

**ANGUS COUNCIL**

**CHILDREN AND LEARNING COMMITTEE – 18 MAY 2021**

**TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES  
ANNUAL REPORT 2019-2020**

**MARK ARMSTRONG, DEPUTE CHIEF EXECUTIVE**

**ABSTRACT**

In 2017, Angus became partners in the Tayside Collaborative for Children, Young People and Families and agreed the [Tayside Plan 2017 – 2020](#). The [annual report 2019 – 2020](#) on progress against actions set out in the Tayside Plan is drafted for submission to Scottish Government. This report seeks approval from Angus Children and Learning Committee to submit the 2019-20 annual report. Following the approval of Angus Children's Rights Report on 17 November 2020, Angus Children and Learning Committee are asked to note the contents of the Tayside Children's Rights Summary Report 2017 – 2020.

**1. RECOMMENDATIONS**

It is recommended that the Committee:

- (i) Approve the annual report on Tayside Plan for Children, Young People and Families 2019-2020
- (ii) Note the Tayside Children's Rights Summary Report 2017 – 2020.

**2. ALIGNMENT TO THE COUNCIL PLAN**

These reports contribute to the following local outcome contained within the Angus Community Plan 2017-2030:

- Children are given the best start in life
- Physical, mental and emotional health and wellbeing is improved
- There are more opportunities for people to achieve success

It also contributes to the priorities in the Tayside Plan for Children, Young People and Families 2017-2020 (extended to 2021) to ensure Tayside is the best place for children and young people to grow up.

**3. BACKGROUND**

- 3.1 Angus Council, as part of Angus Integrated Children's Services, continue as core partners to the Tayside Collaborative for Children, Young People and Families. Part 3 of the Children and Young People (Scotland) Act 2014 requires every local authority and its relevant health board to jointly prepare a Children's Services Plan for the area of the local authority and publish regular updates on the plan. The current plan was intended to run to March 2020 however due to the impact of the Covid-19 pandemic, Angus Children and Learning Committee approved continuation of the current plan to March 2021 (Report no 237/20). There will therefore be a further report on the Tayside plan covering the period up to end of March 2021.
- 3.2 This annual report covers the period April 2019 to March 2020 and reports on collaborative work across the region.
- 3.3 In Tayside, there remains a strong continued commitment to work in partnership with a comprehensive and inclusive approach across a wide range of public bodies, community planning partners (including the third sector) and alongside children, young people and families.
- 3.4 The United Nations on the Convention of the Rights of the Child (UNCRC) is an international treaty setting out specific human rights for children up to the age of 18 years. It reflects the particular needs, vulnerabilities and potential of children and includes for example: the right to

play; the right to be listened to and take part in decisions; and 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.

- 3.5 Part 1 of the Children and Young People (Scotland) Act 2014 ('the 2014 Act') enshrined the United Nations on the Convention of the Rights of the Child (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. 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 their rights.
- 3.6 The [UNCRC \(Incorporation\) \(Scotland\) Bill](#) was introduced to the Scottish Parliament on 1st September 2020 and was passed unanimously on 16th March 2021. The Bill will commence six months from Royal Assent.

## **4. CURRENT POSITION**

### **4.1 Annual Report**

- 4.1.1 The annual report 2019 – 20 highlights the work undertaken against the 5 strategic priorities identified in the plan and progress of each of the priority groups who are charged with delivering improvements in the area:

#### **4.1.2 PG 1: Pre-Birth & Early Years**

Continued co-ordination and delivery of Solihull Approach to parenting training with over 140 Early Years staff having been trained by the end of 2019. Further analysis and learning from the Family Nurse Partnership Programme. Continued work between Maternity Services and Welfare Rights Team on new pathways for pregnant women. A well-received Tayside ELC event providing over 140 leaders an opportunity to reflect on their practice and further their expertise in their roles. Refreshed plans include Leadership in Early Years settings, on-going implementation of the Solihull Approach to Parenting, Support for Families (Welfare and Finance) and Transitions.

#### **4.1.3 PG 2: Learning & Attainment**

Further progress in upskilling more than 150 practitioners in research and critical analysis prior to embarking upon enquiries. 15 schools are involved and supported by the University of Dundee in accessing and engaging with professional literature to underpin their enquiries. The development of a pilot numeracy transition project to support consistency of approaches and improved progress for learners, particularly in the transition from P7 to S1. 30 Headteachers are progressing with the Learning Development and Induction Programme. An initial staff survey on potential for Tayside Curriculum Networks has been completed (with over 140 responses received). New Moderation workstream initiated to review and develop current practice across Tayside in relation to moderation of learning, teaching and assessment. Refreshed plans include Leadership in schools, Curriculum review and refresh, Digital Technology, Moderation, Numeracy and Practitioner Enquiry.

#### **4.1.4 PG 3: Health & Wellbeing**

An Emotional & Mental Health Wellbeing conference held (200 attendees) and Emotional Wellbeing Toolkit launched with both contributing to further work on the related strategy for children and young people. Consultation (with approximately 350 parents and carers) on the Strategy for Parents led to identification of key priorities including access to quality information, development of inclusive and supportive policies and increased community support. Finalising of the draft Child Healthy Weight strategy. Refreshed plans include development of indicators to monitor the implementation and impact of the various Strategies as well as any associated communication plans.

#### **4.1.5 PG 4: Looked After Children, Care Leavers & Young Carers**

This group has focussed on delivering a review of Respite services for parents of children with a disability, leading on a basic regional Young Carers Dataset and review of local digital approaches to consultation and engagement with care experienced young people. Incorporating Care Review findings and The Promise into Corporate Parenting Plans is a future focus and refreshed plans include digital engagement and a self-evaluation against new Secure Care Standards.

#### 4.1.6 **PG 5: Safeguarding & Child Protection**

Refreshed Chronologies guidance has been embedded into practice. Other guidance materials (on Inter-Agency Referral Discussions, as an example) have been refreshed and more widely publicised. Qualitative and quantitative indicators for the Child Protection Committee Shared Dataset have been agreed and implemented. Ongoing analysis of Initial and Significant Case Reviews to help identify and consistently respond to key themes. Refreshed plans include Leadership and Workforce development, emerging strands of work from the completed research on Initial and Significant Case Reviews and from data analysis.

- 4.1.7 As referenced above and in Report no 237/20, the Tayside Plan has been extended to end of March 2021 and therefore a further report on the work from April 2020 – to March 2021 will be prepared and presented to a future committee alongside the refreshed strategic plan for 2021 – 2023.

#### 4.2 **Children's Rights**

- 4.2.1 Angus Children and Learning Committee have previously approved submission of the Angus [Children's Rights Report 2017-2020](#) (17 November 2020 - Report No 277/29). In addition to our local report and as part of our collaborative arrangements, we have produced a summary report for Tayside.

- 4.2.2 The Children's Rights in Tayside summary report (see Appendix 2) covers the period April 2017 to March 2020. This report shows some of the work we have been doing across the Tayside Improvement Collaborative to further children's rights and give full effect to the United Nations on the Convention of the Rights of the Child (UNCRC). This is our first Tayside report on Children's Rights in line with the reporting requirements set out in Part 1 of the Children and Young People (Scotland) Act 2014.

- 4.2.3 The ever-increasing focus on children's rights underpins our work across our five priorities in the Collaborative as detailed above. As Scotland progresses with the incorporation of the United Nations Conventions on the Rights of the Child (UNCRC) through the UNCRC (Incorporation) (Scotland) Bill we are reflecting on the work we are doing across Tayside with a range of partners and using this to inform our next plan to deliver services to children and young people across the Tayside Region, up to 2023. Implementing the Bill in Scotland, will support further progress on realising children's rights and embedding these across Tayside. Progress reports from the five priority groups on the delivery of the respective action plans provide us with the opportunity to consider the impact and progress of embedding the Rights of the Child in Tayside alongside ensuring "Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up".

#### 5. **PROPOSALS**

- 5.1 The Tayside Collaborative annual report for 19/20 is presented to Committee and it is proposed that the report is noted and approved as a true and accurate reflection of work that has taken place.

- 5.2 The Tayside Children's Rights report is supplementary to the Angus Children's Rights report previously approved and should be noted by members. This report will be hosted on the Tay Collaborative website to ensure wide availability.

#### 6. **FINANCIAL IMPLICATIONS**

There are no financial implications arising from this report.

#### 7. **EQUALITY IMPACT ASSESSMENT**

An Equality Impact Assessment is not required.

**NOTE:** No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

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List of Appendices:

Appendix 1 - [The annual report on Tayside Plan for Children, Young People and Families 2019-2020](#)

Appendix 2 - The Tayside Children's Rights Summary Report 2017 – 2020 (attached)



## Equality Impact/Fairer Scotland Duty Assessment Form

(To be completed with reference to Guidance Notes)

### Step 1

**Name of Proposal** (includes e. g. budget savings, committee reports, strategies, policies, procedures, service reviews, functions):

Annual Report Tayside Plan, 19-20

### Step 2

Is this only a **screening** Equality Impact Assessment

**Yes**

**(A)** If Yes, please choose from the following options **all** reasons why a full EIA/FSD is not required:

- |  |            |
|--|------------|
| (i) It does not impact on people   | Yes/No     |
| (ii) It is a percentage increase in fees which has no differential impact on protected characteristics | Yes/No     |
| (iii) It is for information only   | Yes/No     |
| (iv) It is reflective e.g. of budget spend over a financial year                                       | <b>Yes</b> |
| (v) It is technical  | Yes/No     |

If you have answered yes to any of points above, please go to **Step 16**, and sign off the Assessment.

**(B)** If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment	No
Is this a Fairer Scotland Duty Assessment	No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

### Step 3

(i)Lead Directorate/Service:

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

(iii)What is the aim of the proposal? Please give full details.

(iv)Is it a new proposal?      Yes/No      Please indicate      OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function?      Yes/No      Please indicate

### Step 4: Which people does your proposal involve or have consequences for?

Please indicate all which apply:

Employees                      Yes/No

Job Applicants                Yes/No

Service users                 Yes/No

Members of the public      Yes/No

**Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:**

**Internal data** (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

**Internal consultation** (e.g. with staff, trade unions and any other services affected).

**External data** (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

**External consultation** (e.g. partner organisations, national organisations, community groups, other councils).

**Other** (general information as appropriate).

**Step 6: Evidence Gaps.**

Are there any gaps in the equality information you currently hold?      Yes/No

If yes, please state what they are, and what measures you will take to obtain the evidence you need.

**Step 7: Are there potential differential impacts on protected characteristic groups?** Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

**Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.**

Age

**Impact**

Disability

**Impact**

Gender reassignment

**Impact**

Marriage and Civil Partnership

**Impact**

Pregnancy/Maternity

**Impact**

Race - (includes Gypsy Travellers)

**Impact**

Religion or Belief

**Impact**

Sex

**Impact**

Sexual orientation

**Impact**

**Step 8: Consultation with any of the groups potentially affected**

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

If you have not consulted with any group potentially affected, how have you ensured that you can make an informed decision about mitigating action of any negative impact (Step 9)?

**Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?**

**Step 10: If a potentially negative impact has been identified, please state below the justification.**

**Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?**



**Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?**

### **Step 13: FAIRER SCOTLAND DUTY**

This step is only applicable to **strategies** which are key, high level decisions. If your proposal is **not** a strategy, please leave this Step blank, and go to Step 14.

Links to data sources, information etc which you may find useful are in the Guidance.

**Step 13(A) What evidence do you have about any socio-economic disadvantage/inequalities of outcome in relation to this strategic issue?**

**Step 13(B) Please state if there are any gaps in socio-economic evidence for this strategy and how you will take measures to gather the evidence you need.**

**Step 13(C) Are there any potential impacts this strategy may have specifically on the undernoted groupings?** Please remember to take into account any particular impact resulting from **Covid-19**.

**Please state if there is a potentially positive, negative, neutral or unknown impact for each grouping.**

**Low and/or No Wealth** (e.g. those with enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future).

#### **Impact**

**Material Deprivation** (i.e. those unable to access basic goods and services e.g. repair/replace broken electrical goods, warm home, leisure and hobbies).

#### **Impact**

**Area Deprivation** (i.e. where people live (e.g. rural areas), or where they work (e.g. accessibility of transport)).

## **Impact**

**Socio-economic Background** i.e. social class including parents' education, people's employment and income.

## **Impact**

**Other** – please indicate

**Step 13(D) Please state below if there are measures which could be taken to reduce socio-economic disadvantage/inequalities of outcome.**

**Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?**

**Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?**

**Step 16: Sign off and Authorisation.** Please state name, post, and date for each:

Prepared by: Kirsty Lee, Service Leader

Reviewed by: Kathryn Lindsay, Director Children, Families and Justice

Approved by:

NB. There are several worked examples of separate EIA and FSD Assessments in the Guidance which may be of use to you.

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