



Meeting(s):	Education and Families Committee	28 August 2017
Report Title:	Children's Services Performance Report 3 Month / 1st Quarter 2017/18	
Reference Number:	CS-16-17-F	
Author / Job Title:	Helen Budge, Director of Children's Services	

Decisions / Action required:

- 1.1 That the Education and Families Committee discuss the contents of this report and make any relevant comments on progress against priorities to inform further activity within the remainder of this year, and the planning process for next and future years.

High Level Summary:

- 2.1 This report summarises the activity and performance of Children's Services Directorate for the first quarter of 2017/18, the three months up to June 2017.

Corporate Priorities and Joint Working:

- 3.1 The recommendation in this report is consistent with the following corporate priorities:

Effective Planning and Performance Management are key features of the Council's priority towards Young People (Our Plan 2016-2020):

"The new Anderson High School and Halls of Residence will have been built and will be providing an excellent learning environment as part of an efficient and effective schools service.

Children and Young People, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.

Shetland Learning Partnership will be providing opportunities for young people to gain workplace experience and vocational qualifications while at school, giving them the skills they need to get jobs or continue into further education.

Vulnerable children and Young People in need of our care and support will continue to be protected from harm.

Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them.

More children will be taking part in physical and cultural activities – developing healthy lifestyles to help them play a full and active part in Shetland community life.”

“Excellent financial management arrangements will make sure we are continuing to keep to a balanced and sustainable budget, and are living within our means”.

“People who use our services will experience excellent standards of customer care”.

“We will have found ways of filling our ‘hard to fill’ posts and increased the number of ways that Young People can join our work-force”.

“The needs of the most vulnerable and hard-to-reach groups will be identified and met, and services will be targeted at those that need them most.”

“More money will be going towards ‘spend to save’ initiatives, providing resources to fund innovative ways of working that save money but help us achieve our desired outcome”.

Key Issues:

- 4.1 The progress on projects and actions continues to be within the timescales set for all projects.

Exempt and/or confidential information:

- 5.1 None.

Implications:

6.1 Service Users and Communities:	There is involvement of service users and communities in a number of the projects. The impacts vary in the specific areas of work.
6.2 Human Resources and Organisational Development:	None arising directly from this report, however, where reviews have the potential to impact on staff within Children’s Services, we will ensure that appropriate consultation and communication takes place with trades unions and employees in line with agreed Council policies and procedures. The ability to fill our hard to fill posts will make a significant positive impact on our workforce delivering council services.
6.3 Equality, Diversity and Human Rights:	None arising directly from this report. SIC is required to make sure our systems are monitored and assessed for any implications in this regard. Delivering these services makes a positive difference to the outcomes of Looked After Children and other vulnerable young people.
6.4 Legal:	There are a number of projects and key actions within the Children’s Services quarter performance overview that have legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.

6.5 Finance:	The actions, measures and risk management described in this report have been delivered within existing approved budgets.	
6.6 Assets and Property:	None.	
6.7 ICT and new technologies:	None.	
6.8 Environmental:	None.	
6.9 Risk Management:	Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.	
6.10 Policy and Delegated Authority:	<p>The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</p> <p>(b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”</p>	
6.11 Previously considered by:	None.	

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Report Finalised: 17 August 2017

Appendices:

Appendix A – Projects and Actions
Appendix B – Performance Indicators and Sickness Absences
Appendix C – Complaints
Appendix D – Risks Managed by Children's Services

Background Documents: n/a

Appendix A - Projects and Actions - Children's Services Directorate

Generated on: 18 August 2017

OUR PLAN 2016-2020

A) YOUNG PEOPLE

1) New Anderson High School



The new Anderson High School and Halls of Residence will have been built and will be providing an excellent learning environment as part of an efficient and effective school service.


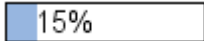

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP006 New Anderson High School	Project Management of new Anderson High School	New build completed on programme and on budget.	Planned Start	01-Jan-2013		Work progressing to current schedule.	Children's Services Directorate
			Actual Start	01-Jan-2013	<div><div style="width: 95%;">95%</div></div>		
			Original Due Date	01-Aug-2016	Expected success		
			Due Date	07-Sep-2017			
			Completed Date		Likely to meet or exceed target		

2) Vulnerable Children and young people's opportunities

Children and young people, particularly those from vulnerable backgrounds, will be accessing the learning and development opportunities that allow them to best fulfil their potential.




Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP138 Northern Alliance	Collaborate effectively in the Northern Alliance to improve aspects of Children's Services delivery.	Progress made in closing the attainment gap. Closer working on education policy.	Planned Start	01-Sep-2015		Head Teachers, Quality Improvement Officers, Executive Managers and the Director of Children's Services are all involved collaboratively in developing strands of the Northern Alliance including leadership, early literacy and tackling inequalities.	Children's Services Directorate; Quality Improvement; Schools
			Actual Start	16-Aug-2016	<div><div style="width: 30%;">30%</div></div>		
			Original Due Date	01-Jul-2020	Expected success		
			Due Date	01-Jul-2020			
			Completed Date		Likely to meet or exceed target		

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP139 Excellence and Equity in Scottish Education	Implement locally the key priorities from the Delivery Plan.	Progress made in closing the attainment gap.	Planned Start	01-Jun-2016		Delivery Plan and timeline shared with all Head Teachers. Governance Review consultation responses being analysed. Workload Review guidance being developed on reporting to parents and forward planning. This will be shared in Term Four of 2016/17 with all head teachers. Pupil Equity Funding allocations have been supported by a half day briefing session for head teachers, and local guidance.	Children's Services Directorate; Quality Improvement
			Actual Start	01-Jun-2016	<div><div>30%</div></div>		
			Original Due Date	01-Jul-2020	Expected success		
			Due Date	01-Jul-2020	 Likely to meet or exceed target		
			Completed Date				

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP149 National Improvement Framework	Implement all strands of the NIF.	Progress made on closing the attainment gap.	Planned Start	01-Apr-2016		Specific support is being provided by our attainment adviser. A working group is in place. Identifying aspects of poverty and deprivation in Shetland to carry out focussed work is a priority. There is also a local project being established to improve early literacy. The Northern Alliance of local authorities also has made two successful bids to the Attainment Challenge Fund which will provide professional development opportunities for central staff, head teachers and other school staff to work together to raise attainment. The Northern Alliance bids have also resulted in a specific additional project in early literacy; three of our schools will participate and work collaboratively with schools across the Alliance. The 2016 data collection has been published. Prior to this, we carried out our own in house analysis. QIOs took school level data compared to Shetland wide, out to all settings as part of their attainment visit. The Delivery Plan will impact on future developments in this area.	Quality Improvement; Schools
			Actual Start	26-Jan-2017			
			Original Due Date	31-Mar-2020	Expected success		
			Due Date	31-Mar-2020			
			Completed Date		Likely to meet or exceed target		




3) Shetland Learning Partnership


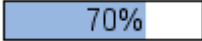

Shetland Learning Partnership will be delivering important opportunities for young people to gain workplace experience and vocational qualifications while at school, equipping them with the skills to enable them to get jobs or continue into further education.


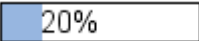


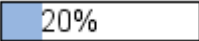




Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 140 Developing the Young Workforce (DYW)	Young people are ready for employment and almost all achieve positive destinations on leaving school.	Operational teams and strategic teams meet the 39 recommendations relating to vocational and Youth employment as laid out in the DYW report.	Planned Start	01-Apr-2016		Four groups have been formed to bring together the 39 recommendations of the DYW report. We are in year three of a seven year action plan. The groups are: The Regional Group, comprising industry and some public sector representatives, the Steering Group, made up of representatives from across the various skills sectors, the Project Team, made up of representatives from different services, and the Head Teacher group. Almost all of the recommendations that can be taken forward at a local level are in development. Funding bid was presented to the National DYW Group on 6 December 2016. We await the outcome of that. Skills Investment Group now formed as part of the Community Planning Partnership umbrella. This group will now oversee progress against a number of the DYW recommendations. This is a multi agency group. This means that our DYW Steering Group is no longer required. DYW bid for funding was successful. Funding will run for three years from 3 April 2017.	Quality Improvement; Schools
			Actual Start	01-Dec-2015			
			Original Due Date	31-Mar-2017	Expected success		
			Due Date	31-Mar-2020			
			Completed Date		Likely to meet or exceed target		

4) Protecting vulnerable children and young people

Vulnerable children and young people in need of our care and support will be protected from harm.

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 141 Early Learning and Childcare	Develop the provision early learning and childcare to meet national requirements.	Shetland to be able to offer 1140 hours of early learning and childcare by 2020.	Planned Start	01-Apr-2016		Planning underway for Blueprint infrastructure model for delivery. Blueprint for Early Years consultation responses have been submitted and the bid for trials money has been successful. A trial at Urafirth Primary School is due to commence in April 2017. A Project Board has been set up. A delivery model is being drafted which will set out requirements for infrastructure changes, workforce development and additional staffing. The Scottish Government have announced capital and revenue allocations for 2017/18, and require a strategic plan to be submitted by each local authority by 29 September 2017. Scottish Government have now published their Action Plan and their Planning Guidance to support local authorities.	Quality Improvement
			Actual Start	16-Aug-2016			
			Original Due Date	31-Mar-2020	Expected success		
			Due Date	31-Mar-2020			
			Completed Date		Likely to meet or exceed target		

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 142 Corporate Parenting Strategy	Monitor the implementation of the Corporate Parenting Strategy to help ensure that our looked after children have the same opportunities to succeed as their non-looked after peers.	Our looked after children and care leavers are supported by the corporate parent to achieve outcomes similar to the broader population of young people in Shetland.	Planned Start	01-May-2016		Corporate Parenting Strategy was signed off at a meeting of the Shetland Partnership in June 2017. An Implementation Officer is in position, for six months to progress.	Children's Services Directorate
			Actual Start	01-May-2016			
			Original Due Date	30-Sep-2017	Expected success		
			Due Date	30-Sep-2017			
			Completed Date		Likely to meet or exceed target		

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 144 Permanency	Children in need of long term care do not experience unnecessary delay	Clear and timely decision making with regard to permanency.	Planned Start	01-Apr-2016		Work continues, in partnership with CELCIS and the Scottish Government, to achieve excellence in permanency	Children's Services Directorate
			Actual Start	01-Apr-2016			
			Original Due Date	01-May-2020	Expected success		
			Due Date	01-May-2020			
			Completed Date		Experiencing issues, risk of failure to meet target		
Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 145 Residential and Foster Care	Build capacity in our residential and foster care resources.	Children requiring to live out with their family can do so in the Shetland community unless there is a significant level of need that cannot be met from within Shetland resources	Planned Start	01-Nov-2015		Business Case for residential services currently being developed.	Children's Services Directorate
			Actual Start	01-Nov-2015			
			Original Due Date	30-Nov-2016	Expected success		
			Due Date	01-Apr-2018			
			Completed Date		Experiencing issues, risk of failure to meet target		
Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP148 Emotional Wellbeing Project	Improved emotional wellbeing and resilience for our children and young people.	Improved emotional resilience and intelligence for all children and young people. Sustain children in their families, when it is the right thing to do. Vulnerable children achieve equality in achievement of a positive destination.	Planned Start	01-Jun-2016		A Spend to Save Application with full business case was submitted in December 2016.	Children's Services Directorate
			Actual Start	01-Jun-2016			
			Original Due Date	01-Jun-2022	Expected success		
			Due Date	01-Jun-2022			
			Completed Date		Likely to meet or exceed target		

5) Listen to young people

Young people will feel that their voices are being heard by the council, having regular opportunities to put forward their thoughts on the issues that affect them.

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 146 Participation Strategy for Shetland's Young People	We will ensure schools are involved in the development of the Participation Strategy for Shetland's young people.	The children and young people across Shetland's views will be heard.	Planned Start	01-Aug-2016		Draft Participation Strategy presented to Integrated Children and Young People's Strategic Planning Group.	Children's Services Directorate
			Actual Start	01-Aug-2016			
			Original Due Date	31-Aug-2017	Expected success		
			Due Date	01-Apr-2018			
			Completed Date		Likely to meet or exceed target		

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP 147 Consultation with Young People	Consultation with young people will be a priority in all areas of the Directorate.	All areas of the Directorate will engage appropriately with children and young people on their service area.	Planned Start	01-Sep-2016		Who Cares commissioned to advocate for looked after and vulnerable children and young people.	Children's Services Directorate
			Actual Start	17-Feb-2017			
			Original Due Date	31-Jul-2017	Expected success		
			Due Date	01-Apr-2018			
			Completed Date		Likely to meet or exceed target		

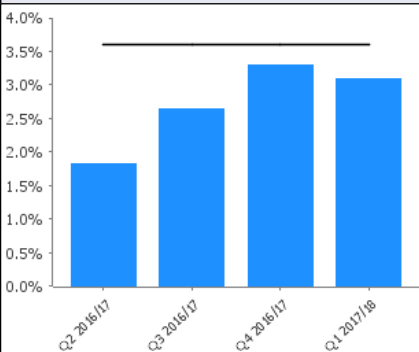
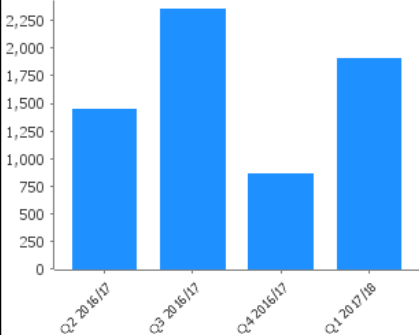
6) Physical and cultural activities

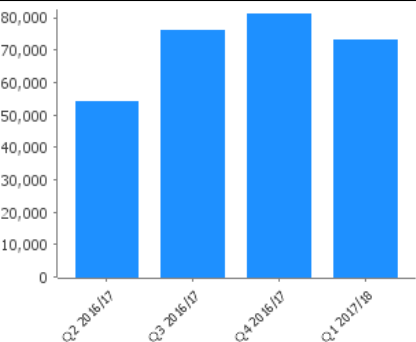
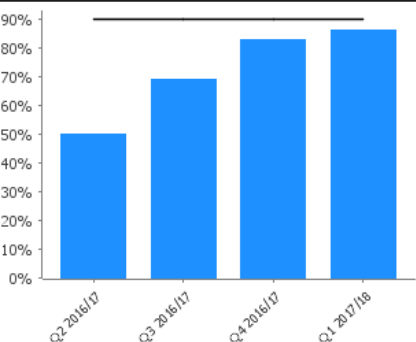
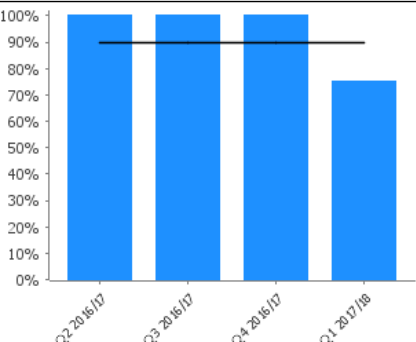
More children will be taking part in physical and cultural activities – developing healthy lifestyles for playing a full and active part in Shetland community life.

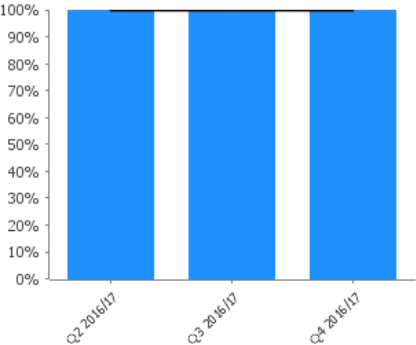
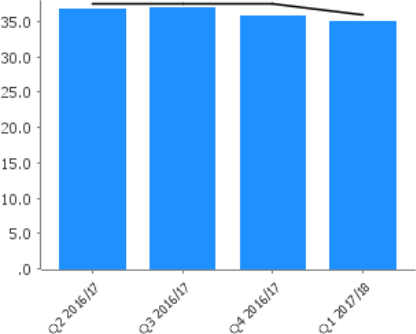
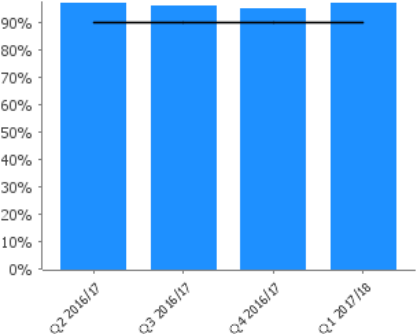
Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP115 Active Shetland - A Strategy for Physical Activity and Sport	Undertake consultation and publish the new Active Shetland - A Strategy for Physical Activity and Sports Strategy for Shetland 2017 - 22.	Clear strategic direction and efficient use of resources agreed for sport and physical activity in Shetland through community and stakeholder consultation. Increased likelihood of individuals being more physically active and reaching their potential in sport.	Planned Start	01-Apr-2015		The Shetland Sporting Partnership - Strategic Group have undertaken a public consultation review of the current Sports Strategy, which also included seeking priorities for the development of the new Shetland Physical Activity and Sports Strategy. The findings of this review were presented to the Shetland Partnership Board on 25 October 2016 and a Shetland Sports Forum on 16 November 2016. Final drafting of the strategy has been undertaken during February and March 2017.	Children's Services Directorate
			Actual Start	18-May-2016			
			Original Due Date	31-Mar-2017	Expected success		
			Due Date	31-Mar-2018			
			Completed Date		Likely to meet or exceed target		

Appendix B Performance Indicators (Quarterly)- Children's Services Directorate

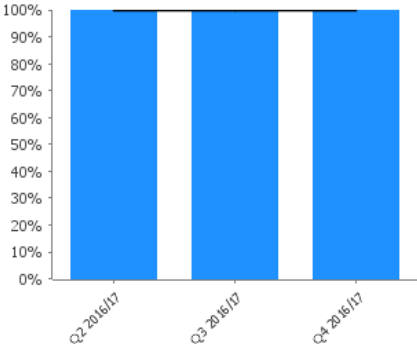
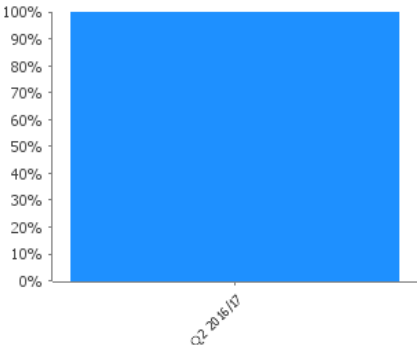
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	Previous Years		Quarters						
Code & Short Name	2015/16	2016/17	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
OPI-4C-B Sick %age - Children's Services Directorate	2.9%	2.5%	1.8%	2.6%	3.3%	3.1%	3.6%		Sickness levels are up on same quarter as last year but remain below target. Absence levels being closely monitored by Executive Managers and Team Leaders.
OPI-4E-B Overtime Hours - Children's Services Directorate	6,250	5,748	1,439	2,359	863	1,910			Janitors' overtime in AHS has increased due to increased number of school lets.

	Previous Years		Quarters						
Code & Short Name	2015/16	2016/17	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
OPI-4G-B Employee Miles Claimed - Children's Services Directorate	308,597	293,882	54,299	75,884	81,226	72,980			Pattern of mileage claims and opening of Windybrae have increased the number of mileage claims.
CF01 LAC reviews done within required timescales	88%	71%	50%	69%	83%	86%	90%		The figures continue to show an improvement in meeting the statutory timescales for LAC Reviews. There were 2 LAC cases held outwith timescales for this period, one due to client family illness.
CF06 Number of Case Conferences held within 21 days of decision to progress	100%	100%	100%	100%	100%	75%	90%		Target consistently being met. One Case Conference held outwith 21 days due to family reasons.

	Previous Years		Quarters						
Code & Short Name	2015/16	2016/17	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
CR01 Annual Inspection Reports - Children's Residential properties graded as 'Adequate' or better	100%	100%	100%	100%	100%		100%	 <p>A bar chart with a vertical axis from 0% to 100% in 10% increments. The horizontal axis has three labels: Q2 2016/17, Q3 2016/17, and Q4 2016/17. All three bars are blue and reach the 100% mark. A horizontal line is drawn at the 100% level.</p>	Performance: Consistently meeting all Care Inspectorate inspection standards. No inspections completed in Q1. Improvement: Maintain existing standards within existing resources.
LB01 Number of library items issued quarterly (1,000s)	147.9	144.8	36.7	37.0	35.8	35.0	36.0	 <p>A bar chart with a vertical axis from 0 to 35.0 in 5.0 increments. The horizontal axis has four labels: Q2 2016/17, Q3 2016/17, Q4 2016/17, and Q1 2017/18. The bars are blue with values of approximately 36.7, 37.0, 35.8, and 35.0 respectively. A horizontal line is drawn at the 36.0 target level.</p>	Performance: Slightly under target, but we expect a increase next quarter because of summer reading promotions. Improvement: Continued promotions and review of ebooks services this year.
SL01 All play areas inspected at least 4 times a year	97%	95%	97%	96%	95%	97%	90%	 <p>A bar chart with a vertical axis from 0% to 90% in 10% increments. The horizontal axis has four labels: Q2 2016/17, Q3 2016/17, Q4 2016/17, and Q1 2017/18. The bars are blue with values of 97%, 95%, 96%, and 97% respectively. A horizontal line is drawn at the 90% target level.</p>	Performance Statement: Target met for the first quarter of 2017/18 with inspections being completed routinely. Improvement Statement: Ensure all targets continue to be met within existing resources.

	Previous Years		Quarters						
Code & Short Name	2015/16	2016/17	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
SL06 Room bookings in Islesburgh - % of rooms in use	56.58%	59.75%	45.67%	63%	76%	65%	60%		Performance Statement: Target met for the first quarter of 2017-18 with high level of room bookings throughout the week. Improvement Statement: To maintain high level of usage within current operational and budgetary constraints.
SQ04 Attendance rates - primary school pupils	95.9%	95.65%	96.9%	94.3%	94.9%	95.6%	95.1%		Performance: Consistently higher than national average (95.1%) over the course of the year. Improvement: To be monitored quarterly to maintain high levels.
SQ05 Attendance rates - secondary school pupils	93.2%	92.93%	93.4%	91.7%	92.5%	93.5%	91.9%		Performance Consistently higher than national average over the course of the year (91.9%). Improvement: To be monitored quarterly to maintain high levels.

	Previous Years		Quarters						
Code & Short Name	2015/16	2016/17	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Target		
SQ06 Positive inspection reports of pre-school settings	100%	100%	100%	100%	100%		100%		<p>Performance: Consistently meeting all Care Inspectorate inspection standards. No inspections completed in Q1.</p> <p>Improvement: Quality Improvement will continue to monitor this excellent position to ensure it is maintained.</p>
SQ07 Positive inspection reports for schools	100%	100%	100%				100%		<p>Performance: Consistently meeting all Care Inspectorate inspection standards. No inspections completed in last 3 quarters.</p> <p>Improvement: Quality Improvement will continue to monitor this excellent position to ensure it is maintained.</p>

Appendix B (cont) - Sickness Absences - All Directorates (for comparison)

NOTE: Sickness absences are very seasonal, therefore this quarter is compared to the same quarter last year (rather than compared to the previous quarter).

Generated on: 15 August 2017

Short Name	Previous Years				Last year	This year
	2013/14	2014/15	2015/16	2016/17	Q1 2016/17	Q1 2017/18
	Value	Value	Value	Value	Value	Value
Sickness Percentage - Whole Council	3.6%	4.2%	3.7%	3.1%	2.6%	3.8%
Sick %age - Chief Executive's "Directorate"	1.4%	2.4%	3.6%	1.2%	0.5%	1.1%
Sick %age - Children's Services Directorate	2.8%	3.7%	2.9%	2.5%	2.3%	3.1%
Sick %age - Community Health & Social Care Directorate	6.0%	6.0%	5.6%	5.2%	4.1%	7.2%
Sick %age - Corporate Services Directorate	1.6%	2.4%	1.8%	1.9%	0.8%	2.1%
Sick %age - Development Directorate	2.7%	4.2%	3.5%	3.0%	2.2%	2.1%
Sick %age - Infrastructure Directorate	3.4%	4.0%	3.8%	2.4%	2.5%	2.8%

Appendix C - Complaints - Children's Services Directorate

This shows all complaints that were open during the Quarter.
Frontline complaints should be closed within 5 working days
Investigations should be closed within 20 working days

Generated on: 15 August 2017

Failure to provide a service

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-16/17-598	Investigation	07-Mar-2017	Closed	04-Apr-2017	Children's Services Directorate	20	Upheld
COM-16/17-602	Investigation	14-Mar-2017	Closed	08-May-2017	Children's Services Directorate	39	Upheld
COM-17/18-642	Frontline	23-Jun-2017	Closed	30-Jun-2017	Schools	27	Not Upheld

Standard of service received

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-17/18-625	Frontline	10-Apr-2017	Closed	10-Apr-2017	Schools	10	Upheld
COM-17/18-628	Frontline	03-May-2017	Closed	08-May-2017	Schools	3	Upheld
COM-17/18-640	Frontline	20-Jun-2017	Closed	23-Jun-2017	Schools	3	Partially Upheld
COM-17/18-643	Frontline	26-Jun-2017	Closed	30-Jun-2017	Schools	5	Upheld

Dissatisfaction with Council policy

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-16/17-599	Investigation	13-Mar-2017	Closed	02-May-2017	Schools	36	Not Upheld

Behaviour/Attitude of staff

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-17/18-636	Frontline	12-Jun-2017	Closed	21-Jun-2017	Schools	9	Upheld
COM-17/18-641	Frontline	23-Jun-2017	Closed	29-Jun-2017	Schools	4	Upheld

Disagreement with decision made

ID	Stage Title	Received Date	Status	Closed Date	Service/Directorate	Days Elapsed	Complaint Upheld?
COM-17/18-634	Frontline	22-May-2017	Closed	23-May-2017	Schools	1	Upheld

Risk Assessment for Children's Services

Appendix D

Category	Corporate Plan	Risk & Details	Current			Risk Profile			Current and Planned Control Measures	Controlled			Risk Profile			Responsible Officer
			Likelihood		Impact					Likelihood		Impact				
Corporate	F1. Our "20 by '20" - Leadership & Management	EC0026 - Professional - OtherFailure to deliver major AHS build project on time and on budget. Complex project involving several external parties, following a methodology not previously used by the Council Design Build Financial Model (DBFM) which increases the risk of the project going off track. However, financial close was achieved in July 2015, and construction has commenced. A lack of understanding of DBFM, project management failure or partner failure can lead to project delay and/or budget rises, negative reaction in press and public. Project completion is currently anticipated for Sept 2017.	Possible	3	Significant	3	Medium	9	• Project risk register which is closely monitored and managed	Unlikely	2	Significant	3	Medium	6	Mark Boden
Directorate	F1. Our "20 by '20" - Leadership & Management	EC0016 - Accidents /Injuries - Staff/Pupils/ Clients/OthersChildren's Services has a large number of staff across many services. A failure or lapse in professional standards, or unforeseen incident could cause or lead to injury or harm to staff in the course of their employment, impact on communities, litigation, liability, press interest.	Possible	3	Significant	3	Medium	9	• DMT to review PIN stats and policies. MAPA training (new CALM) for staffMay '16 update - MAPA training underway. PIN stats analysis requested	Possible	3	Minor	2	Medium	6	Helen Budge
Directorate	F1. Our "20 by '20" - Leadership & Management	EC0018 - Breach of Legislation - Data Protection, Human Rights, Employment Practice, Health and Safety etcChildren's Services operate within a complex legislative environment and is required to comply with national and local policies including equalities, etc, a breach of any of these could lead to a failure to meet statutory objectives, Care Inspectorate/ Health and Safety investigation, Poor report, censure, HSE improvement/ prohibition notice or prosecution	Rare	1	Significant	3	Low	3	• Wide-ranging GIRFEC training delivered and rolled out by CS staff inc to ASN service, implement of DPA training,Comply with ERD policy to ensure training needs are met. FOISA training being provided for staff. •Safety Section to be asked to review schools risk assessments in order to identify gaps and support staff with trainingand other input as and when identified	Rare	1	Minor	2	Low	2	Helen Budge

Directorate	F1. Our "20 by '20" - Leadership & Management	EC0020 - Deadlines - failure to meet Organisation works within the, sometimes conflicting requirements for confidentiality, to meet FOISA, address complaints and be transparent and publicly accountable.	Possible	3	Significant	3	Medium	9	• System and plan in place to ensure new complaints are recorded and managed consistently. SW is carrying out a piece of work to ensure that complaints are handled consistently. Covalent access and understanding is improving. CSMT have proposed a Head Teacher to participate in complaints review.	Unlikely	2	Significant	3	Medium	6	Helen Budge
Directorate	F5. Our "20 by '20" - Standards of Governance	EC0019 - Publicity - bad Children's Services operates within the requirements of FOISA, confidentiality and public accountability. These different priorities can conflict. Communications and media misperception continues to be a challenge. A failure to share information/ mis-perception by media or incident can lead to negative media coverage & reputational damage	Possible	3	Significant	3	Medium	9	• Communications Policy/ Strategy is followed by staff, major projects have specific communications strategies as required under PRINCE2, e.g. Quality Improvement Framework.	Unlikely	2	Significant	3	Medium	6	Helen Budge
Directorate	F5. Our "20 by '20" - Standards of Governance	EC0022 - Key staff - loss of Children's Services has a large cohort of staff with many specialist teaching posts. Shetland is a small place with a limited pool of labour. Also, unemployment is low. Vacant posts are difficult to fill, and this is acute in some areas. Retirement or resignation, particularly in specialist posts in secondary, can lead to recruitment costs, on-going vacancies and pressure on	Possible	3	Major	4	High	12	• Recruitment and selection policy is being reviewed, transfer agreement in place to support the efficient use of resources.Regular monitoring of workforce profile information including recruitment and retention is carried out to be able to respond appropriately where there are hot spots. A further review of social work by the Chief Social worker in partnership with HR will also inform where further changes can be made.	Possible	3	Significant	3	Medium	9	Helen Budge
Directorate	F8. Our "20 by '20" - Efficient	EC0017 - Economic / Financial - Other EC0017 - Economic / Financial - Other - Children's Services is required to make significant savings as part of the organisation's Medium Term Financial Plan. If savings projects fail or are delayed, the Service/ Directorate will fail to make the required savings, organisation wont meet requirements of MTFP.	Almost Certain	5	Major	4	High	20	• Children's Services continues to work towards realising efficiency savings	Unlikely	2	Significant	3	Medium	6	Helen Budge

Operational	A4. Young People - Protecting vulnerable children and young people	EC0025 - Breach of Legislation - Data Protection, Human Rights, Employment Practice, Health and Safety etcMisplaced or lost Unencrypted Pen Drives by member of staff, containing sensitive information regarding pupils with additional support needs. A current work stream is in place to address this but until that is complete, the risk remains live. In the interim, further (temporary) controls have been put in place following an incident.	Possible	3	Significant	3	Medium	9	• Check to ensure that confidential/Sensitive information is held securely. Work plan in place - staff to meet with rep from Legal and the Team Leader, Admin Services, to review electronic data management. Children's Services employee currently reviewing Children's Services paper records. Once those pieces of work are complete, further requirements will be identified and work plan timetabled. pen drives now encrypted, and staff reminded about risk and controls.	Rare	1	Minor	2	Low	2	Helen Budge
Operational	D5. Community Strength - Vulnerable people's opportunities	EC0011 - Health and safety - Statutory inspectionsHayfield House is a large building with 96 staff. A Serious incident, including loss of life or serious injury, Loss of part or all of the building, Failure to ensure regular health and safety checks are carried out within Hayfield House could lead to a HSE inspection/ investigation. Could result in Legal and Financial Implications, Service delivery disrupted or stopped.	Unlikely	2	Major	4	Medium	8	• Regular Safety ChecksBuilding Services - PAT testing - annual Fire Risk Assessment and Plan reviewed annually Weekly fire alarm checks Yearly fire evacuation drills Annual check of fire fighting equipment Building checklist emailed to management team - 11 Oct 2016 Monthly safety checks including emergency lighting etc ☐Business Continuity Plan in place	Rare	1	Significant	3	Low	3	Helen Budge



Meeting(s):	Education and Families Committee	28 August 2017
Report Title:	Management Accounts for Education and Families Committee: 2017/18 – Projected Outturn at Quarter 1	
Reference Number:	F-064-F	
Author / Job Title:	Jonathan Belford, Executive Manager - Finance	

1.0 Decisions / Action required:

1.1 The Education and Families Committee RESOLVES to:

- 1.1.1 review the Management Accounts showing the projected outturn position at Quarter 1; and
- 1.1.2 agree the actions set out by the Director of Children's Services in paragraph 4.3 to mitigate the estimated overspend.

2.0 High Level Summary:

- 2.1 The purpose of this report is to enable the Education and Families Committee to monitor the financial performance of services within its remit to ensure that Members are aware of the forecast income and expenditure and the impact that this will have with regard to delivering the approved budget. This report shows the projected financial consequence of the service performance detailed in the Children's Services and Development Directorate performance reports, and allows the Committee the opportunity to provide early instruction to officers to address any forecast overspends in order that the budget is delivered by the year-end.
- 2.2 On 15 February 2017 (SIC Min Ref: 7/17) the Council approved the 2017/18 revenue and capital budgets for the Council (including the General Fund, Harbour Account, Housing Revenue Account and Spend to Save) requiring a draw from reserves of £12.252m. It is vital to the economic wellbeing of the Council that the financial resources are managed effectively and expenditure and income is delivered in line with the budget, as any overspends will result in a further draw on reserves and would be evidence that the Council is living beyond its means.
- 2.3 This report forms part of the financial governance and stewardship framework which ensures that the financial position of the Council is acknowledged, understood and quantified on a regular basis. It provides assurance to the Corporate Management Team and the Committee that resources are being managed effectively and allows corrective action to be taken where necessary.
- 2.4 Since the approval of the 2017/18 budget, revisions to the budget have been incorporated for the Council's budget carry-forward scheme. Therefore this report refers to the revised budget that is now in place for each of the services.

3.0	Corporate Priorities and Joint Working:
3.1	There is a specific objective in the Corporate Plan that the Council will have excellent financial management arrangements to ensure that it continues to keep a balanced and sustainable budget, and is living within its means; and that the Council continues to pursue a range of measures which will enable effective and successful management of its finances over the medium to long term. This involves correct alignment of the Council's resources with its priorities and expected outcomes, and maintaining a strong and resilient balance sheet.
4.0	Key Issues:
4.1	This report presents the projected outturn position for 2017/18 as at the end of the first quarter for revenue and capital. The forecasts have been determined by Finance Services after consultation with the relevant budget responsible officers.
4.2	The projected revenue outturn position for Education and Families Committee is an overspend of £473k (1%), which means the services in this Committee area are collectively projected to spend more than their approved budget.
4.3	Children's Services Directorate monitors and discusses the budget position regularly at our management team meetings including sickness and maternity cover. The vacant posts will be advertised again.
4.4	The projected capital outturn position for Education and Families Committee is on target which means the services in this Committee area are collectively projected to spend within their Council approved budget.
4.5	See appendices 1 and 2 attached for detailed information on the revenue and capital outturn positions.
4.6	Provision was made in the Council's 2017/18 budget for cost pressures and contingencies. This budget is to cover Council-wide issues. It is held centrally by the Executive Manager - Finance.
4.7	Cost pressures are recurring in nature and increase the base cost of the service being delivered, eg pay awards, whereas contingency items are deemed non-recurring and likely to vary year on year, eg ferry breakdown costs.
4.8	This approach assists the Council to mitigate any spending risks. However, it is expected that services will endeavour, in the first instance, to meet any additional costs from within existing resources.
4.9	An allocation of £106k has been made to the Children's Services Directorate from the cost pressure/contingency budget to meet the costs of holiday pay and the 1% increase in pension costs for non-teaching staff.
4.10	No other cost pressure or contingency budget has been applied to date.
5.0	Exempt and/or confidential information:
5.1	None.

6.0 Implications :	
6.1 Service Users, Patients and Communities:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.2 Human Resources and Organisational Development:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.3 Equality, Diversity and Human Rights:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.4 Legal:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.5 Finance:	<p>The 2017/18 Council budget does not require a draw on reserves in excess of the returns that the fund managers can make on average in a year, and therefore demonstrates that the Council is living within its means. To achieve this, a one-off underspend from the 2016/17 budget has been used to balance the General Fund. This is a one-off solution for 2017/18.</p> <p>For every £1m of reserves spent in excess of a sustainable level will mean that the Council will have to make additional savings of £73k each year in the future as a result of not being able to invest that £1m with fund managers to make a return.</p> <p>It is therefore vital that the Council delivers its 2017/18 budget. This report demonstrates that the services under the remit of the Education and Families Committee are collectively projecting to spend more than their Council approved budget.</p>
6.6 Assets and Property:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.7 ICT and new technologies:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.8 Environmental:	Any implications in relation to the actions and service provision in this report will be included in the Directors of Children's Services and Development's Performance Management reports.
6.9 Risk Management:	<p>There are numerous risks involved in the delivery of services and the awareness of these risks is critical to successful financial management.</p> <p>From a financial perspective, risks are an integral part of planning for the future, as assumptions are required to be made. These assumptions can be affected by many internal and</p>

	<p>external factors, such as supply and demand, which may have a detrimental financial impact.</p> <p>The main financial risks for services reporting to this Committee are</p> <ul style="list-style-type: none"> • Additional costs in relocation and ongoing running costs of the current and new AHS; • Demand for supported accommodation and support in schools may vary due to either demand or legislation; and • Changes to school rolls resulting in additional teaching staff required. <p>This report is part of the framework that provides assurance, or recognition of any deviation from the budget that may place the Council in a financially challenging position and requires remedial action.</p> <p>The Council makes provision within its budget for cost pressures and contingencies that may arise. This approach provides additional confidence for the Council to be able to mitigate any adverse financial circumstances.</p> <p>A strong balance sheet and the availability of usable reserves ensure that the Council is prepared for significant unforeseen events.</p> <p>Any draw on reserves beyond the Council's sustainable level would have an adverse impact on the level of returns from the Council's long-term investments. This situation would require to be addressed quickly to ensure no long term erosion of the investments.</p>	
6.10 Policy and Delegated Authority:	<p>Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Committee may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. The Council approved both revenue and capital budgets for the 2017/18 financial year. This report provides information to enable the Committee to ensure that the services within its remit are operating within the approved budgets.</p> <p>The Council's Financial Regulations state that the Executive Manager - Finance has a responsibility to ensure that detailed monitoring by Directors and Executive Managers is carried out and that the Council will determine the reporting content, timescale, frequency and receiving committee(s) required for monitoring statements and the Executive Manager - Finance will be responsible for ensuring compliance with this.</p>	
6.11 Previously considered by:	<i>n/a</i>	<i>n/a</i>

Contact Details:

Laura Gray, Senior Assistant Accountant. lauragray@shetland.gov.uk 10/08/2017

Appendices:

Appendix 1 – Education and Families Committee Projected Revenue Outturn Position for 2017/18

Appendix 2 –Education and Families Committee Projected Capital Outturn Position for 2017/18

Background Documents:

SIC Budget Book 2017/18, SIC 15 February 2017

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=20520>

Education and Families Committee

1. Projected Revenue Outturn Position 2017/18

Service	2017/18 Revised Annual Budget Q1	2017/18 Projected Outturn at Q1	2017/18 Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos
	£000	£000	£000
Director of Children's Services	1,650	1,650	0
Children and Families	1,191	1,269	(78)
Children's Resources	4,300	4,422	(122)
Library	852	846	6
Quality Improvement/Schools	29,984	30,264	(280)
Sport and Leisure	1,106	1,106	0
Community Planning and Development	339	338	1
Total Controllable Costs	39,422	39,895	(473)

An explanation for the main variances by service at quarter 1 is set out below.

1.1 Director of Children's Services - projected outturn on target

There are no significant variances in this service area.

1.2 Children and Families - projected outturn overspend (£78k) (6%)

This projected overspend is mainly due to the use of agency staff to cover vacancies at a net costs of £59k.

1.3 Children's Resources - projected outturn overspend (£122k) (3%)

This projected overspend relates to the need to open and staff a further property within residential services to accommodate a young person on island.

1.4 Library - projected outturn underspend £6k (1%)

There are no significant variances in this service area.

1.5 Quality Improvement/Schools - projected outturn overspend (£280k) (1%)

This projected overspend relates to:

- An increased need for ASN support that has been identified (£100k);
- An increase in employee costs due to maternity/sickness cover (£150k);
- An additional 6 primary teachers required from August due to increasing primary school rolls (£180k).

These projected overspends are partially offset by underspends on property rates across the Schools service.

1.6 Sport and Leisure - projected outturn on target

There are no significant variances in this service area.

1.7 Community Planning and Development - projected underspend £1k (0.2%)

There are no significant variances in this service area.

Education and Families Committee

2. Projected Capital Outturn Position 2017/18

Service	2017/18 Revised Annual Budget Q1 £000	Projected Outturn at Q1 £000	2017/18 Budget v Proj. Outturn Variance at Q1 (Adv)/ Pos
			£000
Quality Improvement/Schools	6,759	6,759	0
Total Controllable Costs	6,759	6,759	0

An explanation for the main variances is set out below.

2.1 Quality Improvement/Schools - projected outturn on target

There are no significant variances in this service area.



Meeting(s):	Education and Families Committee Policy and Resources Committee Shetland Islands Council	28 August 2017 29 August 2017 30 August 2017
Report Title:	Corporate Parenting Strategy	
Reference Number:	CS-13-17-F	
Author / Job Title:	Scott Hunter, Executive Manager, Children's Resources	

1.0 Decisions / Action required:

- 1.1 That the Education and Families Committee RECOMMENDS to the Policy and Resources Committee approval of the Corporate Parenting Strategy, and that the Policy and Resources Committee recommends that the Council ADOPTS the Corporate Parenting Strategy, and agrees that it replaces the Looked After Children's Strategy with Part A of the Council's Constitution and Policy Framework, to be managed by the Education and Families Committee
- 1.2 That the Education and Families Committee RECOMMENDS that the Council appoints the Chair of the Education and Families Committee as Chair of the Corporate Parenting Board, and a further two elected members nominated by the Education and Families Committee to be appointed to the Corporate Parenting Board.

2.0 High Level Summary:

- 2.1 The Strategy (Appendix 1) is ambitious in its reach and aims to provide a framework to allow transformational change in how services and the broader community responds to the needs of looked after children and care leavers.
- 2.2 The Strategy discharges Shetland Islands Council responsibility in terms of the Children and Young People (Scotland) Act 2014 for reporting to Scottish Government which is due to start in April 2018.
- 2.3 *In line with Statutory Guidance the Strategy will:*
 - Be alert to matters which, or which might, adversely affect the wellbeing of children and young people to whom corporate parenting applies;
 - Assess the needs of those children and young people for the services and support they provide;
 - Promote the interests of those children and young people;

- Provide those children and young people with opportunities to participate in activities designed to promote their wellbeing;
- Take such action as it considers appropriate to help those children and young people to (i) access the opportunities it provides, and (ii) make use of services, and access support, which it provides;
- Take such action as it considers appropriate for the purposes of improving the way in which it exercises its functions in relation to the children and young people to whom corporate parenting applies.

3.0 Corporate Priorities and Joint Working:

3.1 The Corporate Parenting Strategy delivers on a number of corporate priorities including:

Shetland Islands Council:

Young People

- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
- Vulnerable children and young people in need of our care and support will continue to be protected from harm.
- Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on the issues that affect them.
- More children will be taking part in physical and cultural activities – developing healthy lifestyles to help them play a full and active part in Shetland community life.

Community Strength

- People in Shetland will be feeling more empowered, listened to and supported to take decisions on things that affect them, and to make positive changes in their lives and their communities.
- People, particularly those from vulnerable backgrounds, will be getting access to the learning and development opportunities that allow them to best fulfil their potential.

20 for 20

- 5: High standards of governance, that is, the rules on how we are governed, will mean that the council is operating effectively and the decisions we take are based on evidence and supported by effective assessments of options and potential effects.
- 8: We will be working in a more effective way, allowing us to cope with reduced resources. Processes that add no obvious value will have been replaced with more proportionate approaches based on effectively managing risks.

- 11: Our approach to managing the risks we face will have resulted in a more risk-aware organisation that avoids high-risk activities.
- 14: The needs of the most vulnerable and hard-to-reach groups will be identified and met, and services will be targeted at those that need them most.
- 20: We will be an organisation that encourages creativity, expects co-operation between services and supports the development of new ways of working.

Children's Services Planning

The strategy supports a number of work streams across children's services including:

- Integrated Children's Services Plan Priority 3 – Reducing Inequalities
- Children's Resources Service Priority – To facilitate delivery of the Corporate Parenting Strategy

Community Planning:

Local Outcome Improvement Plan

Priority A: To ensure the needs of our most vulnerable children and young people are met

Priority A 1.4: Delivery of the Corporate Parenting Strategy

Priority B: Improve mental health and resilience

Priority B 2.1: We will support individuals to be part of their community, to reduce loneliness and increase community connectedness

On Da Level: Achieving a Fairer Shetland

Priority B: *Reduce the number of families who are struggling to thrive by contributing to the broader approach of breaking negative cycles within families.*

3.2 Corporate parents are under a duty to collaborate with each other, in so far as it is reasonably practical, when exercising their corporate parenting duties; Section 60 requires all corporate parents to collaborate with each other, in so far as is reasonably practicable, when exercising their corporate parenting duties, where they consider that doing so would safeguard or promote the wellbeing of looked after children and care leavers. Collaboration may involve (but is not restricted to):

- (a) sharing information,
- (b) providing advice or assistance,
- (c) co-ordinating activities (and seeking to prevent unnecessary duplication),
- (d) sharing responsibility for action,
- (e) funding activities jointly,
- (f) exercising functions jointly (for example, by publishing a joint plan or joint report).

3.3	Joint working is at the heart of the strategy and the priorities were identified as a result of a series of seminars attended by those working with, and supporting, looked after children and care leavers which was facilitated by CELCIS in 2016. It is notable to clarify for committee that the strategy sets out priorities that the partnership can deliver on however, there is still a requirement for individual corporate parents to have relevant corporate parenting strategies within their own service areas.
3.4	The implementation of corporate parenting strategies across Scotland is recognised as a key strategic task requiring corporate support to implement. Initial scope of work and discussions within Children's Services would reflect Shetland's similar experience in relation to the resource challenge implementation is bringing. Work is to be progressed to seek the funding for a Corporate Parenting Officer to support the partnership and Corporate Parenting Board.
4.0	Key Issues:
4.1	<p>In approving the Strategy (approved by the Shetland Partnership) the Education and Families Committee, Policy and Resources Committee and Council may wish to note and consider in more detail the following key issues:</p> <ul style="list-style-type: none"> • The statutory duties placed on corporate parents under the legislation and guidance and; • The Strategy as a means to discharge these responsibilities; • The status of looked after children and care leavers within the Shetland community; • The allocation of human resources to support the Strategy outcomes and in particular how other authorities have resourced Corporate Parenting Officers to support implementation of corporate parenting strategies.
5.0	Exempt and/or confidential information:
5.1	None.
6.0	Implications:
6.1 Service Users, Patients and Communities:	The corporate parenting strategy seeks to improve outcomes for looked after children and care leavers through a transformational change in service delivery to one where presumption of entitlement to a service is assumed.
6.2 Human Resources and Organisational Development:	The strategy asks partnership staff to shift perception in relation to how we support looked after children and care leavers. This will require support and leadership at all levels to shift cultures over the lifetime of the strategy.
6.3 Equality, Diversity and Human Rights:	The strategy seeks to strengthen the Partnerships ability to promote and protect the rights of looked after children, young people and care leavers.
6.4 Legal:	The strategy discharges certain statutory duties in relation to the Children and Young People (Scotland) Act 2014 in relation to service planning and corporate parenting.

6.5 Finance:	It is anticipated that changes required as a result of this strategy will be met from existing budgets. Additional resources will need to be found to support implementation of the strategy.
6.6 Assets and Property:	None.
6.7 ICT and new technologies:	None.
6.8 Environmental:	None.
6.9 Risk Management:	Risk management of the delivery of the strategy will primarily be through the corporate parenting board and agency risk registers. Non implementation will see Shetland Islands Council vulnerable to challenge given the statutory nature of the duty.
6.10 Policy and Delegated Authority:	<p>In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, matters relating to Children's Resources stand referred to the Education and Families Committee, which has responsibility for discharging the powers and duties of the Council within its functional areas, in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.</p> <p>The Corporate Parenting Strategy [formerly the Looked After Children's Strategy] is a specific plan contained within the Council's Policy Framework set out in the Council's constitution (Part A – 3(2)) to be prepared and performance managed by the Education and Families Committee. Approving, adapting or amending any plan within the policy framework is reserved to the Council (Part A – 3(1)), taking advice from the Policy and Resources Committee, in accordance with Section 2.2.1 of the Council's Scheme of Administration and Delegations.</p>
6.11 Previously considered by:	Shetland Partnership, 21 June 2017.

Contact Details:

Scott Hunter, Executive Manager Children's Resources
scott.hunter@shetland.gov.uk

01595 74 4476

Report Finalised: 18 August 2017

Appendices:

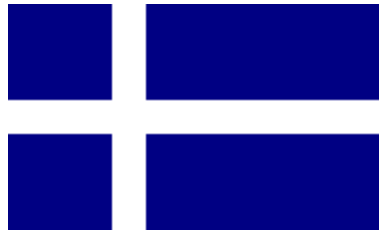
Appendix 1: Shetland Partnership Corporate Parenting Strategy

Background Documents:

Corporate Parenting Statutory Guidance
Care Leavers Covenant

There are further links contained within the Strategy document

END



The Shetland Partnership

Corporate Parenting Strategy 2017 – 2020

***For Shetland's Looked After Children,
Young People and Care Leavers***

Our Pledge: *As corporate parents, we will ensure you feel safe, loved, supported and cared for. We will respect and listen to you and involve you wherever possible. This is our pledge and our promise to you.*

What is Corporate Parenting?

The Shetland Partnerships:

“Performance of actions necessary to uphold the rights and safeguard the wellbeing of (our) looked after children and care leavers, and through which physical, emotional, spiritual, social and educational development is promoted.”

Statutory Guidance on Corporate Parenting (August 2015).

CONTENTS

Introduction from the Shetland Partnership

Part 1 - Context

Why we need a strategy
National and local context
Outcomes for Looked After Children and care leavers
Our legal duties
Who is a Looked After Child?
Who is a care leaver?
Who is a corporate parent?

Part 2 – Our Priorities and how we will achieve the objectives of the strategy

Reducing the number of Looked After Children: The Placement Methodology 2017 – 2020
Improving outcomes for Looked After Children
The Integrated Children's Services Plan 2017 – 2020
Corporate Parenting into Adulthood Framework

Priority 1: *Looked After Children and Care Leavers Are Healthy and Experience Positive Mental Health and Well Being*

Priority 2: *Looked After Children and Care Leavers Successfully Gain a Stable Home*

Priority 3: *Looked After Children and Care Leavers Have Access to Responsive Education and Training Facilities That Prepare Them for the Work Place*

Priority 4: *Care Leavers Have Access to a Range of Employment Opportunities Including the Shetland Partnership Family Firm*

Priority 5: *Looked After Children and Care Leavers Are Supported to Stay Out of the Criminal Justice System Wherever Possible*

Priority 6: *Looked After Children and Care Leavers Rights Are Promoted and Protected by the Shetland Partnership and Their Views Considered on Matters Affecting Them*

Enablers:

Everyone in the Local Authority being an effective corporate parent
The role of Shetland Islands Councillors
The role of Shetland Islands Council Officers and partner agencies
How we will involve Looked After Children and care leavers
The Governance Arrangements

Appendix 1: Key legislation and guidance

Appendix 2: Data at January 2017

Introduction

We are pleased to introduce the Corporate Parenting Strategy for Shetland for 2017 – 2020. This is a statutory, progressive three-year plan which sets the framework within which Shetland Partnership agencies will work with our community planning partners to improve the lives of our looked after children, young people and care leavers.

This Corporate Parenting Strategy replaces our long running Looked After Children Strategy which delivered a number of significant outcomes for our looked after children. This strategy provides an agreed set of priorities and sets out the direction of travel for all of us working with, and for, our looked after children, young people and care leavers to ensure we make the biggest difference in the shortest possible time. At the heart of this strategy is partnership working and a commitment across the Corporate Parent to ensure we go far beyond fulfilling our statutory obligations.

The Shetland Partnership is clear that the wellbeing of our looked after children and young people is of the highest priority and this is reflected in the Local Outcome Improvement Plan. As statutory partners we have a particular duty of care to all our looked after children, young people and care leavers. We know that looked after children and young people are amongst the most vulnerable in our community, and that all too often their life chances are restricted. We have a responsibility and a commitment to them to change this.

Through implementation of the Corporate Parenting Strategy, we will strive to ensure that our looked after children, young people and care leavers have the best possible start in life that Shetland can offer them. We will support them and care for them as our own, and ensure they grow up and have every opportunity to take their place as active citizens in their community.

Signed

Councillor Cecil Smith
Leader Shetland Islands Council
Chair – Shetland Partnership

Councillor George Smith
Chair Education and Families Committee
Shetland Islands Council

Mark Boden
Chief Executive
Shetland Islands Council

Martha Nicolson
Chief Social Work Officer
Shetland Islands Council

Part 1 - Context

Why we need a Strategy

Most importantly, we need a Corporate Parenting strategy to help support children who come into care as the majority of Looked After Children need extra support in their lives because they've experienced a lot of disruption and hurt. Their experiences make it harder for them to do as well as they could for example in their school, health and in their relationships. We also require a Corporate Parenting strategy as there is a statutory requirement that each local authority publishes one to show how they are improving outcomes for looked after children.

Children and young people who are care experienced or who are looked after have the poorest outcomes of all children and young people in Scotland. Evidence suggests that:

- 50% of the adult prison population were looked after at some time
- 30% of looked after children become homeless
- 50% of looked after children have a mental health issue
- 4% of care leavers go onto higher education

Corporate Parenting as a concept exists to try and improve these outcomes, and to improve the level of respect people have for the rights of care leavers and looked after children and young people.

The Shetland Partnership Corporate Parenting Strategy supersedes the looked after children strategy and looks at the areas that are needed to support children, young people and care leavers over the next 3 years. The strategy will focus on 6 key areas linked to the Scottish Care Leavers Covenant. These are:

- Health and Wellbeing
- Housing and Accommodation
- Education and Training
- Employment
- Youth and Criminal Justice
- Rights and Participation

National and local context

The Children and Young People (Scotland) Act 2014 was passed by the Scottish Parliament on 19 February 2014 and received Royal Assent on 27 March 2014. This legislation is a key part of the Scottish Government's strategy for making Scotland the best place in the world to grow up. Composed of 18 distinct Parts the Act makes important changes to a wide range of areas that impact on the lives of children and young people, and those of their families and carers.

In particular, Part 9 of the Act places new corporate parenting duties on a wide range of publicly funded organisations, increasing the breadth and depth of support available to looked after children and young people, and those leaving care. Specifically, the duties introduced by Part 9 of the Act create new drivers to support organisations to work individually as well as together to deliver better outcomes for looked after children and young people.

The broader policy objectives of the Bill are to:

- Ensure that children’s rights properly influence the design and delivery of policies and services by placing new duties on the Scottish Ministers and the public sector and by increasing the powers of Scotland’s Commissioner for Children and Young People;
- Improve the way services support children and families by promoting co-operation between services, with the child at the centre;
- Strengthen the role of early years support in children’s and families’ lives by increasing the amount and flexibility of funded early learning and childcare;
- Ensure better permanence planning for looked after children by improving support for kinship carers, families and care leavers, extending corporate parenting across the public sector, and putting Scotland’s National Adoption Register on a statutory footing; and
- Strengthen existing legislation that affects children and young people by making procedural and technical changes in the areas of children’s hearings support arrangements, secure accommodation placements, and school closures
- Extend leaving care support up to age 25 from the previous age of 21. It is anticipated that this will allow for more natural support to care leavers to be provided by their corporate parents – mirroring what happens in families across Scotland
- Protect access to childcare for preschool children who have been at any time, or are currently looked after, by the Authority or in Kinship Care since turning the age of 2

The Scottish Government made the decision to legislate in this area because there was widespread belief that not enough was being achieved by policy alone and in this respect the implementation of Part 9 should be seen in the context of previous policy documents *“We Can and Must Do Better”* (2007) and *“These Are Our Bairns – A Guide for Community Planning Partnerships”* (2008).

The Act and the statutory guidance that accompanies it recommends that local authorities develop and publish their new integrated children’s services plans and new corporate parent plans separately but within the wider context of joint children’s planning. This Corporate Parenting Strategy has been launched in 2017 to create a cohesive planning cycle with the new integrated children’s services plan, which also covers the period 2017 – 2020.

Our vision for looked after children in Shetland is that they have the same opportunities to succeed as their non-looked after peers and that every child, will have a stable, loving and nurturing home, where they are connected and supported to achieve their potential.

This strategy links directly to the Corporate Plan and Local Outcome Improvement Plan “Shetland is the best place for children and young people to grow up” and to Shetland Island’s Council priority in the Corporate Plan to achieve ‘the best possible start for every child’. Particular reference is made to our commitments to ensure vulnerable children and young people in need of care and support will be protected from harm and that young people will feel that their voices are being heard by the council. The strategy supports the

vision and priorities of the Integrated Children's Services Plan 2017 – 2020 and the Children's Services Directorate Plan 2017 - 2020.

The Shetland Partnership believes that children and young people should be brought up in their family wherever possible. When this is not possible we will work together to strengthen families to ensure they have every opportunity to be the best parents and carers possible. When children and young people can no longer live at home, we will provide a warm and nurturing alternative where carers understand and respond actively to the impact of trauma on children and young people and advocate on their behalf. We will also ensure that timely decisions are made in securing permanence for children and young people.

The Shetland Partnership wants all our looked after children and young people to fulfil their potential and take their place in the Shetland community. As such, we will all share a commitment to:

- Understand and respond to the impact of trauma on life chances for looked after children and young people now and into their adulthood
- Listen, and respond to, the lived experience of our looked after children, young people and care leavers
- Ensuring our looked after children, young people and care leavers can access play, sporting, leisure and cultural opportunities that develops their interests
- Ensuring our looked after children, young people and care leavers receive quality health services that are responsive to their needs

Outcomes for Looked After Children and Care Leavers

National research and our local experience confirm that generally looked after children and young people are much more likely to face poorer life experiences. We know that some looked after young people do achieve positive outcomes. Unfortunately, however for some young people, the outcomes are much less positive, and can result in lower educational attainment, significant under achievement and life chances that are largely reduced.

Generally, looked after children and young people have greater emotional challenges, greater financial worries, a lack of family and friendship networks, and greater challenges around sustaining accommodation, further and higher education, and employment. National research indicates that looked after children do best when they:

- Are supported by adults who genuinely care about looked after children
- Have consistent and stable care arrangements
- Are encouraged and supported to participate
- Have social workers who spend time with them and take an interest in their lives
- Have social workers and others in authority take decisive action where their needs are not being met
- Are supported in education
- Are supported to become independent when they leave care

Getting it Right for Every Child

Getting it Right for Every Child (GIRFEC) is the national approach that strives to achieve consistency across agencies that are working to improve the outcomes for children, young people and families. It has ten core components and a set of values and principles. It focuses on ensuring that the needs of children and families are at the centre of any decision-making and interventions, and that they are given the best possible start in life. The underlying principle of Getting It Right for Every Child is to ensure that, appropriate agencies intervene at the earliest possible stage where there are signs of difficulty, to avoid only intervening when the situation has reached crisis point.

Through the GIRFEC Framework, we will work locally with parents and carers to ensure the achievement of the 'SHANARRI' well-being indicators for all children, including our looked after children and young people:

- **Safe** - Every looked after child and young person will have safe care and living arrangements, these will be monitored and action taken if required.
- **Healthy** - Every looked after child and young person will have their health needs assessed and addressed.
- **Active** - Every looked after child and young person will be encouraged to lead an active life
- **Nurtured** - Every looked after child and young person will have stable and secure living arrangements.
- **Achieving** - Every looked after child and young person will be encouraged and supported to achieve their potential.
- **Respected** - Every looked after child and young person will be respected by those who look after them.
- **Responsible** - Every looked after child and young person will be encourage to be responsible for their actions and provided with opportunities which allow them to develop these skills.
- **Included** - Every looked after child and young person will be included in their community and in the society of Stirling and Clackmannanshire.

Our Corporate Parenting statutory duties

Shetland Islands Council has a statutory duty to publish a corporate parenting plan and report on progress. The governance arrangements are set out later in the document.

The Children and Young People (Scotland) Act 2014 states that corporate parenting applies to:

- every child who is look after by a local authority, and
- every young person who -
 - (i) Is under the age of 26, and
 - (ii) Was, but is no longer looked after by a local authority

Part 9 (Section 58) of the Act sets out the responsibilities of corporate parents towards children and young people. These responsibilities are legal duties that every corporate parent must fulfil. The six duties are:

- Be alert to matters which might adversely affect the wellbeing of looked after children and care leavers;
- Assessing the needs of those children and young people for services and support they provide;
- Promoting the interests of those children and young people
- Seeking to provide looked after children and care leavers with opportunities to participate in activities designed to promote their wellbeing;
- Taking action to help looked after children and care leavers:
 - Access opportunities to improve wellbeing and
 - Make use of services, and access the support, which they provide and;
- Taking any other action to improve the way in which it exercises the corporate parenting function

A wide range of legislation, guidance and regulations provides the framework for actions to take place, but the end purpose of them all is the same: to secure nurturing, positive childhoods, from which these vulnerable children and young people can develop into successful learners, confident individuals, responsible citizens and effective contributors.

Who is a Looked After Child?

Many children have experiences, which result in the need for extra care, support or protection from public agencies and in very serious cases; some children become 'looked after'. This means Shetland Islands Council takes on some legal responsibility for the care and wellbeing of the child. This care could be with a foster parent, at home with their parents, with other family members (kinship carers), prospective adopters, in residential care homes or in a group care setting such as a residential school or secure setting.

Children and young people can become looked after for a number of reasons however, in every case they will have been through a traumatic or difficult life experience or trauma, which can result in instability, distress, poor emotional and physical health, or lack of social and educational development.

The Legal definition of looked after child or young person is one who is:

- Subject to a compulsory supervision order under Section 70 of the Children (Scotland) Act 1995;
- Subject to a Permanence Order under Section 80 of the Adoption and Children (Scotland) Act 2007;
- Accommodated by the local authority under Section 25 of the Children (Scotland) Act 1995.

For clarity, the term *looked after* includes those children and young people who are living at home with birth parent(s) and/or other family members and who are subject to a supervision requirement made by a Children's hearing. It also refers to those children who are accommodated away from home, living with foster or kinship carers, in residential homes, residential schools or secure units.

Who is a care leaver?

A 'care leaver' is a young person who has been 'looked after' by Shetland Islands Council for a specified period up to their school leaving age. This includes young people looked after at home, not just those provided with accommodation by the local authority, such as residential or foster care.

The Children and Young People (Scotland) Act 2014 introduced new legislation and entitlements to support for care leavers – this is called *continuing care*. Now all young people in residential, foster or kinship care born after April 1999 will have the right stay in their placement until the age of 21. The right to aftercare, and all corporate parenting duties, will be available to all care leavers up to their 26th birthday.

Who is a Corporate Parent?

The 24 organisations, who are Corporate Parents, in legislation, within the Shetland context:

Scottish Ministers	Shetland Islands Council	NHS Shetland	Shetland College / Highland & Islands University
Principal Reporter	The Scottish Children's Reporters Administration	National Convenor of Children's Hearing Scotland	Children's Hearing Scotland
Health Improvement Scotland	NHS Scotland	Scottish Qualifications Authority	Social Care and Social Work Improvement Scotland
Scottish Social Services Council	Scottish Sports Council	Chief Constable Police Scotland	Police Scotland

Scottish Fire and Rescue Service	Scottish Legal Aid Board	Commissioner for Children and Young People in Scotland	Mental Welfare Commission
Scottish Housing Regulator	Bord na Gaidhlig	Creative Scotland	Skills Development Scotland

Part 2 – Our Priorities and How we will achieve the objectives of the strategy

Reducing the number of Looked After Children: The Placement Methodology 2017 – 2020

The Children's Social Work Placement Methodology consists of a number of key actions in relation to creating services that support children to remain in their homes and where this is not possible high quality out of home care is provided within a context of timeous permanence planning. Key actions from this approach that are relevant to the Corporate Parenting Plan include:

- Development of universal family support services to rebalance care away from out of home placements using evidence based interventions – a re profiling of care placements.
- Increasing the number of foster carers with an initial focus on teenage placements
- Creating a culture of prevention through strengthening tier 2 service provision. In the first instance through implementation of the Incredible Years Model for 2 – 6 year olds in partnership with NHS Shetland and extension of the Theraplay intervention.
- Creating new gateway processes for off island placements including regular reviews to ensure priority is given to these children and young people when resources become available in Shetland
- Creating a rights based culture where compulsory measures of care are in place, wherever possible, prior to any admission to care
- Reshaping our workforce taking into account SSSC Workforce Regulation and level 9 requirements for residential childcare from 2017 onwards.
- Pursuing the residential business plan for residential care in Shetland 2017 – 2025 to ensure a residential estate is in place to meet medium to long term needs

Improving outcomes for Looked After Children – Closing the Attainment Gap

When considering Looked After Children in Shetland our numbers are too low to provide statistical significance. Nevertheless, we do know that Looked After Children experience significant disadvantage and educational outcomes are significantly lower than the national average.

The Scottish Government has now placed the priority of reducing the attainment gap created by disadvantage onto a statutory footing. Annually, the Scottish Government will publish its National Improvement Framework setting out to local authorities the areas in which it must reduce the attainment gap. In December 2016, the first National Improvement Framework was published and identified the following areas for improvement:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

In moving these forward in Shetland the Quality Improvement Service will regularly track the progress of all Looked After children, and we will challenge schools to ensure they are achieving their potential, and where present what proactive steps are being taken to reduce disadvantage.

The new Integrated Children's Services Plan 2017 – 2020 has three key priorities which are:

1. Strengthening Families
2. Reducing Inequalities
3. Emotional Health and Wellbeing

The measure and indicators of improvement in the Plan will ensure we prioritise our Looked After Children in taking forward these priorities in Shetland. Updated annual action plans and reporting requirements on the Plan will ensure all partners are accountable for that improvement.

Corporate Parenting into Adulthood Framework – Closing the Implementation Gap

Implementing policy in relation to Corporate Parenting effectively is a recognised challenge. Childcare policies, particularly for care leavers, can take a long time to become part of mainstream everyday practice. Successfully and meaningfully implementing the Act needs on-going political commitment from Shetland Islands Council and the Shetland Partnership, with leadership to support organisations and services to go beyond mere compliance to aspire to excellence.

Good parents aim to do much more than the basics for their children and young people, Shetland's looked after children, and care leavers should expect their corporate parents to do the same.

Implementing the Corporate Parenting agenda will have significant long-term implications for the public purse. We recognise the challenges this poses, especially in the current medium term financial climate that covers the period of this strategy. However, investing in good practice and adopting 'Staying Put' to improve the future for care leavers will support Shetland's corporate parents to meet their legal and ethical responsibilities towards looked after children and care leavers, and will be more cost-effective in the long term.

By endorsing the principles of the Scottish Care Leavers Covenant and putting the actions outlined in the Agenda for Change at the heart of Shetland's Corporate Parenting Plan,

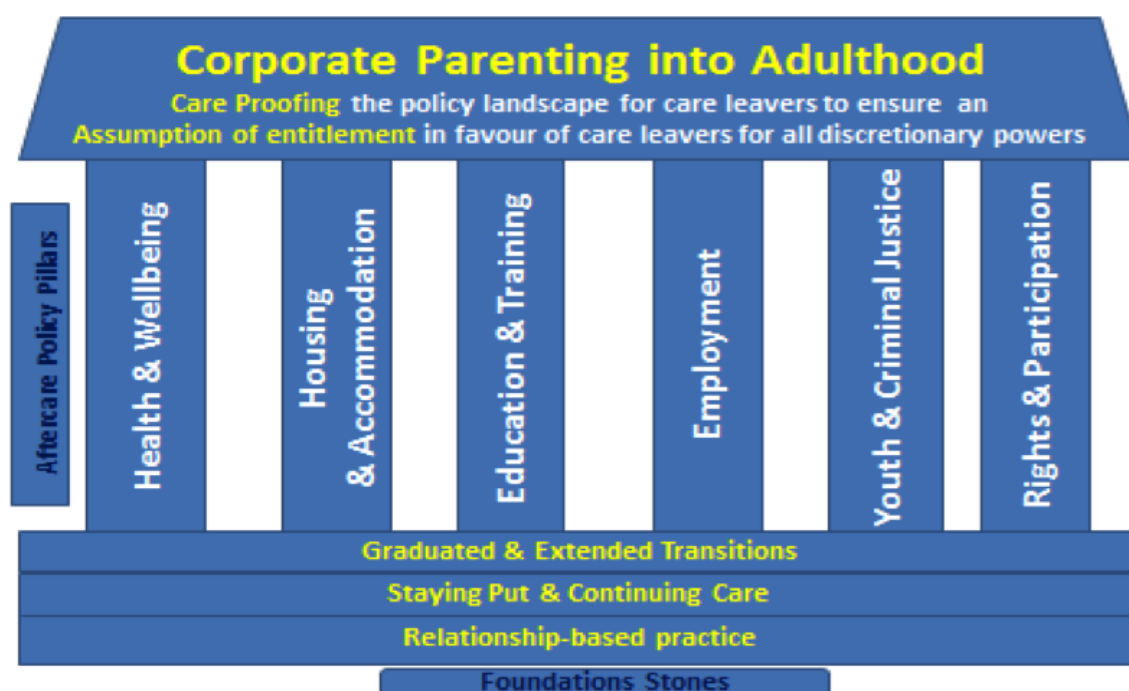
Shetland's corporate parents will be better able to fulfil their duties and realise their ambitions for their care leavers.

To do this the Corporate Parenting Strategy outlines a range of actions and practice changes across key policy themes, which need to be delivered consistently by all relevant corporate parents across Shetland. These identified actions are informed by research evidence, current practice and the voices and experiences of looked after young people and care leavers.

The key priorities are:

- Health and Wellbeing
- Housing and Accommodation
- Education and Training
- Employment
- Youth and Criminal Justice
- Rights and Participation

The priorities can be represented as:



Our Priorities 2017 – 2020

Our strategy will consist of six priorities which will have a range of measurements to allow us to know when we are achieving our priorities. Our priorities are shown below:

Priority 1: *Looked After Children and Care Leavers Are Healthy and Experience Positive Mental Health and Well Being*

Outcome 1:

- Our looked after children experience improved health and wellbeing
- The health inequalities gap between looked after children and their peers is reduced

Lead Officer: Kate Kenmuir, Child & Family Health Manager, NHS Shetland

Our Commitment	Measurement	Due Date
Corporate Parents will make sure you have access to services so you, and they, know how healthy you are and to make sure plans are in place to ensure your health and wellbeing	<ol style="list-style-type: none"> 1. Percentage of Looked After Children registered with local GP and Dentist 2. Percentage of Looked After Children receiving annual medical checks 	
Corporate Parents will support you to attend appointments and get the support, advice and guidance you need to maintain your health and wellbeing	<ol style="list-style-type: none"> 1. Percentage of appointments kept by Looked After Children 2. Number of identified health needs being met 	
Corporate Parents will make sure your carers can help you with being healthy and making healthy choices	<ol style="list-style-type: none"> 1. Number of health and wellbeing training events attended by Corporate Parents 2. Percentage of Corporate Parents reporting that they feel able to support Looked After Children and Care Leavers make healthy choices 	
Corporate Parents will enable you to be part of decisions made about your health	<ol style="list-style-type: none"> 1. Number of GIRFEC plans which clearly state the child's view in relation to health matters 	
Corporate Parents will ensure you have access to specialised services when you need them e.g. CAMHS, Paediatrician etc.	<ol style="list-style-type: none"> 1. Number of referrals to CAMHS 2. Length of time of referral to CAMHS 3. Number of paediatric referrals of looked after children 	
Corporate Parents will work to increase partnership working to remove barriers and promote and sustain access to sport, leisure and cultural activities for looked after children	<ol style="list-style-type: none"> 1. Number of looked after children with a leisure card 2. Number of looked after children with a library membership 	

Priority 2: *Looked After Children and Care Leavers Successfully Gain a Stable Home***Outcome 2:**

1. More young people will access and sustain accommodation that meets their needs when they move on from being looked after

Lead Officer: Anita Jamieson, Executive Manager, SIC Housing

Our Commitment	Measurement	Due Date
Corporate Parents will develop a range of accommodation options and locations for care leavers	1. Number of care leavers in homeless accommodation	
Corporate Parents will further develop the Joint Protocol between housing and social work	1. New protocol issued and evidence of implementation	
Corporate Parents will build on the work of the Hub project to develop a lifelong care leavers service	1. Service developed and delivering	
Corporate Parents will ensure you are supported to manage your resources in the best way to suit you	1. Number of care leavers in rent arrears reduces 2. Council tax exemption for care leavers is agreed and implemented by SIC	
Corporate Parents will commission others to support you, if required, when you move away from Shetland	1. Number of services commissioned	
Corporate Parents will ensure you have support should you get into difficulties in managing your tenancy	1. Number of care leavers evicted 2. Number of care leavers accessing housing support services	

Priority 3: *Looked After Children and Care Leavers Have Access to Responsive Education and Training Facilities That Prepare Them for the Work Place*

Outcome 3:

- Education establishments work proactively to close the attainment gap and celebrate successes of looked after children

Lead Officer: Shona Thompson, Executive Manager, SIC Schools

Our Commitment	Measurement	Due Date
Corporate Parents will support schools to ensure you have full time education and make good progress in school	1. The attendance gap between looked after children and non-looked after children is closed	
Corporate Parents will provide you with good support during the year and at important times like exams to help achieve goals and aspirations	1. The attainment gap between looked after children and non-looked after children is closed	
Corporate Parents will provide you with the help and support you need to make choices for further or higher education	1. The number of looked after children and care leavers entering further or higher education increases	
Corporate Parents will provide you with the help and support you need to make choices about apprenticeships and work placement opportunities	1. The number of looked after children or care leavers offered an apprenticeship or work placement increases	
Corporate Parents will ensure education establishments continue to improve attendance and reduce exclusions for looked after pupils in order to increase levels of participation	1. The gap between looked after children and their peers is closed in relation to attendance and exclusion	
Corporate Parents will provide further guidance to every school's designated manager for looked after children in line with legislation and current research to ensure the needs of looked after pupils are identified and supported in order to improve achievement and attainment	1. Additional Support Plans identify needs and demonstrate improvements in achievement and attainment	

Priority 4: *Care Leavers Have Access to a Range of Employment Opportunities Including the Shetland Partnership Family Firm*

Outcome 4:

- More young people will access and sustain positive post – school destinations
- Care leavers are active participants in their community

Lead Officer: Denise Bell, Executive Manager, SIC Human Resources

Our Commitment	Measurement	Due Date
Corporate Parents will link potential employers with schools and colleges to support you in progressing into a job	<ol style="list-style-type: none"> 1. The number of local employers who offer employment opportunities to looked after children and care leavers 2. The number of events local colleges attend at local schools 	
Corporate Parents will ensure your Pathway Plan supports your transition when you leave school	<ol style="list-style-type: none"> 1. All care leavers have a Pathway Plan started at least 18 months before 16th birthday 2. Pathway plans will identify clear supports for transition from school 	
Corporate Parents will provide work experience, apprenticeships and employment opportunities for looked after children and care leavers (<i>The Shetland Partnership Family Firm</i>)	<ol style="list-style-type: none"> 1. Number of looked after young people and care leavers in placements with the family firm 2. Number of looked after young people and care leavers in employment with the family firm 	
Corporate Parents will ensure there is a named Jobcentre Plus Advisor for care leavers who understands the impact of being looked after and can ensure safe navigation of the benefits system	<ol style="list-style-type: none"> 1. Percentage of care leavers in receipt of all entitled benefits 2. Percentage of care leavers in employment or on employment pathways 	
Corporate Parents will provide additional support for looked after young people and care leavers with disabilities in relation to employment opportunities when they leave care	<ol style="list-style-type: none"> 1. Percentage of Pathways Plan evidencing input from the Family Support Service 	

Priority 5: *Looked After Children and Care Leavers Are Supported to Stay Out of the Criminal Justice System Wherever Possible*

Outcome 5:

- Community solutions allow looked after young people and care leavers the opportunity to be active and responsible citizens
- Looked after young people and care leavers who have offended are supported to reduce the risk of reoffending

Lead Officer: Denise Morgan, Executive Manager, SIC Criminal Justice Service

Task	Measurement	Due Date
Adopt the principles of the whole system approach to criminal justice interventions	1. Principles established in policy and practice	
Corporate Parents will support the transition process for looked after children and care leavers returning to Shetland where there are offending risks	1. Transition procedures and practices are established	
Corporate Parents will review citizenship as part of the curriculum	1. Number of pupils attending courses	
The Criminal Justice team and Throughcare & Aftercare Service will develop a joint working protocol for care leavers where offending behaviour is a risk	1. Protocol agreed and implemented into practice	
Corporate Parents will look to develop a range of community based early interventions to support the mental health and wellbeing of care leavers where offending or likelihood to reoffend is identified as a risk	1. A review of interventions is complete 2. An agreed suite of interventions is agreed	
Corporate Parents will establish a consistent professional forum to manage looked after young people and care leavers with a focus on diversion	1. Review complete and framework in place	

Priority 6: *Looked After Children and Care Leavers Rights Are Promoted and Protected by the Shetland Partnership and Their Views Considered on Matters Affecting Them*

Outcome 6:

- Children, young people and their families participate in decisions which affect them and;
- there is an increased understanding and implementation of corporate parenting responsibilities across the partnership
- More young people will choose continuing care as a positive option for them as they move into adulthood

Lead Officer: Scott Hunter, Executive Manager, SIC Children's Resources

Task	Measurement	Due Date
Establish the Corporate Parenting Board and associated support functions including support to priority Lead Officers	1. Number of Corporate Parent boards held and attendance of members	
Establish the Young People's Forum and resource as appropriate with Who Cares? Scotland	1. No of Forums held 2. No of Corporate Parent Boards attended by group representatives	
Corporate Parents will promote and protect the rights of looked after children and care leavers	1. Attendance at Children's Rights Seminars 2. Decrease in number of rights violations	
Corporate Parents will enhance structures and systems to gather, record and report on the views of looked after children	1. Percentage of looked after children who report feeling listened to	
Analyse the impact of the Children and Young People (Scotland) Act 2014 in terms of service demand for continuing care and aftercare	1. Annual Corporate Parent report to outline impact and bring forward any requirement to develop new, or reconfigure current services	
The Corporate Parent will sign up to the Scottish Care Leavers Covenant	1. Covenant signed up & principles embedded in our Corporate Parenting work	

Enablers:

The role of Shetland Islands Councillors

As elected members, our Councillors play a pivotal role in corporate parenting to ensure services are being delivered and outcomes achieved. Councillors are in the unique position of being able to promote opportunities for Looked After Children and care leavers through their political power and influence; through their connections to the community, schools, health services, local businesses and employers.

As Corporate Parents, all our elected members must:

- Know what it is to be a Corporate Parent in order to fulfil their statutory duties effectively
- Know about the Corporate Parenting Strategy and think about how this affects all parts of their day-to-day work
- Have an awareness and understanding of the main issues affecting looked after children, young people and care leavers in Shetland and those placed out with Shetland
- Take an active interest and champion the needs of looked after children, young people and care leavers
- Help develop Council services to make sure the Corporate Parenting Strategy is being put into practice
 - Ask questions about outcomes for Looked After Children and care leavers
 - Communicate with Looked After Children so that they can have a say in how decisions are made about the services that affect them, and so that they can influence those decisions. This may include engaging with the Young People's Forum
 - Supported by officers, promote partnership working as a pre-requisite for delivering effective service to Looked After Children and care leavers; ensure that joint planning and commissioning delivers on this agenda
 - Lead on securing apprenticeships for care leavers within the Council to improve their opportunities and future prospects
 - Be equally mindful and responsive in your role of corporate parent to children placed away from Shetland
 - Question whether the Council, as a corporate parent, is keeping the promise it has made to Looked After Children and care leavers in The Pledge (see Appendix 1)

Some questions that Councillors should be asking themselves regularly in relation to the Corporate Parenting Agenda include:

Do I understand why infants, children and young people need to be looked after and the legal and policy framework that governs this?

Do I know about the profile, needs and achievements of all children looked after by Shetland Islands Council?

Are we providing the best care possible to our Looked After Children and care leavers? Would it be good enough for my baby, my child, my son/daughter moving into independence?

Do I know how well Shetland Islands Council is doing in comparison with other comparable councils and government indicators?

Is there an action plan to address any shortcomings in services and to constantly improve outcomes for Looked After Children?

Am I taking responsibility for promoting the welfare and opportunities for Looked After Children and care leavers in all my work in the council – and in my other capacities?

The Corporate Parent Board

The Corporate Parenting Board's purpose is to ensure that the whole Council and partner agencies have a joint commitment to Corporate Parenting.

The Corporate Parenting Board membership includes representatives from across the Corporate Parent. As a group, it will be responsible for overseeing that the objectives of the Corporate Parenting Strategy are realised and targets to improve outcomes are met.

The Corporate Parent Board will report into the Shetland Partnership and the Education and Families Committee.

Shetland Islands Council Education and Families Committee will nominate three Councillors to sit on the Corporate Parent Board with one of the three elected members nominated to the Executive Manager, Children's Resources, as *lead officer*, to chair the Board. The board will meet three times a year (February, June and October) and will perform a scrutiny and consultative function with the Young People's Forum as well as providing the primary oversight of the implementation of the Corporate Parenting Strategy.

The board membership shall consist of:

- Elected Member (*Chair*)
- Elected Member
- Elected Member
- Children's Forum 2 representatives
- Chief Social Work Officer (*Vice Chair*)
- Executive Manager Children's Resources (*Lead Officer Corporate Parenting*)
- The six priority Lead Officers
- Director Children's Services
- Executive Manager Quality Assurance (Schools)
- Principal Educational Psychologist
- Children and Family Health Manager, NHS Shetland
- Director of Nursing, Midwifery & Allied Health Professionals, NHS Shetland
- Area Commander Police Scotland
- Skills Development Scotland (Shetland)
- Joint Principal Shetland College / NAFC Marine College
- Who Cares? Scotland
- Fire and Rescue Service

Implementation Groups

Each of the six outcome areas in the strategy will have an associated action plan that will be delivered through an implementation group made up of key corporate parents and partners. Each group will have a lead officer who will report progress on implementation of action plans and performance against targets to the Corporate Parenting Board.

Review of the impact of the strategy

There will be a six-month update and a full annual review of the strategy in regards to how effectively it is being implemented through the working groups and what impact it is making on the outcomes and associated targets that have been set. These reviews will be presented to the Corporate Parenting Board so they can monitor and challenge performance. The six monthly review will be undertaken every October with the annual review in April.

The role of Shetland Islands Council Officers and partner agencies

To be most effective at improving the life chances of all Looked After Children, young people and care leavers, the ownership of responsibility for Corporate Parenting must be extended beyond Children's Social Care. All Council departments, Officers and partner agencies have a responsibility to act together as Corporate Parents for all Looked After Children. To do this they need to be aware of this responsibility and the role that they play in ensuring that service development and delivery meets the needs of Looked After Children and care leavers.

For a whole-authority approach to corporate parenting to be effective, Council departments and partners will:

- Ensure employee awareness and commitment to the Corporate Parenting Strategy
- Include the corporate parenting role in officers individual employee appraisal objectives across the Council's Children's Services and Adult Services directorates
- Create and review human resources policies that support the needs of employees who provide care to our Looked After Children
- Promote access to services for Looked After Children and their carers through both policy and practice (where relevant to service departments)
- Ensure that commitment to corporate parenting is realised through a range of opportunities that lead to measurable improvement in life chances for Looked After Children – enabling them to succeed in line with their peers
- Raise awareness of Looked After Children at all levels of the organisation and challenge negative and discriminatory perceptions
- Ensure elected members are provided with appropriate information in relation to their corporate parenting responsibilities, including service developments and key messages about what contributes to improving outcomes for Looked After Children and care leavers

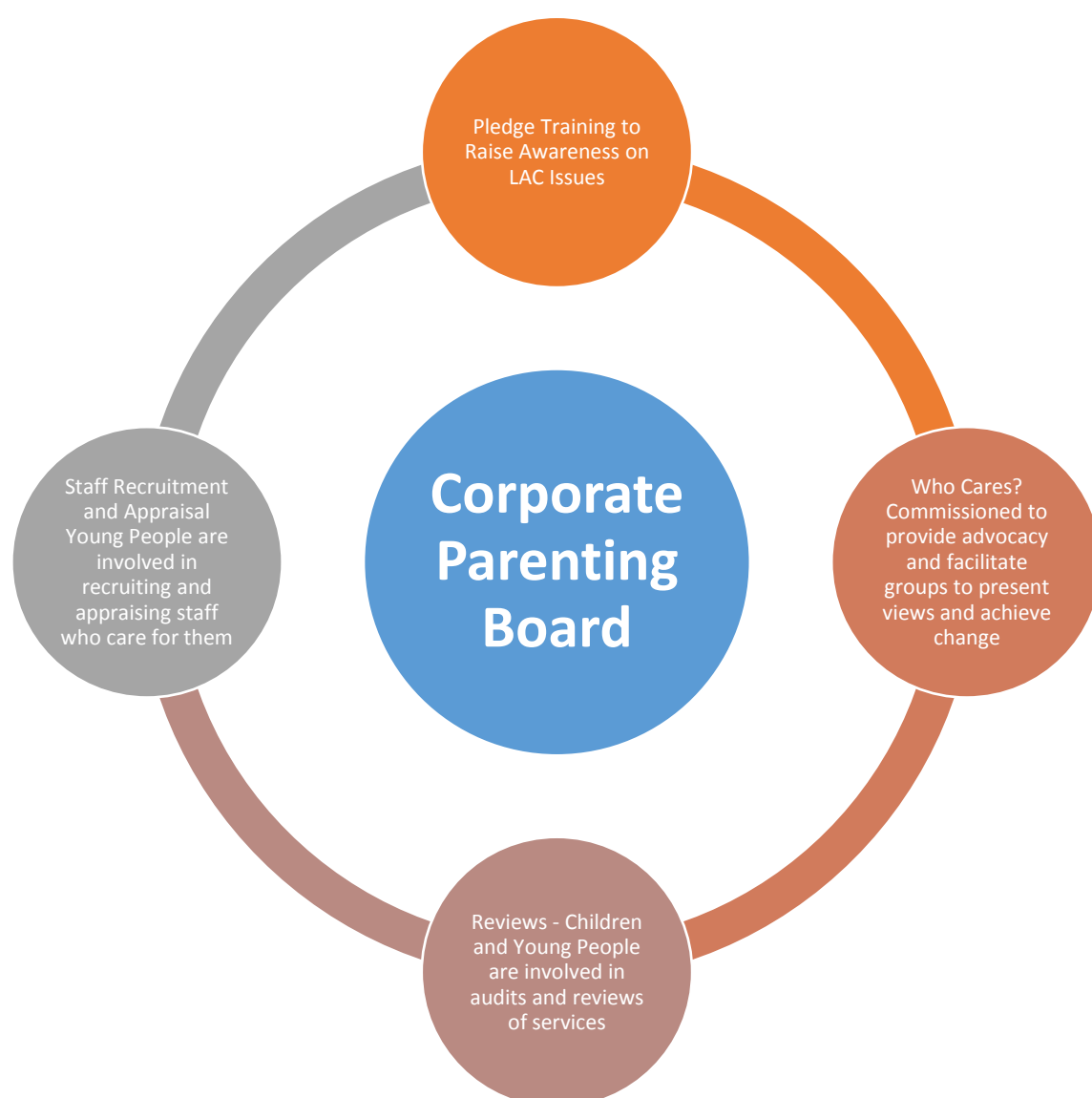
How we will involve Looked After Children and care leavers

We will take a proportionate and sensitive approach to the involvement of our looked after children, young people and care leavers mindful of the relatively small numbers. Our primary commitment is to develop our Young People's Forum and to seek the views of children, young people and care leavers through this group. We will ensure transparency by resourcing Who Cares Scotland to facilitate this group.

Alongside this, we will distribute a more reader friendly version so children, young people and care leavers can understand the strategy and share their views. We maintain our ongoing commitment to seek and understand the views of children, young people and care leavers through LAC Reviews, Having Your Say Forms, Feedback from Who Cares? and other established quality assurance processes.

Children and young people will receive information on Corporate Parenting appropriate to their understanding, including a pictorial and a children's version of this strategy. This will be disseminated to all children, including those living away from Shetland, via their Social Worker.

This strategy endorses an on-going commitment to increased communication, consultation and involvement with Looked After Children and care leavers. This will be facilitated in the following ways:



We commit to communicating with all Looked After Children, young people and care leavers and recognise that some will be more vulnerable than others. Disabled children, who, due to their unique and complex needs are often looked after in residential Out of

Authority placements, far from their homes and family networks, are particularly vulnerable. The communication difficulties experienced by some of these children and young people increases this vulnerability. To consult with severely disabled looked after children and young people the Council will involve specialist services to ensure that people with skills in communicating with children and working directly with this vulnerable group.

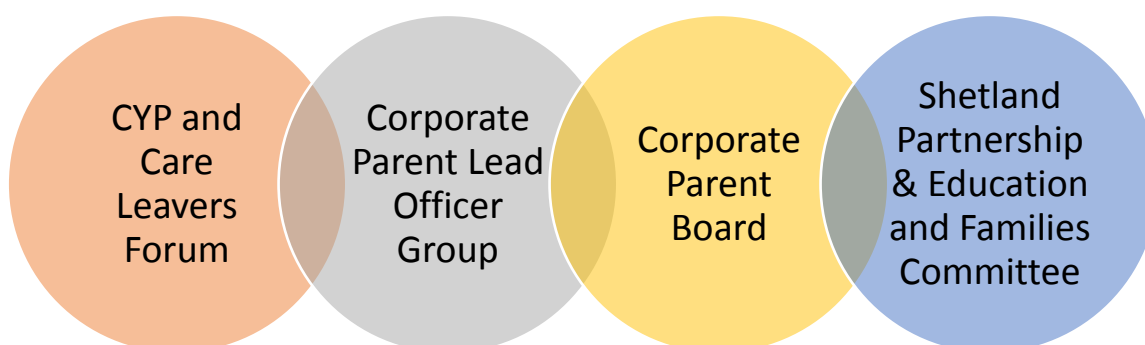
Children and young people from black and ethnic minority groups also experience increased vulnerability when they become looked after. The Council will ensure that the views and specific needs of this group of children will be heard.

Governance Arrangements

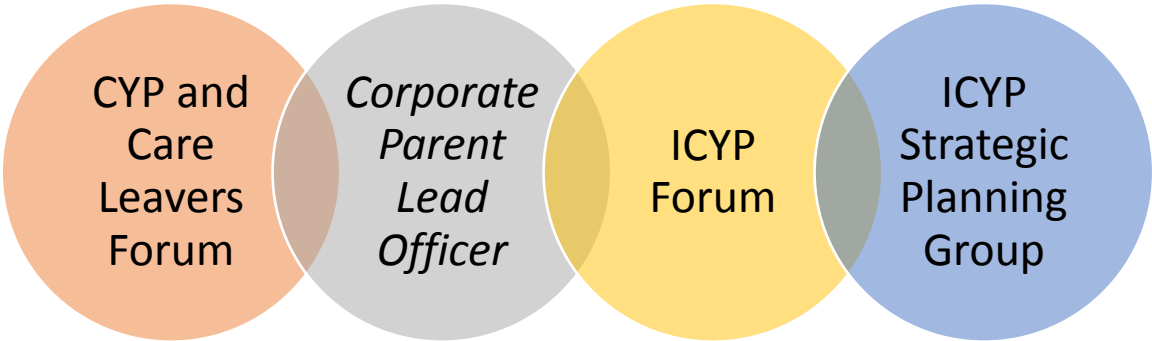
As Corporate Parents we have made the moral obligation to uphold our pledge to looked after children, young people and care leavers. Along with our moral obligation, the leadership imperative we have as Corporate Parents needs to ensure services treat looked after children and young people and care leavers accessing services with care and respect. The Shetland Partnership will ensure this happens by ensuring everyone working with, and for looked after children, in all positions:

- considers their wellbeing within the context of being a looked after child, young person or care leaver
- assesses their needs
- promotes their best interests
- makes sure their voices and opinions are heard
- provides opportunities for them
- provides advice and assistance when they're needed
- makes sure services are easy to access for them
- will approach the Children's Resources service when help is required to understand the impact of trauma on child and human development

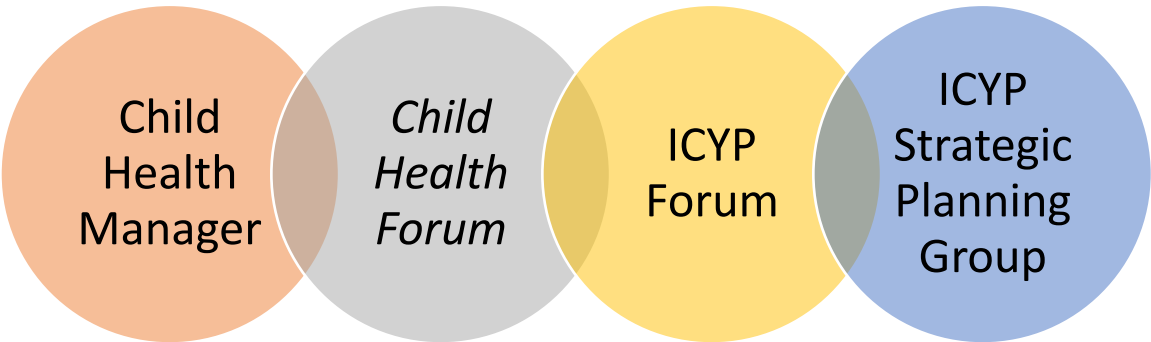
Alongside this moral imperative, we will have clear corporate governance arrangements at each level, the structure of which is shown below:



Children’s Services Governance:



NHS Shetland Governance



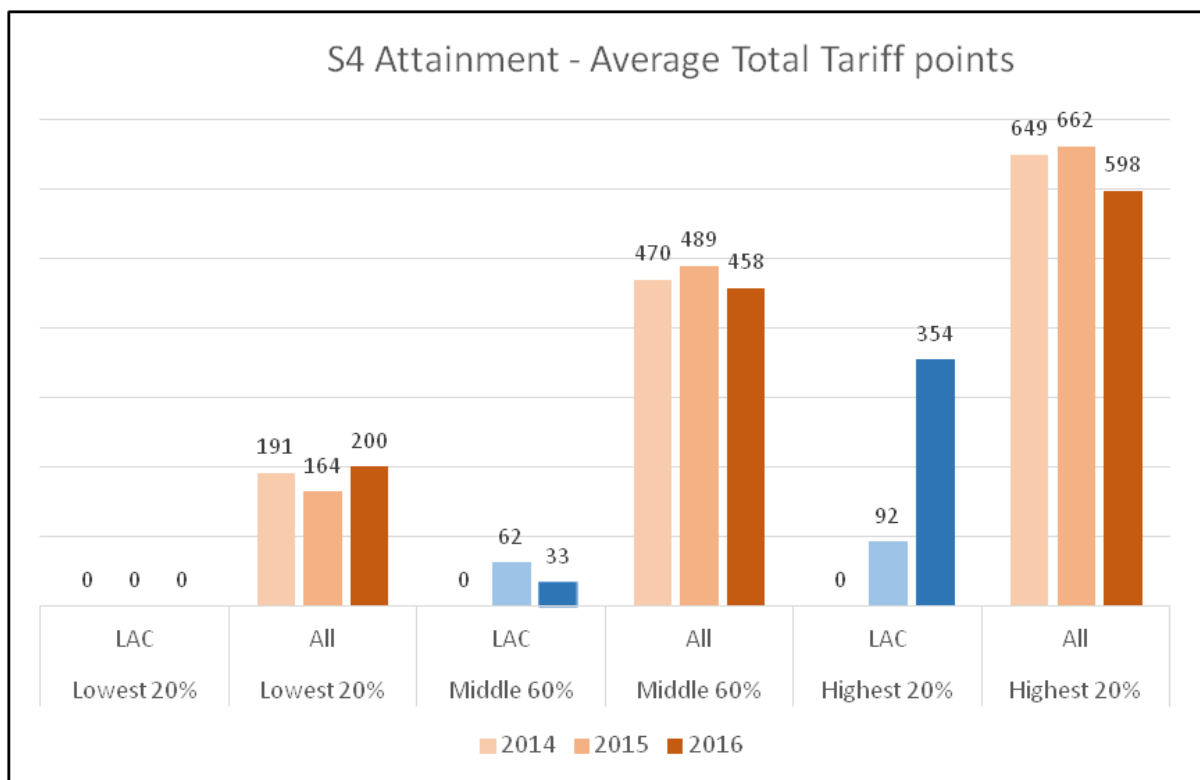
APPENDIX 1: KEY LEGISLATION AND GUIDANCE

- [United Nations Convention on the Rights of the Child](#)
- [United Nations Convention on the Rights of Persons with Disabilities - Article 7 \(Children with Disabilities\)](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Social Care \(Self Directed Support\) \(Scotland\) Act 2013](#)
- [Children \(Scotland\) Act 1995](#)
- [Adoption and Children \(Scotland\) Act 2007](#)
- [Centre for Excellence for Looked After Children in Scotland - Corporate Parenting](#)
- [Who Cares? Scotland - Corporate Parenting](#)
- [Scottish Care Leavers Covenant](#)

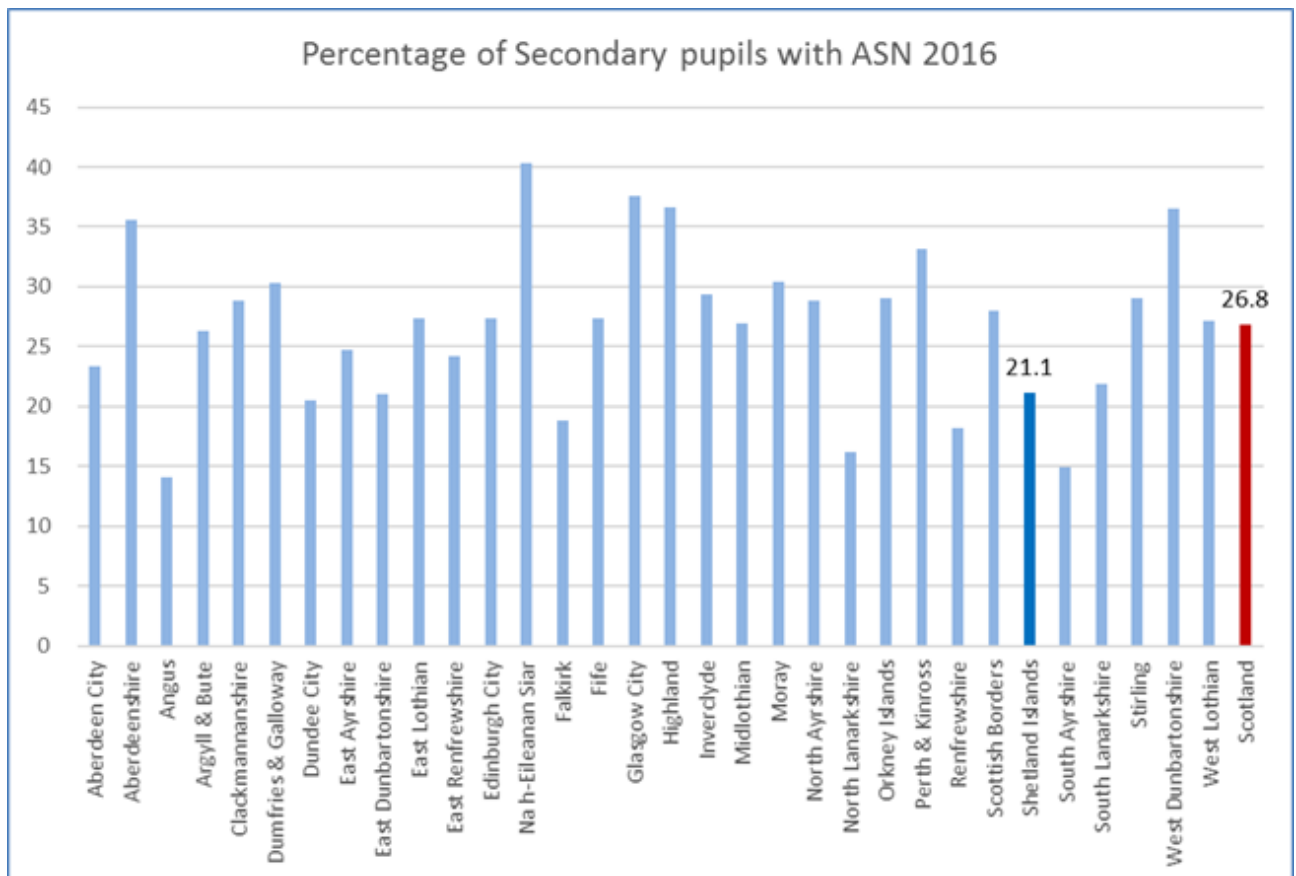
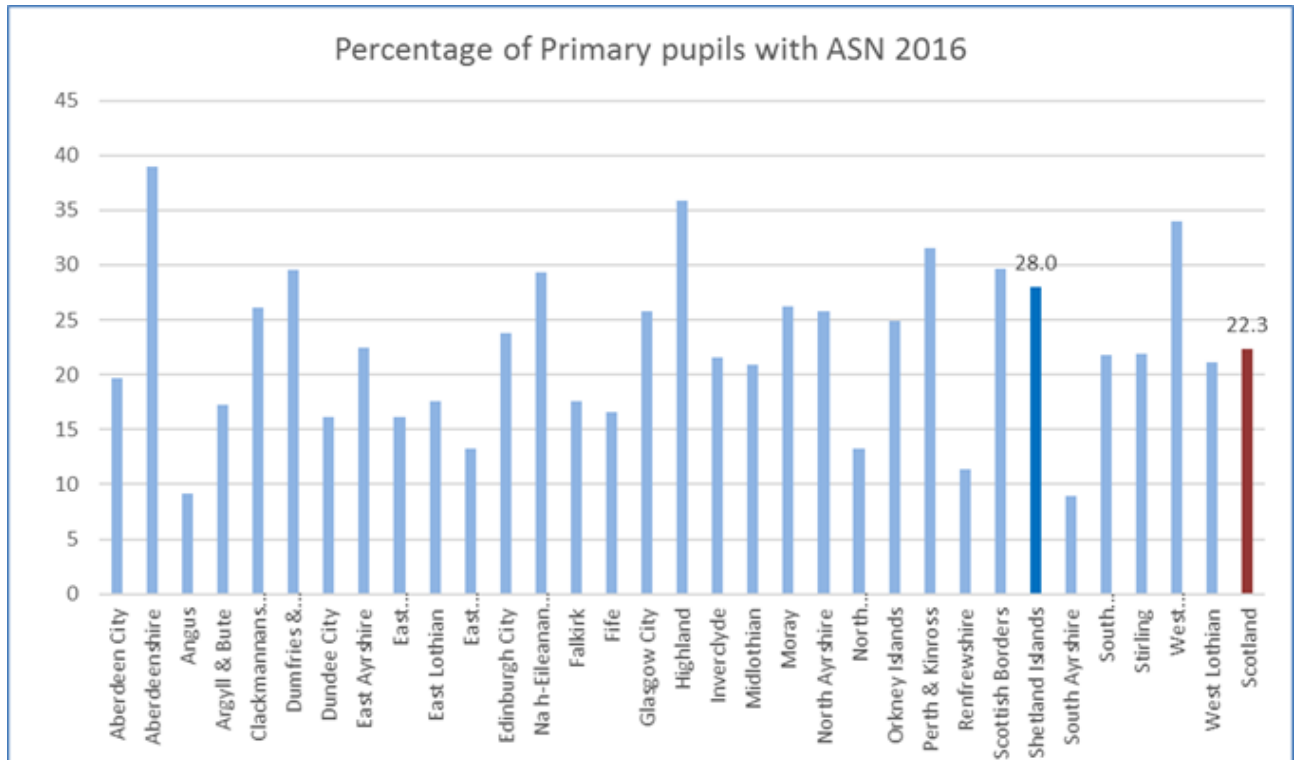
APPENDIX 2: DATA AT JANUARY 2017

The majority of Looked After Children and young people start from a position of increased vulnerability and disadvantage that means additional support is needed to overcome the factors which will contribute to unacceptably high levels of poor outcomes.

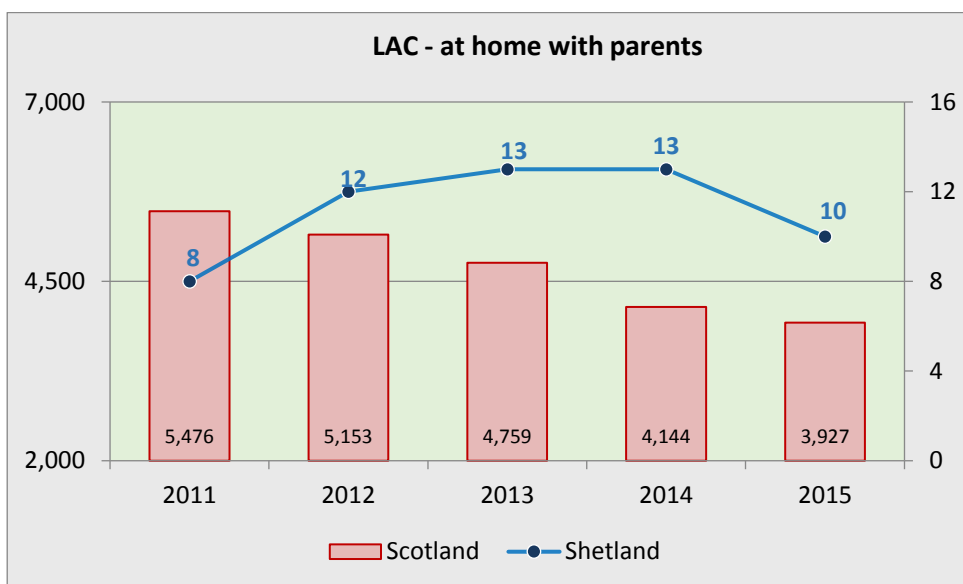
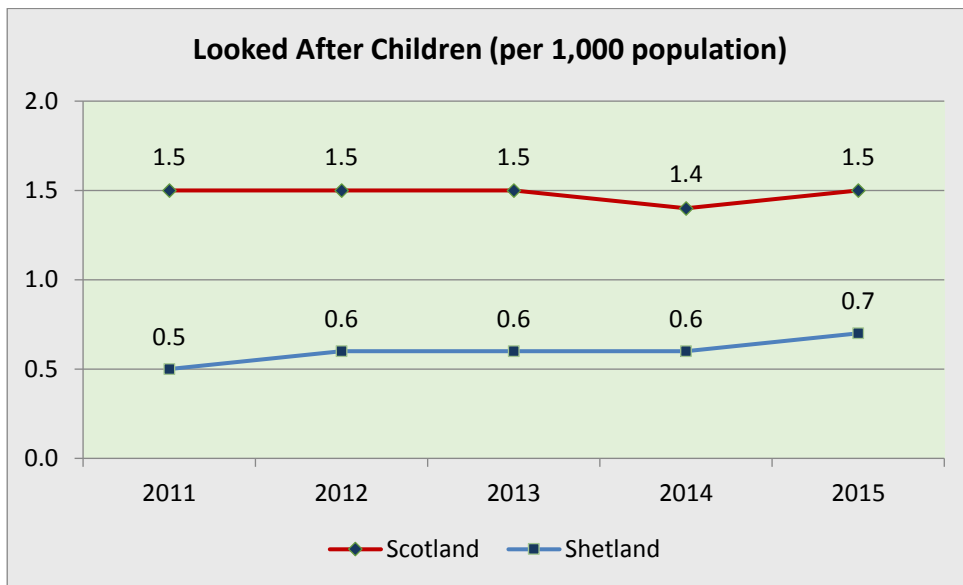
This chart shows the educational attainment of Shetland's Looked After Children against the performance of all pupils in Shetland schools (some Looked After Children will live and be educated in other local authorities).

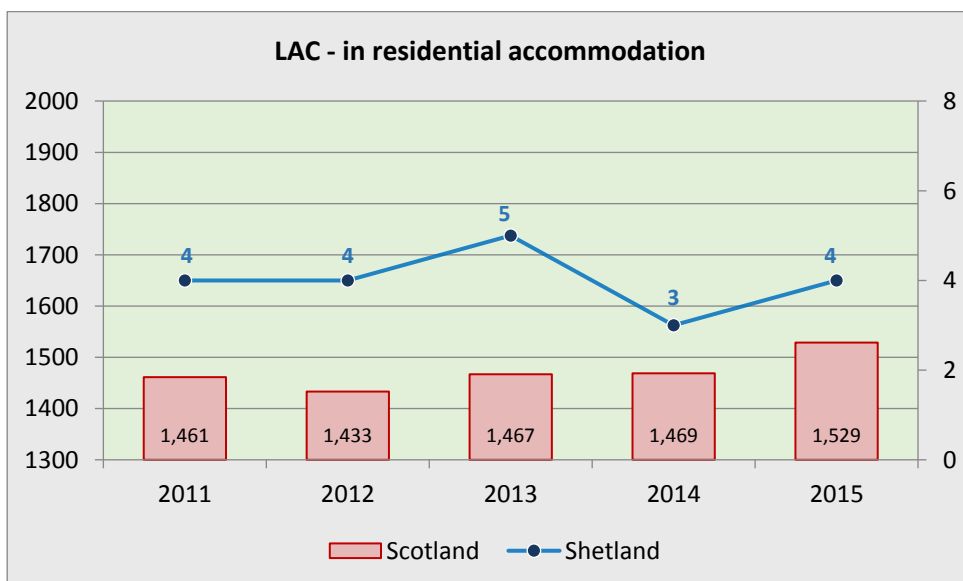
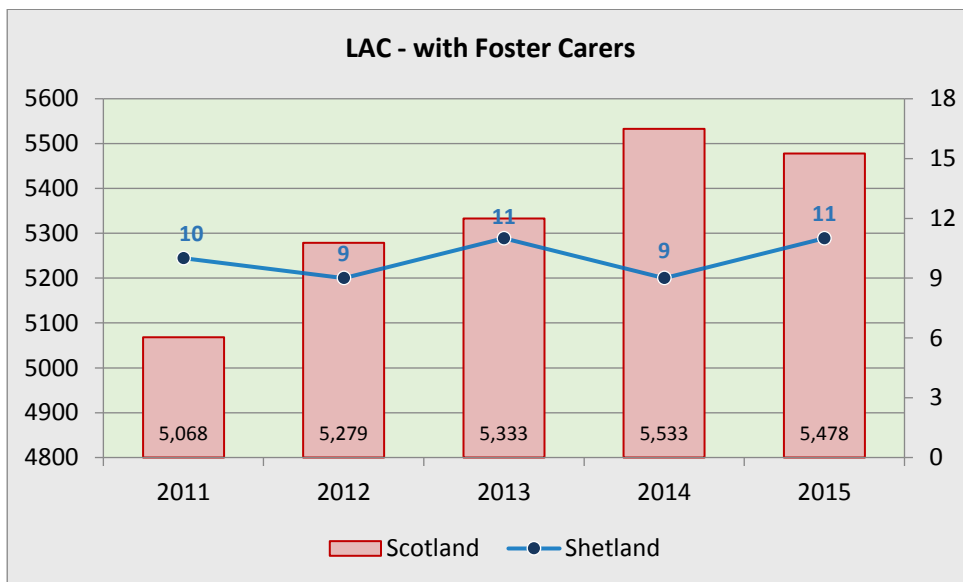
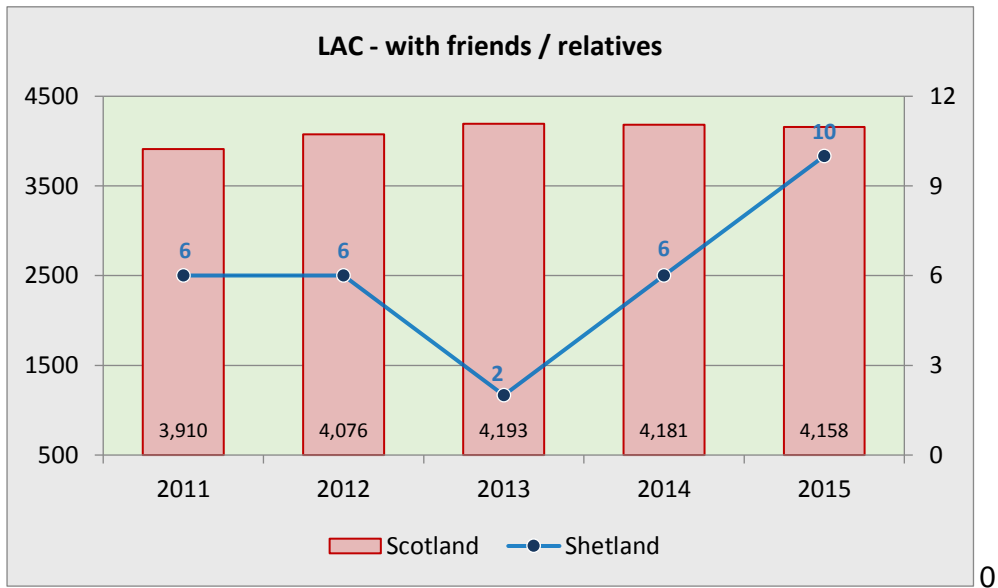


ASN as percentage of population and general and as percentage of looked after children



Looked After Children Data







Shetland Islands Council

Meeting(s):	Education and Families Committee Integration Joint Board	28 August 2017 6 September 2017
Report Title:	Shetland's Autism Spectrum Disorder Strategy 2016 – 2021: Action Plan Update	
Reference Number:	CC-38-17 F	
Author / Job Title:	Clare Scott, Executive Manager Adult Services, Community Health and Social Care	

1.1 Decisions / Action required:

- 1.1 That the Integration Joint Board (IJB) and the Education and Families Committee (E&FC) NOTE progress made in taking forward Shetland's Autism Spectrum Disorder Strategy 2016 – 2021 Action Plan.
- 1.2 Highlight any issues or concerns.
- 1.3 Direct (in the case of the IJB) and Advise (E&FC) the council on any matters where they wish to see action taken.
- 1.4 Delegate authority to provide future updates to IJB and E&FC on an annual basis through the Joint Strategic Commissioning Plan (IJB) and the Children Services Directorate Plan (E&FC).

2.0 High Level Summary:

- 2.1 The purpose of this report is to provide the IJB '*Min. Ref. 17/16*' and E&FC '*Min. Ref. 18/16*' with an overview of key activities of the Shetland's Autism Spectrum Disorder Strategic Group and Shetland's Autism Spectrum Disorder Focus Group to date following final approval of the Shetland's Autism Spectrum Disorder Strategy 2016-21 on 27 April 2016 (IJB) and 13 June 2016 (E&FC). It was agreed that the Action Plan would be monitored via six-monthly updates to the IJB and E&FC.
- 2.2 The report and appendix provides information, in the form of an action plan based on the 6 Local Goal Themes identified in the Shetland's Autism Spectrum Disorder Strategy 2016 – 2021 as priority areas for local development and improvement.
- 2.3 The Shetland's Autism Spectrum Disorder Strategic Group comprises of representatives from Community Health and Social Care, Children Services, NHS Shetland, Third Sector and Carers and meets on a quarterly basis. The Shetland's Autism Spectrum Disorder Focus Group reports to the Strategic Group. It meets on

an approximately 6 weekly basis and takes forward the concentrated work that will assist delivery of the 6 Local Goals Themes of;

- Awareness Raising and Workforce Development;
- Assessment and Diagnosis;
- Active Citizenship;
- Transition;
- Support for Families and Carers;
- Employment.

- 2.4 Integrated and multi disciplinary are key approaches of the Strategic and Focus Groups work to maximise on resources and opportunity and support the whole life approach of the Shetland's Autism Spectrum Disorder Strategy. Good practice is being shared and challenges identified to inform further action to improve outcomes for people with autistic spectrum disorder, their families and carers in Shetland.

3.0 Corporate Priorities and Joint Working:

- 3.1 The Corporate Plan, 'Our Plan 2016 – 2020' states the aim that as many as possible of the outcomes set out are achieved by the end of the plan. Shetland's Autism Spectrum Disorder Strategy 2016 – 2021 and Action Plan supports delivery of the following Council priorities in Our Plan 2016-20, with a specific focus on Autism Spectrum Disorder:

- To make Shetland the best place for children and young people to grow up
- Children and young people, particularly those in care, will be getting the learning and development opportunities that allow them to fulfil their potential
- Shetland learning partnership will be providing opportunities for young people to gain workplace experience and vocational qualifications while at school, giving them the skills they need to get jobs or continue into further education.
- Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on issues that affect them.
- People who are living with disabilities or long-term conditions will be getting the services they need to help them live as independently as possible.
- People will be supported to look after and improve their own health and well-being, helping them to live in good health for longer.
- Our Integrated Health and Social Care services will be providing the services people need in a more efficient way, improving standards of care and keeping people healthier for longer
- People, particularly those from vulnerable backgrounds, will be getting access to the learning and development opportunities that allow them to best fulfil their potential.

- 3.2 NHS Shetland 2020 Vision: to deliver sustainable high quality, local health and care services, that are suited to the needs of the population; to make best use of our community strength, community spirit and involvement; for people to make healthy lifestyle choices, and use their knowledge and own capacity to look after themselves and each other.

- 3.3 Community Health and Social Care and Children Services contribute the Corporate Priorities as detailed in the Children's Services and Community Health and Social Care Directorate plans and respective Service plans.

3.4	The Shetland's Autism Spectrum Disorder Strategy Working Group and Focus Group comprises of representatives from Community Health and Social Care, Children Services, NHS, 3rd Sector and Carers and strongly supports a joint working approach.
4.0 Key Issues	
4.1	Autism spectrum disorder is a unique and lifelong condition which affects children and adults and is recognised by Scottish Government as a national priority.
4.2	Locally, we need to consider the impact of the developing health and social care integration, locality working and reducing budgets on delivery of improved outcomes for people with autism spectrum disorder, their families and carers.
4.3	Early intervention, barrier identification, reduction and removal are amongst the key factors in the successful delivery of the vision that people with autism spectrum disorder, their families and carers are respected, accepted and valued by their communities; and can have confidence to be treated fairly by services.
5.0 Exempt and/or confidential information:	
5.1	None
6.0 Implications : <i>Identify any issues or aspects of the report that have implications under the following headings</i>	
6.1 Service Users, Patients and Communities:	The Shetland's Autism Spectrum Disorder Strategy and Action Plan are intended to bring about improvement in the way services are provided for people with autism spectrum disorder throughout the lifespan, ensuring that Shetland responds to the unique needs of individuals. The Shetland's Autism Spectrum Disorder Strategic and Focus Group include carers in their membership and take account of the views of carers and those who use services.
6.2 Human Resources and Organisational Development:	There are no significant Human Resources implications however the Strategy and Action Plan does include considerable reference to workforce development, with a view to ensuring a joint approach is taken wherever that is possible to meet the needs of the respective staff groups.
6.3 Equality, Diversity and Human Rights:	The Shetland's Autism Spectrum Disorder Strategy and Action Plan are intended to improve matters of equality and equity for people with autism spectrum disorder, their families and carers and as such there is no requirement for further equality impact assessment. .
6.4 Legal:	While there are no direct legal implications arising from this Report, the Shetland's Autism Spectrum Disorder Strategy and Action Plan will assist the Council and NHS Shetland to meet its statutory obligations across a number of service areas.
6.5 Finance:	This report is intended to provide Members with information to help when considering financial priorities. There are no financial implications arising from the ongoing development and

	implementation of the Shetland's Autism Spectrum Disorder.	
6.6 Assets and Property:	No implications.	
6.7 ICT and new technologies:	No implications.	
6.8 Environmental:	No implications.	
6.9 Risk Management:	<p>This report provides Members with information in relation to Shetland's progress towards delivering improved outcomes for children and adults with autism spectrum disorder, their families and carers.</p> <p>The risk of not delivering against the Shetland's Autism Spectrum Disorder Strategy 2016 - 21 is that we will not achieve Scottish Government's aims of improving outcomes for people with autism spectrum disorder, their families and carers, by 2021. This risk will then need to be referenced under the IJB Risk Register and Children's Services Risk Register.</p>	
6.10 Policy and Delegated Authority:	<p>The Council's Constitution – Part C – Scheme of Administration and Delegations provides its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring;</p> <p>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework</p> <p>(b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus”</p> <p>The IJB was formally constituted on 27 June 2015 and operates in accordance with the approved Integration Scheme, Scheme of Administration and Financial Regulations. The IJB is responsible for the functions delegated to it by the Council and NHS Shetland. These delegated functions are detailed in the Integration Scheme and the IJB is required to issue Directions to the parties to ensure services are delivered within the allocated budgets.</p>	
6.11 Previously considered by:		

Contact Details:

Clare Scott,

Executive Manager Adult Services, Shetland Community Health and Social Care.

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Appendices:

Appendix 1: Shetland's Autism Spectrum Disorder Strategy (Young People and Adults)
2016 – 2021 Action Plan. V10. Updated 8th August 2017

Background Documents:

The Scottish Strategy for Autism (2011 – 2021)

<http://www.gov.scot/Resource/Doc/361926/0122373.pdf>

<http://www.autismstrategyscotland.org.uk/>

The Keys to Life: Improving Quality of Life for People with Learning Disability

<http://www.gov.scot/resource/0042/00424389.pdf>

Managing Inclusion

http://www.shetland.gov.uk/education/asn_inclusion.asp

Shetland's Autism Spectrum Disorder Strategy 2016-21

http://www.shetland.gov.uk/community_care/documents/ShetlandsAutismSpectrumDisorderStrategy.pdf

Shetland's Autism Spectrum Disorder Strategy (Young People and Adults) 2016 – 2021 Action Plan (V10 Updated 7th August 2017)

Our vision is that people with autism and their families, living in Shetland, feel accepted and valued by their community and have equal access to knowledgeable services, when they need them, so that they are able to live the lives they choose.

Shetland's Autism Spectrum Disorder Strategy (Young People and Adults) 2016 – 2021 identified 6 local key themes as priority areas for development and improvement;

1. Awareness Raising and Workforce Development;
2. Assessment and Diagnosis;
3. Active Citizenship;
4. Transition;
5. Support for Families and Carers;
6. Employment;

To achieve our vision, we proposed that;

- A Strategic Group is formed to bring together public, statutory, third sector organisations and lay members who are involved in supporting people with autism to influence, support and facilitate the development and implement an action plan with clear objectives and milestones for delivery in line with Shetland's Autism Spectrum Disorder Strategy (Young People and Adults) 2016 – 2021 and the Scottish Strategy for Autism
- A Focus Group is formed to take forward the intensive ground work that will assist delivery of the action plan
- A Reference Group, made up of people with autism, is to be formed to give expert advice and guidance on how the plan should be implemented
- Statutory and community assets will be mapped and gaps identified from which activity can be focussed to address the 6 local priority areas for action and reduce or eliminate overlap in the provision of these services in line with the aims of Shetland's Autism Spectrum Disorder Strategy (Young People and Adults) 2016 – 2021 and the Scottish Strategy for Autism.
- Early intervention, prevention, co-production, multi agency working and the co-ordination of services will be integral to the delivery of priorities for action

National and Local Strategic Outcomes

There is a volume and breadth of national policy, legislation and regulation, which shapes how health, wellbeing and social care provision is delivered to support children, adults and carers. All are underpinned by a human rights based approach and Shetland's Autism Spectrum

Disorder Strategy Action Plan focuses on those elements that have direct bearing on health and social care provision for people with ASD and their families in Shetland.

Scottish Strategy for Autism (SSfA).¹

Following a period of consultation, the Scottish Government and COSLA launched the Scottish Strategy for Autism in November 2011 recognizing the needs of people with autism as a national priority.

Strategic Priorities 2015 – 17

- Strategic Outcome 1: A Healthy Life: People with autism enjoy the highest attainable standard of living, health and family life and have timely access to diagnostic assessment and integrated support services.
- Strategic Outcome 2: Choice and Control: People with autism are treated with dignity and respect and services are able to identify their needs and are responsive to meet those needs.
- Strategic Outcome 3: Independence: People with autism are able to live independently in the community with equal access to all aspects of society. Services have the capacity and awareness to ensure that people are met with recognition and understanding.
- Strategic Outcome 4: Active Citizenship: People with autism are able to participate in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities.

National Health and Wellbeing Outcomes (HWB)².

Nine national health and wellbeing outcomes apply to integrated health and social care. Health Boards, Local Authorities and the new Integration Authorities will work together to ensure that these outcomes are meaningful to people in their area.

- Outcome 1: People are able to look after and improve their own health and wellbeing and live in good health for longer
- Outcome 2: People, including those with disabilities or long term conditions, or who are frail, are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community
- Outcome 3. People who use health and social care services have positive experiences of those services, and have their dignity respected
- Outcome 4. Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services
- Outcome 5. Health and social care services contribute to reducing health inequalities
- Outcome 6. People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and well-being

¹ <http://www.autismstrategyscotland.org.uk/strategy/key-documents.html>

² <http://www.gov.scot/Topics/Health/Policy/Health-Social-Care-Integration/National-Health-WellbeingOutcomes>

- Outcome 7. People using health and social care services are safe from harm
- Outcome 8. People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide
- Outcome 9. Resources are used effectively and efficiently in the provision of health and social care services

Children Services Priorities

The Integrated Children and Young People's (ICYP) plan³ was approved on 1st April 2017, and identified the following priorities:

1. Emotional Wellbeing and Resilience
2. Strengthening Families
3. Tackling Inequalities

These all sit in the context of the SHANARRI indicators, which are the children's services equivalent of the national health and wellbeing outcomes and are part of the GIRGEC process, now enshrined in legislation under the Children and Young People (Scotland) Act 2014.

Allied Health Professionals Priorities

The Allied Health Professionals Co-Creating Wellbeing With the People of Scotland: The Active and Independent Living Programme in Scotland (AILP) 2017 - 2020⁴ supports allied health professionals (AHPs), work in partnership with fellow health and social care staff and the people of Scotland, to deliver key elements of the Health and Social Care Delivery Plan and other national policies to enable people to live healthy, active and independent lives by supporting personal outcomes for health and wellbeing.

The AILP sets out the broad strategic direction for the programme to support people access and receive AHP support for self-management, prevention, early intervention, rehabilitation and enablement services. Under the heading 'Wellbeing Approaches Across the Life Course', the core aims are;

1. Starting Well
2. Living and Working Well
3. Ageing Well

³ [http://www.saferShetland.com/assets/files/Shetland%20ICSP%20Final%2001.05.17%20v1\(1\).pdf](http://www.saferShetland.com/assets/files/Shetland%20ICSP%20Final%2001.05.17%20v1(1).pdf)

⁴ <http://www.gov.scot/Resource/0052/00521325.pdf>

Local Key Theme 1. Awareness Raising and Workforce Development.

Our Goals	<ul style="list-style-type: none"> • People employed across all sectors will recognise the unique needs of people with ASD. • We will work to ensure that clear information is available to people with ASD, their families, and carers, regarding local services.
Alignment with National and Local Strategic Outcomes	<ul style="list-style-type: none"> • SSfA SO2 Choice and Control: People with autism are treated with dignity and respect and services are able to identify their needs and are responsive to meet those needs. • HWB Outcome 3. People who use health and social care services have positive experiences of those services, and have their dignity respected • HWB Outcome 8: People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide • ICYP 3 Tackling Inequalities • AHP 1. Starting Well • AHP 2 Living and Working Well
Why We Need To Do This	<ul style="list-style-type: none"> • People with autism experience barriers accessing community facilities. Having the right support and a knowledgeable workforce to reduce barriers and deliver services are important aspects of an independent life. • To improve access to integrated service provision across the multi-dimensional aspects of autism. • People with autism tell us that they experience variation in access and how services respond to their needs. • Professionals must be able to understand autism and develop services that are responsive to the needs of people with autism.

	Theme	How We Will Achieve This	Detail	Progress	R/A/G Status
1.1	Practice Level 1. Autism Informed. Essential knowledge and	I-Learn Autism Spectrum Disorder Basic Awareness	On line self study through the SIC Brightwave platform	To date (May '17) 164 SIC employees have completed this on line learning. Children Services – 29 Adult and Community Care Services – 106 Corporate Services – 7	G

	skills required by staff.			Development Services – 21 Infrastructure – 1	
1.2	Practice Level 2 Autism Skilled. Knowledge and skills required by staff who have direct	National Certificate of Further Education (NCFE Level 2) in Understanding Autism	SIC has a contract The Skills Network which offers free on line accredited qualifications in Understanding Autism. Self study.	In the period August 2016 to May '17, 21 employees have completed the qualification (Education/9; Adult Services/9; Housing/1; AHPs/1; 3 rd Sector/1). A further 15 individuals are underway (Education; Children Resources; Adult Services).	G
1.3	and/or frequent contact with individuals with ASD or those who have a role with high impact on those individuals.	Professional Development Award (PDA) Autism – University Of Highlands and Islands	A blended learning courses encompassing PDA (on-line; self study) and SVQ3 (observed practice). Employees in posts where SVQ3 practice cannot be evidenced i.e. GPs, managers, etc. The PDA element of the qualification can be undertaken and is of good CPD value.	<ul style="list-style-type: none"> ○ 2015/16 - 9 employees completed full PDA/SVQ (7 adults services; 1 CMHT; 1 Chidren Svs) 1 employee completed PDA (Adult Svs) ○ 2016/17 – 10 staff commenced Sept 2016, due to complete August 2017. ○ 2017/18 – interviews for places due to commence 	G
1.4	Practice Level 3. Autism Enhanced. Knowledge and skills required by staff that have more	ELKLAN Training	training for speech and language therapists to specialist education staff to enable them to be more effective in their support of children with speech, language and communication needs	1 education specialist & 1 S< accredited in Shetland. 1 st cascade to 12 x Education staff Oct 2016 – January 2017	G
1.5	regular or intense contact with individuals who have ASD since their role focuses	Sensory Integration Training	Many children and adults with autism have problems processing sensory information. This has been recognised in the new diagnostic criteria of the	1 employee in Children Resources undertaking CPD modules. Joint Introduction to Sensory Integration and Sensory Processing Disorder training was delivered to NHS, Childrens and Adult Services	G

	specifically on autism, provides specific interventions or manages the care or services for individuals with ASD.		Diagnostic and Statistical Manual of Mental Disorders (DSM-5) for autism. NICE guidelines also recognise the significant sensory difficulties in children and adults with autism. Increasingly, teachers and health professionals working with children and adults with autism are expected to have an understanding of the sensory processing difficulties faced by those with autism as well as the ability to implement simple strategies and alter the environment to accommodate the individual's sensory needs.	staff in April 2016. Externally funded through successful bid to Scottish Government's Autism Innovation and Improvements Fund	
1.6	Practice Level 4. Expertise in autism. Provides highly specialist knowledge and skills by H&SC staff who have a specialist role.	Practitioners are professionally qualified to carry out assessment and diagnosis.	ADOS (Children's Services)	Qualified practitioners are in service.	G
1.7			DISCO (Adults)	2 practitioners undertaking DISCO training Autumn 2017. One practitioner underway with adult pre-assessment screening. 1 professional DISCO Trained – resigned from post August 2017	A

Local Key Theme 2. Assessment and Diagnosis.

Our Goal	<ul style="list-style-type: none"> • There will be a clear pathway for the assessment and diagnosis of ASD. This will include signposting to appropriate post diagnostic supports. • Children, including Looked After Children, are diagnosed as early as possible to support best outcome, ensuring that referral for diagnosis can be at any stage where need is identified. • There will be a clear pathway for diagnosis of ASD in adulthood, ensuring that referral for diagnosis can be at any stage where need is identified.
Alignment with National and Local Strategic Outcomes	<ul style="list-style-type: none"> • SSfA Strategic Outcome 1: A Healthy Life: People with autism enjoy the highest attainable standard of living, health and family life and have timely access to diagnostic assessment and integrated support services. • HWB Outcome 1: People are able to look after and improve their own health and wellbeing and live in good health for longer • HWB Outcome 5. Health and social care services contribute to reducing health inequalities • ICYP 1. Emotional Wellbeing and Resilience • ICYP 2. Strengthening Families • ICYP 3. Tackling Inequalities • AHP 2 Living and Working Well
Why We Need To Do This	<ul style="list-style-type: none"> • For people with autism, having an assessment of autism is the first step to accessing services they need to meet their personal outcomes. • People with autism tell us that they experience variation in access and how services respond to their needs. • Professionals must be able to understand autism and develop services that are responsive to the needs of people with autism. • Formal diagnosis can 'passport' to other services and supports.

	Theme	How We Will Achieve This	Detail	Progress	R/A/G Status
2.1	For Children and Young People	A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and	The Autism Diagnostic Observation Schedule (ADOS) for assessment and diagnosis of autism is in place.	In place	G

		remove barriers.			
2.2	For Adults	Adult referral pathway for diagnosis.	<p>Royal College of Psychiatrist Pre-assessment Framework being used by Community Learning Disability Nurse (CLDN).</p> <p>Where there is ambiguity of ASD presence, use of Diagnostic Interview for Social and Communication Disorders (DISCO) diagnosis, conducted by CLDN and signed off by Psychiatrist.</p> <p>Adult Community Mental Health and Community Learning Disability Nurse (CLDN) hold the waiting list. Future referral is via the GP.</p>	<p>Pre-assessment and diagnosis has commenced.</p> <p>3.8.17 confirmation from with approximately 70% of the waiting list addressed. Further referrals for diagnosis are being received.</p> <p>2 NHS practitioners (CLDN and Community Psychiatric Nurse (CPN)) are undertaking Diagnostic Interview for Social and Communication Disorders (DISCO) training in autumn 2017.</p>	G
		Adult Post Diagnostic Support	<ol style="list-style-type: none"> 1. Referral to Duty Social Work 2. Completion of WYFY Assessment of Need and Person Centred Understanding You Plan using outcome focussed and assets based approach. 3. Referral pathway to Learning Disability Nurse and Allied Health Professionals 	<ol style="list-style-type: none"> 1. In place 2. In place 3. In place 	G

Local Key Theme 3. Active Citizenship.

Our Goal	<ul style="list-style-type: none"> • People with autism are able to live independently in the community with equal access to all aspects of society. • Services have the capacity and awareness to ensure that people are met with recognition and understanding. • Active Citizenship: People with autism are able to participate in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities.
Alignment with National Priorities and Local Outcomes	<ul style="list-style-type: none"> • SSfA Strategic Outcome 3 - Independence: People with autism are able to live independently in the community with equal access to all aspects of society. Services have the capacity and awareness to ensure that people are met with recognition and understanding. • SSfA Strategic Outcome 4 Active Citizenship: <i>People with autism are able to <u>participate</u> in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities.</i> • HWB Outcome 1: People are able to look after and improve their own health and wellbeing and live in good health for longer • HWB Outcome 2: People, including those with disabilities or long term conditions, or who are frail, are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community • HWB Outcome 4. Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services • ICYP 1. Emotional Wellbeing and Resilience • ICYP 2. Strengthening Families • ICYP 3. Tackling Inequalities • AHP 2 Living and Working Well
Why We Need to do This	<ul style="list-style-type: none"> • People with autism experience barriers accessing community facilities. • People with autism tell us that they experience variation in access to community facilities and how services respond to their needs. • Having the right support and a knowledgeable community will reduce barriers and deliver services which are important aspects of an independent life.

	Theme	How We Will Achieve This	Detail	Progress	R/A/G Status
3.1	Community Capacity Building – children and adults	Promotion through local autism awareness campaigns	Local activities undertaken in conjunction with community and 3 rd sector services to coincide with World Autism Awareness Week Monday 27 March to Sunday 2 April 2017	<ul style="list-style-type: none"> ○ Grandparents Session VAS ○ Parents meeting VAS ○ Boccia Events (Junior and Senior/Adult) – Shetland Sports for All ○ ASD Film Screening ‘Life Animated’. Mareel, followed by Q&A session. 43 people attended. ○ SIC Twitter Feed ○ Autism Network Shetland Facebook Page – focussed information ○ 3Theme Information Boards; What is Autism; Shetland’s ASD Strategic plan: Local Services and Support displayed in 5 public locations across Lerwick. ○ Resource Promotion across Shetland Schools 	G
3.2	Community Capacity Building - – children and adults	Application to Community Choices Participatory Budgeting Project: Shetland Autism Spectrum Disorder Strategy 2016 – 21: Community Awareness Raising project.	An all age group (or two groups if necessary) of self selected volunteers from the ASD community will be established to develop creative sessions to produce a range of material to discuss what it is like to live in Shetland and have ASD; and to promote awareness of Shetland’s ASD Strategy and key themes	£6,750 grant funding has been secured. The project will now seek volunteers and when in place, the group will decide the creative techniques to translate key messages.	G
3.3	Community Capacity Building - – children	Supporting accessible tailored and mainstream sessions.	Autism Extra Group/ The Mareel Group for young people with social communication difficulties	Initially run as a pilot project. Second round of funding through Better Breaks achieved, sessions are ongoing. Joint project VAS & Family Svs	G

Local Key Theme 4. Transition

Our Goal	<ul style="list-style-type: none"> • Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage. • People with autism are able to participate in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities.
Alignment with National and Local Strategic Outcomes	<ul style="list-style-type: none"> • SSfA Strategic Outcome 4: Active Citizenship: <i>People with autism are able to <u>participate</u> in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities.</i> • HWB Outcome 3. People who use health and social care services have positive experiences of those services, and have their dignity respected • ICYP 1. Emotional Wellbeing and Resilience • ICYP 3. Tackling Inequalities • AHP 2 Living and Working Well
Why We Need To Do This	<ul style="list-style-type: none"> • People with autism can experience barriers to participation in aspects of community life including education, employment opportunities and social activities. • A good transition plan from school will enable young people with autism to plan their future participation in and contribution to their community.

	Theme	How We Will Achieve This	Detail	Progress	R/A/G Status
4.1	Positive transitions at key times - Children and Young People	By having clear, person centred, multi-agency procedures; pathways and plans in place to support individuals through major transitions at each important life stage	GIRFEC	In place	G
		By having Multi	The Bridges Project is part of SIC Youth Service. The project works with primarily 16 – 19 year old who are not in	In place	G

		Disciplinary Team planning	education, training or employment. Service has extended to provide support to vulnerable younger people who are still at school where a split programme between school and Bridges where this best meets needs. Bridges students are supported for one year; they leave with an exit plan and most progress into a positive destination. There is a small percentage who leave Bridges and move into employment, most young people require further support through the Pathway		
4.2	Positive transitions at key times For Adults		WYFY UY	In place	G
4.3			Forward Directions is a service delivered by a small team of Social Care Workers working within Eric Gray Services. This service promotes positive transitions from School to Adult Services through providing individualised weekly structured programme of activities with a view to promoting greater independent life skills.	In place	G
4.4	Positive transitions at key times Children Services to Adult Services.		The Social Work Transitions Group, a subgroup of the Social Work Governance Group was set up in summer 2016 to consider, plan and improve transition between children and adult services.	In place	G

Local Key Theme 5. Support for Families and Carers.

Our Goal	<ul style="list-style-type: none"> People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and wellbeing
Alignment with National and Local Strategic Outcomes	<ul style="list-style-type: none"> HWB Outcome 6. People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and well-being ICYP 2 Strengthening Families
Why We Need To Do This	<ul style="list-style-type: none"> Carers will be recognised as equal partners in providing care and support for people with ASD.

	Theme	How We Will Achieve This	Detail	Progress	R/A/G Status
5.1	Post diagnostic support for families and carers.	Deliver Early Birds (Under 5) and Early Bird Plus (4 – 8 yrs)	The programme delivers parent and carers given advice on strategies and supports in relation to ASD.	Runs as and when required	G
5.2		Deliver Parent Sessions	The programme is a six-session parent support programme to help promote good health in children and young people with autism (including Asperger syndrome). 'Parents Session' has been developed in response to recent evidence that indicated that a high percentage of autistic children are at risk of experiencing mental health problems in adolescence and adulthood. The programme aims to help minimise this risk.	Series of 6 run in early 2017. Second series is being planned for delivery later in the year.	G

5.3		By working with 3 rd sector partners to VAS Meeting.	Open meetings for parents and carers of young people with social communication difficulty including young people with autism and Aspergers. Supports a preventative approach. The meetings offer VAS the opportunity for consultation and to hear feedback from families and carers.	Better Breaks funding achieved by VAS. A variety of sessions are being run including; Siblings Group - aimed at young people who have a sibling with additional support needs Parents Meeting Open meetings for parents and carers of young people with social communication difficulty including young people with autism and Aspergers.	G
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Local Key Theme 6. Employment.

Our Goal	<ul style="list-style-type: none"> People with autism are able to participate in all aspects of community and society including meaningful educational or employment opportunities.
Alignment with National and Local Strategic Outcomes	<ul style="list-style-type: none"> SSfA Strategic Outcome 3: Independence: <i>People with autism are able to live independently in the community with equal <u>access</u> to all aspects of society. Services have the capacity and awareness to ensure that people are met with recognition and understanding.</i> SSfA Strategic Outcome 4: Active Citizenship: <i>People with autism are able to <u>participate</u> in all aspects of community and society by successfully transitioning from school into meaningful educational or employment opportunities.</i> HWB Outcome 1: People are able to look after and improve their own health and wellbeing and live in good health for longer HWB Outcome 4. Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services ICYP 3. Tackling Inequalities AHP 2 Living and Working Well

Why We Need To Do This	<ul style="list-style-type: none"> • People with autism can experience barriers to participation in aspects of community life including education, employment opportunities and social activities. • A good transition plan from school to post school development, training and work will enable young people with autism to plan their future participation in and contribution to their community.
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	Theme	How We Will Achieve This	Detail	Progress	R/A/G Status
6.1	Supported employment and training opportunities for adults with assessed needs in relation to ASD	By providing or arranging provision of service/s that promote the social development and wellbeing including training for people over school age and assistance in obtaining and undertaking employment.	<p>Eric Gray Forward Directions service primarily supports young adults aged 18-25 on the autistic spectrum, or those with a mild learning disability who may benefit from an individualised weekly structured programme of activities with a view to promoting greater independent life skills.</p> <p>The Bridges Project is part of SIC Youth Service. The project works with primarily 16 – 19 year old who are not in education, training or employment. Service has extended to provide support to vulnerable younger people who are still at school where a split programme between school and Bridges where this best meets needs. Bridges students are supported for one</p>	<p>All in place and kept under review through progress and planning meetings held between services; with external providers; and with individual as part of regular review cycle.</p> <p>Referral on to volunteering; work placement; supported employment; paid employment opportunity when appropriate (Shetland Employability Pathway; COPE; etc).</p>	G
				There are a lack of opportunities for work experience and supported employment placements which enable people to move into employment. This is particularly the case for individuals with barriers to employment including people with ASD. SIC Development, Adult Services and HR are working specifically to identify opportunity 'in-house' to improve on this position.	A

			year; they leave with an exit plan and most progress into a positive destination. There is a small percentage who leave Bridges and move into employment, most young people require further support through the Pathway.		
6.3.		Work in association with MOEP Transition Service	<p>MOEP Ltd secured 5 years of funding (2013 – Dec 2018) from the Big Lottery to meet the full cost of delivering tailored one to one support to young people aged 16-25 years old with ASD. To promote and enhance employment opportunity by support access to volunteering, work experience and employment at Stages 1 to 5 of the Employability Pathway.</p> <p>Stage 1 Case Management Referral and Registration Stage 2 Reducing Barriers Barrier Reduction & Capacity Building Stage 3 Work Focussed Training Provide training, skills development, job search skills & applications/CVs Stage 4 Job Brokerage Job</p>	Joint meetings have been initiated on a quarterly basis and include; Manager MOEP; MOEP Transition Support Worker QIO Children Services; TL EGRC; Employability Pathway Officer Young People, Exec Manager Adult Services to support case management and positive progression.	A

			Brokerage, work experience/ placements, volunteering and self employment Stage 5 Job Sustainability and In Work Development In work Development		
6.2	Employability Pathway	Referral to services within the Employability Pathway	<p>Identification of need for support to move into employment via a GIRFEC or a WYFY. A Participant is eligible to access the Pathway if they have 2 or more barriers to employment, and, with the right support, could sustain 16 hours employment, unsupported.</p> <p>Additional support can be provided by Condition Management Programme (CMP). The service provides positive step-by-step help towards increasing self management. There is a clear focus on linking improved health to finding and retaining work.</p>	Quarterly monitoring and review meetings in place. These meetings and data continue to evidence the need for appropriate enhanced support opportunity at the stage prior to entering the Employability Pathway to support positive and lasting progress to paid employment for some individuals with ASD.	A



Shetland Islands Council

Agenda
Item

5

Meeting(s):	NHS Shetland Board Education and Families Committee Shetland Partnership Board Integrated Joint Board	22 August 2017 28 August 2017 13 September 2017 06 September 2017
Report Title:	Shetland Child Protection Committee Annual Report 2016/17	
Reference Number:	CS-17-17-F	
Author / Job Title:	Kate Gabb, Lead Officer for Adult and Child Protection	

Decisions / Action required:

- 1.1 The Education and Families Committee is asked to note the Shetland Child Protection Committee Annual Report for 2016/17, as part of its scrutiny role under the approved Planning and Performance Management Framework.

High Level Summary:

- 2.1 Shetland Child Protection Committee is an inter-agency body constituted under the National Guidance for Child Protection Scotland issued by Scottish Government in 2014.
- 2.2 In 2016/17 Shetland Child Protection Committee focussed its activity on:
- Completing work on the action plan to implement the recommendation contained in the 2015 Inspection of Children's services in Shetland.
 - Focusing on the quality assurance of child protection processes and other services to children in need.
 - Promoting internet safety through a partnership between CPC and Youth Work Services to deliver VSVS - Virtually Safe Virtually Sound.
 - Improving knowledge of child protection through effective and widespread publicity including a locally used website.
 - Contributing to wider children's services planning and Local Outcome Improvement Plan and ensuring a focus on self-evaluation and self-improvement.
 - Developing and delivering training on Child Sexual Exploitation.

Corporate Priorities and Joint Working:

- 3.1 The Shetland Local Outcome Improvement Plan states that Shetland is the best place for children and young people to grow up. Preventing child abuse and protecting children who have been harmed is one of the major priorities identified by Chief Officers in all agencies in Shetland. Shetland Islands Council has a responsibility to provide child protection services through the Children and Families Social Work Team and the Out of Hours Service. Additionally all staff have a responsibility to:-

Recognise

Be aware that a child or young person may be at risk of abuse and may need support and protection

Respond

Take immediate action when necessary to ensure the safety of all children and young people

Report/Refer

Follow child protection procedures

Record

Record all information including actions, discussions and decisions

- 3.2 Shetland Child Protection Committee has a responsibility to maintain and update the Shetland Interagency Child Protection Procedures which gives clear guidance about the importance of interagency working and the sharing of information in order to risk assess situations where children are or may be at risk of significant harm.
- 3.3 The 2017-20 Integrated Children's Services Plan was published on 5th May 2017 and in line with Scottish Government guidance linked to the Children and Young Persons (Scotland) Act 2014. This will provide the framework for future Child Protection Committee Business Plans and work streams.

Key Issues:

- 4.1 Protecting children in Shetland is a high priority for all agencies and is of particular relevance for elected members. The Executive Summary is given below:

In 2016/17 Shetland Child Protection Committee focussed its activity on:

- Completing work on the action plan to implement the recommendation contained in the 2015 Inspection of Children's services in Shetland.
- Focusing on the quality assurance of child protection processes and other services to children in need.
- Promoting internet safety through a partnership between CPC and Youth Work Services to deliver VSVS - Virtually Safe Virtually Sound.
- Improving knowledge of child protection through effective and widespread publicity including a locally used website.

- Contributing to wider children's services planning and Local Outcome Improvement Plan and ensuring a focus on self-evaluation and self-improvement.
- Developing and delivering training on Child Sexual Exploitation.

4.2 Committee members are requested to read and note the content of the 16/17 Shetland Child Protection Committee report. The report is attached and is also available from the following weblink:-

<http://www.safershetland.com/assets/files/scpc-annual-report-2016-17.pdf>

If you have any problem accessing this document please copy and paste the URL into the browser.

Exempt and/or confidential information:

5.1 None

Implications :

6.1 Service Users, Patients and Communities:	The Shetland Child Protection Committee Annual Report provides information about the activity undertaken by agencies to protect and support children, families and young people.
6.2 Human Resources and Organisational Development:	Staff within Childrens Services are supported through regular professional and performance review and supervision that leads to the delivery of appropriate training and skill development related to protecting children. The Training Sub-Committee ensures workforce development implications are addressed to support the Adult and Child Protection arrangements for all agencies in Shetland. This is outlined in the annual report.
6.3 Equality, Diversity and Human Rights:	Shetland Interagency Child Protection Procedures contain clear guidance about equality, diversity and human rights.
6.4 Legal:	Child Protection lies within National Guidance and is linked to the Children Scotland (Act) 1995, the Childrens Hearing (Scotland) Act (2011) and the Children and Young Persons (Scotland) Act (2014).
6.5 Finance:	There are no direct financial implications.
6.6 Assets and Property:	There are no implications.
6.7 ICT and new technologies:	There are no implications.
6.8 Environmental:	There are no implications.
6.9 Risk Management:	This report presents an assessment of the work undertaken to address one of the key community safety risks, namely keeping children and young people safe from harm. There are no specific risks associated with reporting the Annual Report of the Child Protection Committee.

6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.	
6.11 Previously considered by:		

Contact Details:

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E-mail: kate.gabb@shetland.gov.uk

Report Finalised: 17 July 2017

Appendices:

Appendix A: Shetland Child Protection Committee Annual Report 2016/17

Background Documents:

SHETLAND CHILD PROTECTION COMMITTEE

Safer Shetland – Safeguarding children and young people in Shetland



Annual Report 2016/17 and Business Plan



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01595 743060

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یہ معلومات کسی اور زبان یا شکل میں حاصل کرنے کیلئے اپنے این ایچ ایس کے مقامی بورڈ کو
پرٹیلیفون کریں۔ 01595 743060

Executive Summary

In 2016/17 Shetland Child Protection Committee focussed its activity on:

- Completing work on the action plan to implement the recommendation contained in the 2015 Inspection of Children's services in Shetland.
- Focusing on the quality assurance of child protection processes and other services to children in need.
- Promoting internet safety through a partnership between CPC and Youth Work Services to deliver #VSVS - Virtually Safe Virtually Sound.
- Improving knowledge of child protection through effective and widespread publicity including a locally used website.
- Contributing to wider children's services planning and Local Outcome Improvement Plan and ensuring a focus on self-evaluation and self-improvement.
- Developing and delivering training on Child Sexual Exploitation.

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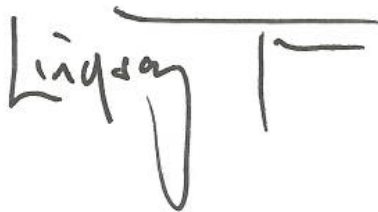
Introduction

As Chair of Shetland Child Protection Committee I am pleased to introduce the 2016/17 Child Protection Committee Annual Report.

This report reflects the varied work undertaken by the Committee to ensure that protecting children and raising awareness of current issues, such as internet safety is a priority in Shetland. Shetland Child Protection Committee and Chief Officers have always supported the view that protecting children is everyone's job. This has been emphasised locally by regular publicity and comprehensive training for all organisations.

I would like to record my thanks to the members of the Child Protection Committee and the Sub-Committees for their commitment to this important work. I would particularly like to commend the work undertaken by staff from all agencies who on a daily basis work together to safe guard children and young people. Chief Officers continue to support and appreciate this sensitive and difficult work.

Signed:

A handwritten signature in black ink, appearing to read 'Lindsay T.' with a stylized flourish at the end.

Chair
Shetland Child Protection Committee
(on behalf of CPC members as listed in [Appendix 1](#))

Vision, Values and Aims

The 2017-20 Integrated Children's Services Plan was published on 5th May 2017 and in line with Scottish Government guidance linked to the Children and Young Persons (Scotland) Act 2014. This will provide the framework for future Child Protection Committee Business Plans and work streams.

[http://www.safershetland.com/assets/files/Shetland%20ICSP%20Final%2001.05.17%20v1\(1\).pdf](http://www.safershetland.com/assets/files/Shetland%20ICSP%20Final%2001.05.17%20v1(1).pdf)

Vision:

Shetland is the best place for children and young people to grow up.

Aims:

1. To change the way we work to provide more effective early intervention to improve the wellbeing of children/young people, with a focus on the most vulnerable.
2. To create a structure with a clear understanding of local needs, planning, governance, centralised data support and service development; supporting continuous improvement in order to deliver our priorities.
3. To use GIRFEC principles when we work with children and young people.

Priorities:

- Improving the emotional wellbeing and mental health of children and young people.
- Strengthening families by taking account of the needs of the whole family focusing on prevention and early intervention, building on family strengths and reducing risks to children and young people.
- Tackling inequalities by recognising that a range of situational factors cause inequality, seeking to close the attainment gap and reduce the number of families who are struggling to thrive.

In addition to local priorities Shetland CPC will need to ensure that the findings of the Scottish Government Child Protection Improvement Programme which are relevant to local practice are in place. There is also a growing need to ensure effective joint work with other partnerships such as the Shetland Domestic Abuse Partnership and the Shetland Alcohol and Drug Partnership.

Shetland Child Protection Committee meets quarterly to carry out the functions laid down in the National Guidance for Child Protection in Scotland 2014. Most of the active work is carried out by the sub-committees and monitored through the business plan [see appendix 4](#). The Chair of CPC reports quarterly to the Chief Officers Group who in turn report to the Community Planning Partnership. For structure see [appendix 5](#).

Improvement through Self-Evaluation

As noted in the 2015/16 Child Protection Committee Annual Report quality assurance for Child Protection now sits alongside wider children services quality assurance work.

Throughout 2016/17, the focus of activity was the action plan developed to respond to the recommendations of the 2015 Inspection of Children's Services in Shetland. The Care Inspectorate completed a follow up to the inspection in November 2016 and looked at the files of 16 children and young people. A letter of assurance was published that noted improvement in assessing risk and need.

<http://www.careinspectorate.com/images/documents/3648/Shetland%20Islands%20Council%20FINAL%20Progress%20Review%20outcome%20CE%2011%2001%2017.pdf>

The group has also worked on the following:

- In preparation for the return visit of the Care Inspectorate in November 2016, the Lead Officer completed a review of strategy meetings and pre-birth cases analysing risk assessments that informed decisions about the necessity to hold pre-birth child protection case conferences. Both reviews showed good practice with some areas for improvements and these recommendations are being worked on currently.
- Work to embed routine quality assurance is being put in place at all stages in the child protection process and this work generates useful information and learning that can be shared. Team Leaders and Senior Social Workers have been involved in this work and this is progressing with the support of the Executive Manager of Children and Families Social Work and the Independent Reviewing Officer.
- The interagency Child Concern Collaborative has significantly changed and improved the way it works and improved the gathering of data in respect of the children and young people who are discussed at the weekly interagency meetings.
- The Lead Officer completed a review of children's plans for the 23 children who were on the child protection register between April and September 2016. The review was conducted using the Care Inspectorates file reading pro forma and showed that care plans were being used effectively and appropriately. The recommendation from this review will be shared in detail with the Social Work Quality Improvement Team, work on this will continue through 2017.
- Data on child plans was gathered by the GIRFEC co-ordinator on a regular basis and reported to the QA group. The ability to produce data on individual children has assisted the process of establishing how we are improving the lives of children and families.

Shetland Child Protection Committee – Sub Committees

The Child Protection Committee has three standing sub-committees – Protection in the Community Sub-Committee, Mobile Phone and Internet Safety Sub-Committee and a Joint APC and CPC Training Sub-Committee. All sub-Committees meet quarterly, the following gives a summary of the work undertaken by these sub-committees.

1. Protection in the Community

This group has had a stable and committed membership through 2016/17 and has benefited from a reviewed and revised remit and the inclusion of a representative from the NHS Shetland Improvement Team.

The following has been achieved in 2016/17

- Train the Trainers training for Shetland Arts and Amenity Trust was completed in July and September 2016 and plans are in place for this to be rolled out to all staff.
- Support provided to Shetland Arts to update their Child Protection Policy.
- The updating of the remit for the group allowed some thinking about how to extend the work of the group by linking with local hall committees and the licensing forum.
- Close working with the Sport Development, Shetland Recreational Trust and Active Schools Team ensured the continued provision of Child Protection in Sport Training.
- Contributing to the development of a community wide Anti-Bullying Policy.
- Following national concerns about historical sexual abuse in football clubs support was given to a media release and publicity through Radio Shetland about PVG and good practice guides for sport groups.
- The team leader at Voluntary Action Shetland has delivered practical training for the third sector 4 occasions and has provided training for 37 people representing 12 third sector organisations.
- Shetland Recreational Trust continued to provide child and adult protection training to all staff.

2 Training Sub-Committee

The training sub-committee has been a well-attended and stable group. Summaries of evaluation of training sessions are included in appendix 2.

The following has been achieved in 2016/17

- The Lead Officer Adult and Child Protection and the Advanced Nurse Practitioner for Protection completed visits to all primary health centres in Shetland. One of the main outcomes was that training needs to be delivered in local areas on a regular basis. Child protection and adult protection training have been delivered in Unst and there will be plans put in place to deliver training in localities throughout 2017.
- Six new trainers were recruited to the child protection training team and have started to deliver level 2 training. Level 2 training was delivered on 7 occasions in 2016/17.
- The two-day level 3 Child Protection Training was comprehensively revised and delivered in June, September and November 2016 and March 2017. This training has been reinstated on a firmer footing and should now continue to be available to staff from all organisations.
- The Training Strategy was updated and agreed at CPC and APC.
- Work is underway to produce a Level 3 e-learning module that will act as a refresher course for all staff who have attended the Level 3 CP training.
- Two CSE workshops were delivered in June 2016.
- Training about Child Protection and disabilities was piloted successfully with Short Breaks staff in September 2016 and this needs to be revised and rolled out through in-service training.
- Prevent training inputs has been delivered throughout secondary school in Shetland including the delivery of Act Now to all Secondary 4 pupils. The provision of an e-learning course has been helpful in ensuring all public sector staff have an awareness of prevent. Further work is required to ensure public sector staff receive face to face inputs and awareness.
- The attendance of local police officers to multi-agency training has encouraged greater understanding and partnership working which is of benefit to all agencies.

4. Mobile Phone and Internet Safety Sub-Committee.

This sub-committee has been well attended and enthusiastically supported.

The following has been achieved in 2016/17

- The group continued to monitor the CSE plan ([please see more information below](#)) and was involved in developing the staff survey.
- The group supported #VSVS events ([please see below for more information](#))
- Delivered Child Exploitation and Online Protection train the trainer sessions on 4 occasions in 2016.
- Planned activities for Safer Internet Day 2017. This included intensive work with the Police Scotland Young Volunteers to produce a short film about the implications of the use of technology. The film was shown in all secondary schools in Shetland on the 7th of February 2017 – Safer Internet Day.
- A revised and improved information leaflet for parents, children and young people was e-mailed out through all schools in the week of Internet Safety Day 2017.

- . Engagement and participation of parents and parent council has been challenging.
- However, with the active support of Hamnavoe School a very well attended parent involvement evening was held at the school in February 2017. This included a safer internet session for p4-7s as well as parents. A similar event was held at Mid-Yell School in April 2017 and it is hoped to roll out to other schools throughout 2017.

#VSVS – Virtually Safe Virtually Sound

Shetland Child Protection Committee continued its partnership with Shetland Youth Work Services and OPEN Peer Educators and young volunteers recruited from the schools involved to deliver #VSVS events at Mid-Yell Junior High School (also involving pupils from Baltasound School) and Sandwick Junior High School. Workshops provided included dance, drama (with a focus on online behaviour), stand-up comedy, positive relationships, child protection, on line safety- including how to use social media, Mentors in Violence Prevention and positive body image. 56 young people attended the event at Mid Yell and 140 at Sandwick. Feedback has been positive and future events are planned for all S1s at Anderson High School and Whalsay Junior High School for September and November 2017.

Child Sexual Exploitation

One of the aims of the local CSE plan was to try to gather better data about the number of children and young people at risk of CSE. The Child Care Collaborative was able to identify 28 young people at risk of or affected by child sexual exploitation.

A staff survey was circulated in November 2016 and the findings collated – 82 staff completed the survey. 36.59% said they had been aware of children and young people affected by CSE in Shetland. 69 people were clear that they would make a child protection referral if they were worried about a child being at risk of CSE. 50 people had already received training about CSE and 29 people said they would like to attend training. 73 said that additional guidance about CSE would be helpful.

To respond to the survey a CSE protocol has been developed by Social Work staff in the Children and Families team and this will be added to the Child Protection Procedures.

Training has also been organised for June 2017 and this will form part of a rolling programme of training.

Website Activity, Publicity and Newsletters.

www.safershetland.com continues to provide information about child and adult protection and domestic abuse. Website statistics are shown below.

	Adult Protection	Child Protection	Domestic Abuse
All Sessions	725	1798	273
Users	537	1268	228
Page Views	2700	4718	1531
Pg per Session	3.72	2.3	5.61
Average Session	00:04:26	00:02:19	00:05:50
Bounce Rate (%)	42%	54	34.80
% New Session	63.17	63.29	64.10

- Shetland Child Protection Committee has an active publicity plan and this has included advertising online and in the Shetland Times, articles about Safer Internet Day and the #VSVS events.
- Adult and Child Protection Staff held information stands at Cunningsburgh Show, Yell Show and in the local supermarkets. Banners and leaflets are placed around Shetland in public places as part of a continuous programme of awareness raising.
- Child Protection Committee provides a quarterly newsletter that has allowed information about Child Sexual Exploitation, Safer Internet information and other publication such as the Care Inspectorates collation of learning from Significant Case Reviews in Scotland to be shared.

Links with Na h Eileanan Siar and Orkney Councils.

There has been an informal link with the Child Protection Committees of the other two island authorities for some time. However this has been strengthened and

formalised following the Lead Officer attending a one day conference hosted by Eileanan Siar CPC in October 2016. This has led to closer working relationships, the sharing of training materials and mutual support and guidance. It is hoped to further this work in 2017 and assist each other in training and quality assurance work.

Child Protection Statistics

Shetland Statistics

Shetland Child Protection statistics are collated for 1 April 2016 to the 31 March 2017 and are included in [appendix 3](#). There was a reduction in the number of referrals, but more children referred. .

National Comparison

Scottish government collects and publishes statistics from 1st August to 31st July and published the statistics for 2015/16 in March 2017.

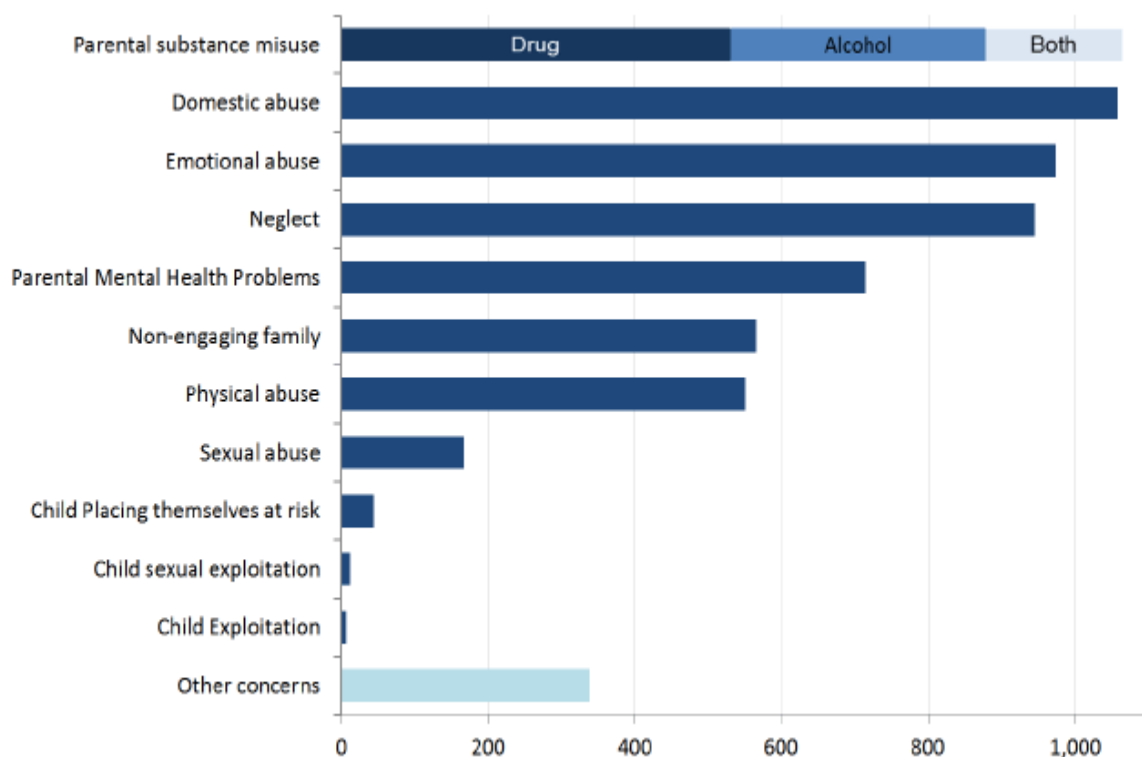
<http://www.gov.scot/Topics/Statistics/Browse/Children/TrendChildProtection>

National data shows that on average in Scotland three children per 1000 under the age of 16 are on the register. At local authority level, the rate varied from 0.3 per 1000 in Orkney to 5.2 per 1000 in Glasgow. Shetland had a rate of 4 per 1000 recorded in 2015/16.

In national data Shetland is recorded as having 17 children on the CP register in 2015/16. In previous Child Protection Committee Annual Reports it has been possible to compare Shetland statistics with those of similar size local authorities Orkney and Na h-Eileanan Siar. However Scottish Government, for reasons of confidentiality related to publishing small numbers, has not included in the national statistics data about numbers of children on the child protection register for Orkney and Na-h-Eileanan Siar for 2015/16. So the inference is that both authorities have fewer children placed on the child protection register than Shetland. As part of the continuing links with Orkney and Na h-Eileanan Siar it would be useful to explore this further and understand and learn from the approaches being taken to child protection cases in the different authorities.

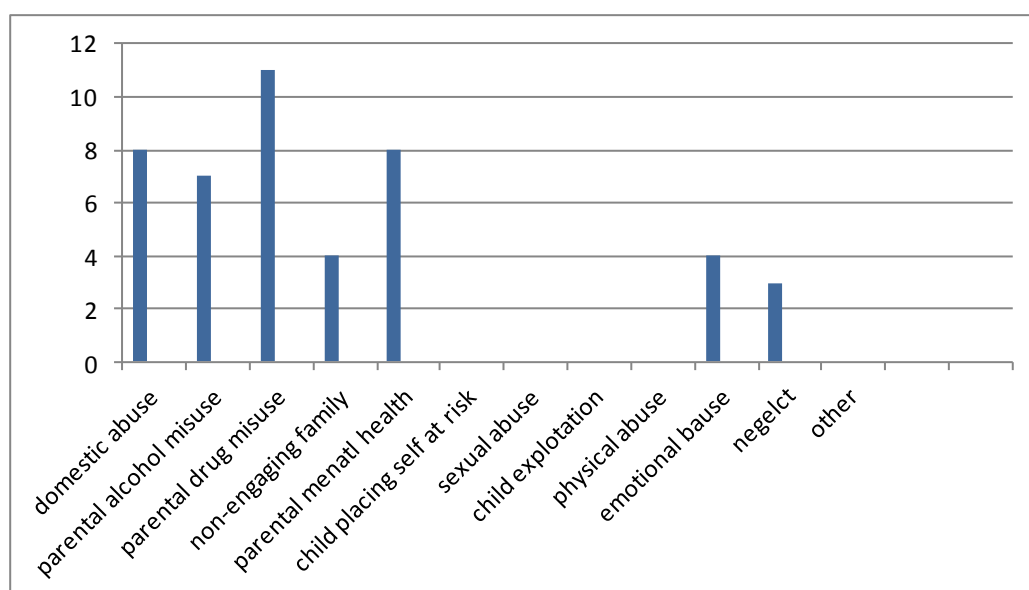
Concerns related to the reasons that a child's name is placed on the child protection register are collated nationally – the chart below gives the national breakdown. More than one concern can be identified for each child whose name is placed on the child protection register.

Concerns identified at the case conferences of children who were on the child protection register, 2016 for Scotland

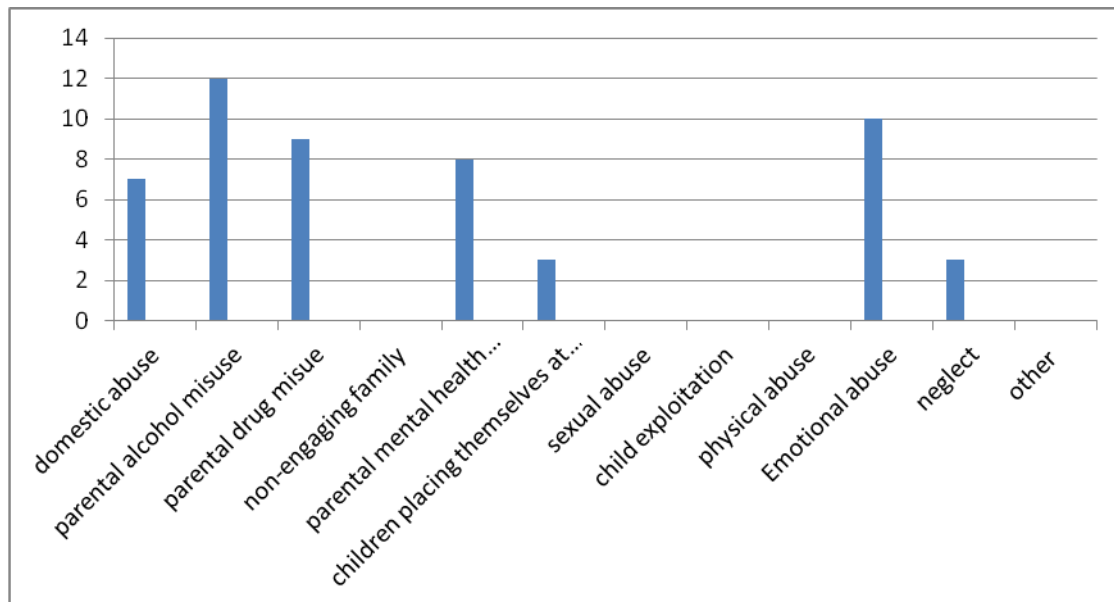


This national data can be compared to local Shetland data – the following charts list the concerns noted at initial and review case conferences.

Concerns recorded at Initial Child protection Case Conferences in Shetland



Concerns recorded at Review Child Protection Case Conferences in Shetland



From comparing national and local data about concerns recorded at case conferences it is notable that parental substance misuse is the most frequently recorded concern. Domestic abuse and also parental mental health problems are also common concerns. No child's name was placed on the child protection register due to sexual abuse and this is becoming a long term trend in Shetland and there are low numbers nationally. There are children in Shetland who have been identified as being at risk of child sexual exploitation, but no children required to be registered which indicates that agencies are able to respond to such concerns at a preventative level.

Conclusion

Chief Inspector Lindsay Tulloch has chaired Shetland Child Protection Committee since April 2016 and meetings have been well attended and supported. The Business Plan has been closely monitored and most work has been completed with some to carry forward to 2017/18 business plan.

The Lead Officer continued to chair Child Protection Case Conferences until August 2016 when a temporary appointment was made to the Independent Reviewing Officer post. The support of active and able administrative staff and the Business Support post has ensured that work has progressed.

Shetland CPC remains well organised and functional and moves forward into 2018/19 with the aims of:

- Implementing recommendation from the Scottish Governments Child Protection Improvement Programme.
- Supporting the quality assurance of child protection procedures.
- Ensuring a continued focus on child sexual exploitation and internet safety.
- Improving joint working with other partnerships by sharing aims and objectives.
- Improving business-planning processes.
- Updating and improving the Child Protection Procedures.
- Continuing to provide a helpful and informative website, effective publicity and good quality training.

Appendix 1: Membership of Shetland Child Protection Committee 2016-17

Lindsay Tulloch Chair		Chief Inspector and Shetland Area Commander Police Scotland
Martha Nicolson Vice-Chair		Executive Manager, Children & Families, Children's Services, Shetland Islands Council Chief Social Work Officer
Moyra Gordon		Locality Reporter Manager Scottish Children's Reporter Administration
Helen Budge		Director, Children's Services Shetland Islands Council
Audrey Edwards		Executive Manager Quality Improvement, Children's Services, Shetland Islands Council (representing Schools)
Catherine Hughson		Executive Officer, Voluntary Action Shetland
Anita Jamieson		Executive Manager Housing Service, Development Services, Shetland Islands Council
Rhonda Simpson		Principal Educational Psychologist Psychological Services, Children's Services Shetland Islands Council
Kate Kenmure		Children and Families Health Manager NHS Shetland
Janice Irvine		Advanced Nurse Practitioner (Protection) NHS Shetland
Kathleen Carolan		Director of Nursing and Acute Services NHS Shetland
Denise Morgan		Executive Manager, Criminal Justice Service, Community Health & Social Care, Shetland Islands Council
Duncan Mackenzie		Procurator Fiscal nominated representative for Crown Office and Procurator Fiscal Service
Agnes Tallack		Chair of Shetland Childrens Panel
Gail Bray		Team Leader Workforce Development Shetland Islands Council
Kate Gabb		Lead Officer for Adult and Child Protection

Appendix 2: Training

Appendix 2.1: Single-agency Child Protection training

‘Protecting Children and Adults’ basic Protection Awareness course for the third sector was delivered as set out below:

Date	Agency	Total
September 2016	Voluntary Action Shetland	11
November 2016	Voluntary Action Shetland	8
January 2017	Voluntary Action Shetland	6
March 2017	Voluntary Action Shetland	12
TOTAL		37

Half day Awareness Raising (level 2) training was delivered to Schools staff:

Date	Agency	Total
15 August 2016	SIC Schools in Service	19
16 August 2016	SIC Schools in Service	17
24 October 2016	SIC Schools in Service	23
25 October 2016	SIC Schools in Service	21
25 October 2016	SIC Schools in Service	23
TOTAL		103

Appendix 2.2: Synopses of evaluations of inter-agency child protection training

(2½ day child protection foundation course) Level 3

Percentage of participants reporting that training objectives were met

Course 1 08 – 09 June 2016 Participants: 19

To provide core information to participants about child abuse	97%
To familiarise participants with Shetland's multi-disciplinary child protection procedures	94%
To provide a multi-disciplinary setting, where participants can share knowledge, skills and experience in child protection work, in a safe and productive way	96%
To encourage development in multi-disciplinary working across agency boundaries	97%

Course 1 22 – 23 September 2016 Participants: 19

To provide core information to participants about child abuse	98%
To familiarise participants with Shetland's multi-disciplinary child protection procedures	97%
To provide a multi-disciplinary setting, where participants can share knowledge, skills and experience in child protection work, in a safe and productive way	100%
To encourage development in multi-disciplinary working across agency boundaries	99%

Course 1**28 – 29 November 2016****Participants: 20**

To provide core information to participants about child abuse	98%
To familiarise participants with Shetland's multi-disciplinary child protection procedures	97%
To provide a multi-disciplinary setting, where participants can share knowledge, skills and experience in child protection work, in a safe and productive way	98%
To encourage development in multi-disciplinary working across agency boundaries	97%

Course 1**16 – 17 March 2017****Participants: 16**

To provide core information to participants about child abuse	98%
To familiarise participants with Shetland's multi-disciplinary child protection procedures	98%
To provide a multi-disciplinary setting, where participants can share knowledge, skills and experience in child protection work, in a safe and productive way	98%
To encourage development in multi-disciplinary working across agency boundaries	96%

Appendix 2.3: Other CPC training delivered

CHILD PROTECTION AWARENESS HALFDAY/5-HOUR COURSE (INTER-AGENCY) LEVEL 2

Date	Child Minder	NHS	Private	SIC	Voluntary	Grand Total
24 April 2016				5	1	6
24 May 2016		9		8		17
21 June 2016			6			6
22 June 2016		12		10	1	23
24 August 2016				9		9
05 September 2016		11		2	2	15
07 December 2016	1	4	1	7	2	15
26 January 2017		5	2	5		12
20 February 2017			5			5
24 February 2017		3		1		4
21 March 2017		6	2	5		13
25 March 2017			1	6		7
Grand Total	1	50	17	58	6	132

GENERAL 1-DAY INTER-AGENCY REFRESHER FOR 2½-DAY TRAINED STAFF – LEVEL 3

Date	NHS	Private	SIC	Vol	Grand Total
02 June 2016	4		10	1	15
17 November 2016	4		6	1	11
08 December 2016	9		5	1	15
Grand Total	17		21	3	41

Child Sexual Exploitation – delivered by Caren McLean – Lead Officer for East Renfrewshire Child Protection Committee.

Date	Inter-agency	Total
20 June 2016	40	40
TOTAL		40

Attachment Consultation and Development – delivered by Ann Sutton (Schools In-Service days)

Date	SIC	NHS	Private	Foster/Adopter/ Kinship Carers	Voluntary	Total
24 October 2016	22					22
25 October 2016	8			2		10
TOTAL	30			2		32

Attachment – Focusing on the Needs of Secondary School Aged YP – delivered by Ann Sutton (Schools In-Service days)

Date	SIC	NHS	Private	Foster/Adopter/ Kinship Carers	Voluntary	Total
25 October 2016	26					26
TOTAL	26					26

Attachment – Introduction to the Holly Van Gulden Model – delivered by Ann Sutton (Schools In-Service days)

Date	SIC	NHS	Private	Foster/Adopter/ Kinship Carers	Voluntary	Total
25 October 2016	30					30
TOTAL	30					30

CHILD AND ADULT PROTECTION – CHAIRING CASE CONFERENCES

Date	NHS	Private	SIC	Vol	Grand Total
22 April 2016	1		12		13
Grand Total	1		12		13

CHILD PROTECTION – REPORT WRITING

Date	NHS	Private	SIC	Vol	Grand Total
22 April 2016			8		8
Grand Total			8		8

CHILD PROTECTION – TRAIN THE TRAINER

Date	NHS	Private	SIC	Vol	Grand Total
22 April 2016			6		6
Grand Total			6		6

Appendix 3: Child Protection Statistics

Part 1: Referrals, case conferences and registration information

1 APRIL 2016 - 31 MARCH 2017		2016-17		2014-2015	
Number of referrals	Number of children referred				
168	263	183	249	235	384
Source of referrals	Agency				
14	Police	23		32	
2	Health Visitor	5		4	
0	GP	7		14	
31	Other Health	33		52	
38	School	43		38	
0	Playgroup/childminder	1		0	
8	Other Education	5		2	
15	Social Work	11		19	
38	Members of Public/Family	39		52	
25	Other	16		22	
Number of joint police/social work investigations	Number of children involved				
46	67	54	76	71	114
Number of <u>initial</u> child protection case conferences	Number of children involved				
11	23	15	25	27	50
Number of children on the Child Protection Register during 2016-2017	Number of children on the Child Protection Register at 31 March 2017				
32	10	43	13	48	17
Number of <u>review</u> child protection case conferences	Number of children involved				
24	41	33	48	35	59

Part 2: Further information

Time on CP Register: Children and Young People on Register between 01.04.16-31.03.17


Of those **22** children and young people whose names were taken off the register during the year, the time the child's name was on the register was between 3 months and 15 months.

Appendix 4 – CPC Business Plan 2016/17

CPC 16/17


OBJECTIVE

1 – Increase participation and feedback from children and young people included in Child Protection

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 1.1 Build into child protection processes the capacity to seek views and collate that information		31-Dec-2016	SLWG established and work in progress, to c/f	Evidence of the views of children and young people who are involved in child protection processes and measure positive experiences.	
CPC 1.2 To develop as part of regular audit and quality assurance, a system that seeks and collates the views of children and young people involved in CP process	Kate Gabb	31-Mar-2017	To c/f	Improvements and changes to processes and services based on the views of the children and young people.	

OBJECTIVE

2 – Improve direct work with young people to help them keep themselves safe

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 2.1 Working with Schools and Youth Work		31-Mar-2017	#VSVS events Mid Yell 23/9 and	Improved opportunities for young	

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
Services and young volunteers to plan and deliver #Virtually Safe and #Virtually Sound Events			Sandwich 06/10	people to access information about anti-bullying and online safety	

OBJECTIVE

3 – Improvement through self evaluation that focuses on outcomes for children

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 3.1 Use Barnardos outcome framework to identify specific outcomes for children whose name is on the CP Register		31-Mar-2017	Lead Officer and Data Officer meeting to complete work.	Improved outcome data for children subject to CP processes.	✓
CPC 3.2 Review the introduction of Children's Plans for children on the CP Register		31-Mar-2017	All Children whose names are on the CP register have child's plans in place.	Improving outcomes for all children whose names are on the CP Register.	✓

OBJECTIVE

4 – Training

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 4.1 Deliver training about Child Protection and children with disabilities		31-Mar-2017	Training delivered to short breaks service with positive evaluations to	Improved understanding of the specific risks to children with	✓

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
			plan roll out in 2017.	disabilities.	

OBJECTIVE

5 – Build on recent self evaluation by adopting a more systematic approach. Take the form of annual prog. of Joint Self Evaluation across Children's Services, linking the work of Integrated Children's Plan Strategic Group and CPC

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 5.1 Develop a programme of work to deliver a more systematic approach to self evaluation using the national QI and available evidence e.g. examples of practice given by Care Inspectorate, prioritised against areas assessed as "weak" in Shetland Inspection		31-Mar-2017	Work on action plan mostly complete. Return visit by Care Inspectorate in November 2016 gave positive verbal feedback	Return visit of Care Inspectorate in November 2016 to assess improvement in QI 5.2 "assessing risk and need"	✓
CPC 5.2 To ensure that all CP processes are subject to appropriate and proportionate quality assurance analysis		31-Mar-2017	To c/f	Assurance that CP processes are effective and achieve better outcomes for children and young people.	⚠

OBJECTIVE

6 – Respond to the National Priorities set by the Child Protection Improvement Plan

Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
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Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 6.1 Develop a local plan to address CSE	Kate Gabb	31-Mar-2017	Plan in place and on course.	Effective recognition and referral of children at risk	✓
CPC 6.2 Roll out of Child Sexual Exploitation training		31-Mar-2017	Scottish Government training planned for 5th and 6th June 2017	Positive evaluations of training that will lead to improved understanding of the issues of Child Sexual Exploitation.	✓

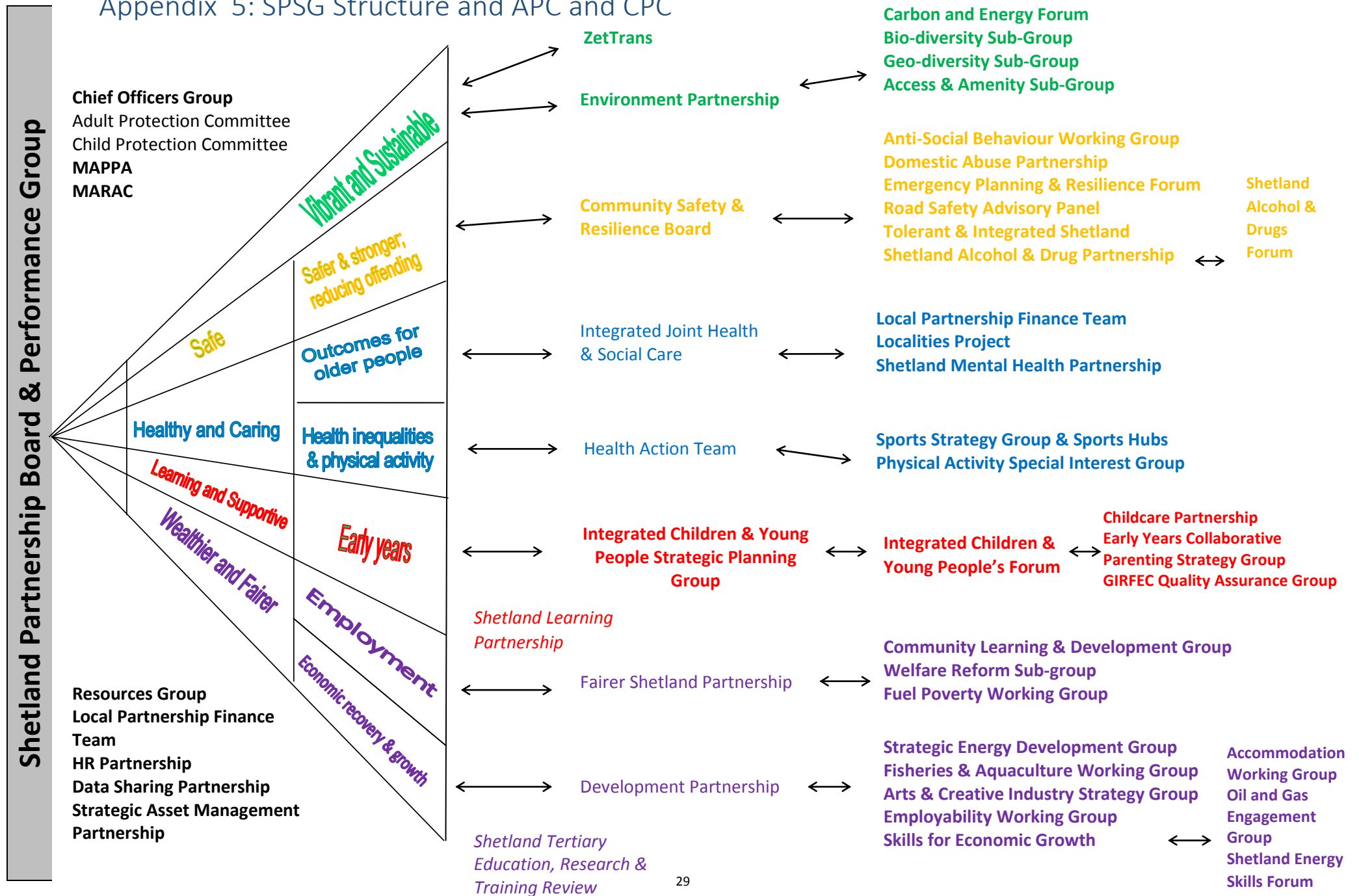
OBJECTIVE

7 – Improve both strategic planning and casework interventions for children affected by parental substance misuse

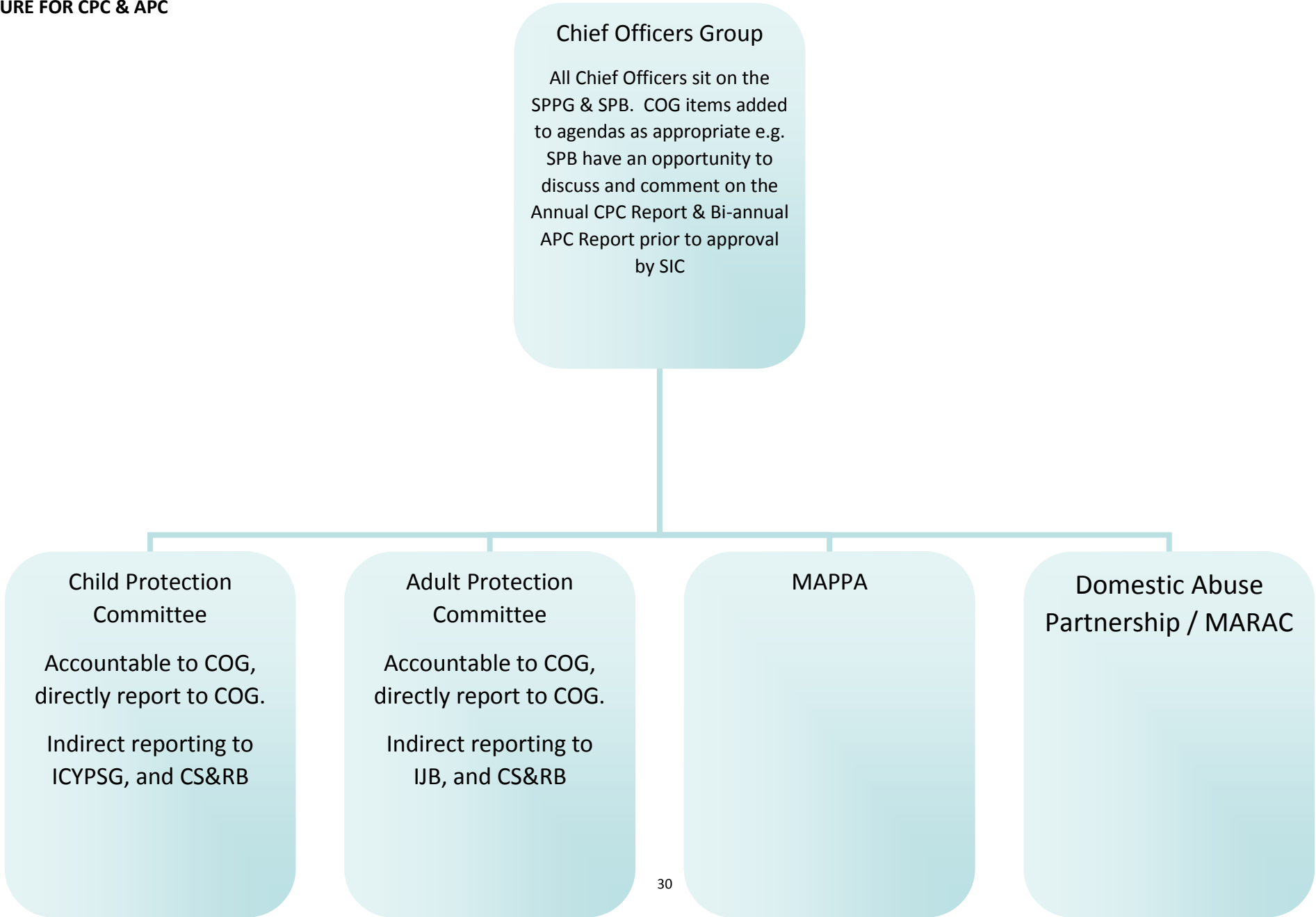
Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
CPC 7.1 To ensure strategic links and planning in place between CPC and Shetland Drug and Alcohol Partnership		31-Mar-2017	Co-ordinator attended CPC on 28/06 and L/O and co-ordinator have meeting scheduled.	Positive working relationships	✓
CPC 7.2 To build on existing positive working relationship between SMS and Children and Families Social Work		31-Mar-2017	Link Social Worker Children and Families Team working with SMRS follow up meetings in place and draft plan for training agreed and training planned for later in 2017. c/f the training planned	Positive working relationships between practitioners	✓
CPC 7.3 For children whose names are on the CP register to ensure follow up. Children's Plans also to address relapse and recovery for		31-Mar-2017	Continuing to discuss and monitor.	Reduced risk to children affected by parental substance misuse and reduced need for registration or re-	✓

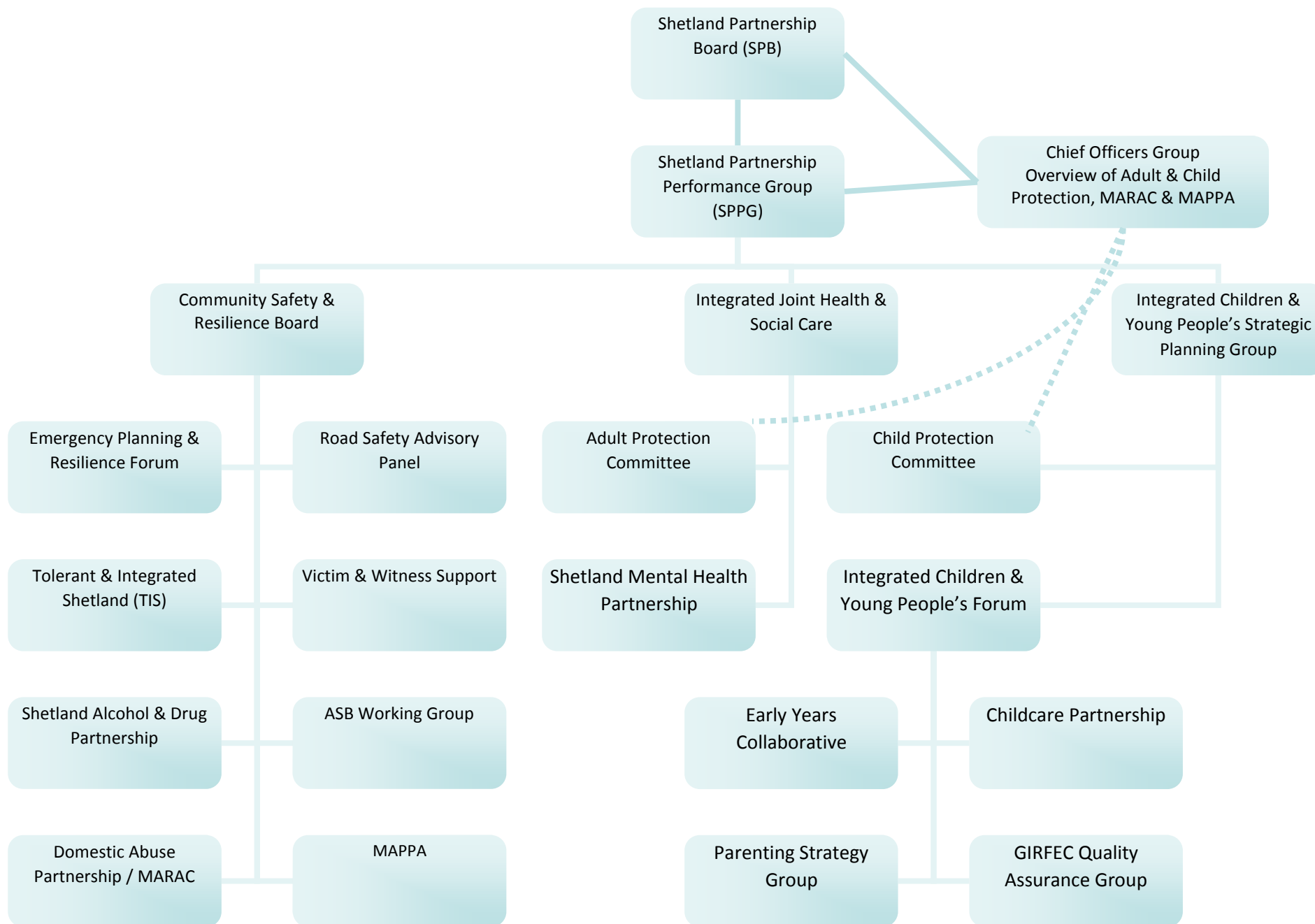
Actions	Managed By	Due Date	Progress Statement	Desired Outcome	Status
their parents				registration	

Appendix 5: SPSG Structure and APC and CPC



Appendix 5: GOVERNANCE & ACCOUNTABILITY
STRUCTURE FOR CPC & APC







Meeting(s):	Education and Families Committee	28 August 2017
Report Title:	Shetland's Integrated Children and Young People's Services Plan	
Reference Number:	CS-19-17-F	
Author / Job Title:	Director of Children's Services	

1.0 Decisions / Action required:

- 1.1 That the Education and Families Committee comment on the priorities which are considered appropriate for the delivery of services to children in Shetland and APPROVE the Integrated Children's Service Plan.

2.0 High Level Summary:

- 2.1 All local authorities are required to produce an Integrated Children's Services Plan for a three-year period. In line with national guidance, this plan pulls together work done with Children in Shetland Islands Council, NHS Shetland, Police and the Voluntary Sector.
- 2.2 The new plan builds on existing provision, knowledge and experience gained from the current plan. The plan sets out our priorities for children and young people in Shetland: Emotional Wellbeing and Resilience, Strengthening Families and Tackling Inequalities. Subgroups have been formed under each priority to take forward the work from the plan.
- 2.3 The plan aims to be user friendly and to give a sense of direction that will inform individual service plans. We have tried to set out the plan in a format that will be widely accessible.

3.0 Corporate Priorities and Joint Working:

- 3.1 The actions in the plan are consistent with the Council, NHS Shetland, Northern Constabulary and the Voluntary Sector's aims to provide high quality services in ways that are appropriate to the local context and sustainable for the future.
- 3.2 The Integrated Children's Services Plan builds on inter-agency work already in place on a number of key strategic priorities relating to children and families: such as Child Protection, Early Years, integrated assessment through Getting it Right For Every Child, and focuses on those areas of work where we need to develop our responses and action is needed to further integrate our services and promote continuous improvement. The plan aims to be user friendly and to give a sense of direction that will inform individual service plans.

4.0 Key Issues:

4.1	<p>We are committed to improving the emotional wellbeing and mental health of our children and young people and will work in line with the guidance provided in the new Mental Health Strategy for Scotland (2017-2027). Emotional wellbeing and mental health affects every aspect of a child's development including their cognitive abilities, their social skills, as well their emotional wellbeing.</p>
4.2	<p>There are a number of factors, which contribute to poor outcomes for children in Shetland, including poverty, social exclusion, anti-social behaviour, domestic violence, substance use, and physical or mental health problems. Reduction in the resources available to public services has resulted in statutory services being prioritised and protected, and consequently, funding available for early, preventative support has reduced substantially. The Children and Young People (Scotland) Act 2014 promotes early intervention and prevention, and community based solutions to ensure support is available to prevent problems escalating.</p>
4.3	<p>We are committed to reducing poverty and inequality within Shetland. Childhood inequality can happen when certain children are more disadvantaged and do not have access to the same opportunities as many of their peers. When children are faced with inequality, evidence would show that this can impact across all aspects of their lives including their opportunity to be nurtured, included, achieving and responsible within their society. There are a number of factors which can contribute to childhood inequality including:</p> <ul style="list-style-type: none"> • Parental alcohol and substance misuse • Parental mental health • Parental ill health e.g. disability, long-term illness etc • Child ill health • Poverty – low income, inadequate housing, stigma, cost of living • Access to secure employment • Affordable childcare
5.0	Exempt and/or confidential information:
5.1	None
6.0	Implications:
6.1 Service Users, Patients and Communities:	<p>The delivery of the Integrated Children's Services Plan will:</p> <ul style="list-style-type: none"> • Seek to create fulfilling well paid jobs for all • Nurture creativity, build skills and engage enterprise • Expand knowledge, extend opportunities and improve access • Encourage Shetland's people to be healthier • Promote Social Justice and equality • Keep Shetland's people safe <p>Everyone should be able to access the places, services and opportunities that they need to reach</p> <ul style="list-style-type: none"> • People should live in well designed, sustainable homes and settlements • Take pride in our heritage • Cherish and promote our traditions and our values.

6.2 Human Resources and Organisational Development:	There are no implications for Human Resources arising from this report.	
6.3 Equality, Diversity and Human Rights:	Successful implementation of the Integrated Plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics.	
6.4 Legal:	The Local Authority is well placed to discharge the new duties as outlined in the Statutory Guidance.	
6.5 Finance:	The actions which come out of the plan will be covered within existing budgets.	
6.6 Assets and Property:	There are no implications for Assets and Properties arising from this report.	
6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.	
6.8 Environmental:	There are no environmental implications arising from this report.	
6.9 Risk Management:	All local authorities have an obligation to produce an Integrated Children's Services Plan, if this is not produced then we will not fulfil our statutory duty.	
6.10 Policy and Delegated Authority:	The Integrated Children's Services Plan forms part of the Council's Policy Framework and, as set out in Section 2.3(2) of Part A of the Council's Constitution, to be managed by the Education and Families Committee.	
6.11 Previously considered by:	None	

Contact Details:

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Report Finalised: 19 August 2017

Appendices:

Appendix 1: Shetland's Integrated Children's Services Plan 2017-2020

Background Documents:

None

END

Building a brighter future together for Shetland's children & young people

Shetland's Integrated Children's Service Plan



2017-2020

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Shetland

Shetland stretches around a hundred miles from North to South, made up of over 100 islands, 15 of which are inhabited. Shetland is on a longitude 01°W of Greenwich and latitude 60°N, 598 miles from London and just 400 miles south of the Arctic Circle. Shetland has a beautiful rugged coastline of approximately 1700 miles. Shetland has the most beautiful of scenery which includes some of Britain's highest cliffs, sea caves, open sandy bays, stretches of beaches, sand dunes and sheltered lochs. The islands appear idyllic on a fine day, which can be at any time of the year. Winter hurricanes are striking. As we are so far north, from mid-May to mid-July Shetland enjoys the 'simmer dim' when the sun only dips for a few hours, conversely in winter there are fewer than six hours of daylight. A great experience during the Shetland winter is the aurora borealis, known locally as 'merrie dancers'. Shetland has a culturally rich heritage with inspiring music, knitting, crofting and a love for the sea and fishing. While the fishing and oil industry generates the largest contribution to the Shetland economy, crofting, tourism and textiles are also prominent.

Shetland is a small remote community, but it is diverse, friendly and welcoming. Shetland is a great place for families to live. Children and young people have a high standard of educational provision from preschool to degree level. There are quality health services, reaching every corner of the islands. The range of sport and leisure facilities in the islands is outstanding. There is an abundance of opportunities for developing an interest in music, art, drama and dance. The opportunity to enjoy the outdoors is phenomenal. Shetland has a large public sector, with a full range of public services despite its size and rurality. The two largest public sector employers are Shetland Islands Council and NHS Shetland. Shetland Islands Council is responsible for all of the usual local government services and it provides them either directly or through agreements with other local organisations. Ferries, ports, interisland air services are additional services provided by the Local Authority. The two exceptions are the Police and Fire and Rescue Services, the running of which are shared with other Councils in the Highlands and Islands. Shetland also has a diverse voluntary sector.

There are unique challenges to living in a rural community like Shetland such as employment, income adequacy, affordable and accessible housing, fuel poverty, transportation and access to specialist services. The challenge for services in Shetland is to consider how deprivation impacts on the disadvantaged in our community. They must seek to ensure that while universal services are sustainable and effective, targeted interventions are thoughtfully planned and delivered to ensure that our children and young people have the best future possible.



Foreword

Getting it Right for Every Child (GIRFEC) underpins the work of all services for children and young people in Shetland. It ensures that we work together in an integrated way with, and for, our families so that all children and young people lead fulfilling lives and achieve their full potential. Services are shifting the focus of intervention from crisis management to early intervention and prevention.

The focus must be on the lifespan from pre-birth to adulthood because intervention is not just about the early years but also about preventing young adults from experiencing adversities.

When a child or young person is growing up, there is an opportunity to provide them with the skills, experiences and nurture they need. Early intervention involves identifying children and families that may be at risk of running into difficulties and providing timely and effective support. Families can experience an array of problems all at once, and GIRFEC provides an opportunity for early intervention using a holistic approach.

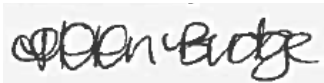
We want every family to enjoy an intergenerational cycle of good parenting and relationships. We want to build on the capabilities of every parent to provide a nurturing environment for their children to grow up in. The purpose is to improve the life chances of children and families and benefit society at large, whilst being cost-effective.

It is the responsibility of all services to contribute to prevention and effective early intervention. Excellent examples of early intervention already exist in Shetland but there is a need to better understand what the needs of our community are so that services can be more effective and efficient.

The aim of our collaborative approach is to promote the social and emotional resilience of our children and young people so that we can help them be happy and content members of our community.

Members of Scottish Youth Parliament for Shetland 2015-17 Kaylee Mouat and Kelvin Anderson along with Member of Scottish Youth Parliament Elects for Shetland 2017-19 Charlie Haddon and Sonny Thomson have been consulted on the preparation of this document.

(Note: Any case studies used in this document are based on real life but altered and anonymised to prevent any possibility of identification of children or young people in our community. Where real life examples have been provided, families have been approached for consent, and in each case gave a very positive response.)



Helen Budge
Chair of Integrated Children and Young People's Strategic Planning Group

Lindsay Tulloch
Chair of the Child Protection Committee



Kathleen Carolan
Child Health Commissioner

Children are our greatest treasure. They are our future.

Nelson Mandela

Demographics & Context

In mapping out the development and delivery of services for children, young people and their families in Shetland the demographic profile of the Islands has been considered.

In 2011, Scotland's Census data published by the National Records of Scotland for Shetland reported a population of 23,167. A high percentage of the population is under 16 (19.3%). By 2039 the population of Shetland is projected to be 23,066, a decrease of 0.7%, whilst the percentage of the population under the age of 16 is projected to decline by 11.3%.

Key Facts about Shetland's Population:

Government statistics reveal how in 2015/16, after housing costs, 26 per cent of children in Scotland were living in relative poverty, approximately 260 thousand children. This compares to 22 per cent the previous year. It marks a devastating rise of 4%. It is estimated that 11% of children in Shetland are living in relative poverty. The Minimum Income Standard Report (2016) demonstrates that families in Shetland face a higher cost of living.

The Highlands and Islands Enterprise – A minimum income standard for Remote Rural Scotland – A Policy update 2016, shows:

Table 3 - Additional Costs (%) in remote rural town and small Scottish island settlement compared to urban UK households

	Mainland town in remote rural Scotland			Small settlement on Scottish island		
	2013	2016	Difference	2013	2016	Difference
Single	34%	27%	-7%	40%	35%	-5%
Couple pensioner	12%	11%	-1%	25%	24%	-1%
Lone parent +1	12%	11%	-1%	20%	21%	+1%
Couple + 2	25%	23%	-2%	32%	30%	-2%

“The cost of living in remote rural Scotland continues to be far greater than in other parts of the UK. However, life there does not stand still. Falling energy costs have to some extent eased the burden recently. In the longer term, developments such as the extension of broadband access and new delivery networks have the potential to change the way that people live and the costs that they incur. Much will depend on whether new opportunities can be exploited, requiring solutions particular to the needs of local communities. There is also an acknowledgement that this means locally designed solutions, whether through community land ownership, community broadband or energy efficiency solutions that work with local households to address their particular situations rather than just delivering off-the-peg national schemes”.

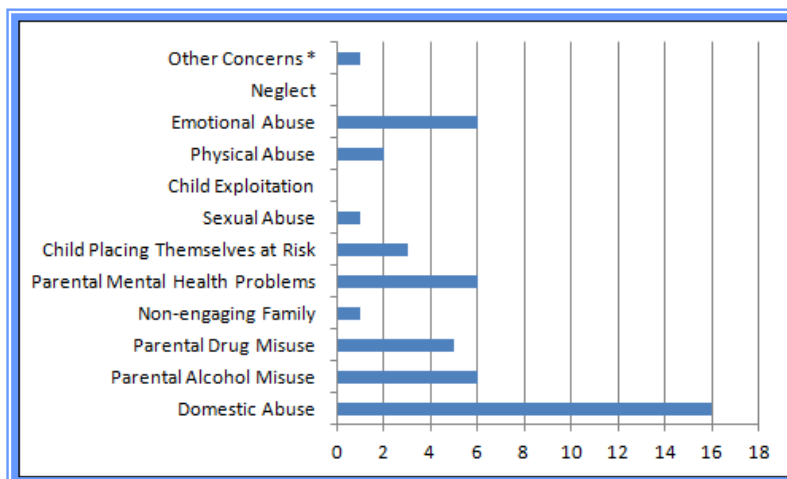
The Fuel Poverty Working Group provided analysis showed that of the households who responded, 43% of those with children under 10 considered themselves to be in fuel poverty.

The percentage of households in Shetland where not all persons were in the same ethnic group was 13.1% which compared to 10.6% for Scotland as a whole. The Child Poverty Action Group highlights how children from ethnic minorities are more likely to live in poverty which has been attributed to workplace

discrimination. Local data indicates that ethnicity may present additional barriers to attainment.

The Annual Report of Shetland's Child Protection Committee details how in Shetland in 2015/16, the following concerns were recorded at initial conferences, for the 25 children whose names were placed on the child protection register (i.e. new registrations). (Overall 43 children's names were on the register, but in order to provide a comparison with the Scottish Government national statistics just those recorded at initial conferences are noted below).

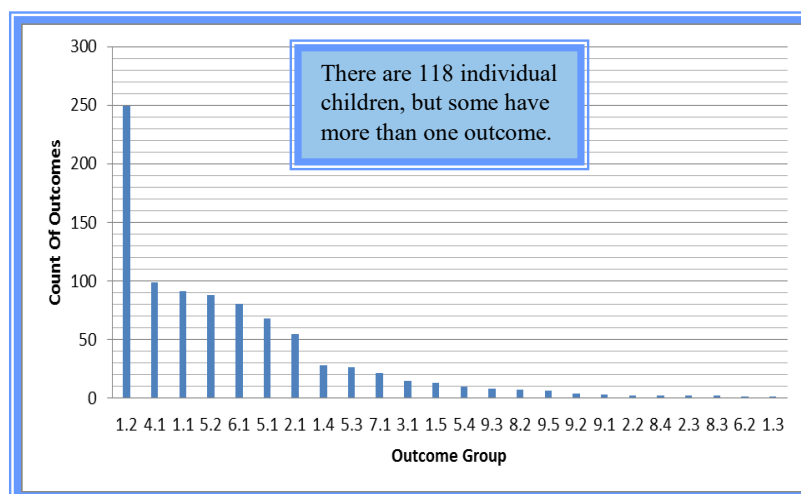
Categories of abuse of children whose names were on the CP register 2015/16



47 concerns were recorded in respect of 25 children who were registered following initial conferences. The pattern of concerns recorded is different to the national pattern with domestic abuse being the highest, followed closely by parental alcohol and drug misuse.

From 1 April 2015 to 31 March 2016, there was a noted reduction in child protection referrals – 183 compared with 235 in 2014/15, and fewer children's names recorded on the child protection register in the year – 43, as opposed to 48 in 2014/15.

Getting it right for every child in Shetland supports multi-agency assessment and planning for children and families with identified need. A Child's Plan is created, where required. In these plans Barnardos outcomes, related to the needs of the child are selected and recorded. The 2016 data from these plans show that the most used outcomes are in the section '1.2 Mentally and emotionally healthy'. The table below shows how far ahead of other sections this is. This might also reflect the centrality of mental and emotional wellbeing to every other element of a child's needs.



In Shetland there were 134 domestic abuse incidents reported by Police in 2015/16 compared to 86 in 2013/14 (Scottish Government, Crime & Justice). In terms of referrals to the Children's Reporter, domestic abuse was one of the highest grounds for referral in Shetland.

In a recent campaign for the election of Member's of Scottish Youth Parliament for Shetland, our successful candidates focused on Mental Health as a priority.

The Scottish Youth Parliament has chosen Mental Health as the focus for their national campaign. Young people at The Future Shetland event highlighted mental health awareness as one of their main issues of concern.

Child and Adolescent Mental Health Services (CAMHS) in Scotland are arranged in four 'tiers' of care. Support at tier one may be provided by people working in universal services. Tier two support is often provided by CAMH workers in primary care or community settings. Tier three is specialist support for people with severe, complex and persistent disorders. Tier four provides specialist services for young people at risk of rapidly declining mental health, serious self harm or who require a period of intensive input (theses services in the North of Scotland are delivered in conjunction with the specialist unit based in Dundee)

The overall prevalence of mental health problems amongst children and young people appears to have increased across Scotland. The overall number of referrals to CAMHS in Scotland increased by 13.5% between 2013 and 2015, but the number of referrals to specialist services was low estimates (ref X).

In line with this national trend, referrals to the local CAMHS service increased in 2015-16, particularly where it is being identified that children and young people are presenting with social and emotional difficulties that would best be supported by tier one and two services. The local CAMHS team has used national funding to improve access to services through an increase in the specialist clinicians (e.g. the Consultant Psychiatrist and Clinical Psychologists) to ensure that we can quickly assess and implement therapy if needed or signpost to other services.

Our priority as partners delivering services for children and young people is to create a wider focus on prevention and wellbeing with faster access to community-based support for a much larger number of young people. We aim to achieve this by building the skills in practitioners who work with children and young people in a range of settings including health, social care and schools so that appropriate support and advice is available in the community – avoiding delays in accessing help and appropriate interventions. And raising the profile of self help services that are available, in conjunction with the Mental Health Partnership and supporting the Scottish Youth Parliament campaign locally.

The ScotPHO Prevalence Study (NSS, 2012), reports that 340 people in Shetland experienced problem drug use. This compared to 30 people in Orkney. A recent analysis of children whose names have been on Shetland's Child Protection Register for more than one period of registration, demonstrated that parental alcohol and substance misuse was prevalent in each case.

The Children's Reporter received 75 referrals relating to children and young people in Shetland during 2015/16. Referrals in respect of care and protection accounted for 58 whilst 17 related to offence referrals.

The Shetland Community Justice Needs Assessment (2016) reports on The Edinburgh Study of Youth Transitions and Crime (ESYTC) which analysed youth offending and the subsequent impact of interventions. Findings from the study identified that involvement in serious offending by young people was strongly linked to experiences of multiple aspects of vulnerability and social adversity. Furthermore, it refers to the 'age crime curve' which shows there to be a sharp incline in offending behaviour in early adolescence, which peaks around the mid-late teens and begins to decline as individuals move into young adulthood. This correlates with Shetland specific figures which identify the primary age of youth offending as 16-21, closely followed by 13-15 year olds.

Thinking more specifically about Looked After Children the Shetland transition and Continuing Care Monitoring Group reports that in 2016, 29 people were 'care leavers'. At the time of reporting 1 was in prison, 1 was sectioned under the Mental Health Act and 11 were recorded as having been involved in at least one referral for Criminal Justice services.

6% of school leavers are unemployed and/or seeking employment (School Leaver Destination Results

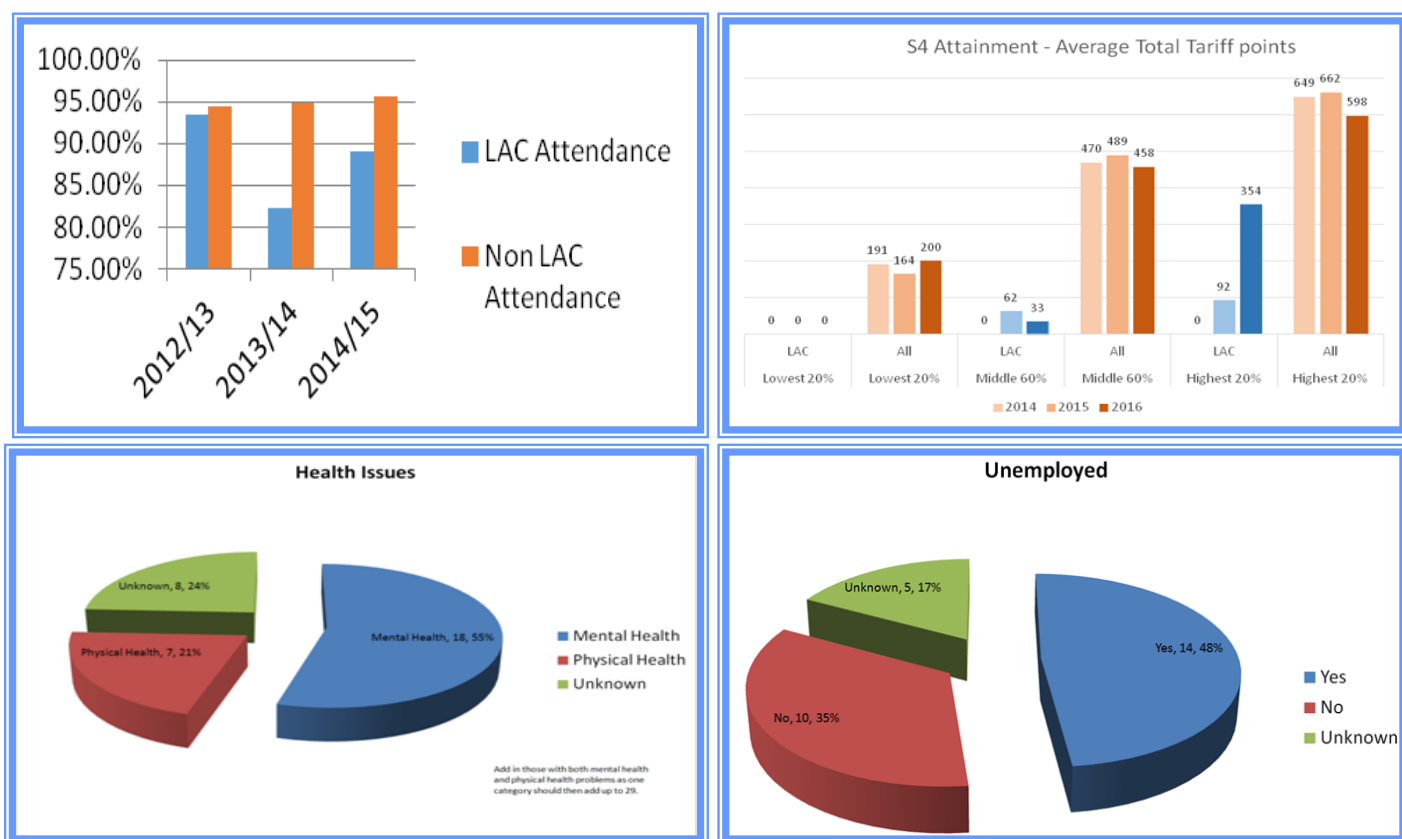
15/16).

In 2014/15, 75% of people supported by the Council's Criminal Justice Service were unemployed, 66% were males under 25 years, and many had poor qualifications (On Da Level).

In the academic year 2015-16 - 35% of looked after children in Shetland participated in an Active Schools programme. This percentage was 13% lower than the figure for all children and young people in Shetland at 58%. Therefore, the target for future years is to increase the percentage of looked after children participating in Active Schools programmes.

The national figure for Scotland for children and young people participating in Active Schools programmes is 43% of the entire school population. Therefore, in Shetland we are 15% above the national average but still have an ambition to improve on these figures and ensure that we are supporting the children who find it hardest to achieve.

The majority of Looked After Children and young people start from a position of increased vulnerability and disadvantage that means additional support is needed to overcome the factors which will contribute to unacceptably high levels of poor outcomes. When our young people leave care we must continue to offer support to allow them opportunities to become active members of their community. Our care leavers experience some significant challenges in relation to attainment, health, employment and finance as shown below:



As at 29 March 2017, Shetland Island's Council's Housing Services recorded the following data in respect of homelessness:

Number of Homeless Applicants	159
Number of Homeless Applicants containing a household member under 25	77
Number of Homeless Applicants where the main applicant is under 25	53

Homeless Applications by Household Type	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Single Parent	41	38	29	17	26	22	14	14
Couple with Children / Other with Children	17	17	14	13	9	8	12	9
Single Person	188	189	198	151	107	107	115	90
Couple / Other	22	22	29	22	9	8	11	8
All	268	266	270	203	151	145	152	121

Homeless Applications by Age of Main Applicant	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
16 - 17	20	27	8	9	6	9
18 - 25	116	74	58	45	53	42
26-60+	134	102	85	91	93	70
All	270	203	151	145	152	121

Parental mental health, alcohol and substance misuse, criminal history and family breakdown have been identified as factors which place Shetland's children and young people at greater risk of failing to achieve their potential. Local data indicates that when a child experiences multiple adversities, the impact on academic resilience and outcomes is greater.

The demographic profile of Shetland along with specific challenges, underlines the need to ensure that services are carefully targeted and delivered, and focused on improved outcomes for children and their families. We will continue to develop our use of data and continuous analysis of need in order to inform our planning and evaluation of service improvement and delivery.

Purpose

This Integrated Children's Services Plan is for:

- ◇ All children, young people and families living in Shetland, with a focus on our most disadvantaged;
- ◇ All Shetland Partnership staff working in agencies that provide services to children, young people and families living in Shetland.

We will strive to deliver services which:

- ◇ Shift the focus from crisis intervention to prevention and early intervention;
- ◇ Are evidence based, using local data and best practice;
- ◇ Promote the resilience and wellbeing of children, young people, families and communities;
- ◇ See children and young people as partners;
- ◇ Continue to develop the workforce in delivering the best outcomes for children and young people through multi-agency working.

Our three year plan sets out our vision and establishes the foundation for the direction of our priorities. It delivers on our requirement under the Children and Young People (Scotland) Act 2014 to plan how services are delivered locally in a way which best safeguards, supports and promotes the wellbeing and rights of children and young people.

The Integrated Children's Services Plan demonstrates a shared commitment to improve outcomes and tackle inequality. This Plan lays out how our strategic priorities will deliver the outcomes identified in the Shetland Partnership's Local Outcomes Improvement Plan, Shetland's Commission on Tackling Inequalities Report - *On Da Level, Achieving a Fairer Shetland* and partner agencies Corporate Plans.

Vision

In Shetland we are committed to ensuring that every child has the best possible start in life. We will continue to develop services which are integrated across the public and voluntary sector, centred around the needs of children and families.

Tackling inequality for our children and young people is a particular challenge over the lifetime of this Integrated Children's Services Plan. We recognise that child poverty relates not only to having enough money to meet basic needs but also to access the types of housing, education, health care, diets, participation in activities, and have the living standards and amenities that are typical in Shetland.

There is unequivocal evidence that child poverty puts children and young people at greater risk of mental ill health, lowered educational attainment, difficulties with social relationships, family breakdown, parental alcohol and substance misuse, parental mental health, and domestic abuse.

In order to tackle these inequalities we will target our efforts towards those who are in greatest need whilst ensuring a universal quality provision for all.

We will ensure that the early stages in a child's life, from before they are born until they begin primary school, are as positive as they can be, with an understanding that positive interventions at this stage can have a significant impact on how a child grows and develops.



We will work together to improve the experiences of our children and young people of school age, as we seek to understand the fundamental barriers to attainment and achieving positive destinations in adulthood.

We will work closely with our partners in adult services in the area of mental health, domestic abuse and alcohol and substance recovery services to understand the issues affecting families, and to reduce the impact of these.

We will listen to the needs, fears and wishes of children and young people, and be proactive and determined in our collective efforts to address these.

We will ensure that our attention and resources are focused on the task of safeguarding and promoting the wellbeing of our most vulnerable, including looked after children and young people, and care leavers.

As Corporate Parents we take very seriously our responsibility to improve the futures of our looked after children and young people.

We will be using the data at our disposal, research and leading good practice, to drive continuous improvement, and we will not be satisfied until we have supported and empowered every family to provide every child with the life experiences they are entitled to.

In the Spotlight - Good Practice

Shetland Inter-agency Child Sexual Exploitation (CSE) Policy

The recently drafted Shetland Inter-agency Child Sexual Exploitation (CSE) Policy has been produced to assist professionals - whose work puts them in contact with children and young people - to recognise the potential signs of CSE and provide them with clear steps to take when they have concerns.

This policy is set within context of the Scottish Government's newly revised definition of CSE: "Child sexual exploitation is a form of child sexual abuse in which a person(s), of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child and/or those perpetrating or facilitating the abuse. As with other forms of child sexual abuse, the presence of perceived consent does not undermine the abusive nature of the act." The policy explains that anyone up to the age of 18 can be affected by CSE and both girls and boys can be targeted. An emphasis is placed on the shared responsibility of all professionals coming into contact with children and young people to be aware of the potential for CSE and report concerns they have.

'Risk Indicators' and 'Vulnerabilities' are included in the policy to aid professionals in identifying factors which may highlight the presence of CSE or result in a child/young person being more likely to be targeted. Examples of risk indicators include: drug/alcohol misuse, running away from home and isolation from family/peers. Examples of vulnerabilities include: being 'Looked After', low self-esteem and having a disability.

The 'Category of Risk and Actions' table provides the reader with information which can assist them in assessing the level of risk a young person may be at (no risk, low, medium and high), and guides them to respond appropriately based upon the category the young person appears to fit as exemplified in the fictional case study below:

A Pupil Support Teacher has concerns about a 14 year old girl in their school, Gemma. The teacher notes that whilst Gemma has always struggled with self-confidence, she has had a consistent and supportive friend group throughout school. Recently however, Gemma has been more distant from her peers and has been spending break times alone. Gemma's school attendance has also deteriorated and staff have noted that she is regularly being picked up by considerably older males at the end of the school day. Gemma's parents separated a year ago and her mother reports to Gemma's Pupil Support Teacher that she has returned home dishevelled and under the influence of alcohol on several occasions recently and has been self-harming. Through reading of the policy Gemma's Pupil Support Teacher would identify that there are multiple vulnerabilities and risk indicators present in Gemma's situation. The policy stipulates that any child with a moderate risk of CSE must be referred to the Child Concern Collaborative for the multi-agency team to consider the need for a Child's Plan and Lead Professional. Additionally, through this information sharing process it may be decided that the situation meets the threshold for Child Protection procedures. By using the CSE Policy, Gemma's Pupil Support Teacher would be able to identify the level of risk present and respond appropriately by passing her concerns on to her Line Manager to ensure these concerns are discussed at the weekly Child Concern Collaborative.

Pre-birth and Early Years

Lisa and John were referred to the Children and Families Social Work Department following an initial meeting with their midwife when Lisa was a few weeks pregnant. Lisa and John disclosed that they had a history of substance misuse and were involved with the Substance Misuse Recovery Service (SMRS). John and Lisa also had extensive criminal records. They lived in separate properties. Lisa's property was uninhabitable and John lived in temporary accommodation. Lisa also saw her Community Psychiatric Nurse (CPN) weekly, due to her mental health.

The unborn baby was placed on the Child Protection Register, due to the concerns raised. Monthly core group meetings were held prior to baby's birth and continued post birth.

Lisa and John attended weekly meetings with their midwife. A Vulnerable Pregnancy Midwife supported John and Lisa with understanding how Lisa's prescribed medication could impact on the unborn baby. Lisa and John showed a keen interest in understanding the pregnancy and engaged very well with the midwives. Lisa also saw her CPN weekly, who worked with the Substance Misuse Recovery Service to support Lisa. Lisa also saw her SMRS support worker weekly. John saw his SMRS support worker weekly.

Lisa and John engaged very well with the Social Work Department and saw their Social Worker at least once per week in the lead up to their baby's birth. They completed a Parenting Capacity Assessment and evidenced their ability to provide a caring and supportive environment for a baby. In line with the assessment they also completed a parenting course, which supported them with caring for a newborn baby. This course looked at practical care and the needs of a baby, such as bathing and feeding; it also considered attachments and relationships with input from a Social Worker and provided the couple with a support base before baby was born.

The Social Work Department worked with the Housing Department in order to ensure Lisa's house was habitable and safe for a baby to be staying in. John also completed the decorating and finishing with support from services. John and Lisa were also supported by the professionals involved to look into their benefits and to make sure they were receiving the correct money. Lisa and John were also supported to understand the health risks of smoking during pregnancy.

Sarah was born at full term with a normal birth weight. Daily visits were carried out to the family home for two weeks by Social Work, Health, SMRS and the CPN, due to concerns that Lisa may develop post natal depression and concerns regarding how the family may cope in this stressful situation. Visits gradually reduced to four days a week, then once per week as well as the couple being seen by SMRS and the CPN.

Core Group meetings continued monthly until the Review Child Protection Case Conference. All professionals felt that Lisa and John had committed fully to changing their lives and were putting Sarah's needs first. It was a unanimous decision to remove Sarah's name from the register and work on a voluntary basis with the family through monthly GIRFEC meetings and a Child's Plan.

Sarah is now nine months old and continues to thrive in her parent's care. There is evidence of a good relationship between Sarah and her parents. Both parents are able to respond to Sarah's cues, in a warm, sensitive and caring manner. Sarah is meeting her developmental milestones. Lisa and John attend a toddler group and swimming classes weekly with Sarah.

Social Work involvement will continue for a period of time through the Child's Plan. The Health Visitor will eventually just carry out routine checkups. SMRS and the CPN will continue to be involved.

John and Lisa have stated that they have benefitted greatly from the non-judgemental attitude of the professionals involved. They both felt they would be judged on their past behaviours and perhaps not given a chance to prove they can care for Sarah; however, they have felt fully supported throughout the process.

The Attainment Challenge

Working with teenagers across Shetland has highlighted that there are a number of reasons why those who could be considered disadvantaged may not be reaching their full potential. Closing the attainment gap for Shetland's teenagers requires those services supporting children, young people and their families to work in a holistic way considering every aspect of a child's life.

"David is a teenager who always enjoyed going to school. When David was fifteen years old his attendance began to deteriorate. This was due to David beginning to feel socially excluded from his peers and within his community. Whilst at school David was regularly expressing feelings of anger, frustration and at times low moods, which was impacting on his ability to concentrate within class times, and was impacting on his relationships at home. A referral was made to the Children and Families Team and a GIRFEC Assessment was carried out. Social Work worked closely with Education and other agencies supporting the family, and spent time with David to fully understand the difficulties that he was facing both at home and at school. Regular multi-agency meetings were held, and a Child's Plan was created for David, to help to address the needs identified and to work towards positive outcomes for David. Strategies to help David manage his anger and frustration were discussed, and David was given a leisure card, as well as support to access training through a local swimming team. Although this may seem like a simple solution, allowing David the opportunity to feel included, and to access the same opportunities as his peers, as well as giving him a safe place to express his anger and frustration, ensured that David felt able to return to school and continue with his education. David is now in a positive destination with no Social Work involvement."

The attainment gap highlights that it is not only those teenagers who can struggle with the curriculum who need support. Evidence would show that there are a number of reasons why Shetland's teenagers are not able to reach their full potential. The impact of poverty and social exclusion, adolescent mental health, parental mental health, adolescent substance and alcohol misuse, parental substance and alcohol misuse, and those vulnerable children placing themselves at risk can all contribute to teenagers being unable to fulfil their potential. We are lucky working within a small community like Shetland, where we can afford to take the time to build up relationships with the children and young people that we work with.

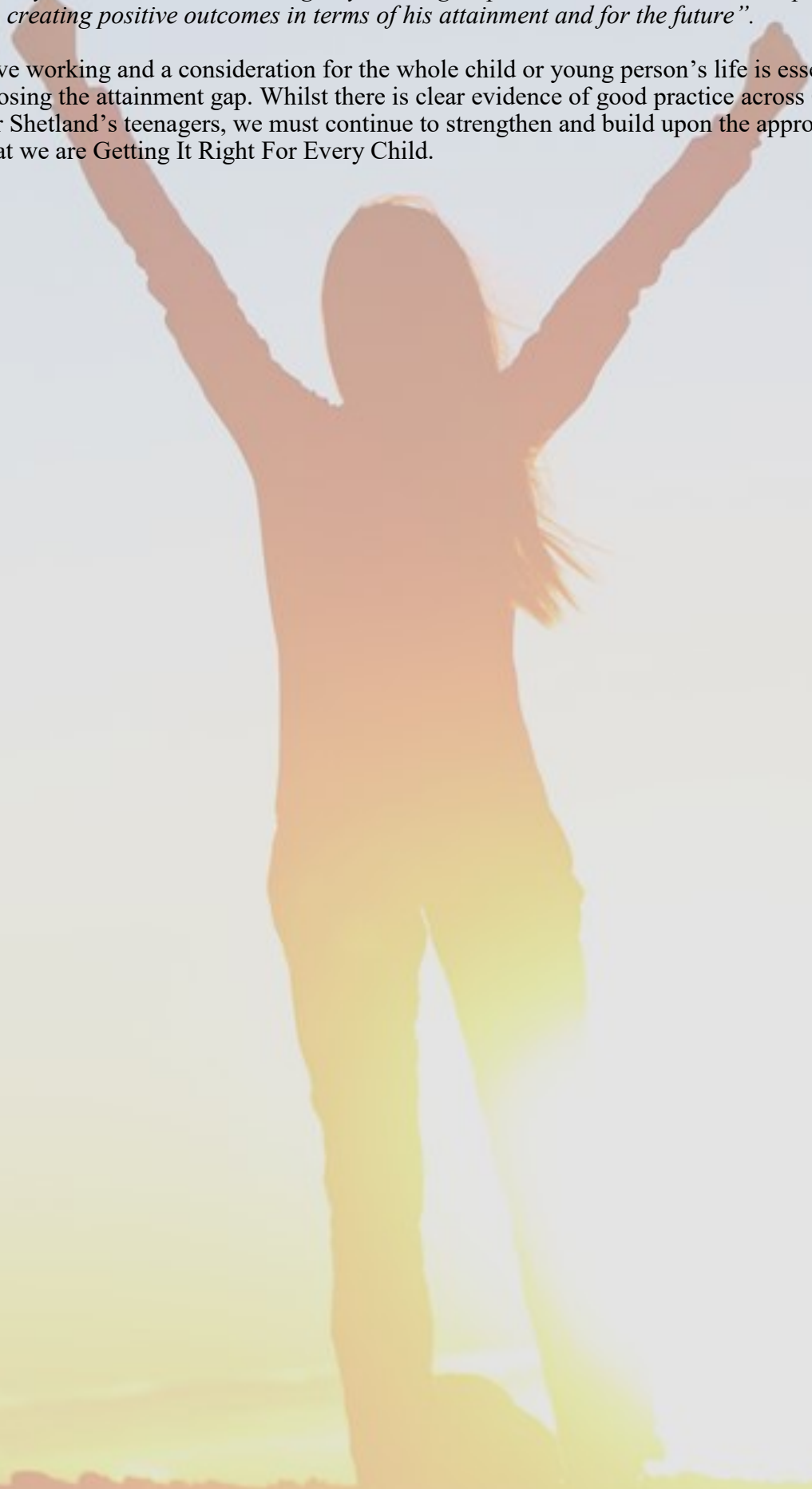
Children and Families Social Work in Shetland has always sought to work across a multi-agency forum. There are a number of services across Shetland who aim to provide the right support for those teenagers within Shetland who may be experiencing adversity, and as a result are not able to achieve their full potential. Examples of good practice within Shetland have highlighted that working in partnership with agencies, and being able to listen to the wishes of our teenagers, have resulted in better outcomes, not only in terms of attainment but for their wider worlds, and the opportunity to put in place interventions which are considered timely and appropriate.

Poor mental health during adolescence is known to be a contributing factor to those vulnerable teenagers who may not be reaching their full potential within an academic setting. The sensitive and complex nature of this area of work requires careful planning for outcomes that are achievable for the young person, working in creative ways in which to engage and offer support. Children and Families Social Work and the Child and Adolescent Mental Health Service have always sought to work closely together when supporting teenagers. Recent practice has highlighted the benefit of working in partnership to deliver interventions to vulnerable teenagers, both long-term and short-term, with the aim of increasing wellbeing and self-esteem. This then allows these teenagers the opportunity to engage more fully within an academic context, which in turn has positive benefits for their future life experiences.

"When Simon was fourteen he began experimenting with alcohol and was regularly going out to parties and being brought home under the influence of alcohol. Education noticed a sharp decline in Simon's attendance, and shared their concerns with the Children and Families Social Work Team. Simon also suffered from low moods, and at times had used self-harming behaviour to cope with his feelings. The Child and Adolescent Mental Health Service became involved with Simon to offer support in relation to his mental health. Regular multi-agency meetings were held with Simon and his family, and those Professionals who were working with him, to continually look at ways in which Simon could be supported to achieve his full potential. Simon was offered a personalised timetable, allowing him time to complete pieces of work to achieve parts of his curriculum. Parenting support was given to Simon's parents. At times Simon found it difficult to engage with Education, however with ongoing support Simon achieved a number

of qualifications and now works full-time and is a respected and valued member of the organisation he works for. Early intervention and multi-agency working helped Simon to work towards a positive destination, creating positive outcomes in terms of his attainment and for the future”.

Collaborative working and a consideration for the whole child or young person’s life is essential when it comes to closing the attainment gap. Whilst there is clear evidence of good practice across Children’s Services for Shetland’s teenagers, we must continue to strengthen and build upon the approach that we take, ensuring that we are Getting It Right For Every Child.



Bridges



The Bridges Project has continued to develop their on-going partnership with Michaelswood, the memorial community garden and woodland in Aith. Michaelswood offers the young people at Bridges the opportunity to volunteer as part of a team to maintain and develop the community garden and woodland, while learning new skills through participating in a variety of jobs throughout the woodland, building confidence and developing their team working skills. The young people not only gain volunteer hours to count towards their Saltire volunteering awards but also gain a sense of satisfaction from making such a positive contribution towards improving their local community and receiving recognition for their work.

In 2016, Bridges helped build and paint the plinths for the new Dinosaurs, as well as making many new stone chip paths around Michaelswood to help deal with the increased number of visitors. Other tasks undertaken included planting new trees as well as re-sheltering trees that had outgrown their shelters, painting gates, fences and signs and other minor maintenance tasks.

On average, 6 students went to each session, which ran from April through to October, with 18 different young people attending through the year. Some of these young people were on split placements with the Anderson High School and Bridges, some with Forward Directions and Bridges and some full or part time Bridges students.

Betty and Ray Ferrie provide such a welcoming and supportive environment for the young people to come to and Michaelswood continues to be one of Bridges most popular timetabled sessions, with both students and staff alike.



Strategic Drivers

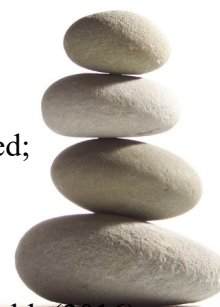
National Overview

The policy framework that Depute First Minister and Cabinet Secretary for Education & Skills described as ‘meeting the needs of all young people at every stage of their journey through life’, is provided by the three building blocks of:

- ◇ Getting it Right For Every Child;
- ◇ Curriculum for Excellence;
- ◇ Developing Scotland’s Young Workforce.

National Legislation and Frameworks

- ◇ Children (Scotland) Act 1995;
- ◇ Children & Young People (Scotland) Act 2014
- ◇ Education (Additional Support for Learning)(Scotland) Act 2004 as amended;
- ◇ Early Year’s Framework;
- ◇ Mental Health Strategy for Scotland 2017-2027;
- ◇ National Improvement Framework;
- ◇ Universal Health Visiting Pathway (2015);
- ◇ Making Sense - A report by young people on their wellbeing and mental health (2016)
- ◇ Equally Well (2008)
- ◇ The Best Start (2017) - A five year forward plan for maternity and neonatal care in Scotland
- ◇ Christie Report;
- ◇ Active Scotland;
- ◇ Welfare Reform
- ◇ The Shetland Islands Health and Social Care Partnership’s Joint Strategic Commissioning Plan (2017-2020)
- ◇ On Da Level: Achieving a Fairer Shetland.
- ◇ The Public Health Plan 10 year Plan (2012-2022)
- ◇ Social Care (Self Directed Support) (Scotland) Act 2013’



Getting it Right for Every Child (GIRFEC) is a national programme that aims to improve the wellbeing of all children and young people by improving assessment, decision- making, planning and multiagency working. Key priority areas for ‘Getting It Right for Every Child’ are:

- ◇ Every child and young person will have a named person with universal services
- ◇ Every child and young person will have a lead professional if appropriate
- ◇ Ensuring the use of the Getting it Right National Practice Model for:
 - identification of need
 - evidence of working in partnership with children and families
 - assessment and analysis
 - delivering of services on the basis of a child/young person centred approach
- ◇ Every child and young person has a single plan
- ◇ An agreed proportionate approach to managing concerns and risks and sharing information.

The Children and Young People’s Improvement Collaborative aims to ensure that every child gets the best possible start in life and that we tackle generational cycles of inequality.

The Scottish Government’s Early Years Framework (2008) emphasises the need for agencies to work together to prioritise investment in prevention and intervention, especially during the child’s early years. The Early Years Framework (EYF) is based on the principle that every child deserves the best start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age 5 has/can have a major impact on their future life chances.

The Curriculum for Excellence programme aims to ensure that all children in Scotland develop their capacities as: successful learners, confident individuals, responsible citizens and effective contributors to society.

The National Parenting Strategy celebrates this fact: championing the importance of parents to Scottish society as a whole; highlighting to parents the positive difference they can make to their children's development, health and wellbeing; and strengthening the practical help and support available to them, including making sure it meets a wide range of needs and is accessible to all.

The Children and Young People (Scotland) Act 2014 aims to strengthen children's rights, and improve and expand the services that support children and families, including looked after children. It is the most significant law for children and families in Scotland since the Children (Scotland) Act 1995.

The Act, at-a-glance, seeks to strengthen children's and young people's rights; requires public services to work together to design, plan and deliver services for children and families; introduces a single point of contact for every child up to 18 – the Named Person; introduces a multi-agency 'Child's Plan' for every child who needs one; increases entitlement to early learning and childcare and introduces a duty to provide flexibility to meet parents' needs; improves aftercare and continuing care for looked after children; strengthens rights and services for children at risk of becoming looked after; and includes other provisions such as the definition of 'Wellbeing' and the introduction of free school meals for all P1-P3 pupils.

The Scottish Attainment Challenge is about achieving equity in educational outcomes. This can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Depute First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of urgency to this issue. He said "I want every child in Scotland to have the best possible start in life, and it is unacceptable for children from the poorest backgrounds to have their chances limited by circumstances outside their control". It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.

The Scottish Attainment Challenge will focus on activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It will also support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

The ambition of Developing the Young Workforce (DYW) is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workplace.

Shetland's Developing Young Workforce Regional Group have given their commitment to providing support for those young people in our community who face barriers to employment as a result of experiencing a range of additional support needs; that support extends to those children and young people who are looked after, to ensure that transitions are smooth and that those young people secure positive and sustained destinations across Shetland.

The recently published review of Maternity and Neonatal Care in Scotland sets out particular recommendations in relation to improving service delivery for vulnerable women. There is also a focus on pregnancy and mental health.

The Scottish Government has recently launched a Universal Health Visiting Pathway which sets out the standards of service provision for pre-birth to pre-school children. The remit of the School Nursing service is a further area of focus.

Shetland's Local Outcome Improvement Plan describes the priorities which the Shetland Partnership have identified as those that will have the greatest benefit to Shetland, and how those will be achieved over a four year period 2016-2020.

Outcome A priority of the LOIP: ensuring that the needs of our most vulnerable children and young people are met. Shetland is a very good place for the majority of our children to grow up and the chances of progressing from school to employment, or further/higher education are high. Recognising this, there is a need to refocus on those of our children and young people who do not attain these positive outcomes and

develop targeted strategies to help this more vulnerable group. In the first instance, there is a need to identify who these children and young people are, to allow partners to work together to develop bespoke, family based solutions to the often complex issues they face.

The priorities within this plan link to other local partnership strategies, of particular relevance is our:

- ◇ Shetland Alcohol & Drug Partnership;
- ◇ Mental Health Partnership, local Strategic Plan;
- ◇ Sport and Physical Activity Strategic Partnership;
- ◇ Community Learning and Development Partnership;
- ◇ Domestic Abuse Partnership;
- ◇ Shetland Autism Spectrum Disorder Strategy 2016-2021;
- ◇ Shetland Community Justice Partnership

Our Priorities

Using input from our young people along with local data services in Shetland have worked together to identify three key priorities for improving the lives of children and young people.

As partner agencies we seek to strengthen the quality of our universal services and will do so whilst concentrating our efforts and targeting interventions towards addressing the significant health, social and educational inequalities which exist in Shetland.

We endeavour to provide our children and young people with a healthy, safe and memorable childhood, to afford them positive learning opportunities to enable them to move forward into adulthood with the skills, abilities and ambitions necessary to serve them and their communities well in the future.

Priority One: Emotional Wellbeing & Resilience

We are committed to improving the emotional wellbeing and mental health of our children and young People and will work in line with the guidance provided in the new Mental Health Strategy for Scotland (2017-2027).

Emotional wellbeing and mental health affects every aspect of a child's development including their cognitive abilities, their social skills, as well their emotional wellbeing. Building emotional resilience is crucial. There are core attributes seen in mentally healthy children and young people:

- ◇ The capacity to build and sustain positive personal relationships
- ◇ A healthy progression of psychological development
- ◇ An ability to engage in and learn through age appropriate play
- ◇ Moral development, a growing sense of right and wrong
- ◇ The resilience to cope with everyday disappointments, loss and change
- ◇ A sense of identity and self worth and value

There is unquestionable evidence that with good mental health, children and young people do better in every way. Their childhood years are enjoyed; they are able to deal with difficult times, are able to learn better, do better at school and enjoy friendships and new experiences.

Childhood and teenage years is a time where mental health is developed and patterns are set for the future. So a child with good mental health is much more likely to have good mental health as an adult, and to be able to take on adult responsibilities and fulfil their potential.

Too many of our vulnerable children are experiencing poor outcomes when they transition into adult life.

Current and emerging research show that emotional trauma and stress in childhood affects:

- ◇ Brain development,
- ◇ Physiology,
- ◇ Genetics, and
- ◇ Susceptibility

Historically, in Shetland we have not always met the needs of children who have experienced emotional trauma and stress. We have not always been able to provide or access the specialist services required. In an attempt to provide some kind of support, services have often referred children to mental health services when this may not been the most appropriate route to finding the support and help they need. These children may not be suffering from mental illness, and therefore historically there have been limited options for support and help.

Emotional wellbeing includes many strands, which are often interlinked; one of these is emotional

resilience. Emotional resilience enables people to cope with life's ups and downs. It helps them to steer a course which enables them to maintain a role within their community.

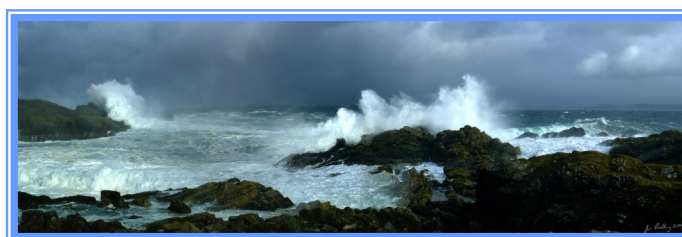
This strategy proposes a three pronged approach to improving emotional resilience in vulnerable children:

- ◇ Vulnerable children known to have experienced emotional trauma or stress will be offered a specialist assessment to identify strengths and needs. Where appropriate specialist evidence based approaches will be accessed to meet need.
- ◇ Local capacity and knowledge will be built using evidence based approaches.
- ◇ Staff in appropriate universal services will be coached and trained to improve:
 - earlier identification of children with emotional need, and
 - emotional intelligence, a building block for emotional resilience, for all children.

Promoting emotional wellbeing and resilience will become part of universal services; children who have emotional needs will be identified earlier and a clear pathway to support those with need, and their families, will be created. We will learn continuously from our work in order to develop preventative practice in the future. Outcomes for vulnerable children will be improved and the cost and impact of negative outcomes for young people on our communities reduced. The aim is to proactively contribute a significant part of the wider strategy to break the cycle of deprivation in families.

Emotional wellbeing and resilience, high level measures:

- ◇ GIRFEC outcomes group 'Mentally and emotionally healthy'
- ◇ Mean youth mental wellbeing
- ◇ Number of children living with a parent in treatment for substance misuse
- ◇ Number of children affected by domestic abuse
- ◇ Appropriate access to CAMHS (tier 1-4) as measured by waiting times standards
- ◇ School attendance
- ◇ Educational attainment levels
- ◇ Levels of youth offending



Priority Two: Strengthening Families

There are a number of factors, which contribute to poor outcomes for children in Shetland, including poverty, social exclusion, anti social behaviour, domestic violence, substance use, and physical or mental health problems. Shetland is committed to strengthening families in order to reduce the impact of these factors on our children, young people, and their families; and shifting the balance of care and support to prioritise preventative, and effective early interventions to build resilience within families.

Reduction in the resources available to public services has resulted in statutory services being prioritised and protected, and consequently, funding available for early, preventative support has reduced substantially. The Children and Young People (Scotland) Act 2014 promotes early intervention and prevention, and community based solutions to ensure support is available to prevent problems escalating.

Principles

In order to achieve the high-level aim of ‘strengthening families,’ all partner agencies and practitioners are signed up to the following principles:

- ◇ We take account of the needs of the whole family, as well as the children at the centre
- ◇ We focus on prevention and early intervention, building on the strengths and assets of families to reduce risk
- ◇ We make every contact count
- ◇ Where required, the role of lead professional is clearly defined, robust, and the family knows who their lead professional is
- ◇ We monitor and evaluate our work, listening to the child and their family, to ensure outcomes are achieved effectively and efficiently

Antenatal Parenting Programme

In recognition of intergenerational parenting concerns, an intensive 8-week antenatal programme was developed locally. This includes dedicated sessions on child care, attachment, play and child development. The programme is delivered flexibly in line with parent’s circumstances. People are identified as early in pregnancy as possible and supported throughout to be prepared for parenthood.

Psychology of Parenting Programme

The Psychology of Parenting Project (PoPP) is a national project coordinated by NHS Education Scotland (NES). Shetland submitted a successful bid to become a PoPP site early in 2017. As a result, NES will deliver training to a multi professional team of practitioners who will in turn become accredited to deliver ‘Incredible Years’ programmes.

NES have recognised that approximately 10% of young children display elevated levels of behavioural difficulties, placing them at high risk of poor outcomes. The project targets children aged between 3 and 6 years old, as research shows that children in this age range benefit most from the intervention. Incredible Years is an evidence-based programme for parents, which has been shown to be highly effective in helping these children grow up more successfully. It is a group-based programme, and is therefore cost effective, and financial assistance is provided by NES for training and resources, to get the programme embedded in local practice.

The implementation of the programme will take a phased approach, with a target of 30% of affected children being targeted in the first year. We will look to expand the programme thereafter, with support from NES. Screening will be used to identify participants, and the Strengths and Difficulties Questionnaire will be used as an evidence-based tool, at the point of referral for the programme, and administered again at end of the programme to measure change. A number of Health and Social Care professionals have been trained and utilise the Sollihull approach to support a strengths-based model in their work with families.

Child Protection Improvement Programme

Through the Child Protection Improvement Programme the Scottish Government is in the process of reviewing policy, practice, services and structures in respect of our current child protection system with a focus on:

- ◊ Child Protection Committees
- ◊ Initial Case Reviews
- ◊ Significant Case Reviews
- ◊ The Child Protection Register

This will be backed by increased scrutiny through a revised inspection programme, steps to promote and support leadership action to address the impact of neglect on children, work on data and evidence and consideration to the impact of changes to legislation and practice in the Children's Hearings System.

The Child Protection Improvement Programme is made up of a number of different work areas including Neglect, Child Sexual Exploitation, Child Trafficking, Data and Evidence, Systems Review, Children's Hearings, Leadership and Workforce Development, Inspections and Internet Safety.

Protecting Scotland's Children and Young People: It's Still Everyone's Job makes 12 recommendations for improvement, which will become the focus of improvement concerning Child Protection activity in Shetland through the Child Protection Committee.

Reducing the Impact of Domestic Abuse

The NSPCC describe domestic abuse as 'any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse'. Domestic abuse can occur in any relationship. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Children can experience domestic abuse or violence in different ways. The abuse might be seen, or it may be heard from a different room, injuries may be seen or distress may be apparent. Local statistics demonstrate just how prevalent domestic abuse is in Shetland, with this being the reason for the highest number of children on the child protection register in 2015/16 and one of the highest categories of referrals to the Children's Reporter.

The local context of domestic abuse has not been fully explored as a partnership. Going forward we aim to work together to understand the issues facing families, so that we can plan and deliver our services to support children and young people affected by domestic abuse, and also contribute to the prevention of domestic abuse in our community.

Families Affected by Parental Alcohol and Substance Use

The Shetland partnership will seek to reduce harm to children and young people caused by parental alcohol and substance misuse.

The Shetland Alcohol and Drug Partnership (SADP) is currently re-writing its Delivery Plan. 1 of the 4 long-term outcomes within the plan is 'To reduce the harm to children and young people caused by alcohol and drug misuse.'

Historically Shetland commissioned a 3rd sector organisation to deliver a young person's service – this consisted of an education/awareness raising programme and a support service. SADP has commissioned a number of agencies to deliver the education/awareness raising programme and informal support via Youth Services through 16/17 & 17/18.

A priority for this year is to undertake a needs assessment in order to identify and fill any gaps in provision for children and young people affected by alcohol and substance use. The findings will be shared across multiple planning partnerships.

Family Learning

We will work with the Community Learning and Development Partnership to develop a coordinated approach to the roll out of family learning. A working group will take stock of current provision, and further develop initiatives which maximise parental engagement, contribute to reducing inequalities and raising the attainment gap.

Strengthening families, high level measure:

- ◇ Child Protection register trends
- ◇ Trends in the number of children in care or children who are looked after
- ◇ Trends of referrals to Children's Reporter
- ◇ Percentage of primary and secondary pupils with additional support needs
- ◇ Increase in school leavers in positive or sustained destinations
- ◇ Increase in achievement of child development targets and school readiness levels



Young People as Leaders and Decision Makers in Sport

Priority Three: Tackling Inequality

We are committed to reducing poverty and inequality within Shetland. Childhood inequality can happen when certain children are more disadvantaged and do not have access to the same opportunities as many of their peers. When children are faced with inequality, evidence would show that this can impact across all aspects of their lives including their opportunity to be nurtured, included, achieving and responsible within their society. There are a number of factors which can contribute to childhood inequality including:

- ◇ Parental alcohol and substance misuse
- ◇ Parental mental health
- ◇ Parental ill health e.g. disability, long-term illness etc
- ◇ Child ill health
- ◇ Poverty – low income, inadequate housing, stigma, cost of living
- ◇ Access to secure employment
- ◇ Affordable childcare

When considering how to close the attainment gap for Shetland's children, it is important to recognise that inequalities are not just caused by poverty, but a range of situational factors surrounding each family, and Professionals need to be able to use a holistic multi-agency approach to assess and respond to need within each individual situation.

The Shetland Inequalities Commission asks partners to reduce the number of families who are struggling to thrive and lower the percentage of households in poverty, by 2030.

Improving Attainment in Schools

Taking a whole school approach we are committed to improving outcomes for our disadvantaged and vulnerable children and young people. Whether we are considering a universal provision or a targeted provision, we will strive to improve the experiences of those children who are disadvantaged. Every aspect of school life can contribute to closing the attainment gap and improving the experiences of children and young people in our schools.

We will support our schools to examine where they are at in terms of attainment and resilience. To explore what works well and where the challenges lie. We want to get the perspectives of pupils, parents and staff at every level of the organisation.

Every child and young person experiences adversity but those who experience multiple disadvantages face a greater challenge in terms of attainment. We want to identify those pupils in our schools who are facing multiple disadvantages, whilst recognising that any improvements will benefit all our children. There are many adversities that can impact upon children and young people's attainment including child poverty, domestic violence, parental alcohol or substance use, parental mental health, bullying, family breakdown, isolation and additional support or complex needs. Children who experience multiple adversities are most likely to have lowered attainment.

We will strive to use evidence and practice based experience to consider actions or initiatives we could take in our schools that will help those at risk of not fulfilling their academic potential.

Some of the approaches already underway in Shetland include :

- ◇ Nurture - embedding of the 6 Nurture Principles throughout Children's Services and developing an understanding across all services working with children and young people.
- ◇ PAtHS programme - development of resilience and self-regulation in children and sharing of these skills with parents through work in schools.
- ◇ The Primary 1 Vocabulary Project has involved 11 primary schools. The aim of the project is to provide targeted vocabulary development to identified pupils through a carefully created 'team

around the child' with the intention of reducing 'vocabulary gap' which exists between the most and least deprived pupils. The project seeks to target resources and to work preventatively to maximise the impact on reducing inequalities.

- ◇ Three Shetland primary schools have been implementing a developmental approach to literacy through the Northern Alliance Emerging Literacy Project. The project has led to practice change within the primary 1 settings involved by equipping practitioners with the knowledge and tools they require to address the gaps in foundational skills for reading and writing. The project focuses on direct instruction, planning for learners based on their identified gaps in learning and tracking their mastery of skills.
- ◇ The expansion of free Early Learning and Childcare from 600 hours to 1140 hours for all three and four year olds, and entitled two year olds, will provide significant benefits for both children and their families. The implementation stage of the expansion has started, with Urafirth ELC being the first setting in Shetland to provide the entitlement through a Scottish Government funded trial. Two more settings will come on board in August, which will mark the beginning of a phased implementation.
- ◇ A maths recovery programme is being gradually implemented across many Shetland schools. SEAL mathematics is a targeted intervention that can be used for those children who are not achieving their expected potential. In addition to this, SEAL mathematics is being developed across Early Level settings, in order to provide strong foundation skills in numeracy.

Early Intervention in Schools

The Community Learning and Development Plan describes an initiative to provide early intervention programmes in schools, offering alternative learning and support to those young people who are needing support.

Empowerment and Participation Plan

Youth Services are currently developing an empowerment and participation action plan to allow all young people to inform local and national priorities.

Access to Leisure

Shetland Recreational Trust and Shetland Islands Council have developed a scheme to enable disadvantaged children and young people to receive leisure cards to provide them with access to swimming pools and in some cases other facilities such as gyms. This has recently been extended beyond Looked After Children, to include those experiencing other adversities. Some parents have accessed leisure cards so that they can access leisure facilities along with their child.

Furthermore, there has been occasions when parents who experience mental ill health or have a history of alcohol or substance use, have been provided with leisure cards, as it has been evidenced that improving the mental health and wellbeing of a parent can lead to improved outcomes for the family as a whole.

Shetland Recreational Trust is committed to supporting families. We will continue to work together to build on the progress that has been made to date. It is hoped that other providers might come on board to explore how we can make leisure pursuits more accessible to all.

Active Shetland – a strategy for physical activity and sport

Active Shetland – a strategy for physical activity and sport is currently being finalised by the Shetland Sport and Physical Activity Strategic Partnership. The overarching vision of the strategy is “to make Shetland the most active community in Scotland”. This draft strategy is being built upon the foundations of tackling inequalities, building community wellbeing and resilience, early intervention and prevention and raising attainment and achievement in Shetland.

Getting children and young people in Shetland more active and achieving their potential will be a key thread throughout the strategy, which will cover the period 2017 – 2022.

This draft strategy is being built upon the foundations of tackling inequalities, building community wellbeing and resilience, early intervention and prevention and raising attainment and achievement.

Examples from Active Schools, Sports Development and Community Sports Hubs which contribute to the delivery of this strategy include:

- ◇ Delivering a drop box scheme to encourage people to donate their unwanted sports clothes to be distributed to low income families, encouraging them to be more physically active and engage in sport
- ◇ Delivering a year of zero cost coach education to create capacity for more children to get involved in sport whilst removing the financial barriers for people to get involved in coaching and volunteering
- ◇ Supporting new parents who experience barriers to sport and physical activity
- ◇ Ensuring that children have access to more and higher quality sport and physical activity opportunities in and out of school wherever they live in Shetland
- ◇ Creating opportunities so every child in Shetland has an opportunity to represent their school at a school sports event or festival
- ◇ Increasing the number of children, young people and adults who are members of sports clubs
- ◇ Developing sporting pathways in Shetland for people with a physical or mental impairment.
- ◇ Providing looked after children who are inactive, with opportunities to participate in extra-curricular sport and physical activity

Tackling Obesity

Childhood obesity continues to be a significant problem in Shetland, as with the rest of Scotland. There is strong evidence to suggest that by adolescence, there is increased risk of low self-regard and impaired quality of life in obese individuals. Factors associated with mental health problems in obese children include lower levels of physical activity, low self esteem, body dissatisfaction, eating disorders and weight-based teasing. Recent findings from the Millennium Cohort Study suggest that childhood obesity may be associated with emotional and behavioural problems from a very young age, with obese boys at particular risk. This is an issue which cuts across the three themes of Emotional Wellbeing, Strengthening Families and Tackling Inequalities and will require concerted work at a number of different levels:

- ◇ Full implementation of statutory regulations on nutritional guidance and food standards for schools and Early Years providers. Local Leisure Centres and shops will be strongly discouraged from selling confectionary and sugary drinks to children and young people; to sugary foods and drinks;
- ◇ Encourage active lifestyles, including active play, and active travel to school;
- ◇ Much earlier support for families with children who are overweight or at risk of overweight.



Tackling inequalities, high level measures:

- ◇ Children's Reporter trends for offence grounds
- ◇ School attendance
- ◇ School attainment
- ◇ Positive sustained destinations
- ◇ Children living in poverty in Shetland
- ◇ More children in Shetland are a healthy weight
- ◇ More children in Shetland meet the physical activity guidelines

As well as working on our priorities we will seek improvement for our children and young people by developing Participation and Communication Strategies to support our work going forward.

Participation Strategy

All children, young people, parents and carers have a right to be listened to and to be involved in the planning, provision and evaluation of services they need. They also have a right to be active participants within their communities and in the democratic life of Shetland.

The development of an Integrated Children's Participation Strategy contributes to our ongoing commitment to the promotion and fulfillment of the United Nations Convention on the Rights of the Child (UNCRC).

Children and Young People have a right to participate in decision making that is relevant in their lives and to influence decisions taken within the family, the school or the community that affect them (Article 12 of the UNCRC)

We are committed to the active involvement of children and young people in decision making across all of the services we provide including our planning processes. We view children and young people as citizens and as such they have the right to participate in decisions that affect them.

Participation strategy, high level measures:

- ◇ Evidence that children and young people have a visible impact on strategic and service plans
- ◇ Number of young people engaged in participation events
- ◇ Number of young people engaged in 'Year of the Child'

Communication Strategy

The aim of the Communication Strategy is to raise the profile of the Integrated Children's Services Plan within the Shetland Partnership to:

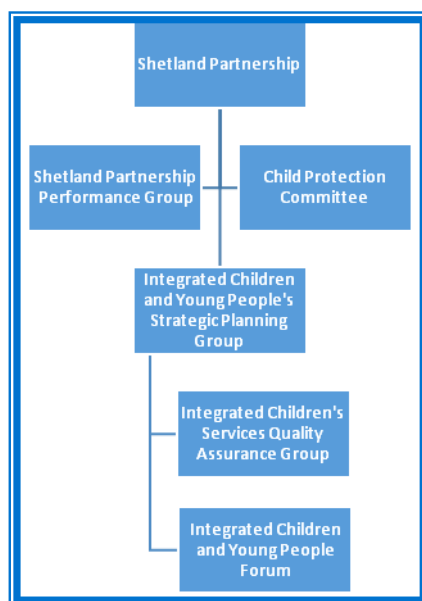
- ◇ Clarify the aims and objectives of the Integrated Children and Young People Strategic Planning Group;
- ◇ Clarify relationships with children, young people, services and other partners;
- ◇ Clarify roles and responsibilities of members of the Integrated Children and Young People Strategic Planning Group and the Integrated Children and Young People Forum;
- ◇ Clarify and support a common approach and focus with other strategic partnerships;
- ◇ Reach out to children, young people and stakeholders;
- ◇ Support methodologies to access feedback and input to the plan's success and areas for improvement or strengthening.

Communication strategy, high level measures:

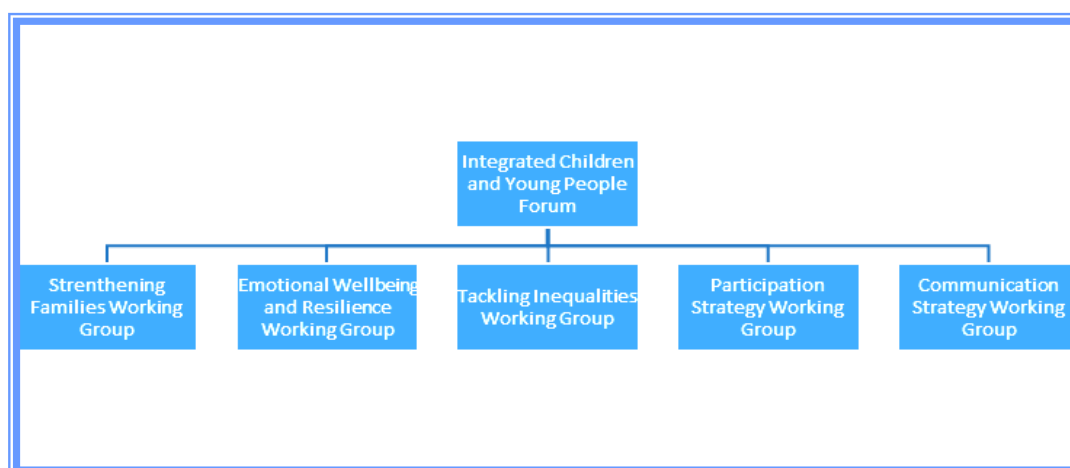
- ◇ Active participation in the Integrated Children and Young People Strategic Planning Group.
- ◇ Active participation in the Integrated Children and Young People Forum.
- ◇ Reference to the Integrated Children's Services Plan in other strategies within the Shetland Partnership.

Implementation

Governance and accountability is managed through the existing Shetland Partnership structures, as shown below:



We will manage the implementation of our Integrated Children's Services Plan priorities with working groups, established by the Strategic Planning Group, that builds on sharing of expertise and resources, ownership, healthy challenge and enthusiasm across organisations. The structure and governance is shown below:



Each working group will:

- * Agree the high level outcomes and measures for each of the areas identified in the themed priorities, through consultation with partners.
- * Develop and agree SMART action plans with partners, utilising existing networks and forums wherever possible, in relation to each of the themed priority areas.
- * Ensure the underpinning principles of early intervention, prevention, sustainability, equality and value for money are incorporated into the action plan.
- * Where appropriate, and specifically where no clear measurement method is available, use the Scottish Government 3 Step Improvement Framework.
- * Monitor and report progress to the Integrated Children and Young People Forum.

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Meeting(s):	Education and Families Committee	28 August 2017
Report Title:	Excellence and Equity in Scottish Education	
Reference Number:	CS-18-17-F	
Author / Job Title:	Executive Manager, Quality Improvement	

1.0 Decisions / Action required:

1.1 That the Education and Families Committee:

- NOTE the key steps being taken to address the national Excellence and Equity agenda;
- APPROVE the draft National Improvement Framework Plan (Appendix 1), due for publication on 1 September 2017, following completion of the consultation with stakeholders.

2.0 High Level Summary:

2.1 The National Improvement Framework for Scottish Education was launched by the First Minister in January 2016. The Framework supports The Scottish Government ambition to achieve excellence and equity for every child in Scotland and builds on the Raising Attainment for All agenda. Importantly it places a legal duty on local authorities to actively address the poverty related attainment gap.

2.2 The National Improvement Framework identifies four key priorities for action:

- Improvement in attainment, particularly literacy and numeracy;
- Closing the attainment gap between most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

2.3 The Framework is underpinned by a series of new planning and reporting duties designed to support transparency and accountability. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016.

2.4 One of these legal duties is for each local authority to prepare and publish annually a plan as to how it will address the priorities in the National Improvement Framework, and consult on these. These priorities must then, in turn, inform school improvement plans. The Scottish Government will review the priorities in the National Improvement Framework annually.

3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for young people a priority for the work of the Council. The two areas most relevant to the National Improvement Framework are:
- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.
 - Young people will feel that their voices are being heard by the Council, having regular opportunities to have a say on the issues that affect them.
- 3.2 Shetland's Community Planning Partnership through the Local Outcome Improvement Plan is committed to making Shetland the best place for children and young people to grow up in.
- 3.3 The priorities in the draft National Improvement Framework Plan, provide key opportunities to continue to develop partnership working across Children's Services, and with the National Health Service and voluntary sector organisations in Shetland, in particular.

4.0 Key Issues:

- 4.1 The First Minister launched The National Improvement Framework for Scottish Education, Achieving Excellence and Equity, in January 2016. The vision in this Plan is to achieve equity in educational outcomes for all children and young people in Scotland irrespective of their economic background and to close the poverty related attainment gap. It is underpinned by an annual refresh of National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.
- 4.2 Funding to achieve this vision, had already been provided to local authorities through the Scottish Attainment Challenge Fund. This fund was launched in February 2015, and was targeted at local authorities and individual schools with the greatest concentration of pupils in Scottish Index of Multiple Deprivation Deciles 1 and 2. Schools in Shetland did not benefit from this funding.
- 4.3 From April 2017 year a further £120 million was provided directly to head teachers in Scotland to use for additional staffing or resources they consider will help reduce the poverty related attainment gap. This Pupil Equity Funding was allocated directly to schools and targeted at those children most affected by the poverty related attainment gap. The funding is distributed on the basis of the numbers of pupils in Primary 1 to Secondary 3 known to be eligible and registered for free school meals.
- 4.4 Shetland schools received £188,400 of this funding. Owing to the use of the Free School Meal Entitlement, eleven of our twenty-nine schools received no money at all from this Fund.
- 4.5 Pupil Equity Funding will provide targeted support for those authorities and schools supporting children and young people in greatest need. It is expected that this funding will be provided in subsequent years, so long as the current Scottish Government is in place.

The National Improvement Framework will be reviewed annually. The 2017 National Improvement Framework identifies four key priorities for action:

- Improvement in attainment, particularly literacy and numeracy;

- Closing the attainment gap between most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Framework is underpinned by a series of new planning and reporting duties placed on local authorities and on schools, designed to support transparency and accountability. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016.

The Scottish Government has published statutory guidance to support education authorities to carry out their new legal responsibilities. The statutory guidance clarifies how the 2000 Act has been amended to:

- impose duties on education authorities to enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage;
- impose a duty to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework; and
- impose duties in relation to annual planning and reporting; and annual school improvement planning.

4.9 It is in respect of fulfilment of these duties that Children's Services has prepared the draft National Improvement Framework Plan (Appendix A).

4.10 From August 2017 a new duty of having 'due regard' will also be established. This means that all strategic decisions must be taken with due regard to how they will address, or help to address, the disparity of educational outcomes which exist between our most and least disadvantaged and at the same time raise attainment for all.

4.11 In order to demonstrate 'due regard' education authorities must seek and have regard to the views of head teachers, pupils, parents, trade union representatives, voluntary organisations and others as the authority thinks appropriate. The draft National Improvement Framework plan (Appendix A) will be shared with these stakeholders for feedback.

Education Authorities must ensure that improvement activity within schools is consistent with the four strategic priorities of the National Improvement Framework and also produce an annual report of progress made in pursuance of the priorities.

Children's Services Directorate Plan and the Schools/Quality Improvement Service Plan are aligned with the priorities contained in the National Improvement Framework 2017.

The draft National Improvement Framework Plan (Appendix A) has been developed taking account of improvement activity planned to close the poverty related attainment gap, and will be refined following consultation and as further data becomes available.

The School Improvement Planning process has been revised as part of the Quality Improvement Framework project, the revised approaches aligns with the statutory guidance.

National and local guidance was prepared to support head teachers plan for how to spend their Pupil Equity Funding allocations

Our Education Scotland Attainment Adviser has worked in partnership with Officers in the Local Authority and a number of Head Teacher training events have taken place to support schools to produce robust and clear plans for their Pupil Equity Funding.

The Council continues to promote the uptake of Free School Meals using all local media.

- 4.19 The seven local authorities within the Northern Alliance have worked in partnership ensuring a consistency in approach to the planning for the Pupil Equity Fund. They have also developed a number of key improvement agendas linked to raising of attainment. These have included early years' literacy and assessment and moderation. There are plans to expand the development work across the Northern Alliance to the area of numeracy and this is reflected in the draft National Improvement Framework plan.

5.0 Exempt and/or confidential information:

- 5.1 None

6.0 Implications:

6.1 Service Users, Patients and Communities:	Successful implementation of the National Improvement Framework plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families particularly those experiencing poverty.
6.2 Human Resources and Organisational Development:	There are no implications for Human Resources arising from this report.
6.3 Equality, Diversity and Human Rights:	Successful implementation of the National Improvement Framework plan will lead to improve outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics. The Pupil Equity Fund aims to improve the outcomes of some of the most vulnerable who are eligible for free school meals. Schools have been guided to look at the needs of individuals and identify any barriers to their achievement.
6.4 Legal:	The Local Authority is well placed to discharge the new duties as outlined in the Statutory Guidance.

6.5 Finance:	The cost of all improvement actions will be undertaken within Children's Services existing budgets, including those allocated to schools, and Pupil Equity Fund allocations direct to schools.	
6.6 Assets and Property:	There are no implications for Assets and Properties arising from this report.	
6.7 ICT and new technologies:	There are no implications for ICT or ICT systems arising from this report.	
6.8 Environmental:	The interventions planned to address excellence and equity are unlikely to present any environmental risks.	
6.9 Risk Management:	Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to negative external scrutiny.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes school education. This report is related to the function of an education authority.	
6.11 Previously considered by:	None	

Contact Details:

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Report Finalised: 21 August 2017

Appendices:

Appendix 1 – Draft National Improvement Framework Plan

Background Documents:

Children's Services Directorate Plan

National Improvement Framework: Achieving Excellence and Equity –

<http://www.gov.scot/Resource/0051/00511513.pdf>

National Improvement Framework 2016 Evidence Report –

<http://www.gov.scot/Resource/0051/00511488.pdf>

END

Shetland Islands Council National Improvement Framework Plan 2017

Shetland Islands Council's, National Improvement Framework Plan will be monitored quarterly by the Quality Improvement Team, and will be evaluated by 31 August 2018, to inform the National Improvement Framework Plan, 2018.

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
1.1 Improvement in Literacy Attainment			
(a) Northern Alliance Emerging Literacy Project	Our schools will continue to participate in the Northern Alliance Project: Raising Attainment in Literacy, Language and Communication – Year 2: Three of our schools will take part in Year 2 of the programme; Eight further schools will take part in Year 1 of the programme.	Lead Officer Quality Improvement Officer, Early Learning and Childcare	Teacher Professional Judgement Survey Results Project Evaluation Reports
(b) Primary 1 Vocabulary Pilot	Evaluate the impact of the local Primary 1 Vocabulary Pilot. Identify next steps	Lead Officer Quality Improvement Officer, Early Learning and Childcare / Attainment Adviser	Project Evaluation Report (Attainment Adviser)
(c) Pupil Equity Fund Projects	Support schools in receipt of Pupil Equity Funding, to plan and implement projects focused on raising attainment in literacy, including targeted, additional support for children. Maintain a register of Pupil Equity Funding projects and the measures being used to evidence impact.	Lead Officer Relevant Head Teachers in receipt of Pupil Equity Funding Quality Improvement Officers	Teacher Professional Judgement Survey Results – comparison with previous years. Evaluation of school Pupil Equity Funding plans
(d) Schools' Literacy Improvement Priorities	Monitor the implementation of school based literacy improvement priorities, in line with the National Improvement Framework, during School Improvement and School Support Visits	Lead Officer Head Teachers	Teacher Professional Judgement Survey Results School Standards and Quality Reports

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Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
1.2 Improvement in Numeracy Attainment			
(a) Stages of Early Arithmetic Learning Maths Recovery Programme	Continue to offer training opportunities in Stages of Early Arithmetic Learning through external trainers and our Numeracy Hub Champion. Offer drop-in sessions for schools already using Stages of Early Arithmetic Learning. Develop further problem solving resources for upper stages.	Lead Officer Numeracy Co-ordinator	Training evaluations Teacher Professional Judgement Survey Results
(b) Northern Alliance Numeracy Project	Six of our schools will participate in the Northern Alliance Project, targeted at raising attainment in numeracy in Primary 3/4 in 2017/18.	Lead Officer Relevant Head Teachers	Initial project evaluation report Teacher Professional Judgement – comparison with previous years.
(c) Pupil Equity Fund Projects	Support schools in receipt of Pupil Equity Funding, to plan and implement projects focused on raising attainment in numeracy, including targeted, additional support for children. Maintain a register of Pupil Equity Funding projects and the measures being used to evidence impact.	Lead Officer Relevant Head Teachers in receipt of Pupil Equity Funding Quality Improvement Officers	Evaluation of school Pupil Equity Funding plans
(d) Schools' Numeracy Improvement Priorities	Monitor the implementation of school based numeracy improvement priorities, in line with the National Improvement Framework, during School Improvement and School Support Visits.	Lead Officer Head Teachers June 2018	Teacher Professional Judgement Survey Results School Standards and Quality Reports
1.3 Improved Attainment in Literacy and Numeracy			
(a) Use of Benchmarks	Support schools' understanding, dissemination and use of the Literacy, Numeracy and other Curriculum area Benchmarks through input from Education Scotland personnel at In Service events.	Lead Officer Head Teachers Quality Improvement Officers	Sample of assessments across the relevant years for literacy and numeracy.

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
(b) Standardised Assessments	Develop a local training and implementation plan for the introduction of Standardised Assessments.		Standardised Assessments completed in all schools which have P1, P4, P7 and S3 pupils.
(c) Quality Improvement Framework, Tracking, Monitoring and Moderation Strategy:	Support all schools / clusters with the implementation of agreed local strategy.	Lead Officer Head Teachers Quality Improvement Officers	Standardised Assessments recorded in all schools that have P1, P4, P7 and S3 pupils.
(d) Forward Planning	Ensure implementation of the local guidance on forward planning for pre-school and primary settings.	Lead Officer Executive Manager, Quality Improvement	All schools complying with local strategy – SEEMIS data entry reports
(e) Reporting to Parents	Ensure implementation of the local guidance on reporting to parents for pre-school and primary settings.	Lead Officer Executive Manager, Quality Improvement	Comparison survey to be carried out in future National Improvement Framework plan. (Baseline staff survey completed)
(f) New Common Curriculum Structure in Secondary.	Implement a new Common Curriculum Structure in Secondary Settings from May 2018 to align with the new asymmetric, 33 period school week.	Lead Officer Head Teachers of Secondary Settings Quality Improvement Officers	Improved satisfaction evidenced through surveys of staff and parents before and after introduction Samples of reports evidencing adherence to guidance Percentage of schools complying with guidance
(g) New School Improvement Framework	Implement the new School Improvement Framework, revised approaches to quality assurance and strategies to tackle bureaucracy.	Lead Officer Head Teachers Quality Improvement Officers	Sample of school improvement activity through regular Quality Improvement Officer visits.

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
1.4 Parental Involvement and Engagement	Develop a new Parental Involvement and Engagement Strategy, incorporating approaches to Family Learning: <ul style="list-style-type: none"> Consult on draft strategy with relevant stakeholders; Develop an Action Plan to address recommendations in the review of the Parental Involvement Act and the Governance Review. 	Lead Officer Quality Improvement Officer	Action Plan updates Quality Improvement Officer visits – feedback on Parental Involvement activity.
1.5 Improved school Attendance	Provide Head Teachers with a revised process to support them to deal with concerns about school attendance. Regular monitoring of attendance by Quality Improvement Officers, flagging up all young people with attendance below 90%. Follow up discussion with relevant Head Teachers	Lead Officer Quality Improvement Officers Head Teachers	Attendance data

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
2.1 Ensure schools are working to target the most disadvantaged pupils in their schools	Schools identify clear strategies in place to close the poverty-related attainment gap in their school using relevant data and the local vulnerability criteria. Projects will be set out in School Improvement Plans and Pupil Equity Funding plans. Develop our use of data to identify attainment gaps in literacy and numeracy and support schools to plan targeted interventions and to plan evidence of improvement. This data will include: <ul style="list-style-type: none"> Insight; Annual Teacher Judgement Survey results; Tracking and monitoring data as part of the new Tracking, Monitoring and Moderation Strategy; 		Three step improvement methodology used and measures reported. Existing measures compared with future Standardised Assessment data Improved attendance for children identified as vulnerable by our Adverse Childhood Experience data, our Looked After Children and those identified with attendance below 90% in academic year 2016/17 Evaluation of school Pupil Equity Funding plans

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
	<ul style="list-style-type: none"> Scottish Index of Multiple Deprivation, Adverse Childhood Experiences (data in spreadsheets already sent to schools for Pupil Equity Funding), attendance Shetland Early Years Collaborative Vulnerability Criteria 		
2.3 Tackle Inequalities			
a) Alternative Learning Opportunities	Provision of a variety of alternative learning opportunities for Senior Phase pupils who are unable to sustain engagement with mainstream education.	Lead Officer Youth Services Team Leader in Partnership with Head Teachers of Secondary Settings	<p>Improved positive destinations data for young people in vulnerable groups</p> <p>Improved school attendance</p> <p>Improved attainment. Increase in wider achievements</p> <ul style="list-style-type: none"> Duke of Edinburgh Youth Achievement Awards Vocational qualifications
b) Summer Programme	Provision of a variety of activities during the summer period for our most vulnerable young people, to build social skills and confidence.	Lead Officer Youth Services Team Leader	<p>Reduction in police concern reports to the Named Person. Evaluation of the programme.</p> <p>Feedback from young people.</p>
c) Looked After Children Coordinator Training	Deliver Looked After Children co-ordinator training for school staff. Ensure all schools who have Looked After Children, have in place a Looked After Children Co-ordinator.	Lead Officer Quality Improvement Officer for Children and Young People with Additional Support Needs	Regular monitoring of progress of Looked After Children by Quality Improvement Officers and relevant Head Teachers
d) Support for Young Carers	Implement the requirement of the national Young Carers' Strategy. Reinvigorate existing Young Carers' pack in schools and deliver joint training with Voluntary Action Shetland in November 2017.	Lead Officer Quality Improvement Officer for Children and Young People	Regular monitoring of progress of Young Carers by Quality

Priority 2: Closing the attainment gap between most and least disadvantaged children			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
		with Additional Support Needs	Improvement Officers and relevant Head Teachers
2.4 Engage with our most Vulnerable Young People	<p>Ensure the agreed joint Participation Strategy for Young People is being implemented in order that young people properly inform local priorities and strategies.</p> <p>Every group producing a plan must evidence how they have engaged and listened to children and young people.</p>	Lead Officer Director of Children's Services	Evidence in plans that the views of young people have been sought, have been heard, and have been taken forward.

Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
3.1 Drug and Alcohol Related Issues a) Raise Awareness of Alcohol and Drug Related Issues, through Health and Wellbeing Sessions in Schools	Youth Services staff will run sessions in schools. Identify and implement one evidenced based approach using the Improvement Model.	Lead Officer Youth Services Team Leader	<p>National Health Service Survey Scottish Schools Alcohol and Lifestyle and Substance Use Survey data.</p> <p>Young people coming to the attention of Child Concern Collaborative meetings.</p>
3.2 Revise anti-bullying in schools.	<p>Develop a revised Anti-Bullying Policy for schools and consult on this.</p> <p>Deliver Circle of Friends training by In Control Scotland in September 2017</p>	Lead Officer Executive Manager, Quality Improvement	<p>Consultation feedback</p> <p>Evaluation of Circle of Friends training</p>

Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
3.3 Implement Emotional Wellbeing Project a) Improve resilience for children who have experienced emotional trauma and stress. b) Provide specialist emotional support where required. c) Close the attainment gap for vulnerable children who have experienced emotional trauma and stress. d) Promote decision making in the child's best interests.	<p>Building local knowledge. Identifying evidence based approaches. Upskilling staff, increasing local capacity. Identifying what does not work, and shift resources to evidence based practice. Continue to implement our Nurture strategy</p> <p>Targeting the right support for individual children and young people currently at risk of failing to achieve a positive outcome or transition to adult life.</p> <p>Identify those children who need specialist support, using our new adverse childhood experience data, and tailor their support and learning to meet their needs.</p> <p>Continue to shift the focus of all aspects of our work to be child and family centred. Delivered through Getting it Right for Every Child, person centred planning training, and solution focussed meeting training.</p>		<p>Four year Health Visitor check – Behaviour measure – develop benchmark in 2018. Progress on Nurture implementation plan. Two evidenced bases approaches identified and roll out plan in place. One resource shift identified.</p> <p>Increase in positive destinations for vulnerable groups identified by Project Team.</p> <p>Increase attendance rates for Looked After Children and children on Child Protection Register. Goal for first year.</p> <p>50% of staff who can be Lead Professionals on training. 70% 'Good' rating for Child's Plans in 2018 Getting it Right for Every Child audit.</p>

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people			
Improvement Activity	This is how we'll do it	Project Lead	Evidence of Impact
4.1 Improve Enhanced Transitions	<p>Through adhering to the legislative requirements of the Additional Support for Learning Act (2004), and using the Child's Planning process, required support for young people with complex additional support needs, will be identified to ensure they make a successful transition beyond school.</p> <p>The Skills Development Scotland Risk Matrix will also used to identify those who may be at risk of not achieving a positive destination.</p> <p>School staff will work with the Opportunities for All Co-ordinator, to ensure every young person receives an offer of education, employment or training.</p> <p>Ensure person-centred planning approaches are used appropriately with young people with additional support needs and those who are marginalised, to ensure that a positive future is mapped out for them.</p>	Lead Officer Youth Services Team Leader Quality Improvement Officer for Children and Young People with Additional Support Needs	Improved positive destinations data for young people in vulnerable groups
4.2 Provide Increased Alternative Learning Opportunities	Reference to section 2.3 in respect of alternative learning opportunities.	Lead Officer Youth Services Team Leader	<p>Improved positive destinations for vulnerable groups</p> <p>Improved school attendance and attainment</p> <p>Increase in wider achievements</p> <ul style="list-style-type: none"> • Duke of Edinburgh • Youth Achievement Awards • Vocational qualifications
4.3 Develop and implement the recommendations for schools in "Developing the Young Workforce".	Schools will implement the entitlements and expectations within the Career Education Standard (3-18), The Work Placement Standards, and the School/Employer partnerships to support children and young people to develop their career understanding and the skills required to employment.	Lead Officer Developing the Young Workforce Project Officer	Education Scotland survey of teachers shows that their knowledge and implementation of the Career Education Standard (3-18) has improved from the previous survey.

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	Schools will develop their suite of achievement awards.		Number of schools that have a main business link that can support of pupils' skills and knowledge development.
4.4 Increase Foundation Apprenticeship Opportunities and Modern Apprenticeship Opportunities	Sustain and enhance the Foundation and Modern Apprenticeship offerings in Shetland through the Shetland Learning Partnership, to meet local industry needs. Ensure progression routes exist for young people to move on to employment, or to other training opportunities.	Lead Officer Developing the Young Workforce Project Officer	Increased number of Foundation Apprentices Increased number of Modern Apprentices Developing the Young Workforce Regional Group Key Performance Indicators
4.5 Provide Sustained Employment Opportunities for Young People with Complex Additional Support Needs	Target some of the funding awarded to Shetland's Developing the Young Workforce Regional Group towards providing support young people with learning difficulties and disabilities, and emotional and behavioural needs to access meaningful employment opportunities. Support will be provided through COPE Ltd.	Lead Officer Developing the Young Workforce Project Officer Manager, COPE Ltd	Numbers of participants



Meeting(s):	Education and Families Committee	28 August 2017
Report Title:	Expansion of Early Learning and Childcare	
Reference Number:	CS-14-17-F	
Author / Job Title:	Executive Manager, Quality Improvement	

1.0 Decisions / Action required:

1.1 The Education and Families Committee is asked to:

- Consider and comment on the first draft of the Strategic Delivery Plan (Appendix A);
- Approve the initial Strategic Delivery Plan in order to meet the timescale for submission to the Scottish Government by 29 September 2017; and
- Note that a finalised version for the Strategic Delivery Plan will be submitted to the Committee for final approval, including estimated costings in capital and revenue for the expansion.

2.0 High Level Summary:

2.1 This report sets out the initial planning for the further expansion of Early Learning and Childcare

- The Scottish Government have made a commitment to extend the entitlement of funded Early Learning and Childcare to all three and four year olds and Entitled two year olds, from 600 to 1140 hours a year by 2020. Local Authorities are required to prepare their initial Delivery Plans for how they will achieve the expansion by 29 September 2017 and submit these to the Scottish Government.
- The background to this policy is that evidence suggests that universal and high quality early learning and childcare provides children with the confidence to integrate well in to school, thereby ensuring that all children get the best start in life and are ready to succeed. This is one of the biggest transformational changes that is being progressed in social policy across Scotland.

3.0 Corporate Priorities and Joint Working:

3.1 Shetland Islands Council's Corporate Plan 2016-2020 makes support for Young People a priority for the work of the Council. The area most relevant to the expansion of Early Learning and Childcare is:

- Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.

	<ul style="list-style-type: none"> The expansion of Early Learning and Childcare in Shetland will require the support of our Partner Provider provision, and it will give the Quality Improvement Service important opportunities to further develop joint working with childminders and with private childcare providers.
4.0	Key Issues:
4.1	<p>The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 Action Plan', in March 2017. Local Authorities have been tasked to deliver on this programme, which is complex in its development and far reaching in its delivery. The Government requires that all Local Authorities prepare their initial Delivery Plan by 29 September 2017 and submit it to the Scottish Government.</p>
4.2	<p>The Scottish Government has so far indicated that £400 million capital funding will be available up until 2020. For 2017/18 an allocation of £188,000 capital funding has been provided to Shetland Islands Council by way of a ring fenced grant. The Scottish Government has yet to confirm how much revenue funding will be available, but has stated that the expansion will be fully funded. For 2017/18 an allocation of £132,000 revenue funding has been provided to Shetland Islands Council by way of a ring fenced grant, in addition to this a further £51,000 was allocated to run a trial project at Urafirth.</p>
4.3	<p>Accordingly, the Delivery Plans from all authorities are critical to detailing current provision and future progress, and will inform the allocation of both capital and revenue funding as we move forward.</p>
4.4	<p>Work has already been undertaken in Shetland to achieve the progress towards the expansion:</p> <ul style="list-style-type: none"> We were successful in gaining additional funding for a trial of 1140 hours in Urafirth Primary School, Early Learning and Childcare. This started in April 2017, and its success will be monitored and evaluated as part of the Scottish Government's work to develop models of provision; Two further Early Learning and Childcare settings will begin the extended opening to 1140 hours in August 2017. These are Whiteness Primary School, Early Learning and Childcare, and Dunrossness Primary School, Early Learning and Childcare; both will have in place a revised staffing structure with a senior early years practitioner post; We also have five modern apprentices recruited to the sector who will start work in August 2017, and who will undertake their Social and Vocational Qualification. The next stage of this process is to be clear with the Scottish Government that local plans are in place and progressing.
4.5	<p>A detailed mapping exercise of all Early Learning and Childcare provision across Shetland has been progressed, taking account of existing workforce and infrastructure arrangements, and forward planning future requirements. This has been key in developing the strategic delivery plan.</p>
5.0	Exempt and/or confidential information:
5.1	None

6.0 Implications:	
6.1 Service Users, Patients and Communities:	The expansion of Early Learning and Childcare provides parents with an opportunity to access education, training or employment, and therefore benefit the future sustainability of the Shetland economy. This will in turn have an impact on reducing household poverty and also the poverty related attainment gap by ensuring all children have the best start in life.
6.2 Human Resources and Organisational Development:	<p>The expansion of Early Learning and Childcare will result in additional staffing requirements for this sector. This will be as follows:</p> <ul style="list-style-type: none"> • Increased hours for some existing posts; • Some new posts at Early Years Assistant and Early Years Practitioner levels; <p>The introduction of a new post of Senior Early Years Practitioner, providing a career progression in Early Years for the first time in Shetland.</p> <p>Consultation with relevant stakeholders took place to inform the approach taken to developing this career structure. Further workforce implications will be addressed through the Workforce Plan referred to in the Service Delivery Plan.</p>
6.3 Equality, Diversity and Human Rights:	Successful expansion of Early Learning and Childcare will lead to improved outcomes for children, young people and their families. There will be a positive impact on children, young people and families including those with protected characteristics, and those who are experiencing disadvantage.
6.4 Legal:	Implementation of the Early Learning and Childcare Strategic Delivery Plan (Appendix A) will ensure all our statutory obligations with respect to the provision of Early Learning and Childcare are met.
6.5 Finance:	The implementation of the Early Learning and Childcare Strategic Delivery Plan (Appendix A) will result in additional financial implications for Shetland Islands Council. The Scottish Government have committed to fully fund the expansion of Early Learning and Childcare and as such there will be no additional financial implications for Shetland Islands Council.
6.6 Assets and Property:	The likely implications for our buildings identified at this stage are set out in the Early Learning and Childcare Strategic Delivery Plan (Appendix A). The detail of these will develop over time and will be reported appropriately.
6.7	There are no implications for ICT or ICT systems arising from this report.

ICT and new technologies:		
6.8 Environmental:	The expansion of Early Learning and Childcare is unlikely to present any environmental risks.	
6.9 Risk Management:	This is a significant and high profile development, taking place in a very short timescale, and therefore involving significant risk. The Delivery Plan will need to help address that risk. The Project Board maintains a risk register for the Expansion of Early Learning and Childcare.	
6.10 Policy and Delegated Authority:	In accordance with Section 2.3.1 of the Council’s Scheme of Administration and Delegations, the Education and Families Committee has responsibility for decision making on matters delegated to it within its remit, which includes children and families, pre-school and school education.	
6.11 Previously considered by:	None	

Contact Details:

Audrey Edwards, Executive Manager, Quality Improvement

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Report Finalised: 18 August

Appendices:

Appendix 1 – Early Learning and Childcare, Strategic Delivery Plan

Background Documents:

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – 2017/18 - <http://www.gov.scot/Resource/0051/00515637.pdf>

END

Early Learning and Childcare



Service Delivery Plan 2017 - 2020



**Shetland
Islands
Council**

1. Context

Executive Summary

The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) for all three and four year olds, and some two year olds, from 600 hours to 1140 hours by 2020. The following principles underpin the service delivery planning process:

- high quality provision to meet the needs of individual children
- flexibility and choice for parents/carers and families
- accessibility, particularly for children with additional support needs and those living in very remote areas, and
- affordability for parents/carers and families

The expansion prioritises a high quality experience for the child, recognising the significant contribution that a universally accessible, high quality ELC service can make to a child's development and to closing the attainment gap. Increased entitlement will also bring about significant economic impacts. These include improved opportunities for parents to move into employment, increase hours of work, or to train or study and the creation of new employment opportunities within the ELC sector.

The Scottish Government's ELC Expansion Programme is designed to facilitate the delivery of an enhanced service model that reflects, and is responsive to, local needs. Local authorities are responsible for the implementation and delivery of ELC to their local communities.

Locally, the expansion of ELC will make a significant contribution to the priorities identified within:

- the Shetland Community Plan
- Shetland's Integrated Children's Service Plan
- Shetland Islands Council Corporate Plan
- Children's Services 2017-20 Directorate Plan
- Schools and Quality Improvement Service Plan

It has the potential to significantly improve outcomes for children and families, particularly those who are more vulnerable or disadvantaged, giving them the best possible start in life.

Existing ELC provision will have to be transformed to deliver 1140 hours in line with the Ministers' Blueprint for 2020. The expansion will almost double the number of hours eligible children will be entitled to. To achieve this will require significant change including full service redesign, workforce expansion and restructure, investment in infrastructure and the development of new partnerships across the ELC sector.

2 - Current Position

Provision for 3 and 4 year olds

The current entitlement of 600 hours of Early Learning and Childcare (ELC) for three and four year olds is provided in four voluntary sector partner provider settings (25%) and 22 local authority settings (75%), all but one of which are school settings. Four of these providers are located in what is classified 'remote small town' locations, with the rest being 'remote and rural'. The overall number of funded places that can be provided for three and four years olds across the authority at any one time is 552.

All funded provision is delivered term-time only through a daily 3 hour 10 minute session, five days a week, Monday to Friday. Six settings operate two sessions per day, 17 settings operate one session per day and three settings, in the most remote locations, arrange provision to meet the needs of the individuals. Four settings offer some form of additional hours around the funded provision, one of which includes over holiday periods. Split placements between two settings are also provided.

The average uptake of places within settings is 80.7% of capacity. Uptake is higher in the more populated communities. Not all families take up their full entitlement, particularly for three year olds. All requests for entitled ELC for three and four year olds can be accommodated usually within the first choice of setting.

Provision for eligible 2 year olds

In 2015/16, three local authority settings were registered to provide for entitled two year olds. Four partner provider settings were registered to take children from 2 ½ years old.

Requests for entitled two year old placements are low and the numbers actually taking up places is even lower. The total number of eligible two years olds in 2015/16 was 22 and 7 were placed in three settings, two local authority and one partner provider. This is an uptake of 32% of the eligible children.

Workforce

Early Learning and Childcare (ELC) has seen a number of changes over the last few years. Teacher input was reduced across all settings Shetland Island Council settings in 2013 which changed the staffing model within school settings. A year later, the entitlement to free ELC increased from 475 to 600 hours which resulted in further changes to ELC staffing. Current full time equivalents within local authority settings are:

Post	Baseline (Local Authority Settings)
Teacher / Graduate	7.13
Centre Manager	1.00
Practitioner (including senior posts)	12.27
Support Worker	11.55

An extensive consultation was undertaken with Shetland Islands Council ELC staff in December 2016 and January 2017. The purpose of this consultation was to evaluate the impact of recent staffing changes. Clear and consistent concerns were raised by staff which are now being addressed.

- Quality of teacher input limited by being included in adult/child ratios
- Number of small part-time posts affecting the retention and recruitment of a quality workforce
- Difficulties in clarifying roles and responsibilities
- Lack of time for the staff team to discuss and review children's progress, planning, etc.
- Lack of collegiate time for self evaluation / improvement work

In anticipation of the expansion, significant workforce developments have taken place during 2017. This includes:

- The recruitment of five Modern Apprentices within the local authority settings.
- The creation of a Career Grade at Support Worker level (currently Early Years Assistant) to enable suitable candidates who are unqualified to be appointed to a vacant post with a condition that they complete the relevant qualification within a given timescale.
- A review of all Shetland Islands Council ELC job profiles by a working group made up of current staff members to ensure consistency across the local authority ELC provision. This included consideration of the working week and the working year. The profiles now better reflect the duties being undertaken and provide staff with clear roles and areas of responsibility. Post titles have been aligned with SSSC registration categories. The new profiles will be implemented in 2017/18.
- The creation of a senior practitioner post to oversee the day to day running of larger settings within the new delivery model and to provide supervision to an increased ELC staff team, including new recruits, Modern Apprentices and work placements. The aim is to implement these posts in relevant settings as they move to deliver 1140 hours.
- Funding support for additional qualifications for existing staff including on BA in Childhood practice and 4 SVQ SCQF Level 7 qualifications in Social Services Children and Young People.

Quality

Local authority settings are inspected every two to three years. The average inspection grades are detailed in the table below. It should be noted that many of the Education Scotland inspections took place some time ago, using a different inspection model from what is undertaken now.

Care Inspectorate Inspections	Support		Environment	Staffing		Management and Leadership	
Shetland Average Grade	4.86		4.82	4.82		4.67	
Education Scotland Inspections	Improvements in Performance	Children’s Experience	Meeting Learning Needs	The Curriculum		Improvement through Self Evaluation	
Shetland Average Grade	4.38	4.35	4.35	3.88		3.59	

Other providers

In addition to the local authority and voluntary sector partner providers, there are three private providers and 15 childminders registered and operating in Shetland. Over the last year, work has started on developing partnerships with some of these providers to improve the options available to parents, including more accessible provision and improved choice of provider to meet needs.

Parental / Community Consultation

A Shetland wide parent consultation was undertaken in June 2016. Unfortunately, there was a very low return rate with only 16 responses. The following outcomes were noted:

- 67% of respondents use other childcare in addition to their entitled provision
- 29% of respondents use childminders as part of their childcare arrangements
- 80% of respondents indicated they would like full day provision during term-time
- 42% of respondents indicated they would like blended childcare during term-time
- 87% of respondents indicated they would like 52 week a year provision

Alternative methods of consultation on a more localised level have also been undertaken. The key messages coming from these localised consultations are:

- There are distinct differences in the needs of families depending on locality in which they live.
- Parents welcome the improved flexibility offer which better supports their working patterns.
- The majority of parents would like to move away from the model of 5 x 3 hour 10 minute sessions, term-time only.
- Generally, the most popular option for provision is that which is aligned to the school day but which incorporates a slightly earlier start time.

The need for affordable childcare was highlighted in the Shetland Place Standard final report in March 2017.

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3 - Future Position

Vision

The overarching vision for ELC provision in Shetland is to provide high quality early learning and childcare that meets the needs of individual children, their parents/carers and their communities. The vision is underpinned by a commitment to:

- achieving the best outcomes for every child
- working in partnership with all providers on an equal basis
- creating flexibility and choice for parents/carers/families
- listening to and respond to the needs of families and local communities
- improving accessibility and affordability for all
- investing in the workforce and infrastructure

Service Delivery Model

For the first time in Shetland, the proposed Service Delivery Model will take account of all ELC providers in Shetland, including private providers and childminders, where they are willing to be involved and meet the required quality standards. The provision of ELC will be located across all seven localities, including very remote and rural communities. There are no catchment areas for ELC in Shetland and therefore families can access ELC provision in any part of Shetland.

All settings providing the entitlement will no longer operate sessions but instead be open for one continuous period of time. Opening hours for individual settings will be decided by each setting, through consultation with parents/carers and communities. Parents/carers will have the flexibility to choose the times their child attends, based on their individual needs. This might be different each day.

Three types of setting have been identified. These are:

- Hub – will operate for an extended day year round
- Standard – will operate for an eight hour day, aligned to school day, term time only
- Bespoke – will usually operate in less populated areas to meet the specific needs of the families which use it

In addition to these settings, the inclusion of childminders will also provide the opportunity for funded ELC provision within a home environment.

Every mainland locality will have at least one 'hub' setting providing year round ELC. In most cases this will be delivered through a partner, but in some localities it may be a local authority setting. In the more remote and rural locations, including island communities, the provision of ELC may be for a minimal number of children. Therefore the provision will be bespoke, based on individual needs and operational factors, including workforce availability. The cost of this type of provision is significantly higher than in more populated areas. The table below shows the availability of different types of settings and potential childminders per locality.

Locality	Number of Hub Settings	Number of Standard Settings	Number of Bespoke Settings	Number of potential childminders
South Mainland	1	3	1	2
Lerwick and Bressay	2	3	0	4
Central Mainland	1	5	0	1
West Mainland	1	2	1	2
North Mainland	2	1	1	5
North Isles	0	2	1	1
Whalsay and Skerries	0	1	0	0
Total	7	17	4	15

By utilising all available ELC providers in Shetland, the proposed Service Delivery Model aims to provide families with a greater choice of provider and, therefore, increased opportunities for split placements, blended models and year round provision, which will support families during holiday periods. Flexibility will be improved through greater choice of timings to meet family needs. Provision will be as localised as possible, including within remote and rural locations, ensuring it is as affordable and accessible for families as operationally possible. Settings will be supported to appropriately meet the needs of children who require additional support.

Demand and Supply

The National Record of Scotland Projections indicates that the projected change in the population of Shetland 2014 - 2039 is minimal, at just -0.7%. The table below shows the potential supply to demand by each locality using all available providers.

Locality	Future demand 3 and 4 year olds per year (based on birth rates obtained from NHS)			Potential supply of 1140 hours (overall child capacity) making full use of all ELC providers within the locality
	2017/18	2018/19	2019/20	
South Mainland	81	71	71	90
Lerwick and Bressay	128	143	144	168
Central Mainland	111	101	100	170
West Mainland	50	45	46	60
North Mainland	88	81	78	76
North Isles	24	26	29	57
Whalsay and Skerries	32	24	22	15
Total	514	491	490	636

The table above demonstrates that the new service delivery model will provide a sufficient number of places across the authority to meet the demand if all three and four year olds take up their full entitlement. The surplus of places will allow 100% of entitled two year olds to be placed in geographically suitable provision.

Workforce

The existing ELC workforce in Shetland will be significantly increased. The table below shows the estimated additional workforce that will be required in order to deliver the expansion within local authority settings. The greatest increase is at practitioner level, which will require more than double the current number of staff, and at support worker level which will need almost four times the current number.

Existing school based staff were consulted about their future plans and aspirations, including their desire to take on additional hours. It is clear that a significant proportion of the additional hours are likely to be taken on by existing staff who would take the opportunity to increase their current part-time hours. On this basis, the estimated FTE recruitment required also shown in the table below.

Post	Baseline (Local Authority Settings)	Total number required by 2020	Additional FTE required by 2020	Estimated FTE to be recruited by 2020
Teacher / Graduate	7.13	8.13	1.00	1.00
Centre Manager	1.00	2.00	1.00	1.00
Practitioner (including senior posts)	12.27	27.51	15.24	11.75
Support Worker	11.55	45.61	34.11	15.46

There will be no reduction in the commitment to provide teacher input and a 1.0 FTE additional graduate will support more vulnerable children. A central ELC team will support all settings with quality assurance and improvement, recruitment and staffing, registrations and enrolment, training and development and partnership arrangements.

Infrastructure

A full audit of ELC settings has been undertaken to ascertain the extent to which capital investment is required. This has been done on the basis of making best use of assets:

- Use what we have – making full use of existing assets within the local authority
- Use what we purchase – enhancing the use of partner assets
- Create what we need – plan to create or build new capacity

The existing school estate will support most of what is required in order to deliver the provision. In total, 14 settings have been identified as requiring some work in order to deliver the expansion. The majority of these are refurbishments, including upgrades to enable registration for two year olds. Our commitment to making full use of partners has helped to reduce the potential capital investment that may have been required. Two settings have been identified as requiring physical capacity to be created in order to meet demand.

4 – Implementation

Project Management

In order to implement the expansion locally, a project board was established in October 2016. The chair of the board is the Director of Children's Services and the project manager is the Quality Improvement Officer for Early Learning and Childcare. There is also representation on the board from Children's Services (Quality Improvement and Schools), Finance, Legal, Human Resources, Corporate Services and Planning. Short-term working groups are created to support specific aspects of the project's work. The project board manages the project's risk register.

Phasing and Prioritisation

The project board have used a number of criteria to carefully consider when settings will move to the new model over the next three years. These included:

- Scottish Index of Multiple Deprivation
- Availability of suitably qualified workforce
- Capacity issues within the 600 hours model
- Infrastructure needs
- Availability of other extended provision locally
- Parental feedback and community engagement
- Geographical spread
- Affordability (within the expansion budget)
- Involvement in trials / pilots

Five settings have been identified for phase 1 of implementation. These settings are essentially local tests of change and provide the opportunity to scope how best to meet local need. The learning from phase 1 will be used to support future implementation across Shetland.

Phase 1 – 2017/18

Setting	Test of Change
Dunrossness Primary School	Partnerships with childminders for blended provision
Whiteness Primary School	Standard model of delivery
Brae High School	Hub model of delivery
Burra Playgroup	Partner provider
Urafirth Primary School (Scottish Government Funded Trial)	Bespoke model of delivery

Eleven settings have been identified for phase 2 of implementation during 2018/19 and the remaining 9 settings for phase 3. This includes all potential partner settings. Our most remote and rural settings, Fair Isle, Fetlar and Foula, will come on as required. It is anticipated that this plan would give the greatest potential for achieving the 2020 timescale as it may be that some settings would not be achieved and these could be picked up in 2020/21.

Implementation Plans

Detailed implementation plans for the following areas will support the implementation of the expansion, including:

- Quality Plan
- Community Engagement Plan
- Workforce Plan
- Partnership Development Plan
- Infrastructure Plan