consulted on a number of change ideas thought this 18-month period, from physical layout of the building to website redesign. The new website will include advocacy, children's rights and meaningful signposting as part of its design. There is ongoing improvement to the pathways by which children and their families access the service to ensure children receive timely, age appropriate support, which meets their needs.

Once in the service, children now have far more options around how they are seen; face to face, telephone and Near Me (virtual appointments) are routinely offered with the aim of ensuring children have access to a platform through which they feel able to engage; by meeting in a place they feel most comfortable. These changes have had the knock-on effect of removing additional barriers associated with time and distance normally associated with meeting in a clinic. Throughout their journey, children and young people's consent is consistently sought; not simply around their consent to the service but also around those they want to attend with them, or not; what they hope to achieve by engaging; their right to confidentiality is upheld and explained (within child protection guidelines); information is shared in a transparent

way with them; treatment options explored with them; and their opinions actively influence any decision-making.



All of the improvement work undertaken by CAMHS fits with the new NHS National Specification.

School nursing in Tayside is progressing with the National Transformation Programme. NHS Tayside (NHST) have significantly increased the numbers of nurses who have undertaken specialist training to enable them to work with school age children and young people to identify their needs and provide interventions of care in partnership with the child/young person. There has been a strong focus on improving the mental health and wellbeing of Scotland's children and young people.

A process for self-referral has been tested and rolled out across Tayside to help empower children and young people to access support themselves.

The service links directly with other health services, partner agencies and Scottish organisations to support children and young people to achieve their goals and reach optimal health and wellbeing. School Nurses contributed to the development of a Mental Health Toolkit to support children and young people. An improvement programme is underway to determine what is the best tool to use with children and young people in relation to assessing mental health and wellbeing.

Example of how Ninewells Hospital's Paediatric Unit are ensuring children's preferences are known by those involved in their care and shared appropriately.

 **My Theatre Ticket** 

My Full name is _____

My friends and family call me _____

I am _____ years old.


I am allergic to _____

I normally take medicines. They are: _____

I have a wobbly tooth? YES/NO

I would like to bring my toy to theatre. His/her name is _____

What matters to ME and my family during my stay in hospital...



Involvement of young people in the **NHS Tayside Child Healthy Weight Strategy**. The Community Engagement Directorate's Tayside engagement office has recently been supporting NHS Tayside's Public Health Team with the Tayside Plan for Children, Young People and Families. Staff were invited to join the Tayside Healthy Weight Strategy Group to provide advice and guidance to support a three-month public consultation on child healthy weight in Tayside. The purpose of this group is to identify areas for improving the health and wellbeing of all children in Tayside and work with all relevant stakeholders to do so. Supporting more children to achieve a healthy weight is an important part of this plan.

The engagement officers supported this group between July and November 2019, providing advice on stakeholder mapping, methods of engagement, development of a survey and other consultation materials, and also facilitated engagement sessions with young people (including through St Paul's Academy and Strathmore Centre for Youth Development) and parents. Feedback received from young people during the consultation is currently informing the development of a new Child Healthy Weight Strategy for Tayside and will detail the necessary steps to be taken by all partners, including the NHS, local authorities, health and social care partnerships, the third sector, and the community.

Pupil Equity Funding (PEF)

As set out in the Standards in Scotland's Schools etc. Act 2000, every child in Angus has a right to an 'adequate and efficient' school education that aims to develop their 'personality, talents and mental and physical abilities...to their fullest potential'. (Article 6). A number of schools have prioritised mental health and wellbeing for use of their allocated pupil equity fund.

Angus Council's Bereavement, Grief and Loss Guidance

Bereavement, grief and loss can affect a child at any time. Child Bereavement UK advise 92% of children and young people will have experienced a significant bereavement prior to their 16th birthday. Loss and grief are not always associated with bereavement. It can also be the consequence of a significant change in a child's situation - for example, becoming looked after or separated from a parent following divorce or parental imprisonment. Angus Council's Bereavement, Grief and Loss Guidance for Schools provides information on areas such as child's reaction to the death of a loved one; children's understanding of death and specific needs at different ages; bereavement needs of children with learning difficulties and developmental delay; and practical support for children experiencing bereavement. The guidance raises awareness of the impact of bereavement, grief and loss and to ensure a consistent and effective response in supporting children's mental health and wellbeing (Article 24).

A whole systems approach to child healthy weight strategy (2020-2030)

This strategy prepared by a working group on behalf of the Tayside Regional Improvement Collaborative, sets out a vision where our children and young people

can grow up in a community and an environment that supports them to feel great and ready to learn, so that they can flourish to the best of their abilities. And to help achieve this, the Strategy aims to ensure that children, young people and their families can eat well, drink well, be active, enjoy playing outdoors, and have a healthy weight. The strategy outlines five ambitions and calls to action that we need to achieve if we are to achieve our healthy weight aspirations for children. Obesity is complex and has a number of genetic, environmental, cultural, lifestyle and economic factors implicated in its development. No single organisation has all the solutions or all the responsibility to tackle the issue. Rather, the strategy takes a whole systems approach which supports the rights of every child to the best possible health (Article 24); a standard of living which meets their physical and social needs and supports their development (Article 27).

Article 31 - leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Play Strategy – Right to Play

In 2017/18, training and guidance was provided in 'Developing Quality Outdoors Provision in Angus'. Settings used this audit tool to evaluate and improve their outdoor provision to ensure that all children have the right to access play and learning outdoors. Staff attended 'Risk Benefit Assessment' training to support children to safely engage in challenging play and investigations outdoors. In 2018/20, two cohorts of practitioners attended a 5-session 'Digging Deeper' training, creating networks of skilled practitioners leading outdoors practice in Angus.

In 2019/20, P1 teachers attended three training sessions to develop 'Playful Teaching and Learning'. The sessions supported teachers to reflect on practice to ensure that P1 children had opportunities to learn through play. A small test of change in two Angus schools was successful in supporting teachers to develop the classroom environment and their interactions in play, this will now be extended across other settings across Angus.

ANGUSalive have worked as partners on the Corporate Parenting Board to develop criteria and a process for free family access for children looked after and Young Carers therefore promoting the rights of these often-excluded young people.

Active Schools have proactively engaged in positive 'targeting of support' to care experienced young people, which was showing a significant increase of

engagement of care experienced young people before school closures due to Covid-19.

Article 23 - children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community

Children with disabilities

- Rights of disabled people (CRPD, UNCRC)
- Right to play and recreation

Strathmore Avenue, in Forfar, is a provision which provides respite care and outreach support for children with significant and complex health needs. Strathmore Avenue was inspected on 15 August 2019 and awarded consistent 5s for 'How well do we support children and young people's wellbeing' and 'How well is our care and support planned'. Inspectors noted the service at Strathmore Avenue was very good at supporting children's health and wellbeing. The stable and skilled staff team had established meaningful, supportive relationships with children and their families over several years. This helped children to settle well and parents to feel confident in the care their child was receiving. Families were welcomed warmly when they arrived, and the Inspector observed positive, caring communication with children throughout their stay. The service respects and promotes the rights of disabled children and their right to play and recreation opportunities. (Article 23).

Article 27 - adequate standard of living

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Angus Housing Strategy has developed a Rapid Rehousing Transition Plan - the principle aim of the RRTP is to ensure, where homelessness cannot be prevented, the negative impacts of homelessness on families and their children are reduced and those who experience homelessness reach a settled housing outcome as quickly as possible. The Homeless Persons (Unsuitable Accommodation (Scotland) Order 2014, which prevents anyone from being in unsuitable accommodation for longer than

seven days, previously only covered households with pregnant women and children, has now been extended to cover all households from 5 May 2020. Covid-19 has placed additional pressures on housing stock; we do not have children in B&B accommodation; housing priority continues to be given to families with dependent children, those leaving care and fleeing violence. Our key priorities are about upholding the rights of children and young people to have suitable and settled accommodation.

The Housing Options protocol for young people leaving care was agreed between the Children and Families and Housing services in 2013. This partnership has continued to mature and develop, and we now see positive results for our young people with a significant decrease in numbers registering as homeless.

Transition from children's services into adult services has been identified as an area for improvement. We have worked in partnership with Angus Health and Social Care Partnership on developing a Complex and Co-existing Conditions Panel in order that vulnerable people, who do not meet existing adult service criteria, are considered for flexible support to meet individual needs. The protocol launched in April 2019. Care experienced young people are highlighted/prioritised in the criteria for referral.

Article 40 - juvenile justice

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

The Whole System Approach (WSA) is the process for addressing the needs of young people involved in offending. It is underpinned by Getting it Right for Every Child, which aims to ensure that support for children and young people puts their needs and those of their family's first taking a "rights based" approach. Practitioners work together to support families and take early action at the first signs of any difficulty. This ensures that they're not getting involved after a situation has already reached crisis point. WSA highlights the importance of different organisations and professions working together to support children and young people. It offers tailored support and management based on individual needs and considers differing backgrounds and demographics. Children and young people can still be prosecuted if the offence is serious enough to be dealt with at court, if they are over 12. We take an WSA approach to ensure all young people involved in offending behaviour have the same rights for respect, dignity and support which meets their needs (Article 40).

Following the police appointment of a **Looked After Child Officer** in January 2019, the post holder has worked closely with statutory, voluntary and private sector agencies building positive links between them and the police to better support young people. Through regular visits to young people in the three children's residential houses in Angus, our residential workers have been able to access early advice and support for young people whose behaviour is putting them at risk and/or involvement in offending behaviour. The LAC officer can work directly with the child or where there are more significant concerns a multi-agency approach can be adopted. Taking an active role in the interests and activities of the young people, helps to build effective, strong relationships with the young people. Access to police systems (Vulnerable Person and Missing Person Database) assists with identifying a wider group of young people at risk, including young people looked after at home or within kinship placements so advice and support can be offered to key workers, parents or carers, to reduce the risk of harm.

Article 34 - sexual exploitation

Governments must protect children from all forms of sexual abuse and exploitation.

Article 35 - abduction, sale and trafficking

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation

Trafficking and Exploitation Strategy

Concerns regarding all forms of child exploitation, including criminal exploitation, child sexual exploitation, and child trafficking, are fully investigated by police and the social work investigation team. Where health visitors have concerns or suspicion regarding the trafficking of children on their caseload health visitors are linking with Border Control, social work and police where concerns can be investigated, and children protected (Article 35). Angus Child Protection Committee has oversight of policies and guidance related to keeping children safe and works in partnership with other protecting people partnerships and our wider Tayside colleagues to ensure children and young people are protected.

Article 39 - recovery from trauma and reintegration

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life

The implementation of a new structure in Children, Families and Justice Services in April 2019, brought resources together to ensure that children and young people in greatest need can access the resources required at the time they are needed. These structural changes also emphasised the importance of locality connections and the centrality of relationships to effective practice.

Care and Risk Management procedures and support are in place to ensure that any young person involved in significant harmful behaviour has an assessment and intervention that focuses on their needs as well as addressing any risk identifies. Our approach is trauma-informed and focuses on helping all young people to stay safe.

Trauma-informed practice. The Glen Clova and Glen Isla projects run by our Justice Service use a trauma-informed approach to engage and support women. Through building therapeutic relationships, opportunities are created for personal development and to increase the probability of women engaging with and working with support agencies to improve circumstances for them and their children. The staff have also been involved in delivering Trauma-Informed Practice Workshops to teams across the Council to better support recovery from trauma for adults, young people and children (Article 39).

Part III Conclusions and next steps

The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament on 1 September 2020. The Bill represents a significant step on the road to fully realising the rights of all children and young people in Scotland. John Swinney MSP, Cabinet Secretary for Education and Skills, has said the UNCRC is the global “gold standard” for children’s rights. By incorporating the UNCRC, the Scottish Government will deliver a fundamental shift in the way children’s rights are respected, protected and fulfilled in Scotland, ensuring that children’s rights are built into the fabric of decision-making in Scotland and that these rights can be enforced in the courts.

In Angus, we will rightly be required to take proactive steps to ensure compliance with children’s rights in our decision-making and service delivery. The structures within which we make decisions will need to enable children and young people to have a voice and take an active role in shaping the decisions which affect their own lives and communities. The Bill replaces the reporting requirement in section 2 of the Children and Young People (Scotland) Act 2014 on authorities and requires us to report every three years on the steps we have taken to fulfil the compatibility duty on the Rights of the Child. By implementing the Bill in Scotland, children’s rights are not just aspirations but binding duties. The Bill will support us to build on our strengths and successes, putting children’s rights at the centre of everything we do.

As a partnership we will work both locally and through the Tayside Collaborative for Children, Young People and Families to continue to develop a rights based approach in our work on child poverty, corporate parenting, child protection, community planning and policy development. We will extend our approach to engaging with young people on their terms and taking action on matters that affect them here in Angus.

We are committed to embedding children’s rights in Angus, ensuring children are treated with dignity and respect and are given a secure future.

Report completed; 12th October 2020

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