

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



Tayside
Regional
Improvement Collaborative

Foreword

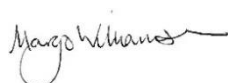
In 2017 we published our first Children's Services Plan for children, young people and families in Tayside, working to our vision that Tayside will be the best place to grow up. We extended this plan to March 2021 as we worked through the Covid-19 pandemic. Reflecting on this plan, on the strengths and 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.



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Angus Council



Barbara Renton
Interim Chief Executive
Perth & Kinross Council

Name 4
Title 4
NHS Tayside

Contents

Page



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1. Introduction	4
2. What we know about our children and families in Tayside?	6
3. Making the Plan	8
4. Our Plan on a Page	11
5. Policy Context	12
6. Tayside Collaborative Working Model; Governance, Leadership and Reporting	16
7. Tayside Priorities	17
• Priority 1	
• Priority 2	
• Priority 3	
• Priority 4	
• Priority 5	
8. Performance Measures and Evidence of Impact	27
9. Appendices	39

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

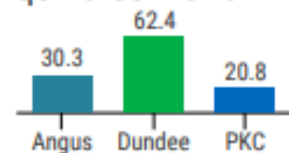
A: 22,850
D: 28,562
P: 29,267

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

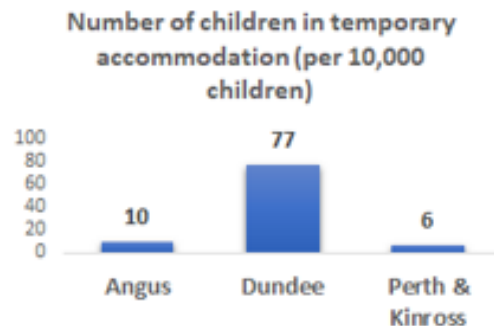
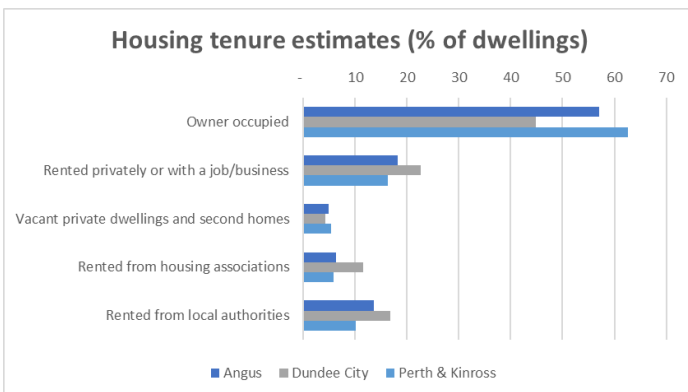
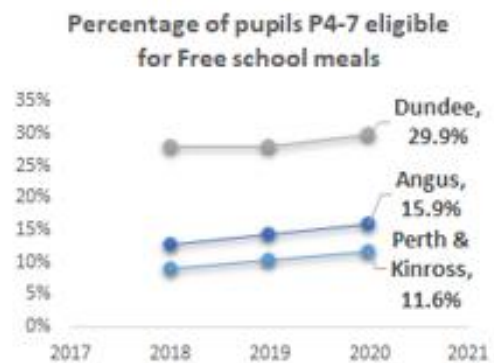
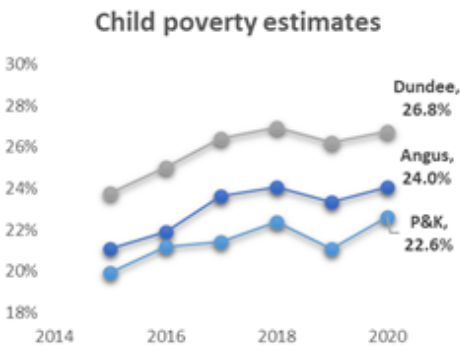
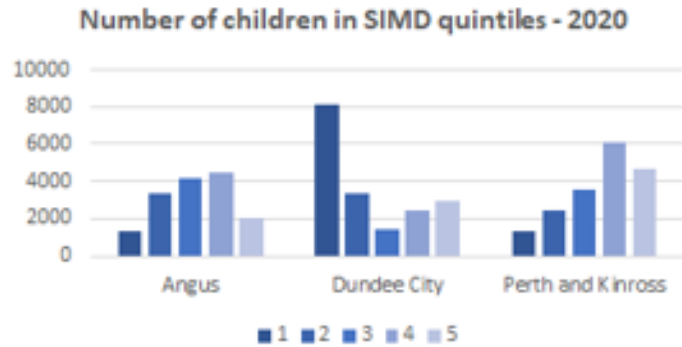
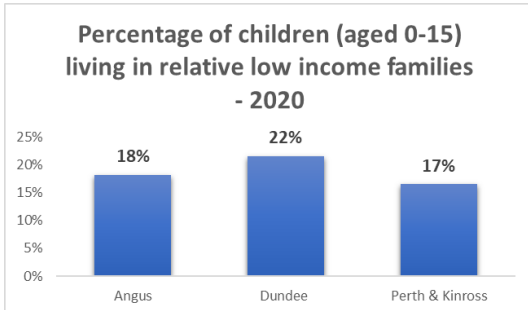
Child healthy weight P1



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

Mental health and wellbeing	Looked-after/ care-experienced children-attainment	Using and understanding evidence	Child healthy weight	Domestic abuse
Learning and attainment	Reducing poverty and inequality	Lived experience and the voice of people who know our services	Family support and early help	Housing and homelessness
Promoting children's rights	Seamless and supported transitions	Substance use	Safeguarding and child protection	Early Years Support

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

National Outcomes			
Our children grow up loved, safe and respected so that they realise their full potential	Our children live in communities that are inclusive, empowered, resilient and safe	Our children are respected, protected, fulfil their human rights and live free from discrimination	We tackle poverty by sharing opportunities, wealth and power more equally
Our collaborative work is built on			
Getting It Right For Every Child	The Promise	Support for Learning: All our children and all their potential	United Nations Convention on the Rights of the Child
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			
Our Five Tayside Priorities		Our Guiding Principles	
<ol style="list-style-type: none"> Our children will have the best start in life in a nurturing environment. Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential. Our children will grow up healthy, confident, and resilient with improved mental and physical health and strengthened emotional wellbeing. Our children, young people and families at risk, who face significant inequalities and disadvantage, will have improved life chances. Our children and young people are safe from harm 		<p>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:</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Making the best use of resources - The benefits of working together on a Tayside basis and across different agencies/services will be clearly stated.</p>	
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).			

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

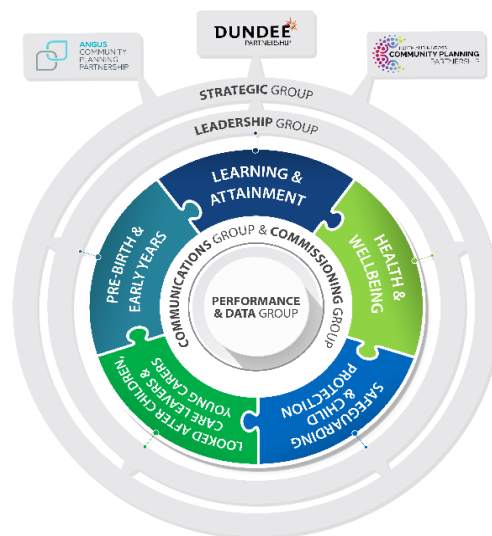
Each of our 5 priorities have an assigned lead appointed by the Leadership Group (see figure 2).

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



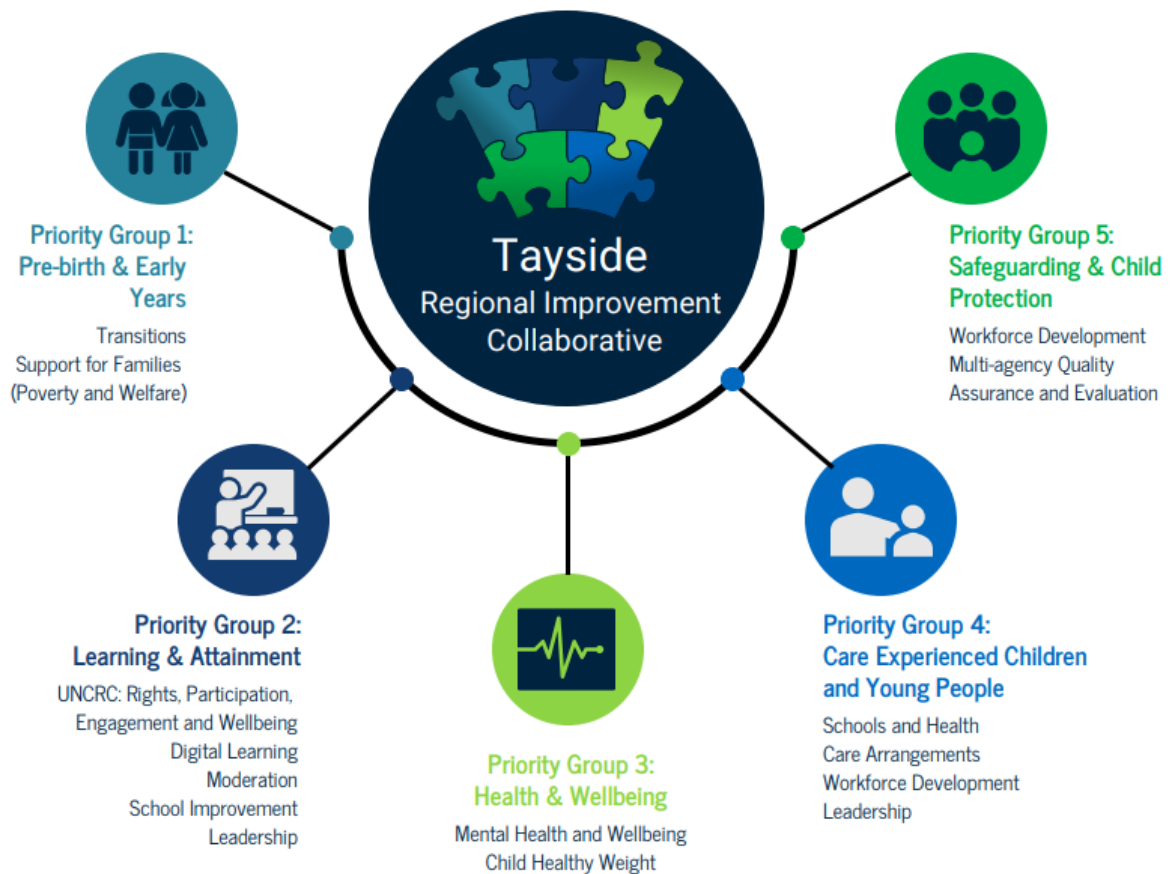
7. Tayside Priorities

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

Focus of Priority Groups - 2021-23



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	<p>Scope improvements and plan actions with representatives from Health and Children and Families Service</p> <p>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</p>	<p>Children will have the interventions and support needed to improve their progress to meeting developmental milestones.</p> <p>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).</p>	<p>% children meeting developmental milestones (increase)</p> <p>% of children with unmet milestones between developmental reviews (reduce)</p> <p>Capture child and family's voices/feedback regarding areas to target and then feedback to evidence impact/change</p> <p>Baseline data identified to track pre- and post-changes.</p>
Support for Families (Welfare and Poverty)	<p>Health professionals will work collaboratively with Welfare Rights Teams (or equivalent across Tayside) to increase and maximise income from social security</p> <p>Effective referral pathways will be established across universal health and educational services</p>	<p>Provision of universal holistic income maximisation service.</p> <p>Financial hardship for families will be reduced and parents will have better access to the benefits they are eligible to receive</p>	<p>Number of referrals</p> <p>Number of pregnant women and parents engaging with advice services</p> <p>Income Generated Benefit gains</p>

Priority Group 2: Learning and Attainment

Workstream	Summary of actions	Summary of outcomes	Potential measures/evidence
<p>United Nations Convention on the Rights of the Child (UNCRC) - rights, relationships, participation and engagement</p>	<p>Focussed interventions to increase attendance, engagement and participation in learning.</p> <p>Professional learning on:</p> <ol style="list-style-type: none"> 1. Relationships and Rights Based Learning 2. Learner Participation events 3. Refreshing Able/CIRCLE use at whole school/Class level <p>Improvement science projects for identified cohorts to focus on improving attendance and engagement, with an overarching principle of addressing issues of equity.</p> <p>Professional learning opportunities around UNCRC, including 'train the trainers' approach to build capacity across Tayside.</p> <p>Establish service level agreements with UNICEF for all authorities to help embed the UNCRC across Education and Children's services.</p> <p>Promote the Rights Respecting School Award in schools to embed key principles of the UNCRC.</p>	<p>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.</p> <p>A minimum of 2% reduction in exclusion rate for an identified cohort of learners across Tayside by June 2022.</p> <p>By June 2022, there will be an increase in participation and engagement in learning for an identified cohort of learners as evidenced by:</p> <ul style="list-style-type: none"> • Model of Improvement individual project data • internal scrutiny reports/attainment data • digital engagement/participation reports <p>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.</p> <p>By June 2023, practitioners at all levels across Tayside will be aware of the impact of UNCRC incorporation on their work.</p> <p>At least 25% of all school staff will have participated in UNCRC professional learning by June 2022.</p> <p>By June 2022, there will be at least a 30% increase in schools engaging and participating in Rights Respecting Schools Award across Tayside.</p> <p>Most young people will be aware of their rights through the UNCRC and this will be evidenced in</p>	<p>Tayside baseline data – attendance data</p> <p>Case Studies (individual learner Model of Improvement project data on increasing attendance and engagement).</p> <p>Parental Surveys</p> <p>Exclusion data for identified cohorts</p> <p>Attendance data for identified cohorts</p> <p>Attainment data for identified cohorts</p> <p>Measures from children and young people's Mental Health Strategy Implementation</p> <p>Number of staff having undertaken professional learning around UNCRC</p> <p>Number of schools participating in Rights Respecting Schools programme</p> <p>Audit of policies and processes updated according to UNCRC</p>

	Adapt policies and processes across the Tayside Regional Improvement Collaborative to incorporate legal aspects of the UNCRC.	<p>school improvement visits and focus groups by June 2022.</p> <p>During the lifetime of this plan (June 2021 – June 2023):</p> <ul style="list-style-type: none"> 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. <p>Policies and processes across Tayside will be UNCRC compliant by June 2023.</p>	
Digital Learning	<p>The Tayside Virtual Campus will be created to pilot delivery of 3 Advanced Higher subjects.</p> <p>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.</p>	<p>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.</p> <p>The Virtual campus range and scope of curriculum offer will be increased in session 2022-2023.</p> <p>60 teachers in Tayside will continue to support the National eLearning offer until December 2021.</p> <p>Increase and maximisation of opportunities for pupil led learning through online delivery (in both the Primary and Secondary sectors) by June 2023.</p> <p>Pupils, parents and teachers to increase engagement with our digital learning opportunities during the lifetime of this plan.</p>	<p>Increased number of presentations in the pilot subjects. SQA data.</p> <p>Feedback from young people participating on the virtual programme</p> <p>Data from Click View on the number of schools engaged and number of pupils/teachers accessing recorded lessons.</p> <p>eSgoil data on number of young people engaged in live and supported study sessions.</p>
	Creation and implementation of a Tayside Digital Strategy.	Audit of current strategies and alignment across Tayside to create a strategy by September 2021.	Feedback from participants on professional learning opportunities.

		Common themes for professional development identified and a professional learning plan created and in place by November 2021.	
	Professional learning opportunities to develop capacity for digital pedagogy across Tayside.	<p>During session 21-22, there will be opportunities for professional learning, open to all schools, on digital pedagogy to enhance learning.</p> <p>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.</p> <p>Professional learning opportunities delivered to support teachers in increasing opportunities for independent learning through online resources.</p>	<p>Number of Tayside practitioners engaging in digital professional learning</p> <p>Practitioner participation in sharing resources and supporting Quality Assurance process.</p> <p>Case studies and feedback from sharing learning network sessions.</p>
	<p>Creation of a virtual learning resource bank to support learners with Additional Support Needs and barriers to learning.</p> <p>(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).</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Improvement in attainment levels for identified cohort of pupils with Additional Support Needs evidenced by June 2023.</p>	<p>Usage and engagement levels (analytics) with:</p> <ul style="list-style-type: none"> • Resource Bank • Virtual Learning Environment course attendance and engagement. <p>Increase in uptake of National Qualification level 1-National Qualification level 3 accredited units and courses across a range of settings.</p> <p>Feedback from learners and teachers (regionally and nationally) on the quality of resources.</p>

		Improved inclusion in learning of identified cohort of Children and Young People with Additional Support Needs.	
Moderation and Assessment	<p>Expand the range of opportunities for regional and national moderation activities to increase teacher confidence and competence.</p> <p>Collaborative delivery of joint In-service days, career long professional learning sessions and Quality Assurance and Moderation Support Officer training.</p>	<p>Greater capacity across Tayside to support practitioners with approaches for learning, teaching and assessment throughout session 2021-2022.</p> <p>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.</p> <p>Improved levels of confidence in school level arrangements to support assessment approaches.</p> <p>Improved levels of teacher confidence and competence in professional judgements.</p>	<p>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.</p> <p>Increased engagement in Moderation events.</p> <p>Number of Quality Assurance and Moderation Support Officers trained.</p> <p>Self-evaluation information of processes in place to support moderation approaches/ reviewing learner progress.</p>
Leadership	<p>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.</p> <p>Establish and develop a Depute Headteachers Collaborative Network and Collaborative Masterclasses.</p>	<p>By June 2022, Headteachers on the programme will have increased:</p> <ul style="list-style-type: none"> • levels of confidence, knowledge and skill in leading change and improvement. • opportunities to collaborate and build professional learning networks across the Regional Improvement Collaborative. <p>By June 2022, Headteachers on the programme will have engaged in professional reading and critical reflection with colleagues.</p> <p>By January 2023, Depute Headteachers on the programme will have increased:</p> <ul style="list-style-type: none"> • 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. 	<p>Pre/post programme self-evaluations of participants on:</p> <ul style="list-style-type: none"> • 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 <p>Evidence of improvements in leadership of change from individual local authority and cross RIC school improvement visits.</p> <p>End of programme 1:1 Coaching Conversations with participants, evaluating development of confidence, knowledge and skill over the programme.</p>

	<p>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.</p>	<ul style="list-style-type: none"> opportunities to engage in professional reading and critical reflection with colleagues. awareness of approaches to leading change and improvement. <p>By January 2023, Depute Headteachers attending the Collaborative Masterclasses will be able to lead change and improvement more effectively.</p>	<p>Case studies of individual change/improvement projects led by Headteachers</p> <p>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.</p> <p>Evaluation of evidence of impact of leadership in submitted small scale study.</p> <p>Post network self-evaluations of impact on:</p> <ul style="list-style-type: none"> awareness of approaches to leading change and improvement levels of engagement in facilitated professional dialogue with colleagues across the RIC <p>Post Collaborative Masterclass self-evaluations on impact of CLPL on individual practice.</p>
School Improvement	<p>Collaborative network established to co-create a toolkit which will develop a more robust, data/evidence informed approach to effective self-evaluation for improvement.</p>	<p>By June 2022, we will have:</p> <ul style="list-style-type: none"> 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. 	<p>Feedback from schools on efficacy of frameworks/toolkit created.</p> <p>Relevant evidence is more robust and mapped closely to the quality indicators in HGIOS4.</p> <p>Improvements in internal and external scrutiny reports around each of the core Qis.</p>
	<p>Professional learning for teachers and school leaders in making effective and sustainable changes for improvement by:</p> <ul style="list-style-type: none"> Developing their understanding of a range 	<p>Course participants will demonstrate:</p> <ul style="list-style-type: none"> increased confidence in effectively identifying areas for improvement by June 2022. 	<p>Numbers of participants and levels of engagement in Improvement Science professional learning sessions.</p> <p>Initial and post-training survey on competence and confidence in undertaking an improvement project.</p>

	<p>of quality improvement tools, including the Model for Improvement</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • increased awareness and development of data literacy and data cultures for improvement in participating schools. <p>Critical colleagues will be identified to engage in professional dialogue which will support/challenge thinking around improvement projects by December 2021 .</p> <p>Teachers and school leaders will share findings from projects to build capacity across the system by June 2022.</p> <p>Participants will be supported to transfer their knowledge/skills from this learning to other areas of improvement.</p>	<p>Measurable progress in selected improvement projects evidenced at individual school level.</p>
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Priority Group 3: Health and Wellbeing

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

			<p>No increase in percentage of Primary 1 children categorised as obese, then working to reduce this figure by 50% by 2030.</p> <p>All parents of under 5s at increased risk of overweight have access to support in adopting a healthy lifestyle for a healthy weight.</p> <p>Physical activity opportunities specifically targeting children and families in SIMD 1&2 areas are identified</p>
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Priority Group 4: Care-experienced Children and Young People

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

	<p>Build capacity to manage and mitigate risk – partnership approaches to sustaining children at home</p> <p>Co-produce regional training programme by March 2022</p>		<p>Quality of holistic multi-agency assessment and decision making gathered from case file audits</p> <p>Development, delivery of and feedback on regional training activity</p>
Leadership and building capacity	<p>Work with Columba 1400 on collaborative, values-based leadership with children and young people at the centre</p> <p>Agreed regional/local outcomes/action plans by December 2021</p>	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. <ul style="list-style-type: none"> • 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 \(taycollab.org.uk\)](https://www.taycollab.org.uk/contact-us)

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