

Public Document Pack



To: Councillor Greig, Convener; Councillor Mennie, Vice Convener; Councillors Al-Samarai, Blake, Bouse, Brooks, Hazel Cameron, Grant, Macdonald, MacGregor, McLeod, Radley and van Sweeden; and Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Michael Crawford (Parent Representative - Secondary / ASN), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative (Secondary Schools)), Mr Madhav Regmi (Third Religious Representative), Miss Pamela Scott (Teacher Representative - Primary Schools) and Mrs Hilda Smith (Church of Scotland representative).

Town House,
ABERDEEN, 13 March 2023

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **TUESDAY, 21 MARCH 2023 at 10.00am**. This is a hybrid meeting and Members may also attend remotely.

The meeting will be webcast and a live stream can be viewed on the Council's website. <https://aberdeen.public-i.tv/core/portal/home>

JENNI LAWSON
INTERIM CHIEF OFFICER - GOVERNANCE

BUSINESS

NOTIFICATION OF URGENT BUSINESS

1.1 There are no items of urgent business at this time

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

3.1 Members are requested to intimate any declarations of interest

DEPUTATIONS

4.1 There are no requests for deputation at this time

MINUTE OF PREVIOUS MEETING

5.1 Minute of Meeting of 24 January 2023 - for approval (Pages 5 - 14)

COMMITTEE PLANNER

6.1 Committee Business Planner (Pages 15 - 22)

NOTICES OF MOTION

7.1 There are no Notices of Motion

REFERRALS FROM COUNCIL, COMMITTEES & SUB COMMITTEES

8.1 There are no referrals at this time

PERFORMANCE AND RISK

9.1 Performance Management Framework Report - Children's and Family Service/National Improvement Framework Progress Update - CFS/23/089
(Pages 23 - 72)

9.2 Equality Outcomes and Mainstreaming Progress Report - CFS/23/109
(Pages 73 - 80)

EDUCATION

10.1 Integrated Children's Services Plan - CFS/23/077 (Pages 81 - 276)

10.2 Early Learning and Childcare Longitudinal Study - CFS/23/076 (Pages 277 - 284)

10.3 Consultation Reports: Greenbrae School / Glashieburn School Catchment Areas and Walker Road School Relocation - RES/23/086 (Pages 285 - 324)

10.4 2022 Education Climate Change Report - CFS/23/084 (Pages 325 - 332)

10.5 Inspection Reporting - CFS/23/087 (Pages 333 - 352)

**AT THIS JUNCTURE, THE EXTERNAL MEMBERS OF THE COMMITTEE WILL
DEPART**

CHILDREN'S SERVICES

11.1 Child Protection Committee (CPC) Annual Report - CFS/23/088 (Pages 353 - 390)

11.2 Inspection Reporting – Inspection of Regulatory Care Services - CFS/23/083 (Pages 391 - 398)

Should you require any further information about this agenda, please contact Steph
Dunsmuir, sdunsmuir@aberdeencity.gov.uk

This page is intentionally left blank

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 24 January 2023. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Greig, Convener; Councillor Mennie, Vice-Convener; and Councillors Al-Samarai, Blake, Bouse, Brooks, Hazel Cameron, Grant, Macdonald, MacGregor, McLeod, Radley and van Sweeden. External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN)(for articles 1 to 14), Mr Michael Crawford (Parent Representative - Secondary / ASN)(for articles 1 to 14), Mr John Murray (Roman Catholic Religious Representative)(for articles 1 to 11), Mr Mike Paul (Teacher Representative (Secondary Schools)) (for articles 1 to 8), Mr Madhav Regmi (Third Religious Representative)(for articles 1 to 14), Miss Pamela Scott (Teacher Representative - Primary Schools)(for articles 1 to 14); and Mrs Hilda Smith (Church of Scotland representative)(for articles 1 to 14).

The agenda and reports associated with this minute can be located [here](#).

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

1. The following statements of transparency were noted:-
 - in relation to item 11.3 (Early Learning and Childcare Delivery Plan 2022-2024), the Vice Convener advised that her daughter attended Early Learning and Childcare (ELC) provision, and Councillor Grant advised that his child attended ELC provision at Tillydrone, however neither Member considered that the nature of their connections amounted to an interest which would require them to withdraw from the meeting; and
 - in relation to item 11.6 (Music Centre Options), Mrs Cardno advised that her children participated in music tuition, however having applied the objective test, she did not consider that this amounted to an interest which would require her to withdraw from the meeting.

MINUTE OF MEETING OF 8 NOVEMBER 2022

2. The Committee had before it the minute of its previous meeting of 8 November 2022 for approval.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it a planner of committee business as prepared by the Interim Chief Officer – Governance.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

As agreed at the previous meeting, the Interim Director of Children's and Family Services provided an update to the Committee on Northfield Academy. Mrs Sheppard advised Northfield had welcomed inspectors on 9 January 2023 and that initial feedback had been provided with the full report expected in March. She stated that initial support plans were in place at Northfield and that these would be reviewed against the outcomes of the inspection findings, and advised that officers would bring a report to Committee once the inspection was published. It was hoped that this would be available for the March 2023 meeting. Mrs Sheppard further explained the work that was being done to support the staff team.

Members asked a number of questions on the verbal update.

The Committee resolved:-

- (i) to note the verbal update from the Interim Director of Children's and Family Services in relation to Northfield Academy and to request that the report back to Committee on the outcome of the inspection include detail of the work being undertaken to support the school; and
- (ii) to otherwise note the planner.

PERFORMANCE MANAGEMENT FRAMEWORK - EDUCATION AND CHILDREN'S SERVICES - CUS/23/038

4. The Committee had before it a report by the Director of Customer Services and the Interim Director of Children's and Family Services which presented the status of key performance measures relating to the Children's and Family Services function; as well as a progress update in relation to implementation of the Aberdeen City National Improvement Framework Plan 2022/23.

Members asked a number of questions on the report.

The report recommended:-

that the Committee note the report and provide comments and observations on the information contained in the report appendices.

The Committee resolved:-

to note the report.

CORONATION OF KING CHARLES III PUBLIC HOLIDAY - CFS/23/037

5. The Committee had before it a report by the Interim Director of Children's and Family Services which advised of the announcement by the UK and Scottish Governments that there was to be an extended long weekend in May 2023 to mark King Charles III's Coronation, and sought delegated authority for the Chief Officer - Education

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

to make a formal request to the Scottish Government for an additional closure day for schools.

The report recommended:-

that the Committee delegate authority to the Chief Officer - Education to make a formal request to the Scottish Government for an additional closure day on 8 May 2023, subject to approval of an additional public holiday for staff at the Staff Governance Committee on 30 January 2023.

The Committee resolved:-

to approve the recommendation.

EDUCATION REFORM - CFS/22/009

6. The Committee had before it a report by the Interim Director of Children's and Family Services which provided an update in relation to Education Reform, further to an earlier report to Committee which had provided an overview of the Organisation for Economic Co-operation and Development's (OECD) report on Scottish education. The OECD report had been the catalyst for work designed to reform Scottish education and Appendix A to the report set out the OECD recommendations against the Scottish Government commitment, and progress to date.

The report recommended:-

that the Committee –

- (a) note the update on education reform; and
- (b) instruct the Chief Officer - Education to update Committee on further developments within one calendar year or earlier if ongoing education reform triggered a change in the current operating model.

The Committee resolved:-

to approve the recommendations.

EARLY LEARNING AND CHILDCARE CONCESSION AGREEMENTS - CFS/23/019

7. With reference to article 6 of the minute of the meeting of the former Strategic Commissioning Committee of 15 April 2021, the Committee had before it a report by the Interim Director of Children's and Family Services which provided an update on the operation of the concession agreements at Tillydrone and Cumming Parks Early Learning and Childcare (ELC) settings, as per the instruction that a report be submitted following 12 months of operation.

The report recommended:-

that the Committee –

- (a) note the content of the report; and

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

- (b) instruct the Chief Officer – Education to continue to monitor the concession contracts and report back to Committee at the end of the first 3 full years of the current concession agreement.

The Committee resolved:-

to approve the recommendations.

EARLY LEARNING AND CHILDCARE DELIVERY PLAN 2022-24 UPDATE - CFS/23/003

8. The Committee had before it a report by the Interim Director of Children's and Family Services which presented the implications of the national Childcare Delivery Plan on the work of Aberdeen City Council and also sought approval for amended Early Learning and Childcare (ELC) delivery models based on demand.

The report recommended:-

that the Committee –

- (a) note the Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 (Scottish Government: October 2022)
- (b) instruct the Chief Officer – Education to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24, and to prepare an updated Delivery Plan for 2024-26, in June 2024, to dovetail with the Strategic Plan for Scotland;
- (c) approve the amended Early Learning and Childcare delivery models, based on demand; and
- (d) instruct the Chief Officer – Education to report on the National Delivery Framework for School Age Childcare and local delivery plans in 2023.

The Committee resolved:-

- (i) to note that officers would undertake analysis of data around any changes to those choosing to defer their child's entry to primary school as a result of the new legislation and provide that to Members;
- (ii) to request that officers give consideration to future reports including a map to show the provision in each area;
- (iii) to approve recommendations (a) to (d) as set out above;
- (iv) to note that the Scottish Government set out three original aims of the expansion in ELC which were to:
 - improve children's outcomes and help close the poverty-related attainment gap
 - increase family resilience through improved health and wellbeing of children and parents
 - support parents into work, study or training;
- (v) to instruct the Interim Director of Children's and Family Services to report back to the next Committee with a scope to evaluate the performance of the new ELC service including how it would seek the feedback of staff, parents and children in

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

- assessing the extent to which the original key performance indicators (KPIs) were being met, including timescales for this evaluation to take place; and
- (vi) to instruct the Interim Director of Children's and Family Services to report back to Committee in early 2024 with the outcomes of the evaluation and any recommendations that may need to be considered.

INSPECTION REPORTING - CFS/22/008

9. The Committee had before it a report by the Interim Director of Children's and Family Services which detailed how Aberdeen City schools and Early Learning and Childcare settings had engaged with His Majesty's Inspectors of Education (HMIe) and The Care Inspectorate since November 2022.

The report recommended:-

that the Committee –

- (a) note the content of the report;
- (b) instruct the Chief Officer – Education to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Frameworks; and
- (c) instruct the Chief Officer – Education to monitor progress against the Action Plan put in place to realise improvements at Kingsford Early Learning and Childcare provision and report progress towards achieving the actions within two committee cycles.

The Committee resolved:-

- (i) to note that there was an error in the table on page 126 of the report and that Beech House Nursery had received two Very Good ratings and two Good ratings; and
- (ii) to approve the recommendations.

KINGSFORD ELC ASSURANCE - CFS/22/002

10. With reference to article 3 of the minute of its previous meeting, the Committee had before it a report by the Interim Director of Children's and Family Services in response to the Urgent Notice of Motion moved by the Convener and Councillor Brooks in respect of the incident at the Kingsford Early Learning and Childcare setting, namely:-

That the Committee:-

- (a) express sincere regret about the recent case at Kingsford Nursery and sympathise with the parents and family and others involved;
- (b) agree the safety of children in our care is of paramount importance;
- (c) note the involvement of the Care Inspectorate and their reported finding of a 'failure to protect the toddler from risk of harm';

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

- (d) instruct the Chief Officer – Education to ascertain the confidence of staff in following agreed Council policies designed to keep children safe;
- (e) instruct the Chief Officer - Corporate Landlord to review door security arrangements at all early years settings; and
- (f) instruct a report back on the above at the next Education and Children's Services Committee detailing the outcome of the above instructions.

The report provided an update on the actions taken in responding to the incident in August 2022, and provided assurance that all efforts had been taken to prevent similar incidents occurring across the Early Learning and Childcare estate.

The report recommended:-

that the Committee –

- (a) note the content of the report;
- (b) instruct the Chief Officer - Education to continue to support improvement at Kingsford Early Learning and Childcare (ELC) setting;
- (c) instruct the Chief Officer - Education to continue to monitor compliance with local procedures designed to keep children safe; and
- (d) instruct the Chief Officer - Corporate Landlord to continue to be proactive in addressing any vulnerabilities identified across our children's estate.

The Committee resolved:-

- (i) to note that officers would provide a service update towards the end of the year which would set out the timescale for the work to be undertaken with settings where additional actions were required to achieve the desired standard;
- (ii) to request that officers provide a service update towards the end of the year following the further monitoring of compliance with local procedures designed to keep children safe; and
- (iii) to otherwise approve the recommendations.

MUSIC CENTRE OPTIONS - CFS/22/020

11. With reference to article 11 of the minute of the meeting of the former Education Operational Delivery Committee of 8 September 2022, the Committee had before it a report by the Interim Director of Children's and Family Services which provided an update on the instruction for officers to explore models and costings for the establishment of a Music Centre, prior to the budget setting process for 2023.

The report recommended:-

that the Committee –

- (a) endorse the draft vision and aims for the provision of the Music Centre in paragraph 3.3;
- (b) note the Options Appraisal on potential models contained in Appendix A;
- (c) instruct the Chief Officer – Education to make arrangements to immediately implement Option 2;

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

- (d) refer the potential allocation of an additional £20,000 to further extend the provision of Music Centre opportunities to enhance Option 2 (as set out in Appendix A) to the Council Budget meeting in March 2023;
- (e) instruct the Chief Officer – Education to work with stakeholders to develop a strategic vision for the provision of Music across the city to inform next steps; and
- (f) instruct the Chief Officer – Education to report back on progress within one calendar year.

The Committee resolved:-

to approve the recommendations.

AUTUMN IN THE CITY - CFS/22/004

12. The Committee had before it a report by the Interim Director of Children's and Family Services which provided a high-level evaluation of the Autumn in the City programme and sought delegated authority for officers to design and deliver a programme for the Easter school holiday period.

The report recommended:-

that the Committee –

- (a) note the high-level evaluation of the Autumn in the City programme;
- (b) instruct the Chief Officer – Education to design and deliver a programme for the Easter school holiday using underspend from the Autumn programme; and
- (c) instruct the Chief Officer – Education to report to Committee on the impact of the Easter 2023 programme following delivery.

The Committee resolved:-

to approve the recommendations.

SUPPORTING LEARNERS - CFS/22/021

13. With reference to article 7 of the minute of the meeting of the former Education Operational Delivery Committee of 26 January 2022, the Committee had before it a report by the Interim Director of Children's and Family Services Aberdeen which provided an update on the progress of work undertaken to support learners in Aberdeen.

The report recommended:-

that the Committee –

- (a) note the approaches being taken and the progress made to date; and
- (b) instruct the Chief Officer – Education to report ongoing progress through National Improvement Framework reporting.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

The Committee resolved:-

- (i) to note that officers would ensure that the Supporting Learners updates were clearly signposted in the National Improvement Framework reports; and
- (ii) to approve the recommendations.

CHILDREN'S RIGHTS REPORTING - CFS/22/022

14. The Committee had before it a report by the Interim Director of Children's and Family Services which sought approval to publish the statutory Aberdeen City Council Children's Rights Report in line with Scottish Government non-statutory guidance by March 2023.

The report recommended:-

that the Committee –

- (a) approve the publication of the Children's Rights Report in Appendix A;
- (b) instruct the Chief Officer - Education to present a refreshed Local Authority Plan for implementation of the United Nations Convention on the Rights of the Child (UNCRC) to the Education and Children's Services Committee following receipt of the anticipated Statutory Guidance in 2023; and
- (c) note that officers will prioritise compliance with the UNCRC (Incorporation) (Scotland) Bill ahead of the Unicef Child Friendly Cities (CFC) programme.

The Committee resolved:-

to approve the recommendations.

At this juncture, the External Members of the Committee departed the meeting.

CHILDREN'S CARE AND JUSTICE BILL - CFS/22/023

15. The Committee had before it a report by the Interim Director of Children's and Family Services which provided an update on the proposals set out in the Children's Care and Justice Bill and the potential implications for Aberdeen City.

The report recommended:-

that the Committee –

- (a) note the intended outcomes of the Children's Care and Justice Bill and some of the implications Aberdeen City Council would need to consider upon its approval; and
- (b) note the Education and Children's Services Committee instruction for the Chief Social Work Officer to update Committee on the progress of the Bill when the outcome of the Secure Review is concluded, anticipated Autumn 2023.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
24 January 2023

The Committee resolved:-

to approve the recommendations.

REPLACEMENT OF CAREFIRST / D365 IMPLEMENTATION

16. The Committee had before it a report by the Director of Children's and Family Services which provided an update on the successful implementation of D365 as the new client management system and the replacement of Carefirst.

The report recommended:-

that the Committee –

- (a) note the report and recognise the contribution and commitment of social work staff from across all functions, in addition to that of staff from the Finance, Digital and Technology, Data and Insights and People and Organisational Development clusters to the successful delivery of Dynamics 365 (D365); and
- (b) instruct the Chief Social Work Officer to progress conversations with partners, to see if D365 could be a platform that could deliver integrated multi-agency chronologies.

The Committee resolved:-

to approve the recommendations.

- **COUNCILLOR MARTIN GREIG, Convener**

This page is intentionally left blank

| | A | B | C | D | E | F | G | H | I |
|----|---|---|----------------------|------------------|--|--------------------------------|--------------------|---|--|
| 1 | EDUCATION AND CHILDREN'S SERVICES COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year. | | | | | | | | |
| 2 | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 3 | 21 March 2023 | | | | | | | | |
| 4 | Inspection Reporting | A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required E&CS 08/11/22 - to instruct the Chief Officer – Education to monitor progress against the action plans put in place to realise improvements at Stompers, Flexible Childcare and Walker Road and report progress towards achieving the actions within two committee cycles | | Shona Milne | Education | Children's and Family Services | 1.1.6 | | |
| 5 | Integrated Children's Services Plan | To present the updated plan Council Budget 01/03/23 - instruct the Chief Education Officer and Chief Officer - Integrated Children's and Family Services to undertake tiered analysis of the resource requirements to support the refreshed Integrated Children's Services Plan (2023-2026) and present the Integrated Children's Services Plan to the Education and Children's Committee for approval noting the significance of early years interventions in population health | | Eleanor Sheppard | Education / ICFS | Children's and Family Services | 1.1.1 | | |
| 6 | Equality Outcomes and Mainstreaming Progress Report | To provide an update on progress achieved at the end of Year 2 of Aberdeen City Council's Equality Outcomes for the year 2021- 2023 | | Baldeep McGarry | Early Intervention and Community Empowerment | Customer | 1.1.1 | | |
| 7 | Early Learning and Childcare longitudinal study | E&CS 24/01/23 - to instruct the Interim Director of Children's & Family Services to report back to the next committee with a scope to evaluate the performance of the new ELC service including how it will seek the feedback of staff, parents and children in assessing the extent to which the original KPI's are being met, including timescales for this evaluation to take place | | Eleanor Sheppard | Education | Children's and Family Services | 1.1.1 | | |
| 8 | Walker Road School Relocation - Consultation (Rec L2) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to relocate Walker Road School to the new primary school building in Torry, following its completion, and to report back to the Education and Children's Services Committee with the outcomes of the consultation and recommendations as appropriate. | Combined with item 9 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 9 | Greenbrae School rezoning - Consultation (Rec O2) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to re-align primary school zone boundaries within the Oldmachar ASG, to relieve future pressure on pupil numbers at Greenbrae School, and to report back to the Education and Children's Services Committee with the outcomes of the consultation and recommendations as appropriate. | Combined with item 8 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 10 | Bucksburn Academy Extension - Full Business Case (Rec B1) | EODC 08/09/22 - to note that officers have completed a feasibility study on the proposed permanent extension to Bucksburn Academy, and instruct the Chief Officer – Corporate Landlord to report back to the Finance and Resources Committee with a business case for consideration. | | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | R | It had previously been advised by officers that there may not be any requirement for a report to EC&S - this is now confirmed to be the case |

| | A | B | C | D | E | F | G | H | I |
|----|---|---|--------|----------------|---|--------------------------------|--------------------|---|--|
| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | Child Protection Committee (CPC) Annual Report | To present the annual report of the Child Protection Committee for assurance | | Amy Anderson | Integrated Children's and Family Services | Children's and Family Services | 2.1 | | |
| 11 | Performance Management Framework Report – Education and Children's Services | To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan | | Alex Paterson | Data and Insights | Customer | 1.1.3 | | |
| 12 | Inspection Reporting - Regulatory Care Services | Annual Report to advise members on the inspection of regulatory care services provided by the Council | | Graeme Simpson | Integrated Children's and Family Services | Children's and Family Services | 1.1.1 | | |
| 13 | 2022 Education Climate Change Report | Special EODC 31/03/22 - to instruct the Chief Education Officer to support the Pupil Climate Change President to report the impact of the £150,000 awarded to the Pupil Climate Change Group within one calendar year E&CS 08/11/22 - to note that the Chief Officer – Education would include detail of the ideas and solutions provided by schools, for example, through their eco-committees, as part of the report back in March 2023 | | Stuart Craig | Education | Children's and Family Services | 1.1.1 | | |
| 14 | | | | | | | | | |
| 15 | 23 May 2023 | | | | | | | | |
| 16 | Performance Management Framework Report – Education and Children's Services | To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan | | Alex Paterson | Data and Insights | Customer | 1.1.3 | | |
| 17 | Aberdeen Computing Collaborative | To present the progress and next steps of the Aberdeen Computing Collaborative | | Charlie Love | Education | Children's and Family Services | 1.1.1 | | |
| 18 | Health and Wellbeing | To present an update on work to support the health and wellbeing of children and young people | | Gael Simpson | Education | Children's and Family Services | 1.1.1 | | |
| 19 | Gaelic Medium Education | E&CS 08/11/22 - to (a) instruct the Chief Officer – Corporate Landlord to undertake a statutory public consultation commencing 16 January 2023 on the proposal to change the catchment area for Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School, to align with the boundaries of Aberdeen City (i.e. to propose a city wide catchment area for GME provision); and (b) instruct the Chief Officer – Corporate Landlord to report back to the Committee on the outcomes of the consultation at its next available meeting following conclusion of the consultation process (EODC decision from 08/09/22 also refers) | | Andrew Jones | Corporate Landlord | Resources | 1.1.1 | | |
| 20 | Easter in the City | E&CS 24/01/23 - to instruct the Chief Education Officer to report to Committee on the impact of the Easter 2023 programme following delivery | | Sharon Skene | Education | Children's and Family Services | 1.1.1 | | |
| 21 | ABZ Campus | To present the proposals for ABZ Campus | | Mark Jones | Education | Children's and Family Services | 1.1.1 | | |
| 22 | Corporate Parenting Annual Report | To present the Corporate Parenting Annual Report for assurance | | Kymme Fraser | Integrated Children's and Family Services | Children's and Family Services | 2.1 | | |

| | A | B | C | D | E | F | G | H | I |
|----|--|--|--------|-------------------------------------|---|--------------------------------|--------------------|---|--|
| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | Inspection Reporting | A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required E&CS 24/01/23 - to instruct the Chief Education Officer to monitor progress against the Action Plan put in place to realise improvements at Kingsford Early Learning and Childcare provision and report progress towards achieving the actions within 2 committee cycles | | Shona Milne | Education | Children's and Family Services | 1.1.6 | | |
| 23 | | | | | | | | | |
| 24 | 4 July 2023 | | | | | | | | |
| 25 | Education Improvement Journey and National Improvement Framework | EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point. | | Reyna Stewart | Data and Insights | Customer | 1.1.3 | | |
| 26 | Hazlehead / Countesswells Secondary Provision - Outline Business Case (Rec HH1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to assess the feasibility of creating new secondary school provision to serve the communities of Hazlehead and Countesswells, to put this forward to the Scottish Government as a priority project for funding in Phase 3 of the Learning Estate Investment Programme, and to report back to the Education and Children's Services Committee with an update on the outcomes of the funding bid and recommendations on next steps. | | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 27 | Bucksburn / Newhills additional primary provision - Outline Business Case (Rec B2) | EODC 08/09/22 - instruct the Chief Officer – Corporate Landlord to engage with developers to track progress with the Bucksburn / Newhills developments, in order to determine options and appropriate timing for new primary school provision to serve the new housing developments, and to report back to the Education and Children's Services Committee with an outline business case | | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 28 | Edge of Care Pilot | EODC 08/09/22 - to instruct the Chief Officer - Education and Chief Social Work Officer to report back on the learning from the pilot and any plans to scale up approaches before the end of the 2022/23 school session. | | Eleanor Sheppard / Graeme Simpson | Education / ICFS | Children's and Family Services | 1.1.1 | | |
| 29 | Family Support Model | EODC 08/09/22 - to instruct the Chief Officer - Integrated Children's and Family Services to report back on progress and learning from the tests of change. | | Aisling MacQuarrie / Graeme Simpson | Education / ICFS | Children's and Family Services | 1.1.1. | | |
| 30 | Whole Family Wellbeing Fund | E&CS 08/11/22 - to instruct the Chief Officer – Integrated Children's and Family Services to provide a report in July 2023 in relation to the partnership's plans for the use of Aberdeen City's share of the Whole Family Wellbeing Fund | | Amy Evans | Integrated Children's and Family Services | Children's and Family Services | 2.1 | | |
| 31 | Performance Management Framework Report – Education and Children's Services | To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan | | Alex Paterson | Data and Insights | Customer | 1.1.3 | | |
| 32 | Anti-Bullying Policy | To present the updated Anti-bullying policy for approval | | Mark Hearn | Education | Children's and Family Services | 1.1.5 | | |

| | A | B | C | D | E | F | G | H | I |
|----|---|---|--------|-----------------------------------|--|--------------------------------|--------------------|---|--|
| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | Inspection Reporting | A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required | | Shona Milne | Education | Children's and Family Services | 1.1.6 | | |
| 33 | Free School Meals Annual Update | EOD Committee 19/04/18 - to instruct the Chief Officer - Early Intervention and Community Empowerment to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new workstreams and detailing any required adjustments for the following school year | | Paul Tytler | Early Intervention and Community Empowerment | Customer | 1.1.1 | | |
| 34 | | | | | | | | | |
| 35 | 12 September 2023 | | | | | | | | |
| 36 | Aberdeen City National Improvement Framework Plan | This report will cover the instruction from EODC 25/11/21 - to instruct the Chief Officer - Education to present an annual report on the progress of care experienced children and young people to the Committee, commencing in September 2022, and will also cover the yearly self evaluation. | | Eleanor Sheppard | Education | Children's and Family Services | 1.1.1 | | |
| 37 | Annual Committee Effectiveness Report | To present the annual effectiveness report | | Eleanor Sheppard / Graeme Simpson | Operations / Customer | Operations / Customer | GD 8.5 | | |
| 38 | School Estate Plan Annual Update | EODC 08/09/22 - to instruct the Chief Officer - Corporate Landlord to present an annual update to the School Estate Plan to the Education and Children's Services Committee, commencing from September 2023, to report on progress with the agreed actions and to update these as appropriate, in light of the most recently available data. | | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 39 | Northfield ASG Primary Schools Excess Capacity - Outline Business Case (Rec N2) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the number of primary schools in the Northfield ASG, in order to minimise excess pupil capacity, and to report back to the Education and Children's Services Committee with recommendations as appropriate. E&CS 08/11/22 - to note that the approved motion in September 2022 included an instruction to officers to report on the feasibility study to identify options for reducing the number of primary schools in the Northfield ASG and Oldmachar ASG areas and to agree that officers should fully explore and exhaust all options in order to avoid any such school closures where possible. | | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |

| | A | B | C | D | E | F | G | H | I |
|----|---|--|---|------------------|---|--------------------------------|--------------------|---|--|
| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | | | | | | | | | |
| 51 | Keeping the Promise - Plan 21-24 | E&CS 08/11/22 - to instruct the Chief Officer – Integrated Children’s and Family Services to provide a progress report in Autumn 2023 in relation to the partnership’s implementation of Plan 21-24 | | Amy Evans | Integrated Children’s and Family Services | Children’s and Family Services | 2.1 | | |
| 52 | Secure Care Pathway Review Inspection | E&CS 08/11/22 - to note the ‘Secure Care Pathway Review’ thematic inspection currently being undertaken by the Care Inspectorate and instruct the Chief Social Work Officer to report back to committee on the findings of the inspection when it is published in Autumn 2023 and learning for Aberdeen City | | Graeme Simpson | Integrated Children’s and Family Services | Children’s and Family Services | 2.1 | | |
| 53 | Cluster Risk Register - Education / Integrated Children’s & Family Services | To report on the cluster risk register | | Eleanor Sheppard | Education | Children’s and Family Services | 1.1.4 | | |
| 54 | Health and Wellbeing Summit - progress update | E&CS 08/11/22 - to instruct the Chief Officer – Education to report on progress within one calendar year. | | Gael Simpson | Education | Children’s and Family Services | 1.1.1 | | |
| 55 | Performance Management Framework Report – Education and Children’s Services | To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan | | Alex Paterson | Data and Insights | Customer | 1.1.3 | | |
| 56 | 2024 / DATES TBC | | | | | | | | |
| 57 | Refreshed Local Authority Plan for implementation of the United Nations Convention on the Rights of the Child | E&CS 24/01/23 - to instruct the Chief Education Officer to present a refreshed Local Authority Plan for implementation of the United Nations Convention on the Rights of the Child to the Education and Children’s Services Committee following receipt of the anticipated Statutory Guidance in 2023 | Date to be confirmed - dependent on date when Statutory Guidance received | Shona Milne | Education | Children’s and Family Services | 1.1.1 | | |
| 58 | Minimising Exclusion Policy | To present the revised exclusion policy for approval | | Mhairi Shewan | Education | Children’s and Family Services | 1.1.5 | | |
| 59 | Music Service | E&CS 24/01/23 - to instruct the Chief Education Officer to work with stakeholders to develop a strategic vision for the provision of Music across the city to inform next steps; and to instruct the Chief Education | January 2024 | Shona Milne | Education | Children’s and Family Services | 1.1.1 | | |
| 60 | Education Reform | E&CS 24/01/23 - to instruct the Chief Education Officer to update Committee on further developments within one calendar year or earlier if on-going education reform triggered a change in the current operating model | January 2024 - if required | Shona Milne | Education | Children’s and Family Services | 1.1.1 | | |
| 61 | School Estate Plan - Harlaw Academy Improvements - feasibility study | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential future options for improving the condition and suitability of the Harlaw Academy building, and to report back to the Education and Children’s Services Committee with recommendations and costs. (Rec H2) | TBC - January 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 62 | School Estate Plan - Ferryhill School - feasibility study | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential options for improving the dining capacity, layout and ELC facilities at Ferryhill School, and to report back to the Education and Children’s Services Committee with recommendations and costs. (Rec H3) | TBC - January 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |

| | A | B | C | D | E | F | G | H | I |
|----|--|---|----------------|------------------------------|--------------------|--------------------------------|--------------------|---|--|
| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | | | | | | | | | |
| 63 | Evaluation of Early Learning and Childcare Service | E&CS 24/01/23 - to instruct the Director of Education & Children's Services to report back to committee in early 2024 with the outcomes of the evaluation (March 2023 report refers) and any recommendations that may need to be considered. Council Budget 01/03/23 - to instruct the Chief Officer - Education to report options to the Education and Children's Services Committee on rationalising ELC settings to match the Scottish Government Grant | Early 2024 | Louise Beaton / Fiona Lawrie | Education | Children's and Family Services | 1.1.1 | | |
| 64 | Riverbank School Excess Capacity - Options Appraisal (S1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to carry out an options appraisal on potential uses of the additional capacity to be provided by the new school at Tillydrone, and to report back to the Education and Children's Services Committee with recommendations as appropriate | March 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 65 | School Estate Plan - Victorian Schools - feasibility study & options appraisal (CA1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and options appraisal to improve the suitability, accessibility and capacity levels of Victorian schools within Aberdeen City, and to report back to the Education and Children's Services Committee with recommendations and estimated costs. | TBC - May 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 66 | Early Learning and Childcare Delivery Plan 2022-2024 - progress / outcomes | EODC 14/06/22 - to instruct the Chief Officer – Education to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24 in 2 years' time E&CS 24/01/23 - to instruct the Chief Education Officer to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24, and to prepare an updated Delivery Plan for 2024-26, in June 2024, to dovetail with the Strategic Plan for Scotland | June 2024 | Louise Beaton | Education | Children's and Family Services | 1.1.1 | | |
| 67 | Sunnybank School Relocation of Additional Services - Options Appraisal (S2) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to consider the options for relocating other services accommodated within the Sunnybank School building, and to report back to the Education and Children's Services Committee with recommendations. | June 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 68 | Denominational Primary Schools Feasibility - Outline Business Case (Rec RC1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate and sustainable long term denominational primary school provision for the city to meet forecast demand, and report back to the Education and Children's Services Committee with recommendations. | July 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 69 | Loirston Loch Additional Primary Provision - Outline Business Case (L1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for creating the required additional school capacity to serve the planned Loirston Loch development, and report back to the Education and Children's Services Committee with recommendations as appropriate. | July 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.3, 1.5 | | |

| | A | B | C | D | E | F | G | H | I |
|----|---|--|----------------|------------------------------|--------------------|--------------------------------|--------------------|---|--|
| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | | | | | | | | | |
| 70 | Grandhome / Oldmachar / Bridge of Don Secondary Provision - Outline Business Case (NA1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for reducing the predicted long term excess secondary school capacity in Grandhome, Oldmachar and Bridge of Don, and report back with an outline business case for consideration by the Education and Children’s Services Committee | September 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 71 | Bucksburn & Dyce Secondary Provision - Outline Business Case (NA2) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate long term secondary school provision for Bucksburn and Dyce, and report back with an outline business case for consideration by the Education and Children’s Services Committee | September 2024 | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |
| 72 | Early Learning and Childcare Concession Agreements | E&CS 24/01/23 - to instruct the Chief Education Officer to continue to monitor the concession contracts and report back to Committee at the end of the first 3 full years of the current concession agreement. | January 2026 | Louise Beaton / Fiona Lawrie | Education | Children’s and Family Services | | | |
| 73 | School Estate - decisions from Education Operational Delivery Committee 08/09/22 | | | | | | | | |
| 74 | School Estate Plan - Riverbank School - Learning Estate Investment Programme funding update | EODC 08/09/22 - to instruct the Chief Officer – Capital to put forward to the Scottish Government details of the planned refurbishment of the existing Riverbank School building ahead of the relocation of St Peter’s School, for this to be considered as a priority project for funding in Phase 3 of the Learning Estate Investment Programme, and to report back to the Education and Children’s Services Committee with an update on the outcomes of the funding bid and recommendations on next steps | | Andrew Jones | Corporate Landlord | Resources | 1.1.1, 1.1.5, 1.3 | | |

| | |
|--|--|
| COMMITTEE | Education and Children’s Services |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Performance Management Framework Report – Children’s and Family Service/National Improvement Framework Progress Update |
| REPORT NUMBER | CUS/23/089 |
| DIRECTOR/INTERIM DIRECTOR | Andy MacDonald/Eleanor Sheppard |
| CHIEF OFFICERS/ INTERIM CHIEF OFFICER | Martin Murchie/Graeme Simpson/Shona Milne |
| REPORT AUTHOR | Alex Paterson/Shona Milne |
| TERMS OF REFERENCE | 1.1.3 |

1. PURPOSE OF REPORT

- 1.1 To present Committee with (a) the status of key performance measures relating to the Children’s and Family Services function, including the recent publication of the 2021/22 Local Government Benchmarking Framework report and (b) a progress update in relation to implementation of the Aberdeen City National Improvement Framework Plan 2022/23.

2. RECOMMENDATION

- 2.1 That the Committee note the report and provide comments and observations on the information contained in the report Appendices.

3. CURRENT SITUATION

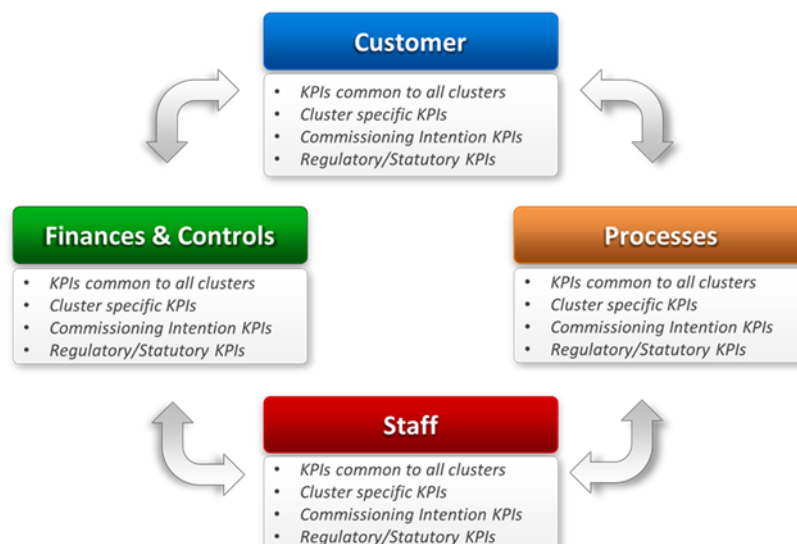
Report Purpose

- 3.1 This report is to provide members with key performance measures in relation to the Commissioning and Resources functions as expressed within the 2022/23 Council Delivery Plan (the Plan)

Report Structure and Content

- 3.2 Performance Management Framework Reporting against in-house delivery directly contributing to, or enabling delivery against, the City’s Local Outcome Improvement Plan, (LOIP) has informed development of successive Council Delivery Plans, including the [2023-24.Council Delivery Plan](#) that was agreed by Council on the 1st March 2023.
- 3.3 Members are asked to note that the measures reflected against in this report align with those Standards and measures in the 2022/23 Council Delivery Plan and Commissioning Intentions outlined at the Budget meeting of 7th March 2022.

- 3.4 The Council's Performance Management Framework, supporting and enabling scrutiny against progress of the Council Delivery Plan and its key measures, establishes a robust performance management and reporting system which encompasses single and multi-service inputs, outputs and outcomes.
- 3.5 Service Standards against each function/cluster, associated with Council Delivery planning, offer continuous insight into the effectiveness, and accessibility of core service provision to the Council's stakeholders and City communities.
- 3.6 Where appropriate, data capture against these Standards is now directly incorporated within the suite of measures contained within Appendix A and will be reported against on either a quarterly or annual basis. These will be updated for future cycles to include any new or amended Standards for 2023/24.
- 3.7 The Performance Management Framework provides for a consistent approach within which performance will be reported to Committees. This presents performance data and analysis within four core perspectives, as shown below, which provides for uniformity of performance reporting across Committee.







- 3.8 This report, in Appendix A, details operational performance measures up to the end of December 2022, year-to date information to February 2023 around Service Standards and Attendance and reflects on recent national data releases, along with consideration of live data held by the Education Service. This latter data supports the in-term assessment schedule referred to in the [2021-22 Attainment and Achievement Data Performance Report](#) to the November meeting of this Committee.
- 3.9 Appendix B outlines the recently published outcomes relating to Education delivery derived from the Local Government Benchmarking Framework, (LGBF) that adds a rounded understanding of performance in the context of a limited number of core data points. This information, in summary, serves to further validate the analysis of data, and the direction of travel indicated by this analysis, that is conducted across wider suite of key Education Indicators on an on-going basis.

- 3.10 Similar datasets, covering key Children’s Social Work and Child Protection will be published through the LGBF update report subsequent to the anticipated release of national Children Looked After Statistics for this period towards the end of March 2023.
- 3.11 Appendix C reflects on progress against the present National Improvement Framework Plan for the City. This metrics suite aligns closely with the Education Service Statutory Performance Indicator template.
- 3.12 Within the summary dashboard the following symbols are also used:

Performance Measures

Within the summary dashboard the following symbols are used

Traffic Light Icon

-  On target or within 5% of target/benchmarked outcome
-  Within 5% and 20% of target/benchmarked outcome and being monitored
-  Below 20% of target/benchmarked outcome and being actively pursued
-  Data only – target not appropriate/benchmarked outcome not available

Children’s Rights

- 3.12 This report contains no recommendations or content that require for the direct accounting of impact on children’s rights.

4. FINANCIAL IMPLICATIONS

There are no direct financial implications arising out of this report.

5. LEGAL IMPLICATIONS

There are no direct legal implications arising out of this report.

6. ENVIRONMENTAL IMPLICATIONS

There are no direct environmental implications arising out of this report

7. RISK

The assessment of risk contained within the table below is considered to be consistent with the Council’s Risk Appetite Statement”

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) <small>*taking into account</small> | *Does Target Risk Level Match |
|----------|-------|---|---|-------------------------------|
|----------|-------|---|---|-------------------------------|

| | | | controls/control actions | Appetite Set? |
|------------------------------|------------------------------------|---|--------------------------|---------------|
| Strategic | None | NA | NA | NA |
| Compliance | No significant legal risks. | Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting. | L | Yes |
| Operational | No significant operational risks. | Oversight by Elected Members of core employee health and safety/attendance data supports the Council's obligations as an employer | L | Yes |
| Financial | No significant financial risks. | Overview data on specific limited aspects of the cluster's financial performance is provided within this report | L | Yes |
| Reputational | No significant reputational risks. | Reporting of service performance to Members and in the public domain serves to enhance the Council's reputation for transparency and accountability. | L | Yes |
| Environment / Climate | None | NA | NA | NA |

8. OUTCOMES

| <u>Council Delivery Plan</u> | |
|---|---|
| | Impact of Report |
| Aberdeen City Council Partnership Agreement Improving Educational Choices | This report supports the following key Council priorities: - Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices. - Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people |

| | |
|---|--|
| <p>Creating Better Learning Environments</p> <p>Caring for Young People</p> | <p>from deprived communities, going onto positive destinations, including further and higher education, vocational training and apprenticeships.</p> <ul style="list-style-type: none"> - Promote the number of apprenticeships on offer through the council. - Work to ensure that every school community provides a safe and respectful environment for young people and staff. - Seek to make Aberdeen a UNICEF Child Friendly City. - Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems. - Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households. - Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce “out of authority” placements - Ensure local education services identify young people with mental health problems and help them get early support and help, where appropriate, to transfer to adult services. |
|---|--|

[Aberdeen City Local Outcome Improvement Plan](#)

| | |
|--|---|
| <p>Prosperous Economy Stretch Outcomes</p> | <p>The detail within Performance Management Framework reporting to this Committee contributes to evidence of how Education Service delivery leads, contributes to, or influences, Stretch Outcomes 2 and 3 in the LOIP through the following objectives.</p> <p>Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023.</p> <p>Increase the number of people within Aberdeen City gaining qualifications in ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023.</p> |
|--|---|

| | |
|---|---|
| <p>Prosperous People Stretch Outcomes</p> | <p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, Children & Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following objectives</p> <p>Reduce the number of children starting P1 with an identified speech delay by 5% by 2023.</p> <p>Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022.</p> <p>100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</p> <p>100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022.</p> <p>Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</p> <p>Increase the number of accredited courses directly associated with growth areas by 7% by 2023.</p> <p>Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</p> <p>Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services – Participating</p> <p>Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023.</p> <p>Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</p> |
| <p>Prosperous Place Stretch Outcomes</p> | <p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, LOIP Stretch Outcomes 14 and 15. Respectively, this contributes to delivery of the following improvement projects:</p> |

| | |
|-------------------------------------|---|
| | <p>Increase % of people who walk as one mode of travel by 10% by 2023.</p> <p>Increase % of people who cycle as one mode of travel by 2% by 2023.</p> <p>Increase community food growing in schools, communities and workplaces by 12 by 2023</p> |
| Regional and City Strategies | <p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences outcomes aligned to the City's National Improvement Framework Plan, and outputs/outcomes related to the City's involvement in the Northern Alliance collaborative.</p> <p>Data contained in the report is also contextual evidence of the Education Services contribution to Children's Services planning, along with both regional Economic and Skills strategies.</p> |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|---|
| Integrated Impact Assessment | A full impact assessment is not required for this report |
| Data Protection Impact Assessment | A Data Protection Impact Assessment is not required for this report. |
| Other | No additional impact assessments have been completed for this report. |

10. BACKGROUND PAPERS

Aberdeen City National Improvement Framework Plan 2022/23 – CUS/22/166

11. APPENDICES

Appendix A – Education and Children's Services Performance Summary Dashboard

Appendix B – Local Government Benchmarking Framework Performance Summary Dashboard

Appendix C – National Improvement Framework Progress Update (to follow)

12. REPORT AUTHOR CONTACT DETAILS

Alex Paterson
Strategic Performance and Improvement Officer
apaterson@aberdeencity.gov.uk
01224 522137/07540 295159










Shona Milne
Interim Chief Education Officer
ShMilne@aberdeencity.gov.uk
(0122452) 2710

Appendix A - Performance Management Framework Report – Children’s and Family Services

Education

1. Customer

Service Level Measures – 2022-23 Service Standards

| Performance Indicator | 2022/23 Year to Date Value | 2022/23 Target | Status | Long Trend - Annual |
|---|-------------------------------|----------------|---|---|
| We will meet all requests for early learning and childcare placements. | 100% | 100% |  |  |
| We will meet all requests for a primary and secondary school placement. | 100% | 100% |  |  |
| ACC managed/funded Early Learning and Childcare settings will meet the National Standard * | 100% | 100% |  |  |
| Primary, secondary, and special schools will achieve an average evaluation of 'good' or better in formal evaluations of core Quality Indicators by Education Scotland | 62.5% | 100% |  | NA |
| We will process requests for additional support to meet the wellbeing needs of children and young people within 40 days | 100% | 100% |  |  |

Service Commentary

School Placements

The increased trend in the number of 'in-term' applications for school placements, as a result of placements being sought from families who have located in the city in order to attend one of the Higher Education Institutions, and from the families seeking refuge having fled the war in Ukraine (see below), continues to exert localised pressures on the system, with the latter influence being substantive.

The Council is successfully meeting all placing requests at present although had anticipated further demand when a new cohort of students arrive in the city in January 2023. At high level, this has placed less pressure on schools and ELC than scenario planning might have suggested, although Officers continue to engage with both Higher Education Institutions in order to glean information on the predicted demand for school placements to aid planning going forwards. As at week 35 (6th March 2023) there had been an additional increase in schools rolls by 212 pupils (+0.8%) from all inwards pupil migrations since the current Term start.. This represents just under 50% of the school roll increase of 485 pupils (+ 1.9%) since the Pupil Census in September.

ELC National Standard – Day Care of Children and Out of School Care

The National Standard is deemed not to have been met where, subsequent to full inspection, a provider is unable to meet the recommendations for improvement within a reasonable timescale, and to the satisfaction of the inspecting agency. through a series of follow-up visits. As reflected in the Inspections report also being considered at this, and previous, meetings of Committee, a number of ELC establishments are implementing recommendations arising from previous Care Inspectorate inspections. To date, these follow-up visits are evidencing recommendations have been met and officers are supporting those establishments where follow-up visits are anticipated in response to more recent initial inspections.

Inspection reporting

There have been two Education Scotland inspection reports published (St. Peter's RC and Broomhill Primary Schools) subsequent to the January meeting of this Committee. Details of these inspections are outlined in the Inspections Report being considered at this Committee. Of the three inspections this academic year (two short and one full inspection) 5 of 8 Quality Indicators assessed were rated as Good or better, with each Indicator being evaluated as Satisfactory or better, the minimum expected position of a successful inspection review for the purposes of performance reporting.

Broomhill School was subject to a full inspection of each of the four core Indicators, as opposed to the two previous short inspections, which had the effect of artificially suppressing the average evaluation score to date.

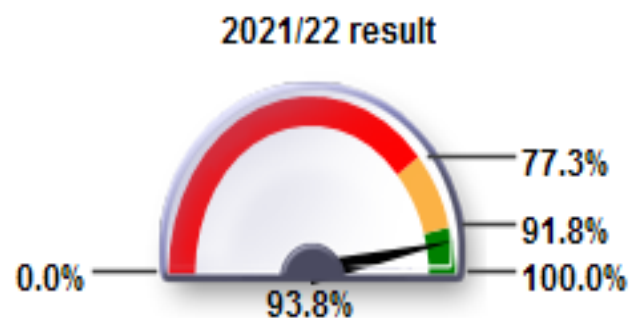
Corporate Measures – 2022-23 Cluster Level Indicators

| Performance Measure | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022/23 | 2022/23 Target | Status | Long Trend - Quarterly |
|--|----------------------|----------------------|----------------------|----------------------|-------------------|--------|---------------------------|
| | Value | Value | Value | Value | | | |
| Total No. complaints received (stage 1 and 2) - Education | 20 | 30 | 18 | 29 | | | ↓ |
| % of complaints resolved within timescale (stage 1 and 2) - Education | 65.0% | 73.3% | 77.8% | 86.2% | 75.0% | ✓ | ↑ |
| % of complaints with at least one point upheld (stage 1 and 2) – Education | 25.0% | 23.3% | 16.7% | 17.2% | | | ↑ |
| Total No. of lessons learnt identified (stage 1 and 2) - Education | 2 | 3 | 3 | 5 | | | |

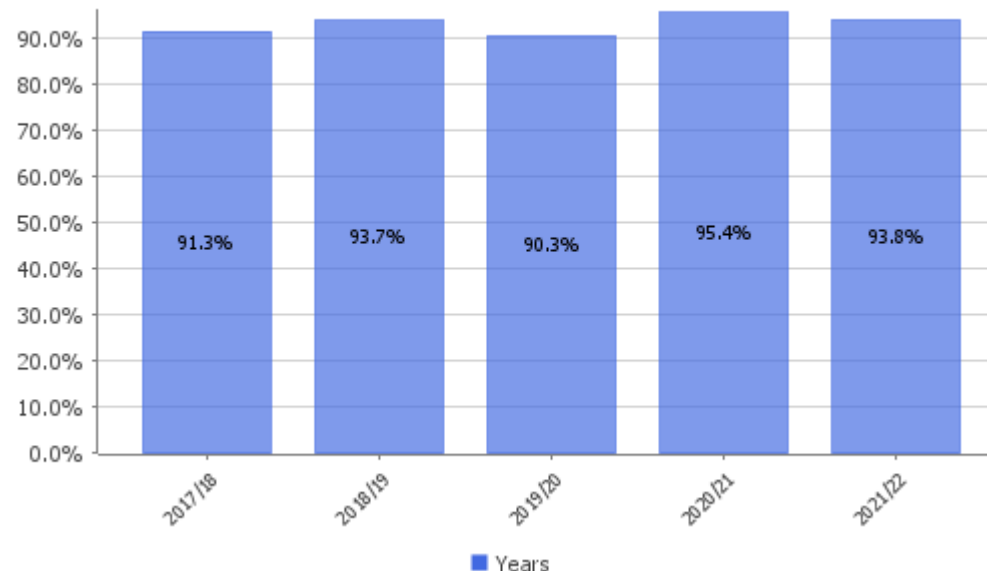
2. Process

National Measure School Leaver Initial Destinations

The percentage of school leavers attaining an Initial Positive Destination (2021/22 academic year)



% school leavers from publicly funded schools in positive initial destinations by academic year



Why is this important?

Positive Initial Destinations of school leavers are a critical measure of the extent to which the Education Service (and other Council teams) have enabled our young people to attain the skills necessary for a successful transition from statutory education provision.

Benchmark Information:

Benchmarking of this measure is provided through the release of the Scottish Government's bi-annual publication of Statistics in Schools Bulletins, with further localised data being provided through Skills Development Scotland datasets that support the Insight Benchmarking Tool.

Target:

Aberdeen City Council has an improvement-based target for this measure, as captured in successive Aberdeen City Council National Improvement Framework Plans, to increase those school leavers attaining a positive destination by a minimum 1 percentage point each year from the original 2017/18 baseline.

This is what the data is saying:

The table below outlines the year-on-year and four-year change against each Destination. This suggests that an additional proportion of leavers were electing to consider employment, and potential employment, as a positive destination, largely as an alternative to continuous Higher and Further Education. These choices are demonstrated in both the proportion which attain a positive Employment destination and, conversely, those who are in the two Unemployed categories,

Additional deep dive assessment of the data is currently being undertaken, in association with Skills Development Scotland colleagues and schools, to validate this initial interpretation and gain insight into the influences behind changes in each destination outcome.

The most recent data around participation levels among 16–19-year-olds in Aberdeen indicated that 43% of those with a confirmed destination, surveyed in December 2022, were in school with an overall 98.6% in a positive destination in comparison with 93.9% in December 2021.

This is the trend:

The initial outcomes for school leavers has, effectively, reverted to the pre-COVID position as at the 2018/19 academic year which, at that point represented the City's most positive outcome to date over the more than 10 year lifetime of this national measure. This, despite the year-on-year fall in overall positive destinations, is largely considered to be a sound outcome that now serves as the new material baseline for future outcomes and improvement rates on the basis that this year is less affected by the impact of the pandemic than in 2019/20 and 2020/21.

As described in the publication source, 'the coronavirus pandemic will have had an impact on the initial destination choices made by, and opportunities available to, school leavers. The greatest effect of the pandemic on school leaver destinations is likely to have been seen in 2019/20. However, it is likely that there has been some ongoing impact on the destinations of some 2020/21 and 2021/22 school leavers. The impacts of COVID-19 should be kept in mind when interpreting changes between 2019/20, 2020/21 and 2021/22, and when comparing these to other years.'

This is the impact:

Securing a positive destination is a key indicator of long-term outcomes for young people.

This what we are doing

Across a series of measures, positive destinations data are on an improving trend, but we need to continue to transform our senior phase through ABZ Campus to ensure a wider range of courses aligned to growth and volume sectors. We also need to give careful consideration to the future jobs market, our work to develop Aberdeen. The Children's Services Plan being considered at this meeting of Committee highlights the considerations and proposed actions aligned with this theme and individual pupil cohorts that, circumstantially, tend to most distanced from a positive destination e.g., Looked After Children

Responsible officer:

Latest Update

Mark Jones

February 2023

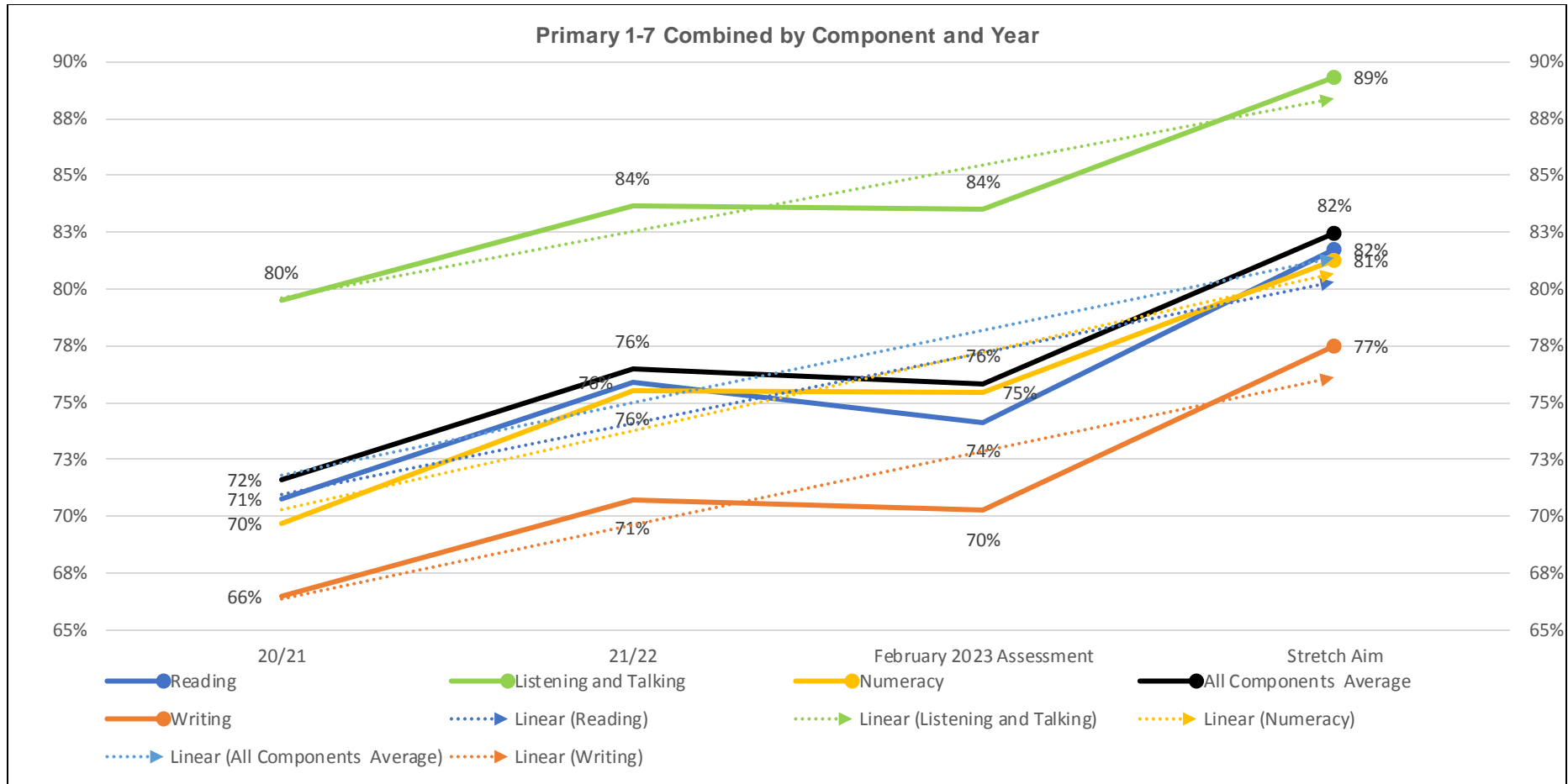
| Year | Number of leavers | Positive Destination | Higher Education | Further Education | Training | Employment | Voluntary Work | Personal Skills Development | Unemployed Seeking | Unemployed Not Seeking | Unknown |
|---------|-------------------|----------------------|------------------|-------------------|----------|------------|----------------|-----------------------------|--------------------|------------------------|---------|
| 2021/22 | 1,795 | 93.8 | 43.6 | 29.4 | 2.6 | 17.4 | 0.4 | 0.4 | 3.2 | 1.9 | 1.1 |
| 2020/21 | 1,472 | 95.4 | 45.7 | 30.8 | 4.1 | 13.8 | 0.5 | 0.3 | 2.2 | 1.8 | 0.6 |
| 2019/20 | 1,453 | 90.3 | 47.5 | 31.2 | 2.4 | 8.7 | [c] | [c] | 5.2 | 2.5 | 2.0 |
| 2018/19 | 1,678 | 93.7 | 39.6 | 33.4 | 2.0 | 17.7 | 0.5 | 0.4 | 4.0 | 1.4 | 0.8 |

(c)Data is suppressed due to the small number of pupils falling within this category

Source: Summary Statistics for Attainment and Initial Leaver Destinations, No. 5: 2023 Edition. 28th February 2023

Local Benchmark Measures - Curriculum for Excellence- 2022/23 Predicted Achievement (based on current Live Data)

Summary of Predicted P1- P7 outcomes by Highest CfE level achieved in Curriculum Components



Service Commentary

Overall, within current data confidence levels, the core combined Primary 1 to 7 outcomes for each component are largely on track to closely match the Stretch Aims outlined in terms of the linear projections for these high-level measures, with additional closing of these projections to the Aims for most phases and components. (see NB comment below)

Each assessment iteration, with an unchanged pupil profile, would normally provide for an increase in the proportion of pupils achieving expected levels of achievement at each consequent round but as noted in prior reports, and as intimated in the National Pupil data below, the City has experienced substantial in- term growth in school rolls that can influence the normal trajectory of expected improvement.

Since the previous assessment point, there has been additional positive movement in the P1-7 combined Reading and Writing components with this being more pronounced at Primary 4 and 7. These improvements are in line with the engagement assurance with school leaders by Quality Improvement Officers outlined in the previous report. Currently, the outcomes for each Component at the February Assessment point are close, or equal, to that recorded at academic year-end in 2021-22.

Having shown the greater sustained improvement In November, the combined outcome of the four components at Primary 1 is experiencing a slowed rate of improvement, as is the Listening and Talking component, although this is presently the highest performing of the four components. P1-7 Numeracy outcomes are relatively unchanged from the November assessment point, with the greatest gains being made at Primary 1

The February and linear projections above are derived from live datasets which support the continuous monitoring of Curriculum for Excellence assessments undertaken across the academic year and reflect the proportion of pupils, where these assessments have currently been completed, that are predicted to meet the levels of achievement expected for them as individuals. As such, it is shared to offer assurance and should not be conflated with, or compared directly, against the full year outcomes which are reflected in the chart

NB These assessments cover the majority of P1-7 pupils and are a snapshot against available data up to, and including, those assessments completed as in February 2023. On this basis, the data should be regarded as an interim assessment of predicted outcomes only. National data practice suggests that statistical year-on-year variations of +/- 1 to 2 percentage points (depending on sample size and assessment stage) may have limited educational significance that is best understood at Establishment level through ongoing professional review.

Service Level Measure -National Pupil Data -Children enrolled in Aberdeen City Schools as a result of displacement from Ukraine.

| Authority | Aberdeen City | | Dundee | | Edinburgh | | Glasgow | |
|-----------|---------------|-----------|---------|-----------|-----------|-----------|---------|-----------|
| Phase | Primary | Secondary | Primary | Secondary | Primary | Secondary | Primary | Secondary |
| Numbers | 206 | 203 | 56 | 36 | 263 | 240 | 324 | 233 |
| Totals | 409 | | 92 | | 503 | | 557 | |

Source: Scottish Government Education Analytical Service. Data as of 27th January 2023

Service Commentary

In comparison with the information reported to the prior Committee, based on the position at the end of October 2022, the Service had enrolled an additional 116 pupils (+ 39.6%) at the snapshot point of 27th January 2023. Aberdeen City remains as the third highest recipient of displaced children of school age from Ukraine within Scotland.

In comparison with the City's three other Large Urban Local Authority Comparators, this figure represents around 1.63% of the total school roll, which is proportionately greater than each of these comparators (based on 2022 Pupil Census). At October 2022, the proportion of displaced pupils from Ukraine enrolled was 1.21% although Members should note that the number of displaced children of school age fluctuates as families secure more long-term accommodation.

Chart 1. Cluster Level Measure - National Pupil Attendance Indicator – 2022/23 Academic Year to Date

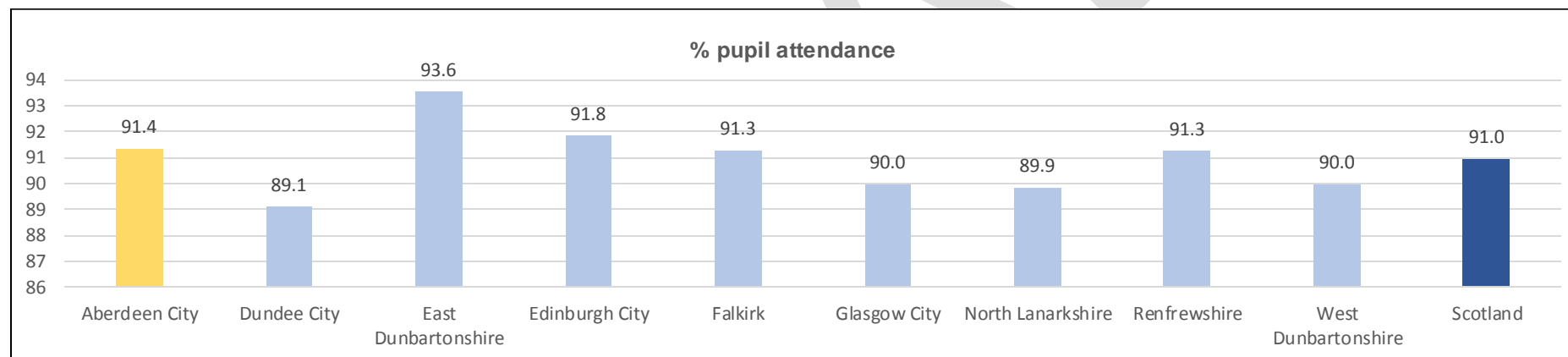
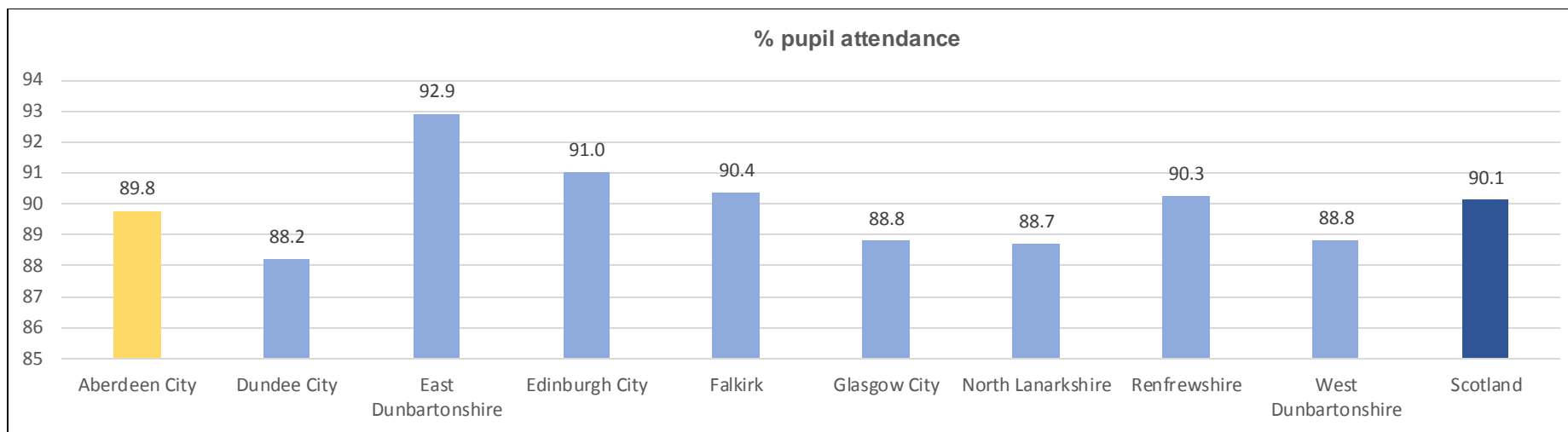


Chart 2. Cluster Level Measure - National Pupil Attendance Indicator – 2022/23 Academic Year, Term 2



Source: Scottish Government Education Analytical Service. Data as of 27th January 2023

Service Commentary

Averaged school attendance in the academic year to December 2022 (Chart 1) was above the national average and that of the majority of the City's Urban Geography local authority comparators.

There was a slight fall in term-based attendance levels across all local authorities in Term 2, (Chart 2) with Aberdeen City mirroring the national attendance trend patterns and levels across the term, matching the Urban Geography average of 88.9%. School attendance is being monitored carefully at school and service level to evaluate the need for any additional interventions.

Cluster Level Measures – Attendance, Absence and Exclusions by Openings - Session Year to February 2023 (Live Data)

| School Type | % Present Openings | % Authorised Openings | % of Unauthorised Openings | % Exclusion Openings |
|-------------|--------------------|-----------------------|----------------------------|----------------------|
| Nursery | 95.05% | 3.51% | 1.43% | 0.00% |

| | | | | |
|------------|--------|--------|-------|-------|
| Secondary | 89.37% | 7.45% | 3.12% | 5.18% |
| Primary | 91.63% | 6.29% | 2.07% | 0.38% |
| Special | 86.37% | 11.48% | 2.15% | 0.00% |
| All Phases | 90.74% | 6.76% | 2.48% | 0.02% |



Service Commentary





With the exception of Nursery Attendance that has materially grown from 92.6% to 95.05%, attendance levels in the academic year to date are statistically unchanged across all phases and categories in comparison with that reported to the January meeting of this Committee which covered the academic year to December 2022.

Authorised Absences due to illness, in particular, have a tendency to rise over the Winter months, which is reflected in a marginal increase in the percentage of these types of absence since the last assessment point and a consequential, although limited, change in overall Attendance levels. Both Unauthorised Absences and Exclusions, as a proportion of both Potential Openings, and in comparison, with the previously reported data remain stable.

3. Staff

Corporate Measure – 2022/23 Service Level Indicators

| Performance Measure | Quarter 4 2021-22 | Quarter 1 2022-23 | Quarter 2 2022-23 | Quarter 3 2022-23 | Status | Long Trend - Quarterly |
|--------------------------------------|----------------------|----------------------|----------------------|----------------------|--|--|
| | Value | Value | Value | Value | | |
| Establishment actual FTE – Education | 3.018.82 | 3025.3 | 3053.41 | 3101.2 |  |  |

| Performance Measure | Quarter 4 2021-22 | Quarter 1 2022-23 | Quarter 2 2022-23 | Quarter 3 2022-23 | Status | Long Trend - Quarterly |
|--|----------------------|----------------------|----------------------|----------------------|---|---|
| | Value | Value | Value | Value | | |
| H&S Employee Reportable by Cluster – Education | 2 | 5 | 0 | 2 |  |  |
| H&S Employee Non-Reportable by Cluster – Education | 208 | 160 | 116 | 236 |  |  |







Service Commentary

Health and Safety

Detailed scrutiny of the Council's corporate, cluster and service level health and safety data is conducted through the Staff Governance Committee, with an acknowledgement which shows that the largest number of incidents occur and are reported within the Education Service. These incidents often involve children/young people where a social, emotional, mental health need (SEMHN) has been identified.

The meeting of the 13th March 2023 considered the data for Quarter 3 within the Corporate Health and Safety Report presented to Committee

Schools follow the staged intervention procedure, whereby support is accessed using school-based, community, and city-wide supports. The Health and Safety Sub-Group, which was formed, with a membership of Education staff, Trade Unions and Corporate health and safety, to undertake analysis of health and safety data generated by schools, informs the direction of the overall workstream. This also ensures that appropriate support is made available to schools if required.

| Performance Measure | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022/23 | Quarter 3 2022/23 Corporate Figure | Status | Long Trend - Quarterly |
|--|----------------------|----------------------|----------------------|----------------------|---|---|---|
| | Value | Value | Value | Value | Value | | |
| Average number of working days lost due to sickness absence per FTE – Education (12 month rolling figure at quarter end) | 5.11 | 5.43 | 5.03 | 5.64 | 5.99 |  |  |
| Average number of working days lost due to sickness absence per FTE – Primary and Secondary Schools (12 month rolling figure at quarter end) | 5.13 | 5.39 | 5.05 | 5.38 | 5.99 |  |  |
| Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12 month rolling figure at quarter end) | 2.61 | 3.18 | 4.19 | 5.5 | 5.99 |  |  |

Service Commentary

Levels of working days lost to sickness absence across the Service continue to be lower than the corporate figure but with a rising quarterly trend that mirrors the corporate pattern. Absence levels due to illness, particularly those related to respiratory symptoms have a natural tendency to peak in the latter

parts of the third, and early months of the fourth quarter. The absence levels above display movements which are statistically consistent with this general observation.

4. Finance & Controls











Corporate Measure – 2022/23 Service Level Indicators

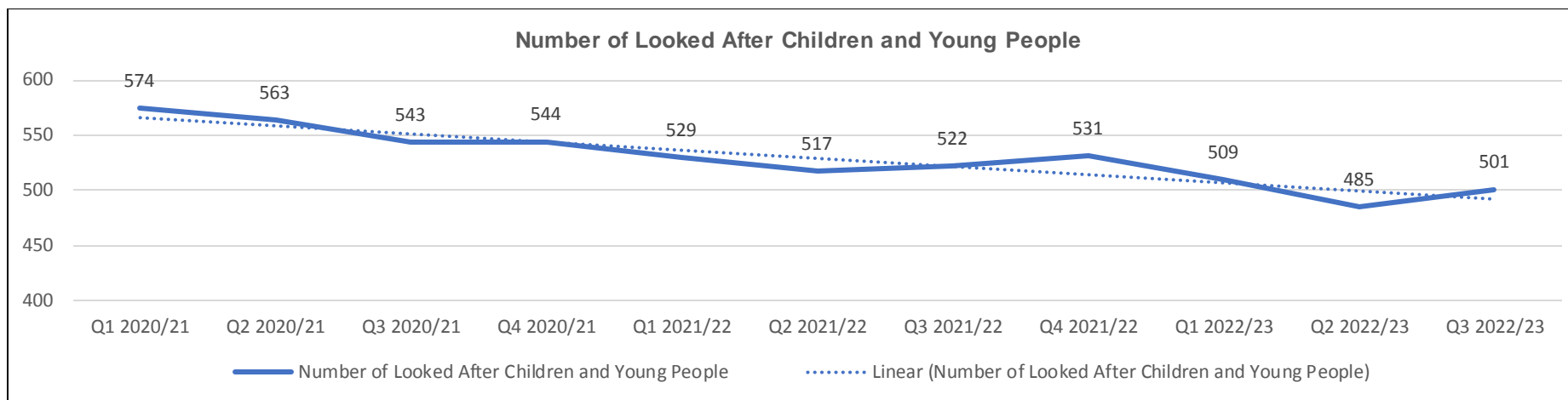
| Performance Indicator | Quarter 1 2022/23 | | Quarter 2 2022/23 | | Quarter 3 2022/23 | | Quarter 4 2022/23 | |
|--|-------------------|--------|-------------------|--------|-------------------|--------|-------------------|--------|
| | Value | Status | Value | Status | Value | Status | Value | Status |
| Staff Expenditure – % spend to full year budget profile – Education* | 24.9% | | 50.3% | | 75.3% | | | |

Children’s Social Work and Child Protection

| 5. Customer | | | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|--------|----------------|----------------------|
| Performance Measure | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022/23 | Status | 2022/23 Target | Long Trend Quarterly |
| | Value | Value | Value | Value | | | |
| Total No. of Complaints received (stage 1 and 2) - Children’s Social Work/Child Protection | 5 | 7 | 7 | 5 | | | |
| % of Complaints resolved within timescale (stage 1 and 2) - Children’s Social Work/Child Protection | 80.0% | 71.4% | 85.7% | 80.0% | | 75% | |
| % of complaints with at least one point upheld (stage 1 and 2) - Children’s Social Work | 0% | 57.1% | 0% | 40% | | | |
| Total No. of lessons learnt identified (stage 1 and 2) - Children’s Social Work | 0 | 0 | 0 | 0 | | | |

Service Level Standards

| Performance Measure | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022/23 | Status | 2022/23 Target | Long Trend Quarterly |
|---|----------------------|----------------------|----------------------|----------------------|---|-------------------|---|
| | Value | Value | Value | Value | | | |
| % of care provided in Council children's homes, fostering and adoption services achieve a care standard of Good or better | 100% | 100% | 100% | 100% |  | 100% |  |
| Looked After Children looked after in a residential setting combined (%) * | 11.6% | 12.4% | 12.8% | 11.0% |  | 9.7% |  |
| Looked After Children looked after at home (%) * | 18.7% | 17.7% | 16.9% | 14.6% |  | 21.6% |  |
| Looked After Children looked after in Kinship (%) * | 21.2% | 21.4% | 21.4% | 24.7% |  | 33.2% |  |
| Looked After Children looked after in Foster Care (%) * | 44.8% | 45.0% | 46.0% | 45.1% |  | 33.7% |  |
| Service Commentary | | | | | | | |
| <p>Substantive Service Commentary around these metrics was offered to the previous meeting of this Committee and to the Operational Delivery Committee in August 2022 CUS/22/081 Performance Management Framework Report - Appendix A</p> <p>*Long Term Trends are based on the average of 8 quarterly periods, taking into account the extended nature of the programmes of intervention involved in delivering against these targets/stretch aims, and to mitigate against natural quarterly variations in the number, and proportion, of Looked After Children within each Balance of Care destination. In each instance, the long-term management outcomes are on an improving trend in comparison with the national benchmarks which define the targets set.</p> | | | | | | | |



Service Commentary

As noted in the January report to this Committee, the use of statutory measures to safeguard the care of children should only be utilised when it is absolutely necessary. As a consequence, there will be month on month variation to the number of looked after children and to the numbers placed in the various settings in which children are looked after. However, the trend over the last 11 quarters demonstrates a steady reduction in the number of looked after children. Sustaining this trend is a priority for the partnership and is strongly referenced within the refreshed Children’s Services Plan.

The demand being experienced by Children’s Social Work continues to demonstrate that the on-going impact of COVID felt by families and the wider support system of services delivered to children, young people and families. The complexity of need and vulnerability is requiring intervention to be sustained for longer and often with a greater intensity. This will make it difficult to predict with certainty future demand. However, the partnerships focus to further develop a family support model that mitigates against escalating need is aimed at supporting more families to be held at an early intervention stage without escalating into Children’s Social Work.

The current percentage of looked after children compares favourably with our comparable authorities and the national position (see below from the most recent Children Looked After Statistics publication), and demonstrates a long-term reduction in the numbers of Looked After Children and Young People, arising from the work of Services utilising approaches that, wherever possible, mitigate against the need for statutory measures of care

Number and Rate of Looked After Children 2021

| | Number of Looked After Children | Population 0–17-year-olds | Rate per Population |
|--|---------------------------------|---------------------------|---------------------|
|--|---------------------------------|---------------------------|---------------------|

| | | | |
|--------------------|--------|-----------|------|
| Aberdeen | 515 | 39,401 | 13.1 |
| Comparator Average | 2,214 | 15,5895 | 14.2 |
| Scotland | 13,255 | 1,026,922 | 12.9 |

Data Source: Looked after children statistics 2021: local authority benchmarking tool, Scottish Government publication.8th April 2022. The national Children Looked After Statistics (CLAS) for 2022 are due to be published at the end of March 2023.



6. Process





Service Level Standards 2022/23



| Performance Measure | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022/23 | Status | 2022/23 Target | Long Trend Quarterly |
|--|----------------------|----------------------|----------------------|----------------------|--------|----------------|-------------------------|
| | Value | Value | Value | Value | | | |
| % Child Protection joint interviews completed within 5 days | 78.9% | 83.3% | 100% | N/A | | 90% | |
| % Initial child protection conferences held within 28 days | 84.2% | 95.2% | 79% | 67% | | 80% | |
| % Child Protection Case Conference decisions issued to families within 24 hours | 100% | 100% | 100% | 100% | | 90% | |
| % Child Protection Plans issued within 5 days | 82.7% | 74.3% | 78% | 76% | | 80% | |
| % Care experienced children and young people with 3 or more consecutive placements away from home in 12 months | 3.7% | 3.8% | 3.4% | 0% | | 10% | |
| % Care experienced children and young people with a pathway plan by age 15 | 100% | 100% | 100% | 100% | | 100% | |
| *% Assessments of foster carers and adopters completed within 6 months of application | 100% | 16.7% | 57.1% | 66.7% | | 75% | |

7. Staff




Corporate Measure – 2022/23 Service Level Indicators

| Performance Measure | Quarter 4 2021-22 | Quarter 1 2022-23 | Quarter 2 2022-23 | Quarter 3 2022-23 | Status | Long Trend - Quarterly |
|---|-------------------|-------------------|-------------------|-------------------|---|---|
| | Value | Value | Value | Value | | |
| Establishment actual FTE – Children's Social Work | 344.03 | 334,24 | 340.35 | 341.1 |  |  |

| Performance Indicator | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022-23 | Status | Long Trend Quarterly |
|--|-------------------|-------------------|-------------------|-------------------|---|---|
| | Value | Value | Value | Value | | |
| Accidents - Reportable - Employees (No in Quarter – Children's Social Work | 0 | 0 | 0 | 1 |  |  |
| Accidents - Non-Reportable - Employees (No in Quarter - Children's Social Work | 0 | 4 | 0 | 0 |  |  |

| Performance Measure | Quarter 4 2021/22 | Quarter 1 2022/23 | Quarter 2 2022/23 | Quarter 3 2022/23 | Quarter 3 2022/23 Corporate Figure | Status | Long Trend - Quarterly |
|---|-------------------|-------------------|-------------------|-------------------|------------------------------------|---|---|
| | Value | Value | Value | Value | | | |
| Average number of working days lost due to sickness absence per FTE – Children's Social Work (12 month rolling figure at quarter end) | 4.3 | 4.3 | 4.5 | 4.7 | 5.99 |  |  |

8. Finance & Controls












| Performance Measure | Quarter 1 2022/23 | | Quarter 2 2022/23 | | Quarter 3 2022/23 | | Quarter 4 2022/23 | |
|--|-------------------|---|-------------------|---|-------------------|---|-------------------|--------|
| | Value | Status | Value | Status | Value | Status | Value | Status |
| Staff Expenditure – % spend to full year budget profile – Children's Social Work | 25.1% |  | 50.3% |  | 75.0% |  | | |

Appendix Data Notes

- Complaints Data: Complaints data should be viewed in the round across each of the four measures in terms of the performance of individual Clusters. Targets are set by the Ombudsman as reportable annualised measures for the Council without adjustment for seasonal operational, and other external influences.

Some natural variation between quarterly outcomes can arise as a result of this. In terms of complaint resolutions within timescale, the number of complaints received can be a significant influence in data movement as (a) the complexity of response to complaints and (b) the proportional impacts of a small number of unresolved complaints can result in an ‘exaggerated’ statistical change from one period to the next. The provision of Long-Term Trend direction indicators serves to provide additional assistance to Member evaluation of performance, taking both of these factors into account.

- Target Setting: Where no target is applied against Service Standards, the ‘Business-as-Usual’ objective is that these services will be delivered to this level on a consistent basis.
- Staff Costs: Staffing costs referred to throughout this Appendix include adjustments for the corporate vacancy factor which are subsequently reversed out at subsequent monthly budget consolidations. On this basis, the detail in these live metrics, represents a marginal over-estimate of true expenditure at the point of data capture.
- Trend Directions: Unless stated to the contrary, Long-Term Trends are based on the average of 12 monthly, 4 quarterly and 3 annual consecutive periods respectively.

| PI Status | | Long Term Trends | | Short Term Trends | |
|---|---|---|--------------------------|---|--------------------------|
|  | Alert (figure more than 20% out with target) |  | Improving/Increasing |  | Improving/Increasing |
|  | Warning (figure between 5% and 20% out with target) |  | No or Limited Change |  | No or Limited Change |
|  | OK (figure within target or better) |  | Getting Worse/Decreasing |  | Getting Worse/Decreasing |
|  | Unknown | | | | |
|  | Data Only | | | | |

This page is intentionally left blank

2021-22 Local Government Benchmarking Framework Report – Education

Year-on-year change in Quartile Position and Value Status

| | Improvement by Quartile Standing | | |
|--|----------------------------------|---------|---------|
| | 2021-22 | 2020-21 | 2019-20 |
| Number of Indicators Improving by Quartile Standing | 8 | 2 | 2 |
| Number of Indicators Unchanged by Quartile Standing | 10 | 13 | 9 |
| Number of Quartiles Deteriorating by Quartile Standing | 1 | 4 | 8 |
| Total Number of Indicators | 19 | 19 | 19 |

| | Indicator Outcomes by Quartile Position | | |
|----------------------------------|---|---------|---------|
| | 2021-22 | 2020-21 | 2019-20 |
| Indicator Outcomes in Quartile 1 | 2 | 0 | 1 |
| Indicator Outcomes in Quartile 2 | 5 | 3 | 0 |
| Indicator Outcomes in Quartile 3 | 6 | 10 | 8 |
| Indicator Outcomes in Quartile 4 | 6 | 6 | 6 |

| | Performance Data Traffic Light – Value based | | |
|-------|--|---------|---------|
| | 2021-22 | 2020-21 | 2019-20 |
| Green | 10 | 5 | 8 |
| Amber | 8 | 9 | 7 |
| Red | 1 | 5 | 4 |

Appendix B

| Performance Measure | 2017-18 Value | 2018-19 Value | 2019-20 Value | 2020-21 Value | 2021-22 Value | Status 2021-22 | Previous Status | Value Change Long Trend | Quartile Ranking Short Trend/Quartile Standing | National Value | National Value Change Long Trend |
|---|---------------|---------------|---------------|---------------|---------------|----------------|-----------------|-------------------------|--|----------------|----------------------------------|
| SLGBF CHN 1 Cost per Primary School Pupil | £5,162 | £5,166 | £5,637 | £5,775 | £5,908 | ✓ | ✓ | ↓ | ↑ ₁ | £6,330 | ↓ |
| SLGBF CHN 2 - Cost per Secondary School Pupil | £7,273 | £7,445 | £7,712 | £7,286 | £7,113 | ✓ | ✓ | ↑ | ↑ ₁ | £7,905 | ↓ |
| SLGBF CHN 3 - Cost per Pre-School Place | £4,540 | £4,399 | £7,316 | £10,469 | £9,873 | ✓ | ⚠ | ↓ | ↑ ₂ | £10,291 | ↓ |
| SLGBF CHN 4 % of S4 year cohort attaining 5+ awards at SCQF level 5 or better by end of S6 * | 58.0% | 58.0% | 60.0% | 63.0% | 70.0% | ✓ | ⚠ | ↑ | ↑ ₂ | 69.0% | ↑ |
| SLGBF CHN 5 % of S4 year cohort attaining 5+ awards at SCQF level 6 or better by end of S6 * | 32.0% | 31.0% | 36.0% | 37.0% | 39.0% | ✓ | ⚠ | ↑ | ↑ ₂ | 40.0% | ↑ |
| SLGBF CHN 6a Percentage of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD 2020 Quintile 1) attaining 5 or more qualifications at SCQF Level 5 at the end of S6 * | 29.0% | 32.0% | 37.0% | 43.0% | 48.0% | ⚠ | ⚠ | ↑ | ▬ ₃ | 52.0% | ↑ |
| SLGBF CHN 7a Percentage of S4 year group from areas defined as falling within the highest 20% of deprivation (SIMD 2020 Quintile 1) attaining 5 or more qualifications at SCQF Level 6 at the end of S6 * | 9.0% | 10.0% | 14.0% | 17.0% | 13.0% | ✗ | ✗ | ↓ | ↓ ₄ | 23.0% | ↑ |
| SLGBF CHN 12a Average Total Tariff Score of S4 year cohort at the end of S6 by all SIMD 2020 Quintiles* | 841 | 828 | 849 | 866 | 957 | ✓ | ⚠ | ↑ | ↑ ₃ | 981 | ↑ |
| SLGBF CHN 12b Average Total Tariff Score of S4 year cohort from areas defined as falling within SIMD 2020 Quintile 1 at the end of S6* | 446 | 439 | 511 | 578 | 571 | ⚠ | ⚠ | ↑ | ▬ ₃ | 702 | ↑ |
| SLGBF CHN 12c Average Total Tariff Score of S4 year cohort from areas defined as falling within SIMD 2020 Quintile 2 at the end of S6* | 592 | 603 | 585 | 616 | 700 | ⚠ | ✗ | ↑ | ▬ ₄ | 827 | ↑ |

Appendix B

| Performance Measure | 2017-18 Value | 2018-19 Value | 2019-20 Value | 2020-21 Value | 2021-22 Value | Status 2021-22 | Previous Status | Value Change Long Trend | Quartile Ranking Short Trend/Quartile Standing | National Value | National Value Change Long Trend |
|--|---------------|---------------|---------------|---------------|---------------|----------------|-----------------|-------------------------|--|----------------|----------------------------------|
| SLGBF CHN 12d Average Total Tariff Score of S4 year cohort from areas defined as falling within SIMD 2020 Quintile 3 at the end of S6* | 795 | 706 | 722 | 758 | 833 | | | | 4 | 965 | |
| SLGBF CHN 12e Average Total Tariff Score of S4 year cohort from areas defined as falling within SIMD 2020 Quintile 4 at the end of S6* | 917 | 861 | 875 | 879 | 953 | | | | 4 | 1,113 | |
| SLGBF CHN 12f Average Total Tariff Score of S4 year cohort from areas defined as falling within SIMD 2020 Quintile 5 at the end of S6* | 1,104 | 1,089 | 1,157 | 1,150 | 1,126 | | | | 3 | 1,320 | |
| SLGBF CHN 13a % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy | NA | 71.2% | NA | 63.3% | 68.9% | | | | 3 | 70.5% | |
| SLGBF CHN 13b % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy | NA | 77.5% | NA | 71.8% | 77.1% | | | | 2 | 74.7% | |
| SLGBF 14a Literacy Attainment Gap (P1,4,7 Combined) - Percentage point gap between the least deprived and most deprived pupils ** | NA | 24.1 p.p. | NA | 30.9 p.p. | 21.2 p.p. | | | | 2 | 21.3 p.p. | |
| SLGBF 14b Numeracy Attainment Gap (P1,4,7 Combined) - Percentage point gap between the least deprived and most deprived pupils ** | NA | 20.4 p.p. | NA | 27.9 p.p. | 20.9 p.p. | | | | 3 | 17.8 p.p. | |
| SLGBF CHN 18 Percentage of funded Early Years provision which is graded Good/or better | 86.2% | 76.1% | 77.2% | 82.4% | 83.7% | | | | 4 | 89.4% | |
| SLGBF CHN 21 Percentage of 16-19-year-olds in a positive participation destination- Annual National Participation Measure | 89.8% | 89.7% | 89.9% | 89.4% | 91.2% | | | | 4 | 92.4% | |

Service Commentary

Overall, the suite of measures in 2021/22 showed improvements in both quartile standings and values in comparison with the prior year, and in benchmarking against the national position/Scottish Local authority outcomes.

Cost Indicators

The City is now amongst the most cost-effective in Scotland in terms of the cost per pupil and/or placement, recorded the highest breadth and depth outcomes to date for the proportion of pupils attaining 5 or more qualifications at SCQF levels 5 and 6, and experienced a similar value increase against the Annual Participation Measure which highlights the post-school destinations of 16–19-year-olds.

Senior Phase Outcomes (SCQF)

The majority of the Senior Phase Average Tariff Score Measures for those entered against the 2022 exam diet showed value improvements and closing of the gap to the national figures, Although the rate of improvement was generally insufficiently great to lift the City's Quartile Standings for these, movement in the whole cohort indicator, a stable ranking for those in the highest level of deprivation and a limited uplift in the ranking profile of the Least Deprived cohort, were positive indications of progress

Broad General Education (Curriculum for Excellence)

In Broad General Education, the City's pupils had made substantial year-on-year gains in achievement against the Curriculum For Excellence, largely off-setting the previous year's reduced outcomes, and with a significant improvement in the gap in outcomes between the most and least deprived quintile (SIMD 1 and SIMD 5) and the national figures. Achievement of expected levels of Literacy across the P1-7 cohort appears to have recovered least well of the four ACEL measures, although, as noted in the content of the previous report to this Committee, the Service is maintaining a watching brief across each of the contributing components and phases to ensure that any slippage against target is addressed within the current year.

Early Learning Centre Inspections

There were very limited inspections of Early Learning Centres in each of the two years highlighted but with some indications of the beginnings of an upwards trend which, based on current in-year data, should be sustained in 2022/23.

Attainment in the context of Deprivation

The sole measure which displays a materially deteriorating value and standing year-on-year, CHN 7a Percentage of S4 year group at S6 from areas defined as falling within the highest 20% of deprivation (SIMD 2020 Quintile 1) attaining 5 or more qualifications at SCQF Level 6 at the end of S6 reflects value change from the prior two years.

In the case of this particular measure, the extent of data variation would seem sufficiently at odds with the Services understanding of achievement and attainment across the wider range of educational measures, (see tables below) and historical improvement trends among this SIMD cohort, to suggest that 'external influences' such as examination models, and the relatively small numbers involved, may be at play in terms of defining the outcomes for this limited measure.

Table 1. Attainment at National 5 and Higher Level by SIMD Quintiles 2021/22 (S4 cohort at S6)

Appendix B

| SIMD Quintile | Improvement in National 5 attainment compared with 2018/2019 | Improvement in Higher attainment compared with 2018/2019 |
|-------------------------|--|--|
| 1 (133 pupils in total) | 11% | 8% |
| 2 (312 pupils in total) | 5% | 6% |
| 3 (186 pupils in total) | 1% | 9% |
| 4 (269 pupils in total) | 2.5% | 13% |
| 5 (609 pupils in total) | 3% | 5% |

Note: Pupil Census data from 2016 to 2019 (academic years 2016/17 to 2019/2020) is matched with SIMD2016 data. Pupil Census data from 2020 and 2021 (academic years 2020/21 and 2021/2022) is matched with SIMD2020 data.

Table 2. Average Complimentary Tariff Scores by Attainment and SIMD Quintiles 2021/22 (S4 cohort at S6)

| 20% Most Deprived 2021/22 | | | 20% Least Deprived 2021/22 | | |
|--------------------------------|------------------------------------|--------------------------------|--------------------------------|------------------------------------|--------------------------------|
| Cumulative Median Tariff Score | Value change from baseline 2018/19 | % change from baseline 2018/19 | Cumulative Median Tariff Score | Value change from baseline 2018/19 | % change from baseline 2018/19 |
| 417 | 76 | 25.0 | 894 | 75 | 13.4 |

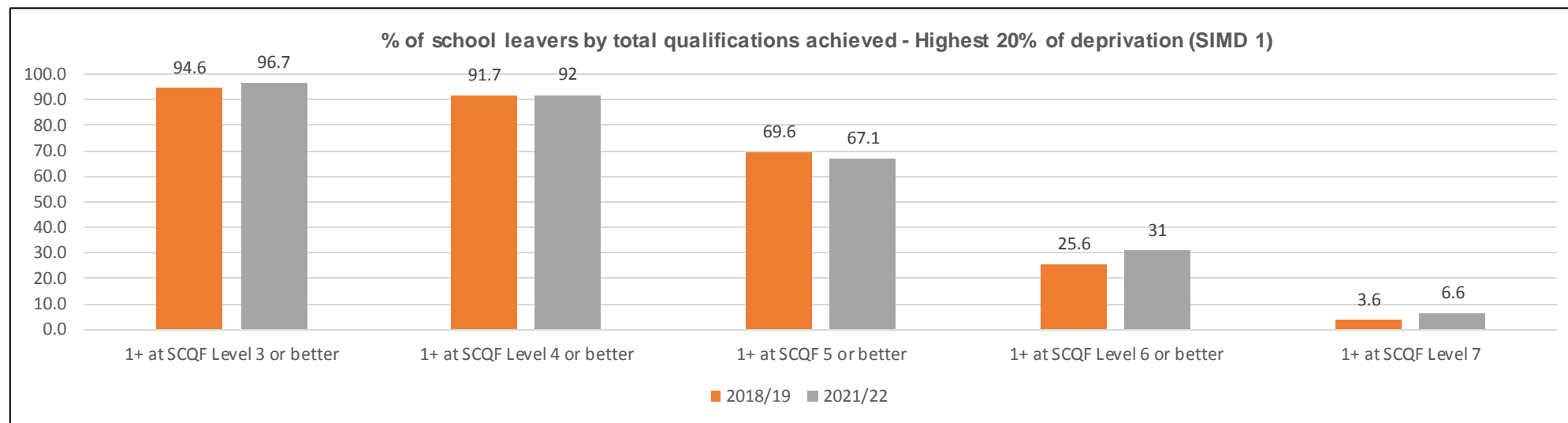
Average Complementary Tariff Score Trends

The rate of improvement from the three-year combined data, which provides a more reliable indication of direction of travel, has risen for the fourth consecutive year to 14.7%, a slightly faster improvement rate than the national trend, resulting in some narrowing of the gap to both the Scotland figure and a proportion of the City's benchmarked local authorities.

School Leavers Outcomes – Highest 20% of Deprivation (SIMD 1)

Chart 1 below provides an initial assessment of the total achievement outcomes of school leavers in the highest 20% of deprivation from the national data release on 28th March 2023. This indicates that the proportion of pupils from the highest 20% of deprivation are achieving improved outcomes across the majority of SCQF Levels, and with the most substantive improvements being noted at SCQF Levels 6 and 7. This is suggestive of an increased ambition, at both school and individual level, in examination presentations of those pupils from the highest areas of deprivation and a consequential rise in the proportion achieving these highest levels of attainment.

Chart 1. % of school leavers by total qualifications achieved – Highest 20% of Deprivation



Next Steps

The Service, from the recent national release, and on population of the supplemental Insight data update, will analyse this data pattern in further detail to ensure that the National Improvement Plan has the capacity to address this outlying outcome.

* Care must be taken when comparing the attainment of cohorts over the past three years and when comparing these years to the attainment of earlier cohorts. Any changes between the attainment levels of the 2021/22 cohort, 2020/21 cohort, the 2019/20 cohort and those of previous years should not be seen as an indication that performance has improved or worsened, without further evidence. No statistical mitigation against these influences has been applied to the data at this point.

Data Descriptors










Some limited variation in the data recorded through the Local Government Benchmarking Framework against other sources, including Insight and the Broad General Education Tool, can be expected on the basis that the Improvement Service has been enabled to access data directly from the Scottish Government/SQA in advance of the publication of final validated datasets becoming available to local authorities.

Appendix B

All references to annual outcomes are based on academic rather than fiscal years. Data covering 2021/22 is the most recent period for which information is available, covers the 2022 examination cycle from May to June 2022, and in-year CfE assessments from August 2021 to June 2022.

Variations in values of less than +/- 1 percent are considered to represent an unchanged position for the purposes of generating long term trend direction indicators. This serves to mitigate against natural changes in values that are of less statistical or professional educational significance. Application of this data sensitivity analysis does not infer that variations of less than +/- 1 percent are materially insignificant at an operational or corporate level. On this basis, each measure is best considered in the context of comparison with the national value trends and with an understanding of the on-the-ground effect of local demand and service modelling of each local authority.

Advanced ranking in lists data tools have been applied to each of these measures at a local level, which counters the effects of value rounding and the impact on rankings of those local authorities which have no data against specific measures (e.g., those relating to SIMD based outcomes). This has a marginal, or no effect, against the quartile standing assessments that the LGBF report publication contains.

| PI Status | | 3-year Long Term Trends | | Year on-year Short Term Trends | |
|---|---|---|---|---|-----------------------------------|
|  | Alert – more than 20% outwith national figure |  | Improving/Increasing over 3 data period average |  | Improving/Increasing year-on-year |
|  | Warning – between 6-19% outwith national figure |  | No Change over 3 data period average |  | No Change year-on-year |
|  | OK – within 5% of national figure |  | Getting Worse/Decreasing over 3 data period average |  | Getting Worse year-on-year |

This page is intentionally left blank

Appendix C – Progress towards delivery of the National Improvement Framework Plan March 2023

| | | |
|-----|-----------------|---|
| Key | Fully delivered |  |
| | On track |  |
| | Behind track |  |
| | At risk |  |

| Excellence | | |
|--|----------|--|
| Priority identified in the NIF | Progress | Narrative on progress |
| <p>Improve the leadership of change in schools</p> <p>Roll out a programme of training associated with the Quality Improvement Framework. Further develop collaboration across the service through the use of Trios and sharing best practice across schools.</p> <p>Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level</p> | | <p>A second round of quality improvement visits have started in primary schools this session with strong collaborative approaches being taken. The majority of Head Teachers report positive outcomes and supportive relationships have been developed through the trio approach in primary schools.</p> <p>Quality Improvement Officers and Managers met in January to review current practices in support of quality improvement activity. Following feedback from head teachers both individually and through locality meetings, there were a number of things to be considered, identified strength and suggested areas for improvement. Key themes raised for review were the consistency of approach, the need to consider a proportionate support package linked to the school self-evaluation and findings from previous quality improvement visits and the need to align our approaches more fully to the Standards, Quality & Improvement Plan and HMle processes to help schools further prepare schools for inspection. We have started considering our professional learning offer for 2023-24 to ensure it is more robustly aligned to school improvement activity and identified areas of need.</p> <p>One of our Associate Assessors is working closely with schools to support them with paperwork required to be submitted prior to inspection. This has resulted in improved quality of self-evaluations which has been commented on by HMle</p> <p>Representatives from the early years team have identified and developed supports to further enhance play pedagogy in primary and ELC settings. Work has been undertaken to develop our Sharepoint site with enhanced access to materials which support all areas of ELC, however there are key pieces of work on play which have been shared with Head Teachers for further distribution and a request for support in highlighting good practice.</p> |

| | | |
|--|--|--|
| | | <p>Our Readiness for Into Headship group have recently undertaken some focused training using the Quality Improvement Framework, developing greater understanding of the process of high-quality self-evaluation and how this links to school improvement planning. Our middle leaders programme continues to be well attended with ongoing feedback that the opportunities for networking and professional dialogue are extremely well received.</p> <p>Secondary schools are working together to develop training and support for middle leaders as part of our readiness for inspection programme. Each of our secondary schools awaiting inspection plan to welcome peer headteachers in on a deep dive visit to support and challenge their self-evaluation.</p> |
| <p>Improve the quality of learning, teaching and assessment in schools</p> <p>Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard.</p> <p>Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities</p> | | <p>The Attainment Advisor (AA) continues to support primary schools to develop approaches to Learning, Teaching and Assessment. This session she has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop current planning and delivery. The AA and an Education Support Officer are our local leads for a National Improving Writing Programme delivered by the Children and Young People's Improvement Collaborative (CYPIC). 6 city primary schools have been involved in phase 1 and a further 5 schools have undertaken the initial training as part of phase 2, which is being led and delivered by our local leads.</p> <p>The Lead Teacher continues to work with secondary colleagues across the city to provide targeted support to a small number of schools in order to improve the quality of learning, teaching and assessment. This work is bespoke and designed to meet the needs of individual schools.</p> <p>Quality Assurance and Moderation Support Officers (QAMSOs) met together in February and have begun planning city wide moderation training to support the whole moderation process. The group will begin to share support materials through the QAMSO site in April.</p> <p>A new approach to delivery of professional learning has been undertaken this year with a focus on expert teachers delivering focused professional learning in response to quality improvement activity and staff feedback. 22 Grassroots Professional Learning Programme (GPLP) sessions have been delivered to date, focusing on pedagogy, support for beginning teachers, health and wellbeing and inclusive practices, from the 9 programmes currently</p> |

| | | |
|---|--|--|
| | | <p>on offer. There are 3 GPLP PE Project offers available for all primary and support staff on the February inset days. An additional curricular support programme will begin towards the end of February focusing on creating mathematical classrooms at early and first level. Initial registrations for this programme are over capacity at 38 attendees, with a waitlist of a further 21 attendees.</p> <p>Feedback from these programmes has been positive; the modelling of practical ideas and guidance on resources and delivery, with hands on and active sessions delivered by experienced classroom teachers have been highlighted. Comments also reflect on the sessions allowing attendees to develop their knowledge and skills to support their learning and teaching.</p> |
| <p>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</p> <p>Work with school health and wellbeing leads to audit the in school provision.</p> <p>Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps.</p> <p>Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people.</p> <p>Continue to deliver holiday programmes in keeping with national guidance and local instructions</p> | | <p>The Mental Health Collaborative have met twice now and have established an agreed terms of reference. The recent meeting in January allowed the collaborative to review the draft Children's Services Plan and consider how best to lead this proposed work.</p> <p>The PEPAS group were fortunate to secure funding for Primary Intermediate Sport and through this funding colleagues from Grampian Disability Trust and Active Schools have supported schools in Boccia training. Building capacity of pupil leaders and staff to increase access to this inclusive sport, preparing for a primary school festival at the end of March. This training has been extremely well received. Through this piece of work, all schools will also be in receipt of their own Boccia kit so that this can be developed further.</p> <p>SHINE mental health survey reports captured in November 2022 have been shared with individual schools and ASGs and this will allow individual schools and school groups to focus on strengths and areas of need at a local level. The Quality Improvement team will review the sector specific reports to ensure across the city appropriate planning is undertaken in response to the outcomes of this. The physical wellbeing survey has also been concluded and the data drawn in to PowerBI to allow this to be shared with Schools for local, ASG and sector wide data analysis. Following last year a city wide report will be written and shared with the mental health collaborative, PEPAS group and relevant partners.</p> <p>Planning is underway for Easter in the city. Surveys have been sent to all learners and parents to ensure the programme meets their needs. The final programme will be shared with schools in mid March.</p> |

| | | |
|--|--|--|
| <p>Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them.</p> <p>Continue to support our Pupil Climate Change Group Establish a webpage on the ACC site to encourage engagement and participation by children and young people.</p> <p>Continue to work with community planning partners to become a Child Friendly City.</p> <p>Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps.</p> <p>Lead the Council to ensure full compliance with the UNCRC</p> | | <p>A children's rights report has been collated to both comply with our current statutory duties and inform our next steps as we plan for the incorporation of the UNCRC into Scots Law. The publication of statutory guidance will trigger a review of our plan for incorporation.</p> <p>Following agreement at the H&WB summit and through the Education and Children's Services Committee, a group of young people are currently working on the development of a job profile that aligns with the 'One Good Adult' project. Through this process the group will develop approaches to using this for recruitment of adults working directly with children and young people across various services within Aberdeen City. The outcome of the most recent H&WB surveys undertaken in November/December 2023 are being taken through the PEPAS group and Mental Health collaborative to ensure appropriate next steps are considered in line with the Children's Services Plan. The pilot work will be shared at a National Learning & Sharing Event on the 14th of March which will be attended by colleagues across Scotland, Minister for Mental Health and COSLA leaders.</p> <p>The next focus of the Youth Climate Group is the allocation of the £150k towards specific local school projects. The group are keen to spend this money wisely and ensure that there has been as much consultation as possible over how the budget could be utilised most effectively to provide the greatest impact. Insight was sought from several groups and the Youth Climate Change Group have enjoyed inputs from several council areas and leaders. Insight and advice were provided from these sessions over how local projects at school level may be something that the group would wish to consider funding, as this will give that sense of ownership to children and young people in their local area.</p> <p>Education, and other council services, will continue to support and promote the Youth Climate Change group. This will involve supporting them in plans to allocate funds to our schools. Importantly there will also be the need to appoint a successor to Charles Turner as Youth Climate Change President. The selection process for this appointment will be a major focus for Charlie Turner and members of the group in the next few months.</p> <p>An important youth climate change event is to be arranged for April 2023. This will be led by the Youth Climate Change president and the Youth Climate Change group. This event will be a presentation of the City's Net Zero strategy</p> |
|--|--|--|

| | | |
|---|--|---|
| | | <p>and the challenges that exist within these aims. Young people will have the task of considering these challenges in groups and working out the options and solutions that could be followed. This event will give pupils a greater understanding of their local area and the challenges that are being faced. They will also gain an idea of what these challenges are locally building on the global concerns that they have looked at during previous citywide youth events. It will give that local rather than global context so that pupils can look at the city strategy and help formulate solutions. Aberdeen City Council's Climate Change Plan Oversight Group, which has representation from all council departments, will be helping to facilitate this event.</p> |
| <p>Deliver a broader range of senior phase learner pathways aligned to growth areas.</p> <p>Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.</p> <p>Phase 1 ABZ Campus to support specific pathways programme of work which includes workstreams on:</p> <ul style="list-style-type: none"> • HNC • National Qualifications • Foundation Apprenticeships • Employability Courses • Pathways for young people with ASN • Targeted support for care experienced young people <p>Simplify pathways into apprenticeships with the Council post school.</p> <p>Prepare for Phase 2 and the establishment of Hubs across schools to further improve access.</p> | | <p>Work continues on the development of ABZ Campus, our exciting initiative to develop growth-sector aligned pathways for young people in Aberdeen.</p> <p>We continue to work closely with our partner providers (NESCoI, Aberlour Futures, Bon Accord Care, Citymoves Studio and Glamcandy) to offer more Foundation Apprenticeships (FAs), National Progression Awards (NPAs), National Qualifications (NQs) and Highers/Advanced Highers aligned to our growth sectors from June 2023.</p> <p>An engaging and user-friendly, ABZ Campus Course Guide has been published along with newly created, ninety second promotional course videos, featuring local students and providers.</p> <p>New Pathways Advocate posts have been introduced across our eleven Secondary schools to support, monitor and track care experienced young people in pathways planning and achieving a positive and sustained destination. Pathways Advocates will provide advice and support around choices, vocational pathways and future options and will work closely with Principal Teachers of Guidance and SDS, Careers Advisors.</p> <p>On Monday 6th February, a pre-recorded Family Information Event was launched to allow parents, carers and young people to hear a little more about ABZ Campus (link here). This launch coincided with the 'going live' of the bespoke ABZ Campus web pages (https://abzworks.co.uk/abzcampus/) to provide access to a Course Guide, promotional videos and further information.</p> <p>Strategic thinking about how Phase 2 of ABZ Campus might allow locality-based provision has started with work to continue through 2022 and into 2023.</p> |

| | | |
|---|--|--|
| <p>Improve the delivery of Computer Science from 3-18 and beyond</p> <p>Establish Aberdeen Computing Collaborative to bring all key partners together Work with Prof Mark Logan to address the issues raised in his report. For year 2022/23 this is likely to include:</p> <ul style="list-style-type: none"> • Upskilling current staff in digital and computer science skills • Increasing pathways into Computer Science teaching • Increasing the number of pathways (aligned with ABZ Campus) | | <p>A Scottish Technology Ecosystem Lead has been appointed to complete 32 hours of work developing resources to support Computing Science in Early Learning and Primary.</p> <p>Opportunity North East have joined the Aberdeen Computing Collaborative to represent the views of the local Tech Sector industry and promote opportunities to collaborate.</p> <p>A city-wide event is in planning for the November in-service with a focus on digital and computing science.</p> <p>Additionally, a formal link has been established with UHI to support training of graduates into Computing Science teaching posts. Students will be provided with placements and a base in Aberdeen City with 1 student being supported this year.</p> |
|---|--|--|

| Equity | | |
|--|----------|---|
| Priority identified in the NIF | Progress | Narrative on progress |
| <p>Improve the quality of environments/supports for those with additional support needs</p> <p>Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies.</p> <p>Develop guidance on how to meet a range of needs, particularly sensory needs Continue to be responsive in the support being offered by the ASN and outreach service.</p> <p>Work with partners to develop transition planning, including those with disability Delivery of the Accessibility Plan.</p> | | <p>In almost all schools we have identified a lead to support the implementation of Inclusion in Practice, The CIRCLE Framework. Following the launch of the Framework in September training sessions and surgeries have been led by Education Support Officers, Educational Psychologists and Health professionals to support the roll out of the resources and associated training. These partnerships are providing rich expertise to ensure the CIRCLE training and resources are impactful and consistent across our settings. The online CIRCLE Toolkits have been accessed almost 1000 times by school staff. We are beginning to see the shared vision and language of the CIRCLE Framework at school Quality Improvement Visits, where some schools are utilising the resource to consider the environments they are providing, to encourage and help learners and to support the delivery of learning and teaching.</p> <p>The ASN & Outreach Service seeks to support learners through a quality, collective approach. The Senior Leadership Team are continuously reviewing and developing systems designed to ensure robust decision</p> |

| | | |
|---|--|--|
| | | <p>making throughout the service. Work is ongoing to further-promote consistency in the understanding of what the service offers using 'the Five Roles of Support for Learning'. This is available via the Service's new website, which was launched in 2022. By continuing to engage with/be guided by the single Service Improvement Plan and governance structure, a dedicated, consistent high-quality cross-team ethos is being cultivated.</p> <p>Activity undertaken in 2022-2023 enabled the Service to implement a <i>Quality Improvement Framework</i> designed to better-support self-evaluation across the whole service. The <i>Framework</i> is being used to drive the implementation of a system of collective self-evaluation of Quality Indicator 2.3, Learning, Teaching and Assessment. This is coupled with the Service's involvement in local authority Quality Improvement Visits. Evidence gathered from this is key to better understanding collective strengths and next steps, and a pilot internal professional learning calendar has been launched as a result. Common tracking and monitoring periods/approaches are being piloted to strengthen data-led improvement methodology and further engender Service-wide consistency. These seek to ensure the service can consistently track request for assistance (input) data to improved outcomes for learners, thus robustly evidencing the impact of our interventions.</p> <p>A new professional learning framework to help staff develop the skills they require to support children with additional support needs has been launched for all staff in the Education Service. The framework offers training at a range of levels to support our delivery of the Accessibility Plan. The Head Teacher, in conjunction with Central Officers, continues to ensure the direction of travel is aligned with the recommendations of the Morgan Review: recent self-evaluation highlights consistent and steady progress in this regard.</p> |
| <p>Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise</p> <p>Review cases of those who are on the edge of care to inform next steps</p> <p>Use Service Design principles to reshape the approach taken by the Virtual School and wider</p> | | <p>Governance arrangements have been established and the oversight board will meet monthly to look at strategy and interventions with all service leads.</p> <p>Operational teams meet weekly to discuss individual young people and to identifying any specific learning to be captured. The strategic leads meet fortnightly to discuss progress including any barriers / learning to be captured / reporting impact/ new referrals.</p> <p>An amber rating has been allocated due to the delay in establishing the full teams. This has now been addressed. We are currently considering how</p> |

| | | |
|---|--|--|
| <p>Council with a focus on prevention and early intervention.</p> <p>Establish a pilot in two Associated Schools Group to test and improve the model.</p> <p>Continue to work with Further and Higher education to support those who are care experienced into positive destinations</p> <p>Support those least likely to secure a positive destination through a School Leavers fortnight</p> | | <p>best to evaluate the impact of the pilot to determine next steps for consideration by Elected Members.</p> <p>Officers are at the early stages of considering what a school leavers fortnight could look like. Considerable time and energy has been invested in following up school leaver destinations to inform our work in the longer term.</p> |
| <p>Close the poverty related attainment gap</p> <p>QIOS to work with HTs to monitor the impact of PEF interventions regularly to enable agility (attendance, exclusion and attainment data for identified children and young people reviewed 3 times a year).</p> <p>Engagement with Education Scotland</p> <p>Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.</p> <p>Work with Education Scotland Attainment Adviser to target support to identified schools.</p> | | <p>HTs continue to have the autonomy to decide how PEF allocation is spent within their specific context. Central staff have dialogue with HTs regarding PEF as part of quality assurance visits to ensure that robust data analysis supports HTs to consistently identify gaps but also plan for effective evaluation of interventions, progress, and impact. The AA has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop their current planning.</p> <p>ACC Framework for Equity sets out the vision of investing shared resources to target early intervention and prevention for children and young people being central to tackling inequality and improving life chances. The importance of early intervention, prevention, partnerships and reducing health inequalities continue to be prioritised, alongside high-quality learning experiences, use of data and targeted and differentiated interventions and support.</p> <p>Aberdeen City have set stretch aims for session 2022-23 and additional strategic stretch aims to be achieved for 2026. Senior school leaders have been involved in discussions regarding current data which included them having the opportunity to feedback on proposed stretch aims and ask any questions. Tracking, conducted three times a year, allows for monitoring and any support/challenge interventions to be provided by the central team and the Attainment Adviser. Frequent data conversations take place regarding attendance, attainment, and engagement at a school and regional level. Live data profiles allow for increased accuracy of progress and provide a</p> |

| | | |
|--|--|--|
| <p>Maximise uptake of free Musical Instruction Audit the cost of the school day to determine next steps</p> <p>Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households.</p> <p>Universal roll out of PEEP in all ELC settings</p> | | <p>basis for formal tracking meetings to take place within the quality improvement framework process.</p> <p>The Music Service has begun planning the offers available to young people through the music centre option agreed at committee in January.</p> <p>The Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 has been compared with Local statutory plans. Work has also been undertaken to review the supply of early learning and childcare placements against demand.</p> <p>All Early Learning and Childcare settings are now delivering a Parents as Early Education Partners (PEEP) programme based on the needs of their school community. Plans are being progressed to ensure that a range of professionals can inform the design and delivery of the programme.</p> |
| <p>Prevent families from experiencing poverty wherever possible</p> <p>Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through:</p> <ul style="list-style-type: none"> • Money advisors • Partnership with Cfine • Continue to be responsive to the needs of refugees arriving in the city. | | <p>ACC Framework for Equity sets out the vision of investing shared resources to target early intervention and prevention for children and young people being central to tackling inequality and improving life chances. The importance of early intervention, prevention, partnerships and reducing health inequalities are prioritised alongside high-quality learning experiences, use of data and targeted and differentiated interventions and support. Family support, access to foodbanks and financial advice are signposted for all families by schools. A holistic strategic approach for families impacted by poverty is leading to improvements in readiness to learn, inclusion and participation.</p> <p>Each school cluster has access to at least one full time youth worker. Following an early intervention rationale and a multiagency approach, targeted interventions are beginning to break down barriers to learning such as poor attendance, exclusion and lack of engagement and participation. Family services are an uppermost priority. Carefully targeted support provides opportunities to connect, building parenting skills in how parents can support their child with literacy and numeracy as well as providing responsive workshops often linking to mental and emotional wellbeing. As well as these workshops, opportunities include family residentials, Easter and summer play sessions city wide, counselling sessions and access to financial advice. A holistic strategic approach for families impacted by</p> |

| | | |
|---|--|--|
| | | <p>poverty is in turn leading to improvements in readiness to learn, inclusion and participation.</p> <p>Work continues to support refugee families both those living in hotels in the city and those moving into more settled accommodation. Additional support has been provided to the Dyce schools to enable them to respond to the needs of the large number of Ukrainian pupils and their families living in hotels in the area.</p> |
| <p>Partnership Delivery of the Family Support Model Continue to work to shape a model of Family Support with Community Planning Partners</p> | | <p>Work to develop a Family Support Model continues to progress. Two recent workshops with multi-agency partners have helped clarify the vulnerabilities in the current system in order to build a stronger model. This work will be built into the refreshed Children's Service plan due for publication in 2023. Children's services plan is currently out for consultation.</p> |
| <p>Review the Anti-bullying policy Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.</p> | | <p>Two schools have engaged with the national thematic review and both will be featured in a case study of best practice. The output of the review will be used to help inform our work to refresh our Anti-bullying policy.</p> |
| | | |

| Strategic enabler identified in the NIF | Progress | Narrative on progress |
|---|-----------------|---|
| <p>High quality professional learning for all</p> <p>Maintain an agile programme for all school staff to include opportunities for:</p> <ul style="list-style-type: none"> • Probationers • Early stage teachers • Middle leaders • Senior leaders • Supply staff <p>Re-establish subject networks.</p> <p>Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries.</p> | | <p>This session we launched our grassroots professional learning programme (GPLP), designed and delivered by a small network of 'Expert Teachers' across a range of key themes; pedagogy, health and wellbeing, inclusive practices, probation and NQT support and curricular support. Our GPLP offer is being shared across the local authority to support system wide improvement through enquiry-based practices, collaboration opportunities and evidence-informed learning.</p> <p>There are five programmes currently being delivered, with additional offers to start after Christmas. Initial feedback from these programmes has been positive.</p> <p>Further support for learning and teaching will be available through the work of two Digital Leads who will focus on the training coordination and delivery across all our key technologies from January. Additional digital support will</p> |

| | | |
|--|--|---|
| <p>Support staff to gain qualifications in order to realise career progression and promotion.</p> | | <p>also be offered through two STER Implementation Leads. As Aberdeen City is a pathfinder authority with a focus on developing resources to support development of Computing Science in Broad General Education (3 to 15), these STER Implementation Leads will be responsible for development of BGE materials from Early through to Second Level initially. This work will include developing new and adapting existing resources for this purpose and creating video content to support this work.</p> <p>The GPLP project is running in tandem with the wider CLPL offer and allows for the continuation of targeted CLPL sessions from both internal and external providers. We will continue our city-wide work with Osiris on the February in-service day to allow for completion of the four quadrant cycle of learning for our schools.</p> <p>A joint in-service day offer for ELC and Primary 1 teachers took place in November through the Early Years Outdoor Expo event at Hazlehead Outdoor Nursery. The event allowed for an opportunity for educators from across the city to network, join a range of practical workshops and move towards a shared vision for early childhood.</p> <p>Our EduSharePoint Professional Learning page continues to signpost to local, regional and national professional learning opportunities for all and offers a variety of asynchronous self-directed activities across all levels.</p> <p>In partnership with the Northern Alliance and Education Scotland we are continuing to offer, where possible funded opportunities for staff to engage with award bearing courses such as the Into Headship and Middle Level Leadership.</p> |
| <p>Senior and Middle Leadership development</p> <p>A programme for Middle Leaders to enhance their leadership skills.</p> <p>A focus on those aspiring to Into Headship</p> <p>Create a network for Middle Leaders to:</p> <ul style="list-style-type: none"> • Share practice • Learn from and with each other | | <p>Engagement in the middle leadership programmes continue to be high and colleagues are now becoming more comfortable in asking one another for help and sharing practice through our established Middle Leaders Teams Space.</p> <p>Middle leaders attending sessions continue to comment on the positive impact professional dialogue is having on their practice. Having the opportunity to engage in high level, facilitated discussion is building confidence and capacity.</p> |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> Engage with professional learning opportunities to improve leadership capacity | | <p>Those undertaking the Readiness for Into headship programme have been working through a self-reflection 360 tool, developed in partnership with Lumas 360 and focusing on the GTCS standards for middle and senior leaders and high-quality leadership skills. Education Support Officers and experienced peer HTs have been trained to review this 360 assessment and work with the individuals to coach them to use this as a supportive, reflection tool, building on the outcomes to plan ahead. There has also been a recent focus on our service Quality Improvement Framework, supporting individuals and teams in maximising impact on school development.</p> |
| <p>Support staff health and wellbeing</p> <p>Respond positively to the findings of the staff health and wellbeing survey</p> | | <p>The findings of the staff health and wellbeing audit high level messages were shared with H&WB leads in November. These are also to be shared with HTs to ensure that school leaders are in a position to consider the feedback as part of their own establishment self-evaluation and plan an effective response. Actions from the survey are included in the Children's Services plan</p> |
| <p>Monitor workforce to ensure our capacity to deliver for children and families</p> <p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p> | | <p>Effective mechanisms are in place to monitor levels of vacancy across schools, and despite the increase in school rolls, the service is attracting applicants for posts in schools.</p> |
| <p>Continue to develop School Profiles</p> <p>Include tracking information collected in November, February and May.</p> <p>Provide overview of individual school targets in relation to agreed stretch aims.</p> <p>Continue to evaluate the use of profiles and ensure access for all.</p> | | <p>PowerBI live tracker will be operational by January with schools having access to tracking information at school and individual level 3 times per session. This data will allow us to track the progress of schools against stretch aims and to track individuals progress from 3 – 18. All relevant data sets are to be linked to the school profiles to ensure schools have access to all data in one location.</p> <p>Staff have the opportunity to provide feedback through an interactive form.</p> |
| <p>Implement improved tracking and reporting</p> <p>Establish common tracking system across BGE and use alongside Scottish National Standardised</p> | | <p>A common tracking system is available for staff to use and evaluate over this current school session prior to mandatory implementation in all schools in August 2023. This approach is providing really helpful insight into the system and enabling us to build a system we can have confidence in.</p> |

| | | |
|---|--|--|
| <p>Assessments (SNSA) data to inform pathways for young people.</p> <p>Develop a range of templates for reporting in BGE at secondary.</p> <p>Ensure smooth transfer of tracking in all curricular areas at key transitions and in particular at P7/S1 where data will be mapped to courses in Secondary.</p> | | <p>Reporting templates are being reviewed and agreed to allow secondary schools to have a format which matches their context.</p> <p>Primary curricular areas are being mapped to secondary trackers and there is early feedback that this is useful when planning experiences post transition.</p> |
| <p>Collaborate with partners to join data sets when beneficial to do so</p> <p>Monitor uptake of ELC to inform next steps and help offer top up hours to families</p> <p>Work in partnership with others to increase uptake of ELC for eligible 2s</p> | | <p>The service continues to work closely with colleagues in health to identify families eligible for ELC provision in order to increase uptake of ELC for eligible 2s.</p> |
| <p>Increase central oversight of tracking data and PEF impact measures</p> <p>Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.</p> <p>Track PEF interventions and match to attainment to identify impact and inform future PEF spend</p> | | <p>Mechanisms are in place to centrally monitor Curriculum for Excellence data following the three tracking periods. Data is matched to SNSA data to allow for challenge around correlation of attainment. At each tracking period QIOs discuss data with headteachers or data leads providing challenge and scrutiny .</p> <p>The Pupil Equity Fund (PEF) tracker in development will allow schools and central officers to better audit the impact of interventions and spread best practice more readily.</p> |
| <p>Clear expectations around the Core Quality Indicators</p> <p>Evaluate the impact of the Quality Improvement Framework and plan next steps.</p> | | <p>There is a notable improvement in the quality of school improvement plans and almost all schools now have a child friendly improvement plan in place.</p> <p>Training sessions have been offered to Headteacher</p> |
| <p>Regularly reviewed approaches to central Quality Improvement approaches</p> | | <p>Our second set of Quality Improvement visits are underway and learning from the first round is supporting a more proportionate approach. Teams are working in partnership with our associate assessors to ensure schools awaiting inspection are fully prepared.</p> |

| | | |
|--|--|---|
| <p>Evaluate the impact of each programme of Quality improvement to determine next steps.</p> | | |
| <p>Maintain approaches to collaborative improvement across the city.</p> <p>Review impact of Trios and plan next steps</p> | | <p>The Trios approach is now leading to increased opportunities to share best practice across primary schools. The approach is less impactful across secondary schools and is currently being reviewed, with a view to introducing in session 2023-24.</p> <p>Introduction of locality targeted Early Years Locality Leads has increased capacity and strengthened the Quality Improvement Team to provide support and consistent messaging across locality schools.</p> <p>In light of the number of poor ELC inspections, staff are being sought from high performing settings to support staff teams to understand the standard where appropriate. The impact of this change in approach will be evaluated over the next 6 months.</p> |
| <p>Delivery of Parental Involvement and Engagement Plan</p> <p>Delivery of the Parental Involvement and Engagement Plan</p> | | <p>Aberdeen Parent Council Forum (APCF) have had an opportunity to engage in the National Discussion - 'Let's Talk Education' with small numbers attending to share their views. There have been opportunities across many schools to engage with this at school level. The partnership with APCF continues to be strong with regular attendance from the Education Service at bi-monthly meetings to provide updates in relation to service improvement.</p> <p>Ongoing support for parent councils has been provided with almost all schools currently sustaining a positive parent council team. Supports continue to be offered where there are challenges with engagement. This is currently being supported by Education Support Officers and a Quality Improvement Manager.</p> <p>Through the Stronger Family Series a variety of learning opportunities continue to be offered to parents and carers which focused on antibullying delivered in November by Respectme. Recordings are made available for those who cannot join the live event.</p> <p>Within ELC, PEEP is continuing to be rolled out. Partnership with Save the Children was also positively received last session, and provided key supports to parents in some of our pilot settings. Six schools have been</p> |

| | | |
|---|--|---|
| | | offered fully funded training to embed a Families Connect programme, a facilitated network for parents of pupils aged 3-6. |
| Delivery of neurodevelopmental pathway Establishment of pathway in keeping with the partnership plan | | The service continues to contribute to the development of a multi-agency neurodevelopmental pathway and a Programme Manager and Project Officer have been appointed to help drive forward this plan. This work is built into a refreshed Children's Services Plan for 2023-2026. |
| More closely align the universal services of health and education Capitalise on opportunities for co-location and co-delivery of services for children and families | | <p>The education service and Lead Nurse continue to meet on a weekly basis to share intelligence and further promote co-location and co-delivery. This has led to a refresh of approaches to school nursing and the attendance of the Lead Nurse at Head Teacher meetings and attendance by the Chief Education Officer at Universal health meetings.</p> <p>School nursing teams are now aligned to the localities supported by schools to ensure stronger partnership working is being developed.</p> <p>Further partnership working with NHS has been agreed through part funding of supports for Place2Be in 2 of our Schools as a pilot project to enhance early intervention and prevention through a counselling approach for children aged 3+. This work will increase access for children and families at an early stage to benefit from interventions such as play therapy and look at whole family support. Part of this funding has been targeted in areas where high levels of Ukrainian families are being supported.</p> |

This page is intentionally left blank

ABERDEEN CITY COUNCIL

| | |
|---------------------------|--|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Equality Outcomes and Mainstreaming Progress Report |
| REPORT NUMBER | CFS/23/109 |
| DIRECTOR | Andy MacDonald |
| CHIEF OFFICER | Derek McGowan |
| REPORT AUTHOR | Baldeep McGarry, Darren Buck, Mark Hearn and Arlene Dunbar |
| TERMS OF REFERENCE | 1.1.1 |

1. PURPOSE OF REPORT

- 1.1 This report provides members of the Education and Children's Services Committee with an update on progress achieved at the end of Year 2 of Aberdeen City Council's Equality Outcomes for the year 2021- 2023.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the progress from 2021 – 2023 on the education Equality Outcomes as detailed in the [Equality Outcomes and Mainstreaming Progress Report 2021-2023](#);
- 2.2 notes that the Staff Governance Committee, Anti-Poverty and Inequality Committee and Licensing Board will also consider the Equality Outcomes and Mainstreaming Progress Report for 2021-2023; and
- 2.3 provides comments to be taken into account by the Chief Officer – Early Intervention and Community Empowerment in future reporting cycles.

3. CURRENT SITUATION

- 3.1 Aberdeen City Council has to comply with the public sector equality duty, as laid out in the Equality Act 2010.
- 3.2 Aberdeen City Council also has to comply with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 which includes reporting mainstreaming equality and progress on outcomes; policies and practices; employee information; procurement and publishing a report in a manner that is accessible.
- 3.3 The specific duties were created by the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The duties were implemented from 2013 and the

first reports required under the legislation on Equality Outcomes, Mainstreaming and Equal Pay were published on 30 April 2013. There is a reporting duty on listed authorities for every two years by the 30th of April.

- 3.4 The former Operational Delivery Committee considered a [previous report](#) on 11 March, 2021 and agreed outcomes. This current report provides an update on progress since the new outcomes were approved at that Committee.
- 3.5 This report provides evidence from the Council and communities on how equality has been mainstreamed and groups with one or more protected characteristics have been supported.

Protected characteristics as defined by the Equality Act 2010 include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

- 3.6 The report is informed by background papers listed, data and evidence gathered through stakeholder and wider public consultation. The Council worked with Grampian Regional Equality Council to ensure a widespread reach with communities and using various community engagement mechanisms to compile progress against the corporate outcomes:
- **Outcome 1** - All people with protected characteristics will access information, goods and services knowing that social and physical barriers are identified and removed, with a focus on Age, Gender reassignment and Disability.
 - **Outcome 2**- Diverse communities in Aberdeen will have an increased sense of safety and belonging within their neighbourhood and City, with a focus on Race (including Gypsy/Travellers), Religion and Sexual Orientation.
 - **Outcome 3** – Representation in civic participation of people with protected characteristics will be improved by ensuring our leaders, staff and organisation champion the equality agenda in the City, with a focus on Disability, Race and Sex.
- 3.7 The education outcomes were progressed through multiple activities, engagement and monitoring and reporting to bring about changes to deliver the outcomes which include:
- **Outcome 1** - Increase access to information by ensuring communication barriers are removed for children, young people and families who are disabled.
 - **Outcome 2** - Increase the feeling of trust and belonging to schools and communities by reducing bullying of those with protected characteristics, race, disability, LGBT.
 - **Outcome 3** - Reduce number of exclusions for children and young people with disabilities.

3.8 Through the process of gathering data, there were some gaps identified in the data collection and opportunities identified to improve data collection for future reports.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from this report.

5. LEGAL IMPLICATIONS

5.1 Delivering on the published progress on mainstreaming the Equalities Outcomes will help public authorities comply with their legal duties under:

- Section 149 of the Equality Act 2010 (the public sector equality duty), and;
- The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no direct environmental implications arising from this report.

7. RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|-----------------------|--|---|---|---|
| Strategic Risk | Risk of discriminating against those with protected characteristics and those in socio-economic disadvantage | <ul style="list-style-type: none"> - Strategic Equality group set up to oversee operations. - Requirement to carry out robust Integrated Impact Assessments - Equality Participation Network formed to engage with community groups. | L | Yes |
| Compliance | Requirement to meet the General Duty under the | This report contributes to the process of compliance and | M | Yes |

| | | | | |
|------------------------------|--|--|-----|------------|
| | Public Sector Equality Duty and produce statutory reports. | evidences actions and mitigations. | | |
| Operational | Staff capacity and insufficient funding to supporting 3 rd Sectors commissioned to carry out actions. | Integrated Impact Assessments are completed for policy, proposals and projects to identify and assess impacts and seek appropriate mitigations are in place. | L | Yes |
| Financial | No financial risks identified | N/A | N/A | N/A |
| Reputational | Potential risk if not compliant with the Public Sector Equality Duty resulting in legal action | Regular updates, engagement and accessible reporting will ensure outcomes are achieved and reduces any such risks. | M | Yes |
| Environment / Climate | No environmental risks identified | N/A | N/A | N/A |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN 2022-2023</u> | |
|---|--|
| | Impact of Report |
| <p>Aberdeen City Council Policy Statement</p> <p><u>Working in Partnership for Aberdeen</u></p> | <p>The activities listed within this report support the delivery of the following aspects of the policy statement.</p> <ul style="list-style-type: none"> • Supporting people with the cost of living • A city of opportunity through equitable means • A vibrant city that is accessible • An active city • A prosperous city • Empowering Aberdeen's Communities • Caring for each other • A safer Aberdeen • A transparent, accessible and accountable Council |

| | |
|---|---|
| | <p>The progress reported shows the work being done to integrate equality into our day-to-day work so that it becomes part of our structures, operations, behaviours and culture which contribute to continuous improvement and better performance with a focus on those with protected characteristics.</p> |
| <p>Aberdeen City Local Outcome Improvement Plan 2016-26</p> | |
| <p>Prosperous Economy Stretch Outcomes</p> | <p>The progress in this report supports: Stretch Outcome 1: No one will suffer due to poverty by 2026. Stretch Outcome 2: Number of unemployed Aberdeen City residents supported into Fair Work The progress plotted in this report highlights some of the initiatives in line with the listed stretch outcomes to ensure communities have better access to information about employment opportunities, funding and upskilling programmes.</p> |
| <p>Prosperous People Stretch Outcomes</p> | <p>The progress in this reports supports stretch Outcomes 4-9 focus on children and young people and Stretch Outcomes 10-12 focus on adults.</p> <p>4. 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p> <p>5. 90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026.</p> <p>6. As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>7. 95% of children living in our priority neighbourhoods will sustain a positive destination upon leaving school by 2026.</p> <p>8. Child friendly city where all decisions which impact on children and young people are informed by them by 2026.</p> <p>9. 30% fewer young people (under 18) charged with an offence by 2026.</p> <p>10. 25% fewer people receiving a first ever Court conviction and 2% fewer people reconvicted within one year by 2026.</p> <p>11. Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>12. Rate of harmful levels of alcohol consumption reduced by 4% and drug related deaths lower than Scotland by 2026</p> |

| | |
|-------------------------------------|---|
| | Implementation of the recommendations will allow a greater opportunity and structure to reach out to those who suffer the complexity of multiple inequalities related to their protected characteristics, such as Care Experienced young people, those living within priority locality areas and adults with health and wellbeing issues. |
| Prosperous Place Stretch Outcomes | N/A |
| Regional and City Strategies | <p>The actions in this report support the Regional Economic Strategy 2018-2023, and in particular, actions on inclusive economic growth.</p> <ul style="list-style-type: none"> • Through the Regional Learning and Skills Partnership, improve support for young people, high attainment, meaningful progression and employment opportunities that, in turn, fulfil the economic needs of the region. • Putting inclusive growth at the heart of public sector investment, maximise opportunities for targeted recruitment and training activity for all potential procurement spend through community benefit clause <p>The activities listed in this report also enhance the Regional, City and Council strategies through the completion of Integrated Impact Assessments and ensuring that considerations and mitigations are made for those with protected characteristics.</p> |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|--------------|
| Integrated Impact Assessment | Not required |
| Data Protection Impact Assessment | Not required |
| Other | None |

10. BACKGROUND PAPERS

- 10.1 Operational Delivery Committee [previous report](#) on the 11th March, 2021 along with the [approved decisions](#).
- 10.2 [Aberdeen City Local Outcome Improvement Plan 2016-26](#)
- 10.3 [Guidance for Scottish public authorities on the Public Sector Equality Duty](#) , Equality and Human Rights Commission

11. APPENDICES

11.1 [Equalities Progress Report 2021-23](#)

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|--|
| Name | Baldeep McGarry |
| Title | Development Officer – Equalities |
| Email Address | BMcGarry@aberdeencity.gov.uk |
| Tel | 01224 045 445 |

This page is intentionally left blank

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Integrated Children's Services Plan 2023-2026 |
| REPORT NUMBER | CFS/23/077 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne and Graeme Simpson |
| REPORT AUTHOR | Eleanor Sheppard |
| TERMS OF REFERENCE | 1.1.1 |

1. PURPOSE OF REPORT

- 1.1 This report aims to outline the progress made in developing the statutory Integrated Children's Services Plan and seek approval to finalise, submit and then deliver against the Plan from April 2023 to March 2026.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the progress made in developing the draft Aberdeen City Integrated Children's Services Plan for 2023-26;
- 2.2 delegate authority to the Interim Director Children's and Family Services to submit the Plan to the Community Planning Management Board for approval and thereafter submit the Plan to Scottish Government;
- 2.3 note the refreshed Getting it Right for Every Child Operational Guidance which sits at the heart of all planning for children and families; and
- 2.4 instruct the Interim Director Children's and Family Services to ensure that yearly progress reports are presented to the Education and Children's Services Committee and thereafter for approval by the Community Planning Management Board over the lifetime of the Plan.

3. CURRENT SITUATION

- 3.1. Part 3 (Children's Services Planning) of the Children and Young People (Scotland) Act 2014 requires every local authority and its relevant health board to jointly prepare a Children's Services Plan in respect of a three-year period.
- 3.2. This Children's Services Planning process aims to improve outcomes for all children and young people in Scotland by ensuring that local planning and

delivery of services is integrated, focussed on quality and prevention, and dedicated to safeguarding and the promotion of child wellbeing to prevent need from escalating.

- 3.3 While overall responsibility for children’s services planning rests with a Local Authority and its relevant Health Board, it is expected that the Local Authority and health board will work collaboratively with other members of the Community Planning Partnership (CPP), as well as with children, young people and their families to develop Plans.

Identifying the priorities

- 3.4 In November 2022, the Children’s Services Board (an Outcome Improvement Group of Community Planning Aberdeen) started to gather, analyse and update performance management information drawn from across all services for children and families. Undertaking this population needs assessment helped Board members identify current and future need for the child population as a whole, for more vulnerable groups within this and also by age and stage.

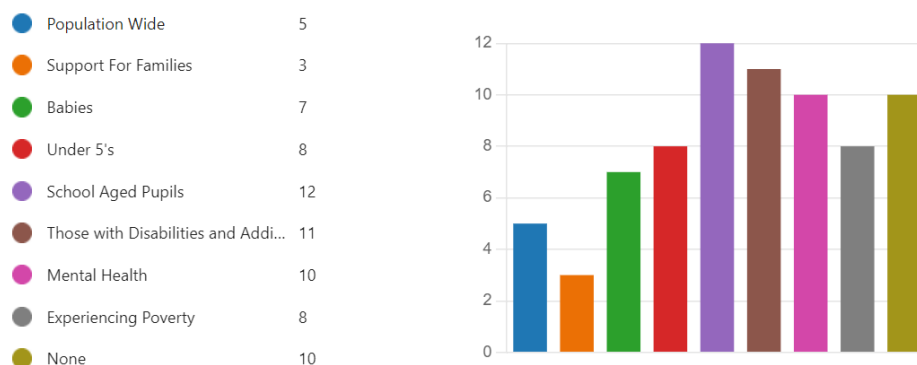
- 3.5 In parallel, the Children’s Services Board considered and mapped all anticipated legislation to ensure that the need to prepare for and implement legislation could also be reflected in the Plan.

- 3.6 The Children’s Services Board agreed a suite of key data that was felt to highlight where improvements or changes were required. A two week period of engagement was undertaken in late January to help provide the Board with some assurance that the emerging priorities were those most in need of our focus. A range of stakeholders engaged with the key data identified including those delivering services to children and families, those receiving services and those responsible for commissioning services.

- 3.7 In total, 463 stakeholders considered the key data and emerging themes and fed back their views through 28 engagement sessions. Some of the data surprised stakeholders.

4. Did any of the data surprise you? Please select any sections where you were surprised by the data

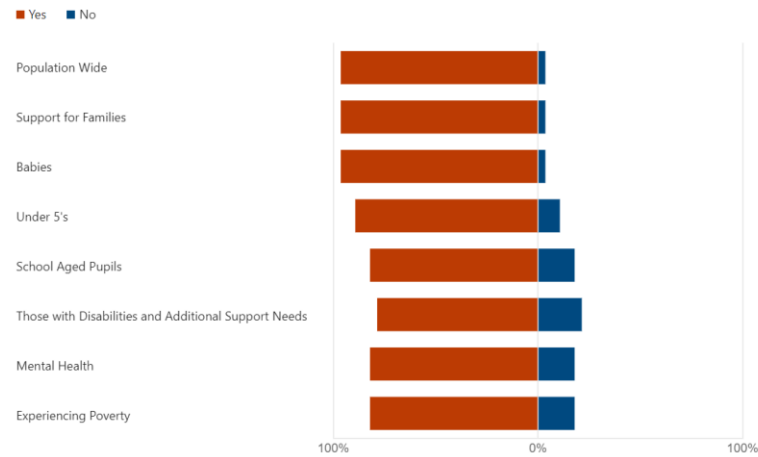
[More Details](#)



- 3.8 There was broad agreement on the key areas for development and improvement.

8. Do you agree with the initial thoughts for improvement priorities? Please select yes or no for each section.

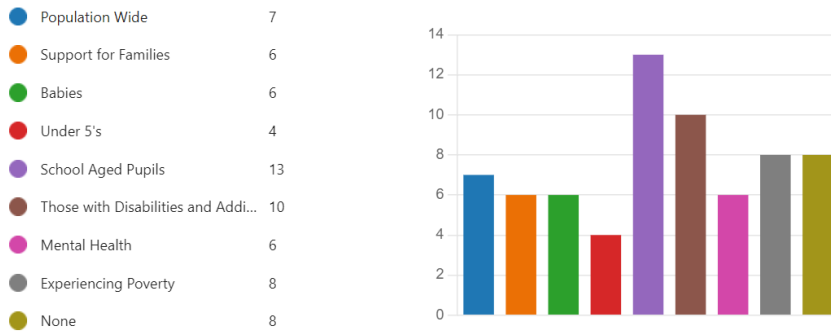
[More Details](#)



3.9 There were requests for more analysis in some areas and requests for further data sets to be considered. This invaluable feedback was taken into account in preparing the draft Children’s Services Plan for consultation.

6. Has any data been missed? Please select any sections where you think data may have been missed from.

[More Details](#)

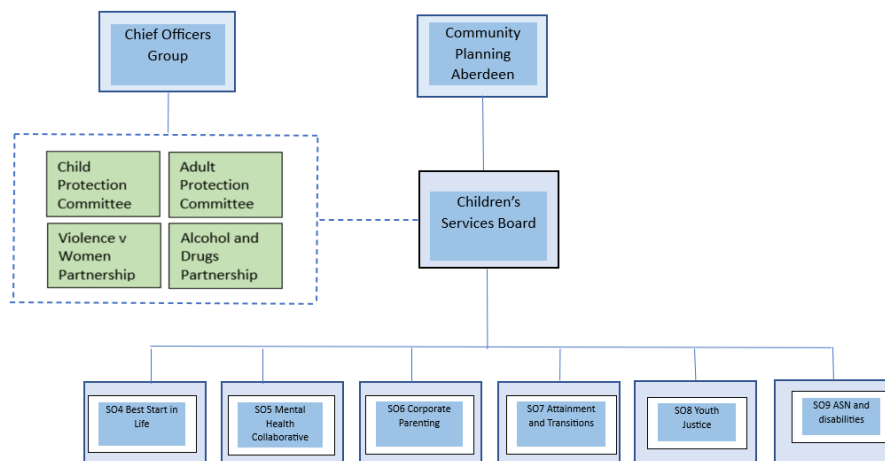


3.10 Feedback from the engagement process has enabled the Children’s Services Board to draft the Action Plans and structure the Plan with far greater confidence.

The draft Children’s Services Plan

3.11 The Children’s Services Plan is one of a suite of Statutory Plans which support delivery of the Local Outcome Improvement Plan. Strategic plans for children include our Corporate Parenting Plan, Child Protection Improvement Plan, Children’s Rights Report, Aberdeen City’s Health & Social Care Partnership Strategic Plan, the education National Improvement Framework Plan, Early Learning and Childcare Delivery Plan and Accessibility Plan, our Community Learning and Development Plan, Community Justice Plan, Locality Plans and our Child Poverty Plan.

- 3.12 The Children’s Services Board agreed the need to better integrate the full range of statutory Plans into the Children’s Services Plan 2023-2026. The Board also expressed a desire to link the Plan to work being coordinated through the local Autism and Carers’ Strategy in order to provide clarity around our improvement priorities for both those who support children and families and those who receive services. Better integration of Plans will support our delivery of more integrated services and help the workforce make the best use of time and resource to better support those we collectively serve with a focus on prevention.
- 3.13 In early February, a Draft Children’s Services Plan was developed based on the strategic needs assessment undertaken from November, the feedback from the two week engagement period and the need for better alignment of all statutory Plans. The draft Plan was shared with Children’s Services Board members to allow partners to consider the scale of the plan holistically and collate baseline data. This allowed Board members to consider the structures required to deliver the Plan and establish refreshed Terms of Reference to support the delivery of the Children’s Services Plan.



- 3.14 The draft Plan (Appendix A), an easy read version (Appendix B) and a Child Friendly version (Appendix C) were formally consulted upon through Citizen space from 20th February to 12th March 2023. 31 adults and 342 children and young people gave their views on the draft Plan.
- 3.15 There was overwhelming support for the addition of a stretch outcome related to those with additional support needs and disabilities and a consistent theme regarding the need for regular updates on progress in this area and across other areas of the Plan. A majority of respondents agreed or strongly agreed with all six of the Stretch Outcomes, and similarly a majority believed we had the right multi-agency improvement projects and key actions to achieve our Stretch Outcomes by 2026. The need for close collaboration and alignment with community assets and the Third sector came through the responses and has been better reflected in the Plan. The Plan is perceived to be suitably ambitious with several references made to the need to ensure effective delivery.

- 3.16 Some respondents questioned the phrasing of some improvement projects and some asked that targets be increased in some areas. Others noted that missing baseline data should be included where ever possible. Almost all of the suggestions are either already reflected in the Plan or have now been taken into account in finalising the draft Plan for approval. This formal consultation process has provided invaluable feedback.
- 3.17 Feedback from children and young people was also highly supportive of the Plan but also gave a clear steer on how to take some of the improvement projects forward. Comments from young people will be shared with project leads to ensure that the voices of those who responded are taken into account. Several young people noted their appreciation for the opportunity to share their views on the Plan. The following quotes are taken directly from the consultation responses:
- ‘Young people aren't bad and shouldn't be treated like criminals’*
- ‘It's great to have the opportunity to give our opinions’*
- ‘There should be more in-person/video call support options for those with additional needs/disabilities/experience of trauma, etc. Online doesn't work for everyone’.*
- ‘We need better mental health support that's quick and easy to access’.*
- ‘A journey to a thousand miles begins in one step, so it is very assuring to have Aberdeen go through many upgrades. But as long as the level of quality of these new policies, projects and frameworks are maintained to the letter, things will definitely take an efficient turn for Aberdeen. Thank you!’*
- 3.18 The Children’s Services Plan will be presented to Community Planning Aberdeen in April 2023 for formal approval and be submitted to the Scottish Government thereafter. At that time, as well as recommending approval of the Plan, it also recommends that the Children and Young People section of the current LOIP be amended to reflect the multi-agency improvement aims within the Children’s Services Plan 2023-26.
- 3.19 Members will note that children’s rights sit at the heart of this Children’s Services Plan. There is a clear expectation that all areas of improvement will be directly influenced by the participation of children and young people. Work in this area will now be monitored and reported through Stretch Outcome 16 (100% increase in the proportion of citizens who feel able to participate in decisions that help change things for the better by 2026). As a result, the Children’s Services Board are proposing to seek an amendment to Stretch Outcome 8 to reflect the needs of our children and families with additional support needs and disability.
- 3.20 Delivery of the Plan will be overseen by the Children’s Services Board with progress against improvement projects and preparations for legislation being reported to Community Planning Aberdeen. An annual review of progress will be developed over the lifetime of the Plan and it is proposed that this yearly

update be shared with the Education and Children's Services Committee for noting prior to being submitted to Community Planning Aberdeen or to the Scottish Government.

- 3.21 The Plan highlights the central role that Getting it Right for Every Child (GIRFEC) plays in our multi-agency processes. Aberdeen City GIRFEC Operational Guidance has been refreshed in keeping with updated national guidance and will be launched to coincide with the launch and delivery of this Plan (Appendix D).
- 3.22 The proposed improvement projects have been reviewed to ascertain the proportion focussed on prevention and early intervention in keeping with national and local policy. Around 40% of the proposed work within the Plan is focussed on prevention with a further 50% focussed on early intervention. Given the multi-agency nature of the Plan this balance is thought to be appropriate.
- 3.23 Given that the Plan also needs to support the safeguarding of children and young people, the Chief Social Work Officer reviewed for Plan for alignment against the Aberdeen City Child Protection Improvement Programme. 30% of proposed activity is aligned with the Child Protection Improvement Programme. Given that this Plan is designed to support all children across Aberdeen City this is thought to be appropriate.
- 3.24 Members will appreciate the complexity in developing an integrated Plan across all Community Planning Partners. It will be important to reflect on the approach taken to inform the approach to be taken in 2026. An evaluation of the process taken will be undertaken prior to the summer holiday period to ensure that learning is captured to help inform our on-going work.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising from the recommendations in this report. Closer alignment of services could help realise efficiency in the longer term.

5. LEGAL IMPLICATIONS

- 5.1 The preparation of this Children's Services Plan satisfies the duty placed upon the Council under section 8 of the Children and Young People (Scotland) Act 2014.

6. ENVIRONMENTAL IMPLICATIONS

- 6.1 No negative environmental impacts have been identified.

7. RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|------------------------------|--|---|---|---|
| Strategic Risk | Risk of not changing our local system to reflect changes in national policy. | Delivery of the Children's Services Plan. | L | Yes |
| Compliance | Risk of not complying with legislation | The Plan complies with the Statutory Guidance | L | Yes |
| Operational | Risk that we make a lesser impact by working to a high number of strategic plans | The Plan pulls all strategic Plans together to help maximise impact | L | Yes |
| Financial | Risk that we don't have sufficient resource to meet the needs of priority groups | The Plan will help us make best use of available resource by ensuring partners work to a common purpose. | L | Yes |
| Reputational | Risk that we don't prioritise those in greatest need. | Mitigated by undertaking a detailed strategic needs assessment and extensive consultation process to support the development of this Plan | L | Yes |
| Environment / Climate | No risks identified | | | |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|--|-------------------------|
| | Impact of Report |
| Aberdeen City Council Policy Statement Work with the city's universities, North East Scotland College and businesses to increase educational and | |

| | |
|--|---|
| <p>training options and the number of care experienced young people and young people from deprived communities, going onto positive destinations, including further and higher education, vocational training and apprenticeships.</p> <p>Ensure local education services identify young people with mental health problems and help them get early support and help, where appropriate, to transfer to adult services.</p> <p>Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems</p> <p>Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.</p> | <p>The needs of children and young people most often require a strong multi-agency response. This Plan will support the further integration and collaboration across services supporting children and families to help realise improved outcomes.</p> |
| <p><u>Aberdeen City Local Outcome Improvement Plan</u></p> | |
| <p>LOIP stretch outcome 4: <i>95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</i></p> <p>LOIP stretch outcome 5: 90% of children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026</p> <p>LOIP stretch outcome 6: As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>LOIP stretch outcome 7: 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026</p> <p>LOIP stretch outcome 8: 30% fewer young people (under 18) charged with an offence by 2026</p> <p>LOIP stretch outcome 9: 95% of our children with disabilities will experience a positive transition to adult services by 2026</p> | <p>This Plan details how Stretch Outcomes 4 – 9 will be realised over the next 3 years and will help to coordinate our work across the Community Planning Partnership.</p> |
| <p style="text-align: center;">Regional and City Strategies</p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> | <p>The Children's Services Plan prioritises prevention</p> |

| | |
|---|---|
| Children's Services Plan National Improvement Framework Plan | and is closely aligned with the National Improvement Framework. The Plan is designed to bring all statutory Plans for children into one Plan to improve service delivery. |
|---|---|

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|-----------------------------------|---------|
| Integrated Impact Assessment | Yes |
| Data Protection Impact Assessment | No |
| Other | None |

10. BACKGROUND PAPERS

10.1 None

11. APPENDICES

| | | |
|------|------------|--|
| 11.1 | Appendix A | Children's Services Plan 2023-26 |
| 11.2 | Appendix B | Easy Read Children's Services Plan 2023-26 |
| 11.3 | Appendix C | Child Friendly Version of the Children's Services Plan |
| 11.4 | Appendix D | GIRFEC Operational Guidance 2023 |

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|---|
| Name | Eleanor Sheppard |
| Title | Interim Director Children's and Family Services |
| Email Address | esheppard@aberdeencity.gov.uk |
| Tel | 01224 522707 |

This page is intentionally left blank



Community Planning
Aberdeen



Aberdeen City's **CHILDREN'S SERVICES STRATEGIC PLAN**

Contents

| | |
|--|------------|
| Introduction from the Chair | 3 |
| Foundations which continue to be developed | 5 |
| What do we know about our pre and post-natal services | 14 |
| What do we know about those under school age and the services available to support them? | 19 |
| What do we know about our primary and secondary school age population and the services available to support them? | 24 |
| What do we know about child poverty in the city? | 53 |
| Policy Changes which will be implemented over the next planning cycle | 72 |
| Governance | 74 |
| Implementation of the Promise | 75 |
| Enabling Children and young people to claim their rights | 76 |
| Budgets | 79 |
| High Level Plan on a Page | 80 |
| Appendix – Improvement Plan | 82 |
| Acronyms | 126 |

INTRODUCTION FROM THE CHAIR



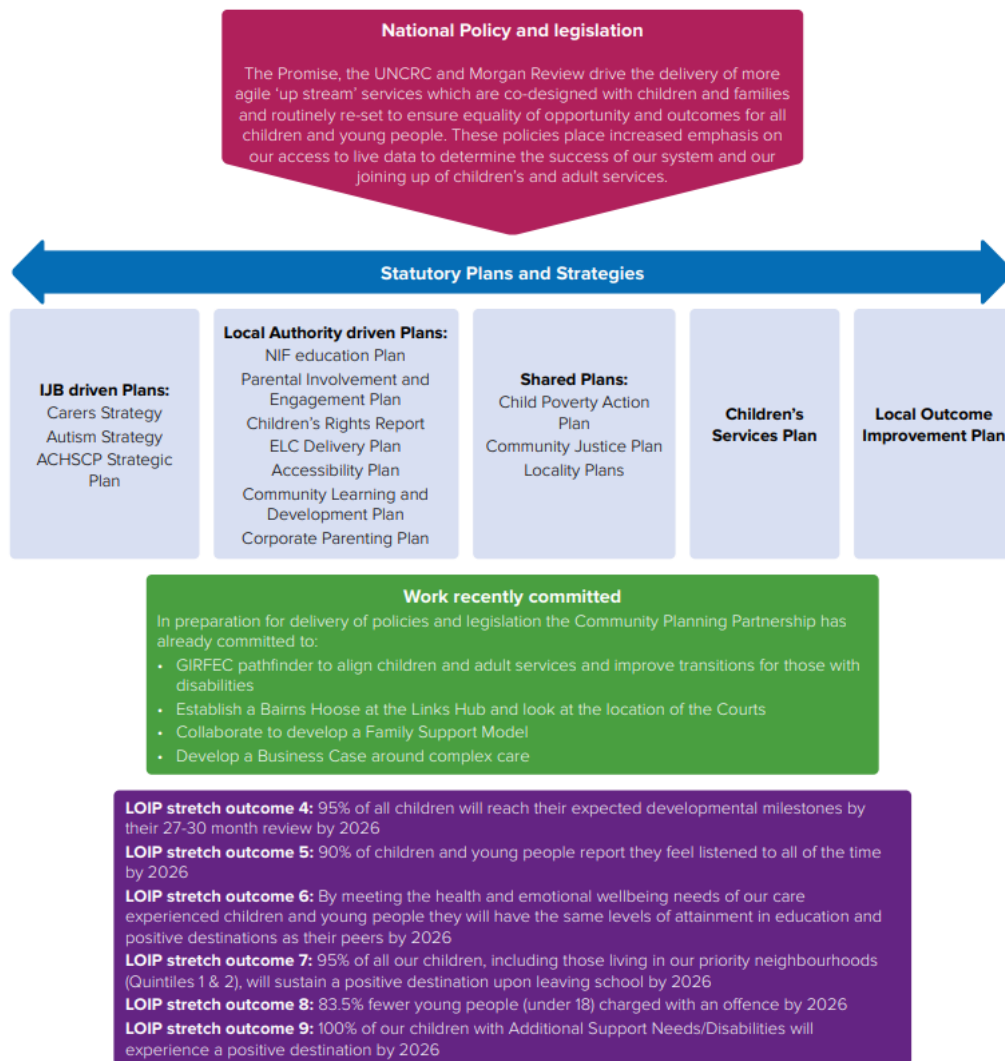
Making Aberdeen a place where all children and young people grow up loved, safe and respected.

The Aberdeen City Plan for Children, Young People and Families 2023-26 articulates the outcomes Community Planning Partners hope to realise for children, young people and families by working together over the lifetime of this Plan. Our vision remains to make Aberdeen a place where all children and young people can grow up loved, safe and respected so that they can realise their full potential.

Considerable gains have been made in integrating services over the last reporting period. Co-location and co-delivery are increasingly evident across the universal services and our multi-agency Fit Like Hubs provide a model for targeted partnership integration and delivery. We now need to build on this positive start to ensure services at universal, targeted and specialist levels of our Tiered Intervention Framework provide effective early and preventative Family Support. We recognise that co-designing more integrated services with service users and their families will be critical to delivery of this Plan. There is also a need to improve the alignment of children's services with adult services in order to take a whole family approach and be well prepared for the introduction of the National Care Service.

In developing this plan, we have listened to the priorities for our children and young people, their families and those who support them through opportunities to engage with the emerging data informing this Plan and from survey data held across the Community Planning Partnership. The data gleaned from this early engagement was considered alongside a range of wider data sources to help identify priorities for transformation, development and improvement. We formally consulted on our draft Plan from 20th February 2023 and took account of what children, young people and families told us. Meaningful and effective participation will be central to the delivery of this Plan and we will monitor and report on how our children and young people have directly influenced service delivery through Community Planning Aberdeen. A [summary version](#) and a [child friendly version](#) of this Plan are available to improve the accessibility of this Plan.

Our Children's Services Plan is one of a suite of Statutory Plans which support delivery of the [Local Outcome Improvement Plan](#) (LOIP). Strategic plans for children include our [Corporate Parenting Plan](#), Child Protection [Improvement Plan](#), [Children's Rights Report](#), Aberdeen City's Health & Social Care Partnership [Strategic Plan](#), the education [National Improvement Framework Plan](#), Early Learning and Childcare [Delivery Plan](#) and [Accessibility Plan](#), our [Community Learning and Development Plan](#), Community Justice Plan, [Locality Plans](#) and our [Child Poverty Plan](#). We have worked to integrate the full range of statutory Plans into this Children's Services Plan and clearly linked the Plan to work being coordinated through the local [Autism](#) and [Carers'](#) Strategies. As a result of this improved alignment and our desire to clearly state our direction of travel, the improvement activity from this Children's Services Plan will be transposed into the LOIP and essentially become the children's section of the LOIP.



In setting our priorities for action we have tried to analyse information more holistically and this has highlighted a need to think carefully about the data we collect to aid future monitoring and planning.

As we move forward we would hope to better align the timing of published Plans to support our delivery of more integrated services. We believe that greater alignment will help us maximise the difference we make to the communities we collectively serve.

As a Community Planning Partnership we recognise that we are in a period of change. This more integrated Plan has triggered a refresh of governance arrangements and these will be kept under review. We know that the needs of our families continue to change and as a result we will keep this Plan under regular review to ensure that it aids our children and families to recover from the pandemic and the cost of living crisis.

Eleanor Sheppard

Interim Director Children and Family Services (Chair of the Children's Services Board)



FOUNDATIONS WHICH CONTINUE TO BE DEVELOPED



We provide a range of universal and more targeted resources and services for families and are making good progress in integrating our offer to families.

Getting it Right for Every Child continues to guide working practices

The principles of Getting it Right for Every Child (GIRFEC) continue to form the foundations of inclusive planning to ensure that children and young people get the right help from the right people at the right time. However, we increasingly speak about Getting it Right for Every Child and Family. The establishment of the Aberdeen Protects site in 2021, which deliberately brings together policies and guidance relating to children and adults, will help drive more integrated whole family approaches in the future.



The partnership GIRFEC Operational Guidance has been updated in keeping with the national guidance. This will be rolled out as our new Plan is published and kept under routine review thereafter. We aspire to develop a more regional approach to better support those who live in one Local Authority area but access services in another.

Our children and young people have told us that the format of our Child's Plan is not as accessible as they feel it should be. We will therefore engage with our children and young people to review the Child's Plan format over the lifetime of this Plan.

9.7% of the 755 young people who responded to a recent children's rights survey didn't feel that their right to privacy is respected. 15.9% didn't feel that what is best for them is considered by people making decisions about them. There is a need to ensure that we maintain focus on the active participation of our young people in decision making.

Young people are becoming far more aware of the children's rights agenda and better mechanisms are now in place to check how well we enable them to claim their rights.

"We are never forced to do anything that we don't want to do which allows us to do the things we love doing at the moment and for the future." (young person aged 12)

“I think there are good opportunities to join clubs that will help me develop skills and trips that are useful for life skills.” (young person aged 10)

Feedback suggests that some children and young people are not always getting what they feel they need from us. 50% of respondents to the recent survey didn't feel that they get the extra support they need in all areas of their life. Considerable supplementary evidence suggests a need to continue to work to address the mental health and additional support needs agenda. There is a need to keep the children's rights agenda in the forefront of our minds and become more sophisticated in our data collection to enable us to accurately determine how effectively our policies and approaches support individual groups.

“Make sure people are aware support is available and how they can get it if they need.” (young person aged 16)

The universal provision of the named person service continues to ensure that every child, young person and family knows who to contact when they need access to relevant support and that such universal support is non-stigmatising. Utilisation of the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators is well embedded. There is no obligation on children and families to accept advice or support from the named person. Children's rights are at the heart of our approach but only 70% of the 755 children and young people recently surveyed believe that they have a chance to say what they think and have their views listened to. There is a need to continue to maintain a focus on children's rights in keeping with the anticipated Statutory Guidance on the United Nations Convention on the Rights of the Child (UNCRC) and carefully consider how children and young people can independently access information from a range of services through the development of a single information source. A formal complaints process for children and young people will be established over the lifetime of this Plan.

There is good provision of play, greenspace and cultural offers for children and families

Play is now embedded across Early Level in Early Learning and Childcare and Schools, in School Age Childcare and across our communities with work on-going to promote high quality play pedagogy in the early stages of primary schools.

As part of the expansion of Early Learning and Childcare in Aberdeen, two new Outdoor Nurseries were opened in January 2022, further demonstrating our commitment to outdoor learning and learning through play. Both Hazlehead and Duthie Park Outdoor Nurseries provide high quality, challenging learning experiences, in a safe and nurturing environment, facilitated and scaffolded by highly trained practitioners. These provisions have an outdoor focus, offering unique and varied experiences for children, families, staff and wider communities.

Hazlehead Outdoor Nursery provides a woodland habitat for children to reap the benefits from, as well as local connections with the horticulture work of the Environmental Services team on site, whilst Duthie Park Outdoor Nursery has a range of natural and man-made green spaces for children to explore and learn from throughout the park. Each setting has an indoor space available, which acts as the emergency shelter in adverse weather conditions. However, the outdoors are at the core of each setting's ethos with learning and routines taking place daily outside, in almost all weathers.

At this year's Beautiful Scotland awards Aberdeen was awarded a Gold Medal and best city. The city was also joint first in Scotland and awarded the Beautiful Scotland Rose Bowl. The city is a Royal Caledonian Horticultural Society Award winner for our horticulture displays. Aberdeen has an incredible 34 Its Your Neighbourhood groups representing the city. More groups than any other local authority in Scotland. The awards recognise the dedication of all our community partners, schools,

Friends groups, volunteers and staff in caring for and maintaining the city's green spaces. The environmental and social benefits of their work are there for us all to enjoy, across the city.

Aberdeen has a long tradition of horticultural excellence and community partnership, one that we have continued to build upon even during the last few difficult years of a global pandemic. Our parks and green spaces are one of our greatest assets – along with those who faithfully and lovingly care for them.

Along with the Beautiful Awards, Aberdeen has had 7 sites awarded Green Flags. The Green Flag Award scheme recognises and rewards well managed parks and green spaces, setting the benchmark standard for the management of recreational outdoor spaces across the United Kingdom and around the world.

- Duthie Park, Green Heritage award and 10th anniversary of being awarded a green flag
- Hazlehead Park
- Seaton Park
- Johnston Gardens
- Victoria Park
- Slopefield Allotments
- Garthdee Field Allotments

A recent survey of our children and young people elicited positive responses about our parks and green space with one child observing:

“Aberdeen City Council helps us enjoy the rights that we have by providing peaceful areas to relax in, give us good education and they provide us with a huge playground so we can go for walks and get fresh air.” (Age 11)

Our recent bulb planting initiative has seen 160,000 spring bulbs delivered to 112 schools, nurseries, 'Friends of', residents groups, community councils, churches and individuals. Our Clean Up Aberdeen campaign has seen 2777 volunteers involved in 235 clean ups, filling 1700 bags. The first Wee Forest has been planted in Aberdeen thanks to the joint efforts of Aberdeen City Council's Environmental Services team, NatureScot, and pupils and staff of Woodside Primary School. Our forest has seen, around 600 native trees planted by the school's "Wee Foresters". It is Aberdeen's first and only Wee Forest and is the most northerly of all Wee Forests in Scotland.

Our Queens Green Canopy planting has seen more than 20,000 trees planted across the city this year. Aberdeen has been selected as one of the initiative's Champion Cities. The Champion City programme has been launched to celebrate some of the nation's outstanding cities which have trees as a central part of their plans for green spaces. Being a Champion City is a great honour as we are one of only 20 cities across the whole of the UK to be awarded this.

Young people benefit from a range of cultural offerings but most routinely highlight the benefits of local community groups, school extra-curricular and music making activities when asked what they enjoy most.

78% of the 755 children and young people who responded to the recent children's rights survey felt they had good opportunities to meet with others and join groups and organisations. However, the inspiring young people who recently presented to full Council spoke of how access to activities are currently more restricted as family finances are impacted by the cost of living crisis. There is a need to keep the current cost of living crisis at the heart of this Plan.

Children and young people do not have fond memories of the COVID-19 pandemic.

*“I didn’t like that swimming pools were closed and all other things were also affected by COVID 19.”
(Young person aged 10)*

We are collaborating to greater effect than we were before

The COVID-19 pandemic guided us to take a more agile approach to the delivery of services and accelerated the participation of children and young people in their design. The pandemic also triggered a review of the data we collect to ensure that we were able to respond to the changing needs of children and families, with greater agility. Helping to ensure that the basic needs of families were met was a key priority over the periods of national lockdown and relied on effective multi-agency working. The Aberdeen City Council Data and Insights Cluster coordinated partnership data sets to help identify families most in need. This use of technology has transformed partnership insight and service delivery and will be built upon.

The use of single agency data has also become more sophisticated and now supports the earlier identification of risk. Data dashboards allow more robust data analysis at school, community and city-wide level to improve our understanding of unmet need and helps us reshape services to address gaps in provision. Access to live data is transforming service improvement planning and enabling services to make timely requests for assistance but there is more to do. There is now a need to ensure that those supporting delivery of the Children’s Services Plan 2023-26 have easy access to live matched partnership data to help them maintain strategic oversight of progress against this Plan.

A central request for assistance process was established in early 2020 to enable professionals to quickly access support for children and families identified in immediate need. This centralised approach continues to enable services to work with partners to address need and gain invaluable insight into emerging trends which may indicate that rights are being compromised. We now want to build on this success, expanding the single referral system to allow all agencies to utilise it. This will further develop our understanding of need and vulnerability and support services to adapt their offer in response to emerging trends. It will also allow us to develop a more comprehensive understanding of risk and vulnerability across the Tiers of Universal, Targeted and Specialist.

Closer collaboration is enabling our approach to respond to sudden changes positively, this was clearly evident in our joint work to support the children and young people who fled Ukraine. The Local Authority, Integrated Joint Board, local college and other key partners continue to work closely together to support those displaced due to conflict. Partners now routinely plan and deliver together. Taking this highly collaborative approach has enabled us to successfully support around 400 Ukrainian children and young people at any one time and ensure effective provision of education, healthcare and employability supports to families.

We are seeing clear benefits in co-location

Collaboration across the wider partnership has accelerated and integration and co-location has guided the pooling of resource to ensure that children are able to claim their rights. An example of this is the joint delivery of Early Learning and Childcare (ELC) by health and education at the Links Hub.

There is clear evidence that this more preventative and integrated approach is leading to a reduction in referrals to statutory and specialist agencies. There is also evidence that our work to support displaced persons due to conflict or resettlement schemes is stronger when we work together and plan more holistically and this will be further developed over the lifetime of this Plan.

Case Study Links Hub

The partnership between health and (early) education sits at the heart of the work undertaken at Links Nursery and Hub. The setting prides themselves on building trusting, therapeutic relationships, which give families the opportunity to voice their needs and the challenges they face. The focus being to reduce referrals to other services out with the Hub and to increase and improve engagement of families within our service.

There is a weekly childrens meeting held within the Links Nursery and Hub to promote information sharing and multiagency working. Speech and Language Therapy, Health Visitor, Centre Manager and Excellence and Equity Practitioners are represented. Robust planning support takes place for children and their families who are facing adversity, with Child A providing an example of how this approach is improving outcomes:

Child A's parent was recently diagnosed with a health condition impacting their capacity to parent. The parent was also struggling with Child A's behaviour, which had deteriorated since the onset of their own ill health. Nursery noted this behaviour change, a change of pattern in attendance, and other family member doing almost all pick-ups and drop-offs. These changes prompted a discussion with health visitor, which resulted in a home visit where parent shared her challenges. This information was conveyed at our meeting, which led to structured support from health and education. Parent was offered one-to-one PEEP (Parents as Early Education Partners) sessions with our Excellence and Equity Practitioner (within the hub) alongside behavioural support within the home. Travel support was also offered in order to increase the child's attendance. The parent disclosed that they felt a support network now surrounded them. Outcomes: there has been an increase in engagement with both health visitor and hub centre manager and an improvement in child A's attendance at nursery and at health-related appointments.

It is important to note that families are involved at all levels of future planning support for their children. This new, collaborative way of working at the Links Nursery and Hub involves children at the heart of decisions made to improve their positive future health and education outcomes.

Our integrated Fit Like Hubs provide a helpful model to guide our work towards further integration. Education, Children's Social Work, Community Learning, Health and third sector collaborated to establish our Fit Like Family Wellbeing Hubs in 2020. Fit Like Family wellbeing Hubs were established in order to ensure timely access to support for children and families when so many services were not able to deliver face to face support to those most vulnerable. The Hubs work to ensure that:

- Children and families receive the right support at the right time
- Children and families rights and individual wellbeing needs are addressed
- Children and families receive accessible and proactive support with their practical and emotional needs
- Children and families voices are heard



Delivery of these aims is underpinned by embracing a children's rights approach, in line with the move to bring the United Nations Convention on the Rights of the Child into Scots Law. Partners are grateful to young people at Northfield Academy who helped shape the development of the Hubs by sharing what was important to them and for proposing a welcoming name for the service.

Case Study Fit Like Aberdeen

The Hubs have moved from co-existence to collaboration and co-production in order to improve outcomes for children, young people and families.

Coexistence: In November 2020 the multi-agency practitioners clarified what practitioners from the different agencies could do and with whom. This helped develop an understanding of the uniqueness that each partner brings to the collective and helped individual agencies move from a single agency agenda to a shared one and developed an openness to doing things differently together.

Co-operation: By sharing information and recognising the mutual benefits and values of partnership working, practitioners pulled together collective knowledge and skills which enabled them to develop a shared understanding and ethos that is embedded within the framework of the promise.

Co-ordination: By planning together, shaping roles, responsibilities and pooling resource and being open to risk taking, practitioners accepted the need to adjust, to do things differently and make the necessary changes to avoid overlap. Taking a test, learn and develop approach helped increase the capacity of those attached to the Hubs.

Collaboration and Co-production has brought about cultural changes with shared leadership resulting in strong multi-agency partnership working to co-deliver effective and early intervention supports to children young people and families

Those keen to seek support independently don't always know where to look

The pandemic triggered the development of a range of approaches to make information more easily available to families. Opportunities for families to self-refer into services were also established and well received. There is now a need to look at all of the digital content available across the partnership to ensure a single point of access to information to improve cohesion across the Community Planning Partnership.

Capacity building programmes for parents and carers are not yet aligned

The Education Service has worked to increase access to parenting support by working in partnership with a range of partners to test different approaches in keeping with the Aberdeen City Council Parental Involvement and Engagement Plan.

The ACC Stronger Families Series (SFS) launched in August 2021 and provides focused learning to support the wellbeing needs of all. The Series has been shaped in collaboration with parents, head teachers, family practitioners and third sector partners. Key sessions already delivered include:

- Penumbra - Self Harm
- NHS – Stress, Worry & Loneliness
- Sleep Scotland – Sleep for teenagers
- ACIS – Teenage Brain Development
- 4 Pillars – Supporting Grampian's LGBT+ community
- Emotion Coaching – an introductory session
- ACIS – Working through our worries together
- Priority Families – Peer Relationships/ Peer Pressure

619 parents and carers signed up to five virtual events although rates of attendance have not exceeded one third of those signed up. Feedback shows that 96% of parents who attended the workshop and completed the evaluation believed that their knowledge had increased in the subject area. When asked to score their confidence levels in applying their newfound knowledge the average score was 6.42 across the whole series. (1 = not confident, 8 = extremely confident). When asked how they rated the practical suggestions and advice given during each live event to support their child the average rating was 6.98 across the series. (1 = poor, 8 = excellent). Parents reflected a wide range of personal ‘take aways’ from the sessions:



“My normal is not my son’s normal. Great advice.”

Twelve education practitioners were trained to support delivery of a toolkit produced by Parent Network Scotland. Training focussed on key areas: selfcare, confidence, new research and developing new online delivery skills. The training was well received by the 12 practitioners:

“Very positive experience. It pushed me out of my comfort zone and stretched me. It increased my confidence in what I could do online and helped me to master new skills with the IT. It reaffirmed to me how important it is to challenge myself to do things out of my comfort zone so I can grow and develop personally and professionally”

The Toolkit uses evidence-based interventions to support family wellbeing and has been effectively used over school session 2021/22. Four courses were completed with 20 parents and 32 children involved. The Pilot evaluation showed an increase in all parent’s understanding of their child’s emotions, with 85% parents feeling more able to identify their feelings, and 80% more aware of how to support their child with emotions as shown by this feedback from parents:

“I now have more understanding of how my children think and see things from their side”

“I learned about the importance of filling my cup, self-compassion”

“My awareness is much higher; it did open my eyes in many areas I had no idea of”

Following the successful completion of the Toolkit two parents are currently completing Parenting Matters SCQF Level 5 in Supporting Family Relationships and will be offered a place on Personal and Social Development to continue their Parent Academy Journey. Engagement with the Wellbeing Toolkit will continue.

The Education Service and Health are now joint funding a test of change with Place2Be and the impact of this intervention of children and families will be evaluated over the lifetime of this Plan. There is now a need to consider how all such programmes fit with a single information source and ensure better alignment.

More responsive targeted supports help mitigate risk

Education Recovery and Scottish Attainment Challenge funding has enabled the expansion of the Family Learning Service to families who wish to access it.



Family learning is a citywide provision, offering a holistic, family-led approach with the primary focus of encouraging families to learn together. The team specifically design activities to enable parents to understand how best to support their children’s learning. Working with this method of engagement and learning fosters positive attitudes towards life-long learning, promotes socio-economic resilience, and challenges educational disadvantage.

The expansion of the offer to families has resulted in a 33% increase in the number of families being supported in April 2022 compared to 2021. In 2021 there were on average 113.3hrs per

month dedicated to 121 support for families, in 2022 this has increased by 63% to 184.7 hours per month. Evaluations returned by 94% of families who use the service evidenced improvement in confidence, knowledge, and skills around parenting.

'I can go on and on talking about how comfortable you have made us to be, you have always put smiles on our faces, thanks for being good to us, thanks for checking up on us all the time and thanks for being a friend to my family even in a strange land like this. My family and I can never forget the impact and support of Family Learning in our home.'

Education Recovery funding and Scottish Attainment Challenge funding has also enabled the provision of Youth Workers to provide early and preventative support to young people across the city. There is a growing body of evidence that supports the maintenance of this approach to help mitigate harms as we emerge from the pandemic.

The number of participants registered for a youth work activity in schools between August 2021 and the end of August 2022 was 1018. The number of sessions attended during this period is 7318; equating to 7513 learner hours.

The youth work team is licensed to deliver the Hi-5 and Dynamic Youth awards and 29 young people have achieved a Hi-5 award with 23 achieving a Dynamic Youth Award.



Youth work offered targeted transition support for pupils moving from primary to secondary school in order to lessen anxiety about this key transition point. One parent said:

“The course really helped build up my son’s confidence and excitement about going to the academy – he has very little nerves or worries at all now and is so excited to start! The course was excellent and covered so many good areas which helped to prepare him, and he loved being part of it and looked forward to Tuesdays! The course was excellent – can't praise it enough 😊 hope it is continued next year for the next set of P7's “

Family Learning and Youth Work provision will be maintained through use of Scottish Attainment Challenge Funding and the Whole Family Wellbeing Fund over 22/23. There is a need to look at how this resource and other Tier 2 resources can be better aligned around our emerging Family Support Model.

The Education Service offers a range of Additional Support Needs (ASN) and outreach Services including Hearing Support (inclusive of Aberdeen School for the Deaf), Vision Support, English as an Additional Language (“EAL”), Dyslexia Outreach, Child Planning Support, Links Early Learning and Childcare Hub, and the Wellbeing Team. There is now a need to look at the needs of parents and carers supporting children and young people with a disability to ensure that provision over the Community Planning Partnership is aligned and that transitions are well planned, this should be informed by the lived experiences of families and participation in a GIRFE pathfinder will help progress work in this area.

A range of preventative services, such as the Priority Families team and Youth Justice Management Unit wrap around vulnerable families to help protect children and ensure they are safe. Care Inspectorate feedback evidences the strength of this approach.

The Priority Families service worked with 40 families comprising 178 individuals, 78 adults and 100 children between July 2021 and September 2022. Over 50% of families were female single parent households, with the average number of children in a family being 2. School aged children made up the significant majority (91%), with only 9% of children being of pre-school age. Most families were in receipt of benefits.

The seven functions below indicate the main areas that Priority Families service supported families with over this period:

- Parenting skills
- Routines & boundaries
- Problem solving
- Home conditions
- Financial position
- Child health & wellbeing
- Adult health & wellbeing

The work of the team in supporting families has resulted in significantly improved outcomes including a 72% reduction in criminal charges, contributing to an overall reduction of 70% in crime and antisocial behaviour linked to the families. Parents being supported reported a 69% increase in their own parenting skills and a 64% improvement in their home environment.

There has also been positive impact on school attendance and achievement. Joint working with education resulted in a young person who had 13% school attendance rate at the point of referral achieving a 95% attendance rate by the time the case was closing, he went onto sit Nat 4's and is now in college doing a Pathways to Uniformed Services Course and is sustaining a part time job. A second young person wasn't engaging with school or the Home Liaison Officer and with support went to college and has now moved onto an apprenticeship in Mechanical Engineering.

Despite the range of supports available, families and professionals report a lack of clarity around the availability of support and this will be addressed through this Plan.

More collaborative practices are aiding the development of a partnership Family Support Model in keeping with The Promise, an improved neurodevelopmental pathway as a pathfinder for the Children and Young People's Mental Health Delivery Board and will help shape the further integration required to care for and protect children as we develop a Bairns' Hoose.

WHAT DO WE KNOW ABOUT OUR PRE AND POST-NATAL SERVICES?



A range of effective support is available to new mothers and

A team of 27 hospital and community based midwives support those giving birth in the city, in addition there is a specialist substance misuse team including a Public Protection Midwife based at Aberdeen Maternity Hospital. The various teams utilise Getting It Right for Every Child (GIRFEC) to identify the wellbeing needs of expectant mother and child to provide appropriate levels of support or referral to specialist teams and services.

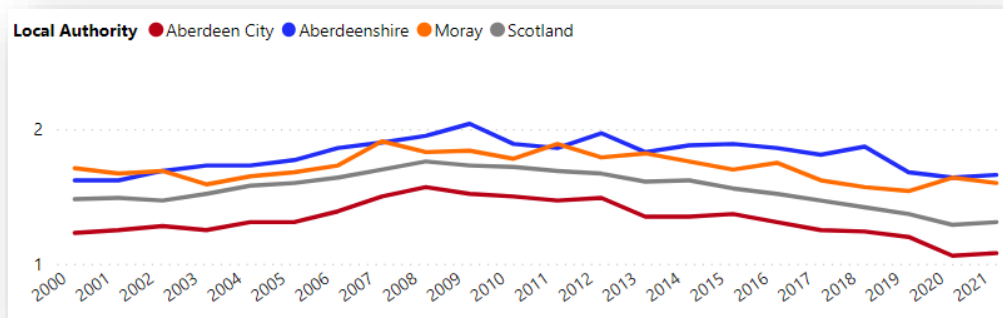
The Universal Health Visiting pathway offers a minimum of 11 visits to families with children under school age. Each Health Visitor makes use of the GIRFEC framework to identify any additional needs and make appropriate referrals or implement interventions to support the wellbeing of mother and child.

The Family Nurse Partnership offers a more targeted and intense approach to supporting mothers who are under 25 from the ante natal period to aged 2. Mothers then graduate back to the universal services.

Despite low fertility rates, the birth rate is increasing

National records for Scotland data shows that local fertility rates continue to reduce although rates are broadly following the national trend.

Fertility rates by Local Authority

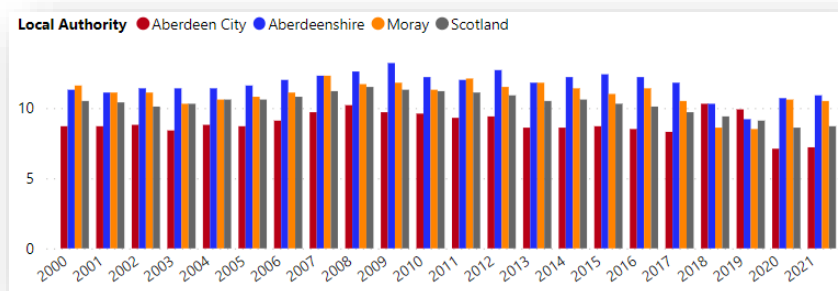


Source: [National Records of Scotland](#)

Despite this, and according to the Public Health Scotland data below, the number of births rose slightly in the city over 2021. In 2021 there were 2041 births, a slight increase from the 2007 births in 2020 bucking a reducing 5 year trend. This change is thought to be partially attributed to the number of international families arriving in the city to study with birth rates also thought to have been impacted by the pandemic.

National records for Scotland data identifies the birth rate by Local Authority per 1,000 (standardised). This data shows that Aberdeen continues to have a far lower birth rate than neighbouring Local Authority areas.

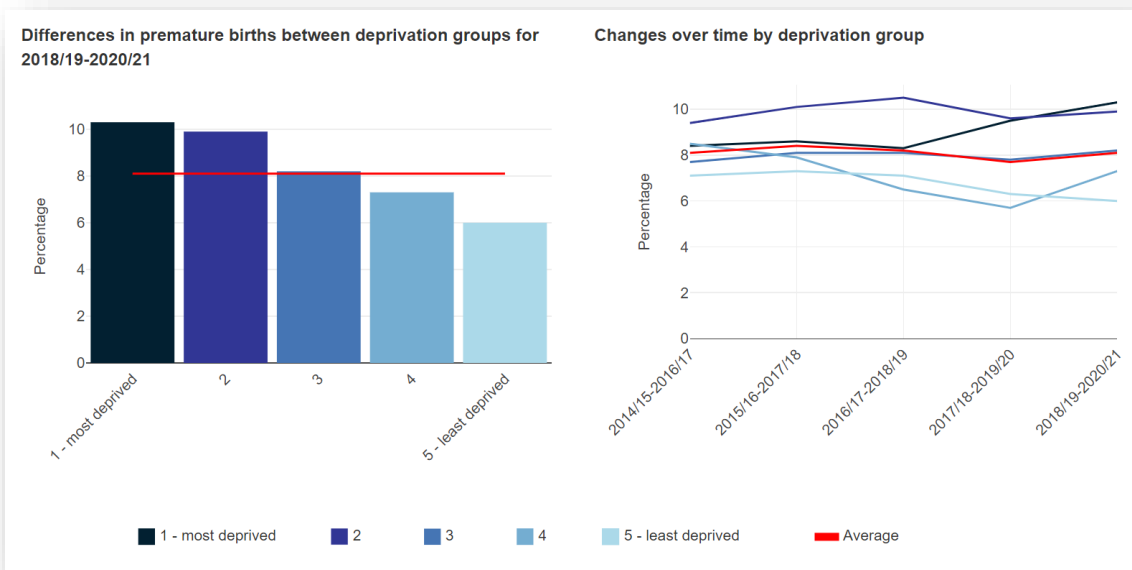
Birth rate by Local Authority per 1,000 (standardised)



Source: [National Records of Scotland](#)

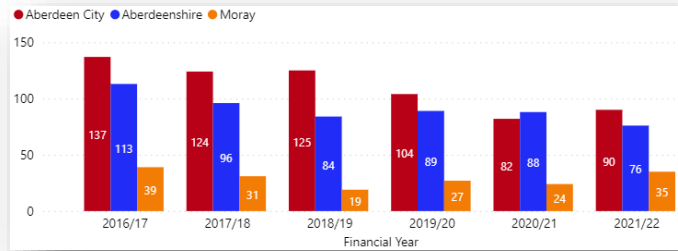
Poverty is a factor in the health of mothers and babies

Although the number of premature births is reasonably stable, the level is heavily influenced by deprivation.



According to Public Health Scotland data, slightly more babies born locally are a healthy birth weight (85.56%) compared to the national average of 84.17%. However, 90 babies were born with low birth weight over 21/22 and more premature babies were born to mothers living in areas of deprivation. Income maximisation for expectant and new mothers should continue to be prioritised as part of this Children's Services Plan 2023-26.

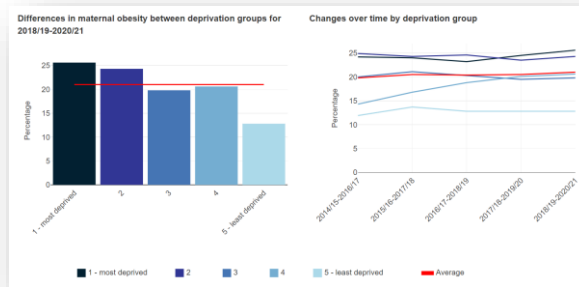
No. of babies of low birth weight (for gestational age)



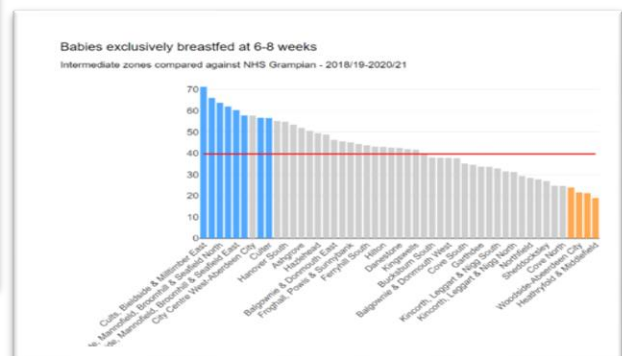
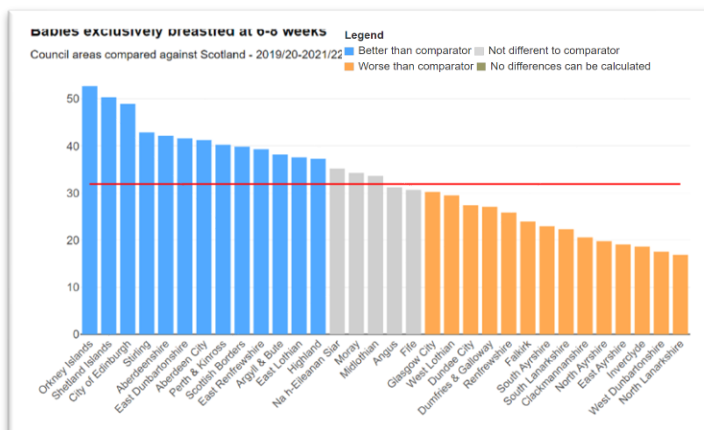
Source: [Public Health Scotland](#)

Maternal obesity sits at 21.04% locally compared to 25.27% nationally.

Public Health Scotland data shows that the percentage of babies exclusively breastfed at the 6-8 week review is higher in Aberdeen (41.24%) when compared to the national average of 31.88%. Again, Scottish Index of Multiple Deprivation (SIMD) quintile is an influence.

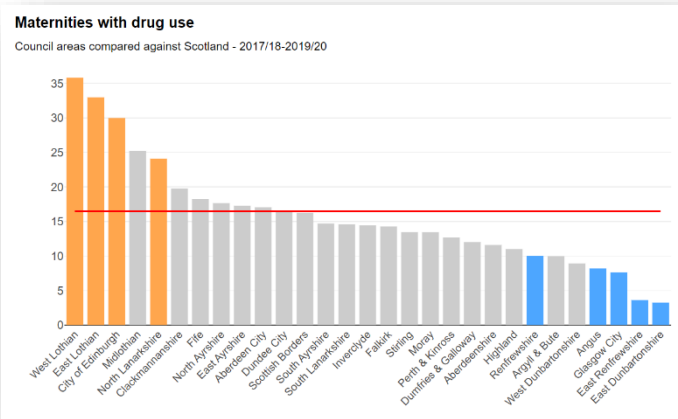


Breastfeeding initiation at birth is above target and higher than national levels although there is some variation across communities. Variation is more complex than simply looking by SIMD quintile. There is evidence locally that an increase in the level of peer support enables improvement in this area and this approach will be further developed. An improvement project has been initiated by health to support an increase in initiation and decrease in drop off at 6-8 weeks across the Sheddocksley, Summerhill and Mastrick communities. Progress will be reported to the Children's Services Board as there may be a role for others across the Partnership.

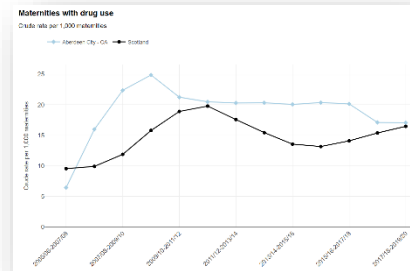


A specialist infant feeding team continue to progress towards UNICEF sustainability in breast feeding.

Public Health data from 2020 suggests that levels of maternities with drug use are now similar to our virtual comparators.

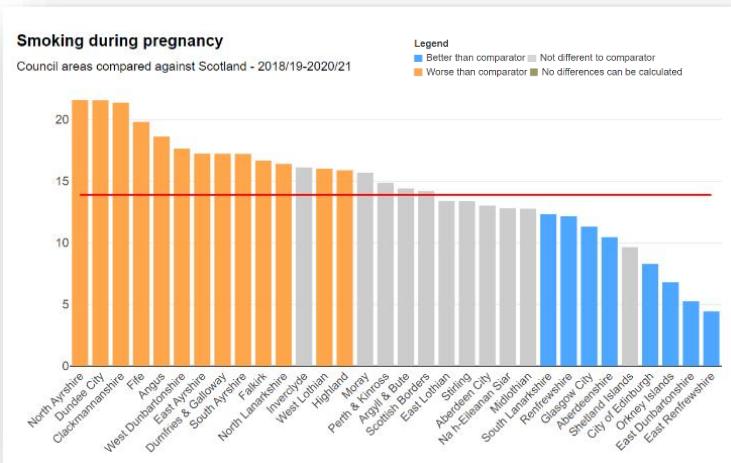


Legend
■ Better than comparator ■ Not different to comparator
■ Worse than comparator ■ No differences can be calculated



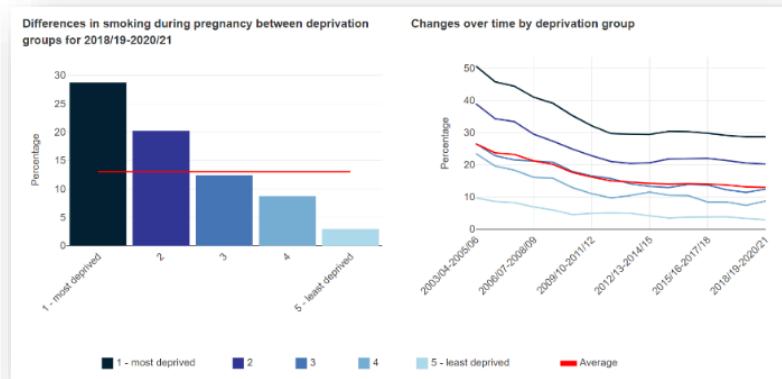
This requires to be monitored carefully as more current data becomes available for review.

Levels of smoking during pregnancy are lower than the national average when looking at whole population data. A reducing trend is evident over many years.



A review of data by SIMD quintile evidences limited variation in trend across SIMD quintiles, although there is evidence that very little progress has been made in addressing the link between SIMD quintile and smoking during pregnancy.





We need to better prepare those who are care experienced for parenthood

The number of unborn babies placed on the Child Protection Register has remained fairly stable over the last year although has fluctuated over time. The circumstances for pre-birth registration generally reflect known risk factors in the parents' life, addiction, mental health, domestic violence or indeed where there has been a previous child who has had to be removed from parental care.

The risk of experiencing compulsory intervention and/or having a child removed is greater for care leavers who become parents and access to and experience of advocacy is often poorer. Research highlights the following disadvantages for many care experienced parents, adversely impacting their and their children's outcomes:

- Influence of past experiences on parenting capacity
- Systemic disadvantage
- Parents' relationships with social workers
- Disadvantaged access to support

As one care experienced young parent stated : *"I'm a parent and it was just expected I'd fail. I felt like I was being judged throughout my pregnancy and it was a case of when my baby would be taken, not if"*.

Whilst losing a child to care is a traumatic experience for any parent, care experienced parents report intense feelings of failure having wanted to be good parents to their own children (Critchley, 2022) and often have shallower support systems to draw on. Locally, NHS Grampian have been awarded CORRA funding for a project to explore how we best support parents who have a child permanently removed from their care. So far, the project has engaged with 3 birth mothers and 1 birth father with further engagement being the priority over the coming 6 months. This project will have some crossover with how we think about supporting care experienced parents who have lost a child to care.

There is a need to work to improve the health outcomes of expectant and new mothers living in areas of deprivation and maximise uptake of the benefits they are entitled to.

There is also a need to better prepare those for whom we have Corporate Parenting Responsibilities for life beyond care, including preparing them for parenthood.

These areas will be including in the Children's Services Plan for 2023-26.

WHAT DO WE KNOW ABOUT THOSE UNDER SCHOOL AGE AND THE SERVICES AVAILABLE TO SUPPORT THEM?



Health teams have been redesigned to meet need

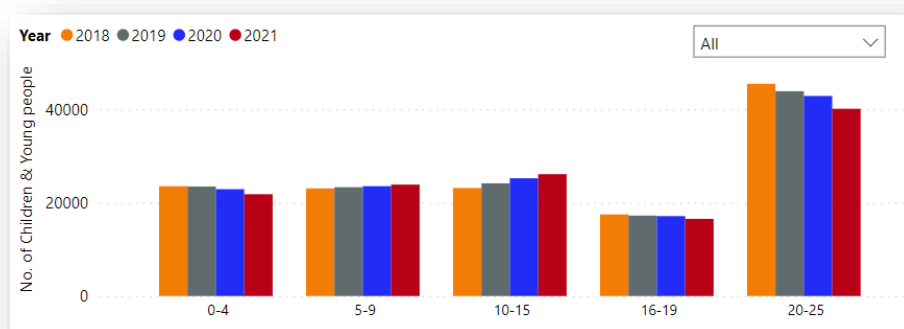
A team of 47 full time equivalent Health Visitors undertake the role of named person for our youngest children across the city until they attend Primary School, this is below the number of posts required. In order to proactively respond to recruitment challenges, the team are now supported by 12 full time equivalent trainee health visitors and this is helping to provide a pipeline of talent to fill the vacancies. Community Nursery Nurses complement the work of the team further by offering targeted packages of support to address the needs identified and delegated by Health Visiting teams.

In June 2020 the Health Visitors aligned their workforce to the locality model used by the Local Authority. This has helped develop a more flexible workforce who benefit from stronger relationships with colleagues serving the same communities and increased knowledge of the services available at community level. The Service adopted a new data system, MORSE, which is improving access to and the quality of data. Health continues to progress plans to merge all services for children and families under a Children's and Family Service and have appointed a Portfolio Lead.

More children are accessing services than before

Local Health data evidences a gradual rise in the child population over the last 10 years although this is not yet showing in published Public Health data. This is thought to be due to the recent increase in population of international students and the number of families seeking refuge in the city as a result of conflict.

Population of children and young people by age (Aberdeen City)



Source: [Public Health Scotland](#)

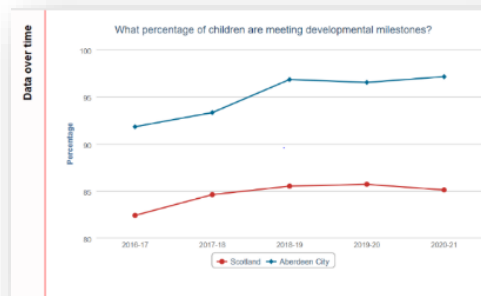
3.98% of the Aberdeen City population are now between 1 and 4 compared to 3.81% nationally. The universal services continue to be agile to ensure that all children secure an Early Learning and Childcare placement and access health services within the current levels of available resource.

Continued effective information sharing between the two Higher Education Institutions and the universal services will continue to be critical to support longer term planning.

The pandemic has impacted on children achieving developmental milestones

Local Government Benchmarking data evidences that a very high proportion of children (97%) are meeting their developmental milestones according to the 27-30 month review undertaken by Health Visitors. This is far higher than the national figure which sits at 85%.

However, only 83.05% of children were reviewed compared to the national average of over 90% due to the impact of the pandemic and shortages in qualified health visitors described earlier.



Lower coverage could account for why the data is at odds with anecdotal feedback by ELC settings and Health Visitors who identify considerable delays in speech and language development and social skills due to limited opportunities for socialisation. It could also indicate that those hardest to reach have not been assessed. The Health Visiting Service is working to increase the number of children who are reviewed to 95% over the lifetime of this Plan.

Health Visiting colleagues continue to make good progress in the roll out of their new data system which will enable more granular analysis of need to inform single and multi-agency planning. The Children’s Services Board will be apprised of progress in this area.

The development of early speech and language skills continues to be a concern

Education and Health are embedding the use of the CIRCLE framework to help support early child development. There is early evidence that the percentage of children with a speech and language disorder (as recorded on SEEMiS, the school management information system) is reducing slightly although it is thought too early to draw firm conclusions.

| Stage | Number of Pupils - Speech or language disorder - | Roll by Stage 05-01-2023 | % of Roll | Number of Pupils - Speech or language disorder - | Roll by Stage | % of Roll | Number of Pupils - Speech or language disorder - | Roll by Stage | % of Roll |
|--------------------|--|--------------------------|--------------|--|---------------|--------------|--|---------------|--------------|
| N4 | 13 | 750 | 1.73% | - | - | - | - | - | - |
| N5 | 50 | 1852 | 2.70% | - | - | - | - | - | - |
| P1 | 66 | 2055 | 3.21% | 67 | 2073 | 3.23% | 87 | 2028 | 4.29% |
| P2 | 95 | 2252 | 4.22% | 109 | 2041 | 5.34% | 98 | 1983 | 4.94% |
| P3 | 116 | 2172 | 5.34% | 99 | 1982 | 4.99% | 103 | 1980 | 5.20% |
| P4 | 105 | 2117 | 4.96% | 101 | 1993 | 5.07% | 111 | 2107 | 5.27% |
| P5 | 102 | 2114 | 4.82% | 110 | 2111 | 5.21% | 90 | 2014 | 4.47% |
| P6 | 90 | 2227 | 4.04% | 84 | 2001 | 4.20% | 69 | 2014 | 3.43% |
| P7 | 70 | 2093 | 3.34% | 65 | 1999 | 3.25% | 52 | 1960 | 2.65% |
| S1 | 67 | 2097 | 3.20% | 61 | 1930 | 3.16% | 47 | 1950 | 2.41% |
| S2 | 59 | 2007 | 2.94% | 46 | 1949 | 2.36% | 39 | 1905 | 2.05% |
| S3 | 42 | 2007 | 2.09% | 41 | 1907 | 2.15% | 41 | 1817 | 2.26% |
| S4 | 41 | 1980 | 2.07% | 40 | 1833 | 2.18% | 34 | 1756 | 1.94% |
| S5 | 31 | 1501 | 2.07% | 31 | 1599 | 1.94% | 34 | 1503 | 2.26% |
| S6 | 21 | 918 | 2.29% | 33 | 1057 | 3.12% | 15 | 885 | 1.69% |
| Grand Total | 968 | 28142 | 3.44% | 887 | 24475 | 3.62% | 820 | 23902 | 3.43% |

The impact of the implementation of the CIRCLE framework on speech and language skills will be reviewed when the education census is completed again in September 2023 in order to determine next steps for the Children’s Services Board.

The uptake of immunisations is lower than it should be

The uptake of the 6 in 1 immunisation at 24 months (96.45%) is slightly below the national average of 97.1%. Update of the MMR locally (91.61%) is considerably lower than the national average of 94.45% and not related to SIMD quintile. The issue appears to be as a result of the appointment system which prioritises certain immunisations. The system is currently being reviewed to address this vulnerability in addition to holding additional clinics to improve the uptake

of immunisations. Progress will be reported to the Children's Services Board to determine any role for other partners in securing improvement in this area.

The expansion of Early Learning and Childcare has increased uptake

The expansion of Early Learning and Childcare has offered the opportunity for greater collaboration between health and education. Health Visitors have welcomed the opportunity to co-locate with education at the Links Hub. There is anecdotal evidence that the integrated delivery model in operation at the Links Early Learning and Childcare Hub is effectively reducing the risk of children who are vulnerable requiring access to specialist services. This evidence is strengthened with a review of demand data. At the time of opening the Links Hub, only 40 children were registered to attend. Over an 18 month period the number of children registered has increased to 117 with almost all families self-referring to the service.

The expansion of Early Learning and Childcare (ELC) in August 2021 led to an increase in the number of children accessing and benefiting from funded ELC provision. As a result of the ELC Expansion Programme, Aberdeen City now offers a mixed delivery model of ELC provision:

- In 46 of our primary schools;
- In 46 Funded Providers;
- At the multi-agency Links Hub;
- At our Gaelic Medium Unit based in Gilcomstoun Primary School;
- At our 2 Outdoor Nursery provisions at Duthie and Hazlehead Parks; and
- Through 70 childminders

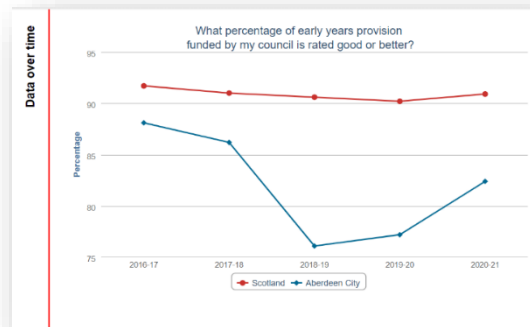
As of June 2017, 82% of 3 year olds and 91% of 4 year olds accessed ELC provision in Aberdeen. By December 2022, almost all three and four year olds in Aberdeen (90.7% and 97% respectively) take up their statutory ELC entitlement.

One of the key actions under Priority 1 of '*Best Start: Strategic Early Learning and Childcare Plan for Scotland 2022-26*' is to maximise uptake of ELC amongst two year olds. 35% of those thought eligible for an ELC placement at 2 years of age currently access their provision. This is 10% higher than the national average but still presents significant room for improvement. The Scottish Government is currently working with the UK Government to establish a data sharing agreement that will enable local authorities to target information about the ELC offer to households with an eligible two year old child, as has been the case in England for a number of years. Aberdeen City Council is currently engaged in this process which will be rolled out by summer 2023.

All Early Learning and Childcare settings offer a PEEP (Parents as Early Education Partners) programme to support parents and carers with programmes designed to reflect the self-reported needs of parents and carers. Families can also access support through the Local Authority Family Learning team. These programmes are not currently influenced by Health Visiting colleagues and this has been identified as an area for development.

There is a need to continue to focus on the delivery of quality ELC services

The expansion of Early Learning and Childcare has impacted on the quality of Care Inspectorate evaluations in some settings, this trend is replicated nationally and continues to be a focus for the Education Service. Currently only some of funded ELC provision are achieving grades of good or better when inspected. This is an improvement from last year but the Education Service need to maintain sharp focus in this area and will build this priority into the Education National Improvement Framework Plan and report progress to the Children's Services Board.



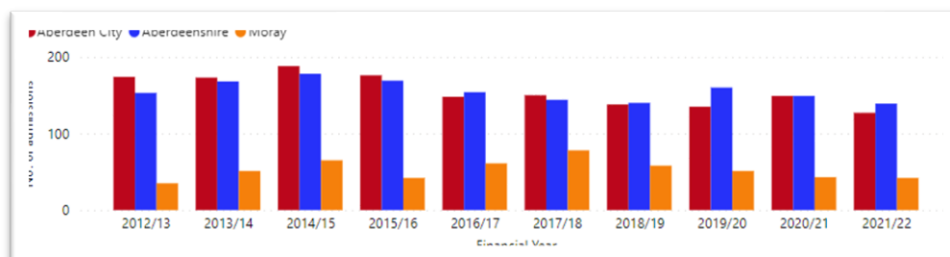
Closer collaboration and integration by the universal services helps to improve outcomes

Closer collaboration between health and education has triggered a review of how Health Visitors are allocated across the city. Allocating Health Visitors across localities has helped develop closer working at community level; this is helping to strengthen the universal services. This change is also helping to improve communication from the named person at the point of transition to primary one and will continue to be developed over the lifetime of the 2023-26 Plan.

There is evidence of a decrease in the number of unintended injuries than before.

Public Health data evidences that lower numbers of children under 5 are now presenting at Accident and Emergency with unintentional injuries than before. This should now be routinely monitored and maintained.

Unintentional injuries in children under 5 years old

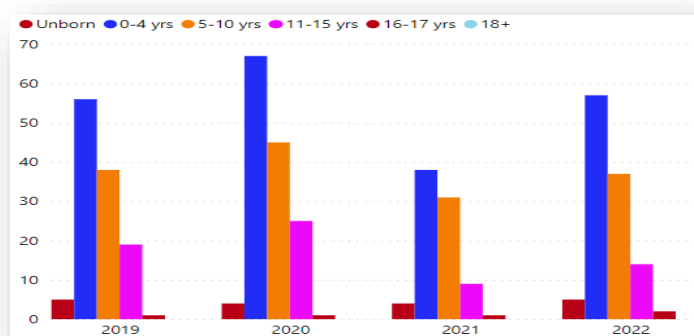


Source: [Public Health Scotland](#)

We need to better understand and prevent the rise in child protection registrations

We recognise the sharp increase in the number of child protection registrations of those aged 0-4 as hidden harm and neglect is identified. Our work to develop a Family Support Model should take this sharp increase into account and aim to mitigate the risks. This will be a focus of our Children's Services Plan for 2023-26.

Age of children on the Child Protection Register (as of 31st July)



Source: Children's Social Work, CareFirst Team

Health are working to increase the number of children seen for the 27 month review and increase the uptake of immunisations, progress will be reported through the Children's Services Board to help determine if there is a role for the Board in supporting improvement in either area.

The Education Service will focus on improving the quality of Early Learning and Childcare provision and report progress to the Board.

Health colleagues will work to increase the update of immunisations.

Closer alignment between the universal services will be maintained and developed.

The impact of the use of the CIRCLE framework will be monitored to ascertain if further work on early speech and language is required.

It is important to better understand the significant change in the number of children placed on the child protection register and consider our enhanced support offer to families at a universal and targeted level that mitigates the risk of neglect and harm.

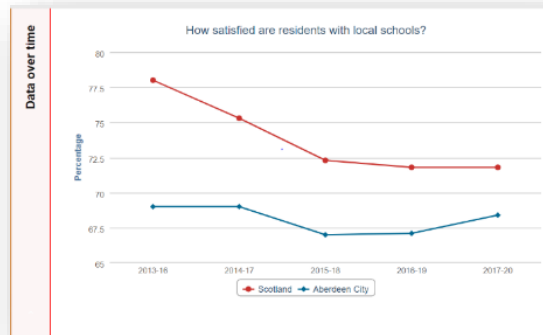
These areas will be included in the Children's Services Plan for 2023-26.

WHAT DO WE KNOW ABOUT OUR PRIMARY AND SECONDARY SCHOOL AGE POPULATION AND THE SERVICES AVAILABLE TO SUPPORT THEM?



Satisfaction with local schools is improving but remains low

Children from across the city benefit from access to education in one of our 61 schools. According to Local Government Benchmarking data, an increasing number of families are reporting satisfaction with local schools although satisfaction levels are still some way from the national average. There is a need to understand this more fully and this will be addressed in the first instance, through the Education Service National Improvement Framework Plan.



Children are increasingly aware of their rights

A recent survey of 755 children and young people across the city highlighted how our children and young people are more able to speak about their rights and how to claim them. It's now important for us to take a rights based approach in all of our work.

“I think they help with our rights because they give us 100 percent of all our rights for us to enjoy our life as a under 18. They give us a right to a education, a right to rest and play, a right to take part in any activities and groups with other children around us or even from far away.” (Age 11)

The number of children in our schools has increased significantly

Recent school census data shows that the increase in school population is considerable across Local Authority schools. The table below captures the Aberdeen City outcomes from each national pupil Census from 2019 to 2022 conducted in September of each year.

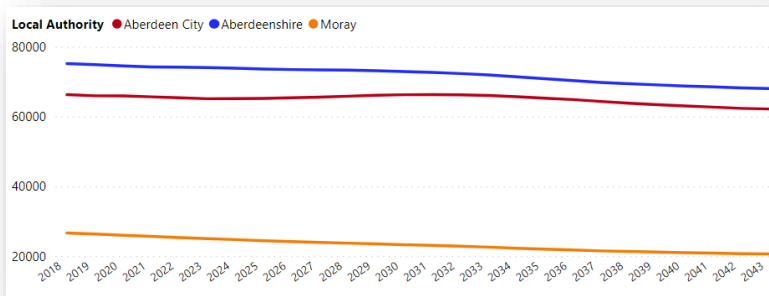
| Census date | Total number of pupils | Primary | Secondary |
|-------------|------------------------|---------|-----------|
| Sept 2022 | 25,003 | 14,573 | 10,430 |
| Sept 2021 | 24,260 | 14,084 | 10,041 |
| Sept 2020 | 23,695 | 13,963 | 9,596 |
| Sept 2019 | 23,156 | 13,915 | 9,106 |

The school roll has increased from 23,156 pupils in primary and secondary schools in September 2019, to 25,003 (+ 8.0%) in September 2022. Primary pupil numbers have risen by 4.7% (658 additional pupils) and the Secondary pupil cohort has increased by a more substantial 14.5% (1,324 additional pupils).

The rise is due to the significant increase in the number of international students moving to the city with dependants, to the large number of families seeking refuge in the city and a reduction in the number of families choosing the private sector. The significant rise in the number of secondary pupils is partially reflective of the number of young people choosing to remain in school given the uncertainty in the local economy and the now established trend of fewer young people securing places in private secondary schools at the point of transition from Primary 7 to Secondary 1.

The National Records for Scotland data predicts a reduction in the number of children and young people in the city in the longer term.

Population projections of children and young people aged 0-25



Source: [Public Health Scotland](#)

Our school population is becoming more multi-cultural.

Although the number of children and young people in our schools who identify as being Polish has remained consistent over the last 4 years, the number of families of African descent has nearly doubled (from 967 in 2019 to 1756 in 2022). There is also a considerable increase in the number of children who identify as being 'white-other' due to an increase in the number of families making Aberdeen their home whilst fleeing conflict. This increasing diversity across all of the life stages brings considerable opportunity.

This change has triggered an increased focus on making information available in the most appropriate language and careful consideration of how to respond to the needs of particular groups in more integrated ways exemplified through our Settle in the City programme. The Settle in the City programme was co-delivered by health and education and co-designed by those accessing the service over the school summer holiday period.

The programme offered a warm welcome to children fleeing the war in Ukraine and provided an ideal opportunity for the universal services to better understand need prior to children being formally enrolled in Early Years and school settings. The considerable change in demographic guides us to engage further with ethnic minority groups to better understand their experiences of accessing services given they are one of the 6 groups likely to be most impacted by poverty.



The nature of bullying incidents in schools has changed

A key measure which indicates that children are thriving in inclusive schools is the level of bullying incidents reported. The data identifies that data has been relatively static when you take account of school building closures. Bullying incidents where racism was recorded as the reason have reduced. Further scrutiny of the data has identified changed trends in bullying incidents. For example, there has been a significant increase in the number of bullying incidents which refer to body image/physical appearance. Additionally, there is a gender aspect which is evident and identifies that 70% of bullying incidents are raised by girls.

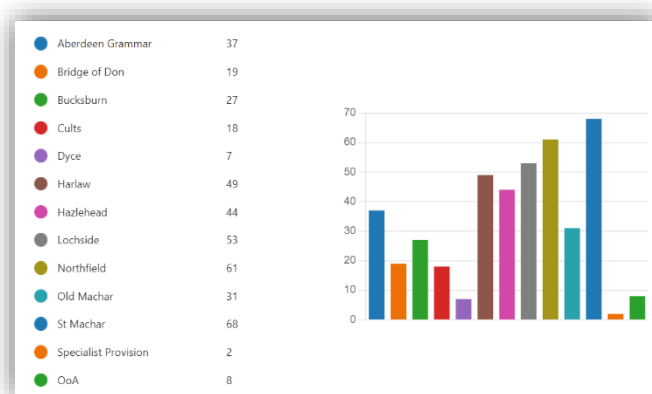
The impact of Covid-19 and the subsequent lockdown has witnessed a rise in the number of incidents recorded around mental health. The data highlights that the nature of bullying has changed considerably and that there is a need to review the Anti-bullying policy to ensure that we proactively respond and capture all perceived incidents of bullying as well as confirmed cases. This will be prioritised by the Education Service over session 22/23 but there may be a role for multi-agency partners in the longer term.

Schools can access to advice and guidance from other professionals

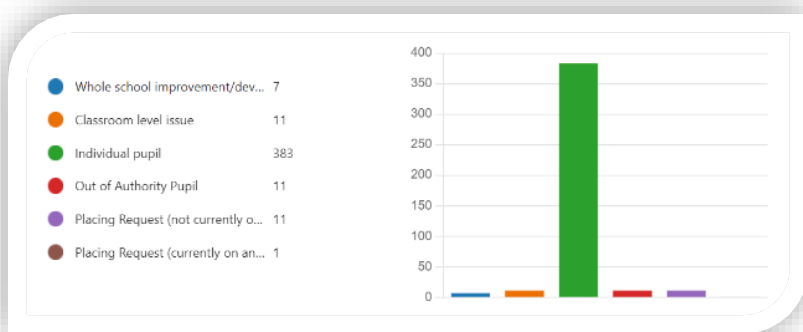
Recruitment challenges triggered a reimagining of the School Nursing Services in collaboration with Head Teacher colleagues leading to the introduction of new roles to support the school Nursing team. School nurses have realigned with school localities to improve collaboration, continuity and team work across the universal services. All referrals are now managed by the single point of contact and reviewed and triaged on a weekly basis to ensure that needs are responded to proportionately and at pace. Mental health has become a more significant focus for School Nursing colleagues.

Over the academic year 2021-22, 424 Early Intervention Consultations were carried out by Educational Psychologists across Aberdeen City. The highest proportion of requests from assistance were from the Dee Locality (161 Dee, 127 Don and 136 West.)

The breakdown by Associated Schools Group evidences greater need in some areas than others.



Almost all consultations relate to the needs of specific pupils.



357 new cases were referred to the service over session 2021-22 with only 67 following up on a previous consultation. 101 of the consultations led to specific pieces of work for the service, resulting in 77 files being opened for pupils and 24 more strategic pieces of work being undertaken with schools. Most consultations sought guidance on strategies to support self-regulation, with the second more prevalent factor being strategies to support social & emotional needs. The third most prevalent factor involved advice to support those with Autistic Spectrum Condition.

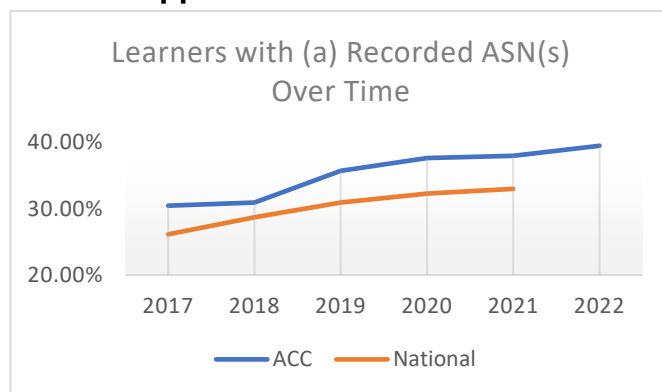
236 consultations have been requested to date this academic session demonstrating a growing demand. Consultation this year almost all relate to self-regulation strategies.

- Self-regulation relating to behaviour was the number one category,
- Self-regulation relating to emotions was second,
- Self-regulation relating to attention & concentration & ASC were joint third.

This data will continue to inform the professional learning offered by the Service. These needs clearly mirror other evidence sources and have helped inform the priorities for action in this Plan.

More children are now identified as having an additional support need

Around 39.5% of children and young people in our schools are now identified as having at least one additional support need (ASN), this represents an increase of c.3.8% compared to levels recorded in 2019. More secondary pupils (44%) are identified as being in need of additional support compared to 36.8% in primary. There is considerable evidence that those who experienced the periods of lockdown at the point of transition (current S1 and S2 pupils) have been disproportionately affected by the restrictions.



There is an increase in the number of children declared disabled

There is also an increase in the number of children assessed or declared disabled from 266 in 2019 to 406 in 2021 (165 in Primary and 241 in Secondary). Nearly 16% of our children and young people who responded to a recent survey told us that they don't think that those declared disabled are treated with respect and provided with the same opportunities as their peers. There is a need to address this through this Children's Services Plan.

The increase in the number of children who are recorded as having additional support needs from 2017 is attributed to work to engender greater consistency in the recording of needs with the more significant increase noted from 2020 to 2021 thought to be being directly attributable to the ongoing impacts of the COVID-19 pandemic; this is echoed in National data. The agile approach being taken by Council ASN and Outreach Services will be maintained and further developed over the lifetime of the 2023-26 Plan.

Children's Social Work has a co-located team integrated within the Orchard Brae School campus. This operational structure has supported the development of strong multi-agency working and provides families with a single point of reference for their child. Feedback from families reinforces the value of agencies being co-located delivering integrated services and support.

The remit of this team is to consider the needs of children and young people with a disability in need of care and protection or where the child's needs have been assessed as requiring support under Section 23 of the Children (Scotland) Act 1995. There are at any point in time circa 150 children open to the Children with Disabilities (CWD) Team. For many of these children, social work staff assume the role of Lead Professional.

The vast majority (currently 90%) of children are supported to live within their families with currently 97 children (63%) receiving packages of care to support their more complex needs. This care package support is provided via our partnership with Aberlour who deliver community based support including short breaks or via Self Directed Support arrangements which families manage themselves. The impact of the COVID 19 pandemic for this group of children has been significant. Many will have experienced social isolation far longer than their non-disabled peers and access to community based support and services was severely restricted during the pandemic. There is a need to improve the visibility of available supports to enable families to self-serve via self-directed support arrangements.

Currently 32 children (21%) are open to the team as a result of care and protection concerns. A further 5 children (3%) are supported via compulsory supervision orders within their family home, with 15 children (10%) currently living out with their family network. The majority of this group will require support throughout their lives and this has implications for how we work with adult services as we consider potential organisational changes resulting from The National Care Service.

We recognise the need to improve the planning for young people with a disability as they transition to adulthood. Embedding the Principles of a Good Transition as set out by ARC (Association for Real Change) is central to providing all families with a disabled child the clarity they require of the proposed support arrangements beyond childhood. This work will be progressed through our involvement in a Getting it Right For Everyone (GIRFE) pathfinder in partnership with Scottish Government.

Evidence from Learning Reviews continues to highlight that as a partnership the impact of disability is not as recognised as we would want when considering neglect and harm to children. Supporting staff across all agencies to better recognise the vulnerability of children with a disability is a priority within our Child Protection Improvement Programme and should be highlighted in the refreshed Children's Services Plan.

Children with Autism Spectrum Condition found the move back to 'in school' learning more challenging

3.47% of Aberdeen City's children and young people in schools have an Autism Spectrum Condition (ASC) recorded. This equates to 499 primary and 384 secondary pupils. Approximately 30% of requests for assistance pertain to a child/young person recorded as having an ASC. There is a general feeling that these figures are lower than expected.

26.8% of requests for Outreach Support were submitted to the Autism Outreach Service showing a high level of need across this group of children and young people, demand for Autism Outreach Support is considerably higher than it was pre-pandemic. In order to respond positively the Autism Outreach Service have reviewed their model of support, which is founded on an evidence-based, building confidence and capacity teaching framework of three steps: I Do, We Do, You Do. Since the full implementation of the new model (in late 2021), feedback from schools highlights the importance of maintaining consistency, but also the value of targeted training, sharing resources and strategies, modelling approaches, building staff confidence, and being easily reachable. Feedback also demonstrates schools' value of the engagement with parents, a multiagency approach, and working in collaboration to promote consistency.

There is now a need to reimagine our approach to supporting the neurodiverse across the partnership and this will be taken forward through the development of a neurodevelopmental pathway as a pathfinder for the Children and Young People's Mental Health Delivery Board. This work will help inform our Autism Strategy.

'Child Inclusion Research into Curriculum, Learning and Education' (CIRCLE) is a research-based approach to universal support for all children and young people as they emerge from the pandemic. Following the identification of a 'CIRCLE Lead' in each ELC, Primary and Secondary setting, professional networks are being established and benefitting from input from partner agencies such as NHS Grampian. The approaches advocated by the CIRCLE Framework are being utilised to support settings to implement flexible strategies of support. Implementation is led by the needs of the individual setting and their unique context, and designed to afford consistency across Aberdeen City whilst leaving school-level autonomy. Support for staff is available via CIRCLE Surgeries and bespoke Microsoft Teams (virtual) channels. These are providing valuable opportunities for sharing experiences, practice, and reflections as the impact of the CIRCLE Framework is monitored. This work will be on-going with impact regularly reviewed by the Children's Services Board over the lifetime of this Plan.

Young Carers need our support

There are an estimated to be around 2000 Young Carers in the city with 135 of them currently being supported through the Young Carers Service. This number has steadily increased since the current service was established in April 2019 but raises questions around the high percentage of Young Carers who are not accessing support. The Young Carers Service is the only dedicated Young Carers service in Aberdeen City, working with children and young people from age of 5 to 20 years old by providing a range of supports including 1-to-1 interventions, family work, group work, short breaks, social activities, signposting/linking to other services and supports, and training for professionals. 151 referrals have been made since April 2019 which suggests that there is a need to better identify Young Carers across the city.

A refreshed Carers Strategy has been recently approved. This Children's Services Plan has been aligned to the actions agreed within the Strategy.

A range of plans are used to coordinate supports

Support for individual pupils is coordinated through a range of Plans. There are currently 2403 Individual Education Plans, 1178 Child's Plans and 24 Coordinated Support Plans located in SEEMiS with Children's Social Work holding approximately 1500 Plans at any one time.

Our children and young people tell us that the Child's Plan format isn't clear for them and we should now review the template in response to this feedback.

The mental health and wellbeing of children and young people continues to be a concern

We need to continue to focus on mental health and wellbeing. 43.9% of requests for assistance pertain to children/young people recorded as having a Social, Emotional, Mental Health Need ("SEMHN"). 42% of the referrals were for primary pupils and 58% for those in secondary. This triangulates against school data, whereby 8.0% of young people in Aberdeen City are recorded as such, the second most prolific Pupil Need Category.

Several approaches have been adopted to strengthen the universal offer to children and families impacted by a SEMHN: Compassionate and Connected Communities (CCC) training has been rolled out to education and health staff across the city. This provides training at individual school level designed to enhance the consistency in approaches to understanding the wellbeing needs of a school's community and building a greater number of trauma informed staff within the system. A pilot with Penumbra continues to deliver Distress Brief Intervention (DBI) training in six secondary schools. This has increased from 2 as part of the initial pilot and supports school staff to immediately respond to young people facing distress; this links directly with Child and Adolescent Mental Health Service (CAMHS) supports if required.

Counselling in schools has been expanded and we continue to see an increase in young people reporting high levels of anxiety: as of October 2022, 266 young people were receiving counselling support with 100% of young people reporting the intervention as having a positive impact. 20 full-time equivalent (FTE) counsellors work across schools to support children aged 10+. A pilot is planned in 4 primary schools, which will focus on support for children aged 3+.

“I live in a fairly safe area with low crime. Our schools have classes dedicated to health and wellbeing and we are reminded in almost every class that we have a person to talk to. My school told me about a mental health charity which I have since used.” (young person aged 14)

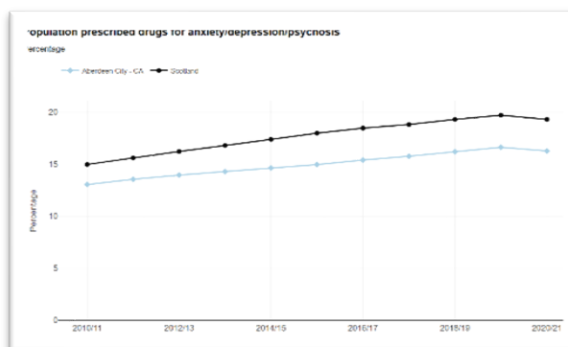
Across our school communities large numbers of children and young people do not believe that they have good mental or physical health. They recognise the challenges that they personally face, and this has been reflected through our most recent surveys identifying areas such as anxiety, body image and lack of sleep as key indicators impacting on their health. Low Intensity Anxiety Management (LIAM) and Emotional Literacy Support Assistants (ELSA) continue to be offered as training supports for staff. Evaluation of both programmes highlights a positive impact and these interventions will be maintained.

Referrals to CAMHS remains high with 1477 referrals in the last year with 1018 referrals accepted and 459 redirected referrals.

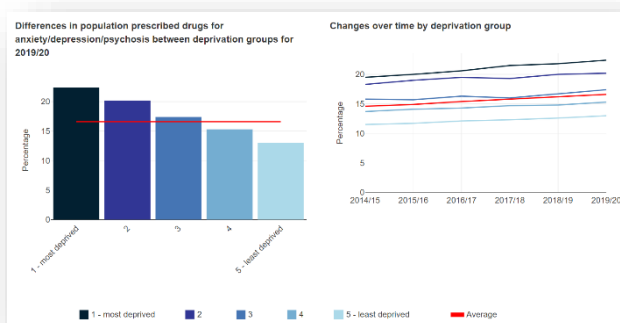
Percentage of patients seen within 0-18 weeks by CAMHS



Source: [Public Health Scotland](#)



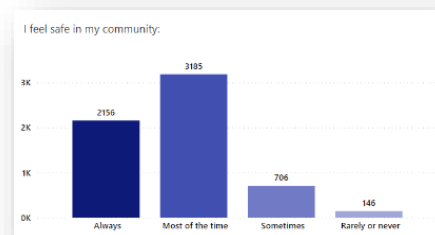
The current wait time for a routine Choice appointment is 6 weeks with a further 20 week wait for a follow up appointment.



Considerable work has been undertaken to understand the mental health and wellbeing needs of young people and the partnership now has access to improved information through 2 pupils surveys to help support our work in this area over the lifetime of this Plan and beyond.

During March 2022 6193 (38%) of children and young people in P5-S6 undertook a physical wellbeing survey. 3796 (63.1%) of respondents stated that when speaking with friends or someone they were in a relationship with, they always felt safe and respected with 80 (1.29%) reporting this to never be true. This was similar both within primary and secondary. 3241 (52%) stated that they were always made to feel good about themselves with 3796 (61.3%) reporting that they are encouraged to do things they enjoy.

Within the same survey mentioned above, children and young people were asked to consider how they feel within their local community. 5341 (86.2%) stated that they felt safe in their community always or most of the time. Across associated school groups the number of respondents who felt safe in their community sometimes, rarely or never varied from 3.3% to 19.3%. Those living in more deprived areas felt more unsafe. There is a need to consider our response to this as part of this Plan.



Children and young people reflected on the results of the pupil survey and their personal experiences of support for health and wellbeing in schools during the Health & Wellbeing summit on the 14th October 2022. Our young people shared that they seek increased opportunities to talk about difficult subjects such as self-harm, suicidal thoughts, anxiety and fears and stresses. They would also welcome an increased focus on areas such as self-confidence and body image with particular consideration of the needs of our boys and careful consideration of gender equality with particular focus on physical activities and opportunities being offered. Children want to be shown how to believe in themselves and provided opportunities to do this not just told to do it.

Our young people also told us that they do not all feel that there is someone in their lives that listens to them. In response to this and ensuring the voice of all children is heard there has been agreement through the Health & Wellbeing Summit that we will engage in the 'One Good Adult' pilot in collaboration with Scottish Government, COSLA and NES, supporting and working with practitioners to understand what children want and need from us as professionals. This agreement will be built into our Children's Services Plan for 2023-2026.

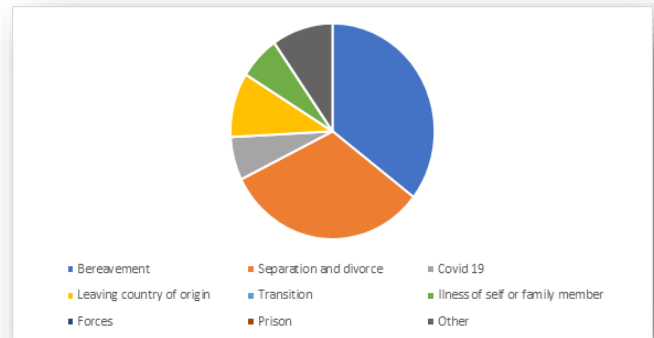
Bereavement triggers poor wellbeing

Learning from case reviews continues to reinforce the huge impact the death of a significant family member has on children and families. We recognise that the loss of a loved-one might constitute one of the biggest traumas in the person's life. Bereavement in childhood has shown to link to higher levels of anxiety and depression (continuing into adulthood), increased risk-taking behaviour and youth offending, impacting on academic attainment, continued learning and aspirations for the future. Although it is recognised as one of the vulnerabilities for families being referred to the Fit Like? Family Wellbeing Team, it is likely that bereavement is under reported due to historical loss or perceived impact on current presentation/family's needs both from professionals and families directly. Bereavement was reported at the point of referral for 68 young people representing 6% of all Requests for Assistance.

Seasons for Growth (SfG) is an educational group work programme supporting children and young people who have experienced significant loss and change in their lives. It is an internationally proven programme, with a wide evidence base. Specially trained group facilitators or *Companions* work in pairs to deliver an eight-session programme with two follow up reconnector sessions for the pupils.

The Educational Psychology team have trained 51 SfG teacher and support staff *Companions* across 23 schools. Our *Companions* provide education and peer support for children in our schools with two companions currently work within the Fit Like Hubs. The training will continue to be offered across the city for those working with Aberdeen’s children and young people.

The latest data shows that 70 pupils received support via the Seasons for Growth programme over a recent 5 month period with bereavement and parental separation the focus in most cases.



“Each of the children who participated in the group became more relaxed and were able to discuss their feelings more freely by the end of the programme. The children became a support for each other and bonded during the course of the sessions.”
@ S4G Companion during evaluation

There is clear evidence that the impact of support received in school, usually transfers into the home environment. The training of Companions will be maintained.

We have a range of established 3rd sector services offering bereavement support to children. Bereavement services are often considered at a time of loss as a response to an event that requires a one-off intervention, we now need to think about the impact of bereavement throughout the whole lifespan as learning reviews evidence that professionals do not always appreciate the enduring nature of bereavement on all surviving members of the immediate and extended family.

There is need to continue to focus on improving levels of physical activity

The restrictions in place to keep everyone safe from the pandemic impacted on levels of physical activity in our children and young people. Although public health data does not yet highlight a significant issue in this area, there is anecdotal evidence that this should be an area of focus.

In 2021 69.94% of children in Aberdeen had a healthy weight when they entered Primary 1. This is slightly above the national average of 69.76%.

of Pathways Advocates in our secondary schools. It is hoped that this approach will help ensure that the curriculum being offered is most likely to realise positive outcomes for individual people and encourage high levels of full time school attendance in order to achieve at the young highest levels possible. Progress in this area should be monitored by the Children's Services Board as there may be the need for multi-agency working to address issues.

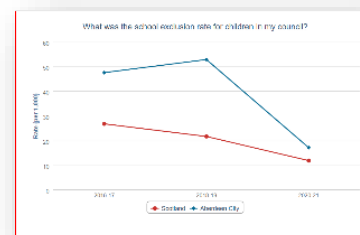
We need to continue to focus on reducing exclusion

Exclusion levels continue to reduce at pace. There were 17.2 cases of exclusion (per 1000 pupils) over school session 2020/21 compared to the national average of 11.9 per 1000. Following this improvement, the Local Authority is currently placed 26th out of the 32 Local Authorities for levels of exclusion.

The number of instances of individual exclusion (per 1000 pupils) for those living in SIMD 1 is significantly higher than those living in SIMD 5 (36.1 compared to 5.7 per 1000). The exclusion rate (per 1,000 pupils who were looked after) in 2020/21 has steadily reduced (76.5 compared to 248.1 in 20218/19) and currently slightly lower than in Scotland (77.8). The Local Authority is currently placed 14th out of the 32 Local Authorities for the exclusion of Looked after children.

The exclusion of those with additional support needs is lower than national averages (22.5 compared to 25.5 per 1000). There is a need to continue to monitor this data as the Edge of Care pilots progress to support those who are care experienced or on the edge of care, and carefully consider barriers to school attendance as we work together to address child poverty.

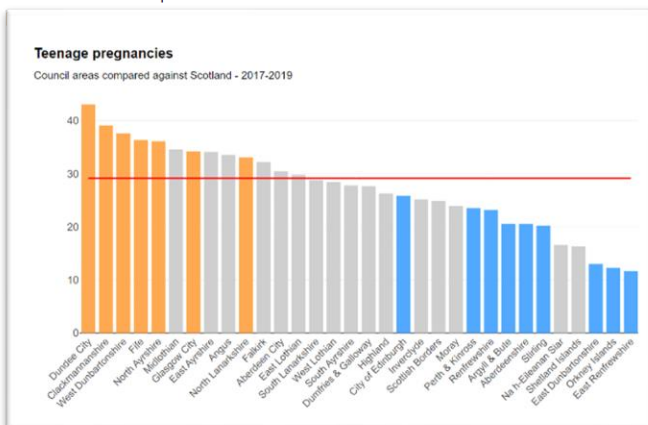
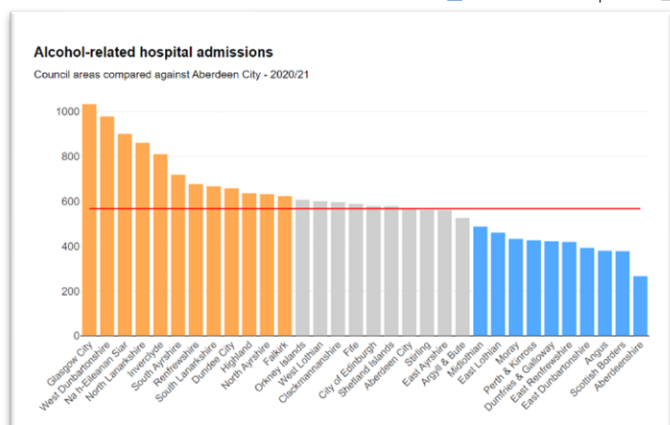
There is also a need to fully understand how parents and carers experience services to see if greater cohesion could help better improve outcomes for children and families.



There is evidence of improvement in many Health outcomes

The level of alcohol related hospital admissions for 11-25 year olds has steadily reduced over time. Levels are now broadly in line with comparator Local Authorities.

Legend
■ Better than comparator ■ Not different to comparator



Children in areas of deprivation do less well and this should continue to be an area of focus. 48% of pupils achieve 5 qualifications at Level 5 with the Local Authority ranked 22nd out of the 32 Local Authorities. Only 13% of pupils living in SIMD 1 achieve 5 qualifications at Level 6 with the Local Authority being ranked 27 out of all 32 Local Authorities.

In 2020/21 65.8% of looked after children in Aberdeen City left school with 1 or more qualifications at SCQF level 4 – lower than the rate of 71.1% for Scotland and a decrease from 86.7% in 2019/20.

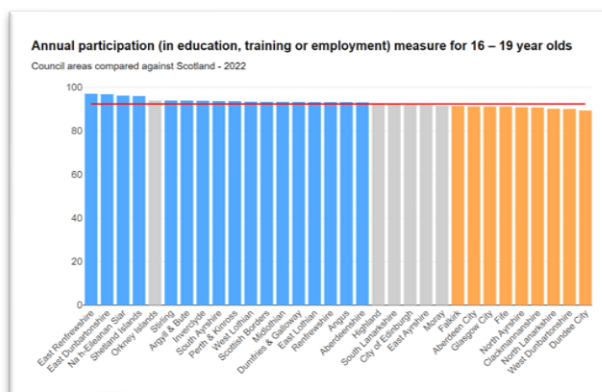


Source: Scottish Government, Education Outcomes for Looked After Children. Updated August 2022. (Note: Figures for some local authorities may be suppressed due to small numbers).

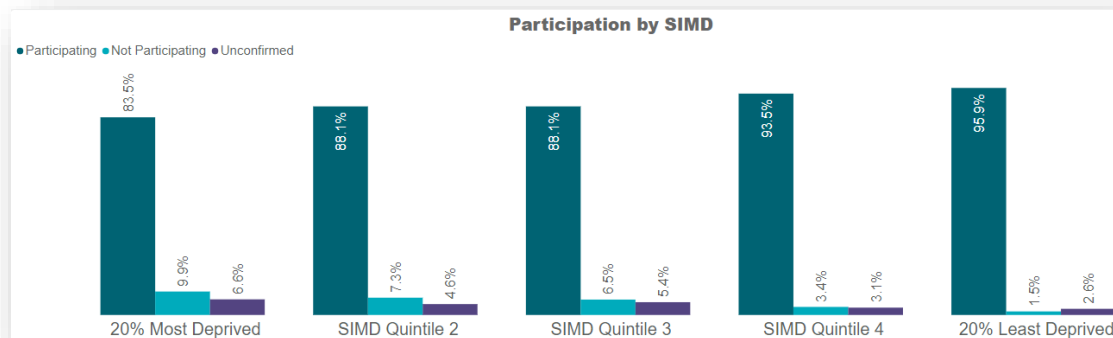
We need to improve our position against the virtual comparator and use the capacity and capability available across the education system to address variation from school to school as we continue to engage with the education reform agenda.

We need to continue to focus on improving positive and sustained destinations

There has been an increase in the percentage of young people participating in education, training or employment. Locally, the Annual Participation Measure sits at 91.22% compared to 92.35% nationally. Work on this area should continue.



The 2022 Annual Participation Measure shows the gap between participation in the 20% Most Deprived and 20% Least Deprived SIMD areas. Whilst reducing over the years (from 15pp in 2019), it currently stands at 12.4 percentage points. This evidences that the education service and wider partnership must continue to address the equity and excellence agenda over the coming years.



In 2020/21, 76.5% of looked after children in Aberdeen City had a positive destination (based on 9-month follow-up survey and children who were looked after for the full year). This is higher than the rate for 2019/20 of 63% and lower than the rate for all children in Aberdeen of 92.1%. The considerable variation from year to year is attributed to the small number of children across each year group.

The percentage of school leavers in a positive follow-up destination varied by deprivation (based on SIMD) with 81.5% of school leavers in the most deprived quintile having a positive destination compared to 95.5% of those in the least deprived quintile. The percentage for least deprived quintile has increased from 2019/20, whilst the % for the most deprived has decreased by 0.8%.

It is important that the education service continues to broaden curricular pathways to offer a wider range of vocational qualifications across the senior phase so that all young people feel long term success.

Over 2020/21, far fewer young people were immediately employed upon leaving school compared to our virtual comparator (13.8% compared to 24.8%). However, a far higher number of our young people secure further and higher education placements locally when compared to our virtual comparator.

| | Further Education | Higher Education |
|---------------------------|-------------------|------------------|
| Aberdeen City | 30.84% | 45.72% |
| Virtual comparator | 23.79% | 42.63% |

21 young people left school with no qualifications. The establishment of ABZ Campus from June 2023 will help address this issue.

**ABZ
CAMPUS**

Learning to shape your future

In June 2023, we are launching a new range of courses across our secondary schools. Our new courses aim to boost skills and align with our fastest growing industries in the North-East of Scotland. To find out more you can go to our employability website <http://www.abzworks.co.uk>

Our young people tell us that they are concerned about their future career prospects and want to have the skills they require to thrive in the future. The broadening of the curriculum and development of skills will be supported through the development of ABZ Campus, through the Aberdeen Computing Collaborative and by embedding the Aberdeen City Skills Framework.

The Scotland wide [Careers Review](#) has made 10 recommendations designed to deliver the ambition of [Scotland's Career Strategy](#). Now accepted by Scottish Government, the review recommendations are being taken forward into implementation planning and detailed co-design.

Some of our children report feeling unsafe

Mentors in Violence Prevention (MVP) is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence.

By February 2023 all our secondary schools across the city will have received training for staff and partners in the MVP programme. Currently 7 of our secondary schools are trained and implementing the programme with some extremely positive examples of changing the attitudes and mindset of our young people being seen. One of our more experienced teachers, who has successfully delivered the programme for a number of years, is about to undertake the Training the Trainer programme which will add to the local expertise available and allow us to expand the programme further.

MVP training this year has included partners including educational social work and Police Scotland colleagues. All of our Home School Liaison Officers, who work closely with children and families particularly within family home settings, will attend the final training in February so that all staff can use the strategies and initiatives explored around social media influences, which often negatively impact on our young people and their ability to attend and be engaged in learning.

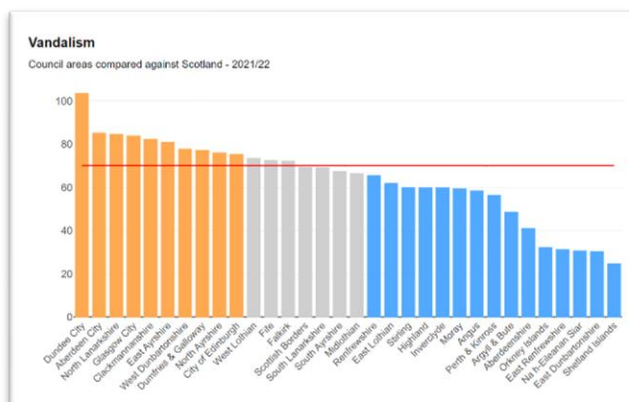
Evaluations from staff attending the training showed that there is a significant increase in the number of staff who feel that they have the necessary skills to educate others about gender-based violence. There is evidence of increased awareness of issues, an increase in those who believe that bystanders can make a difference, and a rise in the number of staff who thought that they would challenge gender-based violence. Both pupils and staff refer to an improved ethos within school and reduction of barriers between older and younger pupils. Mentors and staff identify a positive impact on mentors' confidence and the enhancement of a range of skills such as team-work and presentation skills.

Police Scotland missing persons operational coordinators collate and monitor information from missing persons investigations in their area to better understand local issues, patterns and concerns. Where appropriate, information is shared with relevant partners to ensure missing people are located and agencies are aware of potential risk to establish safeguarding measures. The National Coordinator through the Framework Implementation Project has been working with multi-agency partnerships, to identify good practice and understand local issues and challenges of multi-agency responses to missing people and their families. Work on this area should continue in our Children's Services Plan.

Looking forward we will include our senior stage primary pupils as part of the mentors in violence prevention transition programme from Primary to Secondary and will look to develop more consistent approaches around supporting young people who identify as LGBTQ and seek LGBT Charter accreditation. This work will be built into our Children's Services Plan.

Despite having wonderful green spaces to be proud of, levels of vandalism are higher than we would like. There is a need to understand how children and young people perceive levels of vandalism and how this links with their feelings of safety in their communities. The evidence is that the number of young people aged 15-25 who are admitted to hospital due to assault has reduced.

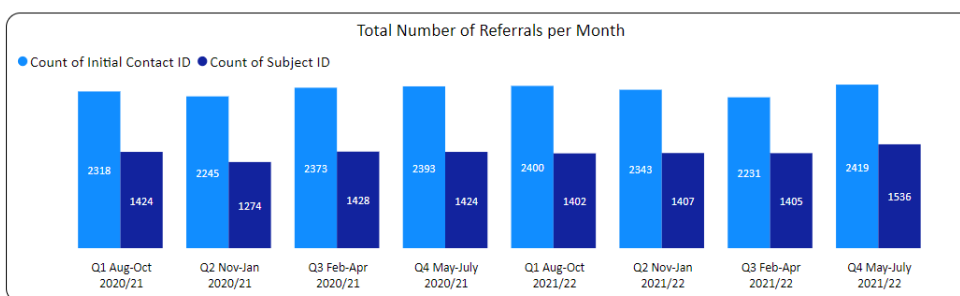
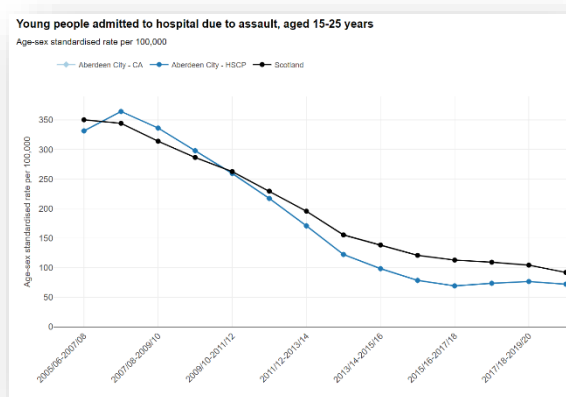
This is really encouraging but it is thought helpful to better understand how safe our children and young people feel in their communities to determine next steps.



We work well together to offer care and protection

Evidence from Inspection and local Learning Reviews highlight that there are well established referral routes for “named persons” and agencies to refer into the specialist services of Children’s Social Work when they are concerned about the care and safety of children.

Referrals to Children’s Social Work in 2021/22 totalled 9393, this is very similar to the total number of referrals in the previous year indicating a consistency of practice. The average number of referrals per quarter between August 2021 and July 2022 was 2348. This equates to approximately 36 referrals every weekday throughout the year.



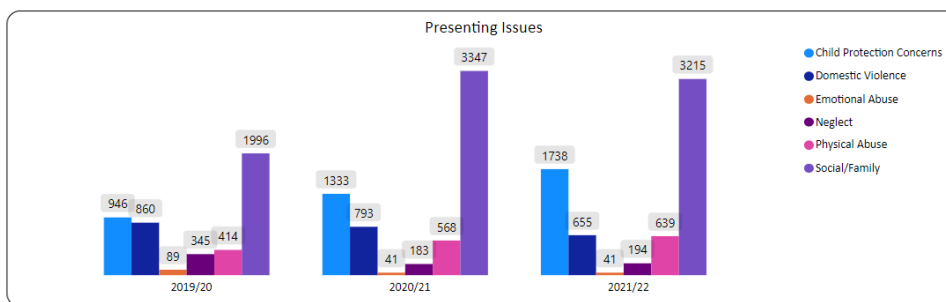
Source: Children's Social Work, CareFirst Team

By far the greatest number of referrals come through Police Scotland. Consistent numbers of referrals have been received from Education, NHS, Public/Family, and Social Work staff over the past year. Every referral is given full consideration by Children’s Social Work. A significant proportion of new referrals result in No Further Action as they relate to matters which, when screened do not meet the eligibility criteria, although work is undertaken to offer short term intervention to de-escalate concerns and revert families to universal or targeted services.

Of the 9393 referrals, 4351 were NFA (46%), this is consistent with data from previous years. The reasons for referral continue to highlight the predominant reasons are “social/family issues”, child protection concerns, neglect, physical and emotional abuse and domestic abuse.

The escalation in social/family, child protection and physical abuse referrals was noted through 2020 and 2021 when we experienced periods of lockdown during the COVID-19 pandemic. Referrals on the issue of neglect and emotional abuse declined as children were less frequently seen by universal services. These numbers have not changed significantly to date perhaps indicating the longer term implications of the pandemic on families. There is a need to think about how these areas of concern could be better addressed through the Children’s Services Plan in order to better complement the work of the Child Protection Committee and better position ourselves for delivery of The Promise.

Work to enable greater clarity on the detail of referrals is ongoing and will be assisted by the implementation of a the new D365 case management system. This in time will allow for more flexible data scrutiny and reporting.



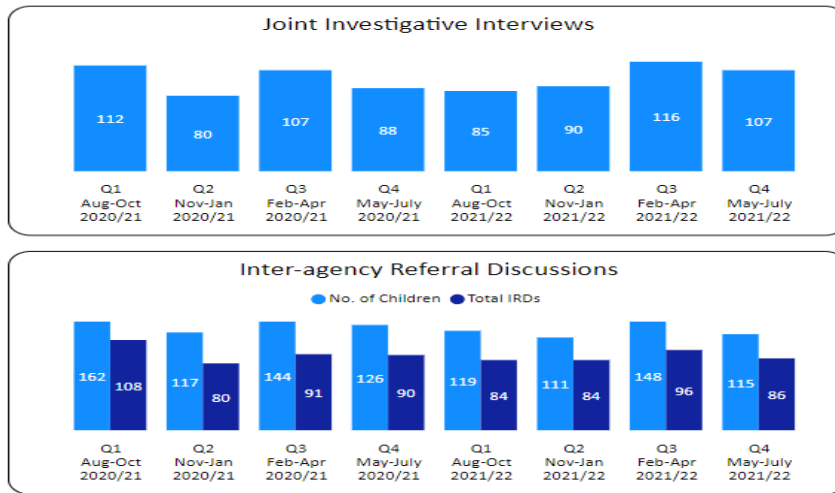
Source: Children's Social Work, CareFirst Team

Aberdeen City has a mature and highly effective Child Protection Committee which provides strong assurance in relation to the governance and delivery of child protection services. We are not complacent and continue to strive to improve how we respond and support children and young people who have experienced abuse and neglect.

In December 2022, implementation of the Scottish Child Interview Model (SCIM) was rolled out in Aberdeen City (at the same time as the other two NE Local Authorities). Building on our existing and well established Initial Referral Discussion (IRD) processes and in line with the Scottish Governments aspiration we are planning to develop a ‘Bairns Hoose’ service in the City. This will provide a trauma informed service that puts recovery at the heart of our response to child protection referrals and our support to children and young people.

The numbers of IRDs have been stable throughout recent years while recognising some predictable instability during the height of the pandemic. The IRD process has been updated to reflect the New National Child Protection Guidance for Scotland which came into effect in September 2021. The rationale for the updated IRD process has been well received by professionals.

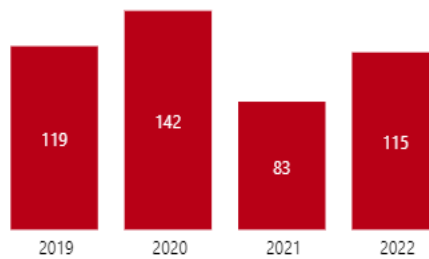
Numbers of Joint Investigative Interviews (JII) have increased with a total of 398 JIIs conducted in 2021/22 compared to 387 in 2020/21. We have historically high numbers of JIIs in this area compared with national figures. We will continue to monitor the impact of implementing SCIM on the number of child interviews undertaken both at a local level and with other areas who have implemented SCIM.



Source: Police Scotland

The number of children on Aberdeen City's Child Protection register is consistent with both the national figure and our comparator authorities. Inevitably we experienced some variation in levels of registration during the pandemic but over the past year levels of registration have returned to pre-pandemic levels.

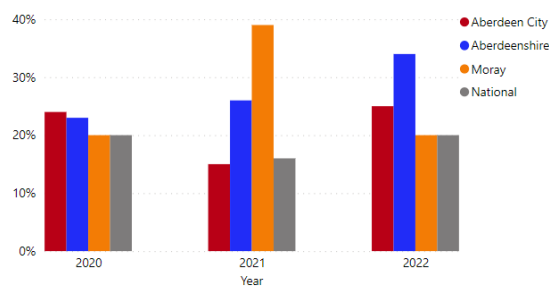
No. of children on the CPR (31st July), Aberdeen City



Source: Children's Social Work, CareFirst Team

We would recognise that in previous years the level of re-registration rates sat above the national picture. This was a focus of improvement activity for the Child Protection Committee prior to the pandemic and in recent years we have seen a far more aligned position.

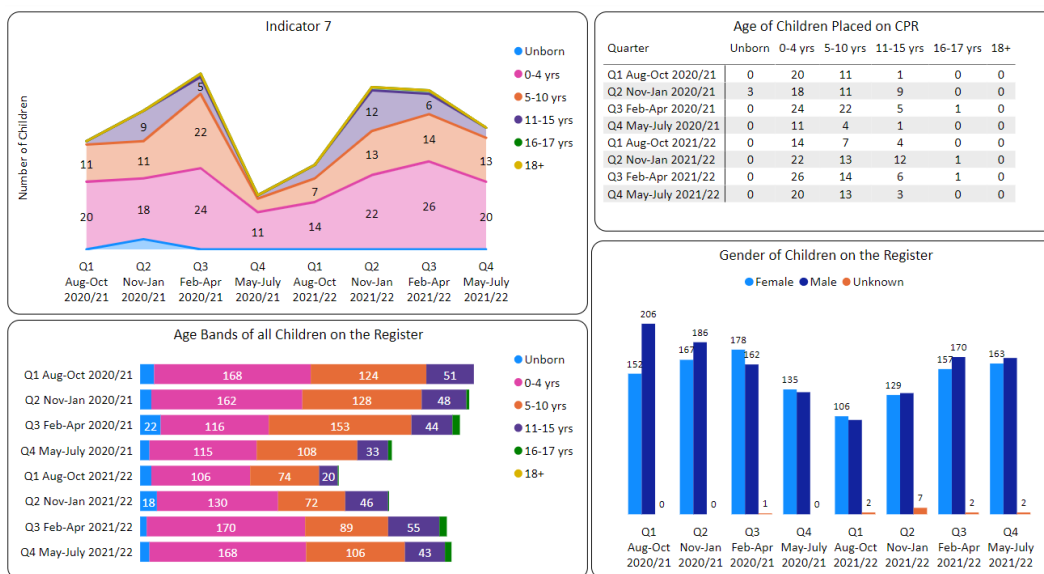
Percentage of re-registrations within 18 months of de-registration



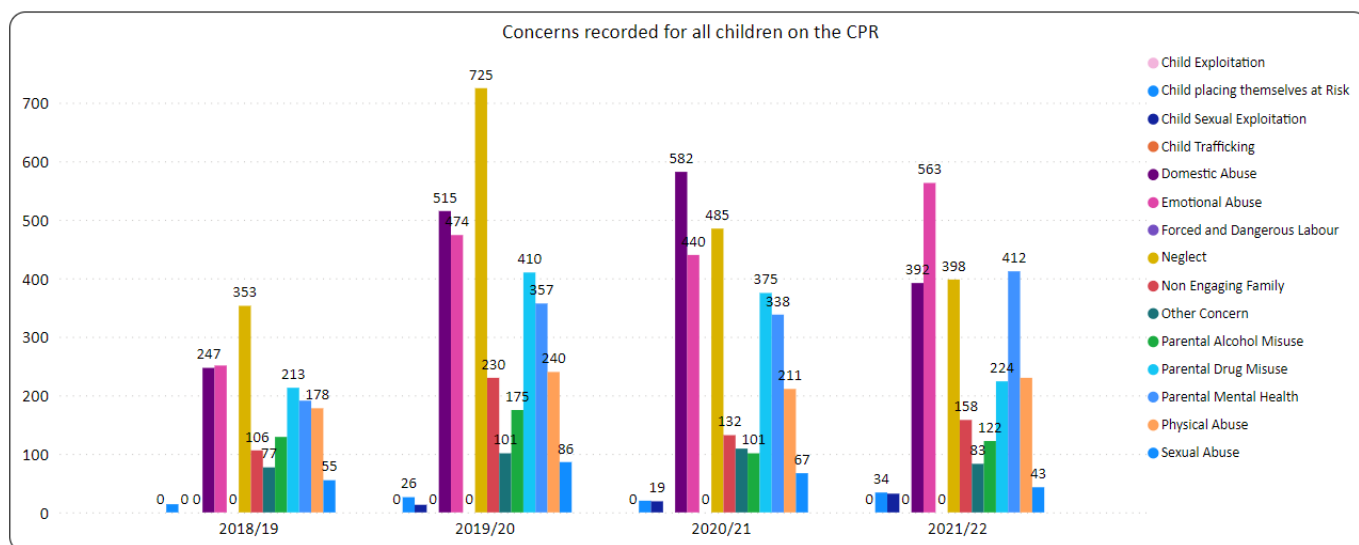
Source: Children's Social Work, CareFirst Team

In line with other local authorities the majority of children on the Child Protection Register (CPR) are under 10 years old. While this is to be expected, given there are alternative ways of addressing areas of concern relating to older children, our data highlights the partnership is progressively willing to utilise the CPR for older children where appropriate. Although it may vary quarter on quarter, on average there is no significant disparity in numbers of boys or girls on the CPR.

The table to the right represents the categories of concern for children *placed* on the CPR in the period from August 2021 – July 2022 (with comparator data for the previous year too). The main categories of concern remain domestic abuse, emotional abuse, neglect, parental drug misuse and parental mental health. Parental alcohol misuse is probably underrepresented. These mirror the most common causes recorded nationally and unsurprisingly the predominant reasons why children are accommodated out with the parent’s care.



Source: Children's Social Work, CareFirst Team

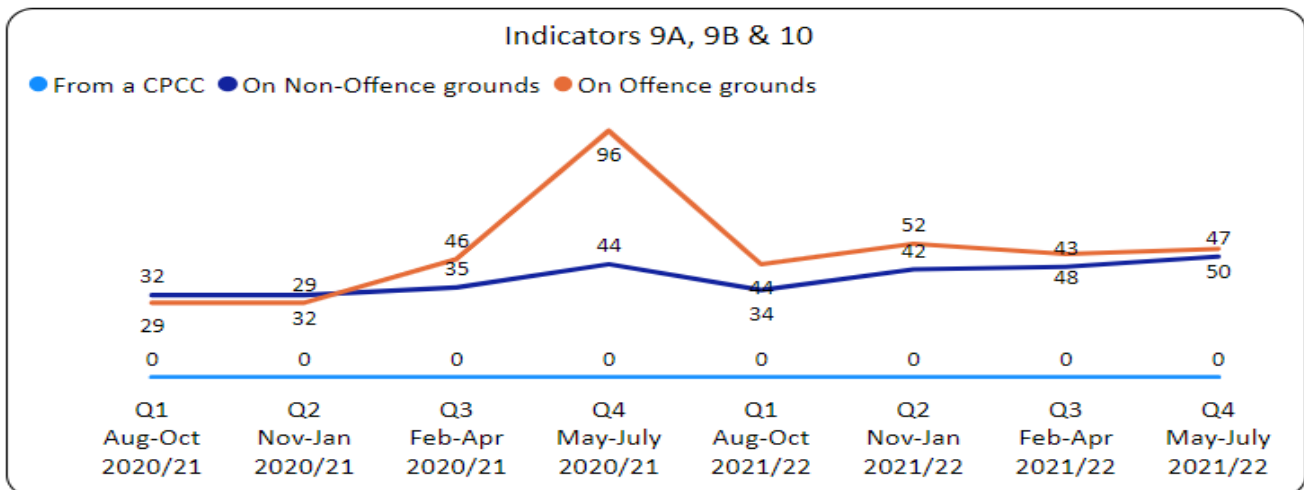


Source: Children's Social Work, CareFirst Team

There has been an increase in referrals to the Reporter on offence grounds

Numbers of children referred to the Scottish Children’s Reporter Association (SCRA) on offence grounds increased sharply from Q2 of 2020/21 (November to January), spiking in Q4 (May-July 2021) before falling back to more typical levels in Q1 of 2021/22 (August – October). This pattern does not appear to be linked to the implementation of the Age of Criminal Responsibility (Scotland) Act 2019 in December 2021, where we might have expected to see a reduction in the number of children referred on offence grounds.

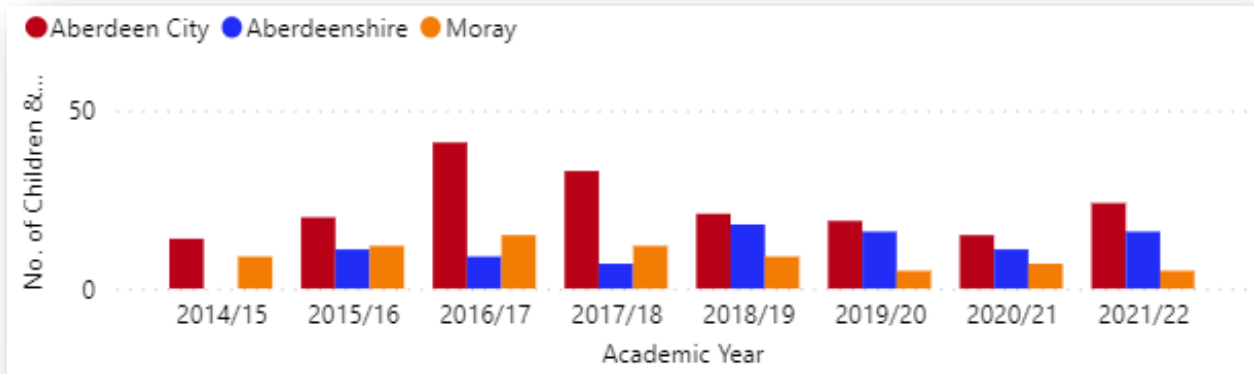
This is only one piece of the picture, however. The number of these referrals that result in a children’s hearing on offence grounds is extremely low, indicating that our collective preventative and early diversionary approaches remain highly effective. For example, in the period July 2021 to December 2022 there were 421 referrals to SCRA made for 242 children, resulting in 2 hearings on offence grounds. Children who are subject to a CSO who accrue a new charge must have that charge reported to SCRA, as do those with an open referral. Some charges accrued by children will be dealt with through early effective intervention however The Lord Advocates Guidelines on offences committed by children dictate which offences must be reported, and this impacts on the numbers that SCRA receive.



Source: [SCRA](#)

There has been a slight but steady upward trend in the number of children referred on offence grounds over the 12 months from August 2021 to July 2022. It is possible that this is linked to the more recent push to keep 16/17 year olds within the hearing system rather than adult criminal justice system. SCRA continue to work with local partners on processing of joint referrals, in a bid to increase the number of joint referrals retained by the Reporter. The number of children for whom the local authority secured via a child protection order (CPO) has remained steady over recent years. This demonstrates that social work staff are confident about the circumstances which merit use of emergency orders to secure children.

No. of children and young people subject to a Child Protection Order



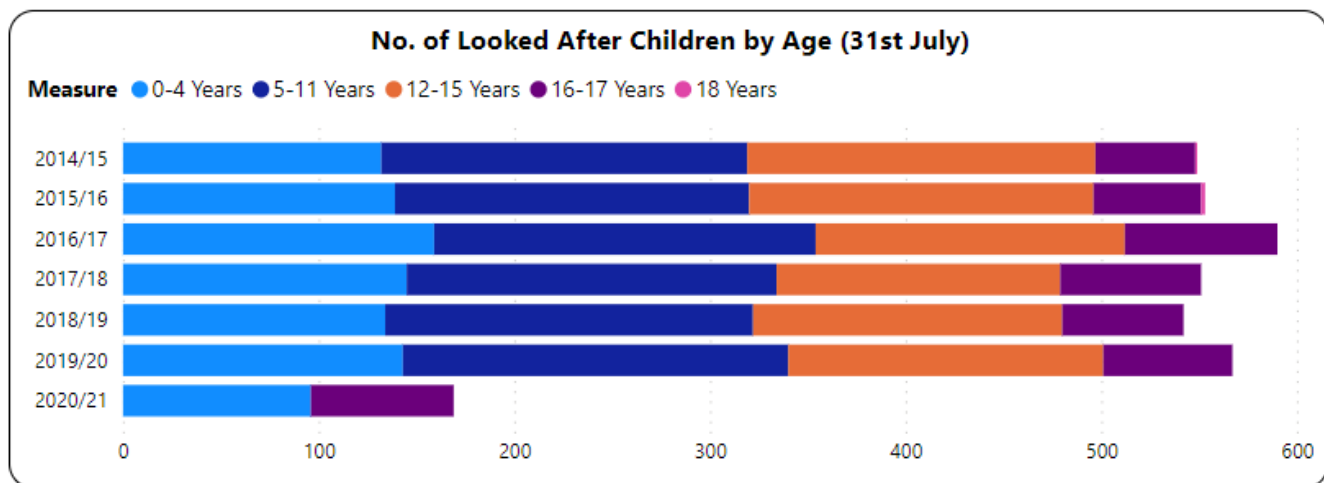
Source: [SCRA](#)

There are often a multiplicity of reasons why children are accommodated out with parental care. This includes: structural inequality, poverty, poor social housing, homelessness; parental experience of childhood trauma/being looked after. Current data evidences that vast majority of the children and young people (circa 90%) who require care and protection will have been exposed to risks associated with their parents/primary care givers life and circumstances.

These risk factors predominantly relate parental addiction, poor parental mental health and domestic violence – often referred to as the “toxic trio”. The Promise recognised that structural impact of poverty also has a corrosive impact on families and like other authorities Aberdeen City’s looked after children population originate from the SIMD areas 1 & 2 of the city. The Promise highlights the need for agencies to enable families to mitigate the impact of poverty in a manner that is empowering and non-stigmatising. The need to join up the many related policies and priorities has been reflected in this Children’s Services Plan.

The number of looked after children is reducing

Over the past three years there has been a steady reduction in the number of looked after children in Aberdeen City circa 15%. As of 30 September 2022, there were 485 children looked after by the local authority compared to 570 as at 1 April 2020. This decrease is across all care types and mirrors a trend at a national level. The % of looked after children in Aberdeen City aligns to the national figure and that of our comparator authorities.



Source: [Scottish Government](#)

As we move to support more children in the community, utilising approaches that wherever possible mitigate the need for statutory measures of care, it is anticipated that the number of looked after children will continue to fall in the years to come. Efforts to bolster the partnership's support offer to kinship carers, developing an integrated Family Support Model, and utilisation of the Whole Family Wellbeing Fund to enhance preventative and early intervention approaches continue to be moved forward at pace.

Young People are staying longer in our local children's homes

In 2020/21, our residential children's homes demonstrate occupancy rates averaging 90%, in 2021/22 placement demand exceeded availability with periods of occupancy at 100%. Data supports that young people stay in local residential children's homes for longer periods and until they are older. The average length of stay in the period 2020/22 was two years, this doesn't capture the long-term nature of a number of placements, the longest being over six years. As well as supporting and promoting the principles reflected in "Staying Put Scotland", placement duration reflects the core values and ethos of care for our residential homes.

Our ethos is based on a therapeutic approach based on Dyadic Developmental Psychotherapy (DDP). Using this approach with young people to help and support them to recover from trauma and prevent further harm, providing nurturing care and helping with attachment difficulties. Our 'matching' is an important part of this process to try and ensure we can meet long term need and support our children and young people into early adulthood. We have experienced a low placement disruption rate, of under 3% between 2020/2022. The benefits of this approach and matching process is evidenced by the number of long term placements and as young people move on, the increasingly successful sustaining of accommodation/tenancies as well as the increased number in further and higher education.

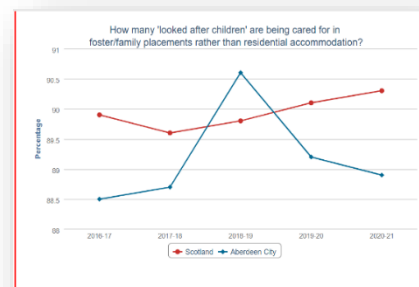
The service has a residential aftercare dimension, complimentary to our core Care Leavers Youth Team, providing care leavers with ongoing connectedness and belonging, (Staying Put Scotland (2013). 'in pursuit of positive outcomes for young people leaving care, research consistently points to the importance of maintaining relationships and attachments'. The residential aftercare service support around 15 young people who have moved on to their own accommodation from a local children's home. This support strand is integral to the care provided and supports enduring relationships. Outcomes suggest the model works well for the majority of moving on young people, with only one instance of a tenancy breakdown of the 15 supported.

There has been a decrease in the number of children placed in foster care

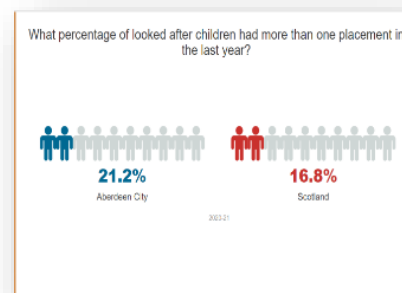
Aberdeen City recognises that it is out of step with the national position and our comparator authorities in terms of the percentage of children placed in foster care (46% of all looked after children as of 30/9/22). Specifically, the number of children placed with independent foster agency's (IFA)s, resulting in children being placed far from Aberdeen, mitigating against sustaining links with family friends and their local community, is far higher than we would want. (Of those children placed in foster care 66% are placed with an IFA which equates to 149 children)).

Given the needs of the children involved it is right that changes are planned sensitively and carefully. This will include a continuing focus on growing our own fostering capacity as well as continuing to develop community-based resources to keep children with their family where it is safe to do so.

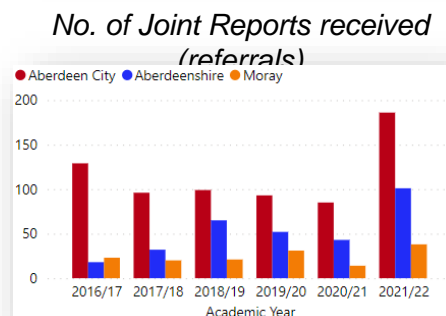
The decrease in looked after children is reflected across all age bands. However over recent years in accordance with the delivering on principles of continuing care we are seeing young people remaining in care placements for longer, with transitions being elongated enabling more supported transitions. The impact of this practice is seen in the improvement in the level of tenancy sustainment for our care experienced young people.



Aberdeen City has over recent years placed very few children in secure care. Indeed, there have been extended periods when we have had no young person in this placement type. As we prepare for the implementation of the Children’s Care and Justice Bill, we anticipate more 16 & 17 year olds being retained within the Children’s Hearing system. This may result in secure care being utilised more often as an alternative to placement in an adult prison. We will continue to ensure a risk based approach is taken to inform decision making. We continue to work to reduce the number of care placements.



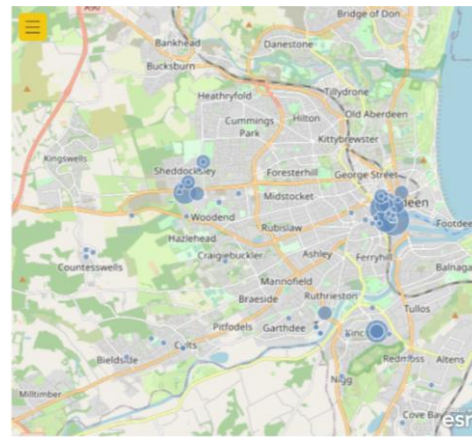
Our successful Improvement Project in 2021/22, resulted in fewer children who were jointly reported being progressed by the Crown Office Prosecution Service. Children jointly reported have the offence being dealt with either by SCRA or Crown Office Prosecution Service (COPFS). We identified that, 16 & 17 year olds were more likely than those under 16 years, to be prosecuted by COPFS. Improvement work improved processes and system administration, increasing the number of 16- & 17-year-olds jointly reported being supported in the children’s hearing system. Workforce development was designed and undertaken by SCRA and Whole System Approach lead, along with updating processes and policy with the clear message that 16 & 17 year olds are children and must be offered the same protections and supports as younger children. The impact of this improvement work has been evidenced in the reduction in children jointly reported being held by COPFS. In 2016/17 33% of 16- and 17-year-olds jointly reported were referred to the reporter as an outcome. This had increased to 66% by the year ending 2021/22.



Source: [SCRA](#)

This increase is welcomed. However, it will, in addition to the forthcoming legislative changes, require continued collaboration to ensure strong alignment between Justice Services and Children’s social work. We also await the details of what the Scottish Government intends as an “alternative to custody” service as set out in the Children’s Care & Justice Bill to enable young people who might otherwise have experienced prison/secure care to be supported to remain in the community.

The number of youth Anti-social behaviour (ASB) incidents reported significantly increased in 2021 (3015 incidents), this was particularly high at the beginning of the year, it is expected that these increases were a knock on effect of COVID restrictions being lifted. Over the final 3 months of 2021 there was a 35% decline and remained at a consistent level into the beginning of 2022. Overall youth ASB incidents have reduced slightly in 2022 (2936 incidents) compared to 2021 (3% decrease) but continue to remain significantly higher than 2020 (2066).

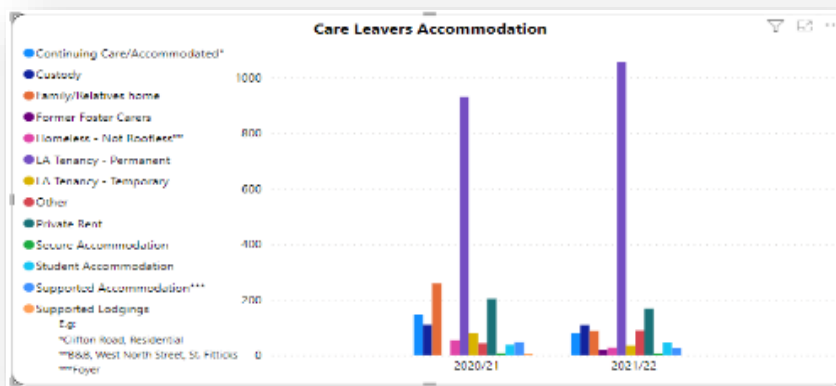


There is clear evidence of 'hot spots' in the city that need to be better understood. Early intervention and youth community activities continues to be utilised fully. In 2022, 68 10-16 year olds attended community activity citywide, an increase of 70% compared to 2019 when 40 10-16 year olds accessed community activity.

We need to improve the specificity of pathways plans

All young people in our care, aged 15+ have, as per the statutory guidance, a pathway plan in place. We recognise the need to improve the specificity of these plans to enhance that our planning for young people transitioning from care is as comprehensive and effective as possible.

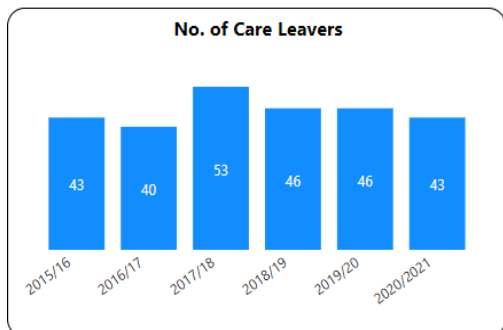
The number of young people who leave care remains stable. Clearly as the total number of looked after children declines, we would in time expect to see a gradual reduction in the number of carer leavers. We recognise that no matter how well-prepared care experienced young people feel the transition from care is daunting. To support the planning for such transition we have embedded the role of a Housing Support Officer within our Westburn Road Youth Service. This ensures early planning for young people who intend to live independently as well as continuous support as they manage this transition. The development of this post has contributed to a positive and sustained increase in the tenancy sustainment levels for our care leavers.



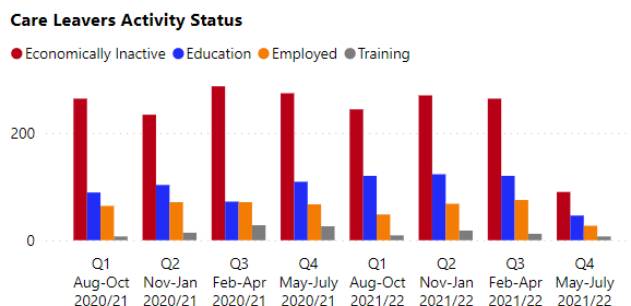
Acknowledging that a key factor that enables care experienced young people to manage independent living is having a structure to their day. We are pleased to see an increasing number of care experienced young people accessing further and higher education however we want to build on this improvement.

Our data highlights too many of our care experienced young people are under utilised in the labour market. Given their trauma impacted lives they will often have limited support to assist them navigate routes into employment. A successful pilot in collaboration with colleagues from the Councils City Growth team successfully developed a framework of support that is more responsive to the needs of care leavers. The approaches and supports developed through the pilot have been adopted as standard.

Access to non-stigmatising money advice services as well as a community larder has ensured a strong focus on enabling young people to navigate the financial challenges of independent living. Young people themselves have highlighted challenges in relation to accessing mental health services and discussions with CAMHS to address this are ongoing. An Assertive Outreach Worker has been embedded in the team to provide targeted relational support to young people who are or may be beginning to struggle with addiction.



Source: [Scottish Government](#)



Source: ACC Youth Team

There is a need to continue to focus on housing support for vulnerable groups

Aberdeen City Council’s Repairs and Maintenance Team responded to a request from our care experienced young people through the Champions Board and produced video tutorials focusing on basic property maintenance tasks for first-time tenancy holders. Based on feedback from young people, a Housing and Support Officer became co-located with the Youth Team in April 2021. This post supports our care experienced young people to navigate Housing systems taking a relational approach and aims to make sure that transitions from care into their first tenancy are as coordinated and transparent as possible. The post also supports care experienced young people who need assistance finding new accommodation or with any issues while they are in their tenancy. Training has been rolled out to all of our Housing & Support Officers around care experienced young people and trauma informed practice is being embedded within the service. An evaluation on the impact of this role will be undertaken in 2023.

We continue to see a positive trend in care experienced young people accessing and sustaining tenancies with 93 young people accessing tenancies during 2021/22. There was an 82.8% tenancy sustainment rate for those households, which rises to 94.6% when taking into account people who went on to a positive destination after their first tenancy.

We need to continue to ensure that the most vulnerable are able to claim their rights

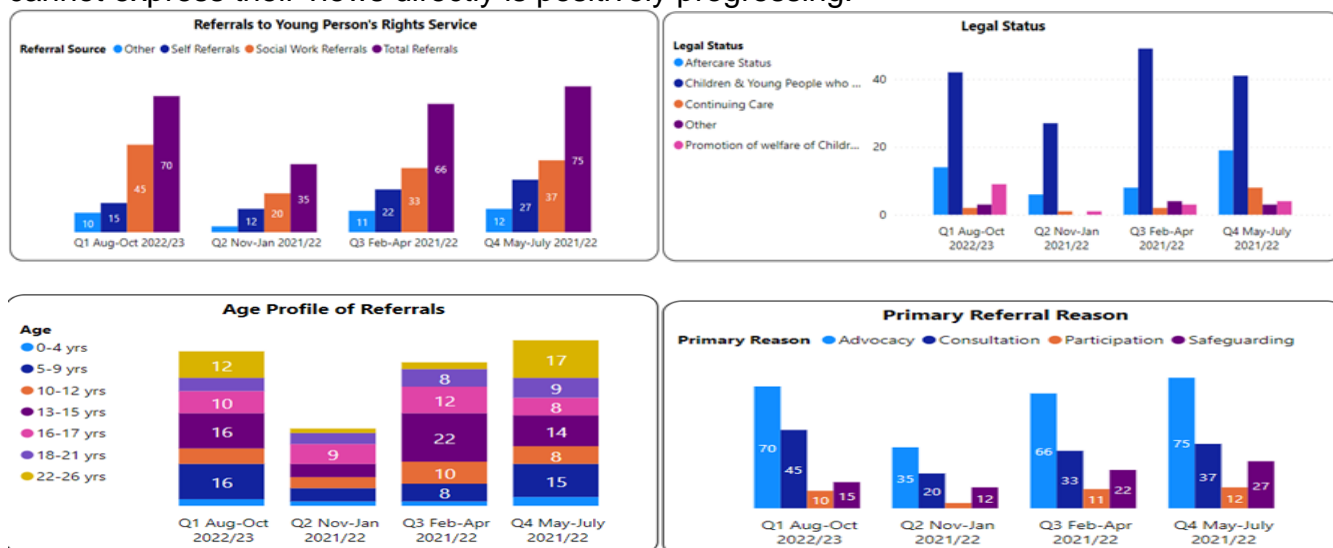
Rights is one of the fundamentals of The Promise/Plan 21-24, valuing that these are for all children and young people in or on the edge of care, as well as those with experience of care. It asserts a rights-based approach required by the forthcoming implementation of the UNCRC into domestic law.

As a partnership and as corporate parents, it is recognised that those children, young people, and young adults who need care and protection are more likely to require support to understand their rights and have these upheld in their day to day lives through practices and services which promote their participation and voice. ‘Voice’ not only refers to what they say but to all aspects of their presentation. This encompasses how we actively listen to what they tell us matters to them to build their confidence and personal growth, to promote understanding of their life story and to best influence service improvements.

Promoting a rights-respecting culture, as described in The Promise, is the responsibility of all who work with children and young people. Those within the child, young person or young adult's network are usually relationally best placed to promote their rights. The remit of the Children's Social Work Aberdeen Young Person's Rights Service provides additional, independent trauma-informed advocacy, guidance and support to children, young people and young adults, aged 0-26 years, who have experience of care, who are or have been involved in child protection processes or, where they cannot access this Service themselves, due to, e.g., age or disability, advocacy on their behalf.

Referrals

The data shows the primary referral reasons and overall numbers from May 2021-October 2022. The numbers have remained consistent with some flux in relation to the reasons. It remains that referrals are mostly for children who are currently looked after and who require or have requested advocacy support. Work to raise awareness around the need to promote the voices of those who cannot express their views directly is positively progressing.



Source: Young Person's Rights Service

Over 2020-2022, the impact of Covid 19 has been undeniably significant. It has been something children, young people, and young adults continue to reflect upon with the Service. The predominant focus of referrals over this period has been **family life**. This has included rights issues related to being brought up within or reunited with family, being cared for with brothers or sisters if living apart, and associated challenges when being cared for geographically far from home.

Connected to family life, referrals for children, young people, and young adults in conflict with the law or being criminally exploited and young parents with experience of care are noteworthy. Their voices highlight rights and trauma related experiences of not being fully heard or fairly treated, of being stigmatised or disproportionately criminalised and of the need to ensure access to legal representation. The Service is feeding in voice in a variety of ways to associated multi-agency governance and improvement work through its involvement in and support of the Corporate Parenting Improvement and Performance Group, The Champions Board, the Youth Justice Strategy, the 'Write Right About Me' Project and local Independent Advocacy provision under the Children's Hearings (Scotland) Act 2011.

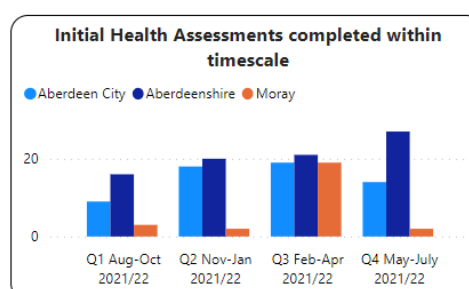
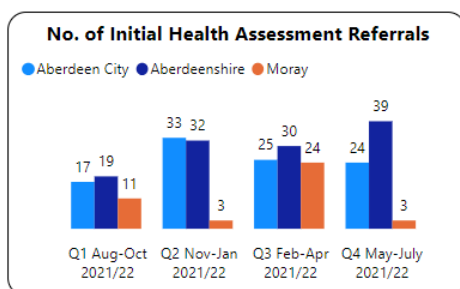
The 2 overarching priorities of the Rights Service Improvement Plan will continue over the next 3-year period:

1. Further develop use of inclusive ways of observing and communicating with, and/or on behalf of children, young people, and young adults which support their rights, participation, and voice. This particularly applies to those who may communicate their voice/views in alternative ways or are non-verbal through age/disability. (For example increased provision of non-instructed advocacy for babies, infants, and those children, young people, young adults with a disability.)
2. Further raise awareness and promote rights through the provision of direct workforce learning opportunities that translates rights into practice. (An example being the delivery, with children's social work colleagues, of learning workshops on inclusive communication. We also contribute to the Youth Justice Training Programme)

These priorities are mindful of the multi-agency work required in realising the cultural transformation required by the Promise, the welcome demands placed by UNCRC, and other national legislative and policy drivers, e.g., the Children (Care and Justice) (Scotland) Bill to ensure that planning for and with our children, young people, and young adults looks to give full effect to their rights, participation, and voice.

The timing and quality of our health assessments as well as tracking the health outcomes for looked after children was flagged as an area for improvement in our 2019 Joint Inspection. Our data highlights notable improvement in the number of initial health assessments completed in the expected timescale but also this is an area where continuing vigilance is required. NHS Grampian have a dedicated Looked After Nurse who provides a critical role coordinating initial reviews but additionally is a key point of contact for agencies to raise health related concerns for our care experienced young people.

We recognise that some of our looked after young people experience significant disruption to their care and education as well as access to health provision. This can result in them missing out on routine health provision such as HPV vaccination. To address this gap and further promote the healthy outcomes looked after children, we are keen to establish a health assessment process for our care leavers. This will help identify gaps in health provision as well as ensuring that care leavers returning to Aberdeen City continue to have access to primary health and dental care.



Source: NHS Grampian

There is a need for the Education Service to understand the low levels of satisfaction with local schools and undertake more focussed engagement with the 6 groups most likely to be impacted by poverty in order to learn from the lived experience of groups.

Education will review the school Anti-bullying policy and report progress to the Board.

There is a need to look again at our approaches to improving levels of dental health in primary 1 with a particular focus on areas of deprivation.

The increase in the number of children with additional support needs and declared disabled triggers a need to better understand the lived experiences of this large group and then consider our multi-agency continuum of provision more holistically across child and adult services. This work will be informed by an enhanced request for assistance process and aligning our work with the refreshed Autism and Carers Strategies and our Accessibility Plan.

There is a need to increase knowledge of neglect and harm in children with disabilities.

A mental health collaborative will be established and informed by a young person Taskforce. The Collaborative will consider the range of data available to help support positive mental and physical wellbeing. There is a need to ensure that bereavement is considered more fully when assessing wellbeing.

There is a need to improve attendance in schools, with a particular emphasis on care experienced young people, and this will require the support of the Children's Services Board. The Education Service are continuing to address levels of exclusion and will report progress through the Board to help inform any work by multi-agency partners.

Health and education will work to increase the uptake of the HPV vaccine in S3 girls.

Raising attainment and improving positive and sustained destinations continues to be a key focus for the education service. Increased focus now needs to be placed on closing the gap. Progress should be reported to the Children's Services Board so that multi-agency support can be sought to drive improvement.

There is a need to understand how our children feel in their communities and to work to reduce the number of children who experience domestic abuse. This will require close working across child and adult services.

There is a need to better understand and address the increase in referrals to the Reporter on offence grounds and review our models of support.

The Partnership will progress their plans to implement a Bairns Hoose model of support for those who have been harmed.

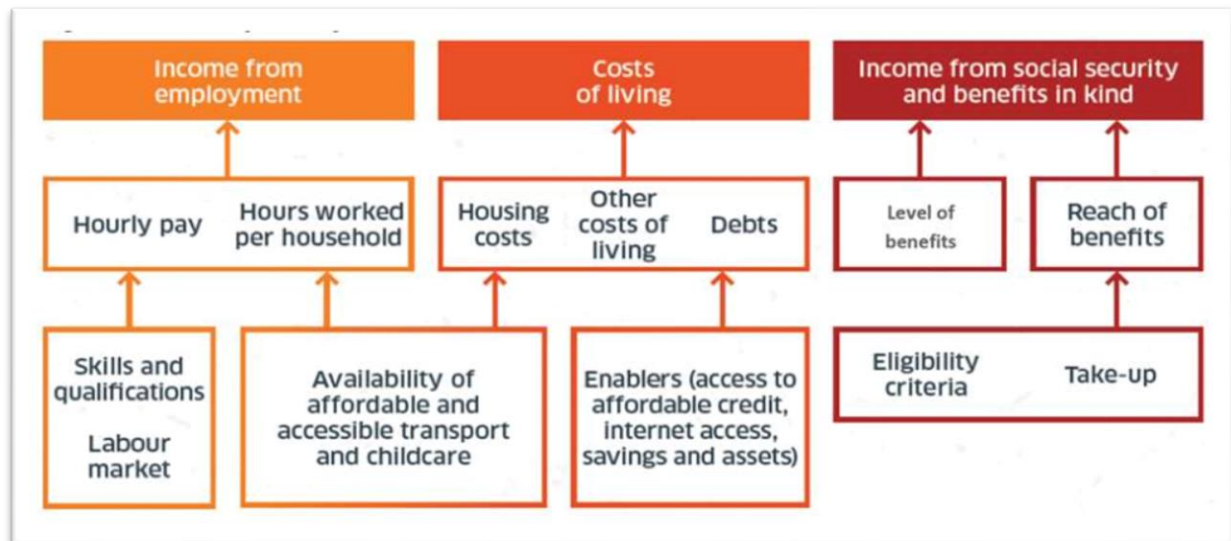
There is a need to develop a Family Support Model to offer earlier and preventative support and intervention with a particular focus on kinship carers and preventing children and young people from entering care. These areas will be including in the Children's Services Plan for 2023-26.

WHAT DO WE KNOW ABOUT CHILD POVERTY IN THE CITY?



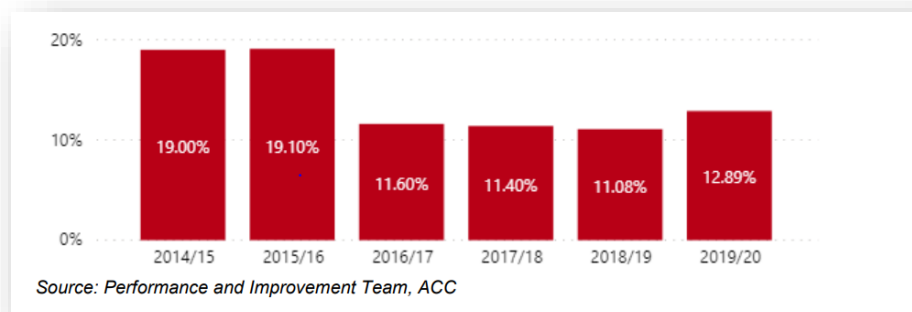
What does the research tell us?

Evidence tells us that the three drivers of poverty are income from employment, cost of living, and income from social security and benefits in kind. We know that impacting these drivers will impact levels of child poverty and so will focus on them in keeping with, 'Best Start, Bright Futures', and recognise how interrelated they are. We are firmly committed to reducing child poverty and meeting the targets set in the Child Poverty (Scotland) Act 2017



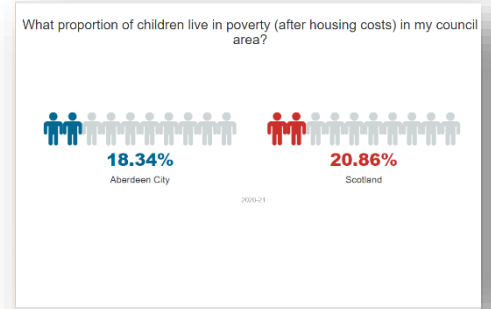
Nearly 13% of our children, young people live in the most deprived data zones

Of Aberdeen City's 283 data zones 29 are in the 20% most deprived, which is 2.08% of the national share. 12.89% of children and young people across the city live in the most deprived data zones.



Around 22% of children are experiencing child poverty

The number of children identified as experiencing child poverty in Aberdeen was estimated to be 21.8% in 2021, or around 5500 children. The Poverty line is defined as ‘below 60% median income after housing costs’. The current cost of living crisis has seen increased registrations for benefits at a greater rate than during the pandemic.



89% of young people who recently responded to an electronic survey felt that they had access to good quality health care, clean water, nutritious food and a clean environment. 9% were unsure leaving 2% of children who responded saying that they didn't have access to these basics.

In real terms, the levels of child poverty varies considerably from community to community as demonstrated by the percentage of children (under 16) living in relative poverty by ward from the Department of Work and Pensions below.

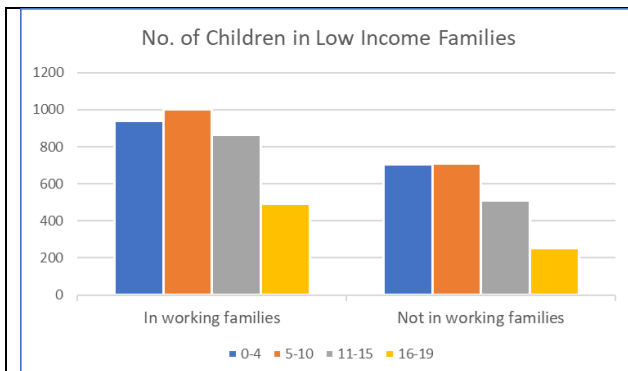
Percentage of children (under 16) living in Relative low income families

| Ward | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|
| Aberdeen City | 11.1% | 13.3% | 15.2% | 15.0% | 15.1% | 13.2% |
| Airyhall/Broomhill/Garthdee | 5.5% | 6.2% | 9.0% | 8.1% | 8.5% | 7.5% |
| Bridge of Don | 5.0% | 7.2% | 7.4% | 7.2% | 7.7% | 8.8% |
| Dyce/Bucksburn/Danestone | 7.9% | 9.7% | 12.1% | 12.3% | 13.2% | 13.7% |
| George St/Harbour | 16.2% | 21.1% | 23.1% | 23.8% | 20.1% | 18.8% |
| Hazlehead/Queens Cross/Countesswells | 3.2% | 3.8% | 4.4% | 4.4% | 4.4% | 3.9% |
| Hilton/Woodside/Stockethill | 16.0% | 20.5% | 25.6% | 25.3% | 24.0% | 20.5% |
| Kincorth/Nigg/Cove | 10.2% | 11.4% | 11.7% | 12.9% | 12.8% | 12.8% |
| Kingswells/Sheddocksley/Summerhill | 10.6% | 12.0% | 14.2% | 13.5% | 13.6% | 10.8% |
| Lower Deeside | 4.1% | 4.3% | 4.5% | 4.9% | 5.4% | 5.5% |
| Midstocket/Rosemount | 8.3% | 9.6% | 11.0% | 10.5% | 9.9% | 8.6% |
| Northfield/Mastrick North | 17.7% | 22.1% | 26.1% | 25.0% | 26.0% | 21.6% |
| Tillydrone/Seaton/Old Aberdeen | 23.2% | 25.9% | 29.5% | 31.4% | 32.6% | 26.3% |
| Torry/Ferryhill | 16.9% | 22.0% | 22.9% | 21.7% | 22.3% | 17.5% |

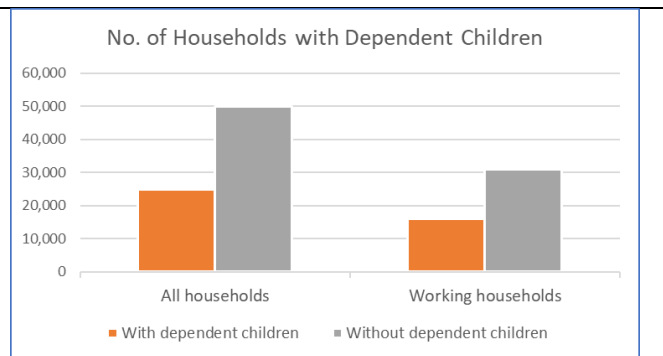
Source: [Department of Work & Pensions](#)

50% of households experiencing poverty have dependent children

Around 50% of households experiencing poverty have dependent children driving children and young people to be a key consideration as we work to combat poverty.



Source: Stat-Xplore Children in Low Income Families - Home (dwp.gov.uk) 2021



Source: Nomis - Official Census and Labour Market Statistics (nomisweb.co.uk). Annual population survey 2021 - households with dependent children and type.

The current cost of living crisis is having a significant impact on the finance available to families. It will be important to continue to maximise the family income wherever possible. A qualitative research study: Midwives', health visitors', family nurse practitioners' and women's experiences of the NHS Grampian's Financial Inclusion Pathway in practice, was completed in October 2022. A series of recommendations were co-produced focusing on organisational support, training needs for professionals and parent-focused recommendations. The link to the full report can be found [here](#).

78.5% of the population aged over 16 are employed which is slightly higher than the Scotland comparison (74.5%), with average gross weekly pay (by place of residence) being £599.40; slightly higher than the Scottish average of £577.70.



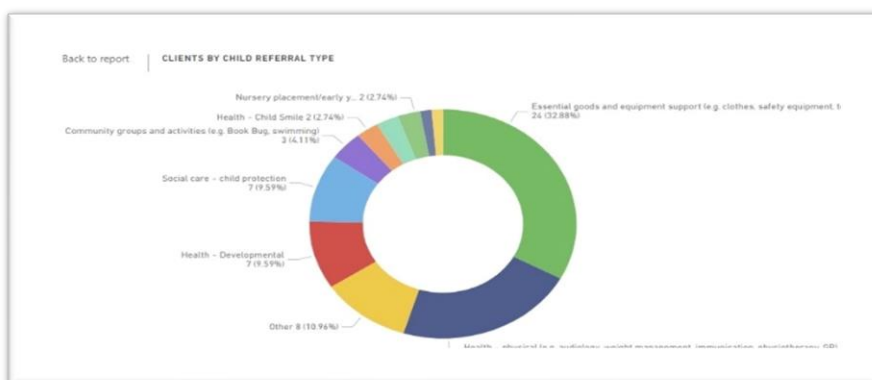
The groups most likely to be impacted by poverty face different challenges

In Aberdeen City there were 4,491 lone parent households on some form of Housing Benefits in August 2022, this is up from 3,442 in January 2019 and an increase of 30%, compared with an increase of 20% Scotland wide. There were 4,435 lone parent households on Universal Credit in August 2022.

Minority Ethnic Families are less likely to be employed with the rate of employment on average being 63% in 2022 compared with 74% for those who are white, in Aberdeen City. If you are white you are less likely to be economically inactive, (those out with the workforce, neither employed nor unemployed), than those who are not white, on average in 2022 at a rate of 23% for those who are white and 30% for those who are not, in Aberdeen City.

In Aug 2022, there were 3,148 households in Aberdeen City on Universal Credit who are entitled to Limited Capacity for Work Entitlement due to them being Families with a disabled adult or child. Of these, 643 had children and of these households 439 are also single parents households. At the same time period there were 482 households in Aberdeen City on Universal Credit who are entitled to Disabled Child Entitlement and of these households 70% or 337 are lone parent households.

Families with a younger mother (under 25) – as of January 2023 the Family Nurse Partnership had 68 mothers enrolled in Aberdeen City. The graph below shows referrals made for children of mothers enrolled in the FNP programme with 33% requiring additional support for essential goods and equipment.



Quote from a Family Nurse in Aberdeen City:

'One of my clients of polish nationality separated from her partner whom she was viewed as a dependant on his residency when she arrived in the UK. Quickly she was given her own tenancy and Universal Credits including housing benefit. Six months later she was notified she had failed the habitual residency test and all UC has been stopped, so sounds like she had been given this in error. Had she known this at the time it's unlikely she would have accepted her tenancy, as now she has no money to pay rent and is accruing rent arrears, which will continue. Her food all comes from CFine foodbank and I am dependant on seeking out nappies clothes etc. from Abernecessities. I've helped her apply to Scarf for a grant for help with heating costs. She is appealing the situation but this could take months for a decision, so she will be struggling financially for a while.'

In August 2022, there were 476 households in Aberdeen City on Universal Credit with a child under 1, with more than half (292) being lone parent families.

Around a third (34%) of families with a child under the age of 1 experience relative poverty compared to just less than a quarter (24%) of children overall. A holistic approach beginning in pregnancy (or even pre-pregnancy) is important to reduce the risk of having a baby becoming a trigger point for falling into poverty.

Health Visitors, Family Nurses and Midwives are well placed to make enquiry as to the social-economic factors impacting on families. Local research was undertaken last year; Midwives', health visitors', family nurse practitioners' and women's experiences of the NHS Grampian's Financial Inclusion Pathway in practice: A qualitative investigation of early implementation and impact.

Professional's expectations and practices, parent's willingness or openness to discuss money worries, and outwardly visible financial insecurity were all factors influencing how, when and if financial enquiry was made. Related to this, some Health Visitors described the challenges of having conversations with families who were living in more affluent areas compared to those living in more deprived areas, and about relying on their professional judgement to determine how and whether to broach the subject. Where someone lived in the city for example, seems to play a role in determining the likelihood of whether this issue is raised and how often it is, illustrated in this excerpt:

'A lot of it comes down to professional judgement as well, and I think, on reflecting, I probably have to adapt more, like adopt more of a, you know, asking, asking everyone approach. Erm, right now, my caseload is spread across various parts of, erm, Aberdeen. I have a pocket in the central city and then I have, erm, a larger area in the sort of x and y, area ... So, I have a mixed caseload.. so probably, you know, this is probably wrong, but, I think I'm less likely to ask financial questions depending on where my families are...(HV)

Most parent participants in the study described food insecurity experiences. Half of the participants were either current users of food banks or food pantries (either often or periodically) or had used those in the past. In cases where participants said they didn't use food banks some reported relying on family members for help with food costs. Care and concern to feed nutritious food to their children were also commonplace but with the admission that it was difficult to buy what they wished because healthy food cost too much to buy.

I like to eat healthy...so, it's quite expensive to eat healthy...Like, chocolate's cheaper, and it shouldn't be. (Full-time parent of 10 month daughter)

Larger Families (3+ children) - In Aberdeen City there were 989 households with 3 or more children who were in receipt of some form^[1] of Housing Benefits in August 2022. This is an increase from 667 (48%) in January 2019 compared with an increase of 29% Scotland wide. There were 969 households with 3 or more children who were in receipt of Universal Credit in August 2022.

[\[1\]](#) Adding those on legacy Housing Benefits and those on Universal Credit with a Housing Entitlement in Aug 22 and Jan 2019.

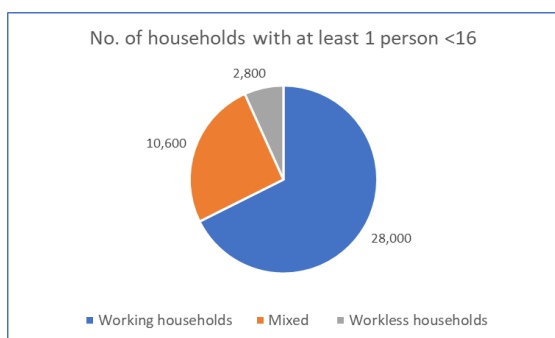
There is a need for us to better understand how our current system impacts on all 6 groups to better inform our design and delivery of services.

Nearly 20% of those over 16 are economically inactive

19.4% of those over age 16 in Aberdeen City are 'economically inactive'. This includes students, those with long or short term illness, retired people, people looking after family or home, and those that may be discouraged from working. Of these, 24.6% want to be working and are actively seeking employment. There are 13,900 workless households in Aberdeen City, however the sample size is too small to give an accurate estimation as to the number of these households with a child (or children) up to the age of 16.

Redundancy notifications are high in the city

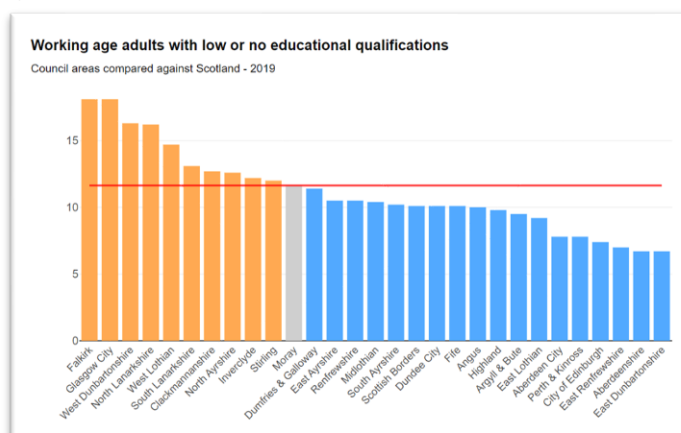
As we see the cost of living crisis impact businesses, we brace ourselves for an increase in redundancy notifications and companies going into administration. Across Scotland, Administrations are increasing and Aberdeen has recently seen one of the steepest increases in Administrations. It is of critical importance that we equip our young people with the skills they need to secure a positive destination immediately upon leaving school and to sustain that in the longer term by continuing to focus on the development of skills.



The impact of redundancy on families is considerable. There are currently 2,800 families without any form of employment and this will be placing families under considerable pressure.

Source: Nomis - Official Census and Labour Market Statistics (nomisweb.co.uk). Annual population survey 2021 - households by combined economic activity status.

The number of working age adults with low or no educational qualifications remains low.



We need to continue to transform our senior phase through ABZ Campus

The Attainment and Transitions to Adulthood Improvement Group has been established to provide operational oversight of partnership work to transform the Senior Phase curriculum to ensure that our young people enter positive and sustained destinations. It remains important that we ensure that our young people are well placed to secure a positive destination.

The group have been focusing on overtaking three aspects of work in this area; increasing the range of growth-sector related courses available to young people, piloting the introduction of *upstream* as a tool to identify young people at risk of homelessness and finally increasing the number of young people who leave school with baseline qualifications including literacy and numeracy. The first and last of these aspects have been successfully overtaken, with work continuing both on upstream and also with the introduction of a *Pathways Advocate* post in each school to support a future-focus for our most vulnerable young people.

| Increase in Growth Sector Courses | | | | |
|--|-------|--------|-------------|------------|
| Year | Total | Growth | Percentage | Change |
| 2019-20 (Baseline) | 89 | 37 | 41.6 | |
| 2020-21 | 81 | 35 | 43.2 | |
| 2021-22 | 109 | 54 | 49.5 | 8.0 |

As outlined earlier, the attainment and sustained destinations of those living in lower quintiles will continue to be a key focus over the lifetime of this Children's Services Plan.

We need to improve educational outcomes through a focus on excellence and equity

The education service continues to work to improve the quality of leadership, learning and teaching, curriculum, wellbeing and access to financial inclusion expertise to support improvement in this area.

Quality improvement visits undertaken since September have evidenced an improvement in some evaluations against core Quality leadership Indicators. This is now leading to consideration of a proportionate model of support to enable all schools to demonstrate improvement. In many settings there is a clear need to continue to focus on high quality learning, teaching and assessment, planning for the individual and consideration of effective differentiation.

Middle Leaders are being offered the chance to engage with quality professional learning to support leadership development and ensure positive impact on a chosen area of school improvement. 10 more experienced Middle Leaders are undertaking a programme to prepare them for Into Headship. This will include undertaking leadership self-reflection to support their leadership development. The programme will focus on leading to make impact, managing change and delivering results.

The Attainment Advisor has been supporting primary schools to develop approaches to Learning, Teaching and Assessment. A Lead Teacher has been appointed and has developed materials to enable improvement in the quality of learning and teaching across secondary schools. This rights based approach will support our readiness for the implementation of the UNCRC.

The Lead Teacher is now working with secondary colleagues across the city to provide targeted support to a small number of schools in order to improve the quality of learning, teaching and

assessment after coordinating delivery of A Learning, Teaching and Assessment Conference for secondary colleagues. All schools across the city make use of an agreed Learning, teaching and assessment framework and use it to support Improvement locally. Local Government benchmarking data evidences that improvement is being realised but that our focus on this area should continue.

Early years pedagogy is being adapted and used to create a more active play based curriculum in P1 and P2 and more playful approaches are being introduced at other stages in the primary school. On-going work on ABZ campus will ensure that young people are able to make choices to support their chosen pathway and ABZ works ensures they are informed as to where the growth sectors are locally ensuring higher levels of positive and sustained destinations. We would anticipate seeing the impact of these changes in attainment data in June 2024.

New Pathways Advocate posts have been introduced across our eleven Secondary schools to support, monitor and track care experienced young people in pathways planning and achieving a positive and sustained destination. Pathways Advocates provide advice and support around choices, vocational pathways and future options and work closely with Principal Teachers of Guidance and Skills Development Scotland, Careers Advisors. The impact of this change will be closely monitored to inform next steps.

The Aberdeen Computing Collaborative launched in September 2022. The launch was attended by many of our children, young people and staff and will see work to develop computer science skills in children and staff progress at pace. This work will help ensure that our young people are well placed to benefit from growth sectors in the future.

Work to address mental health and wellbeing continues at pace as outlined earlier in this report. We know that financial concerns can be a significant factor in determining the mental health of parents and carers and know that children and young people are impacted by parental mental health. There is a need to look holistically at the need of families to effectively support our children and young people and to join up sources of information and support to improve access for groups.

A new tracking system has been put in place to monitor the impact of Pupil Equity Fund (PEF), to ensure that the allocation of funding directly closes attainment gap. After a period of testing, the system is now being rolled out across all city schools and will allow more granular analysis of the impact of resource.

We continue to focus on the removal of the costs of the school day

Schools have removed all curriculum costs to families. There is clear evidence that this has resulted in children taking decisions on courses which are not influenced by the associated costs. Updated guidance on school uniforms will be reviewed when published.

From August 2021 music tuition fees were removed. In order to meet the new demand and ensure equity of service instructors were aligned to localities. Data shows that this redistribution of instructor time has resulted in greater equity across the city with pupils from all schools now able to access the Service compared with access in 2020. The table below shows far better alignment between the total proportion of children and young people on the school roll across an Associated Schools Group and the percentage of children and young people accessing the Music Service.

| ASG | FTE allocated to ASG by April 2022 | Number of pupils in 2020 | April 2022 | % of total Music Service pupil nos in 2020 | April 2022 | School roll as % of city roll in 2020 | April 2022 | % of ASG roll receiving tuition in 2020 | April 2022 |
|---------------|------------------------------------|--------------------------|------------|--|------------|---------------------------------------|------------|---|------------|
| Grammar | 3.2fte | 136 | 235 | 25% | 14.3% | 12% | 13% | 4% | 8.1% |
| Harlaw | 2.1fte | 63 | 122 | 11% | 6.9% | 10% | 9.8% | 3% | 5.2% |
| Lochside | 1.9fte | 17 | 100 | 3% | 5.6% | 12% | 11.2% | 1% | 3.7%* |
| Cults | 3fte | 151 | 214 | 28% | 12.1% | 9% | 9.8% | 7% | 8% |
| Dyce | 1.1fte | 4 | 70 | 1% | 3.9% | 4% | 4.1% | 0% | 7.1% |
| Bucksburn | 2.5fte | 34 | 175 | 6% | 9.9% | 8% | 7.5% | 2% | 9.7% |
| Bridge of Don | 1.4fte | 24 | 64 | 4% | 3.6% | 4% | 4.7% | 2% | 5.6% |
| Oldmachar | 2.1fte | 40 | 177 | 7% | 10% | 8% | 8.2% | 2% | 8.9% |
| Northfield* | 2.8fte | 7 | 187 | 1% | 10.5% | 10% | 9.7% | 0% | 8% |
| St Machar | 1.9fte | 13 | 138 | 2% | 7.8% | 13% | 12.6% | 0% | 4.5% |
| Hazlehead | 3.2fte | 60 | 274 | 11% | 15.4% | 9% | 9.5% | 2% | 11.9% |

*Actual music making happening in Lochside is higher as these numbers do not include tuition delivered by Big Noise in Tullos, Walker Road and Lochside Academy

Data will continue to be closely monitored as we continue to address the equity agenda.

Parents report that increased access to childcare is positively impacting them

The expansion of early learning and childcare has resulted in far greater uptake in places. The expansion focussed in part on making provision more accessible and the accessibility of services and broader range of delivery models have helped realise a significant rise in uptake.

Most parents and carers who responded to a recent survey could identify clear improvements to their child's development as a result of the expansion. We asked parents and carers what impact the expansion of Early Learning and Childcare (from 600 hours to 1140 hours) has had on them and their family:

- 65.4% (nearly two-thirds of respondents) stated that they access an ELC setting to enable them to facilitate the working day.
- 10.3% required the service to support their further education or training.
- 51.2% of respondents stated that they had more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
- 38.7% of respondents indicated that they had more money/disposable income as a positive impact on their family.
- 26.1% stated improved wellbeing /respite as a positive impact from the expansion of ELC, with 24.3% of respondents finding they now have more time to themselves.
- 28.5% are now considering a return to work or study.

As well as improving outcomes for children, the expansion of ELC aims to support parents into work, study or training by making it more affordable. Over one quarter of respondents said they

were now considering a return to work or study and feedback from parents around the impact on families is positive.

“The extra hours have greatly improved our lifestyle and wellbeing as a family, I am able to contribute more financially as I have the option to work more during the week. A definite positive impact.”

“Childcare is very expensive and at one point it was over £2,000 a month this is obviously not sustainable for long periods. The funding will give us breathing space to pay of mortgage etc.”

“No disposable income but it will take a HUGE burden off me. Time to yourself/improved wellbeing/respite is only for non-working parents or parents with additional childcare such a family help etc. Most single parents do not have those privileges.”

Work will soon progress to better understand the long term impact of the expansion on families to help reshape the offer for maximum impact.

There are a number of breakfast clubs/wrap around supports for families

We have a mixed model of Breakfast Provision in the city which can broadly be divided into the following three categories:

1. Registered provision – A Breakfast Club registered as childcare with Care Inspectorate and for which a fee is paid by parents / carers. (23 primary schools)
2. Unregistered provision – A free Breakfast service provided directly by the school. Often funded via Pupil Equity Funding (PEF) to give children and young people a nutritional start to the day. (7 primary schools & 2 secondary schools)
3. ACC Catering service – A Breakfast service provided directly by Aberdeen City Council Catering Service at no or low cost to families, again to ensure children and young people start the day with some breakfast. (7 primary & 7 secondary schools)

Nationally, there are planned developments to extend wrap around care for school age children and, in particular, to deliver this free for low-income families. Breakfast Club provision will be considered as part of this programme. We await further guidance and look forward to working with partners across the city to deliver this

Holiday programmes targeting the 6 groups have been well received by families

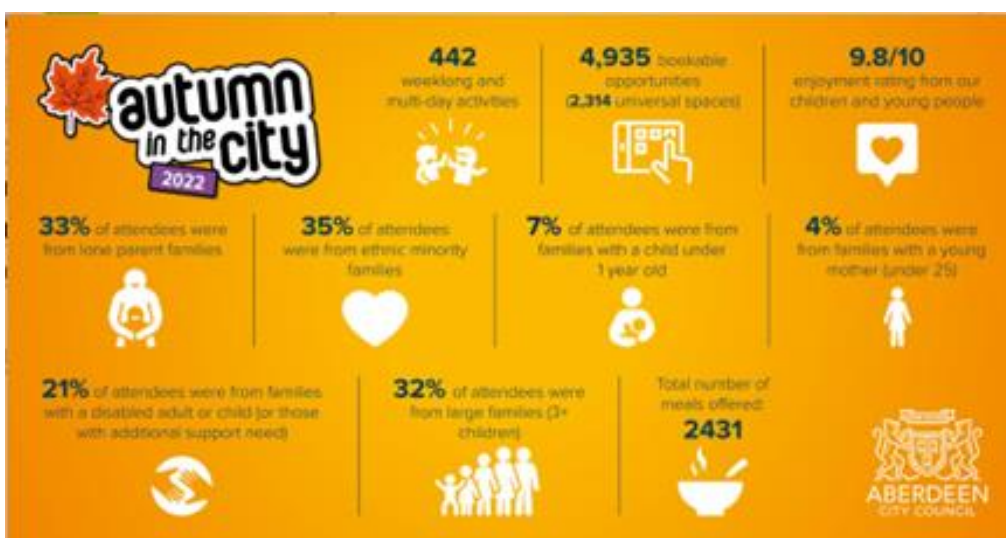
In an effort to combat negative effects of the extended period of isolation experienced by the young people of Aberdeen City during the Covid-19 pandemic, under the directive of and funded via a grant from the Scottish Government, Aberdeen City Council provided a programme of activities during the 2021 school summer holidays, aiming to engage with young people, in particular those who were deemed to be most vulnerable. Activities such as sports camps, ice skating, swimming, dance and art classes were provided for free to children and young people giving them the opportunity to (re)connect with friends, peers, their wider community, and the outdoors. The inaugural programme featured activities for children and young people, spanning across the city and engaging with both internal and external partners to provide the most varied and accessible programme possible. The summer 2021 programme provided 15,000 bookable opportunities for the young people and families of Aberdeen City, with an overall enjoyment rating of 9.5 out of 10.

Following the success of the Summer 2021 programme approval was granted by Full Council to utilise further council resources, as well as further grant allocation from the Scottish Government, to develop the programme into a full-scale school holiday programme ('In the City' programmes) which would span the easter, summer and October school holidays 2022, providing access to free activities for the young people of Aberdeen City, as well as the inclusion of a food provision ensuring that those young people attending applicable activities would also receive either a snack or a meal while attending the activity. This programme was directed to focus on the provision of childcare for those ages 5 – 14 years, with a further focus on engaging with children meeting the priority criteria set-out within the Tackling Child Poverty Delivery Plan.

A universal programme was also developed to provided opportunities available to all children and young people, including those who did not meet the above criteria.

To date the programmes have provided more than 35,000 bookable opportunities, including weeklong / multiday camps and childcare camps, day long and short activities being offered, as well as numerous drop-in activities in parks, museums, galleries and local communities and bespoke programmes for those with complex additional support needs.

The enjoyability rating as provided by children and young people for the most recent programme (Autumn in the City, 2022) was 9.8 out of 10. More data from the last 'In the City' programme can be found on the below infographic.



Our young people want to respond positively to the cost of living crisis.

A small number of the 755 responses from a recent survey of children and young people indicated a desire for focussed learning opportunities around life skills and to develop knowledge that around areas such as personal finance. Similarly, amongst older respondents, there were some who felt that they would like greater support to prepare them for future employment,

“I think we could maybe get more information on employment opportunities and employable assets within the school to prepare us for the world we have to enter once we leave. Also maybe some life skills in general like how to pay bills etc so that the system of living and working alone doesn’t come as a massive shock (young person aged 17)

90% of children who experience care live in SIMD 1&2

There is often a multiplicity of reasons why children are accommodated out with parental care. This includes: structural inequality, poverty, poor social housing, homelessness; parental experience of childhood trauma/being looked after. Current data evidences that vast majority of the children and young people who require care and protection experience wellbeing and welfare concerns due to vulnerabilities within the parents/primary care givers circumstances. In addition, circa 90% of all Looked After Children (LAC) originate from SIMD 1 & 2 areas. It is important that we work proactively with adult services to address these triggers over the lifetime of this Children's Services Plan.

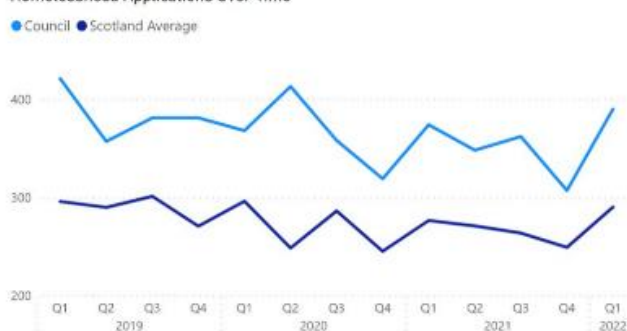
Positive trends in housing are emerging

There has been decrease in the use of temporary accommodation arrangements. As of 31st March 2022 there were 51 households in temporary accommodation with dependent children, a total of 83 children.

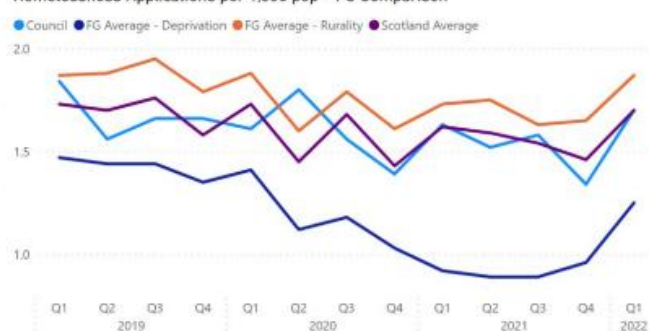
The [Local Housing Strategy 2018-2023](#) identifies six strategic outcomes including adequacy and improvement of housing supply; the prevention of homelessness; improvement in private sector renting, and reducing fuel poverty. These are supporting outcomes which create the right conditions for tackling child poverty through a focus on mitigation for all families.

In 2021/22 there were 692 affordable housing completions which is the highest number of affordable homes delivered in Aberdeen through the affordable housing supply programme which also includes part of the council's ambitious plans to deliver 2,000 new social rented homes. 653 units are projected for completion in 2022/23.

Homelessness Applications Over Time



Homelessness Applications per 1,000 pop - FG Comparison



During 21/22 we implemented our new model of Housing & Support to help people sustain their tenancies in Aberdeen City Council housing. This role is specifically designed with a view to reducing risk escalating to child or adult protection status. Each Housing & Support Officer now has a smaller patch size to help them get to know households in the area better, and work in-coordination with other services to support families and children. During 2021/22 99.31% of anti-social behaviour cases resolved in the year.

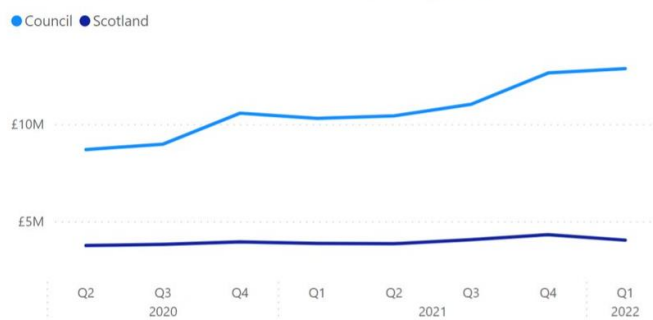
Council approved the Housing Domestic Abuse Policy in 2021. This is a key policy to reflect the aims of the Domestic Abuse (Scotland) Act 2018 that came into force in April 2019. This Act makes domestic abuse involving a partner or ex-partner, whether physical or emotional or coercive control a criminal offence. It reflects the aims of Aberdeen's Local Outcome Improvement Plan (LOIP) as well as Aberdeen's Violence Against Women Partnership action plan and strategy. The focus of early intervention in the policy aims to support and protect those fleeing or experiencing harm and

also provide an avenue to remove the perpetrator from the tenancy, as opposed to the victim having to flee.

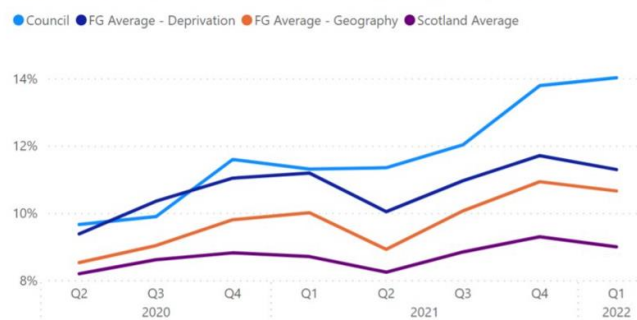
The Council spent £22.6M on meeting Scottish Housing Quality Standards in 2021/22. Over the course of 2021/22 we fully rewired 599 properties, installed 3852 hard wired smoke detectors, 1739 heating systems and 1222 crime check doors. We also replaced 61 windows and 163 kitchens. The national council average for homelessness applications sits at 290 with the Aberdeen City average considerably above this level (390 as of early 2022). This equates to around 1.7 applications per 1000 citizens which is aligned to the national average.

Nationally 9% of families are in rent arrears. The level was considerably higher in Aberdeen (14%) in early 2022. There is evidence of a steady increase in rent arrears over the course of the last 2 years.

Total Gross Rent Arrears over time - Scotland Comparison



Gross Rent Arrears as % of Rent Due - Family Group Comparison



Children have access to good provision of IT and community connectivity

There has been considerable investment in community connectivity over recent years alongside investment in Chromebooks. 500 data connections have been provided to families in need and over 14,000 Chromebooks have been purchased to support learning in school and at home. In addition, the Connecting Scotland programme provided a further 461 Chromebooks and iPads with mobile connectivity to vulnerable families in our communities. More recently, 200 Chromebooks with data connections have been provided, through Connecting Scotland, to support our Ukrainian families. This investment has ensured that almost all children and young people from P6 – S6 have access to a digital device now.

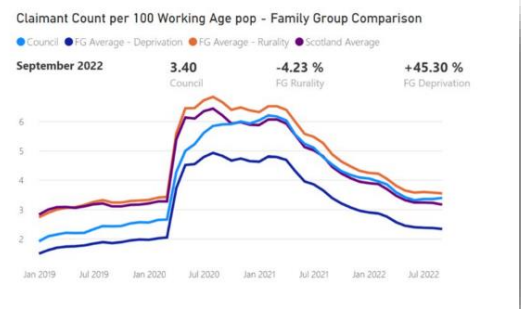
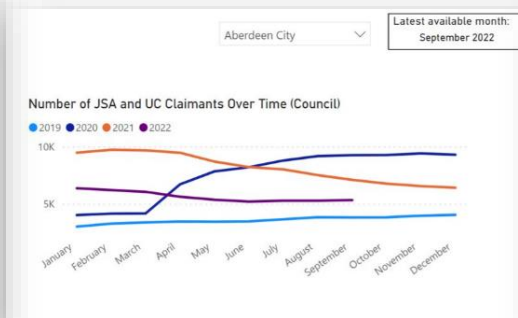
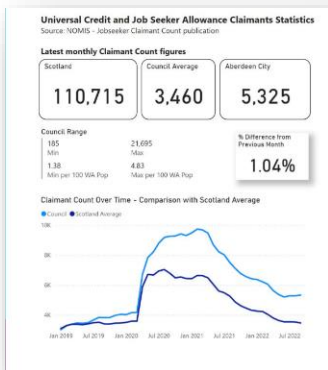
The Scottish Government commitment to a device for every child will help increase the number of children and young people who have access to a suitable device from the 41% of the school population to 100%.

86% of young people recently reported that they are supported to know how to feel safe on line with 10% stating that they didn't know.

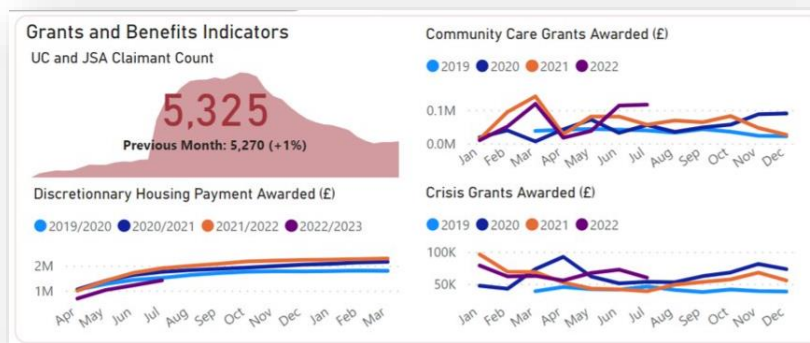
We continue to work on maximising the uptake of benefits

There has been a proactive promotion of new benefit entitlements including promotion of the increased child payment through the universal services and through social media channels. We continue to monitor update to help determine the effectiveness of approaches.

At the end of 2020/2021 there were 13,583 household on Universal Credit in Aberdeen City. Of these, 3350 were single with children, and 1470 were a couple with children.



There has been an increase in the number of discretionary housing payments awarded and effective systems are in place to allocate community care and crisis grants to those who need them.



The provision of free buses passes for children and young people has been promoted since the launch of the Under 22 Free Bus Travel Scheme. All 5-21 year olds resident in Scotland are eligible for Young Persons' Free Bus Travel, using a National Entitlement Card with the free bus travel product on it.

The scheme has been promoted through multiple channels both locally and nationally and through schools to increase awareness of the benefits of free bus travel and to maximise uptake. As of January 2023, over 22,500 young people have applied for and obtained a National Entitlement Card with free bus travel and are benefiting from this service. Bus fares in Aberdeen are relatively comparable to those in other Scottish Cities, with the following fares as of January 2023:

| | Adult Single Fare | Child Single Fare | Adult Day Ticket | Child Day Ticket |
|----------------------------------|-------------------|-------------------|------------------|------------------|
| Aberdeen (First Aberdeen) | £1.80 - £2.85 | £1.30 | £4.45* / £4.70 | £2.75 |
| Dundee (Xplore Dundee) | £1.90 - £2.45 | £1.15 - £1.50 | £3.85* / £4.00 | £2.60* / £2.90 |
| Edinburgh (Lothian Buses) | £1.80 | £0.90 | £4.40** / £4.50 | £2.20 |
| Glasgow (First Glasgow) | £1.80 - £2.65 | £1.10 | £4.90* / £5.00 | £2.10 |

*Purchased off bus (online / app)

**Tap and cap using same contactless card

The most recent fare increases in Aberdeen (May 2022) saw fare increases of between 5-7% compared to 2021, and across Scotland, bus fares have increased between 6-9% overall, over the last 5 years ([Chapter 2: Bus and Coach Travel | Transport Scotland](#)).

The Scottish Government are currently undertaking a 'Fair Fares Review' to ensure a sustainable and integrated approach to public transport fares. The review includes consideration of increasing inflationary pressures and the cost-of-living crisis, impacting both the costs of operating public transport and the affordability of using public transport. The Fair Fares Review is considering both the cost and availability of services and the range of discounts and concessionary schemes which are available on all modes including bus, rail and ferry. It will develop and assess options to create a fairer, more transparent system of fares across all modes that maintain and increase affordability for those who need it most, with regard to the relative changes to the overall cost of travel. The review is expected to conclude in early 2023.

The Scottish Child Payment Bridging Payments were previously known as the COVID Hardship Grants. Families with children in receipt of free school meals due to reasons of low income are eligible for the Scottish Child Payment Bridging Payment. The number of children eligible for this grant has increased significantly since winter 2020.

| Season | Number awarded |
|-------------|----------------|
| Winter 2020 | 2872 |
| Spring 2021 | 3633 |
| Summer 2021 | 2882 |
| Autumn 2021 | 4552 |
| Winter 2021 | 4398 |
| Spring 2022 | 4683 |
| Summer 2022 | 4676 |
| Autumn 2022 | 4548 |

We are now looking to provide more targeted information for particular groups to ensure that families are aware of all of the potential benefits that may be available to them as shown by this targeted communication for those supporting children with a disability or caring responsibilities.

The Council has attached Money Advisors to schools to help support families within their own communities through the use of £136,497.12 Education Recovery and then Scottish Attainment Challenge funding. As the Advisors have become established they have become more familiar with the scenarios facing families and as awareness of the service has grown the added value has increased. This has been a targeted approach by life stage.

Over the last year the 4 Money Advisors who are attached to the Financial Inclusion Services have helped families achieve:

- Financial Gains of £891,877.57
- Assisted/Assisting 209 households with debt issues
- Helping with total debts of £1,180,326.78
- 408 households given full benefit checks
- Assisted 78 households to claim benefits
- Assisting 23 household to challenge being turned down for benefits

CHILD DISABILITY/CARER BENEFITS

If a member of your family has a disability or long term health condition, or is an unpaid carer for someone, you may be able to get some extra help – for example parents of disabled children can get disability benefits without taking into account their income.

CHILD DISABILITY PAYMENT
 Child Disability Payment (CDP) provides support for the extra costs that a child with a disability might have:

- You can apply for Child Disability Payment for a child under 16 with mental or physical disabilities.
- You can also apply for Child Disability Payment if the child's disability has not yet been diagnosed.

In both cases, you can get financial support to help fund about any equipment they have and how they've used it.

The CDP rate is between £24.45 per week and £136.90 a week and depends on the level of help your child needs.

CHILD WINTER HEATING ASSISTANCE
 It's a payment for individual children and young people and their families with increased heating costs over winter. It's paid once a year. The payment for carers is £107.10 per year. £214.10 Children and young people in Scotland can get the assistance if they're under 18 years old and in receipt of a qualifying benefit. www.nrg.gov.scot/child-winter-heating-assistance

CARERS ALLOWANCE
 You may be eligible for Carers Allowance if you, the person you care for and the type of care you provide meets certain criteria. www.gov.uk/carers-allowance

- You could get £69.70 a week if you:
- Care for someone for at least 35 hours a week
- Get certain benefits
- Are less than £128 per week

CARER'S ALLOWANCE SUPPLEMENT
 Carer's Allowance Supplement is an extra payment for people in Scotland who get Carer's Allowance on a particular date.

2022 PAYMENTS

- The first payment was on 10 Jan. It was £245.70. You'll have got it if you were getting Carer's Allowance on 11 April 2022.
- The second payment is in December and will be £245.70. You'll get it if you get Carer's Allowance on 10 October 2022. The reason it's double the amount of the first payment is in recognition of the increase in cost of living because of the pandemic.

WHO CAN HELP?
 Money Advisers don't get all the financial assistance and benefits they are entitled to. This may be because they are unaware of how to claim them, the rules are complex or because they have some unmet needs. If you are on a low income, you may be able to get some help even if you haven't claimed before or if you think you aren't equal to it.

FINANCIAL INCLUSION TEAM
 Advice line: 01224 522709 Email: Moneyadvice@abdnacity.gov.uk
www.abdnacity.gov.uk/benefitadvice

Families who have accessed the Financial Inclusion Service independently of the school Money Advisors have been helped to achieve further:

- Financial Gains - £291,858.05
- Assisted/assisting 83 household with debt issues
- Helping with debts of £724,042.61
- 196 household given full benefit checks
- Assisted 26 household to claim benefits
- Assisted 19 household to challenge being turned down for benefits.

Data from the online benefits calculator shows that families have been assisted to help claim an additional £263,710.90** per week of new benefits

**This does not confirm if they went onto claim the benefit and has this anonymised this could be people doing several calculations.

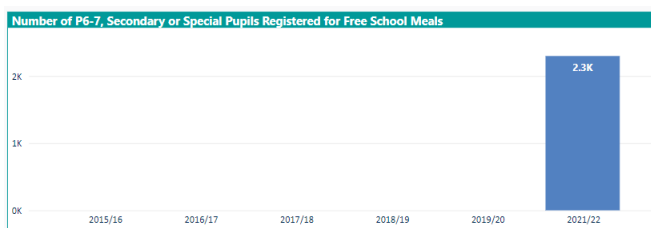
Over the last year, 2,919 free school clothing grants have been approved. This equates to grants for 2,890 Primary pupils and 1,634 secondary pupils.

Despite the proactive approach taken, there is evidence that SIMD quintile still has a disproportionate impact on health and educational outcomes and promotion could continue to be targeted to each of the 6 groups most likely to be impacted and by life stage to maximise uptake.

Free school meal registrations have increased but uptake is too low

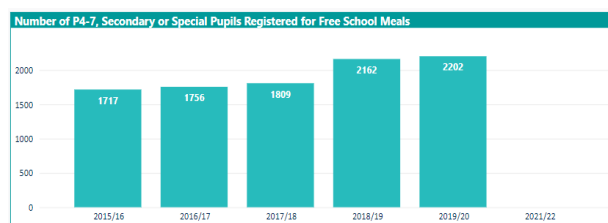
Schools encouraged families to register for free school meals and the number of registrations has increased. The universal roll out of free school meals has made close tracking of uptake for direct comparison challenging.

Scottish Government have committed to completing the roll out of universal free school meals to all Primary School pupils within the current parliamentary term. Enabling works in school kitchens and dining spaces are required to ensure schools are suitably equipped to deliver the expected increase in meal numbers. Some capital funding has been allocated by Scottish Government in 2022/23 with further funding to follow in 2023/24. The funding that has been identified will be used to take forward the most pressing priority projects identified by those officers.



Pupils eligible and registered for Free School Meals (before 2021/22)

Pupils eligible and registered for Free School Meals, (after 2021/22)



When looking at the number of children (including those who are now automatically entitled in P1-P5), the number of children registered for free school meals has increased from 4281 to 4678 over the year 2021/22, an increase of just over 9%. While there has been increases at schools in priority

neighbourhoods, increases have been seen across schools in the city, including those in areas out with priority neighbourhoods.

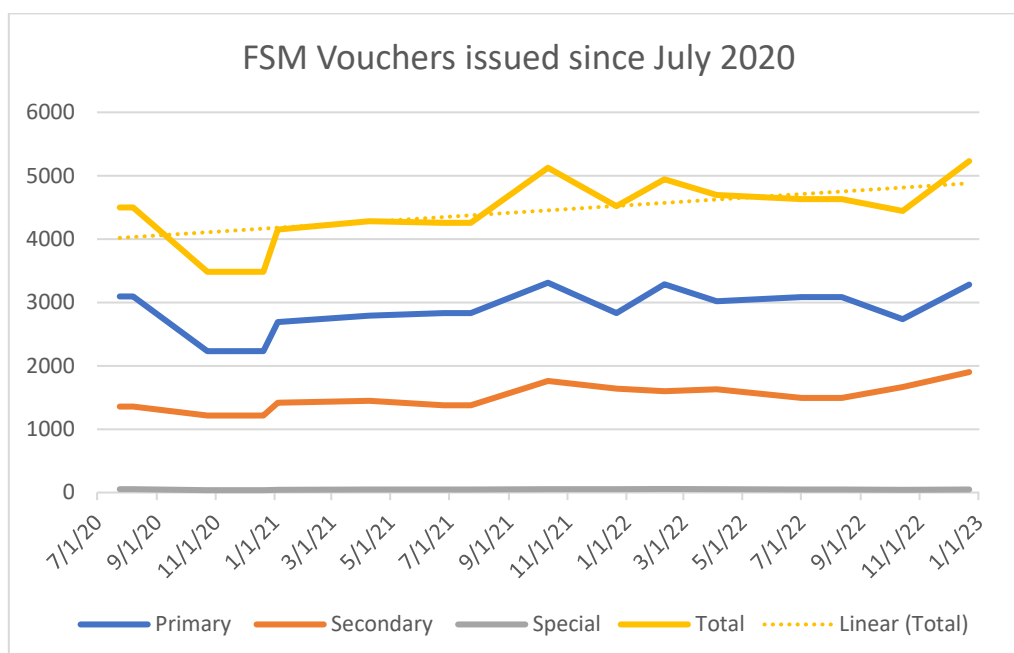
Improvement in registrations has been realised through changes to benefits awarding systems. Claimants of housing benefit and council tax reduction are now automatically awarded the free school meal benefit.

Uptake of free school meals varies considerably from school to school and the school catering service are working with local schools to better understand the factors guiding children and young people to not take up their entitlement. According to the most recent data from the Healthy Living Survey, the percentage uptake in Primary schools currently sits at 69.6% and only 47.7% in secondary schools.

Work is in progress to establish a food hub at either St Machar Academy or Northfield Academy to test an alternative approach. The food hub will be outwith the main school building and provide 'grab and go' food provision, allowing pupils to be outwith school to meet their friends but still uptake their free school meal entitlement. Learning from this trial will be used to determine next steps.

Vouchers have been distributed to families who are eligible due to low income during holiday periods and these continue to be welcomed by families.

Free school meal vouchers issued to families on low incomes during holiday periods



Access to Free sanitary products has improved

On 15th August 2022 Scotland became the first country in the world to make the provision of Free Period Products (FPP) a legal requirement of schools and public venues. Aberdeen City Council have produced a statement of provision to explain how they would meet the legislation which can be found here: [ACC FPP Statement](#) and provides expectations of schools so that equity of provision is available across the city.

A consultation undertaken in July 2022 in advance of the statement being issued provided results for both primary and secondary schools and they raise several issues which we continue to address.

A significant number of pupils were still unaware that Free period Products (FPP) were available in school to anyone who needs them. Around 50% pupils requested re-usable products in various forms. Overwhelmingly, pupils wanted products to be available in a toilet or designated place where they didn't have to ask for them. The law says there is no limit on how many products

someone can have, and they do not have to provide a reason. Since launch in August there have been a number of activities undertaken by the Education service to increase support for children and young people by increasing the understanding of menstruation, its impact and providing increased awareness of how to access resources. These include:

- Free period products distributed to all probationer teachers
- Free period products distributed to School Health leads
- Launch of FPP posters in schools
- Health & Wellbeing network input from Hannah Miley focusing on Demystifying Menstruation
- Draft letter to all schools to support increased signposting to resources
- Parent Newsletter update provided for parents about how and where to access resources



In the latest 6 monthly period, 157 boxes of period products were delivered to schools.

Families welcomed the use of the Aberdeen Gift card

Aberdeen City Council was awarded £2.85M from the Local Authority Covid Economic Recovery Fund, administered by the Scottish Government. In July 2022 the City Growth and Resources Committee agreed that £1.9M of these funds would be allocated towards the Aberdeen Gift Card Scheme, to relieve hardship and to boost the local economy. This project was designed to support low-income households by circulating pre-paid gift cards to be spent at participating businesses within Aberdeen City (including local and national retailers, entertainment and leisure venues, cafes and restaurants), to provide immediate financial relief.

Households entitled to Council Tax Reduction (CTR) as of 21 June 2022, were identified as eligible to receive the Scotland Loves Local Aberdeen Gift Card. By December 2022 14,172 gift cards were issued to eligible households, with £125 of credit on each card. In mid-January 2023 further gift cards will be distributed to those households eligible for CTR since the initial extraction of the data in June to date.

The cards must be activated within 3 months of receipt and customers have 12 months from activation to spend their credit. A support line was implemented to assist customers, the majority of calls relate to customers asking for help with activation or general digital literacy support and / or access to the internet. As at 9 January 2023, 8819 (62.2%) of gift cards had been activated by customers, with £606K spent locally.

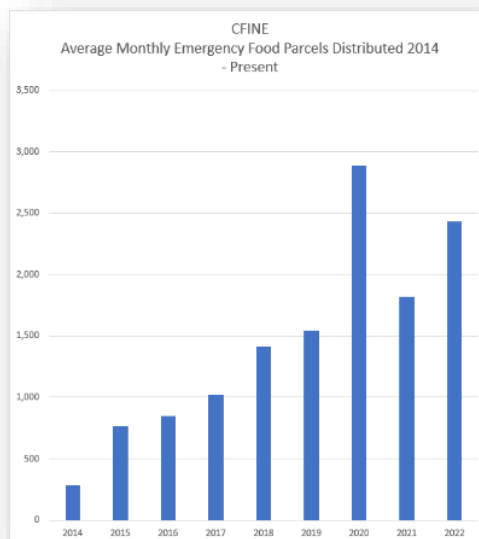
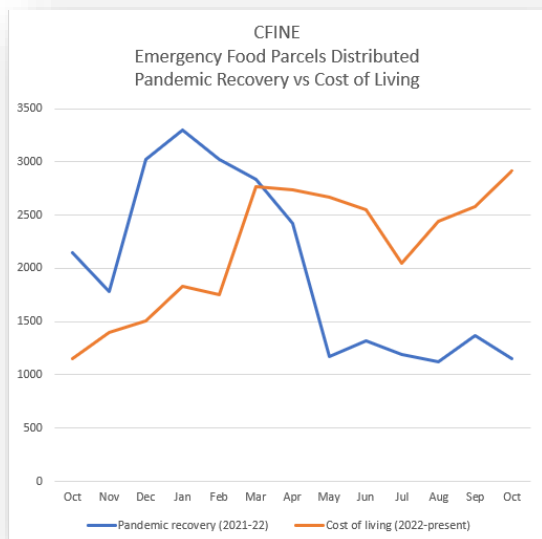
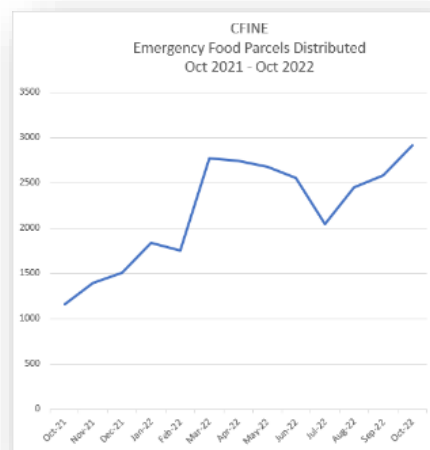
The intention had been to provide the gift cards in time for them to be used over the Christmas period but due to Royal Mail strikes in December some cards or activation codes were not delivered in time. This was the only major issue encountered in the roll out of the project and its impact is low as the cards are valid for 12 months from activation.

Food insecurity remains

CFINE, an Aberdeen based charity, is the delivery partner operating FareShare Scotland regionally with 7 local authority areas across the north of Scotland supplying over 300 charity and community groups with surplus and donated food. The number of food parcels being distributed is steadily rising. (Figures include food distributed across Fareshare and Food Poverty Action Aberdeen partners).

The impact of the cost of living crisis on the provision and affordability of food is more acute than the impact of the COVID-19 pandemic. The chart below compares the period of recovery from the pandemic, and the impact of the subsequent cost-of-living crisis.

The number of food emergency food parcels being issued continues to cause concern and has led to the establishment of community pantries and community growing gardens. There is a need to better understand and mitigate the impact of food insecurity on child nutrition to do what we can to address the likely and long term impact on child wellbeing.



Participatory Budgeting approach has been used to support local organisations to deliver support to local communities through the £1.6m [Fairer Aberdeen Fund](#)

The current cost of living crisis has escalated need which was already heightened following the COVID-19 pandemic, this is leading to increased demand across the whole system as resource is reducing. There is a need to think very carefully about our use of collective resource and continue to integrate and co-deliver to enable Community Planning Partners to effectively mitigate risk.

We recognise that addressing child poverty is everyone’s responsibility and poverty is the key driver in our Local Outcome Improvement Plan. We have embedded work to address child poverty in all Action Plans designed to support the delivery of this Plan. We hope that simplifying the strategic planning landscape will support more effective and aligned service delivery arrangements and enable more holistic reporting of our work.

During 2022/23 there has been a very strong focus on mitigating the impacts of the Cost of Living across the City, with high profile examples being the creation and disbursement of the Lord Provost's Charitable Fund; the distribution of Crisis Grants, delivery of free food packages; support for Cost of Living including fuel poverty.

There is a need now for us to carefully consider how the needs of the 6 groups identified as most at risk differ in need so that we can respond proactively and proactive engagement will be important to shape how we respond next. We have had considerable success in increasing the uptake of benefits but need to maintain this, with a particular focus on our those with the youngest children and those most at risk of poverty.

We need to continue to develop a broader range of qualifications and pathways for young people which are aligned to growth sectors to enable them to secure employment in the longer term. There is also a need to continue to work to close the gap between the attainment levels of those living in poverty from those who do not. This will require very close monitoring of the impact of resources at school and community level.

There is a need to continue to remove costs for services where possible including the cost of the school day and access to wrap around supports in keeping with the Scottish Government programme for Government.

There is a need to understand and address the low levels of uptake of Free School Meals and monitor the uptake of free sanitary products.

We need to continue to ensure that families facing redundancy are well supported to help mitigate the impacts of redundancy on the wellbeing of children and young people.

We need to continue to address food insecurity including maternal and infant food insecurity to help families through the current cost of living crisis and ensure that poor child nutrition does not impact on child wellbeing in the longer term.

We need to mainstream our approaches to addressing child poverty where possible and work closely with the Health Determinants Research Collaborative to enable us to take decisions driven by local research.

POLICY CHANGES WHICH WILL BE IMPLEMENTED OVER THE NEXT PLANNING CYCLE



The National Care Service (NCS), the implementation of a Bairns' Hoose, the anticipated Children's Care and Justice Bill, the vision for children's services outlined in The Promise, ongoing education reform and the pending incorporation of the United Nations Convention on the Rights of the Child (UNCRC) are known and will heavily influence how we deliver services. These policy changes may change the shape of local government and influence relationships across the partnership. Change brings the opportunity to transform how partners work together to improve outcomes for children and families.

The establishment of the NCS aims to deliver health and social care services which are co-designed with communities to tackle inequality and remove artificial transitions and overreliance on eligibility criteria. It will be really important to ensure that our partnership Getting It Right For Every Child (GIRFEC) Operational Guidance is clearly aligned with Getting it Right for Everyone (GIRFE) to ensure we can take a whole family approach. An Aberdeen City Programme Board has been established with multi-agency representation to ensure that Aberdeen is prepared to maximise the potential whilst mitigating risks associated with the transition to the National Care Service. Our Programme Plan will be reviewed following publication of Professor Daniels report later this year.

The implementation of a Bairns' House provides an opportunity to extend integration beyond that already in place across the universal services and in our Fit Like Hubs. This, as part of our Family Support Model, could realise a more child centred approach to delivering a trauma informed service for children and young people who have experienced abuse and harm as well as those young people under the age of criminal responsibility whose behaviour gives cause for significant concern.

This will build on the existing co-located Police Scotland and Children's Social work staff who undertake specialist interviews of children as part of child protection investigations. There is tangible evidence that co-location and integration builds multi-disciplinary teams more keenly focussed on prevention and early intervention and that those teams move past organisational boundaries and improve outcomes for children and families. Driving the co-location and integration of multi-disciplinary teams will help unleash the capacity of a wider range of professionals and community assets and reduce demand for specialist services.

The publication of the OECD report has triggered a national conversation on the purpose of education, approaches to assessment are currently being considered and there will be considerable changes made to the national agencies. The education service continues to work with Further and Higher Education partners to aid our readiness for change.

The changes in the local economy have accelerated our work on the senior phase curriculum. ABZ Campus, which is due for launch in June 2023, presents a unique opportunity to harness resource from schools, further and higher education institutions and wider partners to support young people to secure positive long term outcomes. ABZ Campus will see a wider range of vocational and higher level courses being delivered, with associated matriculation routes for some and guaranteed

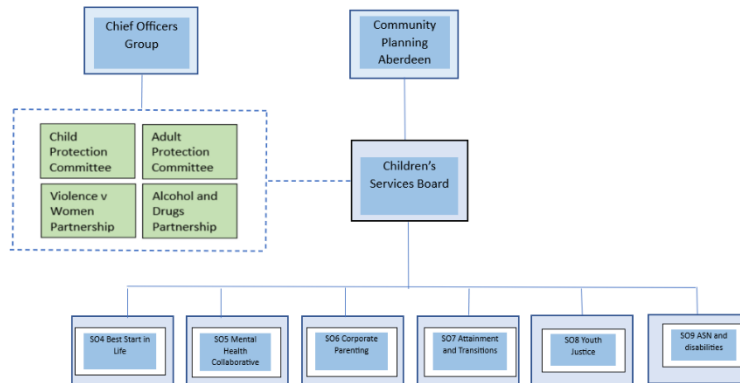
interview and employment opportunities for others. Our senior phase is becoming far better aligned with local growth sectors and will help maximise post school opportunities for young people whilst supporting the prosperity of the region in the longer term. It will be important to remain open to new thinking and benefit from the insight of industry partners.



GOVERNANCE



The Children's Services Board is governed by and accountable to the Community Planning Management Board, which in turn is accountable to Community Planning Aberdeen.



The Children's Services Board ensures on behalf of the relevant agencies that the requirements of the Children and Young People (Scotland) Act 2014 and associated statutory guidance in respect on Children's Services Planning are met throughout the Local Authority area of Aberdeen City.

The Group has responsibility for:

- The delivery of the Children's Services Plan and associated Stretch Outcomes 4-9 of the Local Outcome Improvement Plan
- Working together as a Community Planning Partnership to improve outcomes for children and young people within Aberdeen City
- Leading the implementation of national policy and legislation pertaining to children and young people

In developing this Plan we have sought to show the alignment of our multi-agency improvement projects with single system improvements. It is hoped that this approach will provide the Children's Services Board with a wider range of data to help monitor the strength of the system and help us to improve accountability and scrutiny of our whole system whilst improving our analysis of wellbeing in real time.

Actions to address child poverty and delivery of The Promise are embedded within all Action Plans. As a result, our yearly report on progress against this Children's Services Plan will include reporting on the impact of our work to address child poverty and our progress in delivering The Promise. We believe this approach will help us work better across organisational boundaries.

IMPLEMENTATION OF THE PROMISE



This Children's Services Plan has been shaped by The Promise. The partnership continues to prioritise prevention and early intervention and improved data is helping us to challenge ourselves as we work together to Keep the Promise.

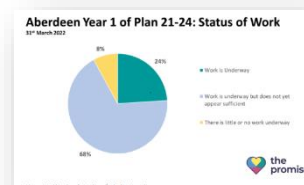
The Children's Services Board routinely reviews progress against Plan 21-24 and has sought to include priorities for improvement across all of the sub groups supporting the delivery of this Children's Services Plan in order to make the cultural shift required a reality.

Work to develop a more effective model of Family Support Model over 2022 identified 4 groups we need to consider carefully:

- those in conflict with the law
- those with disabilities
- those impacted by trauma
- those on the edge of care

Tests of change established over time to support the development of the Family Support Model in 2022 have been embedded in this Children's Services Plan. The impact of these changes will be monitored through our yearly reporting of progress. This yearly review will provide an opportunity to refocus our attention if our approaches cannot demonstrate the positive changes we seek.

As a result, this integrated Children's Services Plan will drive our work to deliver The Promise together.



ENABLING CHILDREN AND YOUNG PEOPLE TO CLAIM THEIR RIGHTS



Children's rights feature in the Local Outcome Improvement Plan and are central to this Children's Services Plan. Community Planning Partners recognise the importance and value of incorporating children's rights and views in decision making and this approach of co-design with children and families will now feature in all of our improvement work.

The Child Protection Committee and Chief Officers Group provide highly effective oversight of children and young people in need of care and protection and regularly review data and scrutinise performance.

Terms of reference for Council, its committees and sub-committees include a commitment to hear the voices of children when taking decisions across the Council. The phrase, '*in accordance with UNICEF's Child Friendly Cities and Communities Programme, ensures that children are allowed a voice in decisions which affect both them and their city*' is included in all Committee Terms of Reference. This ensures that the decision-making forums of the Council take into account the voices of children and young people when making decisions which directly or indirectly affect them. As we move forwards, Committee effectiveness reports will review the extent to which these commitments have been realised.

On 7th March 2022, Council agreed the Council Delivery Plan which encompasses the Service Standards around the engagement and participation of young people. Performance against these standards will be monitored and reported to Council.

All Elected Members have been given the opportunity to engage with UNICEF to explore the UNCRC in detail as part of their induction programme. Training has also been provided to all of those working directly with children and young people as well as to the Extended Corporate Management Team and across the Council's Leadership Forum. This has increased awareness of children's rights and is impacting positively on the recommendations being put forward to various Council Committees. Leaders now more confidently talk about the importance of children's rights.

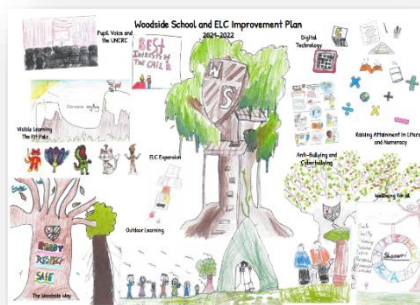
A new 'Integrated Impact Assessment' forms part of Council committee reporting processes. All Council decisions which impact children and young people are now taken following consideration of the impact of such decisions on children and young people.

New and refreshed partnership policies and strategies now explicitly reference children's rights and these extend beyond those traditionally impacting on children to include those on Net Zero and Master planning for example. The Council Strategy Board comprising members of the Corporate Management Team and Extended Corporate Management Team, check that children's rights are reflected in draft policies and strategies prior to them being presented to Council Committees for approval. The Council Strategy Board will continue to play a significant role in the Local Authorities preparation for the incorporation of the UNCRC and regularly reviews progress.



Officers report that both direct engagement with young people and consideration of their rights is helping them to be bolder in recommendations to Council and its Committees. There is a need to ensure that a participatory approach is consistently applied now and in doing so consider a wider variety of approaches to avoid the overuse of some mechanisms such as surveys.

All improvement plans relating to children and families contain actions related to the incorporation of the UNCRC and many child friendly versions of these Plans are in place.



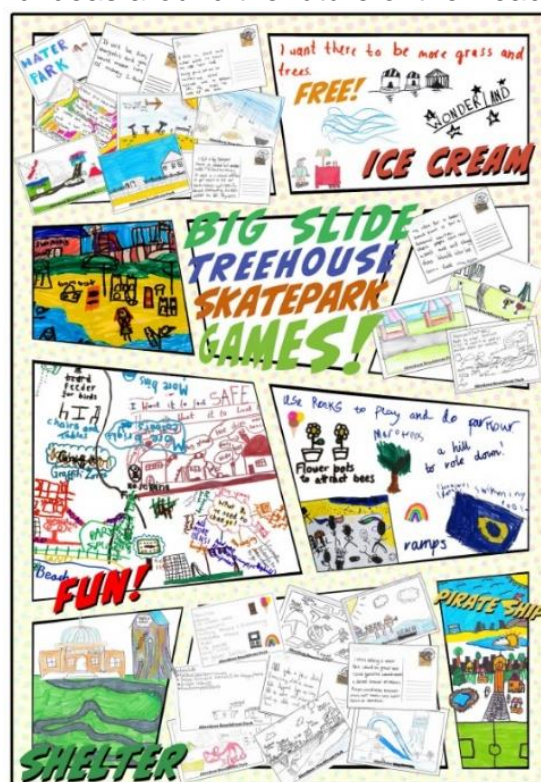
The COVID-19 pandemic provided an opportunity to reset how we engage with children and families. Approaches to participation are becoming more varied and dynamic and nearly 70% of our children and young people tell us that they more actively participate in decision making now. This is a 10% reduction from when the survey was last completed 3 years ago and this reduction is thought to reflect the increased expectation of participation by our children and young people.

A positive example of participation beyond traditional children’s services is the work undertaken with city planners in the development and delivery of the Aberdeen City Centre and Beach Masterplan. This work began in 2021 and has included creative workshops designed to elicit views in an age appropriate way to enable young people to feel confident, valued and respected contributors to the master planning processes. Starting with the question “should seagulls be granted freedom of the city centre and beach?” the workshops equipped young people with a lens to discuss openly topics concerning their futures. This creative approach enabled young people to critically assess ideas and to foster a deeper understanding of topics connected to climate change, environment, space and place.

During October 2022, 500 pupils from 6 primary schools and 2 secondary schools were visited by the Beach Campervan to ask them for their thoughts and ideas around the future of the Beach. Pupils designed, planned and built models to reimagine the space, and these models were presented to the public for discussion at a special event in the Beach Ballroom.

During the summer and October holidays in 2022, young people aged between 10-17 years from across the city also chose to engage with discussion about play, space and place within the city centre and beach areas. Short films were created by these young people which explored these geographic locations and depicted what these spaces could be transformed into in the future.

The views of children and young people in these sessions have gone on to directly inform the recommendations on the future of the City Centre and Beach areas being made to Elected Members at Full Council meetings.



Our children and young people have been encouraged to engage with a provisional school estate plan on a newly developed young people page of the city website.

This approach will help inform the shape of the proposals to be formally consulted upon and will also help us determine how we can best use the Council website to provide opportunities for young people to have their say.

As children and young people have been more able to claim their rights they are starting to hold the decision makers to account. Our Pupil Climate Change Group, presided over by a young person as Climate Change President, has a budget of £150,000 to help progress the areas identified by our children and young people. This power in the hands of our children and young people will help ensure that our future leaders influence and inform our work in this critical area.

The Children's Services Board will be held to account for the extent to which they prioritise the participation of children and young people by the Community Empowerment Group who oversee Stretch Outcome 16 of the Local Outcome Improvement Plan:

'100% of decisions which impact on children and young people are informed by them by 2026'

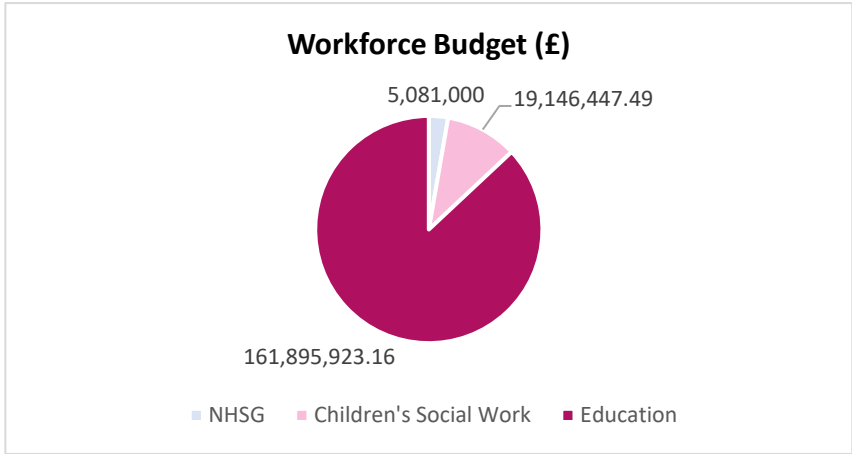
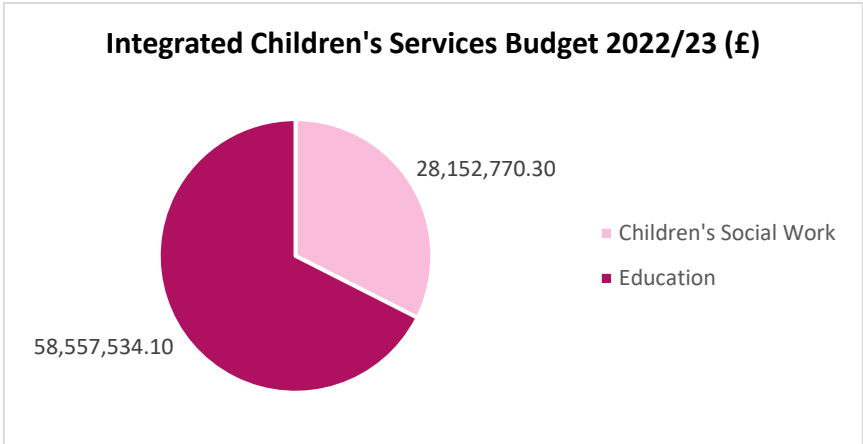
A more detailed evaluation of work to incorporate the UNCRC is available in our [Children's Rights Report](#).



BUDGETS



Delivery of integrated Child's Services requires funding. With the breadth of services provided and increasing demand we need to ensure service delivery is as efficient as possible to make the best use of the funding we have. Our total budget is £272,833,675.05. The charts show our overall budget separated by workforce and service delivery.



WORKFORCE – our staff, and those of our partners are our biggest asset without whom we could not deliver. We need to overcome any recruitment challenges, nurture skills and expertise and maintain staff health and wellbeing

HIGH LEVEL PLAN ON A PAGE



The priorities identified for development and improvement take full account of our population needs assessment, the direction of travel outlined in The Promise, the cultural transformation required to deliver against the UNCRC and anticipated legislation such as the anticipated Care and Justice Bill and education reform agenda.

As an Integrated Children's Board we will work together to ensure that:

- 95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026
- 90% of children and young people report they feel listened to all of the time by 2026.
- By meeting the health and emotional wellbeing needs of our care experienced children and young people they will have the same levels of attainment in education and positive destinations as their peers by 2026
- 95% of children living in our priority neighbourhoods (Quintiles 1 & 2) will sustain a positive destination upon leaving school by 2026.
- 83.5% fewer young people (under 18) charged with an offence by 2026.
- 100% of our children with Additional Support Needs/disabilities will experience a positive destination

This work will be enabled through:

- *Simplifying access to services*
- *Increasing integration*
- *Reducing risks by understanding what actually makes a difference and decommissioning where appropriate*
- *Improving the alignment of our commissioning*
- *Improving the alignment of our data*
- *Building the capacity and capability of our workforce*

The delivery of this Plan will be supported through a partnership with Health Determinates Research Collaborative.

A summary of the Plan is available on the following page.

| Strategic Stretch Outcomes | | | | | |
|---|--|--|--|---|---|
| Increase the number of 0-5s who meet developmental milestones by 2026 | Improve the mental health and wellbeing of children and families by 2026 | Improve the attainment, health and wellbeing and positive destinations of our care experienced by 2026 | Improve the attainment and positive destinations of our children and young people by 2026 | Reduce the number of young people charged with an SCRA by 2026 | Increase the number of children with ASN or disability who secure a positive destination by 2026 |
| Strategic Priorities | | | | | |
| <ul style="list-style-type: none"> ➤ Improve the health outcomes of expectant and new mothers ➤ Improve uptake of benefits ➤ Improve access to emergency formula and food for infants ➤ Address early speech and language needs ➤ Increase the uptake of immunisations ➤ Improve the quality of ELC provision and maintain uptake | <ul style="list-style-type: none"> ➤ Focus on prevention and early intervention ➤ Provide access to joined up services and bereavement support • Respond quickly in a stigma free, needs and rights led way • Increase levels of physical activity • Increase the provision of child friendly environments within local communities | <ul style="list-style-type: none"> • Deliver a Bairns Hoose • Delivery The Promise • Increase the provision of health assessments for the care experienced • Continue to close the gap between those who have care experience and their peers • Increase the no. of foster carers available locally • Keep brothers and sisters together • Ensure adequate provision of legal advice and advocacy | <ul style="list-style-type: none"> ➤ Implement refreshed guidance on the use of restraint ➤ Better track those who are in or on the edge of the care system ➤ Improve learning transitions from P7 to S1 ➤ Deliver ABZ Campus to widen the range of courses ➤ Deliver Aberdeen Computing Collaborative to ensure long term employability ➤ Delivery of Tier 2 services to close the gap through SAC funding ➤ Continue to address the cost of the school day and child poverty in schools | <ul style="list-style-type: none"> ➤ Reduce levels of anti-social behaviour ➤ Deliver Mentors in Violence Prevention across all secondary schools | <ul style="list-style-type: none"> ➤ Delivery of neurodevelopmental pathway ➤ Establish better assurance systems ➤ Increase the number of Young Carers receiving support ➤ Improve transition planning from child to adult services ➤ Ensure that the voices of children (including those who use alternative communication systems) are central to processes and Plans ➤ Decrease the number of children not accessing full time education |
| Enabling Priorities | | | | | |
| Simplify access to services | Increase integration | Reduce risks | Commissioning | Data | Workforce |
| <ul style="list-style-type: none"> ➤ Implement a single Request for Assistance process ➤ reduce the number of access points to information and services | <ul style="list-style-type: none"> ➤ Build on the integration models including that at ELC Links ➤ Establish an assurance system to test the strength of the system ➤ Improve alignment between children and adult services ➤ Develop a Target Operating Model for children | <ul style="list-style-type: none"> ➤ Better understand why children are placed OOA ➤ Understand the long term impact of ELC on outcomes for families | <ul style="list-style-type: none"> ➤ Aligned to the 10 principles of family support ➤ Jointly respond to the needs of those displaced | <ul style="list-style-type: none"> ➤ Improve knowledge of the 6 groups by co-designing with service users and children ➤ Improve data matching | <ul style="list-style-type: none"> ➤ Increase knowledge poverty agenda and of benefits ➤ Increase knowledge of trauma and risk |

APPENDIX - IMPROVEMENT PLAN



Our Improvement Plan

Our data indicates 6 key priorities, known as our Stretch Outcomes, that require our focus over the next three years. For each Stretch Outcome, we have an improvement plan which lists the improvements and actions we plan to take over the three years to deliver on our priorities.

The Plan provides detail on the single agency programmes of work (shaded in grey on the plan), as well as the multi-agency improvement projects to be undertaken in relation to each priority. The Plan also shows who will be responsible for delivery, the timescale within which it will be delivered and the key measures which will tell us if we are improving. These measures are a mixture of local and national indicators, qualitative and quantitative data. The Stretch Outcomes and multi-agency improvement projects aims will form the Children and Young People's section of the Local Outcome Improvement Plan 2016-26. The Children's Services Board has worked to ensure that our priorities take full account of the National Performance Framework priorities shown on the left.

The Improvement Plan is based on what we know now currently . It will be reviewed annually with any additional actions which are subsequently deemed to be essential to the delivery of the Plan added in years two and three following agreement from the Community Planning Aberdeen Board. Progress on the Plan will be monitored on an ongoing basis using our existing programme management and governance arrangements through Community Planning. A Sub Group of the Children's Services Board is responsible for a key priority (Stretch Outcome) and the Chair of that Sub Group is responsible for reporting to every meeting of the Children's Services Board. Additional quarterly reporting will be undertaken via the CPA Management Group and CPA Board. Our annual report will be approved and published by the CPA Board.

See the full Improvement Plan on the following pages.



We grow up loved, safe and respected so that we realise our full potential



We are well educated, skilled and able to contribute to society



We respect, protect and fulfil human rights and live free from discrimination



We value, enjoy, protect and enhance our environment



We tackle poverty by sharing opportunities, wealth and power more equally




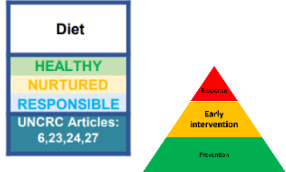
We are healthy and active

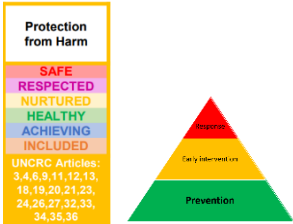
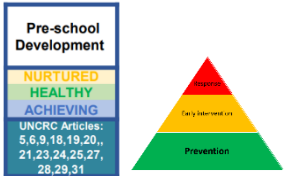






We have a globally competitive, entrepreneurial, inclusive and sustainable economy





LOIP STRETCH OUTCOME 4, Best Start in Life Group (BSIL Group). Chair: Fiona Mitchelhill, Chief Nurse (ACHSCP)

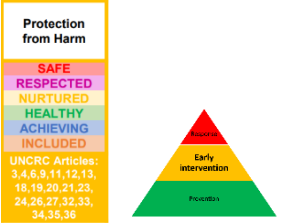
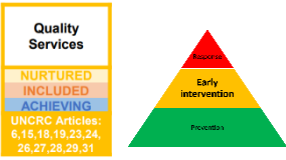
95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026 (Baseline 77.5% 2015-16)

| Key Local or National Drivers | Key Actions/Agreed Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|---|--|---|--------------|------|
| | 2023 | 2024 | 2025 | | | |
| Child Poverty and addressing variation in outcomes | | | | | | |
| <p>Ensuring that expectant and new parents claim all of the benefits they are entitled to and do not feel stigmatised when seeking support.</p>  | <ul style="list-style-type: none"> Develop the relationship and linkages between maternity, early years practitioners and Financial Inclusion/Welfare Rights experts as an alternative model of enabling professionals to provide parents with access to up-to-date information and practical support to help with income maximisation. Consider the provision of community support to make the best use of family income (to include shopping and cooking nutritious and low cost meals) | <p>Increase by 10% the no. of parents with children under 5 who are completing a full benefits check by 2024.</p> <p>Baseline No. 2022 – 152</p> | <p>No. of parents of children 0-5 who complete a full benefits check (new measure)</p> <p>No. of parents children 0-5 who access support from the Financial Inclusion service (Baseline 152 – 2022)</p> | Best Start In Life (BSIL) Group | | |
| <p>Families who need urgent supplies of baby formula and nutritional support for the under 5s can access it quickly and easily.</p>  | <ul style="list-style-type: none"> A pan-Grampian pathway for urgent access to baby formula will be established and in use by health professionals by 2023. All pregnant women and families with children under the age of 5 have access to nutritional support by 2023. The extent of maternal and infant food insecurity will be better understood. | <p>100% of urgent requests for baby formula and nutritional support for pre-school children are met by 2024.</p> <p>New measure: Baseline to be established as part of the project.</p> | <p>%. of urgent requests for baby formula met (new measure)</p> <p>%. of urgent requests for nutritional support for under 5s met (new measure)</p> <p>No. of referrals to the Hardship fund by Family Learning (Baseline to be added)</p> | BSIL Group | | |

| Key Local or National Drivers | Key Actions/Agreed Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|--|------|--|--|--------------|------|
| | 2023 | 2024 | 2025 | | | |
| <p>Our workforce will be well equipped to offer support and/or referral to families.</p>  | <ul style="list-style-type: none"> Develop and implement a pilot training programme of poverty awareness / poverty sensitive practice for staff with evaluation of usefulness and impact on confidence and practice. Ensure the workforce have the skills to deal with the complex issues and barriers that inhibit routine enquiry about financial challenges, e.g. perceived and actual risks of exacerbating partner violence, financial control and coercion, and parental concerns about triggering Child Protection concerns. 90% of staff working with children and families will report confidence to make routine financial enquiries by 2024. | | | <p>No. of staff undertaking poverty specific training (Baseline 0)</p> <p>No. of onward referrals (Baseline 0)</p> <p>% of staff reporting confidence (Baseline 0)</p> | NHS Grampian | |
| <p>Development of early literacy skills</p>  | <ul style="list-style-type: none"> Continue to roll out the CIRCLE framework to help improve the development of literacy and communication skills. Continue to roll out Talk Boost and Early Talk to help improve the development of literacy and early communications skills. | | <p><i>The need for a multi-agency Improvement project to reach the target will be reviewed in March 2024</i></p> | <p>No. of children showing an increase in rating from 1/2 to 3/4 on participation scales</p> <p>% of children identified as having speech and language needs on SEEMiS (Baseline 3.3%)</p> | Education | |
| <p>The disparity in outcomes for the 6 priority groups identified as being at higher risk of child poverty is addressed.</p> | <ul style="list-style-type: none"> Better understand the needs of the 6 priority groups from a programme of engagement and co-design Develop a dataset that supports our knowledge of the demographic of the priority groups and their specific needs. | | <p><i>Approach will help shape the development of Project charters and a more impactful model of Family Support.</i></p> | <p>No. of opportunities to help shape services. (Baseline to be added)</p> | BSIL Group | |



| Key Local or National Drivers | Key Actions/Agreed Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|---|---|---|--------------|------|
| | 2023 | 2024 | 2025 | | | |
|   | | | | | | |
| The Promise and Children's Rights | | | | | | |
| <p>Scotland's family support services will feel and be experienced as integrated to those who use them (The Promise)</p>   | <ul style="list-style-type: none"> Improve the design and delivery of preventative, early and sustained support for those with children under 5 to reduce the likelihood of children being placed on the Child Protection Register by 2026. <ul style="list-style-type: none"> ➤ Build on the success of the Fit Like & Links Hub. ➤ Learning from 'Right from the Start: Investing in parents and babies' reflected in local practice. | <p>Reduce by 5% the no. of children aged 0-4 who are referred to Children's Social Work as a result of neglect arising from parental mental health, addiction and domestic abuse 2026.</p> <p>Baseline to be added.</p> | <p>No. of children aged 0-4 who are referred to Children's Social Work for neglect resulting from parental mental health, addiction and domestic abuse.</p> | BSIL group | | |
| | <ul style="list-style-type: none"> Establish a single digital source of information for parents and carers of children under 5 (to link with work across other life stages being undertaken by other groups reporting to the Children's Services Board) by 2026 | <p><i>Baseline and improvement project aim to be established through co-design with families and linked to other areas of improvement within this Plan</i></p> | <p>No. of information sources (Aim to reduce to 1).</p> | BSIL and Children's Services Board (CSB) | | |
| Improving partnership alignment to support the integration agenda | | | | | | |
| <p>Children meeting developmental milestones.</p> | <ul style="list-style-type: none"> Increase the % of children assessed at 27-30 months from 83% to 95% by 2024. | | <p>% of total children assessed (Baseline 83%)</p> | Aberdeen City Health and Social Care Partnership (ACHSCP) | | |

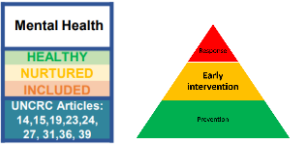


| Key Local or National Drivers | Key Actions/Agreed Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|---|------|--|--|------------------|
| | 2023 | 2024 | 2025 | | | |
|   <p>Scotland will have a cohesive central picture of all data on the processes and systems that directly and indirectly impact on children and their families, including wider socio-structural factors.</p> | <ul style="list-style-type: none"> Increase the number of ELC settings achieving good or better from 83.7% in 2022 to 90% by 2025. | <ul style="list-style-type: none"> Maintain high levels of uptake of ELC provision. | | | <p>% of ELC settings who achieve good or better during inspection (Baseline 83.7%)</p> | Education |
|   | <ul style="list-style-type: none"> By the age of 5 years, 95% of children will have received both doses of MMR as per schedule by 2026. | <ul style="list-style-type: none"> Improve breastfeeding initiation from 20 to 30% in targeted communities (Sheddocksley, Summerhill and Mastrick) and decrease drop off at 6-8 weeks. | | | <p>Uptake of ELC in 2, 3 and 4 year olds</p> <p>(Baseline at Dec '22 Eligible 2 year olds – 35% 3 year olds – 90.7% 4 year olds – 97%)</p> | Education |
| | <ul style="list-style-type: none"> Improve levels of dental health in primary 1 and close the gap between the levels of dental health in areas of deprivation from those of peers. | | | <p>Improve dental health at primary 1 to the national average by improving the levels of dental health in areas of</p> | <p>% uptake of immunisations (Baseline •6 in 1 (96.45%) •2nd MMR 2nd dose (91.61%))</p> <p>% of initiations (Baseline 20%)</p> <p>% children in P1 with good dental health</p> <p>% difference between schools with the lowest</p> | ACHSCP ACHSCP |
| <p>Improve dental health at Primary 1</p> | | | | | | BSIL |

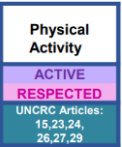

| Key Local or National Drivers | Key Actions/Agreed Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|--|------|------|--|--|------|
| | 2023 | 2024 | 2025 | | | |
|  | | | | deprivation to 50% by 2025. (Baseline 72.78% have good dental health compared to 75.2% nationally – 2020/21) (Baseline 35% lowest and 35% and 80% highest - 2020/21) | levels of dental health and those with the highest | |
| Continue to develop co-location, co-delivery and co-funded projects  | <ul style="list-style-type: none"> Continue to improve alignment between Early Learning and Childcare, Health Visiting teams and other partners supporting families with children under 5. | | | Increase by 40% the number of Peep programmes delivered by multi-agency partners by 2025. (Baseline 30 - 2022) | No. of Peep programmes delivered by multi-agency partners (Baseline 30 - 2022) | BSIL |
| Delivery of national policies and legislation | | | | | | |
| Consideration of new policies and legislation impacting on families with children under 5 | <ul style="list-style-type: none"> Oversee the implementation of new policies and legislation including (not but restricted to): <ul style="list-style-type: none"> ➤ Whole Family Wellbeing Fund ➤ Expansion of wrap around care for families | | | | Implementation plan agreed based on multi-agency data | BSIL |





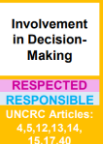

LOIP STRETCH OUTCOME 5, Mental Health and Wellbeing Collaborative (MHC). Chair: Phil Mackie (Public Health)



90% of children and young people report they feel listened to all of the time by 2026. (Baseline 64% - 2022)

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|---|--|---|
| | 2023 | 2024 | 2025 | | | |
| Improving partnership alignment to support the integration agenda (aligned to the national Mental Health Strategy) | | | | | | |
| Prevention and early intervention   | <ul style="list-style-type: none"> Tackle the top preventable risk factors for parental mental and physical health including: - obesity, smoking, and use of problematic alcohol and drugs by implementing best available evidence. | | | | % of parents/adults who are obese, smoke or have problematic use of alcohol and drugs Baseline to be added | Aberdeen City Health and Social Care Partnership (ACHSCP) |
| | <ul style="list-style-type: none"> Ensure staff and organisations have a better understanding of adolescent development to inform approaches to prevention and early intervention (include preventative measures including domestic violence and adverse childhood experiences). Develop/ refresh training programmes to improve workforce knowledge of the signs and required actions to take when domestic abuse and coercive control is suspected in the family home (align with Equally Safe and Safe and Together resources). Following this, develop an evidence-based approach and supporting materials to help show young people how to believe in themselves by 2025. | | | Increase by 5% the number of S1-S6 pupils who report that they feel confident by 2025. Baseline (2022) 35% (2069) of S1-S6 pupils reported that they feel confident | No. of children & young people reporting that they feel confident. % of staff reporting knowledge of the signs and required actions to take when domestic abuse and adverse childhood experiences are suspected (new measure) | Mental Health Collaborative (MHC) |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|---|---|---------------------------------------|
| | 2023 | 2024 | 2025 | | | |
| <p>Access to treatment, and joined up accessible services and bereavement support</p>  | <ul style="list-style-type: none"> Establish a single source of information for parents, carers and children and young people to improve the accessibility of mental health services and support. Explore the balance between Tier 2 mental health and bereavement services and Tier 3 services with the aim of reducing demand on Tier 3 services by 2026 (to link with work being undertaken by other groups reporting to the Children’s Services Board). | | | <p>Reduce demand on Tier 3 services by 5% by 2026.</p> <p>Baseline (2022): 1477</p> | <p>No. of information sources reduced to 1 (new measure)</p> <p>No. of requests for Tier 3 services</p> | MHC |
| <p>Rights, information use, and planning</p>  | <ul style="list-style-type: none"> We will ensure that when families seek support, we respond quickly and appropriately in a stigma free, needs and rights led way that is universally accessible. We will endeavour to minimise re-traumatisation and unnecessary retelling of stories. We will ensure staff have access to appropriate training and materials through a Toolkit. | | | <p>Reduce waiting time for interventions starting, by each tier 2/3 service by 5% by 2026.</p> <p>New measure: Baseline to be established as part of the project.</p> | <p>% of requests for Assistance responded to within 21 days (new measure)</p> <p>Focus Group data from 10 families who have accessed mental health services (new measure)</p> <p>No. accessing Toolkit training (new measure)</p> | MHC |
|  | <ul style="list-style-type: none"> Implement ‘One Good Adult’ programme in education | | | | <p>% children and young people who believe they always have an adult in their lives who always listens to them (Baseline (2022) 68%)</p> | Education Service |
| <p>The physical wellbeing of people with mental health problems</p> | <ul style="list-style-type: none"> Increase the percentage of young people participating in physical activity out with the curriculum from 22% in 2022 to 35% in 2026. | | | | <p>% of young people, reported through MySport, accessing</p> | Physical Education, Physical Activity |

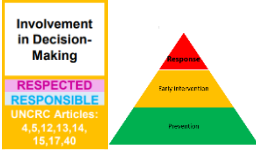
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|------|------|---|---|-------------------|
| | 2023 | 2024 | 2025 | | | |
|   | <ul style="list-style-type: none"> Increase the range of accessible options for children and young people with sensory and physical impairments. Ensure a more equal distribution of gender participation in physical activity. | | | | <p>physical activity out with the curriculum (Baseline (2022) 22%)</p> <p>No. of physical activity sessions available for CYP with sensory impairments (new measure)</p> <p>No. of physical activity sessions available for CYP with physical (new measure)</p> <p>Physical activity participation reported through MySport by gender (Baseline (2022) 61% male and 39% female)</p> | and Sport (PEPAS) |
| Child Poverty and addressing variation in outcomes | | | | | | |
| Address the disparity in outcomes for the 6 groups identified as being at higher risk of child poverty | <ul style="list-style-type: none"> Increase the understanding of creating child friendly environments within local communities to help reduce the gap between the number of children living in areas of deprivation who report feeling safe in their community with their peers living in less deprived communities. | | | <p>Increase by 10% the % of children living in areas of deprivation who feel safe in their communities by 2025.</p> <p>(Baseline (2022) % of children who feel unsafe in their communities:</p> | % of children living in areas of deprivation who feel safe in their communities | MHC |


| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|------|------|---|---|------|
| | 2023 | 2024 | 2025 | | | |
|   | <ul style="list-style-type: none"> Better understand the inequalities associated with the mental health needs of the 6 priority groups from a programme of engagement and co-design. | | | 3.3% more affluent areas 19.3% areas of deprivation <i>Approach to inform the development of Project Charters</i> | Reducing variation of outcomes in the longer term. No. of formal opportunities to help shape services (Baseline 0) | MHC |
| Delivering The Promise, Children’s Rights and Carers Strategy | | | | | | |
|   | <ul style="list-style-type: none"> Ensure that priority is given to meeting the mental health and health care needs of Care experienced young people in a manner compliant with United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill (as enacted). | | | 100% of children leaving care are referred to services that can meet assessed mental health needs within 4 weeks of the health assessment being completed by 2024. New measure: Baseline to be established as part of the project. | No. of young people ‘in care’ accessing services to meet assessed mental health needs. (new measure) | MHC |
|   | <ul style="list-style-type: none"> All decisions taken by the Mental Health Collaborative will be informed by a pupil driven Mental Health Taskforce. | | | <i>This outputs from the Taskforce will inform the work of the group</i> | No. of opportunities for young people to help shape service delivery | MHC |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|---|------|---|---|------|
| | 2023 | 2024 | 2025 | | | |
| <p>Care experienced children and young people will be actively participating in all subjects and extra-curricular activities in schools.</p>   | <ul style="list-style-type: none"> Ensure that priority is given to meeting the physical wellbeing needs of CEYP in a manner compliant with the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill (as enacted). 100% of children leaving care are referred to services that can meet assessed physical health needs within 4 weeks of the health assessment being completed by 2024. | <ul style="list-style-type: none"> Continued prioritisation for children aged 5-18 from the 6 priority groups for extra-curricular activities and holiday programmes with particular reference to young carers and those for whom we have Corporate Parenting responsibility. Maintain spread of uptake for holiday programmes against the 6 priority groups. | | <p>No. of young people 'in care' accessing appropriate services to meet assessed physical health needs. (new measure)</p> | Physical Education, Physical Activity and Sport (PEPAS) | |
| Delivery of national policies and legislation | | | | | | |
| <p>Planning and delivery of national policies aligned to the child mental health agenda</p> | <ul style="list-style-type: none"> Oversee the allocation of funding streams associated with mental health including: <ul style="list-style-type: none"> ➤ Additional CAMHS staff ➤ Commitment to counselling ➤ £3m on drug and alcohol support ➤ Active schools programme ➤ Diet and healthy weight Delivery Plan ➤ Play park investment ➤ Whole Family Wellbeing Fund | | | <p>Implementation plan agreed based on multi-agency data</p> | <p>Oversight of all funding streams through MHC</p> | |

LOIP STRETCH OUTCOME 6, Corporate Parenting Group (CP Group). Chair: Graeme Simpson, Chief Social Work Officer (ACC)

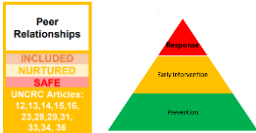
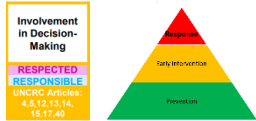
By meeting the health and emotional wellbeing needs of our care experienced children and young people they will have the same levels of attainment in education and positive destinations as their peers by 2026 (Baseline (2016) Positive Destinations - 73.9% for CEYP, 92.6% All; Attainment SCQF 3 – 87% for CEYP, 93.1% All and Attainment SCQF 4 – 73.9% for CEYP, 89% All)

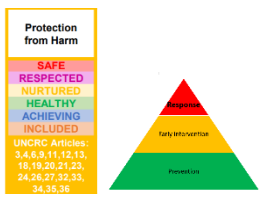
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|------|------|---|--|---|
| | 2023 | 2024 | 2025 | | | |
| The Promise (Support) | | | | | | |
| <p>Supporting children and young people to understand and access multiagency throughcare and aftercare services.</p>  | <ul style="list-style-type: none"> Review welfare assessment process to ensure that where a welfare assessment applies it is completed from a multiagency perspective. Develop and launch awareness raising materials to increase care experienced young people (CEYP) knowledge of their rights, and how to access services. Reduce CEYP being closed between the ages of 16-19 years. Increase uptake of Young Scot card to ensure CEYP experience less poverty. | | | <p>Increase the number of care experienced young people by 10% receiving multiagency throughcare/aftercare support by 2023.</p> <p>Baseline to be added in advance of CPA Board on 19 April 2023.</p> | <p>No. of care experienced young people receiving multiagency throughcare/aftercare</p> <p>Baseline to be added</p> | <p>Corporative Parenting Group (CP Group)</p> |
| <p>Every child that is 'in care' in Scotland will have access to intensive support that ensures their educational and health needs are fully met.</p> | <ul style="list-style-type: none"> We listen to and learn from the feedback of care experienced children, young people and their families to ensure the design and improvement of services takes account of their views. | | | | <p>Establish a sustainable feedback loop.</p> | <p>CSW</p> |
| | <ul style="list-style-type: none"> We will better understand the circumstances that led to our Looked After Children entering the care system to inform a preventative Family Support Model. | | | <p>Reduce by 5% the number of children entering the care system by 2024.</p> <p>Baseline: 121 (5 year average – 2017/18-2021/22)</p> | <p>Audit of circumstances compiled and shared</p> <p>No. of children in the care system Baseline: 121 (5 year average – 2017/18-2021/22)</p> | <p>CP Group</p> |

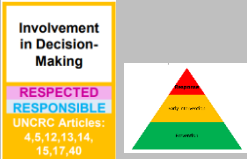
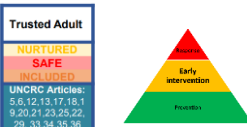
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|------|------|--|---|--------------------------|
| | 2023 | 2024 | 2025 | | | |
|  | <ul style="list-style-type: none"> Evaluation of the impact of the Family Nurse Partnership Programme on parents who have experienced care. Ensure awareness of and access to ante-natal programmes for care experienced expectant parents under the age of 25 years. | | | <p>80% of care experienced parents will report that they believed they were sufficiently prepared for parenthood by 2026.</p> <p>New measure: Baseline to be established as part of the project.</p> | <p>No. of care experienced parents who feel prepared for parenthood (new measure)</p> <p>No. of children accommodated from care experienced parents within the first 12 months.</p> | CP Group |
| | <ul style="list-style-type: none"> All children and young people leaving care will be offered an assessment of their health needs to identify any gaps in their health care/provision. | | | <p>100% of children and young people leaving care are offered a health assessment to identify gaps in their health provision and needs by 2024.</p> <p>New measure: Baseline to be established as part of the project.</p> | <p>% of looked after children who are offered a health assessment prior to leaving care.</p> <p>% of looked after children who have a health assessment prior to leaving care. (Baseline 0)</p> | CP Group |
| The Promise (Right to Education) | | | | | | |
| Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement | <ul style="list-style-type: none"> Evaluate the impact of the intensive Edge of Care Pilots at Lochside and Northfield Academies to inform next steps for school session 23/24 and beyond. | | | | <p>In target schools:</p> <p>% attendance of CEYP (Baseline 76%)</p> <p>% of CEYP attending full time (Baseline 10%)</p> | Education & CSW Services |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|---|---|-------------------|
| | 2023 | 2024 | 2025 | | | |
| with education and schools will know and cherish their care experienced pupils. The formal and informal exclusion of care experienced children from education will end. | | | | | No. of temp half day exclusions in LAC (baseline 383 half days) | |
| Schools will support and ensure care experienced young people go on to genuinely positive and sustained destinations, such as further education or employment. | <ul style="list-style-type: none"> Evaluate the impact of Pathways Associates on CEYP attainment, achievement and positive destinations by 2024 to inform next steps | | | | <p>% of CEYP entering a positive and sustained destination (Baseline 76.5% - 20/21)</p> <p>Total tariff points of CEYP (L20% 0, M60% 58, H20% 441) - 2021</p> <p>Percentage of CEYP young people heading into employment 0 – 2021</p> <p>Percentage of CEYP young people entering further education 35.29% - 2021</p> <p>No. of CEYP being excluded</p> | Education Service |



| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|---|---|------|
| | 2023 | 2024 | 2025 | | | |
| | | | | | (Baseline 107 half day exclusions over 20/21) | |
| The Promise (Relationships) | | | | | | |
| <p>All children living in and around Scotland's 'care system' will be maintaining safe, loving relationships that are important to them.</p>  | <ul style="list-style-type: none"> We will grow the capacity of Aberdeen City's Fostering Service to reduce the number of children placed with Independent Fostering Agencies (IFA's) out with the city. | | | <p>% of children in foster care placed with an IFA) (baseline 66% or 149 young people)</p> <p>No. of children in foster care placed with ACC (34% 74)</p> <p>No. of Foster Carers available locally</p> <p>Baseline to be added</p> | CSW | |
| <p>There will be no barriers to 'contact' and children will be supported to have time with people they care about.</p>  | <ul style="list-style-type: none"> Our Workforce will understand the benefits and risks of keeping a child at home/with family versus the lifelong impact of removal. Increase the % of Child's Plans at CPPMs and LAC Reviews which reflect the voice of the child and their family and identify how relationships will be maintained. | | | <p>% of Child's Plans at CPPMs and LAC Reviews which fully reflect the voice of the child and family, when quality assured, are good or better</p> <p>(Baseline being determined)</p> | CSW | |
| | <ul style="list-style-type: none"> Development of a Children's Social Work workforce strategy to address current recruitment issues. | | | <p>% of vacancies (Baseline -12%)</p> | CSW | |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|------|------|--|---|----------|
| | 2023 | 2024 | 2025 | | | |
| The Promise (Brothers and sisters) | | | | | | |
| <p>Scotland will stop the practice of separating brothers and sisters, unless for reasons of safety.</p>  | <ul style="list-style-type: none"> Reduce the number of instances where brothers and sisters are separated. Where it is decided brother and sisters cannot be cared for together, ensure the reasoning for this is explicitly recorded in individual children’s plans. | | | | <p>No. of siblings who are separated (Baseline to be added)</p> <p>No. of explicit references to reasoning in Child’s Plans (new measure)</p> | CSW |
| | <ul style="list-style-type: none"> Increase the multi-agency support offer to kinship carers to take account of the complexity of caring for children within these arrangements and the support needs of kinship carers. Review and develop the multi-agency support offer to our kinship carers. | | | <p>Increase by 100% the number of partners supporting kinship carers by 2023. (Baseline 2 (CSW and St Machar PSP).</p> | <p>No. of partners providing support. (Baseline: 2 – 2022)</p> <p>No. of kinship carers receiving multi-agency support.</p> | CP Group |
| | <ul style="list-style-type: none"> The partnership will assume the presumption that brothers, and sisters will be cared for together unless their best interests indicated otherwise. By 2024 all social work professionals will feel confident when undertaking when assessing the needs of brothers and sisters. | | | | <p>No. of Lead Professionals who report confidence in assessing brothers and sisters. (Baseline to be determined)</p> | CSW |
| The Promise and Children’s Rights (Advocacy) | | | | | | |
| <p>Advocacy provision will follow the principles set out in the promise. Care experienced children and young people will be able to easily access child</p> | <ul style="list-style-type: none"> Unaccompanied asylum- seeking children and young people will be supported to access appropriate legal advice and representation to resolve their legal status. We will review our advocacy and support duties in light of Children’s Hearing Scotland reform expected April 2023. | | | | <p>No. of young people accessing advocacy and children’s rights services who are:</p> <ul style="list-style-type: none"> CEYP LAC Involved in CP processes <p>(Baseline to be added)</p> | CSW |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|---|--|---|--|------|
| | 2023 | 2024 | 2025 | | | |
| <p>centred legal advice and representation.</p>  | | | | | No. of young people with legal representation (Baseline 0) | |
| The Promise (Moving on) | | | | | | |
| <p>Organisations that have responsibilities towards care experienced children and young people will be able to demonstrate that they are embedding destigmatising language and practices across the way they work.</p>  | <ul style="list-style-type: none"> Refresh and roll out multi-agency Corporate Parenting Training | <p>80% of the identified multi-agency workforce successfully complete Corporate Parenting training aligned to the Promise by 2025.</p> <p>Baseline to be added in advance of CPA Board meeting.</p> | <p>% of children’s workforce, Chief Officers, Elected Members, and all corporate parents who complete Corporate Parenting training. (Baseline to be added)</p> | CP Group | | |

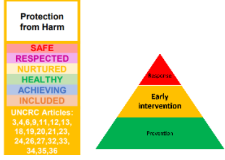
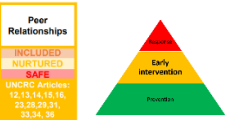

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|--|------|------|---|------------------------------------|------------------|
| | 2023 | 2024 | 2025 | | | |
| Delivery of national policies and legislation | | | | | | |
| Planning and delivery of national policies aligned to improving outcomes for those who experience care | <ul style="list-style-type: none"> • Planning and delivery of new policies and legislation impacting on children and young people will be co-produced in collaboration with them, including (not but restricted to): <ul style="list-style-type: none"> ➤ Reform of CHS ➤ Children’s Care and Justice Bill ➤ Whole Family Wellbeing Fund ➤ Implications of the Bail and Release from Custody (Scotland) Bill ➤ Plan 24-27 ➤ Complaints process for children and young people when published by the Ombudsman | | | | | |
| Implementation of a Bairns Hoose | <ul style="list-style-type: none"> • Planning and delivery of a Regional Bairns Hoose will take account of the lived experiences of children, young people and families. • We ensure feedback from children, young people and their families with direct experience of child protection interventions directly influence the design and delivery of our Bairns Hoose. | | | | Bairns House in place by 2025 | CP Group and COG |
| Reporting progress on The Promise | <ul style="list-style-type: none"> • Oversee the preparation of reports on The Promise with support from all other subgroups. | | | | Compliance with annual submission. | CSB |


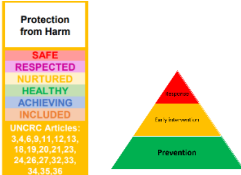
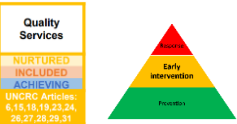
LOIP STRETCH OUTCOME 7, Attainment and Transitions to Adulthood (ATA) Chaired by Shona Milne, Chief Education Officer (ACC)


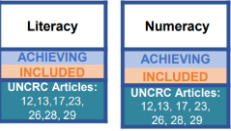

95% of all our children, including those living in our priority neighbourhoods (Quintiles 1 & 2), will sustain a positive destination upon leaving school by 2026 (Baseline 2016: Quintile 1 – 84.5% and Quintile 2 – 87.9%)


| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|---|---|-------------------|
| | 2023 | 2024 | 2025 | | | |
| Delivery of The Promise | | | | | | |
| <p>School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early.</p> | <ul style="list-style-type: none"> 100% of schools with care experienced young people will continue to plan for Care Experienced young people within School Improvement Plans. Establishment of a live and effective tracking system for all CEYP or those on the edge of care by 2023. | | | | <p>% of School Improvement Plans will continue to specifically reference those with experience care where CEYP are on the roll (Baseline - 100%)</p> <p>Live attendance and attainment of all CEYP (new measure)</p> | Education Service |
| <p>All care experienced children, wherever they live, will be protected from violence and experience the safeguard of</p> | <ul style="list-style-type: none"> Roll out of guidance aligned to national guidance on the use of restraint in schools by 2023. Roll out of trauma training aligned to updated national guidance on the use of restraint in schools by the end of 2023/24 school session. | | | | <p>No. of reports and profile data:</p> <ul style="list-style-type: none"> ➤ Age ➤ protected characteristics ➤ medical or ASN need ➤ Incident type ➤ Plan <p>(new measure)</p> | Education Service |

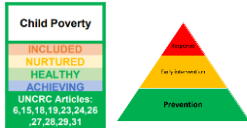


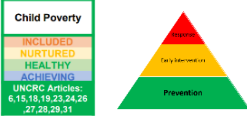
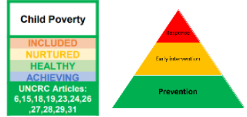
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|--|---|------|
| | 2023 | 2024 | 2025 | | | |
| <p>equal protection legislation.</p>  | | | | | No. of staff who engage with training materials (new measure) | |
| Wellbeing and addressing risk | | | | | | |
| <p>Increase opportunities to connect.</p>  | <ul style="list-style-type: none"> Provide opportunities out-with school-time for young people to join groups and take part in activities that lets them learn new skills and become more confident, optimistic and resilient. | | | <p>No. of opportunities available for CYP to connect outwith school (Baseline 14 Opportunities (4 community based and 9 CLD funded projects) No of children who benefit (Baseline 1870 - 2022)</p> | Community Learning and Development (CLD) | |
| <p>Review the school Anti-bullying policy to ensure all perceived bullying incidents are recorded.</p>  | <ul style="list-style-type: none"> Review the school Anti-bullying policy by June 2023 | | | <p>Policy in place by September 2023</p> <p>No. of perceived incidents of bullying reported (Baseline- 217 - 2022)</p> | Education Service | |
| <p>Understand the low levels of</p> | <ul style="list-style-type: none"> Education Service to understand the low levels of satisfaction with local schools to inform next steps | | | <p>Plan in place to address survey feedback</p> | Education Service | |

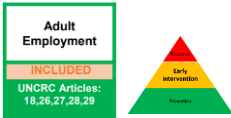
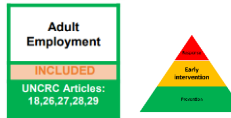
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|------|------|--|--|---|
| | 2023 | 2024 | 2025 | | | |
| satisfaction with local schools.  | | | | | Levels of satisfaction with local schools | |
| Increase knowledge of the signs of neglect and harm in the workforce.  | <ul style="list-style-type: none"> Improve knowledge of the signs of parental mental health and neglect and consider amendments to the curriculum (Tier 1) and early intervention supports (Tier 2) to mitigate risks by 2026. | | | 75% of identified multi-agency staff reporting confidence in identifying and taking action on harm by 2026. New measure: Baseline to be established as part of the project. | % of staff reporting confidence in taking action on harm New measure) | Attainment and Transitions to adulthood (ATA) |
| Continue to develop co-location, co-delivery and co-funded projects.  | <ul style="list-style-type: none"> Continue to improve alignment between school teams and school Nurses. Improve the uptake of the HPV vaccine in S3 young people by 2025. | | | Increase to 3 the delivery of co-located and delivered services by health and education by 2024. Baseline: 1 (2022) | No. of co-located and delivered services by health and education | ATA |



| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|------|------|---|---|--------------------------|
| | 2023 | 2024 | 2025 | | | |
| <p>Work to achieve LGBTQ Charter accreditation across all secondary schools.</p>  | <ul style="list-style-type: none"> All secondary schools to establish effective systems to support their LGBTQ community | | | | <p>All schools achieve charter accreditation by 2026 (Baseline – 0)</p> | <p>Education Service</p> |
| <p>Improve learning transitions from Primary 7 to Secondary 1.</p>   | <ul style="list-style-type: none"> Ensure our senior primary pupils have opportunities to share examples of their learning as part of the transition programme from Primary 7 to S1. Ensure tracking information for all curricular areas transfers from P7 to S1 | | | | <p>Improvement in ACEL reading and numeracy data in S3 by group:</p> <ul style="list-style-type: none"> CEYP (36.84% & 52.68% - 2020/21) Children with disabilities/additional support needs (71.94% and 80.33%) Those living in SIMD 1 (70.51% and 77.7%) | <p>Education Service</p> |

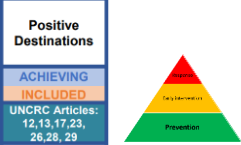
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|---|---|------|
| | 2023 | 2024 | 2025 | | | |
| Improving attainment | | | | | | |
| <p>Improve attainment through the provision of a broader number of pathways into growth and volume sectors for young people in the senior phase.</p>  | <ul style="list-style-type: none"> • Delivery of Phase 1 of ABZ Campus to increase the number of available courses from June 2023. • Delivery of Phase 2 of ABZ Campus to further increase the number of available courses from June 2024. • Increase the number attaining 1@L6 to be ahead of the Virtual Comparator by 2025. • Increase the Attainment For All Total Tariff point measure for leavers at L20, M60 and H20 so these are ahead of the Virtual Comparator by 2025. | | | <p>Increase by 10% the rate of completion of NPA/FA/HNC courses available to young people across the city by June 2024.</p> <p>(Baseline: L20 - 129 M60 - 849 H20 - 1920 2021 figures as leaver data)</p> | <p>Attainment For All Total Tariff point measure for leavers at L20, M60 and H20</p> <p>No. of learners attaining 1@L6</p> | ATA |
| | | | | <p>Increase the % of learners entering a positive and sustained destination to be ahead of the Virtual Comparator for all groups by 2025. Baseline: 2020-21 – ACC 95.38%, VC 95.43%</p> | <p>% of learners entering a positive and sustained destination</p> | ATA |
| | <ul style="list-style-type: none"> • Maintain through Scottish Attainment Challenge funding the provision of youth work and Family Learning to improve core educational measures through the delivery of bespoke learning pathways where appropriate. • Ensure tracking at individual pupil level. | | | | <p>% attendance Baseline: 72.55%</p> <p>No of exclusions Baseline: 45 half days lost</p> <p>Attainment at P7 (Baseline Reading 77.06%</p> | CLD |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|--|------|------|--|---|---------------------------------------|
| | 2023 | 2024 | 2025 | | | |
| | | | | | Numeracy 70.5%) Attainment at S3 Reading (levels 3&4) 68.6% Numeracy (levels 3&4) 76.4% | |
| | <ul style="list-style-type: none"> Engagement in the Scottish Funding Council “Enhancing the Senior Phase” pathfinder workstream. | | | | No. recruited to leavers programme No. completing the programme No. of participants who progress to a positive and sustained destination (all new measures) | Further and Higher Education partners |
| Child Poverty and addressing variation in outcomes | | | | | | |
| Address the disparity in outcomes for the 6 groups identified as being at higher risk of child poverty  | <ul style="list-style-type: none"> Better understand the needs of the 6 priority groups from a programme of engagement and co-design. | | | Approach to inform the development of Project Charters | Reducing variation of outcomes in the longer term. | ATA Group |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|--|---|------|------|---|--|--------------------------|
| | 2023 | 2024 | 2025 | | | |
| <p>Increase uptake of benefits whilst ensuring that families do not feel stigmatised when raising financial concerns or seeking support</p>  | <ul style="list-style-type: none"> Maintain the provision of the Money Advisors linked to schools and better target the 6 groups most likely to be impacted by poverty. | | | | <p>No. of households given full benefits check (Baseline – 408 - 2022)</p> | <p>Education service</p> |
| <p>Minimise the costs of education and increase awareness of support available</p>  | <ul style="list-style-type: none"> Improve access to information on sources of support to aid families experiencing food insecurity. Increase uptake of school clothing grants by eligible families. Continue to expand the provision of free sanitary products. Schools and Further and Higher Education providers to consider poverty proofing within their own unique context. | | | | <p>Uptake of school meals (Baseline Primary 69.6%. Secondary. 47.7%)</p> <p>No. of school clothing grants awarded (Baseline 2,919 applications approved 22/23) (2,890 Primary pupils 1,634 secondary pupils)</p> <p>No. of boxes of period products issued (Baseline 157 boxes of period products issued to school from Aug to Dec 22)</p> | <p>ACC</p> |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|------|------|---|---|-----------------|
| | 2023 | 2024 | 2025 | | | |
| Supporting positive destination for young people and their families | | | | | | |
| <p>Ensure support for parents and carers facing redundancy</p>  | <ul style="list-style-type: none"> Maintain the PACE partnership offering a range of advice and support for people at risk of redundancy or who have been made redundant. This includes financial advice, welfare advice, access to funded training and employability support, and job matching where possible. ABZWorks is a key player in this and uses Parental Employability Support Fund specifically to support families in this situation. | | | | <p>No. of families who access PACE</p> <p>Baseline to be added</p> | ACC |
| | <ul style="list-style-type: none"> Delivery of the CLD employability programme | | | | <p>No. of participants in the programme (Baseline 105 21/22)</p> | CLD |
| <p>Supporting young mothers to begin, or continue, in further education can improve future prospects for young mothers</p>  | <ul style="list-style-type: none"> ABZWorks delivery of Parental Employability Support Fund activity to ensure eligible parents have access to a variety of support, including in-destination support for up to six months to ensure sustained employment/education Employer Recruitment Incentive (ERI) scheme in place to encourage recruitment of parents and flexibility around childcare needs. Lone Parents Transition to Employment Fund, administered by ABZWorks, to support lone parents to overcome financial barriers in the transition into employment, with links to the Financial Inclusion the ensure parents are receiving all financial and welfare support they are entitled to. Paid ABZWorks work experience programme in the health and social care sector, including a guaranteed interview at the end of the placement, (parents and young people the main target groups for the scheme) | | | | <p>No. of parents and carers participating in the programme. Baseline 125 April 22 to February 23</p> <p>No of employers accessing ERI to employ parents (Baseline to be added)</p> <p>No of parents accessing Transition Fund Baseline 12, Oct – Dec 2022</p> <p>No. of paid placements secured. This is new activity. Baseline to be developed.</p> | ACC City Growth |

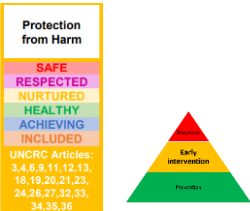
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|---|------|------|--|---|------|
| | 2023 | 2024 | 2025 | | | |
| | <ul style="list-style-type: none"> Pilot ABZWorks employability project designed for help single parents progress along the employability pipeline and into employment. ABZWorks seed fund to support parents experiencing poverty to start up their own business. | | | | <p>No. of participants moving into education, training, or employment This is new activity. Baseline to be developed, anticipate 8 in initial tranche, with 70% securing and sustaining employment</p> <p>No. of parents starting up their own business supported by the seed fund. Baseline 3 from April 22 – Jan 23</p> | |
| <p>Progress work on Aberdeen Computing Collaborative to increase the profile of Computing Science across all stages of learning.</p>   | <p>By 2026 the Aberdeen Computing Collaborative aims to:</p> <ul style="list-style-type: none"> Attract more graduates to Computing Science teaching positions. Increase routes to undertaking Professional Graduate Diploma in Education. Review the curriculum to broaden opportunities in the sector. Ensure cohesion across school, college and university. Develop and deliver effective and current professional learning for computing science and other teachers. Develop and deliver collaborative extra-curricular Computing Science and Digital activities. Develop communication for parents/carers/young people to promote the opportunities in the sector. | | | <p>Increase the number of young people completing courses aligned to support the digital and tech sector by 20% by 2026.</p> <p>Baseline: 942 (2022)</p> | <p>No. of computing science graduates working in schools Baseline 14</p> <p>No. of computing science courses offered at level 4, 5, 6 and 7 to all learners across ACC Baseline 11</p> <p>No. of Computing Science and Digital extracurricular activities offered Baseline 7</p> | ATA |

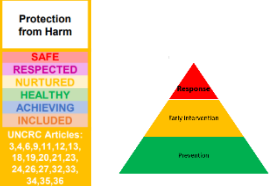
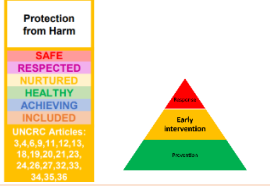
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|------|------|--|---|--------|
| | 2023 | 2024 | 2025 | | | |
| <p>Improve access to school leavers in growth or volume sections</p>  | <ul style="list-style-type: none"> Guaranteed job interviews for the Care Experienced in HCSW posts and access to work placements within NHSG | | | | No. of CEYP who access work placements within NHSG (new measure) | NHSG |
| | <ul style="list-style-type: none"> Work between NESCoL and ETZ ltd to increase articulation to electrical/mechanical engineering routes at FE and HE level to support energy transition Worth with NESCoL to optimise design and usage of new ETZ/Just Transition Funded “Advanced Manufacturing Skills Hub” | | | | <p>No. of school leavers enrolling in renewable energy related college courses (Baseline to be added)</p> <p>% of part-time school-college enrolments within key technical disciplines (Baseline to be added)</p> <p>% of full-time college applications and enrolments within key technical disciplines from school leavers (Baseline to be added)</p> | NESCoL |
| | <ul style="list-style-type: none"> Work with NESCoL to develop a more integrated approach to training and recruitment in areas of health, social care, early learning, and child care. | | | <p>Increase to 50 the no. of people completing more integrated health and care courses by 2025.</p> <p>Baseline 0 (2022)</p> | <p>No of applicants to health and care (Baseline to be added)</p> <p>No. of people completing health and care courses (Baseline to be added)</p> | ATA |

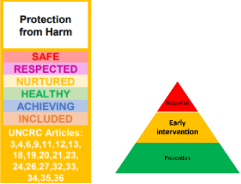
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim and baseline | Key Measures | Lead |
|---|--|------|------|---|---|-------------|
| | 2023 | 2024 | 2025 | | | |
| | <ul style="list-style-type: none"> Work with NESCol, NHS Grampian and other partners via the Grampian huddle to create a network of regional collaboratives that develop, support and deliver a range of learning pathways for young people into health. | | | | No of young people who participate in new pathway (new measure) | NHS Jubilee |
| Delivery of new policies and legislation | | | | | | |
| Delivery of national policy commitments | <ul style="list-style-type: none"> Oversee the allocation of some funding streams associated with school aged children and young people including: <ul style="list-style-type: none"> ➤ Provision of laptops ➤ Milk available across primary schools and tests in secondary schools ➤ Free school meal commitment ➤ Tacking child poverty fund ➤ Scottish Attainment Challenge ➤ Cost of the school day ➤ Whole Family Wellbeing Fund ➤ Period Products (Free Provision) (Scotland) Act August 2022. | | | | Implementation plan agreed based on multi-agency data | ATA |
| Delivery of education reform agenda | <ul style="list-style-type: none"> Oversee the delivery of the education reform agenda spanning the Children's Services Board including but not limited to: <ul style="list-style-type: none"> ➤ Independent Review of the Skills Delivery Landscape (concludes spring 2023) ➤ Hayward Review ➤ Education Reform Bill ➤ Career Strategy | | | | Timely implementation of education reforms when known. | ATA |



LOIP STRETCH OUTCOME 8, Youth Justice Group (YJG). Chaired by the Police Scotland

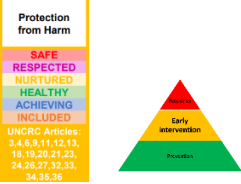
83.5% fewer young people (under 18) charged with an offence by 2026. (Baseline: 2016 – 985)

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|--|--|------|------|--|---|--|
| | 2023 | 2024 | 2025 | | | |
| Delivering The Promise | | | | | | |
| <p>The disproportionate criminalisation of care experienced children and young people will end.</p>  | <ul style="list-style-type: none"> Multi agency workforce development will be progressed in keeping with trauma specialist approaches: recognising appropriate, proportionate responses to the impact of developmental trauma. By 2024 Multi Agency partners will review/amend/ update/their local practice and processes on physical restraint of young people with experience of care to align these with trauma informed practices. There will be an improved recognition and responses in by the workforce using the systems which respond to needs/behaviours by delivering a comprehensive workforce development programme. | | | <p>Reduce by 20% the number of CEYP charged with an offence by 2025.</p> <p>Baseline 83 - 2022</p> | <p>No. of offences linked to young people in local children’s homes recorded by Police Scotland. (Baseline to be added)</p> | <p>Police Scotland – Youth Justice Group (YJG)</p> |
| | | | | <p>Reduce by 15% the number of care experienced young people reported missing to Police Scotland by 2024.</p> <p>Baseline 74 – 2021/22</p> | <p>No. of CEYP missing. (Baseline 74 – 2021/22)</p> | <p>Police Scotland – Youth Justice Group (YJG)</p> |
| <p>16- and 17-year-olds will no longer be placed in Young</p> | <ul style="list-style-type: none"> Plan for and take effect to the Children’s Care and Justice (Bill)/(Act) when it comes into force. | | | <p>90% of 16/17 year olds appearing at Sherriff Court in relation to Lord</p> | <p>No. of 16/17 year olds appearing at Sherriff Court in</p> | <p>CSW - YJG</p> |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|--|---|------|------|--|---|--|
| | 2023 | 2024 | 2025 | | | |
| <p>Offenders Institutes for sentence or on remand.</p>  | <ul style="list-style-type: none"> By 2025 working locally and linking to national strategy drivers considering use of the Secure Care Estate, seek to develop a wider range of diversion options; bail support development; examine the best practice and evidence base for ROL. We will scope the opportunities for local service provision to meet the intentions of this legislation. Linking to incorporation of UNCRC. | | | <p>Advocate's guidance with a CJSW report will have had an assessment of their community support needs by 2025.</p> <p>Baseline: 10 Criminal Justice Social Work reports submitted (2021/22)</p> | <p>relation to Lord Advocate's guidance who have had an assessment of their community support needs. (Baseline:10 Criminal Justice Social Work reports submitted (2021/22))</p> | |
| <p>There will be sufficient community-based alternatives so that detention is a last resort, with the provision of Family Support for those who are at risk of being in conflict with the Law in keeping with the 10 principles advocated in The Promise.</p>  | <ul style="list-style-type: none"> Family support provision which is inclusive and collaborative is a positive contributory in desistance. Where this links to family experiences of poverty, the pervasive impact of structural inequality and exposure to neglect on early development and increased likelihood of being in conflict with the law. By 2025 commissioned Family Support Services will reflect the 10 principles of family support and offer 20% of their provision to diversion from prosecution and 100% of Intensive Family Support will offer alternatives to remand. | | | <p>Increase by 5% the no. of 16/17 year olds who are diverted from prosecution by 2025.</p> <p>Baseline: 75 (2021/22)</p> | <p>No. of 16/17 year olds who are diverted from prosecution (Baseline: 75 (2021/22))</p> | CSW - YJG |
| <p>Tackling antisocial behaviour in problem</p> | <ul style="list-style-type: none"> Reduction in youth anti-social behaviour. Engage with communities to understand the presenting issues and potential solutions | | | <p>Reduce by 15% the number of instances of youth anti-social</p> | <p>No. of anti-social behaviour calls to Police Scotland</p> | Community Learning and Development - YJG |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|---|--|------|------|---|---|--|
| | 2023 | 2024 | 2025 | | | |
| <p>areas with appropriate and effective interventions.</p>  | <ul style="list-style-type: none"> • Build the capacity of communities in priority areas to start up and run their own youth groups by offering training and support. • Engage with the young people who are participating in the programme of diversionary activities in the Mastrick area; build on existing provision to increase the range of what's available. • Mentors in violence prevention being delivered in all schools from August 2023. | | | <p>behaviour calls to Police Scotland by 2025.</p> <p>Baseline: 2936 incidents (2022)</p> | <p>(Baseline 2936 - 2022)</p> <p>No. of community run youth groups in priority areas (Baseline 12 - 2022)</p> <p>No. of young people participating in activities in priority areas (Baseline 1798 - 2022)</p> <p>No. of anti-social behaviour calls to Police Scotland in priority areas (Baseline to be added)</p> <p>No of schools participating in the programme (Baseline 7 - 2022)</p> | |
| <p>Improving partnership alignment to support the integration agenda (aligned to the Alcohol and Drugs Partnership)</p> | | | | | | |
| <p>Increase support for children and young people at risk of developing drug and alcohol problems by</p> | <ul style="list-style-type: none"> • An eLearning selective & indicated prevention module has been developed and will be rolled out. • A pilot trauma training programme will run until November 2023. | | | <p>12.1 100% of vulnerable young people, who are at-risk of developing problem</p> | <p>% of vulnerable young people, who are at-risk of developing problem</p> | <p>Alcohol and Drug Partnership – CSW – Stretch Outcome 12</p> |

| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|--|--|------|------|--|--|---|
| | 2023 | 2024 | 2025 | | | |
| working with Integrated Children Services.   | <ul style="list-style-type: none"> All children's social work staff will be trained in the distribution of Naloxone in line with a new protocol to ensure that as part of our child protection processes, we were able to ensure those most in need of Naloxone have access to it. | | | substance use, have access to evidence-based Prevention & Early Intervention (including Universal, Selective & Indicated Prevention support) by 2023. | substance use, who have access to evidence-based Prevention & Early Intervention | |
| | <ul style="list-style-type: none"> Review current data to understand where there are key areas of concern and identify key target areas for delivery of support through Alcohol and Drugs Partnership Workers. Upskill staff to deliver confidently within this area of the curriculum and identify any other training needs. Upskill parents/carers and wider community to enable them to support young people to make positive choices, including substance use and know how and where to seek the right support at the right time. Promote diversionary activities available for children and young people with increased opportunity for physical activity and wider engagement opportunities. | | | 12.2 To decrease the no. of 13 and 15 year olds who have reported using substances in Aberdeen to below the national average by 2023, through curriculum delivery and a whole population approach. | No. of 13 and 15 year olds who have reported using substances in Aberdeen | Alcohol and Drug Partnership – Education – Stretch Outcome 12 |

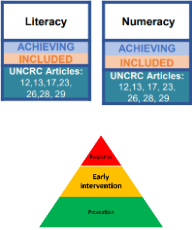
| Key Local or National Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|---|--|------|------|---|--------------|--|
| | 2023 | 2024 | 2025 | | | |
| <p>Whole family approach for families engaged with drug and alcohol services</p>  | <ul style="list-style-type: none"> • Work with the Alcohol and Drugs Partnership on improving holistic family support for those engaged with drug and alcohol services. • Continue to support the Fitlike Hub with specialist substance use workers • A multi-agency whole family approach improvement and performance group will be established to be the interface between the different strategic and operational partners working across child, adult and health services to ensure delivery of the National Frameworks for the Whole Family Approach (WFA) • Families and people with lived experience will be involved in the design of the WFA. | | | <p>This will be taken forward by the improvement projects under Stretch Outcome 12.</p> | | <p>Alcohol and Drug Partnership – Education – Stretch Outcome 12</p> |
| Delivery of new policies and legislation | | | | | | |
| <p>Prepare to implement the Children’s Care & Justice Bill and remain responsive to changes to the Age of Criminal Responsibility.</p> | <ul style="list-style-type: none"> • Oversee the delivery of the policies and legislation spanning the Children’s Services Board including but not limited to: <ul style="list-style-type: none"> ➢ Age of Criminal responsibility ➢ Good hearings, Good outcomes ➢ Whole Family Wellbeing Fund | | | | | |

LOIP STRETCH OUTCOME 9, ASN and Disabled (ASN&D). Chaired by Tracy Davis (Child Health Commissioner NHS Grampian)

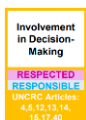
New – 100% of our children with Additional Support Needs/disabilities will experience a positive destination by 2026 (Baseline 2017/18 - 86%)



| Key Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|---|---|------|------|---|---|-------|
| | 2023 | 2024 | 2025 | | | |
| Child Poverty and addressing variation in outcomes | | | | | | |
| Disabled children and young people have access to the universal support and entitlements that apply to all families, as well as the additional support they need. | <ul style="list-style-type: none"> Increase the no. of parents and carers with a child who has a medical diagnosis signposted or completed a full benefits check to 100% by 2024. | | | | No. of families who are signposted to financial inclusion services (baseline 0) | NHSG |
| | <ul style="list-style-type: none"> Develop and establish an Assurance Mechanism to review the impact of our systems on those with a range of additional support needs (in keeping with Angela Morgan’s recommendations) to better understand how effective the current system is. Undertake a series of journey maps to understand the journeys of families to securing a diagnosis/support. Fully understand the provision of services including those provided by community assets and the Third Sector Better understand the needs of those with additional support needs and disability through a programme of engagement and co-design with those with lived experience. | | | <i>To inform the development of Project Charters</i> | Reducing variation of outcomes in the longer term. | ASN&D |
| Education | | | | | | |
| Improving pathways to education, employment and training for children and young people with ASN/disabilities, term time leavers and those | <ul style="list-style-type: none"> Reduce the number of children and young people who are not accessing full time education by undertaking a detailed analysis of the issues and work in collaboration to address them. | | | Increase by 10%, the percentage of children and young people with additional support needs (ASN) and/or a disability accessing full time education by 2026. | No. of children with ASN and/or a disability not accessing full time education | ASN&D |





| Key Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|---|---|------|------|---|--|-------|
| | 2023 | 2024 | 2025 | | | |
| from priority neighbourhoods). | | | | Baseline (2020/21) - 1757 with more than 20% absence – 17% | Baseline (2020/21) - 1757 with more than 20% absence | |
|  | <ul style="list-style-type: none"> We will further develop joint planning between CSW & ASW for children aged 15+ years. A welfare assessment should be completed where appropriate by ASW 6 months prior to their School leaving date. Children with ASN and/or disabilities who don't require enhanced support in adulthood will have Transitions Plan agreed 6 months prior to their School leaving date. | | | <p>Increase by 5%, the percentage of young people with additional support needs/disability entering a positive destination by 2025.</p> <p>Baseline (2021/22) – 91%</p> | <p>% of young people with additional support needs/disability entering a positive destination (Baseline – 91% - 2021/22)</p> <p>No. of 15–17-year-olds where there is joint transition plan in place (Baseline to be added)</p> <p>No. of welfare assessments completed by ASW 6 months prior to school leaving date. (Baseline to be added)</p> | ASN&D |

| Key Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|--|---|------|------|--|--|-------------------|
| | 2023 | 2024 | 2025 | | | |
| | <ul style="list-style-type: none"> Encourage reporting of disability within the school admissions process | | | | No. registered as disabled in SEEMiS (Baseline 406 in 2021 (165 in Primary and 241 in Secondary)). | Education Service |
| Carers Strategy | | | | | | |
| Peer support and access to specialist advice | <ul style="list-style-type: none"> Increase the number of children identified as a Young Carer through targeted promotion as part of school admission and health registration processes. Increase the number of Young Carers accessing the Young Carers Service and ensure that the approach taken by the service continues to meet the individual needs of young carers. Ensure families have access to information on support available for them Ensure Young Carers are leaders in planning their own support through evaluation of Young Carers Plans by undertaking a review of plans for young carers | | | Increase by 20% the number of registered young carers accessing support from the Young Carers service by 2025. Baseline (2022) – 135 | No. of children and young people accessing the Young Carers Service (Baseline (2022) - 135) | ASN&D |
| | | | | | % of statements with clear evidence that young carers are planning their own support. (new measure) | Education service |
| Delivering The Promise and children's rights | | | | | | |
| Family support including access to peer and community support. | <ul style="list-style-type: none"> Families and children with a disability will experience a level of peer and community support that meets their needs. There are places where they can meet and receive support and advice, and the professionals working with them will describe higher levels of knowledge of the support networks that are available. | | | By 2025, 90% of families with children with an additional support need or disability will indicate that they have access to peer and community support that meets their needs. | % of families and children with an ASN/disability will report a higher level of satisfaction with the supports | ASN&D and CSB |



| Key Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|---|--|------|------|--|---|-------|
| | 2023 | 2024 | 2025 | | | |
|   | | | | <p>New measure: Baseline to be established as part of the project.</p> | available to them (new measure) | |
| | <ul style="list-style-type: none"> Improve knowledge of the signs of parental mental health and in children with a disability to mitigate risks by 2026 | | | <p>90% of identified multi-agency staff working with children and young people with disabilities will report confidence in identifying and taking action on how harm presents in children with additional support needs/disabilities by 2026.</p> <p>New measure: Baseline to be established as part of the project.</p> | No. of staff reporting confidence in taking action (new measure) | ASN&D |
| | <ul style="list-style-type: none"> Increase use of alternative communication systems to elicit the voices of children and young people under statutory measures | | | <p>Increase by 10% the number of children experiencing child protection processes who have access to a professional utilising their alternative communication system by 2026.</p> <p>New measure: Baseline to be established as part of the project.</p> | % of children experiencing child protection processes who have access to a professional utilising their alternative communication system. | ASN&D |
| Autism strategy | | | | | | |
| <p>Children and young people with additional support needs/disability and their families/carer receive the right help at the right time.</p> | <ul style="list-style-type: none"> Continued implementation of neurodevelopmental pathway Ensure children and families have easy access to information and support irrespective of diagnosis Promote non-clinical input as valued support option Ensure the workforce have the information and tools to feel confident responding to children with | | | <p>Increase by 20% the number of families of children with autism or awaiting diagnosis accessing support prior to diagnosis and reduce the interval between referral and diagnosis by 2024.</p> | <p>Time to assessment (Baseline to be added)</p> <p>No. of children engaged with</p> | |

| Key Drivers | Key Actions/Deliverables | | | Multi-agency Improvement Project Aim | Key Measures | Lead |
|---|--|------|------|---|--|------|
| | 2023 | 2024 | 2025 | | | |
|   | neurodevelopmental needs, and to make quality referrals <ul style="list-style-type: none"> • Pilot Essence D and vCreate to promote multiagency collaboration in assessment • Increase to 70% the number of staff who report feeling confident to make a high quality referral by 2026 • Review the provision of supports for those with Autism for to inform the development of a refreshed Autism Strategy • Delivery of Autism Strategy when published. | | | New measure: Baseline to be established as part of the project. | non-clinical services prior to diagnosis (Baseline to be added) | |
| | <ul style="list-style-type: none"> • Establish a FASD Hub by 2024 to increase support available and to increase awareness of the risks of drinking during pregnancy | | | | % of families report increased confidence in support received (Baseline to be added) Full analysis of provision based on Family Support principles from The Promise | |
| Delivery of new policies and legislation | | | | | | |
| Multi-agency preparations for the implementation of legislation supporting those with disabilities of additional support needs | <ul style="list-style-type: none"> • Oversee the delivery of policies and legislation spanning the Children’s Services Board including but not limited to: <ul style="list-style-type: none"> ➤ Learning Disability, Autism and Neurodiversity Bill ➤ Disabled Children and Young People (transition to adulthood) Scotland Bill ➤ Whole Family Wellbeing Fund ➤ Neurodevelopmental Pathway Specification | | | | | |

Enabling Systems Coordinated through the Children’s Services Board (CSB). Chair Eleanor Sheppard (Director ACC)

Our work will be enabled through:

- *Simplifying access to services*
- *Increasing integration*
- *Reducing risks by understanding what actually makes a difference and decommissioning where appropriate*
- *Improving the alignment of our commissioning*
- *Improving the alignment of our data*
- *Building the capacity and capability of our workforce*

The delivery of this Plan will be supported through a partnership with Health Determinates Research Collaborative.

| Link to The Promise | Key Actions/Deliverables | | | Outcome | Key Measures | Lead |
|---|---|------|------|---|--|------|
| | 2023 | 2024 | 2025 | | | |
| Improving partnership alignment | | | | | | |
| <p>The 10 principles of intensive family support will be embedded into the practice (planning, commissioning and delivery) of all organisations that support children and their families, directly or indirectly:</p> <ul style="list-style-type: none"> • Holistic and relational • Therapeutic • Non-stigmatising • Patient and persistent • Underpinned by children’s rights • Community Based • Responsive and timely • Work with family assets • Empowerment and agency | <ul style="list-style-type: none"> • Establish a whole system Request for Assistance process to help monitor demand in real time. • Recommission family support services that fully embed the 10 principles. • Decommission services which are not aligned to The Promise to facilitate the shift of resources towards preventative and early intervention options. • Review this plan in one calendar year (March 2024) in light of the learning from the OOA analysis being undertaken by the Corporate Parenting Group to check alignment with the emerging model of Family Support. • Undertake a detailed long term study of the impact of expanded ELC provision to inform next steps in the developing model of Family Support. | | | <p>System in place which enables analysis of demand in real time.</p> <p>Family Support Model reflects the 10 principles outlined in Plan 21-24</p> <p>Emphasis of our work aligned with learning from the OOA review.</p> <p>Emphasis of our work aligned with learning from the review.</p> | <p>System established</p> <p>Workforce trained</p> <p>System operational</p> <p>Data informing delivery</p> <p>Evidence that commissioned services deliver against the 10 principles</p> <p>Vulnerabilities identified and reflected in the Plan</p> <p>Vulnerabilities identified and</p> | CSB |

| Link to The Promise | Key Actions/Deliverables | | | Outcome | Key Measures | Lead |
|--|--------------------------|---|------|---|---|------|
| | 2023 | 2024 | 2025 | | | |
| | | | | | reflected in the Plan | |
| | | <ul style="list-style-type: none"> Establish an assurance mechanism to evaluate the impact of interventions across the Tiered Intervention Framework by 2026. This should include: <ul style="list-style-type: none"> The development of Customer Journey Maps across the 6 groups | | The totality of interventions available to children and families meet the needs identified through the multi-agency Request for Assistance process. | Provision of interventions matches demand | CSB |
| | | <ul style="list-style-type: none"> Improve the quality of data collection, matching and processing to enable more accurate and timely analysis of needs by group. | | Better provision of multi-agency data will help inform the development of Project Charters being led by the Children' Services Board. | % data matched across partners % of data that can be easily drilled to evaluate the impact of services on different groups Currency of data available to support planning | COG |
| Supporting children of resettlement schemes/displaced persons | | <ul style="list-style-type: none"> Coordinate supports to groups of displaced children and young people: <ul style="list-style-type: none"> Fleeing conflict UASC Those with no recourse to public funds. | | Improved multi-agency planning and coordination of support provided to our USAC. | Feedback from UASC will continue to inform partnership support offer. | |
| Procedures and practice to enable delivery of The Promise | | | | | | |
| Update GIRFEC Operational Guidance in keeping with national guidance and work to secure alignment across | | <ul style="list-style-type: none"> Publication of updated GIRFEC Operational guidance Publication of accessible GIRFEC Operational Guidance | | Published guidance fully utilised across the partnership | No. of staff trained in the updated guidance | CSB |

| Link to The Promise | Key Actions/Deliverables | | | Outcome | Key Measures | Lead |
|--|--|------|------|---|--|------|
| | 2023 | 2024 | 2025 | | | |
| Grampian and with adult services | <ul style="list-style-type: none"> Secure alignment of GIRFEC and GIRFE. | | | Young people experience a seamless transition from child to adult services. | No. of effective transitions for those in need of support from adult services | CSB |
| | <ul style="list-style-type: none"> Development and publication of Grampian GIRFEC overview. | | | Improved cohesion for families living in one Local Authority but accessing services in another. | Alignment of key processes across Grampian | CSB |
| Respond to feedback from young people and families | <ul style="list-style-type: none"> Revision of the Child's Plan in keeping with feedback from young people. | | | Refreshed Child's Planning Format in place. | Young people report the format is easier to engage with | CSB |
| Delivery of QA framework | <ul style="list-style-type: none"> Partners will carry out 2 multi-agency audits annually as agreed by CPC & CSB. | | | Learning from the multi-agency audits will be reported to CPC/CSB. | Delivery of the identified learning will be tracked by CPC/CSB | |
| Preparations for the incorporation of the UNCRC | <ul style="list-style-type: none"> Maintain oversight of participation of children and young people in the design and delivery of services across all groups reporting to the Children's Services Board. | | | 100% of decisions which impact on children and young people are informed by them by 2026 (Stretch Outcome 16) | Log of participation maintained with representation across all groups of children and young people | CSB |
| | <ul style="list-style-type: none"> Maintain oversight of all data mapping to determine the extent to which all children are able to/supported to claim their rights. Further roll out enabling systems were beneficial to do so (D365) | | | Clear evidence base that all children are able to claim their rights informing Children's Rights reporting in 2026. | Data evidences equity | CSB |

| Link to The Promise | Key Actions/Deliverables | | | Outcome | Key Measures | Lead |
|--|--|------|------|--|---|-------------|
| | 2023 | 2024 | 2025 | | | |
| Workforce development | | | | | | |
| Organisations that have responsibilities towards care experienced children and families and those on the edge of care will be able to demonstrate that they are embedding trauma informed practice across their work and within their workforce. | <ul style="list-style-type: none"> Delivery of a new framework of support for staff to ensure people involved in the care of care experienced children and young people feel valued, encouraged and have supportive relationships for reflection with high quality supervision and environmental conditions. | | | Trauma informed workforce | No of staff who have undertaken the requisite trauma informed training appropriate to their role. | CSB |
| Our workforce will be well equipped to offer support and/or referral to families | <ul style="list-style-type: none"> Develop and implement training for staff on poverty awareness/poverty sensitive practice in order to increase the confidence of staff in making an appropriate referral for financial or nutrition support. | | | Increased numbers of referrals for financial and nutrition support. | No. of staff trained No. of onward referrals | CSB |
| Making the best use of evidence | | | | | | |
| We will make sure that organisations delivering The Promise will be informed by the best of research evidence and intelligence across the five priorities of Plan 21-24. | <ul style="list-style-type: none"> Develop and implement a specific programme of evidence review to support agreed priority areas within this CSP and evaluate selected interventions. Develop and implement the mechanisms needed to inform all CSP organisations regarding the translation of research evidence and intelligence into planning and delivery. Support the development of an organisational culture that values evidence and intelligence and seeks to develop a research literate workforce. | | | All aspects of the CSP will be underpinned by evidence of what works and be informed by best intelligence. More initiatives are evidence informed and subject to agreed evaluation. Workforce become more literate in the use of research evidence and intelligence. | Availability of evaluated case studies Availability of evidence and intelligence resources to support CSP activities on the learning hub | ACC HDRC |

| | | | | |
|----------------------------|--|--|--------------------------------|--|
| | | | Evidence for research literacy | |
| Legislative changes | | | | |
| | <ul style="list-style-type: none"> • Develop proposals for the delivery of a Target Operating Model for Children's Services which considers: <ul style="list-style-type: none"> ➤ Workforce ➤ Estate | | | |

ACRONYMS



| | |
|---------|--|
| ACHSCP: | Aberdeen City Health and Social Care Partnership |
| ACEs: | Adverse Childhood Experience(s) |
| ACR: | Age of criminal responsibility |
| ADPs: | Alcohol and Drug Partnership(s) |
| ASN: | Additional Support Needs |
| BSIL: | Best Start in Life Group |
| CAMHS: | Child and Adolescent Mental Health Service |
| CCE: | Child criminal exploitation |
| CEYP: | Care Experienced Young People |
| CHS: | Children's Hearings Scotland |
| CLD: | Community Learning and Development |
| COG: | Chief Officers Group |
| CPA | Community Planning Aberdeen |
| CPG: | Corporate Parenting Group |
| CPPM: | Child Protection Planning Meetings |
| CPO: | Child protection order |
| CPC: | Child Protection Committee |
| CPR: | Child Protection Register |
| COPFS: | Crown Office and Procurator Fiscal Service |
| CSB: | Children's Services Board |
| CSO: | Compulsory Supervision Order |
| CSW: | Children's Social Work |
| CSWO: | Chief Social Work Officer |
| CYP: | Children and young people |
| ELC: | Early Learning and Childcare |
| GIRFE | Getting It Right For Everyone |
| GIRFEC | Getting It Right For Every Child |

| | |
|-----------|---|
| HDRC: | Health Research Determinants Collaborative |
| ICR: | Independent Care Review |
| IFA: | Independent Fostering Agencies |
| PEPAS: | Physical Education, Physical Activity and Sport |
| PRR: | Parental responsibilities and rights |
| LAC: | Looked after child |
| LAAC: | Looked after and accommodated child |
| MAPPA: | Multi-Agency Public Protection Arrangements |
| MHC: | Mental Health and Wellbeing Collaborative |
| MMR: | Measles, mumps and rubella |
| OOA: | Out of Authority |
| SCRA: | Scottish Children's Reporter Administration |
| SEMHN: | Social, Emotional, Mental Health Need ("SEMHN"). |
| SHANARRI: | Getting it right for every child wellbeing indicators – safe, healthy, active, nurtured, achieving, respected, responsible, included. |
| UNCRC: | United Nations Convention on the Rights of the Child |
| WFA: | Whole Family Approach |
| YJG: | Youth Justice Group |

This page is intentionally left blank



Community Planning
Aberdeen



Aberdeen City's **Children's Services Strategic Plan**

2023-2026 Summary

Contents

| | |
|--|----|
| Introduction | 3 |
| Who are the Children’s Services Board? | 4 |
| Key learning we take forward into our Children’s Services Plan 2023-26 | 5 |
| Our progress against some of the core indicators | 6 |
| Key themes emerging from the data | 8 |
| Strategic Plan on a page..... | 11 |
| Our Improvement Plan | 13 |
| Acronyms | 20 |

Introduction

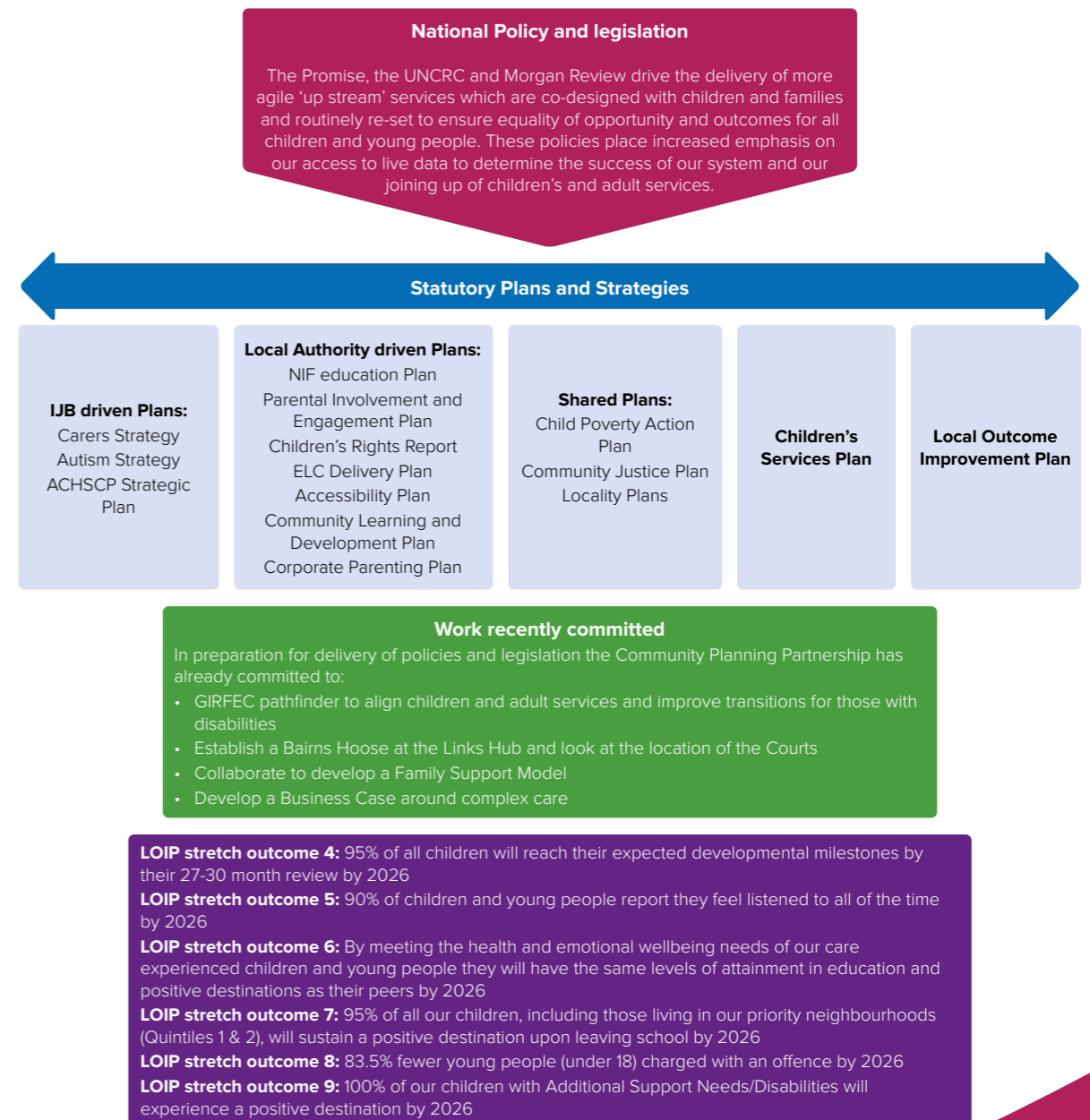
We are delighted to present our Integrated Children’s Services Strategic Plan for 2023-26 which comes with a detailed Improvement Plan within Appendix A. The Plan detailed the outcomes we hope to realise for children, young people and families by working together. Our vision remains to make Aberdeen a place where all children and young people can grow up loved, safe and respected so that they can realise their full potential. Our key focus continues to be progressing the delivery of more integrated services wherever possible and working together to support children and their families in Aberdeen.

We have looked at a range quantitative and qualitative data in developing this Plan and engaged with around 500 stakeholders and have listened to what children and their families told us about our work to check that we were identifying the key themes for improvement.

Delivery of this Plan will be overseen by the Children’s Services Board. We plan to formally review progress on a yearly basis to ensure that we continue to respond to the changing needs of our children and families.

Our Children’s Services Plan is one of a suite of Statutory Plans which support delivery of the Local Outcome Improvement Plan. There are many strategic plans for children and we have worked to integrate the full range of statutory Plans into this Children’s Services Plan and clearly linked the Plan to work being coordinated through the local Autism and Carers’ Strategies as shown in the image below:

Page 220



Who are the Children's Services Board?

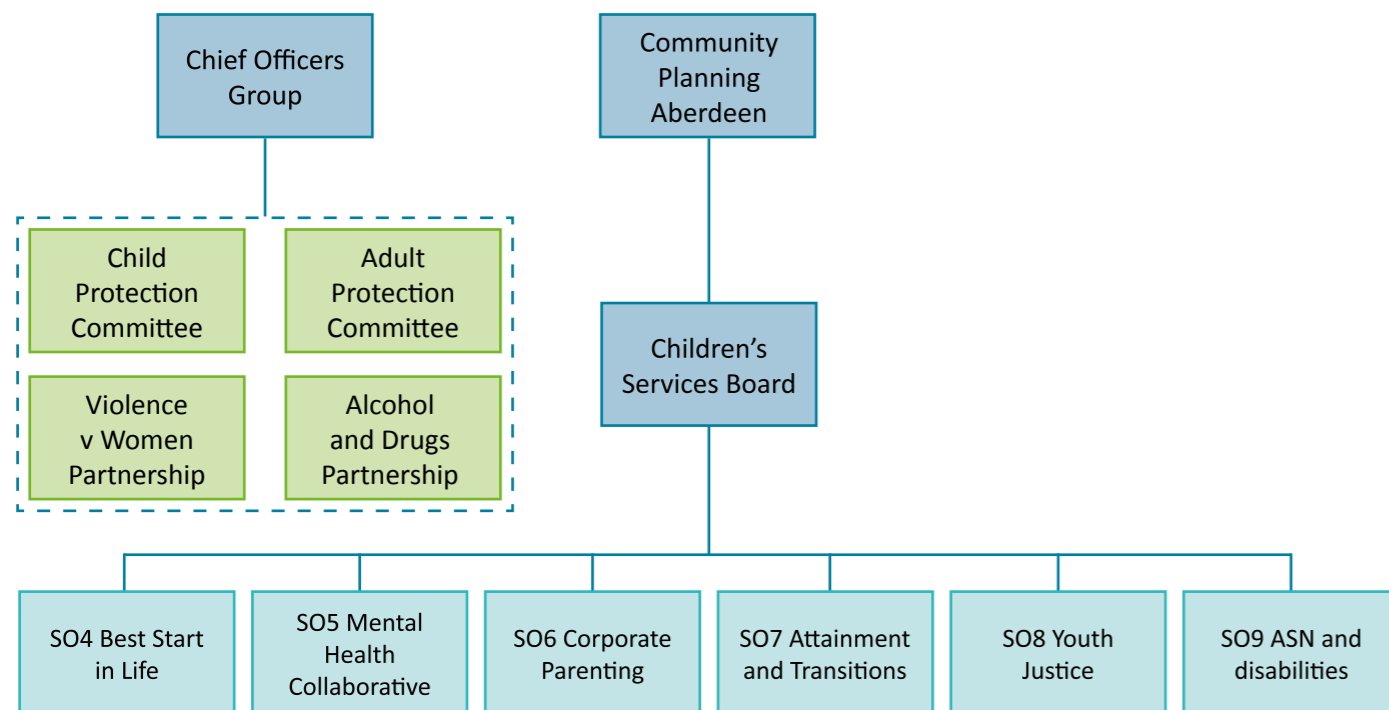
The Children's Services Board comprise statutory and non-statutory partners who support children and families across the city. Membership includes Aberdeen City Council, NHS Grampian, Aberdeen Health and Social Care Partnership, Police Scotland, Scottish Fire and Rescue and the Scottish Children's Reporter Administration, ACVO, Active Aberdeen Partnership, Civic Forum, North East Scotland College, Skills Development Scotland, Robert Gordon University and University of Aberdeen.

The Board is governed by and accountable to the Community Planning Management Group, which in turn is accountable to the Community Planning Aberdeen Board.

The Board holds the responsibility to:

- ensure that the requirements of the Children & Young People (Scotland) Act 2014 (CYP Act) are met throughout the Local Authority area of Aberdeen City and that current legislation is adhered to
- deliver on the Children's Services Plan and associated Stretch Outcomes 4-9 of the Local Outcome Improvement Plan
- working together as a Community Planning Partnership to improve outcomes for children and young people within Aberdeen City
- leading the implementation of national policy and legislation pertaining to children and young people
- leading further integration across the Community Planning Partnership

The improvements outlined in the statutory Children's Services Plan are delivered by 6 sub-groups chaired by members of the Children's Services Board.



Page 221

Key learning we take forward into our Children's Services Plan 2023-26

In Aberdeen we are committed to keeping The Promise from the Independent Care Review and have shaped our Children's Services Plan to ensure our work is built on the 5 foundations of The Promise; Voice, Family, Care, People and Scaffolding. The following areas are embedded throughout the Plan:

- Whole Family Support: supporting families (of all shapes and sizes) with a focus on what support works to keep families together and support wider families to care, ensuring that support feels coherent, holistic and relational
- Trauma: delivery of early and preventative trauma informed support across all services
- Children's Rights: embedding a rights-respecting approach into all services and ensuring that rights of the child, their own needs and their voice is at the centre of decisions about what is best for them
- Poverty: ensuring that our local services know and understand the impact of poverty and work to reduce the number of children growing up in poverty and the negative outcomes associated with that
- Participation: involve the care community and lived experience in our plans to #KeepthePromise by working with families to redesign the services available to them to make them work better for those that use them

All of those who work with children and young people continue to support children and families in keeping with Getting it Right for Every Child which tells us that every child or young person has the right to be safe, healthy, active, nurtured, achieving, respected and responsible. Our processes generally work well for families but parents, carers and our children and young people want to be able to access information for themselves they tell us that they don't always know where to look. We need to address that.

There are a range of partnership programmes available to support parents and carers. At the moment these are evaluated independently and not as joined up as they could be. We need to further develop our integrated datasets and approaches to evaluation to help us to make more holistic evaluations on the strength of services for children and families as we work together to develop an effective model of Family Support in keeping with The Promise.

There is considerable evidence that co-located and co-delivered services make a real difference to Families. Our integrated Fit Like Family Wellbeing Hubs and Links Early Learning and Childcare provision are good examples locally of what happens when we all work together to support children and their families, and we want to do more of this.

Responding to the COVID-19 pandemic provided an opportunity to join up our data in order to proactively respond to the emerging needs of families. It is important that we continue to integrate data as it provides us with a far fuller picture of need and vulnerability.

We have worked well to progress the child poverty agenda and implement The Promise but now need to look at all of the policies and strategies for children and families and integrate them into this single Plan. Integrating all policies, strategies and plans will help us deliver against them more efficiently and effectively.



Our progress against some of the core indicators

| Core Indicators | Our performance | RAG rating |
|--|--|------------|
| % school leaves in a positive destination at 9 month follow up | Locally, the Annual Participation Measure sits at 91.22% compared to 92.35% nationally. | |
| % of households with children where all adults (16-64) are in employment | In 2021, there were 27,977 children defined as living in Working Households. This represents 67.6% of children, marginally increased from 2020, is ranked second by Urban geography and ahead of the National Figure of 60.9%. | |
| % children who report often or always going to bed hungry | 3.72% (230) of learners who completed the survey, reported that they often or always went to bed hungry because there was not enough food at home. | |
| % P5-S4 children who agree that their friends treat them well | 3796 (63.1%) of respondents stated that when speaking with friends or someone they were in a relationship with, they always felt safe and respected with 80 (1.29%) reporting this to never be true. | |
| % P5-S6 children who say they feel safe when in their local community always or most of the time | 5341 (86.2%) stated that they felt safe in their community always or most of the time. Across associated school groups the number of respondents who felt safe in their community sometimes, rarely or never varied from 3.3% to 19.3%. Those living in more deprived areas felt more unsafe. | |
| % P5-S6 children who feel confident in themselves | 52% (1827) of P6 and P7 pupils stated that they always or often felt confident. This is significantly lower than the proportion of pupils reporting this within the HSBC report of 2017/2018 and could be associated with the last few years. Girls again showed a significant reduction in confidence compared to boys with 21% (738) of learners across both age and gender brackets stating that they never or hardly ever feel confident. | |
| % P5-S6 children who report positive wellbeing | From Primary to Secondary there is a decrease in the reported general wellbeing of learners with an increase in those who report their general health to be fair or poor from 20% (703) of Primary learners to 30% (1774) of Secondary learners. This shows an increase for S6 girls in particular, with 43% of S6 girls reporting their general health is poor or fair. | |
| % P5-S6 children that had at least 1 hour of exercise the day before the survey | 41.95% (2597) of learners who responded to a survey do not meet the national health standards set. | |
| % children and young people who report they are in good health | Pupils were asked about their own general health. Around 80% (2811) of learners in primary 6 and 7 who responded reported that their health was excellent or good compared with the HBSC Scotland National average. Although this seems like a positive picture, when looking at the number of pupils specifically, this also means that 18% (633) of learners reported that their general health was fair and 2% (70) stated their general health was poor. | |
| No. of children subject to Interagency Referral Discussions | Numbers of Interagency Referral Discussions have been relatively stable with a total of 298 IIRs were conducted in 2021/22 compared to 387 in 2020/21. | |

| | | |
|---|---|--|
| No. of children in temp accommodation at 31st March | There has been decrease in the use of temporary accommodation arrangements. As of 31st March 2022 there were 51 households in temporary accommodation with dependent children, a total of 83 children. | |
| % of P1, P4 and P7 children achieving expected CFE levels in numeracy | At 77%, the 2021/22 outcome is 5 percentage points above the previous year outcome. This is in line with both the National figure and the large city average of 78%. | |
| % of P1, P4 and P7 children achieving expected CFE literacy levels | Literacy outcomes rose by 6 percentage points in 2021/22 to 69%. This is marginally below the National figure and large city average of 71%. | |
| % of P5-S6 children who agree that adults are taking what they say into account | 70% of the 755 children who responded to a recent survey feel that their views are taken into account, this is higher than the national average. | |
| % of children with a concern at their 27-30 month review | Only 5% of children reviewed in Aberdeen had a concern highlighted, however, only 83% of children were reviewed. | |
| % P5-S5 children who say they always have a trusted adult to speak to about problems | Learners were asked if they had an adult in their lives that listens to them about how they are feeling. 64% (3964) positively shared that they always did, 31% (1898) agreed that this was true sometimes, however, 5% (221) also stated no, they did not have an adult in their life that listens to them about how they are feeling. | |
| Relative child poverty rate (after housing costs) | The number of children identified as experiencing child poverty in Aberdeen was estimated to be 21.8% in 2021, or around 5500 children. | |
| % of funded ELC settings achieving good or better across all 4 quality themes during inspection | Only 83.7% of local funded Early Learning and Childcare provisions achieving Care Inspectorate grades of good or better across all four quality themes. This is lower than the national rate of 89.4%. | |



Key themes emerging from the data

Mothers and babies

We offer a range of effective support to new mothers and babies. Despite low fertility rates, the birth rate is increasing but poverty is a significant factor in the health of mothers and babies. There is a need to work to improve the health outcomes of expectant and new mothers living in areas of deprivation and maximise uptake of the benefits they are entitled to.

There is also a need to better prepare those for whom we have Corporate Parenting Responsibilities for life beyond care, including preparing them for parenthood.

The under 5s

Health teams have been redesigned to meet need now that more children are accessing services than before. The pandemic has impacted on children achieving developmental milestones and the development of early speech and language skills continues to be a concern and should be addressed. The impact of the adoption of the CIRCLE framework will be monitored to ascertain if further work on early speech and language is required.

The uptake of immunisations is lower than it should be and we will work to improve uptake. The expansion of Early Learning and Childcare has increased the number of children accessing childcare but there are some issues with quality that require to be addressed by education to ensure the provision of consistently high quality services. Parents report that increased access to childcare is positively impacting them

Closer collaboration and integration by the universal services is helping to improve outcomes and we need to understand how further integration and alignment could help prevent the rise in child protection registrations seen at this life stage.

Children in primary and the early stages of secondary school

Satisfaction with local schools is improving but remains low and this needs to be better understood. There is a body of evidence showing that children are increasingly aware of their rights and this needs to be maintained and built upon. Our school roll is rising dramatically and becoming more multi-cultural. The nature of reported bullying incidents has changed with most reports now related to body image and reported by female students, we need to update our policies to reflect the changes.

The historical shortage of dentists has impacted on levels of dental health at P1 and this will require attention.

More children are now identified as having an additional support need and there has been a rise in the number of children identified with a disability. Children with Autism Spectrum Condition found the move back to 'in school' learning most challenging and there is a need to look at how best to meet their needs through the development of a neurodevelopmental developmental pathway. Young Carers, those living in poverty and those who experience the care system continue to need our support to thrive.

Although attainment is improving, it is still heavily influenced by poverty and access to the care system. We need to improve educational outcomes through a continued focus on excellence and equity.

There are a number of breakfast clubs/wrap around supports for families. Holiday programmes targeting the 6 groups most likely to be impacted by poverty have been well received by families.

Young people in the upper secondary stages

Some of our children report feeling unsafe in their communities and children are more likely to feel unsafe in areas of deprivation, we need to address this. It is important that we ensure that supports for groups, such as those for young people in the LGBTQ community, are available across the city to ensure all have appropriate support systems.

We want to support more children and young people to stay within their families, or with grandparents, friends, aunties, and uncles, etc. where it is safe for them to do so.

There are still barriers to school attendance for some groups of children and this requires our continued focus. Considerable progress has been made in reducing the number of children excluded from schools and we want to keep getting better at supporting children to remain in school. This will be a continued focus.

Attainment is improving, but we now need to ensure that attainment and sustained destinations levels are in line with, or exceed our virtual comparator.

Positive destinations data is improving, but we need to continue to transform our senior phase through ABZ Campus to ensure a wider range of courses aligned to growth and volume sectors. We also need to give careful consideration to the future jobs market, our work to develop Aberdeen Computing Collaborative will help ensure that our young people leave skills with the computer science skills they need to thrive.

Attainment is still heavily influenced by poverty. We need to improve educational outcomes through a continued focus on excellence and equity and ensure that our most vulnerable are able to claim their rights. We continue to focus on the removal of the costs of the school day.

We need to ensure that we continue to reduce levels of young people in conflict with the law.

Cross cutting themes across life stages

The mental health and wellbeing of children and young people continues to be a priority for us and we want to learn more about how to support children and their families when someone close to them has died. We also want to recognise the links between mental health and being active so that we can help our children and young people have opportunities for this.

We work well together to offer care and protection and the number of children we look after away from their families is reducing. We want to do more to support families to stay together and where that's not possible or safe to do we want to keep children and young people in their family networks or with carers closer to home to maintain connections with the people and things that matter to them.

Nearly 13% of our children and young people live in the most deprived data zones and around 22% of children are experiencing child poverty. 50% of households experiencing poverty have dependent children. The groups most likely to be impacted by poverty face different challenges and it is important that we engage directly with representatives from each group to understand the challenges fully.

Redundancy notifications are high in the city and there is considerable evidence of redundancy in families directly impacting on children and young people.

Positive trends in housing are emerging with less children in temporary accommodation. Children generally have access to good provision of IT and community connectivity. We continue to work on maximising the uptake of benefits and the uptake of free bus passes for children and young people is high in the city.

Access to financial inclusion services is helping maximise benefits uptake. Free school meal registrations have increased but uptake is too low. Access to free sanitary products has improved. Food insecurity remains. We must continue to focus on the child poverty agenda.

There is now a need to

The priorities identified for development and improvement take full account of our population needs assessment, the direction of travel outlined in The Promise, the cultural transformation required to deliver against the UNCRC and anticipated legislation such as the anticipated Care and Justice Bill and education reform agenda.

As an Integrated Children’s Board we will work together to ensure that:

- 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026
- 90% of children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026
- As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026.
- 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026
- 30% fewer young people (under 18) will be charged with an offence by 2026
- 95% of our children with additional support needs/disabilities will experience a positive transition to adult services by 2026

This work will be enabled through:

- Simplifying access to services
- Increasing integration
- Reducing risks by understanding what actually makes a difference and decommissioning where appropriate
- Improving the alignment of our commissioning
- Improving the alignment of our data
- Building the capacity and capability of our workforce

The delivery of this Plan will be supported through a partnership with Health Determinates Research Collaborative.



Strategic Plan on a page

| Strategic Stretch Outcomes | | | | | |
|---|--|--|---|---|---|
| Increase the number of 0-5s who meet developmental milestones by 2026 | Improve the mental health and wellbeing of children and families by 2026 | Improve the attainment, health and wellbeing and positive destinations of our care experienced by 2026 | Improve the attainment and positive destinations of our children and young people by 2026 | Reduce the number of young people charged with an offence by 2026 | Increase the number of children with ASN or disability who secure a positive destination by 2026 |
| Strategic Priorities | | | | | |
| <ul style="list-style-type: none"> • Improve the health outcomes of expectant and new mothers • Improve uptake of benefits • Improve access to emergency formula and food for infants • Address early speech and language needs • Increase the uptake of immunisations • Improve the quality of ELC provision and maintain uptake | <ul style="list-style-type: none"> • Focus on prevention and early intervention • Provide access to joined up services and bereavement support • Respond quickly in a stigma free, needs and rights led way • Increase levels of physical activity • Increase the provision of child friendly environments within local communities | <ul style="list-style-type: none"> • Deliver a Bairns Hoose • Delivery The Promise • Increase the provision of health assessments for the care experienced • Continue to close the gap between those who have care experience and their peers • Increase the no. of foster carers available locally • Keep brothers and sisters together • Ensure adequate provision of legal advice and advocacy | <ul style="list-style-type: none"> • Implement refreshed guidance on the use of restraint • Better track those who are in or on the edge of the care system Improve learning transitions from P7 to S1 • Deliver ABZ Campus to widen the range of courses • Deliver Aberdeen Computing Collaborative to ensure long term employability • Delivery of Tier 2 services to close the gap through SAC funding • Continue to address the cost of the school day and child poverty in schools | <ul style="list-style-type: none"> • Reduce levels of anti-social behaviour • Deliver Mentors in Violence Prevention across all secondary schools | <ul style="list-style-type: none"> • Delivery of neurodevelopmental pathway • Establish better assurance systems • Increase the number of Young Carers receiving support • Improve transition planning from child to adult services • Ensure that the voices of children (including those who use alternative communication systems) are central to processes and Plans • Decrease the number of children not accessing full time education |
| Enabling Priorities | | | | | |
| Simplify access to services | Increase integration | Reduce risks | Commissioning | Data | Workforce |
| <ul style="list-style-type: none"> • Implement a single Request for Assistance process • Reduce the number of access points to information and services | <ul style="list-style-type: none"> • Build on the integration models including that at ELC Links • Establish an assurance system to test the strength of the system • Improve alignment between children and adult services • Develop a Target Operating Model for children | <ul style="list-style-type: none"> • Better understand why children are placed OOA • Understand the long term impact of ELC on outcomes for families | <ul style="list-style-type: none"> • Aligned to the 10 principles of family support • Jointly respond to the needs of those displaced | <ul style="list-style-type: none"> • Improve knowledge of the 6 groups by co-designing with service users and children • Improve data matching | <ul style="list-style-type: none"> • Increase knowledge poverty agenda and of benefits • Increase knowledge of trauma and risk |


Our Improvement Plan

Our data indicates 6 key priorities, known as our Stretch Outcomes, that require our focus over the next three years. For each Stretch Outcome, we have an improvement plan which lists the improvements and actions we plan to take over the three years to deliver on our priorities. The Plans provide detail on the single agency programmes of work, as well as the multi agency improvement projects to be undertaken in relation to each Stretch Outcome. It also details who will be responsible for delivery, the timescale within which it will be delivered and the measure which will tell us if we have made an improvement. These measures are a mixture of local and national indicators, qualitative and quantitative data. The Stretch Outcomes and multi-agency improvement projects aims will be the Children and Young People’s section of the Local Outcome Improvement Plan 2016-26.

The Improvement Plan is based on what we know now. It will be reviewed annually with any additional actions which are subsequently deemed to be essential to the delivery of the Plan added in years two and three following agreement from the Community Planning Aberdeen Board. Progress on the Plan will be monitored on an ongoing basis using our existing programme management and governance arrangements through Community Planning. A Sub Group of the Children’s Services Board is responsible for a key priority (Stretch Outcome) and the Chair of that Sub Group is responsible for reporting to every meeting of the Children’s Services Board. Additional quarterly reporting will be undertaken via the CPA Management Group and CPA Board. Our annual report will be approved and published by the CPA Board


[The full Improvement Plan can be viewed here and a summary is below:](#)

Summary Improvement Plan


| LOIP STRETCH OUTCOME 4 - 95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026 | | |
|---|--|---|
| | DATA SHOWING AREAS TO BE IMPROVED/FOCUSED ON | WHAT WE AIM TO DO |
|  | Nearly 13% of our children, young people live in the most deprived data zones and around 22% of children are experiencing child poverty. | <ul style="list-style-type: none"> All families with children under the age of 5 will have access to nutritional support by 2023. Develop poverty awareness training for staff to ensure they can support families to make routine financial enquiries. |
| | 50% of households experiencing poverty have dependent children. The health outcomes of expectant and new mothers living in areas of deprivation and support to maximise uptake of the benefits they are entitled to. | <ul style="list-style-type: none"> Increase the no. of new parents and parents of pre-school children who complete a full benefits check by 2024. Establish a single digital source of information for parents and carers of children under 5. Improve breastfeeding initiation from 20 to 30% in targeted communities (Sheddocksley, Summerhill and Mastrick) and decrease drop off at 6-8 weeks. |
| | There is a significant rise in the number of children on the Child Protection Register who are aged 0- 4 compared to those registered pre-natal. | <ul style="list-style-type: none"> Improve the design and delivery of preventative, early and sustained support for those with children under 5 to reduce the likelihood of children being placed on the Child Protection Register by 2026. |
| | The uptake update of the measles, mumps and rubella (MMR) vaccine locally (91.61%) is considerably lower than the national average of 94.45% | <ul style="list-style-type: none"> By the age of 5 years, 95% of children will have received both doses of MMR as per schedule by 2026. |
| | 83.05% of children received their 27-30 month review assessed and levels of assessment are thought to be lower in areas of deprivation. | <ul style="list-style-type: none"> Increase the % of children assessed at 27 months from 83% to 95% by 2024. |
| | Only 35% of eligible 2 year olds take up their statutory Early Learning and Childcare (ELC) entitlement. | <ul style="list-style-type: none"> Increase the uptake of ELC in 2, 3 and 4 year olds. |
| | 2.2% of children in ELC are thought to have a speech delay/disorder and this rises across the primary stages. | <ul style="list-style-type: none"> Continue to roll out the CIRCLE framework Talk Boost and Early Talk to help improve the development of literacy and communication skills. |
| | Dental health at Primary 1 is slightly poorer than the national average and varies across our schools. | <ul style="list-style-type: none"> Improve dental health at Primary 1 to the national average by improving the levels of dental health in areas of deprivation to 50% by 2025. |



**LOIP STRETCH OUTCOME 5 -
90% of children and young people report they feel listened to all of the time by 2026**


| | DATA SHOWING AREAS TO BE IMPROVED/FOCUSED ON | WHAT WE AIM TO DO |
|---|---|---|
|  | The main categories of concern for children placed on the Child Protection Register (CPR) in the period from August 2021 – July remain domestic abuse, emotional abuse, neglect, parental drug misuse and parental mental health. | <ul style="list-style-type: none"> Reduce the top preventable risk factors for parental mental and physical health including: obesity, smoking, and use of problematic alcohol and drugs. |
| | Children tell us they want to be shown how to believe in themselves and provided opportunities to do this not just told to do it and young people would welcome an increased focus on areas such as self-confidence and body image. | <ul style="list-style-type: none"> Increase by 5% the number of S1-S6 pupils who report that they feel confident. |
| | 43.9% of requests for assistance pertain to children/young people recorded as having a Social, Emotional, Mental Health Need ("SEMHN"). | <ul style="list-style-type: none"> Increase the % of requests for Tier 2 and 3 mental health assistance responded to within 21 days by 2024. |
| | 22% of children and young people in our schools participate in the free after school programmes available in our schools. 61% of participants are male. | <ul style="list-style-type: none"> Increase the % of young people participating in physical activity out with the curriculum from 22% in 2022 to 35% in 2026. Increase the range of accessible options for children and young people with sensory and physical impairments. |
| | 86.2% young people stated that they felt safe in their community always or most of the time. Across associated school groups the number of respondents who felt safe in their community sometimes, rarely or never varied from 3.3% to 19.3%. Those living in more deprived areas felt more unsafe. | <ul style="list-style-type: none"> Increase by 10% the no. of children living in areas of deprivation who feel safe in their communities by 2025. |
| | Referrals to CAMHS remains high with 1477 referrals in the last year with 1018 referrals accepted and 459 redirected referrals. The current wait time for a routine Choice appointment is 6 weeks with a further 20 week wait for a follow up appointment. | <ul style="list-style-type: none"> 100% of children leaving care are referred to services that can meet assessed mental health needs within 4 weeks of the health assessment being completed by 2024. |

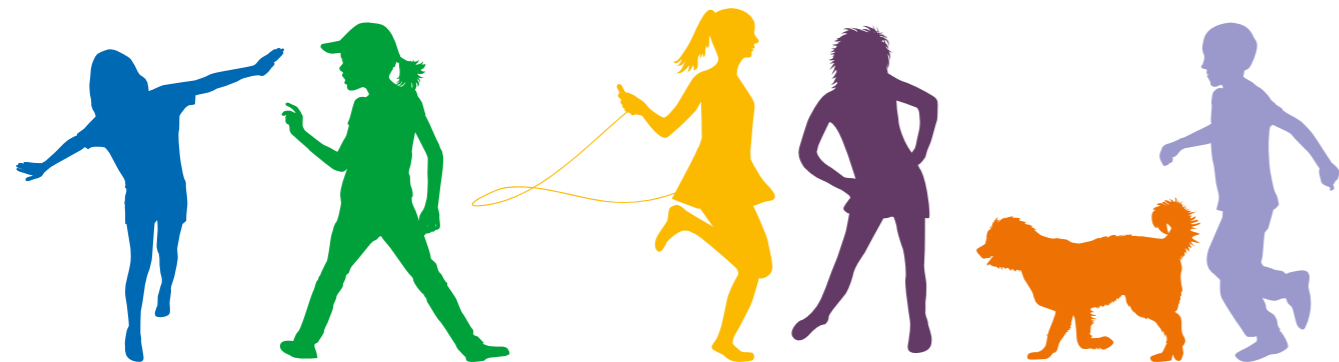
LOIP STRETCH OUTCOME 6 - By meeting the health and emotional wellbeing needs of our care experienced children and young people they will have the same levels of attainment in education and positive destinations as their peers by 2026

| | DATA SHOWING AREAS TO BE IMPROVED/FOCUSED ON | WHAT WE AIM TO DO |
|---|---|---|
|  | Our care experienced young people tell us that that they don't always feel listened to and can't access the support they need to be successful in school. | <ul style="list-style-type: none"> Listen to and learn from the feedback of care experienced children, young people and their families to ensure the design and improvement of services takes account of their views. Increase the % of Child Plans at Child Protection Planning Meetings and Looked After Children Reviews which reflect the voice of the child and their family and identify how relationships will be maintained. |
| | Some of our looked after young people experience significant disruption to their care and education as well as access to health provision. | <ul style="list-style-type: none"> 100% children and young people leaving care are offered a health assessment to identify gaps in their health provision and needs by 2024. |
| | Attendance at school for care experienced young people is 88.72% in primary and 84% at secondary, both lower than the city average. | <ul style="list-style-type: none"> Evaluate the impact of the intensive Edge of Care Pilots at Lochside and Northfield Academies to inform next steps for school session 23/24 and beyond. |
| | 76.5% of looked after children in Aberdeen City had a positive destination, lower than the rate for all children in Aberdeen of 92.1%. | <ul style="list-style-type: none"> Evaluate the impact of Pathways Associates on care experienced young people's attainment, achievement and positive destinations by 2024 to inform next steps. |
| | 66% of children in foster care are placed with an Independent Fostering Agencies (IFA's) outwith the city. | <ul style="list-style-type: none"> By 2025 reduce by 15% the percentage of children placed with Independent Fostering Agencies. Implementation of a Bairns Hoose to take account of the lived experiences of children, young people and families. Through a Family Support Model offer earlier and preventative support and intervention with a particular focus on kinship carers and preventing children and young people from entering care. Increase the multi-agency support offer to kinship carers to take account of the complexity of caring for children within these arrangements and the support needs of kinship carers. |




LOIP STRETCH OUTCOME 7 - 95% of all our children, including those living in our priority neighbourhoods (Quintiles 1&2), will sustain a positive destination upon leaving school by 2026

| | DATA SHOWING AREAS TO BE IMPROVED/FOCUSED ON | WHAT WE AIM TO DO |
|---|--|--|
|  | 12.89% of children and young people across the city live in the most deprived data zones. Attainment for those in the most deprived quintile is 14% lower than those in the least deprived quintile.. | <ul style="list-style-type: none"> • Increase the % of learners entering a positive and sustained destination to exceed, or be in line with the Virtual Comparator by 2025. • Improve attainment through the provision of a broader number of pathways into growth and volume sectors for young people in the senior phase. • Delivery of Phase 1 of ABZ Campus to increase the number of available courses from June 2023 & Phase 2 of ABZ Campus by June 2024. • Increase the rate of completion of National Progression Award/Foundation Apprenticeships/Higher National Certificate courses available to young people across the city by 10% by June 2024. |
| | Bullying trends have changed. For example, there has been a significant increase in the number of bullying incidents which refer to body image/ physical appearance. | <ul style="list-style-type: none"> • Increase to 75% the % of staff reporting confidence in identifying and taking action on harm by 2026. • Increase to 3 the delivery of co-located and delivered services by health and education by 2024. • Review the school Anti-bullying policy by June 2023. |
| | Some of our children report feeling unsafe. | <ul style="list-style-type: none"> • We will include our senior stage primary pupils as part of the mentors in violence prevention transition programme. • Look to develop more consistent approaches around supporting young people who identify as LGBTQ and seek LGBT Charter accreditation. |
| | The number of children identified as experiencing child poverty in Aberdeen was estimated to be 21.8% in 2021, or around 5500 children. Free school meal registrations have increased but uptake is low. | <ul style="list-style-type: none"> • Improve access to information on sources of support to aid families experiencing food insecurity. • Increase uptake of school clothing grants by eligible families. • Continue to expand the provision of free sanitary products. • Schools and Further and Higher Education providers to consider poverty proofing within their own unique context. |
| | There are currently 2,800 families without any form of employment and 19.4% of those over age 16 in Aberdeen City are 'economically inactive'. | <ul style="list-style-type: none"> • ABZ Works to continue to deliver various Parental Employability schemes to ensure eligible parents have access to a variety of support to increase no.s gaining and sustaining employment/education. • ABZ Works to pilot new employability programmes such as paid work experience for young people and parents, with guaranteed interview and funding to support parents experiencing poverty to start their own business. |



LOIP STRETCH OUTCOME 8 - 83.5% fewer young people (under 18) charged with an offence by 2026

| | DATA SHOWING AREAS TO BE IMPROVED/FOCUSED ON | WHAT WE AIM TO DO |
|---|--|---|
|  | A slight but steady upward trend in the number of children referred on offence grounds over the 12 months from August 2021 to July 2022. | <ul style="list-style-type: none"> • Reduce by 20% the number of young people resident in local children's homes charged with an offence by 2025. • 90% of 16/17 year olds appearing at Sherriff Court in relation to Lord Advocate's guidance will have had an assessment of their community support needs by 2025. • Seek to develop a wider range of diversion options and bail support development with a 5% increase in the no. of 16/17 year olds who are diverted from prosecution by 2025. • By 2025 commissioned Family Support Services will reflect the 10 principles of family support and offer 20% of their provision to diversion from prosecution and 100% of Intensive Family Support will offer alternatives to remand. |
| | Overall youth ASB incidents have reduced by 3% in 2022 (2936 incidents). | <ul style="list-style-type: none"> • Reduce by 15% the number of instances of youth anti-social behaviour calls to Police Scotland by 2025. • Mentors in violence prevention being delivered in all schools from August 2023. |
| | Levels of vandalism are higher than we would like. | <ul style="list-style-type: none"> • Build the capacity of communities in priority areas to start up and run their own youth groups by offering training and support. • Engage with the young people who are participating in the programme of diversionary activities in the Mastrick area; build on existing provision to increase the range of what's available. |



LOIP STRETCH OUTCOME 9 - 100% of our children with Additional Support Needs/Disabilities will experience a positive destination by 2026

| DATA SHOWING AREAS TO BE IMPROVED/FOCUSED ON | WHAT WE AIM TO DO |
|---|--|
| Increase in the no. of children assessed or declared disabled from 266 in 2019 to 406 in 2021 (165 in Primary and 241 in Secondary). | <ul style="list-style-type: none"> Develop and establish an assurance mechanism to review the impact of our systems on those with a range of additional support needs to better understand how effective the system is currently. |
| In 2021, the attendance rate of pupils with recorded additional support needs was 90.8%, in comparison with a whole cohort figure of 93.0% with differentials in primary and secondary phase of just over 2%. | <ul style="list-style-type: none"> Increase the % of young people with additional support needs/disability entering a positive and sustained destination by 2025. Further develop joint planning between Children Social Work and Adult Social Work (ASW) for children aged 15+ years, with a welfare assessment completed where appropriate by ASW 6 months prior to their school leaving date. |
| Nearly 16% of our children and young people who responded to a recent survey told us that they don't think that those declared disabled are treated with respect and provided with the same opportunities as their peers. | <ul style="list-style-type: none"> Increase the number of children and young people with Additional Support Needs and/or a disability accessing full time education from by 2026. Increase by 10% the number of children experiencing child protection processes who have access to a professional utilising their alternative communication system by 2026. |
| There are estimated to be around 2000 Young Carers in the city but only 135 of them are currently being supported through the Young Carers Service. | <ul style="list-style-type: none"> Increase by 20% the number of children accessing support from the Young Carers service by 2026. By 2025, 90% of families with children with an additional support need/disability will indicate that they feel supported, that they have access to peer and community support that meets their needs, within an environment that children and families can meet and play. |
| Evidence from Learning Reviews continues to highlight that as a partnership the impact of disability is not as recognised as we would want when considering neglect and harm to children. | <ul style="list-style-type: none"> 90% of staff working with children and young people with disabilities will report confidence in identifying and taking action on how harm presents in children with additional support needs/disabilities by 2026. |
| Not all families are claiming all of the benefits they are entitled to. | <ul style="list-style-type: none"> Increase the no. of parents and carers with a child who has a medical diagnosis signposted or completed to a full benefits check to 100% by 2024. |
| 3.44% of Aberdeen City's learners are recorded as having an Autistic Spectrum Condition. 26.8% of requests for Outreach Support were submitted to the Autism Outreach Service. | <ul style="list-style-type: none"> Continued implementation of neurodevelopmental pathway. Increase by 20% the number of families accessing support prior to diagnosis and reduce the interval between referral and diagnosis by 2024. |



Acronyms

ACHSCP: Aberdeen City Health and Social Care Partnership

ACEs: Adverse Childhood Experience(s)

ACR: Age of criminal responsibility

ADPs: Alcohol and Drug Partnership(s)

ASN: Additional Support Needs

BSIL: Best Start in Life Group

CAMHS: Child and Adolescent Mental Health Service

CCE: Child criminal exploitation

CEYP: Care Experienced Young People

CHS: Children's Hearings Scotland

COG: Chief Officers Group

CPA: Community Planning Aberdeen

CPG: Corporate Parenting Group

CPPM: Child Protection Planning Meetings

CPO: Child protection order

CPC: Child Protection Committee

CPR: Child Protection Register

COPFS: Crown Office and Procurator Fiscal Service

CSB: Children's Services Board

CSO: Compulsory Supervision Order

CSW: Children's Social Work

CYP: Children and young people

ELC: Early Learning and Childcare

GIRFEC: Getting It Right For Every Child

HDRC: Health Research Determinants Collaborative

ICR: Independent Care Review

IFA: Independent Fostering Agencies

PEPAS: Physical Education, Physical Activity and Sport

PRR: Parental responsibilities and rights

LAC: Looked after child

LAAC: Looked after and accommodated child

MAPP: Multi-Agency Public Protection Arrangements

MHC: Mental Health and Wellbeing Collaborative

MMR: Measles, mumps and rubella

OOA: Out of Authority

SCRA: Scottish Children's Reporter Administration

SEMHN: Social, Emotional, Mental Health Need

SHANARRI: Getting it right for every child wellbeing indicators – safe, healthy, active, nurtured, achieving, respected, responsible, included.

SIMD: Scottish Index of Multiple Deprivation

UNCRC: United Nations Convention on the Rights of the Child

WFA: Whole Family Approach

YJG: Youth Justice Group





This page is intentionally left blank

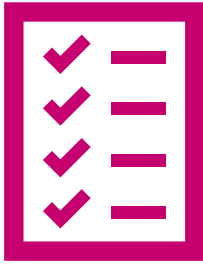


Community Planning
Aberdeen



Aberdeen City's **Children's Services Strategic Plan**

2023-2026 Children and Young People Version



This is a guide for children and young people to understand the plan Aberdeen City Council and partners have for children's services in the city.

If you want to look at the complete document, you will find it [here](#)

A glossary of terms used in this plan and what they mean can be found on page 12.

What have we done to create the Plan?



We have listened to what children and their families told us about our work to check that we have focused on changing the right things.



We have based our plan on respecting children's rights, keeping The Promise from the Independent Care Review and Getting it Right for Every Child.



The Children's Services Board are responsible for making sure we stick to this Plan and we will review our progress every year to make sure we are doing everything we need to for children and families.

Who are the Children's Services Board?



The Children's Services Board is made up of people from organisations and services that support children and families across Aberdeen.

Members of the board include people from Aberdeen City Council, NHS Grampian, Aberdeen Health and Social Care Partnership, Police Scotland, Scottish Fire and Rescue, North East College, Sport Aberdeen, Third Sector and the Scottish Children's Reporter Administration.



The Board holds the responsibility to:



Make sure children and young people in Aberdeen grow up feeling safe, loved, and respected so they can realise their full potential



Make sure that our work is in-keeping with the law and policy relating to children and young people



Put into action the Children's Services Plan and other local plans for improvement



Make sure services work together for the benefit of Aberdeen's children, young people and families

Top 6 things in the plan

The Plan says the Children's Services Board wants to do six things. The Children's Services Board wants to make sure that:



1. Babies and children between 0-5 years old have the best start in life possible



2. We Improve the mental health and wellbeing of children and families



3. Children and young people with care experience have the same levels of education, health and emotional wellbeing and opportunities as their peers



4. We improve how well our children and young people do in school so that they have positive options when they leave school



5. Reduce the number of young people coming into conflict with the law



6. Increase the number of young people with additional support needs or a disability who and go on to college/university, employment, training, personal skills development, or voluntary work

Priority 1

Make sure babies and children between 0-5 years old have the best start in life possible

Why are the Children's Services Board concerned about this?

All children have a right to life, good food and the right to grow up healthy.

We know that these early years are really important in making sure a child is healthy and has good relationships when they grow up.

What are we going to do?

We are going to:

- Make sure families have access to food and money to provide what children need
- Offer help to children and their families earlier to stop small problems from becoming big ones
- Make sure babies and children have their health needs regularly checked and met
- Increase the number of 2 year olds being brought to Early Learning and Childcare services

Priority 2

Improve the mental health and wellbeing of children and families

Why are the Children's Services Board concerned about this?

Every child has the right to the best possible health.

We want all children to grow up healthy, loved and respected so they can achieve their full potential.

What are we going to do?

We are going to:

- Make sure that mental health support is easy to access when children and young people need it
- Provide more opportunities for children and young people to feel confident and good about themselves
- Help parents to have their health needs met so that they can do the same for their children
- Support children and young people to be more physically active

Priority 3

Children and young people with care experience have the same levels of education, health and emotional wellbeing and opportunities as their peers

Why are the Children's Services Board concerned about this?

Every child has the right to protection, participation, and development.

As Corporate Parents we want the same outcomes for our children and young people with care experience as any good parent would want for their own children.

We want to improve the futures of our children and young people and ensure they have the love, security and chances every child should have.

What are we going to do?

We are going to:

- Make sure we listen to the voice of children and young people, meaningfully involve them in decision-making and respond to what children and young people tell us they want and need
- Support children and young people to do well in school and have positive options for when they leave school
- Make sure children and young people with care experience have their health needs regularly checked and met
- Do more to support families to stay together and where that's not possible or safe to do we want to keep children and young people in their family networks or with carers closer to home to maintain connections with the people and things that matter to them.

Priority 4

Improve how well our children and young people do in school and that they have positive options for when they leave school

Why are the Children's Services Board concerned about this?

Every child has the right to an education and schools play a key role in supporting families in their communities, providing important places, opportunities and relationships for children and young people.

We value the educational progress of all of our children and young people.

What are we going to do?

We are going to:

- Prepare our children and young people for life after school and support them to get into work or higher education opportunities
- Support those working with children and young people to prevent, identify and respond to harm to keep children and young people safe
- Make sure that children, young people and their families know where to get help when they need it
- Support parents to gain skills and access work or further education opportunities

Priority 5

Reduce the number of young people coming into conflict with the law

Why are the Children's Services Board concerned about this?

Children who come into conflict with the law have the right to be treated with respect and in a way that takes into account of their age.

We know our children and young people with care experience are more likely to get into conflict with the law than their peers.

We want to have a better, rights-based approach to youth justice.

What are we going to do?

We are going to:

- Reduce the number of young people coming into the Court system
- Develop a wide range of options for supporting young people in conflict with the law
- Support families and not just individual young people
- Create more community-based opportunities for young people

Priority 6

Increase the number of children and young people with additional support needs or a disability who leave school and go on to college/university, employment, training, personal skills development, or voluntary work

Why are the Children's Services Board concerned about this?

Every child has a right to an education and to be treated with respect.

We want to make sure that all of our children and young people are protected from harm and have access to support and opportunities that help them thrive.

What are we going to do?

We are going to:

- Plan earlier for young people who require support into adulthood to avoid any gaps or difficulty when they leave school/transition to adult services
- Reduce the number of children and young people with additional support needs and/or a disability not accessing full time education
- Support every child and young person's communication needs when we are working to keep them safe
- Make sure that children, young people, and their families know where to get help when they need it

Feedback

If you would like to tell us something about our plan, please get in touch by completing this [Form](#)



Thank you



Glossary of Terms

| Term | Meaning |
|---|---|
| Community Planning Partnership | Community Planning Aberdeen is the name for your local partnership of public, private and third sector organisations and communities all working together to improve people's lives across Aberdeen City |
| Care Experience | <p>'Child/ Young person/ Person with Care Experience' is the preferred terminology identified by those with experience of the care system as it is inclusive of those who may no longer be 'looked after' but still require our scaffold of support to thrive.</p> <p>This term includes those currently looked after and those who have been looked after at any time in their life, no matter how short, including adopted children who were previously looked after.</p> |
| Getting It Right For Every Child | The Getting it right for every child approach, also known as GIRFEC, supports children and young people so that they can grow up with all the help they and their families need. |
| Independent Care Review | The Care Review heard that Scotland needs to change how it cares for children. |
| Law | A set of rules telling people what to do or not to do. If they do not follow these rules, they can be punished. |
| Participation | Children and young people have the right to say how they feel, be listened to and taken seriously. |
| The Promise | The Promise to care experienced children and young people, from the care review, is that they will grow up loved, safe and respected. A child-friendly version of The Promise is available here . |
| Strategy | A plan. |
| Wellbeing | Being comfortable, healthy, or happy. |



Community Planning
Aberdeen



GETTING IT RIGHT FOR EVERY CHILD IN ABERDEEN CITY

Operational Guidance 2023

Welcome to the Aberdeen Getting it Right for Every Child (GIRFEC) Operational Guidance 2023.

The Community Planning Partnership is committed to improving the outcomes of all Aberdeen's children and young people, in particular those who are most vulnerable and ensuring that their voices are heard, and their rights are respected. Our vision remains to make Aberdeen a place where all children and young people can grow up loved, safe, heard and respected so that they can realise their potential. In line with this, we are committed to ensuring that where it is safe to do so, we will keep children within the care of their families, working across our partnership to ensure appropriate and timely support is available to them.

This Guidance will support your work with children and young people, parents, carers and colleagues. It builds on established practices of working together, irrespective of job titles, to ensure that we support children and young people to achieve the best possible outcomes in keeping with the [National GIRFEC Guidance](#), [The Promise](#), [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and the National Child Protection Guidance 2021.

CONCERNS ABOUT A CHILD OR YOUNG PERSON'S SAFETY

If you believe that a child or young person is in immediate danger, please call Police Scotland via 999. If you believe that they are at risk of harm, or have been harmed, you must share information with the Joint Child Protection Team (JCPT) on 0800 731 5520 without delay. Other contact details as follows:

- Police Scotland on 101
- Social Work Reception during office hours on 0800 731 5520
- Out of hours Social Work 0800 731 5520

This will allow circumstances to be assessed in order to determine if immediate action needs to be taken to protect the child or young person. Where there are child protection concerns, consent from the child or parent is not required. The concerns should be shared following the National Guidance for Child Protection in Scotland 2021. Document your concerns and the actions taken in the child or young person's record as per your record keeping guidance.



THE KEY PRINCIPLES OF GIRFEC AND WHAT IT LOOKS LIKE ACROSS ABERDEEN CITY



The following key principles guide our work with children and families

Placing the child, young person and family at the centre

- promoting choice, with full participation of children, young people and families in decision-making

Working in partnership with families

- adopting an approach which is inclusive and respects the rights of all
- acknowledging and building on the strengths of children, young people and families

Understanding wellbeing as being about all aspects of life

- taking into account the impact that family, community and society has on a child or young person's developmental and social experiences

Valuing diversity and ensuring everyone is treated fairly

- acknowledging and celebrating differences
- ensuring access to support is available to all children, young people and families as required

Tackling inequality

- ensuring support is offered fairly and equitably to meet individual needs

Offering support as early as possible

- adopting a proactive and proportionate approach to improve outcomes for children, young people and families

Services working in partnership both locally and nationally

- developing a culture of collaboration and co-operation between services, practitioners and families



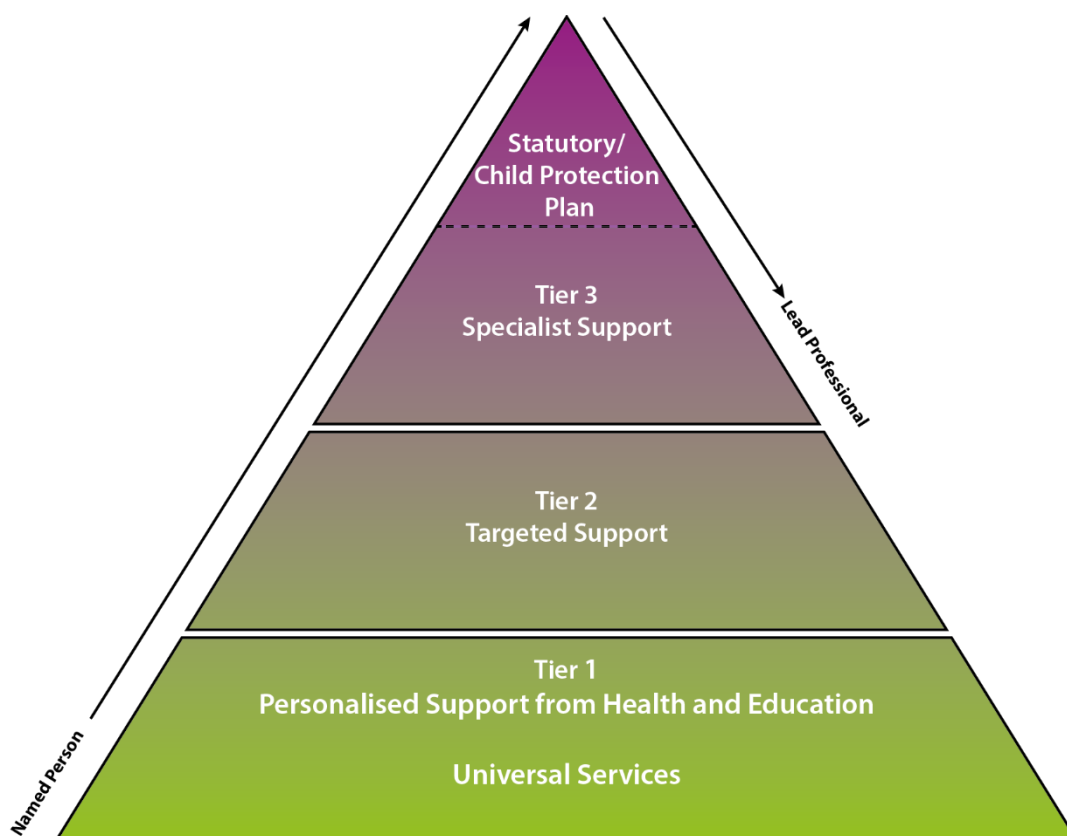
THE ABERDEEN CITY MODEL OF TIERED INTERVENTION



The GIRFEC approach in Aberdeen is based on partners working together at the earliest opportunity to support a child or young person, and their family. We work together to deliver interventions that are timely, appropriate, and proportionate to prevent escalation.

The majority of children and young people will only need access to **Universal Services**; the following 5 key questions should be asked to help understand the child or young person's needs and determine appropriate action:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from other agencies?



Tier 1 Universal Services support children, young people and their families, providing personalised support to address concerns before they escalate. This may include signposting to relevant services and/or support co-ordinated through an individualised non-statutory child's plan (single or multi-agency).

If single agency personalised support at the universal level is not addressing health and wellbeing needs, a discussion involving the child/young person and their parent/carer should take place to consider further multi-agency involvement at Tier 2. The parent/carer and the child/young person, depending on their age, should be informed of how these views are recorded and whether any information sharing will result as a consequence of the discussion/decision. Consideration of the child or young person's views and voice should always inform decision making.

Tier 2 Universal Services continue to work to support the child or young person and/or their family. A non-statutory plan may already be in place.

Here more complex difficulties and needs exist. In consultation with the child/young person and parent/carer, more targeted support may be required to alleviate identified challenges. This may be a multi-agency approach, which will require a multi-agency Child's Plan. A multi-agency meeting will confirm who is best placed to assume the lead professional responsibility. Any practitioner or professional providing support to the child or young person could be identified as the lead professional. This includes any person working across the universal services of health, social work and education (including early years), as well as a person from a third sector organisation or specialist service. The named person who may have previously overseen a single agency plan for the child or young person and their family may become the lead professional if they are the most suitable person to fulfil that role. The lead professional should remain in this role for as long as it is appropriate and this should be reviewed regularly.

When a review of a Child's Plan evidences that wellbeing concerns have been resolved, the Child's Plan will be closed in agreement with other partners, parents, children and young people. When this happens progress will be monitored by the Universal Services once again. However, if the issues are continuing then further assessment and planning will be required.

If the supports detailed in the Child's Plan have not effectively improved wellbeing, consideration should be given to escalating to Tier 3. There may be circumstances where it is necessary to proceed directly to Tier 3 where significant risk is apparent, children or young people and their families should be part of this decision making where possible. Although there is a duty to consider the wishes of the child or young person before sharing information all agencies also have a duty to share information if a child's wellbeing could be adversely affected. This second duty ultimately overrides the first although due consideration should be given to their wishes wherever possible.

Where the named person is requesting support from a specialist service, the child or young person and their family should agree what information will be shared, with whom and for what purpose. The named person should record that this conversation has taken place and the outcome of it. Consent should only be sought when there is a genuine choice in the matter. Where a child or young person is at risk of harm, practitioners should immediately follow child protection processes and should not seek consent.

Tier 3 The supports or concerns are such that the child or young person will require specialist support from at least two agencies to address their wellbeing and welfare needs. A lead professional will be appointed to coordinate these supports and in almost all cases this will be a social worker. If there is a Child Protection Plan in place or a statutory order (child is Looked After and/or on a Compulsory Supervision Order) then Social Work will always be the lead professional.

The named person:

- continues to monitor progress within their own service by considering the 5 key questions and coordinate plans/ elements of plans being delivered by that service
- continues to keep a chronology of significant events and passes relevant information to the lead professional for inclusion in the integrated chronology
- makes sure that the child or young person is fully involved and is able to engage meaningfully in the progress of their wellbeing

The lead professional:

- coordinates the integrated chronology
- seeks support from other agencies if appropriate
- coordinates the writing, monitoring and review of the child's plan
- coordinates meetings to keep the needs of the child or young person under review
- makes sure that the child or young person is aware of progress
- shares relevant and proportionate information to support wellbeing

The expectation is that interventions detailed in the child's plan will be for a finite period of time and that the child or young person will move back down the tiered intervention process as wellbeing improves.

When wellbeing concerns become welfare concerns

GIRFEC works to provide a continuum of support for children, young people and families. Wellbeing concerns about safety can indicate or lead to a welfare concern and it is important that we recognise GIRFEC processes as part of a continuum to support and safeguard our children and young people.

The statutory definition of a "child in need" contained within the [Children \(Scotland\) Act 1995](#) is wide. For the purpose of planning and providing services within Aberdeen City Council, the following defines the basis for determining eligibility to Children's Social Work Services:

- a child or young person who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority



- a child or young person whose health or development is likely to be significantly impaired or further impaired, without the provision of services
- a child or young person who is disabled
- a child or young person who is adversely affected by the disability of any other person in their family

If you believe that a child or young person may be on a pathway to harm (i.e. without an appropriate intervention harm is likely), colleagues in Children's Social Work will be able to advise on the appropriateness of a referral for a Social Work assessment and intervention. Advice and guidance is available to the named person through the Reception Team, free phone: **0800 731 5520**. Outside office hours the Out of Hours Team can offer the named person advice on the same number. If you feel the child is at risk of significant harm, please contact the Joint Child Protection Team (JCPT) on the same number. Please remember that where a child is in immediate danger, you should call Police Scotland on **999** without delay.

When confident that Social Work involvement is appropriate:

Health – submit a child's plan and chronology, evidencing support already provided and clarify why statutory social work intervention is now requested

Education – complete a Request for Assistance online form alongside a current child's plan evidencing support and intervention already provided and why statutory social work intervention is now requested.

Where there is not a plan in place, the core details and assessment section of the child's plan can be submitted.

Where it is agreed that the eligibility criteria for Children's Social Work has been met, social work professionals will attend a multi-agency meeting to consider what supports might be needed. The discussion will help to inform any updating of the child's plan.



THE VIEWS OF CHILDREN AND YOUNG PEOPLE



We have an obligation to proactively seek and take account of the views of the child or young person where capacity of the child or young person allows, communication difficulties cannot be seen as sufficient reason for not doing this. **Children (Scotland) Act 1995** places the responsibility on all of us to use our professional skills and knowledge to decide how best to engage with children and young people and their families to promote their active involvement in taking decisions that will affect them.

We are required to seek the views of children and young people and their families on:

- their current situation and their wellbeing needs
- the assessment as it is compiled
- the child's plan that has been agreed
- our intention to share information and to take account of these where possible.

In order for children, young people and families to meaningfully engage with an assessment of wellbeing, it is imperative that there is a mutual understanding of what is meant by wellbeing. Services use a range of strategies which are age and stage appropriate to support children and young people positively engaging with assessing their wellbeing and capturing their views. For example, it may be in the child or young person's best interest to only attend for part of a Child's Planning Meeting, or not at all.

Consideration should also be given as to who is best placed to support the child or young person at the planning meeting for example, Advocacy or Young Person's Rights Services. Decisions will be taken based on the individual needs and circumstances of the child or young person.

When a practitioner considers that a child or young person's wellbeing needs ought to be supported by others, they will have a discussion with them about the potential benefits of sharing information. The discussion should include why the information needs to be shared, with whom it needs to be shared, as well as what might happen if the information is not shared. The date and detail of the discussion should be recorded.

IN KEEPING WITH CHILD PROTECTION PROCESSES, THE VIEWS OF CHILDREN OR YOUNG PEOPLE, PARENTS AND CARERS SHOULD NOT BE SOUGHT WHERE THIS COULD COMPROMISE THEIR SAFETY OR HINDER / DELAY A CHILD PROTECTION INVESTIGATION.

WORKING WITH FAMILIES



We have an obligation to proactively seek and take account of the views of parents, carers and other relevant persons where capacity of the parents, carers or relevant persons allows. Communication difficulties and challenges communicating with families for example where English is not the first language cannot be seen as sufficient reason for not doing this. **Children (Scotland) Act 1995** places the responsibility on all of us to use our professional skills and knowledge to decide how best to engage with families to ensure their active involvement in decisions that will affect their child.

It is important that all partners build positive relationships with families.

Effective relationships are built by:

- working collaboratively with families to ensure inclusion in the child's planning process
- being open and honest with the family and treating them with respect
- providing clear explanations at all stages appropriate to any communication needs
- recognising and acknowledging that parents and carers are 'experts' on their children and know them better than anyone else
- checking the accuracy of information contained in files and noting any dissent to what is found
- being sensitive to and aware of any cultural issues that might influence the child or young person or family's perspective

discussing with families the benefits of sharing information with other professionals in advance of doing so. This should include discussion as to whom information could be shared with and what might happen if the information is/is not shared. The date of the discussion should be recorded.

The [Working with Non-Engaging Families Multi-Agency Practice Guidance](#) assists practitioners when faced with non-engaging families.



KEY ROLES AND RESPONSIBILITIES



Everyone who works with a child or young person has a responsibility to ensure that they are safe and has a duty to support and promote wellbeing.

If you have contact with any child or young person and have a concern about their wellbeing, you should discuss the matter with parents/carers and the child or young person and explain the potential benefits of sharing information with the named person. With their consent you should pass your concern onto the named person by e-mail and ensure that a response is received.

If you are unsure of the named person, please use the emails noted below:

Education enquiries – eduopssupport@aberdeecity.gov.uk

Health enquiries - gram.citycomrefline@nhs.scot

The GIRFEC approach does not remove the responsibility of all staff to follow Child Protection procedures immediately if a child or young person is at risk of harm or has been harmed.

If you believe that a child or young person is at risk of harm, or has been harmed, you must share information with the Joint Child Protection Team (JCPT) on **0800 731 5520** immediately.

If you are unable to make immediate contact with the JCPT please phone:

- If you believe a child or young person is at immediate risk of harm please call 999
- Police Scotland on 101
- Social Work Reception during office hours on 0800 731 5520 or 01224 264198
- Out of hours Social Work 0800 731 5520

This will allow circumstances to be assessed in order to determine if immediate action needs to be taken to protect the child or young person.

Concerns should be shared following the **National Child Protection Guidance 2021¹**. Consent from the child, young person or family is not required. Record your concerns and the action taken. Police and Social Workers assessing the situation will let you know the outcome and will contact the named person/lead professional to let them know what is happening.

When concerns are passed on, a record of the conversation should be noted to summarise the information shared and reasons for doing so. Chronologies and pastoral notes must be updated accordingly. You should also note if the child or young person is aware that you have shared the information. You must only share information that is relevant and proportionate.

The named person

The named person is primarily provided by health and education services and is usually someone who is known to the child, young person and family and who is well placed to develop a supportive relationship with them. At times the named person may be involved in multi-agency working to support a child or young person's wellbeing. They have a duty to promote, support and safeguard wellbeing by:

- being the first point of contact for children, young people and their parents or carers and make sure that the child or young person and their family know that you are the named person (Midwives will share information about the health named person with the pregnant women and her partner during the early weeks of pregnancy)
- ensuring that access to confidential information is proportionate
- ensure that the personal core data and the content of the child or young person's record, file or notes within your agency is accurate and kept up-to-date
- compile an accurate chronology for the child or young person within your agency and be responsible for contributing to, collating and compiling the multi-agency chronology when that is required
- receiving information from other agencies or individuals and making sure that all information is appropriately recorded and safely stored (as PDF within an electronic record wherever possible, as per Services' procedures) and proportionately shared with the named person or siblings in keeping with Data Protection and Human Rights legislation
- consider any concerns in light of the child's history and current circumstances
- identify if and when additional support is needed and then identify what extra help might be provided from within your agency
- recording when any information is shared when seeking assistance, the reasoning behind the sharing and outcome of sharing in the case file and/or chronology
- informing the child or young person and their family about how any information about them is recorded and shared and why
- know when to involve other agencies and understand thresholds of intervention
- coordinate the child or young person's child's plan, using the agreed template and identifying who is responsible for each of the actions included in the plan
- review the child or young person's plan at least every six months to ensure that progress is being made, and that the agreed actions are improving the outcomes for the child or young person
- review information held at the point of transfer, to ensure that it is accurate and up-to-date, balanced, relevant and proportionate and note family agreement or disagreement with its content prior to transfer to any incoming named person
- contribute to planning for key transition points

Details of who holds named person responsibility across Aberdeen City is detailed in the grid on the following page.

| Age of child | Professional assuming the role of named person | Timescale of Responsibility | Comment |
|--|---|--|--|
| Birth until first day at primary school | Health Visitor or Family Nurse Practitioner (mothers under the age of 25 and children until the age of 2) | From birth until the first day at primary school. | The Health Visitor will continue to be the named person for any child where there is a deferred or delayed entry to primary school. |
| Primary School | Head Teacher or nominated member of the school's Management Team. | From the first day in Primary 1 until the first day they attend secondary school despite attendance. | A child who repeats a year will continue to be supported by the primary school until they transfer to secondary school. Children who are excluded remain the responsibility of the primary school named person |
| Primary School (school holiday cover) | Member of the Central Education Team | Over school holiday periods | Enquiries received will be passed to the most appropriate central officer. |
| Secondary School | An agreed member of the school's Management or Pastoral Team. | From the first day at secondary school until leaving school despite attendance. | Children or young people accessing some of the curriculum out with the school remain the responsibility of the named person in secondary school. Young people who are excluded remain the responsibility of the secondary school named person. |
| Secondary School (school holiday cover) | Member of the Central Team | Over school holiday periods | Enquiries received will be passed to the most appropriate central officer. |
| Children from travelling families | Central Officer | If not enrolled in a school until school leaving age. | The general e-mail will be made available. |
| Children who are home educated from school - leaving age until the child's eighteenth birthday | Central Officer | Until school leaving age. From leaving school up to the young person's 18th birthday. | The general e-mail will be made available. |
| Up to 18 and serving a custodial sentence | Prison Governor | For duration of sentence or up to the age of 18. | |

Where support from two or more agencies is required to support a family, one of these agency practitioners will be appointed as the lead professional. When a lead professional is likely to be required, it is best practice for the named person to instigate a conversation around who is likely to be best placed to perform the role and to gain agreement prior to the matter being formally discussed at a multi-agency meeting. In exceptional situations it may be difficult to agree who is best placed to undertake the role of lead professional. These situations should be escalated to line managers for resolution at the earliest opportunity.

The lead professional

During childhood there may be circumstances where children, young people and families require the support of a child's plan. This is where a lead professional will be needed. The lead professional is an agreed, identified person within the network of practitioners who are working alongside the child or young person and their family. In most cases, the professional who has the greatest responsibility in coordinating and reviewing the child's plan will undertake this role.

Throughout a child or young person's journey, this person may change depending on the child or young person's needs, but there should always be a lead professional identified when there is a multi-agency child's plan. All decision-making about support and the child's plan should seek and act on the views of the child or young person and their family, in accordance with their best interests and in consideration with their full spectrum of rights.

Where a child or young person is looked after or whose name is on the Child Protection Register, the lead professional will always be a Social Worker.

The lead professional should have the appropriate skills and experience to coordinate all agencies involved in supporting a child and young person's wellbeing, taking a cohesive approach in the coordination and management of the multi-agency plan for the child or young person. They should:

- support children, young people and families to fully participate in discussions and planning about what is happening in a child or young person's world, where this is in their best interests and in consideration with their full spectrum of rights
- ensure as far as possible, that the child or young person and their family understand what is happening at all times and support them to participate in decisions being made
- act as a main point of contact for all, particularly to ensure the child or young person and their family are not required to tell their story multiple times to multiple professionals
- oversee the implementation of the child's plan and check that it is reviewed, accurate and kept up-to-date
- ensure that targeted support is helping to improve agreed outcomes for the child or young person
- promote teamwork between agencies, and work in partnership with the named person
- support the child or young person and their family during key transition points, particularly any transfer to a new lead professional
- have an awareness and understanding of the working practices of other agencies

In some circumstances, the preparation of a record of a child or young person's needs and how these will be met is required to comply with legislation. Where this applies, the lead professional should be familiar with the relevant statutory requirements. For example:

- under the Education (Additional Support for Learning) (Scotland) Act 2004 for school education authorities to prepare a coordinated support plan. This applies in respect of children and young people who have enduring additional support needs that have a significant adverse effect on their education, who require support from services outside education
- under The Looked After Children (Scotland) Regulations 2009 for local authorities to prepare a child's plan in respect of any child or young person who is, or is about to be, looked after in terms of section 17(6) of the Children (Scotland) Act 1995 ("the 1995 Act")
- under section 23(3) of the 1995 Act for a local authority to prepare, on request, an assessment of a child, or of any other person in the child's family, to determine the child's needs in so far as attributable to their or the other person's disability
- for a responsible authority to prepare a young carer's statement under section 12 of the Carers (Scotland) Act 2016

When the child's plan has been agreed, the lead professional should:

- be a point of contact with the child or young person and their family in relation to the plan to ensure it is working well and achieving the agreed outcomes, ensuring they have accessible information relating to their plan
- be a point of contact for all practitioners who are delivering support for the child or young person to feedback progress on the plan or raise any issues
- ensure that the support provided is consistent with the child's plan, aligning with the outcomes agreed
- promote teamwork between agencies, to avoid duplication and drift
- work with the child, young person and family and the practitioner network to make sure that their rights are respected, they are able to fully participate in the plan, and, when necessary, link them with specialist advocacy services
- ensure the plan is informed by an awareness that children and young people can experience multiple and overlapping inequalities and address these in a child-focussed manner
- support the child or young person and their family to make use of support from practitioners and agencies
- monitor the child's plan and whether it is achieving the agreed outcomes
- coordinate the provision of other help or specialist assessments
- review the child or young person's plan at least every six months to ensure that progress is being made, and that the agreed actions are improving the outcomes for the child or young person;
- support the child or young person and their family through key transition points and ensure a careful and planned transfer of responsibility where roles change

The child's plan should be based on an assessment of strengths, needs and risks, and should incorporate the actions from any existing single agency plan and detail when the plan will be reviewed. The lead professional will have no responsibility, accountability or authority over other partners for their work unless this is through their substantive role, for example, line management or commissioning.

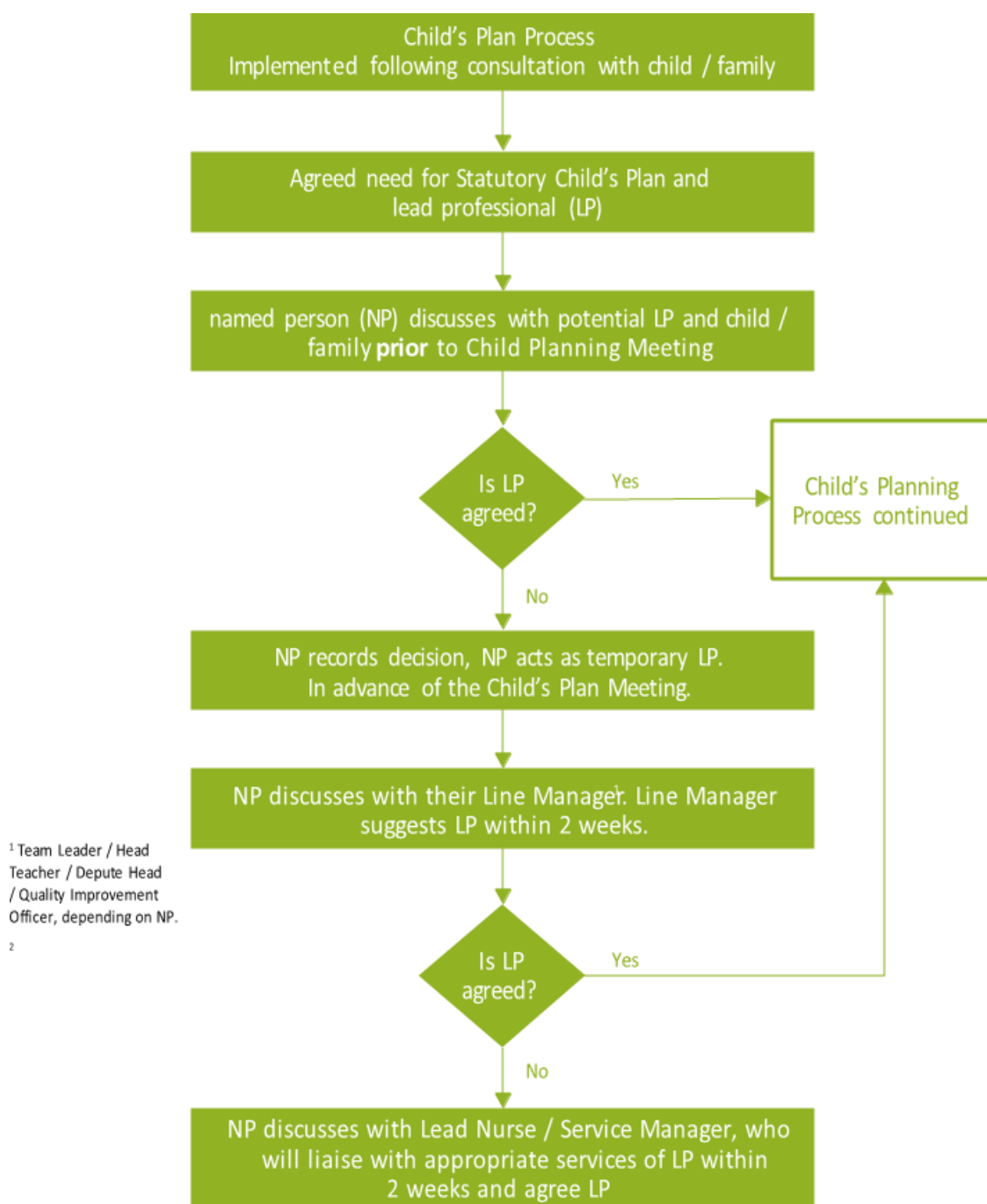
The close working relationship of the named person and lead professional is crucial in supporting wellbeing. It is imperative that those undertaking these roles understand the mutually supportive nature in order to best support the child or young person. The grid on page 20 illustrates how the role of the named person changes slightly when a lead professional is in place.



LEAD PROFESSIONAL RESOLUTION PATHWAY



A **lead professional resolution pathway** is in place to prevent any delay in appointing a lead professional when there is some uncertainty around the professional best suited to undertake the role.



Transferring responsibility

When the named person or the lead professional has to change for any reason, for example when a child or young person moves to another school, it is the responsibility of the current lead professional or named person to ensure that all relevant information about the child or young person is passed to the new named person/lead professional **without delay**.

Where a plan is already in place, the incoming named person will contact all partners contributing to the plan to advise them of the changes. This could be done as part of the transition process. The discussion and the decision about the change of lead professional will be undertaken at the review meeting for the child or young person's child's plan. Early escalation to line managers should occur, where it is anticipated that there may be lack of agreement on who carries out the role of lead professional; please refer to the lead professional Resolution Pathway.

Where a member of staff undertaking the role of lead professional or named person suddenly and/or unexpectedly has to withdraw, for example because of sudden illness, their manager is responsible for identifying an alternative member of staff to take on the role until they return to work. In the event of the named person or lead professional being a Head Teacher their Quality Improvement Officer (QIO) will be involved in the discussion and decision about the change. In the event the named person or lead professional being a Health Visitor or Family Nurse Practitioner the Team Leader will be involved in the discussion about the change.

When a child or young person no longer requires the involvement of more than one agency, they will no longer need to have a lead professional. The review meeting for the child or young person will confirm the progress that has been made and that there is no longer a need for a multi-agency child's plan or lead professional. The named person will resume the responsibility for monitoring and supporting the child or young person within the Universal Services.

Supporting transitions

Most children and young people effectively transition through already established processes. Some children and young people may need a more individualised approach. Key transitions should be planned for, such as a child beginning school or transferring from primary to secondary school. Where this is the case, timescales for effective transfer of information should be agreed with colleagues locally. There is no expectation that all information will be handed on at the same time. In some straightforward circumstances information can be shared in advance although more complex instances could involve a series of meetings over an extended transition period.

Some children or young people will require a higher level of planning for an effective transition, and it is expected that some transitions will be planned around 2 years in advance.

It is imperative that contact details for the new named person and lead professional are shared as timeously as possible and this responsibility lies with the incoming named person and lead professional.

When a young person leaves school but is under the age of 18, the management of the child's plan falls to the Central Education Team, and they should be invited to attend any review of the child's plan in advance of the young person leaving school.

In some cases, a young person at 18 who will no longer need a child's plan but may still require on-going support. When this is the case, Adult Services should be consulted and where appropriate

involved in planning from the earliest opportunity, attending the young person's final review which will close the child's plan to Children's Services.

Duty on others to support the named person and the lead professional

There is an expectation that requests for assistance by the named person or lead professional are appropriately considered by other agencies and services. Where another service or agency has been identified as a possible support, and parents/carers and children and young people agree to sharing information, the named person or lead professional will make a request for assistance.

The organisation requested should consider the request according to their own thresholds/criteria and respond timeously. If requests are not felt to meet eligibility criteria, a clear justification should be shared with the named person or lead professional with other potential sources of support shared with a record kept of this decision making within agency or service records.

The responsibilities of those line managing the named person and lead professionals

Managers have a number of responsibilities that will support effective partnership working including to:

- promote the GIRFEC principles, encouraging a holistic approach, to identifying the needs of the child or young person
- guide the named person or lead professional to identify how best to support the child or young person
- make sure that those acting as named person and lead professional deliver their responsibilities in keeping with this guidance
- prevent an escalation of need by identifying and monitoring any risk and taking decisive action
- help negotiate and resolve issues around the appointment of a named person or lead professional
- provide case supervision where appropriate

Opting out of engaging with the named person

National GIRFEC Policy requires the named person to be made available for children and young people from birth to their 18th birthday and to young people beyond if they remain on a school roll. This does not apply to young people serving in the regular forces.

While the support of a named person must be made available, it is up to individual children, young people and parents whether they wish to accept the offer of advice or support from a named person.

A decision not to access this support at any particular time does not prevent support being accessed in the future. Likewise, accepting support at any particular time does not create an obligation to continue to accept support.

Where there are no wellbeing needs or concerns, non-engagement will not be a cause for concern. Where there are wellbeing needs, the named person should try to engage with the child or young person and parents to present the positives in engaging with them.

ASSESSING AND PLANNING



It is imperative that children and young people and families are guided to consider wellbeing. Support materials can be found on the GIRFEC pages of Aberdeen Protects website.

The National Practice Model is made up of 3 key areas, the Wellbeing Indicators, The My World Triangle and the Resilience Matrix.

The Wellbeing Indicators



The Wellbeing Wheel is the first element of the National Practice Model. It is used to consider the basic requirements for all children and young people to grow and develop so that they can achieve their full potential.

The Wellbeing Indicators are: **Safe**; **Healthy**; **Achieving**; **Nurtured**; **Active**; **Respected**, **Responsible** and **Included**. They are sometimes referred to collectively as **SHANARRI** Wellbeing Indicators.

Children or young people progress differently depending upon their circumstances. However, every child has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the Wellbeing Indicators.

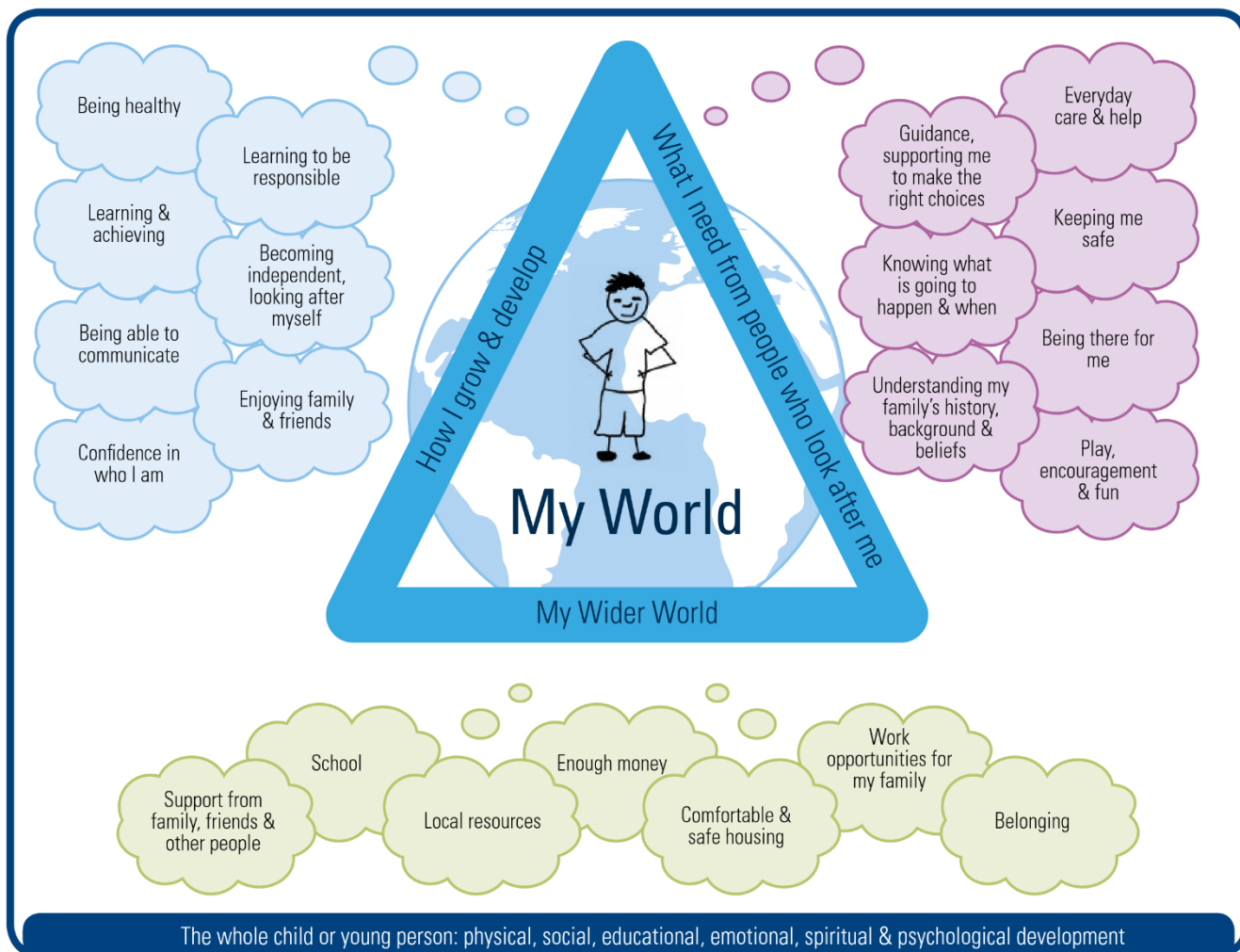
All Practitioners (including the named person and lead professionals) should think about how well the child or young person's needs are being met by using the Wellbeing Wheel to help structure their thinking about a child or young person's development and identify which of the indicators are

being adversely affected and need to be supported. This is in line with Aberdeen City's commitment to embracing a family support model of support which identifies and activates guidance, assessment and intervention at the earliest opportunity to avoid children's needs reaching a more critical level. Where proportionate, partners will be asked to consider wellbeing individually prior to coming together to complete a full assessment. In other cases, it will be possible for the named person or lead professional to guide the discussion during a Child's Planning Meeting.

Decisions will be taken depending upon the complexity of the needs and whether or not a child's plan is already in place. Contributions from all partners should be noted so that they can be further considered through use of the My World Triangle and Resilience Matrix. Partners are ultimately looking to identify areas of resilience, protection, vulnerability and adversity as these will help you to use areas of strength (resilience and protection) to address areas of vulnerability and adversity. Strategies that have previously been used should be considered with agreement sought on the extent of their success as this will be an indication of how best to proceed.

The My World Triangle

The main tool for assessing the current circumstances in a child or young person's whole world is the My World Triangle. The fundamental importance of supportive and trusted relationships can be explored using the Triangle, which is especially relevant considering our ambition of all children and young people growing up loved, safe and respected. The Triangle has been developed from a knowledge and research base in relation to children's development and its use helps to support the realisation of children's rights.



It is important to keep the child or young person's 'whole world' in mind, and to make sure that the information gathered is proportionate and relevant to the issues in hand. Embedded in this thinking is the voice of the child which should be heard and noted throughout all planning for children, even where danger dictates that the specific views of the child may not be able to be respected.

You should think about the three sides of the triangle and the three headings:

'How I grow and develop'

'What I need from people who look after me'

'My wider world'

This consideration of the triangle will help to guide how you might address some of the need already identified.

Ask the following questions bearing in mind the age and developmental stage of the child or young person that you are assessing:

- What information do I have?
- Is this enough to assess the child or young person's needs and make a plan?
- If I do not have enough information, what extra information do I need?
- Where could I gather that information from?

It is important to remember that every area need not be examined in detail and that the My World Triangle should be used proportionately. However, a brief consideration of them all ensures that important information is not missed.

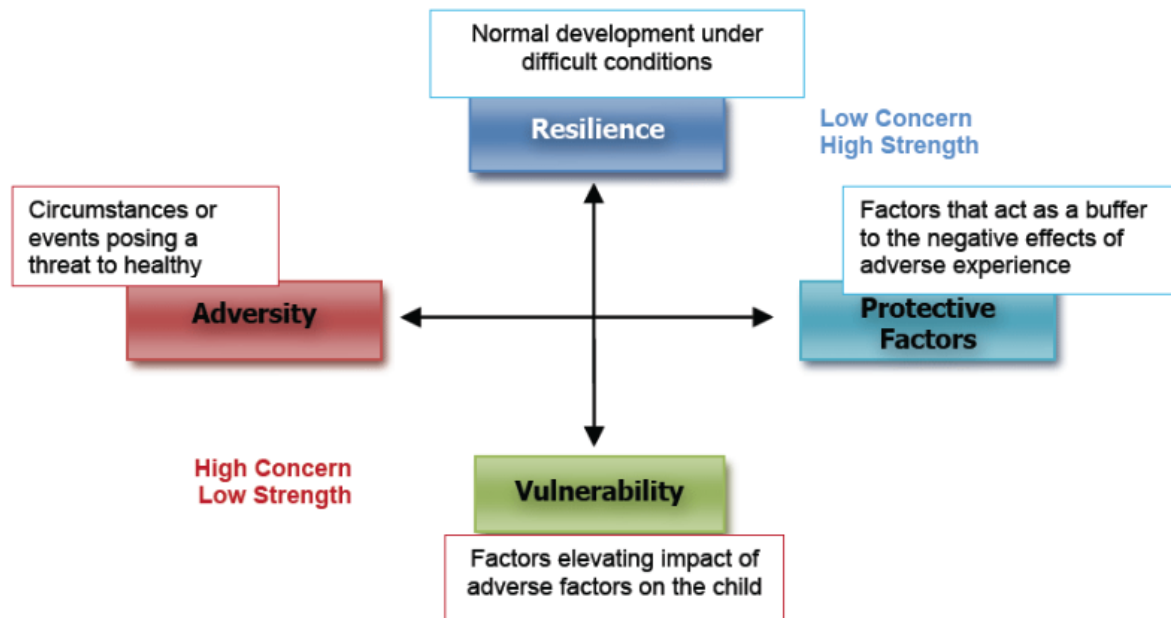
What is happening in one area can have a significant impact on another. A skilled practitioner will guide the assessment and planning process to make use of areas of strength to address wellbeing needs or to clarify understanding of the root cause of a wellbeing need. Considering areas of resilience, vulnerability, protection and adversity will help you start to prioritise the action needed to support the child or young person.

When issues are interconnected, refer to this in your analysis of the information gathered within the child's plan. There will be times when colleagues interpret information in different ways or give a differing weight to information gathered. When this happens, the alternative interpretations should be noted. Each agency should evidence their findings and opinion and everyone should seek to come to a consensus about the meaning of the information in terms of its impact on the child or young person. Any disagreements with assessment findings should be recorded in the appropriate section of the child's plan.



The Resilience Matrix

In more complex cases, the Resilience Matrix provides a framework to help analyse the strengths and vulnerabilities in the child or young person's world, based on the information that has been gathered through consideration of the Wellbeing Indicators and The My World Triangle. The Matrix brings together the two dimensions of vulnerability and adversity and that of resilience and protective factors/environment.



The concept of resilience is fundamental to a child or young person's wellbeing. A resilience-based approach builds on the strengths in the child or young person's whole world, drawing on what the family, community and services can offer as support.

The Resilience Matrix allows practitioners to take the strengths and challenges identified in the information gathered already, along with any specialist assessments, and to organise this information using the four headings of **resilience, vulnerability, protective environment and adversity**.

By doing the above and carefully analysing and interpreting the assessment information, Practitioners will be able to:

- identify need or difficulties
- explain why these have happened
- understand the impact of strengths and pressures on an individual child or young person
- help children and young people and families and the practitioners working with them agree what needs to change
- describe desired outcomes against which changes can be measured
- construct the desired outcomes for the child's plan

Focusing on the positives and the strengths in a child or young person's life is likely to help to improve outcomes by building a protective network around them. However, it is always important to be alert to whether there is any adversity or vulnerability that could put the child or young person's wellbeing at risk and to make sure that this is taken into account when planning support.

Specialist assessments

Sometimes in order to complete a comprehensive assessment of a child or young person it is desirable or necessary to undertake a specialist assessment to inform and or underpin the analysis of the gathered information for the child's plan.

The analysis of the information presented in the specialist assessment should clearly state the impact of the analysis on the child's growth and development. This may include for example, detailing the impact of early childhood trauma and adversity when considering assessment where a young person is in conflict with the law.

Although the National Practice Model comprises three stages, use of the Wellbeing Indicators, The My World Triangle and the Resilience Matrix, is a fluid process and should be used proportionately. A single agency child's plan looking to support a child or young person's specific learning difficulty is unlikely to require consideration of the Risk Matrix when intervening at an early stage. More complex cases involving a number of agencies and partners will most likely require thorough consideration of all aspects of the National Practice Model to help shape the assessment and subsequent plan. Parents and carers and children and young people should be involved in decisions about the need for any specialist assessments.

Analysing Assessment Information

Careful analysis and interpretation of assessment information will enable practitioners and families to:

- think about what is important and identify needs or difficulties
- explain why these have come about
- understand the impact of strengths and pressures on the child or young person
- reach agreement about what needs to be improved
- agree the priority issues, aims and goals in terms of improving the child or young person's wellbeing
- agree desired outcomes
- construct and record the child's plan.

When analysing information, it is important to:

- differentiate between facts, assumptions and opinions
- be clear about the source of information and the reliability of that source. This will help to decide how significant the information is
- explain the thinking to the child, young person, their family and all the other people involved

If the child's plan is being used to request support from another agency the chronology should always be attached.

DEVELOPING A PLAN OF SUPPORT



Making sure that the views of the child or young person are included in any assessment or planning meeting is one of the most important responsibilities of a named person or lead professional and careful consideration of how best to do this should happen in advance. This will enable the child or young person to be able to influence approaches to the 'targeted interventions' being recorded.

The partnership format will be used to record all plans including those of a single agency or service as well as complex support packages. When the plan has been initiated by a single agency and then becomes a multi-agency document, later versions of the plan should build on what has been agreed previously rather than beginning the process all over again.

The Planning Process

GIRFEC promotes an integrated and co-ordinated approach to multi-agency planning. It looks to practitioners to work in accordance with legislation and guidance but also expects agencies to think beyond their immediate remit, drawing on the skills and knowledge of others as necessary and thinking in a broad, holistic way. For example, a care plan for a child or young person looked after by the local authority, a health care plan, or an individualised education plan should be incorporated within the child's plan where the child or young person's circumstances require this.

The child's plan format will be used to record the assessment of a child or young person and to help structure the planning of any additional support that is to be provided. The format will be used to collaboratively plan all interventions to ensure that all partners continue to work towards the agreed desired outcomes. This single approach ensures that supports are coordinated and effectively monitored to help improve the outcomes for the child or young person.

Every plan, whether it is single- or multi-agency, should include and record:

- the views of the child or young person and their family
- reasons for the plan
- partners to the plan
- a summary of the child or young person's needs
- what is to be done to improve a child or young person's wellbeing
- details of action to be taken
- resources to be provided
- timescales for action and for change
- contingency plans
- arrangements for reviewing the plan
- lead professional arrangements where they are appropriate
- details of any compulsory measures if required.

The child's plan template is divided into a number of sections including the core data, views of the child/young person, assessment of need, views of family and the team around the child and agreed action plan(s).

INFORMATION MANAGEMENT



The information that is collected through the planning process will grow as the child's plan develops. Not all the fields contained in the template will be relevant for all agencies.

The child's plan may begin as a Single Agency Plan and become a Multi-agency Plan at a later date. When this is the case, the named person should securely send an editable child's plan to the lead professional.

SMART Action Plans

Use of the National Practice Model will support partners to the plan to identify areas to be addressed through provision of a child's plan.

Time should be spent considering these areas so that long term desired outcomes can be agreed. These long-term desired outcomes may impact on more than one Wellbeing Indicator.

Once the desired outcomes have been agreed, consideration should be given as to what has to happen to support this change. In some cases, a series of interventions and resulting changes will be required to help achieve the desired outcome. Such changes are the short-term indicators of success and help measure the impact of interventions, keeping a clear focus on the individual wellbeing needs of the child or young person.

Setting a limited number of targets avoids over burdening the child or young person, maintains focus, gives clear direction, and allows for purposeful allocation of resources. In some cases, areas to be developed may have to be prioritised for maximum impact.

As children and young people and families are key partners to the plan, make sure that you record how they can contribute towards the desired outcome.

Action plans for a child and/or young person need to be:

- SMART (Specific, Measurable, Achievable, Relevant and Time Bound)
- set at a level that will provide the child or young person with challenge but not be beyond their reach
- written in plain English

The plan should be reviewed at least every six months to ensure that progress is being made and that the agreed actions are improving the outcomes for the child or young person. Where statutory measures are in place, timelines must be followed accordingly. Any other plans, such as Coordinated Support Plans, should be reviewed in tandem with the child's plan to avoid duplication.

What is the purpose of a chronology?

The purpose of a chronology is to document significant achievements, events (positive and negative), developments, and changes in a child or young person's life, so that the pattern and impact of events on them are observed and responded to over time. Analysis of the chronology can help to identify trends or emerging risks so that they can be responded to at the earliest opportunity. Whilst a chronology is a key part of an assessment, it is not in itself an assessment, nor a record of all contact with a child or young person. All the practitioners in a child or young person's life will routinely record information in their single agency chronology.

A chronology should contain sufficient detail but should not be a substitute for recording in the child or young person's file, record or clinical notes.

Who should have a single agency chronology?

Health services create a chronology from birth, or pre-birth when concerns are expressed. Within Education a chronology is created when there is a concern that is impacting negatively upon wellbeing. Up until that point, colleagues in education will use pastoral notes to record progress.

The National Practice Model sets out an expectation that, as a basic requirement, each agency involved with a child/young person and their family will collate key information into a single-agency chronology when required.

What is an integrated chronology?

When other agencies are supporting a child or young person, relevant information is extracted from single agency chronologies to form an integrated chronology which is kept by the lead professional. It is the role of the lead professional, in consultation with the named person, to collate the information from services involved with the child and combine them into an integrated chronology. The integrated chronology only contains information that is relevant and proportionate to current wellbeing concerns to support an intervention.

When an integrated chronology is in place all agencies will continue to keep an up-to-date single agency chronology. Details of 'significant events' that are relevant and proportionate should be passed onto the lead professional so that the integrated chronology is kept up to date. This integrated approach allows the lead professional to assess holistically and gain a better understanding of events that have had a positive and negative influence on a child or young person's life and identify any emerging patterns that can help inform planning.



When sharing with other professionals, only share information that you consider relevant, necessary appropriate and proportionate to the wellbeing concern that has been identified.

What should be contained within a chronology?

It is important that a chronology contains information about events and issues that have had a positive effect on a child or young person as well as those events or issues that have had a negative influence. Positive entries help us to understand a child or young person's resilience better.

Professionals must remember that any written records can be viewed by families and children and young people. Care should be taken to ensure that the reading of a chronology will not cause distress.

A chronology should always be:

| | |
|-----------------------|--|
| Concise | Written in plain English |
| Factual and objective | Be meaningful and sharable |
| Dated | Provide clear evidence of decisions made and actions taken |
| Accurate | Include significant events and the impact of those events |
| Up to date | Flexible so that detail collected may be increased if risk/concern increased |

A chronology should never include details of a third party, for example, names of other children or adults

What is a significant event?

Identifying what is or is not a significant event in a child or young person's life can be difficult as it depends on individual circumstances. A chronology should set out a series of significant events. The amount of detail in the chronology should depend largely on how a significant event is defined in relation to the individual child/young person and their needs. What is significant for one child or young person may not be for another. When recording specification and relevance are key. Specific incidents or concerns in isolation can be relevant. However, to gain a comprehensible



view of the child/young person's current circumstances, patterns of incidents, injuries or concerns recorded with accurate dates and times are essential.

If assistance is being sought from other partners, the reason for the request for assistance should be recorded. Subsequent contact will be contained within service records with only significant events/changes being recorded in the chronology.

Reviewing and analysis the chronology

Reviewing and analysing a chronology is an essential part of the information gathering for an assessment of need and risk. Simply gathering information and not analysing it makes the chronology meaningless and it will not assist in creating better outcomes for children and young people. It is best practice to review the chronology before handing it over to an incoming named person. Information that is agreed to be relevant and proportionate should be created into a chronology by the outgoing named person for transition purposes. This should be shared with families, with any factual inaccuracies updated and views noted prior to transfer, and should be shared as a PDF document uploaded to the child or young person's wellbeing file.

Sharing the chronology with children or young people and their families

Chronologies should be made available to the person that they are about unless there are justifiable legal reasons for withholding this information. The child or young person should be helped and encouraged to read and contribute to their chronology both to make sure that it is accurate as well as offering an opportunity to discuss and assess the impact and importance of the events recorded within it. Regular reviewing and analysis of a chronology is essential to make sure that it is relevant and helpful. Sharing chronologies can also help in working together and building upon a sense of achievement and progress. Reviewing a chronology alongside children/young people and their families where appropriate, can facilitate identification of success.

As part of transition processes, the named person/lead professional may share the chronology with the child or young person and their family if capacity allows and there will be no risk to the child. Any agreements or disagreement should be noted as a further entry in the chronology before officially handing either a paper copy or PDF of the chronology to the incoming named person with a copy available to the child or young person and their family if requested.

If children and young people and families strongly challenge the information within the chronology, they should be guided to follow the published complaints process. Information on how to complain will appear in literature made available across the Universal Services.

The incoming named person coordinates the safe storage of the information that has been passed to them. This is usually stored within a Management Information System (MIS) attached to a child or young person's file as a PDF document.

Sharing information when the child or young person transfers

The named person officially transfers at key planned transition points as listed below:

- Pre-school children transfer from the health visitor to the primary head teachers on the first day of P1
- Children transition from the primary school head teacher to the secondary guidance teacher on the first day of S1
- Children leaving school before they turn 18 officially transition on the last day at school

It is expected that transition arrangements will be carefully planned by the outgoing and incoming named persons.

Although sharing information will be carefully planned, there are times when a decision will be taken to defer entry to school or make application for another school through the placement request procedure. It is anticipated that both outgoing and incoming named persons will make arrangements for the safe transfer of information as soon as reasonably possible.

Non-standard transitions such as where there is a change of GP surgery or school due to moving home etc. take place as soon as reasonably practicable.

When a child from birth until the first day at primary school moves from one GP practice to another the incoming Health named person will advise the outgoing Health named person. A transition conversation will take place and arrangements made for records including a chronology and any plans to pass from the outgoing to the incoming named person.

When a child is transferring to an Independent School, the outgoing named person should contact the incoming named person to make arrangement for transfer. A copy of the Pupil Progress Record (PPR) should be passed along with an editable child's plan if in place. Where appropriate a chronology should be created and shared with a PDF version attached to the child or young person's wellbeing file. Original paper documents should be retained by the school in keeping with normal practice.

When a child or young person is transferring to a local authority school outwith Aberdeen City, the outgoing named person should contact the incoming named person to make arrangements for transfer. A copy of the PPR should be passed along with an editable child's plan if in place. Where appropriate a chronology should be created with a PDF version attached to the child or young person's wellbeing file. Original documents should be retained by the school.

When a child or young person is moving to another country, the outgoing named person should contact the receiving school to pass on records and arrange for the secure transfer of any child protection files. A copy of the PPR should be passed along with a PDF chronology. Original documents should be retained by the school in keeping with normal practice. Original documents should be kept for a period of 5 years in line with the Pupils' Education Records (Scotland) Regulations 2003 Safe and Well: Good practice in schools and education authorities for keeping children safe and well.

When a child or young person becomes home educated, the outgoing named person should contact the Authority Officer with responsibility for children and young people who are home educated. The outgoing named person should retain the PPR.

Children who are from travelling families and attend the same school in between travelling shall be retained by the named person in that school. Where this is not the case, the outgoing named person should contact the Central Education Team and arrange for the transfer of records.

When a child or young person resides in Scotland but attends a school out with Scotland, the named person role will be undertaken by the Central Education Team. The outgoing named person should arrange transfer of information in keeping with current practice and inform the Central Education Team so that arrangements can be put in place.

[Education Service Information Management Procedure](#) is in place to assist education staff as they manage and protect pupil data.

Information sharing – when do you share and how?

All information sharing should be in keeping with current data protection and human rights legislation. Detailed guidance is available in our partnership [Practitioners Guide to Information Sharing, Confidentiality and Consent to Support Children and Young People's Wellbeing](#). Every inquiry into a child's death in the UK over the last 20 years, has demonstrated clearly that effective sharing of information within and between agencies is fundamental to improving the protection of children and young people. These findings illustrate the necessity of our keeping and sharing information effectively.

A distinction should be made between the type and extent of information sharing to 'support' a child or young person, and that needed to 'protect' a child,

There are several specific principles in relation to information sharing to ensure that a child or young person's wellbeing is protected:

- The safety, welfare and wellbeing of a child are of paramount importance when making decisions to lawfully share information with or about them
- All children and young people, despite any communication needs, have the right to express their views and have them taken into account
- When sharing information about wellbeing concerns and any subsequent actions needed practitioners must be open, honest and transparent with children, young people and families. This means practitioners must explain and record the reason why they intend to share information; who they will share it with; exactly what information they intend to share; and seek their agreement and views on this. If Child Protection issue, do not seek agreement and follow Child Protection guidance
- At all times, information shared must be the minimum required but should be sufficient, relevant, necessary and proportionate to the circumstances of the child or young person, and limited to those who need to know
- There needs to be a clear objective in sharing personal information with an understanding of the benefits that you expect to achieve, and this should be documented. This means that practitioners must document the impact and anticipated positive outcome for the child or young person
- All information sharing should be in keeping with human rights legislation, the principles of the General Data Protection Regulation and the General Data Protection Regulations 2018

There are times when we need to share information in order to make sure that a child or young person gets the appropriate support. Sharing information openly, securely and appropriately is key to **GIRFEC**.

As the information holder, key consideration should be given to the following:

- If the child or young person is at risk of significant harm, consent should not be sought, and Child Protection processes should be followed immediately. If sharing information to 'support' a child or young person who is not at risk of significant harm, the information holder should discuss their concern with the child/young person and parents and carers and seek their explicit consent to share (if consent is verbal, ensure this is recorded). If consent is denied practitioners must record this, set an appropriate time frame to review and reassess the level of concern and risk, ensuring that the child, young person and family are aware
- Be clear that the information in their judgement represents a concern about a child's wellbeing and likely to be relevant to the named person function to promote, support and safeguard a child or young person's wellbeing
- So far as reasonably practicable, ascertain and have regard to the views of the child or young person. Practitioners must be clear that the information they intend to share, in their professional judgment, represents a concern about a child or young person's wellbeing and is likely to be relevant to the named person function. This doesn't mean that they must comply with the child's views but that they must take their views into account when making a decision on whether to share or not. Practitioners may, depending upon the circumstances, legitimately decide not to share on the basis of the child's views
- Consider whether sharing the information would be likely to have a greater adverse impact on the child or young person's wellbeing than not sharing. If, in their opinion, sharing would be likely to have a greater adverse impact, they may decide not to share
- Consider whether sharing the information would be likely to prejudice the conduct of a criminal investigation or the prosecution of any offence. The rationale for this decision must be documented. Police Scotland should be consulted in such circumstances. If there would likely be such prejudice, the information should not be shared

When a child or young person initially needs help, the named person will be the point of contact.

If the named person considers that the involvement of another agency is appropriate, they must explain to the child or young person (and where appropriate or necessary) their parent or carer why they believe sharing information is necessary as well as how and why it will be helpful.

When seeking consent to share information it is very important that children, young people and families or carers understand the following and this is recorded in the case file and/or chronology

- what information is to be shared
- why it needs to be shared
- who it is to be shared with
- why sharing it with other people could make things better for the child or young person and what the possible consequences of not sharing might be

When this discussion has taken place, it is very important that all aspects of this discussion are recorded including the views of the child or young person and their family or carers about the decision to share.

Where a child or young person has a child's plan, practitioners must discuss and explain the privacy notice and clarify their views on what sections of the plan may or may not be shared. If a child's plan is not already in place and non-statutory plans are, practitioners must revisit and clarify the existing privacy notices and may share these if this will improve the wellbeing needs of the child or young person. In these circumstances, when making a referral, the core details, initial wellbeing assessment and analysis, outlining the concern within the single child's plan is sufficient.

Appropriate partners should be invited to attend a Child's Planning Meeting along with the child or young person and parents and carers. Ideally and where possible, partners should have contact with the child or young person or family prior to this formal meeting.

If a child, young person or parents feel that information should not be shared, and you consider there is no risk of harm, you should respect this decision. A record of this decision should be kept. A date should be set for reviewing progress and further consideration of the level of risk to a child or young person.

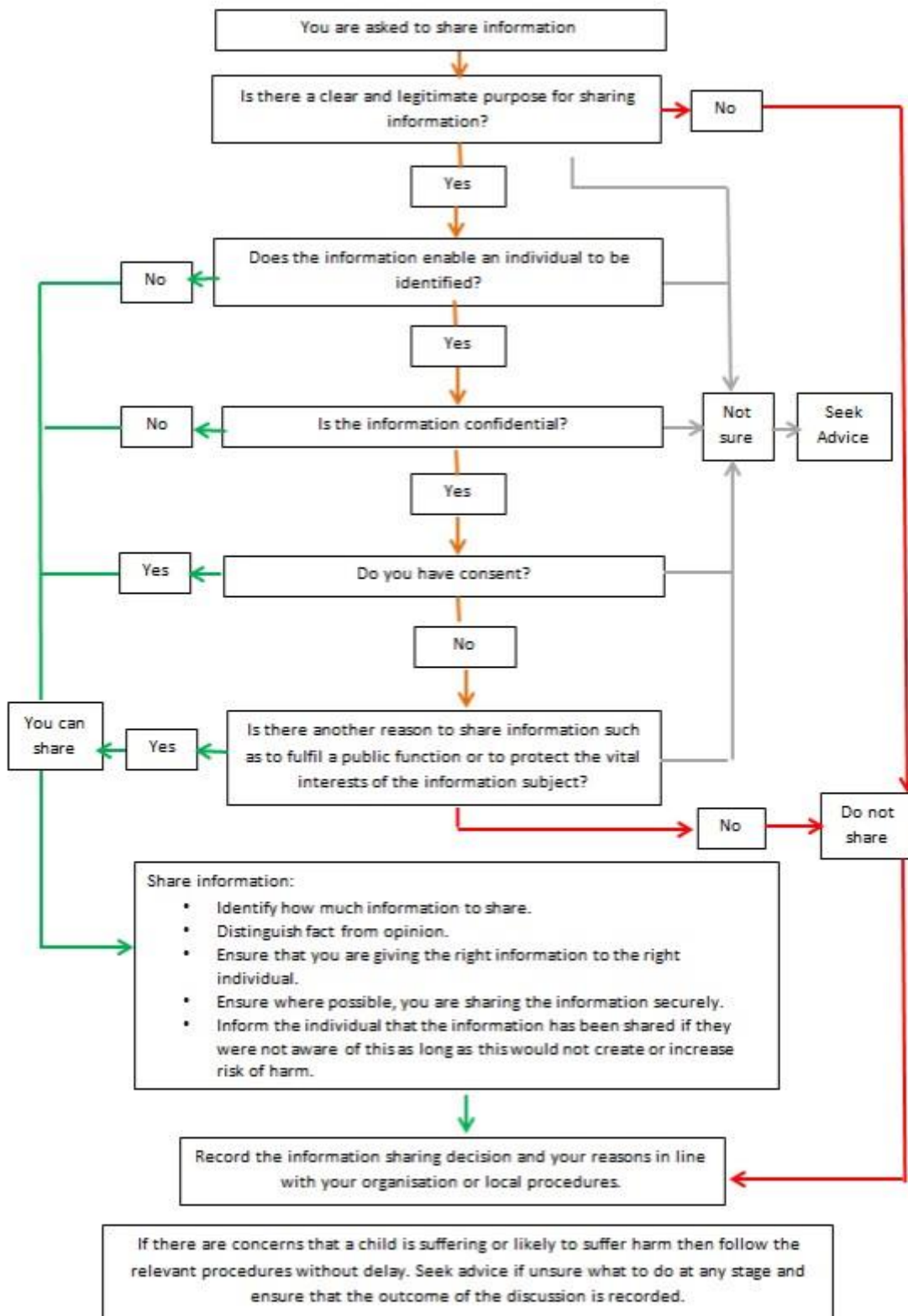
This requires careful consideration. In most cases, sensitive discussion with the parent/carers, child or young person will result in agreement to share information they feel to be relevant and proportionate. We no longer seek written consent to share information. Children and young people and families however should be informed about the information that is to be recorded and shared by the named person in order to access appropriate supports. **Any disagreement should be noted.**

Consent should only be sought where there is a genuine choice.

Practitioners must also make clear to children/young people or their parents and carers that they have the right to withdraw consent at any time. Ensure that they know how they to go about withdrawing their consent should they wish too.

A helpful visual has been developed to support your decision making when sharing information with further information being available in our Local Practitioners Guide to Information Sharing, Confidentiality and Consent.





Useful links

[National Guidance for Child Protection in Scotland 2021](#)

[Children's Services Planning: Guidance](#)

[Children and Young People \(Scotland\) Act 2014](#)

[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[Aberdeen Protects](#)

[Children \(Scotland\) Act 1995](#)

[Understanding Thresholds – Toolkit for Staff 2018](#)

[Family Information Service](#)

[Working with Non-Engaging Families](#)

[ACC Young Carers Toolkit](#)

[Each & Every Child Toolkit](#)

This page is intentionally left blank

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Early Learning and Childcare longitudinal study |
| REPORT NUMBER | CFS/23/076 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Eleanor Sheppard Martin Murchie |
| TERMS OF REFERENCE | 1.1.1 |

1. PURPOSE OF REPORT

This report presents a proposed scope for a longitudinal evaluation of the expansion of Early Learning and Childcare.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the preparatory work in the development of a scope; and
- 2.2 instruct the Interim Director Children and Family Services to work with the Interim Director for The Aberdeen Health Determinants Collaborative to formally commission the evaluation.

3. CURRENT SITUATION

- 3.1. On the 24th January, the Education and Children's Services Committee noted that Scottish Government had identified three overarching aims for the expansion of Early Learning and Childcare. These were to:
 - improve children's outcomes and help close the poverty-related attainment gap;
 - increase family resilience through improved health and wellbeing of children and parents; and
 - support parents into work, study or training
- 3.2 The Committee instructed the Interim Director of Children's & Family Services to report back to the next committee with a scope to evaluate the performance of the ELC service against these three long term aims. Elected Members requested that consideration be given to how to include feedback from staff, parents and children in assessing the extent to which the three aims are being met and that clear timescales be included in the scope.

3.3 Preparatory work to support the development of a scope

National policy documents designed to help shape ELC expansion programme planning focussed on the development of high-quality services in order to support parents to return to work or study. As a result, Scottish Government asked Local Authorities to consider the following organisers in their programme planning:

- Quality;
- Flexibility;
- Accessibility; and
- Affordability.

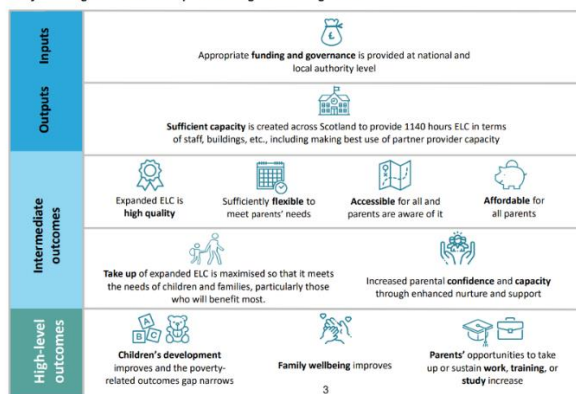
3.4 These organisers shaped the design and delivery of the expansion programme and were used to inform the early evaluation (after 6 months of operating expanded ELC provision) presented to Committee in [January 2022](#). It is recognised that this evaluation represented the situation at a single point in time.

3.5 In October 2022, the Scottish Government published the [Early Learning and Childcare Expansion Programme: Evaluation Strategy](#). The national strategy is outcome based and seeks to understand and evaluate the impact of expanded ELC services on children, parents and carers and families. The evaluation work outlined in the national strategy consists of three main inter-related parts:

- evaluating the accessibility, flexibility, affordability, quality and take up of funded ELC;
- evaluating the contribution of the expansion programme to outcomes for children, parents and carers and families, and
- assessing the longer-term economic costs and benefits of the expansion programme.

3.6 In general, the strategy seeks to understand how the ELC policy 'is being, or has been, implemented and what effects it has, for whom and why' through the logic model shown below.

Early Learning and Childcare Expansion Programme Evaluation Strategy – Visual Summary
Early Learning and Childcare Expansion Programme – Logic Model



3.7 With the exception of information on funding, all of the data proposed in the national strategy to measure inputs, outputs and intermediate outcomes were

used to report progress to Committee in January 2022. An evaluation of the 'high level outcomes' was not included in the evaluation of January 2022, partially due to the infancy of the expansion programme. As a result of this alignment between our local evaluation report and the national strategy, and following discussion with the Improvement Service who helped shape the national evaluation strategy, it is thought most helpful to routinely update the evaluation data from the January 2022 evaluative report and give further consideration as to how best to measure the high level outcomes.

3.8 The events of the last few years present considerable challenges to any evaluation looking at the impact of a single policy on high level outcomes. The downturn in the local economy, the COVID-19 pandemic and the current cost of living crisis have all impacted on children's development, family wellbeing and opportunities to take or sustain work, training or study. Any study comparing high level outcomes from three years ago to now is likely to be heavily influenced by world events which could undermine the findings of the evaluation. Following discussion with the Improvement Service, it was agreed that an on-going evaluation of the impact of the expansion from this point onwards would be most helpful to determine the extent to which the offer of 1140 hours impacts on long term outcomes as taking this approach will reduce the likelihood of world events heavily influencing the findings of the research.

3.9 Officers are pursuing a collaborative approach for this evaluation, and have liaised with the Improvement Service and the local Director of the Aberdeen Health Determinants Research Collaboration (AHDRC). *The AHDRC is an initiative, funded initially for 5 years by the National Institute for Healthcare Research, with the aim of supporting Aberdeen City Council to develop a research-led approach to help improve the health and well-being of Aberdeen's communities, particularly reducing current and preventing future health inequalities. The AHDRC is led by the Council, working in partnership with the University of Aberdeen, Robert Gordon University, NHS-Grampian, Public Health Scotland, The James Hutton Institute, our community partners and members of the public.* Both the Improvement Service and the AHDRC are keen to collaborate in the development of a longer-term study and this support and expertise is welcomed by Officers. Opportunities are being explored for possible funding of bespoke, collaborative academic research. This local evaluation work will give us greater insight into the impact of our local system on longer term outcomes but will complement the work being undertaken nationally in keeping with the national strategy which will be first reported in 2025.

3.10 Proposed scope

It is proposed to update the data used to report progress to Committee in January 2022 and to work with finance colleagues to include information on finance. Taking this approach will provide comprehensive coverage of the inputs, outputs and intermediate outcomes included in the national logic model contained in the National Strategy and help provide longer term trend on inputs, outputs and intermediate outcomes data.

- 3.11 It is proposed that Officers work with the Improvement Service and AHDC to agree a small suite of questions to elicit data round the high-level outcomes from families accessing the service. It is proposed that a small group of parents are ‘recruited’ to a research study as part of our ELC admission process and followed from initial entry to funded Early Learning and Childcare through to the end of Primary 1. This local approach would enable Officers to look for participation across both the protected characteristics and the groups most likely to be impacted by poverty. Families involved in the study would be invited to engage with the ‘researcher’ every 6 months so that longitudinal data could be gathered, tracked and reported to Committee.
- 3.12 The high-level outcomes outlined in the logic model look for the impact of the expansion on children and families. Although engagement with staff supporting families who agree to participate in our research study may be helpful, widespread staff surveys are unlikely to inform the longitudinal study of the impact of the expansion on children and families.
- 3.13 As a result, it is proposed that widespread surveys of all parents, carers and staff continue to be undertaken to support the development of the statutory Early Learning and Childcare Delivery Plan. It is thought that aligning the reporting of the ELC Delivery Plan and ELC longitudinal study to Committee would be helpful as learning from the study can directly influence the delivery models proposed within the Statutory ELC Delivery Plan and vice versa.

3.14 Proposed timescales

| Action | Proposed timescale |
|--|-----------------------|
| Liaise with the Improvement Service and HDRC to agree research questions | April 2023 |
| Ethical considerations | June/July 2023 |
| Update core data sets reported in January 2022 to start to establish baseline trend data | May/June 2023 |
| Recruit parents and carers to the research study (and contact on a 6 monthly basis thereafter) | August/September 2023 |
| Survey parents, carers and staff as part of the development of the Statutory ELC Delivery Plan 24-26 | October/November 2023 |
| Present an updated ELC Delivery Plan to the Education and Children’s Services Committee in line with statutory guidance (and every two years thereafter) | June 2024 |
| Present the first report on the impact of ELC on longer term outcomes to the Education and Children’s Services Committee (and then yearly thereafter) | June 2024 |

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising from the recommendations in this report. Resource will be secured through the HDRC to support the research.

Any potential bids for further research grants will be subject to their own assessment for any financial implications, if any.

5. LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising from the recommendations in this report. Ethical considerations will be undertaken prior to the start of the research.

6. ENVIRONMENTAL IMPLICATIONS

- 6.1 No negative environmental impacts have been identified.

7. RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|-----------------------|---|---|---|---|
| Strategic Risk | Risk of not changing our local system to achieve long term outcomes | The yearly evaluation will help ensure that local research informs local delivery. | L | Yes |
| Compliance | Risk of not complying with national policy | Taking this approach to research will enable more effective oversight of the extent to which our local model is improving long term outcomes. | L | Yes |
| Operational | Risk we do not identify and address emerging risks | Aligning the reporting of research with the development of the ELC Delivery Plan will mitigate this risk. | L | Yes |
| Financial | Risk that we don't have sufficient resource | Including financial data in this evaluation will help inform decision making in the short and longer term. | L | Yes |
| Reputational | Risk that our local model does not improve outcomes | Mitigated by undertaking the detailed evaluation being advocated in this research. | L | Yes |

| | | | | |
|------------------------------|---------------------|--|--|--|
| Environment / Climate | No risks identified | | | |
|------------------------------|---------------------|--|--|--|

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|---|---|
| | Impact of Report |
| <p style="text-align: center;">Aberdeen City Council Policy Statement</p> <p>Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems</p> <p>Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households.</p> | <p>The recommendations in the report will ensure that ELC delivery is well placed to improve the long term outcomes of children.</p> |
| <u>Aberdeen City Local Outcome Improvement Plan</u> | |
| <p>LOIP stretch outcome 4: <i>95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</i></p> | <p>The delivery of high quality services will help improve the number of children reaching developmental milestones</p> |
| <p style="text-align: center;">Regional and City Strategies</p> <p>Prevention Strategy</p> <p>Children's Services Plan</p> <p>National Improvement Framework Plan</p> | <p>The delivery of ELC is aligned to the prevention strategy. The Children's Services Plan prioritises improving the quality of ELC provision and includes this research project, this is aligned with the National Improvement Framework Plan.</p> |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|-------------------------------------|----------------|
| Integrated Impact Assessment | No |

| | |
|--|-------------------|
| Data Protection Impact Assessment | Not at this stage |
| Other | None |

10. BACKGROUND PAPERS

10.1 None

11. APPENDICES

None.

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|---|
| Name | Eleanor Sheppard |
| Title | Interim Director Children's and Family Services |
| Email Address | esheppard@aberdeencity.gov.uk |
| Tel | 01224 522707 |

This page is intentionally left blank

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Consultation Reports: Greenbrae School / Glashieburn School Catchment Areas and Walker Road School Relocation |
| REPORT NUMBER | RES/23/086 |
| DIRECTOR | Steve Whyte / Eleanor Sheppard |
| CHIEF OFFICER | Stephen Booth |
| REPORT AUTHOR | Andrew Jones |
| TERMS OF REFERENCE | 1.1.1, 1.1.2 |

1. PURPOSE OF REPORT

- 1.1 To report to the Committee on the outcomes of recent statutory public consultations on proposals to make changes to the catchment areas for Greenbrae School and Glashieburn School, and on proposals to relocate Walker Road School to a new school building, and to make associated changes to the catchment areas for Walker Road School and Tullos School.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 Agrees to implement the revised alterations to the catchment areas for Greenbrae School and Glashieburn School, as defined within Map B in the consultation report at Appendix 1 of this report, with effect from 1 August 2023;
- 2.2 Agrees to relocate Walker Road School to the new school building at Tullos Circle in Torry, Aberdeen, with effect from 1 August 2023 or as soon as possible thereafter; and
- 2.3 Agrees to implement alterations to the catchment areas for Walker Road School and Tullos School, as defined within Map B in the consultation report at Appendix 2 of this report, with effect from 1 August 2023.

3. CURRENT SITUATION

- 3.1 At its meeting of 8 September 2022, after considering recommendations presented as part of the finalised School Estate Plan, the former Education Operational Delivery Committee instructed the Chief Officer – Corporate Landlord to carry out a statutory public consultation on proposals to re-align

primary school zone boundaries within the Oldmachar ASG, to relieve future pressure on pupil numbers at Greenbrae School, and to report back to the Education and Children's Services Committee with the outcomes of the consultation and recommendations as appropriate.

- 3.2 At the same meeting and also following a recommendation within the School Estate Plan, the committee instructed the Chief Officer – Corporate Landlord to carry out a statutory consultation on proposals to relocate Walker Road School to the new primary school building in Torry, following its completion, and to report back to the Education and Children's Services Committee with the outcomes of the consultation and recommendations as appropriate.
- 3.3 To fulfil these instructions, two separate public consultations were carried out, from 7 November to 22 December 2022 (for the Greenbrae School and Glashieburn School catchment area proposals), and from 5 December 2022 to 31 January 2023 for the Walker Road School relocation proposals.
- 3.4 Full summaries of the responses received during the consultations, along with officers' responses to the issues raised, are contained within the Consultation Reports at Appendix 1 and Appendix 2. These reports also contain copies of Education Scotland's responses to the proposals.

Greenbrae School and Glashieburn School Catchment Area Proposals

- 3.5 With relation to Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, and having considered all of the information received during the consultation process, officers have reviewed the original proposal for Greenbrae School and Glashieburn School carefully, and have concluded that, for the reasons outlined in the consultation report at Appendix 1, it would be appropriate to amend the proposal, so that the area known as Denmore Park would remain within the Greenbrae School catchment area, rather than being moved to the Glashieburn School catchment area, as had been originally proposed.
- 3.6 It is therefore recommended that the revised alterations to catchment areas, as detailed in Map B within the consultation report at Appendix 1, are implemented with effect from 1 August 2023.

Walker Road School Relocation Proposals

- 3.7 With relation to Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, and having considered all of the information received during the consultation process, officers have reviewed the original proposals for Walker Road School and Tullos School carefully, and have concluded that the proposed relocation of Walker Road School, and associated changes to catchment areas for Walker Road School and Tullos School, are appropriate, and that there is no reason to change the proposals.
- 3.8 It is therefore recommended that Walker Road School is relocated to the new school building at Tullos Circle, with effect from 1 August 2023, or as soon as possible thereafter, and that the proposed changes to the school catchment areas for Walker Road School and Tullos School, as defined within Map B of

the consultation report at Appendix 2, are implemented with effect from 1 August 2023.

- 3.9 If the above recommendation is accepted, officers will work closely with school colleagues and the wider school community, to carefully plan a smooth transition to the new school building. The exact timing of the move will be dependent on that planning process, and on the completion and handover of the new school building, which officers are currently anticipating will be in Autumn 2023.
- 3.10 When the exact date for the completion of the new building has been finalised and confirmed, it will be possible to develop a clear plan and timeline for the move to the new building, which will be shared with the school community in advance of any moves taking place.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations relating to Greenbrae School and Glashieburn School.
- 4.2 A decision to relocate Walker Road School to the new school building at Tullos Circle would result in some one-off additional costs, associated with the packing and physical moving of resources from the existing building to the new building. These costs are estimated at £10,000 and will be met through existing revenue budgets.
- 4.3 If the Walker Road School relocation goes ahead, there is likely to be an immediate reduction in some elements of the running costs for that building, resulting in a saving of approximately £140,000 per year, although there is also likely to be a requirement to secure the building in the short term until a decision on its future is made, which is expected to incur an additional one-off cost of approximately £20,000.
- 4.4 Running costs for the new school building at Tullos Circle have been accounted for and reported separately within the business case for the construction of the new building.

5. LEGAL IMPLICATIONS

- 5.1 A proposal to make alterations to the catchment area of a school, and a proposal to relocate a school, are relevant proposals under the Schools (Consultation) (Scotland) Act 2010. The 2010 Act prescribes the procedural steps the Education Authority must take. This includes:
- preparation of a proposal paper;
 - giving notice of the proposal;
 - ingathering oral and written representations;
 - holding a public meeting;
 - providing Education Scotland with all relevant documentation;

- reviewing the proposal having regard to the representations received and Education Scotland’s report; and
- thereafter publishing a consultation report containing an explanation of how it has reviewed the proposal and responding to the points raised during the consultation.

5.2 The public consultation has complied with these requirements of the 2010 Act. As the proposal does not refer to the proposed closure of any school, any decision to implement it by this Committee cannot be called in by Scottish Ministers. A complaint may be made to Scottish Ministers under section 70 of the Education (Scotland) Act 1980 where it is alleged that an Education Authority has failed to comply with obligations placed upon it by the 2010 Act. In such instances, if satisfied the Authority is in default the Scottish Ministers may make an order requiring that the statutory duty be carried out.

6. ENVIRONMENTAL IMPLICATIONS

6.1 The proposed changes to catchment areas for Greenbrae School and Glashieburn School are intended to minimise any additional travel distances for children walking to school, to encourage sustainable travel to school and to avoid making it necessary for additional children to travel by car. A decision to proceed with implementing these proposals is therefore not anticipated to have any material environmental implications.

6.2 A decision to relocate Walker Road School to the new building at Tullos Circle, which has been constructed to modern building and efficiency standards, is likely to have a positive impact on the environment, through reduced carbon emissions associated with the running of the new building. The extent of this impact will be dependent on the decisions taken on the long-term future of the existing Walker Road School building.

7. RISK

The assessment of risk contained within the table below is considered to be consistent with the Council’s Risk Appetite Statement.

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|-----------------------|--|---|---|---|
| Strategic Risk | Not proceeding with the recommendations in this report may impact on the | The recommendations within this report are intended to help mitigate this risk. | L | Yes |

| | | | | |
|---------------------|---|--|---|------------|
| | delivery of the approved School Estate Plan, and the aim to manage school rolls and reduce excess capacity | | | |
| Compliance | <p>Risk that the Council is seen to make significant changes to schools without considering the views of stakeholders.</p> <p>Risk of successful legal challenge for failing to comply with statutory duties.</p> | <p>All aspects of the Schools (Consultation) (Scotland) Act 2010 have been complied with.</p> <p>Regard has been had to statutory duties set out in the 2010 Act set out above and the Education (Scotland) Act 1980. Prescribed legal processes have been followed.</p> | L | Yes |
| Operational | Risk that customers' views are not taken into account when introducing new catchment areas | <p>All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended have been complied with and stakeholders have had the opportunity to comment on proposals. The consultation report provides an account of the factors taken into consideration by officers which led to the revised recommendations for the Greenbrae School and Glashieburn School catchment areas.</p> | L | Yes |
| Financial | No significant risks identified | | | |
| Reputational | Risk that customers' views are not taken into account when introducing new catchment areas | <p>All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended have been complied with and stakeholders have had the opportunity to comment on proposals. The consultation report provides an account of the factors taken into consideration by officers which led to the</p> | | Yes |

| | | | | |
|------------------------------|---------------------------------|--|--|--|
| | | revised recommendations for the Greenbrae School and Glashieburn School catchment areas. | | |
| Environment / Climate | No significant risks identified | | | |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN 2022-2023</u> | |
|--|--|
| Impact of Report | |
| <u>Aberdeen City Local Outcome Improvement Plan 2016-26</u> | |
| Prosperous People Stretch Outcomes | The proposals within this report support the delivery of the Children & Young People Stretch Outcomes 6 to 8 in the LOIP. Ensuring that pupil rolls at the schools concerned are maintained at manageable levels will assist in the delivery of quality learning and teaching, which will ultimately lead to improved outcomes for young people. |
| Prosperous Place Stretch Outcomes | The proposals within this report support the delivery of Stretch Outcomes 13 and 14 in the LOIP. Relocating Walker Road School to a modern, efficient building will impact positively on carbon emissions, and ensuring pupils have safe and appropriate routes to school will help to encourage walking or cycling to school. |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|-------------------------------------|
| Integrated Impact Assessment | Full impact assessment not required |
| Data Protection Impact Assessment | Not required |

10. BACKGROUND PAPERS

- 10.1 Education Operational Delivery Committee, 8 September 2022: *School Estate Plan 2022 - RES/22/184*

11. APPENDICES

- 11.1 Appendix 1 – Consultation Report: Greenbrae School and Glashieburn School Proposed Adjustment to Catchment Areas
- 11.2 Appendix 2 – Consultation Report: Proposed Relocation of Walker Road School

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|--|
| Name | Andrew Jones |
| Title | Service Manager |
| Email Address | ajones@aberdeencity.gov.uk |
| Tel | 01224 045101 |

This page is intentionally left blank



CONSULTATION REPORT

Greenbrae School and Glashieburn School: Proposed Adjustment to Catchment Areas

This Consultation Report has been compiled in response to a public consultation carried out from 7 November to 22 December 2022, on proposals to make adjustments to the catchment areas for Greenbrae School and Glashieburn School.

The document summarises the feedback received on the proposal set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014.

Proposal:

To alter the school catchment area boundaries for Greenbrae School and Glashieburn School, so that an area of land to the west of Dubford Road, and an area of land which includes Lochside Road and Lochside Drive, are moved from the Greenbrae School catchment area to the Glashieburn School catchment area, with effect from 1 August 2023.

Maps illustrating the proposed changes to the school catchment boundaries, which have been revised in light of the feedback received during the consultation, are included at Annex A of this report.

1. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. All requirements of the legislation have been met.

2. INVOLVEMENT OF STAKEHOLDERS

2.1 Public Event

A public consultation event to discuss the proposals was held on 30 November 2022, at 7.00pm. The event took place at Greenbrae School and was attended by 56 people.

2.2 Comments Received

125 responses to the consultation were submitted via the Council's online consultation portal. In addition, 13 responses were received via email, and one completed handwritten comment form was also submitted.

In total, 133 respondents indicated that they were not in support of the proposal. 71 of these respondents (53% of the total) identified themselves as being parents of children currently of pre-school or primary school age. 45 of the respondents (34%) indicated that they did not have any children of primary school or pre-school age, but identified themselves as local residents. Two of the respondents who were not in support of the proposals explained that they plan to have children in the future. The majority of comments from local residents related to the area known as Denmore Park, which is one of the areas which would be affected by the proposed changes to catchment areas.

Four respondents, all of whom were parents of children of either primary or pre-school age, indicated that they supported the proposal.

All of the submissions, anonymised as necessary, are available to view or download from the Council's website: www.aberdeencity.gov.uk/schoolsconsultations

2.3 Issues Raised

The main issues raised at the public meeting and in the written responses to the consultation, are summarised below.

Respondents who indicated that they did not agree with the proposal, raised the following points:

- The point raised most often in the consultation responses (by 61 respondents) and at the public meeting, related to concerns about road safety, and in particular the fact that children would need to walk alongside and / or cross busy roads to get to school. Respondents highlighted the fact that there is currently no crossing patroller in place at Scotstown Road and Jesmond Drive to help children cross the road.

- 22 respondents also expressed concerns about children having to walk further to get to school, as a result of the proposed changes, and that that this would be too far to walk. This issue was also raised at the public meeting. Four respondents stated that the proposed changes would upset their family or work routines due to the changes in arrangements for taking their children to school.
- Feedback at the public meeting and in 43 of the written responses included comments that the proposed changes would lead to increases in traffic around Glashieburn School, because there was a view that more pupils would be arriving at school by car, rather than walking to school, due to the increases in travel distances, and also due to concerns about road safety.

Respondents felt that the area around Glashieburn School was unsafe for dropping off children by car, and some also expressed concerns about the environmental impact of more children being driven to school rather than walking.

- When commenting on the impact of the proposal on Denmore Park, which is currently part of the Greenbrae School catchment area, 31 respondents stated that moving it to the Glashieburn School catchment area did not make any sense, given that Denmore Park is very close to Greenbrae School.
- 20 respondents expressed a view that the proposed changes to catchment areas would result in the community at Denmore Park being destroyed, and that friendships would also be broken up. 14 respondents felt that Greenbrae School had an affiliation with Denmore Park, and that the school had always been seen as part of that community, with pupils benefiting from access to outdoor spaces within Denmore Park. Respondents felt that this would be lost if Denmore Park becomes part of the Glashieburn School catchment area. These concerns were also raised at the public meeting.
- In 21 of the responses, it was suggested that the Shielhill / new Dubford area, which is also currently part of the Greenbrae School catchment area, should be moved to the Glashieburn School catchment area, instead of Denmore Park, as it was felt that it was pupils from the new houses at Shielhill which had led to Greenbrae School reaching its capacity. It was also suggested within the responses that parents from Shielhill / new Dubford already drive their children to school, so there would be little impact on them if they were to drive their children to Glashieburn School instead.
- 18 respondents expressed a concern that many parents from Shielhill currently park their cars within Denmore Park when dropping off and picking up their children to and from Greenbrae School, and they felt that this would increase if the proposed changes are approved.
- 14 respondents and some of those at the public meeting stated that a new school should have been built for the new houses at Shielhill, and that this would have avoided the increase in pupil numbers at Greenbrae School and the need for any changes to school catchment areas.

- 10 respondents stated that the proposed changes will not address the issue with pupil numbers at Greenbrae School, and one suggested that the area to be moved from the Greenbrae catchment area to the Glashieburn catchment area should be larger. Two respondents also suggested that Denmore Park is inhabited by mainly older residents, with relatively few children living there compared with the Shielhill area, and that moving Denmore Park to the Glashieburn catchment area would have limited impact on pupil numbers at the school.
- Two respondents stated that Glashieburn School is already overcrowded and could not cope with the additional pupils which the proposed changes would bring, whilst three others expressed concerns about children having to be accommodated in larger class sizes, and in open plan classrooms at Glashieburn School.
- A small number of respondents expressed a concern that their children who are already attending Greenbrae School would be required to move to Glashieburn School, if the proposed changes were approved.

Respondents who indicated that they were in support of the proposal, gave the following reasons for this:

- Four respondents noted they were aware of the current high pupil numbers at Greenbrae School, which has resulted in large class sizes.
- They expressed a view that the changes being proposed for the school catchment areas would help free up space at Greenbrae School, although one respondent was concerned that the impact of the change would not be large enough.

2.4 Education Scotland Report

An essential element of the statutory consultation process is the involvement of Education Scotland, whose report is provided as Annex B of this Consultation Report.

In its report, Education Scotland noted the existing pressures on pupil capacity at Greenbrae School, and the impact this is having on the availability of space in the school for non-classroom activities, which could create equalities issues for children with additional support needs. It was stated in the report that HM Inspectors agree that having balanced and stable school rolls can help support the delivery of learning and teaching and the engagement and deployment of staff, and that there are educational benefits in addressing the rising roll at Greenbrae School.

The report acknowledged that the proposed changes to catchment areas are expected to help reduce the school roll in the longer term, but stated that regardless of the outcome of the consultation, the Council will need to consider further how best to address the rising pupil numbers at the school over the next five years.

The report also acknowledged the concerns raised by stakeholders during the consultation, including those relating to increased walking distances and road safety, and also the concerns relating to the impact of the proposed changes on friendship groups and community cohesion. It was suggested in the report that the Council should ensure that children have safe routes to Glashieburn School and explore ways to mitigate traffic congestion around both schools.

3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT

Responses from officers to the issues raised and outlined in section 2 above, are provided below:

3.1 Requirement for children to walk alongside / cross busy roads to walk to school

It is acknowledged that if the proposed changes to school catchment areas are implemented, children living in the affected areas and who would be eligible to attend Glashieburn School in the future, would need to walk alongside and/or cross Scotstown Road and Jesmond Drive, in order to walk to school.

In the past, children living in the Denmore Park area have benefited from living within very close proximity of their zoned school, which has minimised the number and size of the roads they needed to cross to reach their school. Children who live in other parts of Bridge of Don, on the other hand, do need to walk alongside and/or cross Scotstown Road or Jesmond Drive, to walk to school. A large proportion of children living within the existing Glashieburn School catchment area, for example, would need to walk alongside and/or cross Jesmond Drive to walk to school, whilst many of the children living within the Scotstown School catchment area would cross Scotstown Road when walking to their school.

In many other school catchment areas across the city, children living in those areas would be required to walk alongside and/or cross roads which may be considered similar to Scotstown Road and Jesmond Drive, in order to reach their school.

When creating school catchment areas, efforts are made to reduce the extent to which children would be required to cross the busiest roads in the city to reach their zoned school, but in most cases it is not possible to avoid the need to cross roads altogether, due to the location of schools, the housing developments they serve, and their proximity to the road network. Where it is necessary to make amendments to existing school catchment areas to help manage future pupil numbers, this will inevitably result in changes to the walking routes to school for some children in the future, and the need for children to cross roads to reach their school is often unavoidable.

3.2 Increased traffic in the vicinity of Glashieburn School

When considering the way in which the school catchment areas could be adjusted, the areas of housing which were closest to Glashieburn School were deliberately selected

to be moved to the Glashieburn School catchment area, to minimise any potential increases in walking distances, so that increases in the number of pupils being taken to school by car could be avoided.

Pupils and families will continue to be encouraged to choose sustainable methods of transport to school, and the proposed changes have been designed to support this as far as possible, so that increases in traffic in the vicinity of Glashieburn School can be minimised.

It is worth noting that the proposal put forward by some respondents to the consultation, that the area of Shielhill / new Dubford should have been moved to the Glashieburn School catchment area instead of the Denmore Park area, would be likely to result in a higher increase in traffic at Glashieburn School, given that this area is further away from the school, and children may be less likely to walk to school from there.

3.3 Consideration of further road safety improvements

To address the points raised by consultees and in the Education Scotland report concerning safe routes to school and reducing traffic congestion, officers have discussed the proposals with colleagues in the Council's road safety team, to determine if any further action would be required to improve road safety. Officers assessed the measures which are already in place to support pedestrians in crossing the road, and in supporting traffic calming, and noted the following:

- A signal-controlled pedestrian crossing is in place on Scotstown Road at Jesmond Drive
- In recent years the speed limit on this stretch of road has been reduced to 30 miles per hour, in order to improve road safety for pedestrians
- A signal controlled crossing is in place on Jesmond Drive at Glashieburn School, along with other traffic-calming measures to help reduce the impact of traffic congestion
- A part-time 20 miles per hour speed limit operates in the vicinity of Glashieburn School, to help improve road safety for pupils walking to and from school.
- A shared footpath for pedestrians and cyclists is in place to support safe travel to Glashieburn School

Having considered the above existing measures, officers concluded that no further mitigations would be required to improve road safety as a result of the proposed changes to school catchment areas.

It would be for parents/guardians to determine whether a child is old enough and has sufficient road safety knowledge to walk to school unsupervised, and walking children to school provides an ideal opportunity for parents or guardians to teach them important road safety skills, such as being mindful of traffic, finding safe places to cross the road and how to safely use a pedestrian crossing.

To help address the concerns about road safety which have been raised during the consultation, should the proposed changes to catchment areas go ahead, staff at Glashieburn School will be asked to work with pupils and parents to develop an

updated travel plan, to set out the safe and sustainable routes to school for pupils living in its revised catchment area.

3.4 Increased walking distances to school

When creating or amending primary school catchment areas, efforts are made to ensure that where possible, children are living no more than two miles' walking distance from their home to their zoned school. Two miles is generally considered to be the maximum reasonable walking distance for a primary school-aged child.

The walking distances from the furthest location within Denmore Park to Glashieburn School is approximately 0.8 miles. The current walking distance from the furthest point in Denmore Park to Greenbrae School is 0.5 miles. From the furthest location within the Dubford Crescent / Dubford Rise / Cypress Grove area, which would also be affected by the proposed changes, the walking distance to Glashieburn School is approximately 1.0 mile, whilst currently the walking distance to Greenbrae School from the furthest point in this area is 0.7 miles.

The above distances indicate that, whilst the proposed changes would result in a small increase in walking distance for some of the areas affected, these distances are well within the maximum distance which is considered to be a reasonable walking distance to school.

3.5 Issues raised relating to Denmore Park

It is acknowledged and understood that Denmore Park is situated a short distance from Greenbrae School, and as such children living in this area in the past have benefited from being in close proximity to their zoned school. Based on the feedback received from the consultation, it is clear that the wider community of Denmore Park has also benefited from this close connection with the school.

As explained above, when considering changes to the school catchment areas, as a solution to the lack of capacity at Greenbrae School, it was necessary to select areas of housing which were closest to Glashieburn School, to minimise walking distances for children who would be affected by the changes in the future. It happens to be the case that whilst being located close to Greenbrae School, Denmore Park is also very near to Glashieburn School, and this is why the area was included within the proposed changes to the catchment areas, in an attempt to maximise the impact on future pupil numbers at Greenbrae School.

During the consultation, respondents who are residents within Denmore Park clearly expressed their concerns about the negative impact on their community, should the proposed changes to the catchment areas be approved. Officers have reflected on this feedback, and have determined that in light of the comments raised, it would be appropriate to amend the proposed changes to the catchment areas for Greenbrae School and Glashieburn School, so that Denmore Park would remain within the Greenbrae School catchment area.

The revised changes to the catchment areas which are now proposed are indicated in the maps at Annex A of this report.

If the revised proposal is accepted, this would mean that all children of primary school age living within Denmore Park, now and in the future, will continue to be entitled to attend Greenbrae School, whilst children living within the Dubford Crescent / Dubford Rise / Cypress Grove area in the future (i.e. the area indicated within Map C at Annex A) will be entitled to a place at Glashieburn School.

This will inevitably mean that the numbers of pupils attending Greenbrae School in the future will not be reduced to the extent that they would have been had the original proposal remained in place. However, based on currently available data on the number of pre-school aged children living in Denmore Park, this difference in future pupil numbers is not expected to be significant, and can be accounted for within plans to provide additional temporary classroom capacity at the school, which would also have been required had the original proposal remained in place.

3.6 Impact of the proposals on pupil numbers

It was acknowledged within the consultation proposal document that even if the originally proposed changes to the catchment areas were approved, the pupil roll would likely still have exceeded the school's capacity from August 2023. However this would have been to a lesser extent this year and in the subsequent three years, compared with the likely scenario if no changes are made to the existing catchment areas at all. The school roll is also likely to be brought back within the permanent capacity of the school sooner than if no changes were to be made to the catchment areas.

Considering the now revised proposal for changes to the catchment areas described above and in the maps at Annex A, the anticipated impact of the proposed changes to the catchment areas on pupil numbers at Greenbrae School is outlined below.

| Greenbrae School Pupil Numbers (P1-7) | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
|--|------------|------------|------------|------------|------------|------------|
| Current Forecast <i>(if no changes are made to catchment areas)</i> | 358 | 385 | 386 | 386 | 352 | 367 |
| Original Proposal <i>(Forecast pupil numbers if originally proposed changes to catchment areas are accepted)</i> | 352 | 362 | 356 | 351 | 312 | 325 |
| Revised Proposal <i>(Forecast pupil numbers if revised changes to catchment areas are accepted)</i> | 353 | 369 | 364 | 359 | 320 | 332 |

The pupil capacity of Greenbrae School is **342**, and the pupil roll in the current school year is 337.

The table above shows that, if the revised proposal for changes to the catchment areas are accepted, there will still be a reduction in forecast pupil numbers at

Greenbrae School, but the size of this reduction would be slightly smaller than it would be if the original proposal for catchment area changes had been accepted.

The revised proposal for catchment area changes would still reduce the amount of additional accommodation which may be required and the time that it would be required to be available for, when compared with the extent of accommodation which would be required if no changes are made to the catchment areas.

To help further alleviate the current and anticipated pressure on pupil numbers at the school, work is currently under way to identify options for providing temporary additional classroom accommodation on the school site, in time for August 2023. This will ensure that there is sufficient capacity available in the short term to deal with the remaining small shortfall in capacity which is predicted until 2026, if the revised proposal for changes to the school catchment areas is accepted.

3.7 Issues raised relating to Shielhill / New Dubford

In response to the suggestion by some respondents that the housing at Shielhill / New Dubford should be moved from the Greenbrae School catchment area to the Glashieburn School catchment, this is an area of the Greenbrae School catchment area which is farthest away from Glashieburn School. The walking distance from the furthest point within Shielhill / New Dubford is approximately 1.5 miles. Had the proposal focused on moving this area to the Glashieburn School catchment area, it is likely that residents within Shielhill / new Dubford would also have opposed the proposal, due to the walking distances involved and the view that this may be in conflict with the Council encouraging families to consider sustainable travel options. This may also have resulted in increased traffic in the vicinity of Glashieburn School, which respondents raised concerns about during the consultation.

Whilst it is acknowledged that parents from Shielhill / New Dubford and potentially other parts of the Greenbrae School catchment area may be choosing to drop off and collect their children to/from school by parking in the public streets within Denmore Park, it is unlikely that the proposed changes to the catchment areas would result in an increase in this activity, given that the proposal is intended to help reduce the numbers of pupils attending Greenbrae School, and not increase them.

When planning consent was given for the new development at Shielhill / New Dubford, it was agreed that the additional primary school capacity which was needed to accommodate the new development would be provided through an extension and refurbishment of Greenbrae School. The number of additional pupils generated by the new development would not have justified the construction of an entirely new school. All pupils at Greenbrae School, and not only those living in Shielhill / New Dubford, have benefited from the new and improved facilities at Greenbrae School which were delivered by the extensive refurbishment of the building.

3.8 Glashieburn School capacity and layout

A small number of respondents to the consultation were concerned that Glashieburn School would not have capacity for any additional pupils. This is not the case, as the

total pupil capacity of the school is 428, and in the current school session there are 226 pupils on the school roll. Forecasts indicate that this will drop to 129 by 2028. If the proposed changes to the school catchment areas are approved, the school roll is expected to be at 174 by 2028. The proposals would therefore help to maintain viable pupil numbers at Glashieburn School, which would be of benefit to the school.

Glashieburn School has sufficient classroom capacity to allow for additional class groups to be created if this is required, and this will help ensure class sizes can be maintained at an appropriate level. All schools are subject to statutory maximum class sizes, according to the age groups of the children within them, and therefore cannot by law be increased beyond the stipulated sizes.

Glashieburn School has an open plan classroom layout, as do many primary schools across the city. This layout has a range of benefits, for example it offers teachers flexibility in the use of space, and in providing opportunities for collaborative learning between classes.

3.9 Children already attending Greenbrae School

Some concerns were raised by a small number of respondents to the consultation that their children who already attend Greenbrae School would be required to move to Glashieburn School, as a result of the proposed changes. As stated in the proposal document, there would be no requirement for children who live in the areas affected by the proposed changes and who already attend Greenbrae School to change schools; they will be entitled to remain at Greenbrae School until the end of their P7 year.

The proposed changes would only affect children living in the affected areas who have yet to reach primary school age (unless they have an older sibling who is already attending Greenbrae School, in which case they would be entitled to attend the same school as their sibling), or any children who move house to an affected area after any changes have been implemented.

4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 30 November, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers have reviewed the proposed alterations to the catchment areas carefully, and as outlined at Section 3.5

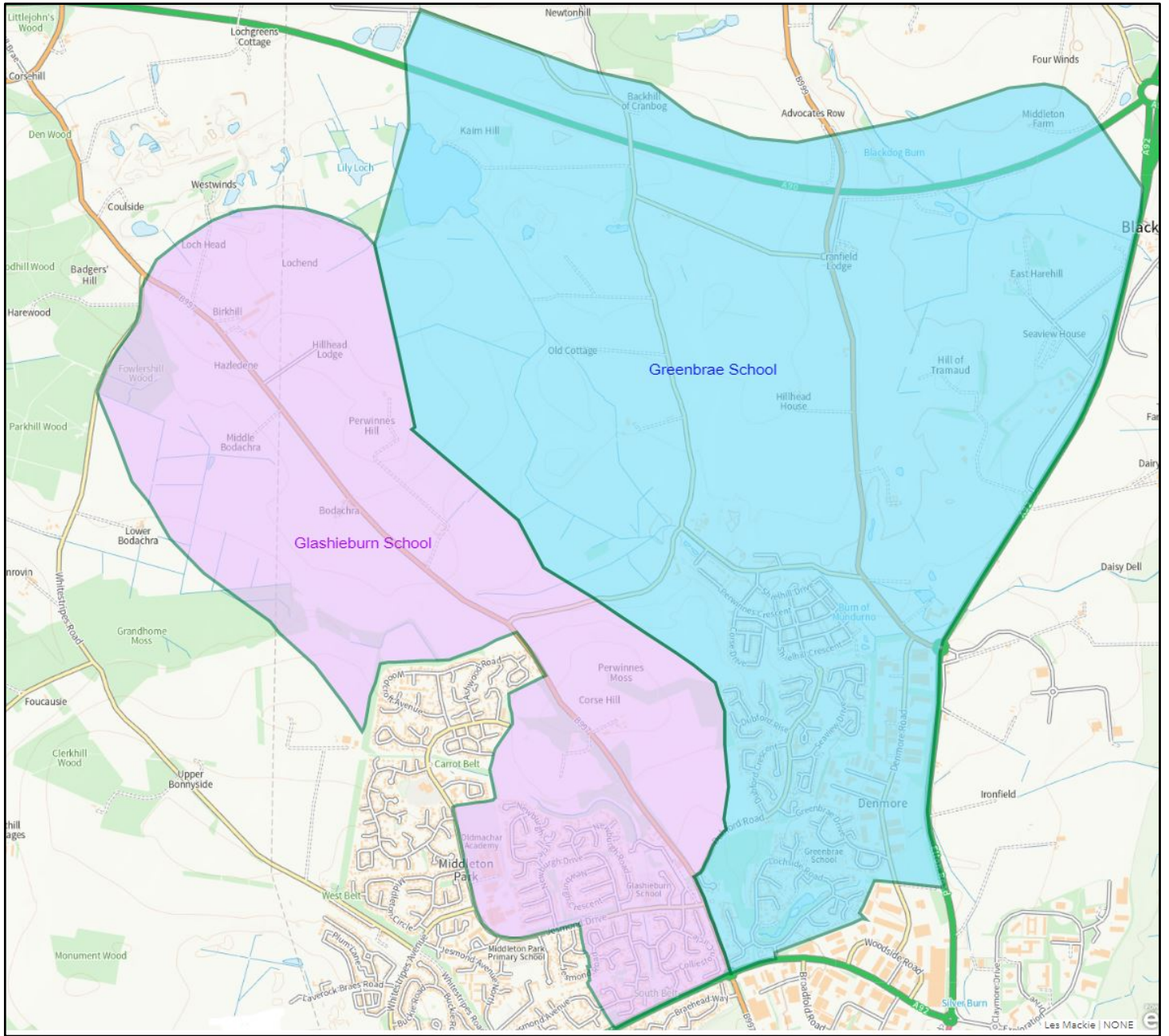
above, have amended the proposal, so that the area known as Denmore Park would remain within the Greenbrae School catchment area.

5. RECOMMENDATION

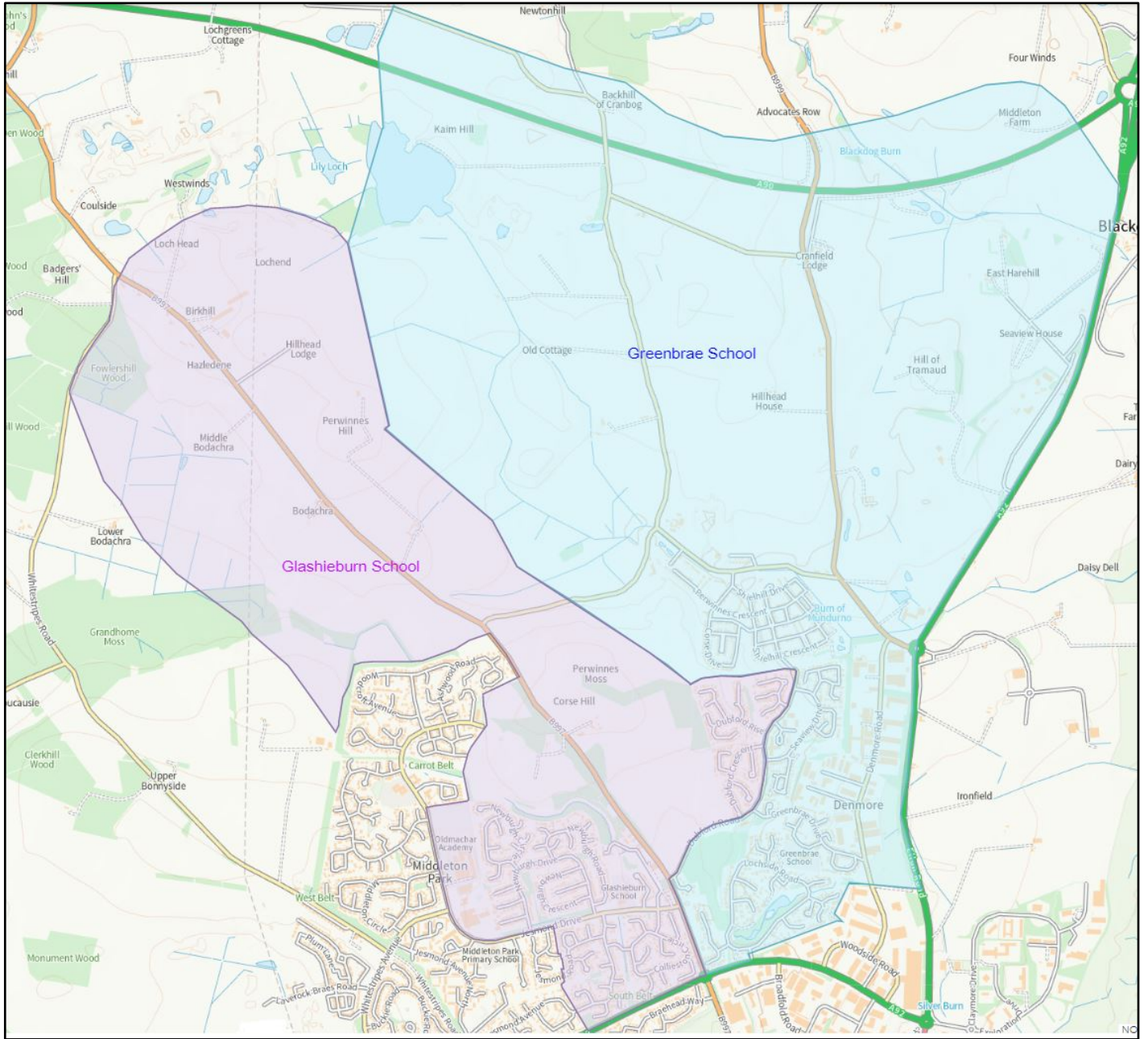
It is recommended that the Education and Children's Services Committee agrees to implement the revised proposal to alter the catchment areas for Greenbrae School and Glashieburn School, as defined within Map B at Annex A of this report, with effect from 1 August 2023.

Steve Whyte
Director of Resources
February 2023

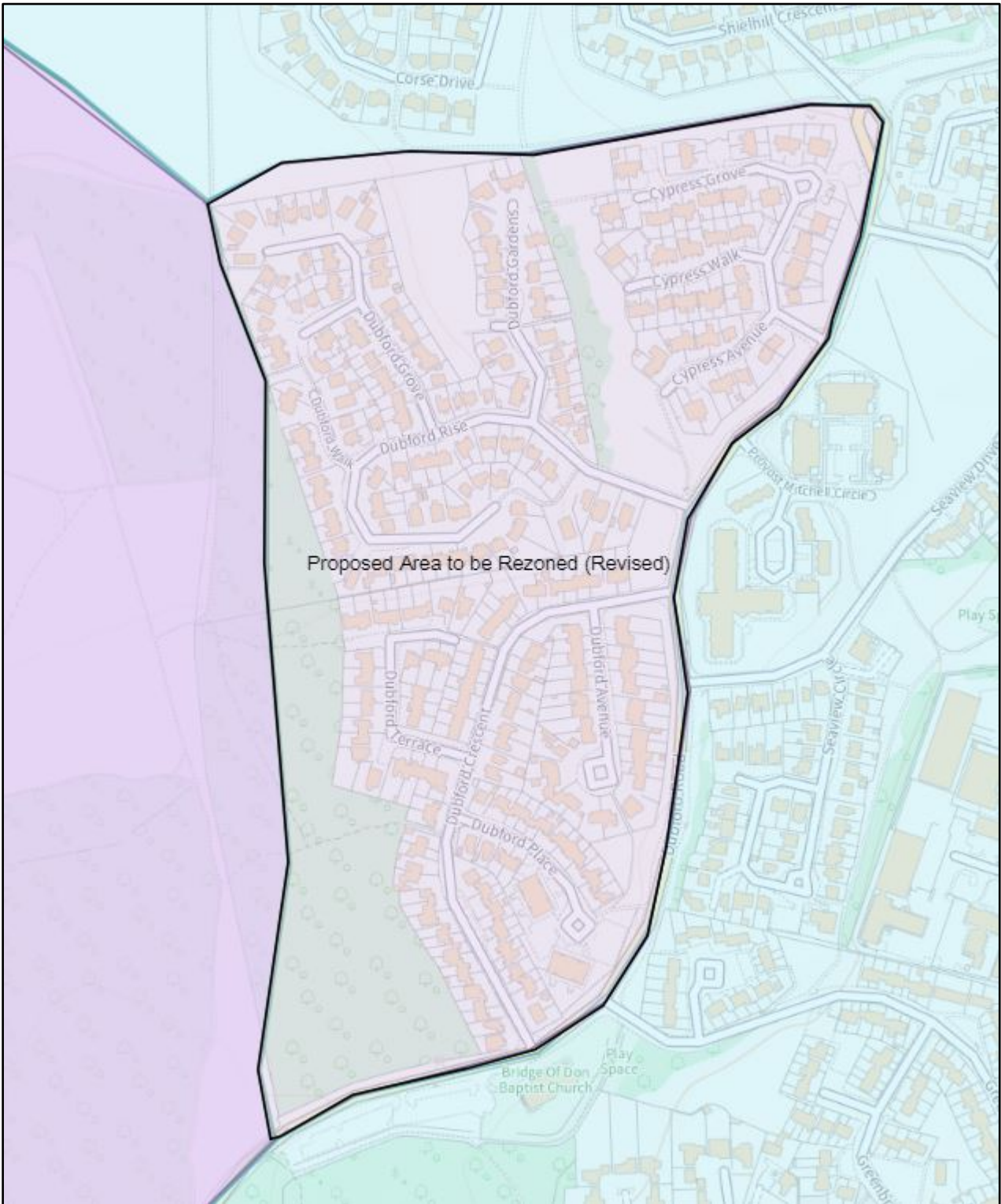
Map A : Existing Catchment Areas for Greenbrae School and Glashieburn School



Map B: Proposed catchment areas for Greenbrae School and Glashieburn School (Revised)



Map C: Proposed Area to be Rezoned to Glashieburn School (Revised)



REPORT FROM EDUCATION SCOTLAND



Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to alter the school catchment area boundaries for Greenbrae School and Glashieburn School.

February 2023

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to alter the school catchment area boundaries for Greenbrae School and Glashieburn School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 30 November 2022 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the sites of Glashieburn School and Greenbrae School, including discussion with relevant consultees and visit to the main walking route that children would take to Glashieburn School.

2. Consultation process

2.1 Aberdeen City Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The council ran a public consultation from 7 November to 22 December 2022. Copies of the proposal were made available to stakeholders, including parents and children at the two schools. The proposals were also available on the council's website. Stakeholders were invited to respond to the consultation online or by email. The council received 13 emails and 125 responses to the online

form. Almost all of the people that completed the online form disagreed with the proposal, with 121 disagreeing and four agreeing. Of those completing the online form, around half state they currently have children at one of the schools or have pre-school children. The council held a public meeting at Greenbrae School. This was well attended.

2.3 Stakeholders raised a range of concerns at the public meeting, through completing the online form and in emails. These include the current and projected capacity issues at Greenbrae School. Both those who agree and disagree with the proposal, express concerns about increase in class sizes and non-classroom space being adapted into teaching areas in recent years. A few stakeholders question whether the right area is being considered for rezoning. They mention the recent housing developments in the Sheilhill area and its potential impact on the school roll. Stakeholders would like the council to present and consider alternative solutions. Parents are very worried that this proposal will see children having a longer walk to school on a route that includes a very busy main road. As a result, many are concerned that this proposal will increase the number of parents driving children to school. This has the potential to have negative effects on the roads around Glashieburn School. Stakeholders also raised potential issues from children going to a school outside their community. These included the impacts this may have on friendships and access to out of school activities.

3. Educational aspects of proposal

3.1 The focus of the consultation is to address capacity issues at Greenbrae School. The school has a capacity of 342, with a pupil roll of 337 this year. However, its roll is projected to increase over the next four years to a peak of 386 in 2025 and 2026. If this proposal is agreed, the council project that this would reduce the roll in the longer term. However, the school would still be over capacity for four years by around 15-25 pupils each year with a peak of 356 in 2025. The school has an extension that opened in 2017. The council is exploring how they can provide further accommodation. However, they state the extent to which this can be provided on the site is limited. Glashieburn School has a capacity of 428 and its current roll is 226. HM Inspectors agree that schools being substantially over capacity can affect the delivery of Curriculum for Excellence and create challenges in regard to health and safety.

3.2 Parents, staff and pupils at Greenbrae School who met with HM Inspectors raised that capacity was limited in their school. Due to rising rolls over previous years, Greenbrae School now has limited space for non-classroom activities such as one to one meetings for children receiving individual support from staff and partners. This has the potential to create equalities issues in regard to supporting those children with additional support needs. In addition, activities staff and children would like to have, such as whole school assemblies and shows cannot be accommodated. It is the view of HM Inspectors that regardless of the outcome of this proposal, the council will need to consider further how they can best accommodate the rising roll at Greenbrae School over the coming five years.

3.3 In its proposal, the council states that both schools having more viable and sustainable rolls will support the deployment of staff and a better distribution of children across year groups. HM Inspectors agree that whilst not a necessary condition, having balanced and stable school rolls can help support the planning and delivery of learning and engagement and deployment of staff.

3.4 In the proposal, the council state that the schools having more viable school rolls will help reduce anxiety for parents and pupils in securing a school placement. However, parents including parents of pre-school children who met HM Inspectors at Greenbrae School were clear that this

proposal does not fully address their concerns given that the school is still projected to be over capacity. The council states that children in the area affected by the proposal who currently attend Greenbrae School, or who will have a sibling attending Greenbrae School when they start primary school, will have the option to attend Greenbrae School. This is reassuring for children and parents. However, the stakeholders that HM Inspectors met, raised concerns about children from one community being zoned to different schools and the impact this may have on friendships and community cohesion. A few were also concerned that as this proposal does not fully address capacity issues that further changes may be required to catchment areas and placing requests.

3.5 Stakeholders who met with HM Inspectors are concerned about safe routes to school and the environmental impact of the increased traffic they think will arise from this proposal. The pavement walking route from the communities affected to Glashieburn School crosses a main road. This is a very busy commuter route. If this proposal is agreed, the council will need to demonstrate how they will ensure that children will have a safe walking and cycling route to Glashieburn School. Stakeholders at both schools are concerned about rising school traffic. Neither school have good access and drop off areas. At the start and end of school days, stakeholders report this can cause tension with the local community as parents park their cars in nearby streets. The parents HM Inspectors met stated that children in the Lochside catchment zone affected by this proposal usually walk to school as it is so close, with several of the houses backing onto Greenbrae School playground. They think that if this proposal is agreed, many living in the areas rezoned are likely to drive their children to Glashieburn School, which will increase traffic further.

4. Summary

This proposal principally sets out to address that the school roll at Greenbrae School will exceed capacity in coming years. HM Inspectors agree that there are educational benefits in addressing the rising roll at Greenbrae School. It is important that schools have sufficient space to support children and deliver a variety of learning and play opportunities. However, this proposal does not fully address the issue of Greenbrae School roll rising above capacity. Whether the proposal is agreed or not, the council will need to demonstrate to stakeholders how they intend to meet this challenge. HM Inspectors are of the view that stakeholders have raised legitimate concerns that the council have still to address, should they intend proceeding with this proposal. The council should take forward risk assessments for ensuring that children have safe routes to Glashieburn School and exploring ways to mitigate traffic congestion around both schools.

**HM Inspectors
February 2023**



CONSULTATION REPORT

Proposed Relocation of Walker Road School

This Consultation Report has been compiled in response to a public consultation carried out from 5 December 2022 to 31 January 2023, on proposals to relocate Walker Road School to a new school building at Tullos Circle in Torry, Aberdeen.

The report summarises the feedback received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014.

Proposals:

- **To relocate the existing Walker Road School to a new primary school building at Tullos Circle, Aberdeen, with effect from 1 August 2023, or as soon as possible thereafter**

Further:

- **To alter the school catchment area for Walker Road School, so that all houses which are north of Balnagask Road and west of Mansfield Road are permanently included within the Walker Road School catchment area, with effect from 1 August 2023**

Further:

- **To alter the school catchment area for Tullos School, so that all houses which are north of Balnagask Road and east of Mansfield Road, and the area of land to the north and east of St Fittick's Road, are permanently included within the Tullos School catchment area, with effect from 1 August 2023**

Maps illustrating the current and proposed changes to the school catchment boundaries are included at Annex A of this report.

1. METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. All requirements of the legislation have been met.

2. INVOLVEMENT OF STAKEHOLDERS

2.1 Public Event

A public consultation event to discuss the proposals was held on 18 January 2023, at 7.00pm. The event took place at Walker Road School and was attended by six members of the public, along with five members of school staff.

2.2 Comments Received

Twenty responses to the consultation were submitted via the Council's online consultation portal. In addition, two responses were received via email. Eleven of the respondents indicated that they were parents of pupils currently attending Walker Road School, and one respondent declared that they were a parent of a pupil at Tullos School. Six respondents told us that they have children yet to reach primary school age.

In total, 17 respondents indicated that they were in support of the proposals. Five respondents stated that they did not support the proposals.

All of the submissions, anonymised as necessary, are available to view on the Council's website: www.aberdeencity.gov.uk/schoolsconsultations

2.3 Issues Raised

The main issues raised at the public meeting and in the written responses to the consultation, are summarised below.

Comments from respondents in support of the proposals

- All of the online respondents who were in support of the proposal expressed a view that children would benefit from the improved, modern and fit-for-purpose facilities which the new school building would provide.
- In particular, the improved outdoor facilities, including larger playgrounds, at the new school site were highlighted by six of the consultees as a positive aspect of the proposals.
- Two of the respondents also felt that moving to the new school building would help improve road safety, given that the new building is not located on busy roads, as the current building is, although one of these consultees suggested

that improvements for safe crossing may be required at the crossroads at Grampian Place and Oscar Road. This point was also raised by an attendee at the public meeting.

- One respondent who stated they supported the proposals, and also some of the attendees at the public meeting, highlighted a concern about the future of the existing Walker Road school building if the relocation goes ahead. They stated that it would be important to reach a decision on the future of the building quickly, to avoid it being left empty, which it was felt would be a security concern, and to ensure the building can continue to be used to its full potential.
- Another respondent was concerned about the possibility of losing the “Walker Road School” name, as they felt that this is part of the Torry community’s heritage.
- Four of the respondents who were in support of the proposals raised concerns that children who were already attending Walker Road School would be expected to move to Tullos School, because their home address falls within the Tullos School catchment area.

Comments from respondents not in support of the proposals

- Two respondents expressed a view that a relocation would be unsettling for pupils and would impact negatively on their learning, and so the school should remain where it is. One of these respondents also stated that the existing building should be preserved, as it is a historical building in Torry and remains fit for purpose.
- One respondent who indicated that they did not agree with the proposal, and who stated that they were a parent of a child at Tullos School, had concerns that these proposals may lead to a decision in the future to relocate Tullos School, and that this would have a negative impact on children there, due to them being taken away from their friendship groups and teachers. They were also concerned that this may lead to the closure of the Tullos swimming pool.
- One further respondent who indicated that they did not agree with the proposals, asked what would happen to the existing Walker Road School building, if the proposed relocation was to go ahead.

Additional points raised at the public meeting

- The majority of the discussion at the public meeting was made up of questions about the facilities at the new school building, and what the arrangements and timescales would be for transitioning to the building, if it is decided that the relocation should go ahead.

- There were concerns in particular about parents being required to purchase new school uniforms for their children, should the name of the school be changed, as it was felt that this may be unaffordable for some.

2.4 Education Scotland Report

An essential element of the statutory consultation process is the involvement of Education Scotland, whose report is provided as Annex B of this Consultation Report.

In its report, Education Scotland noted that overall, most stakeholders were positive and enthusiastic about the proposed move to a new school building, and the opportunities this would present for pupils at the school. It was stated in the report that HM Inspectors agree with the educational benefits which were set out in the Council's proposal paper, and that the new school building would provide an enhanced environment for supporting learning and teaching.

The report also referred to the concerns raised by some stakeholders about traffic in the vicinity of the new school building, and questions which were raised during the consultation about the future of the existing building. It was also noted that there had been some confusion amongst consultees in relation to the proposed changes to catchment areas for Walker Road School and Tullos School.

The report suggested that if the proposals are approved, the Council should ensure children have safe routes to the new school building, provide reassurance to parents who may be confused about changes to the catchment areas, and consider how best to work with the community in considering the future of the existing Walker Road School site.

3. THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT

3.1 Road Safety

Whilst some consultees raised concerns about road safety and increased risks which may be brought about by the proposed move to the new school building, others expressed a view that the new school is in a better location than the existing Walker Road site, as it is away from busy roads, and as such the proposed move would, it was suggested, improve road safety.

As no material changes are being proposed for the catchment area which is currently in place for Walker Road School, the actual walking routes for pupils travelling to school from within the catchment area will remain the same, and so there should be no increased risk in terms of road safety. Children who currently live on the eastern side of the catchment area, near to Tullos Circle, currently have the same walking routes to reach the existing Walker Road School, as those who live in the vicinity of Walker Road would have when walking to the new site at Tullos Circle, albeit in the opposite direction. Children will be crossing the same roads to reach the new school site as children currently cross to reach the Walker Road site.

To help address the concerns about road safety which have been raised during the consultation, should the proposed move go ahead, staff at the school will be asked to work with pupils and parents to develop a revised travel plan, to set out and promote the safe and sustainable routes to the new building.

3.2 The future of the existing Walker Road School building

No decisions have yet been taken on what would happen to the existing Walker Road School site, if the proposed relocation of the school is approved. It is recognised that if the move goes ahead, there will be a need to make early decisions on the future of the site, to ensure that it can be used to its full potential, to avoid any negative impact on the local community, and also to minimise any unnecessary costs to the Council. The Council has a surplus building procedure which would be followed in the event that the building is declared surplus to requirement, and this would ensure all potential options for the future of the site can be carefully considered, prior to a decision being taken.

3.3 The name of the school

As highlighted in the consultation proposal document, if the proposed move goes ahead, the name of the school is likely to need to be reviewed, given that the school would no longer be located at Walker Road. Retaining the Walker Road name may cause some confusion in the future, for anyone who is trying to find the school for the first time.

If the proposed move to the new building is agreed, Council officers would work closely with the school to gather the views of pupils, staff and the wider school community, on what the school should be called in the future, before any decision on this is taken.

3.4 Impact of changes to school catchment areas

The changes to school catchment areas for Walker Road School and Tullos School which have been proposed as part of this consultation were necessary because previously, it was anticipated that the new school building would operate as a third primary school in Torry, with the existing Walker Road School and Tullos School also remaining open. To support the opening of a third primary school, it was necessary to consider which parts of Torry would form the catchment area for the new school, and which parts of Torry would remain in the catchment areas for Walker Road School and Tullos School.

A new catchment area for the new school was therefore created in 2020, so that it would be clear which children would be entitled to attend the new school when it opened. This catchment area is indicated in Map A at the end of this report. Until the new school was open, temporary arrangements were put in place so that children living in the eastern side of the new catchment area remained entitled to attend Tullos School, and children living in the western side of the new catchment area remained entitled to attend Walker Road School, as indicated in the map.

Given that the proposed relocation of Walker Road School to the new school building would mean that it would no longer open as a third primary school for Torry, there is no

longer a requirement for the new catchment area which was created in 2010. The proposal, therefore, is to remove this new catchment area. The eastern side of the area would then become a permanent part of the Tullos School catchment area, and the western side would become a permanent part of the Walker Road School catchment area.

The proposed changes to catchment areas, therefore, are simply to remove the new area created in 2010, and for the temporary arrangements which were in place before the new school opened, to become permanent parts of the existing catchment areas. This means that there will be no changes to any existing pupil's eligibility to attend Walker Road School or Tullos School.

During the consultation some parents queried whether their children who currently attend Walker Road School would be expected to move to Tullos School, because they live within the Tullos School catchment area. These parents were contacted directly by officers who confirmed to them that this would not be the case. No children would be expected to move from Walker Road School to Tullos School, or from Tullos School to Walker Road School, as a result of the proposed changes to catchment areas.

3.5 Impact on Tullos School

In relation to the concerns raised about a possible future relocation of Tullos School, this is not currently being considered. There would be no clear reason or identified benefit in making such changes to Tullos School.

3.6 Impact of the move on children

If the proposed relocation is approved, careful planning would be put in place, with officers working closely with school staff, to ensure the transition to the new building is smooth and well managed. Minimising the impact on pupils, particularly those who may find such a move unsettling, would be a high priority and considered carefully as part of the planning process.

3.7 School uniform

The concerns raised by consultees about the potential cost of new uniforms if these were required as part of a move to a new building have been noted, and officers will give careful consideration to this, prior to any decision being taken on such changes, to minimise any negative impact on families.

4. COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 18 January, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

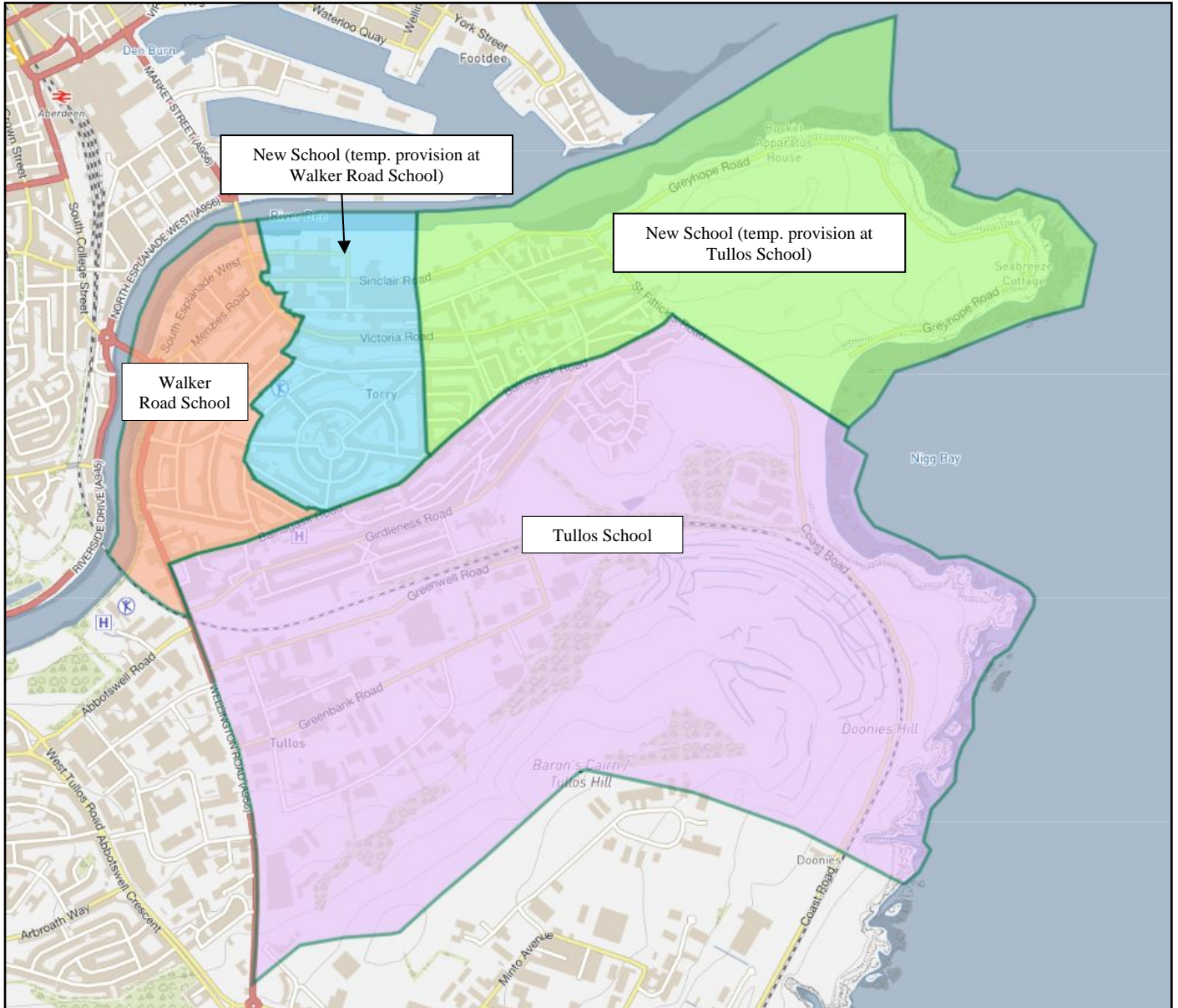
With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers have concluded that the proposed relocation of the school remains appropriate, and that there is no reason to change the original proposal.

5. RECOMMENDATION

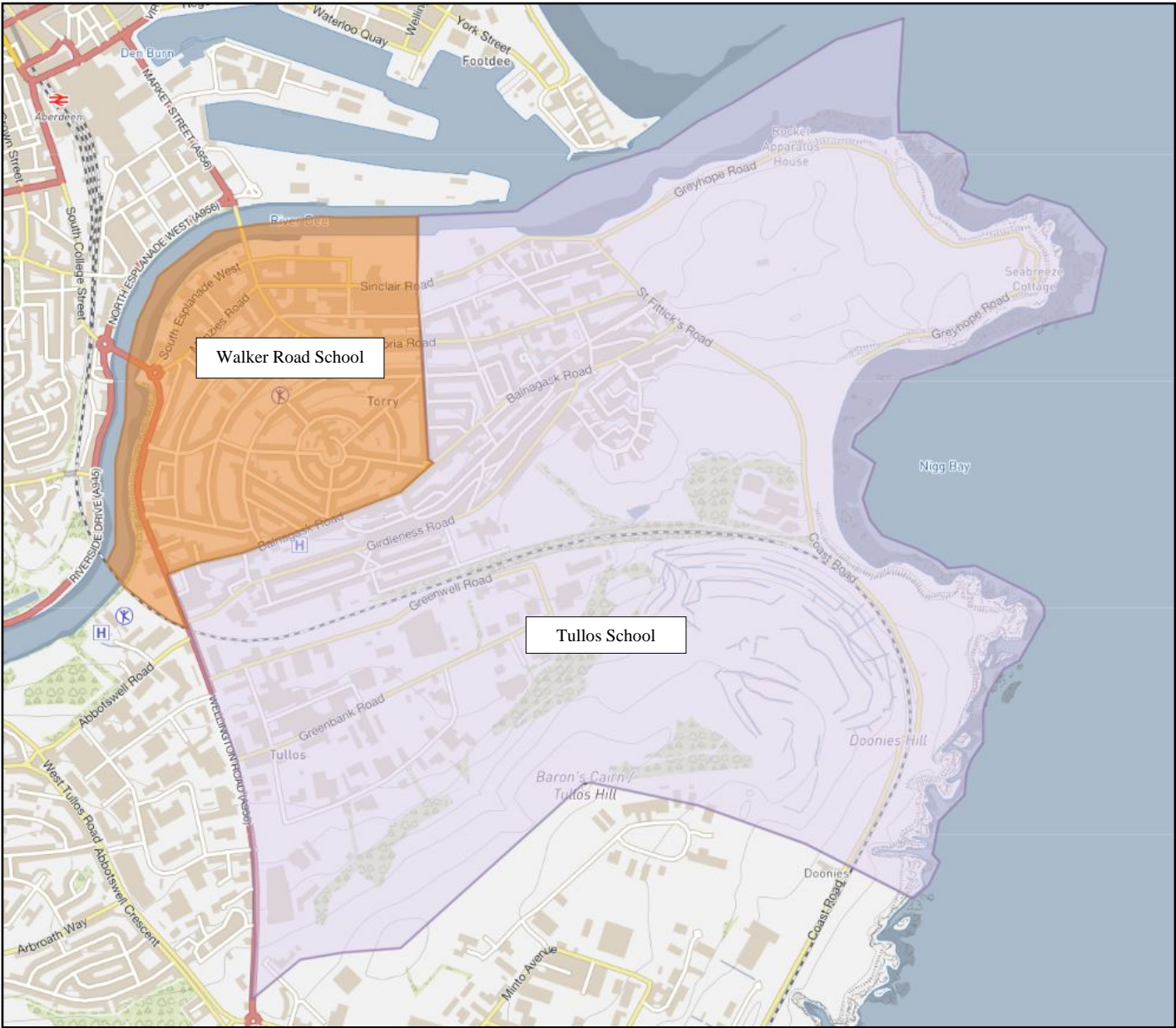
It is recommended that the Education and Children's Services Committee agrees to implement the proposal to relocate Walker Road School to the new school building at Tullos Circle in Torry, Aberdeen, with effect from 1 August 2023 or as soon as possible thereafter, and to implement the proposed alterations to the catchment areas for Walker Road School and Tullos School, as defined within the maps at Annex A, with effect from 1 August 2023.

Steve Whyte
Director of Resources
February 2023

Map A: Current Catchment Areas for Primary Schools in Torry



Map B: Proposed catchment areas for Walker Road School and Tullos School



REPORT FROM EDUCATION SCOTLAND



Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to relocate Walker Road School and alter the existing catchment areas for Walker Road School and Tullos School

February 2023

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to relocate Walker Road School and alter the existing catchment areas for Walker Road School and Tullos School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 18 January 2023 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- visits to the sites of Walker Road School and Tullos School, including discussion with relevant consultees.

2. Consultation process

2.1 Aberdeen City Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The council ran a public consultation from 5 December 2022 to 31 January 2023. Copies of the proposal document were made available to stakeholders, including parents and children from both schools. The proposal was also available on the council's website. Stakeholders were invited to respond to the consultation online using a form or by email. The council received two emails and 20 responses to the online form. Of the people that completed the online form or emailed 77% were in

favour of the proposal. The council held a public meeting at Walker Road School on 18 January 2023. This was attended by six members of the public as well as school staff and elected members. Overall, most stakeholders are positive about the opportunities the new build presents for children. However, stakeholders raised worries about road safety for children who walk to school. They feel there is a need for improvements such as new road crossings and school patrol officers. For a few parents, the proposed changes to the catchment areas have caused some confusion and concern. This is partly as a result of previous plans for the new school to be a third school in the area with both Tullos School and Walker Road School remaining open. This resulted in changed catchment areas. The Council should consider how to provide further reassurance to parents about the proposed catchment areas.

2.3 Walker Road School opened in 1897 and is a landmark building in the community. Many stakeholders have positive memories of the school. Local people, including parents, are concerned about what will happen to the existing school site if the proposal is approved. The community have recent experience of a closed school becoming derelict. They would like the council to prevent that happening to Walker Road School.

3. Educational aspects of proposal

3.1 HM Inspectors agree with the educational benefits the council presents in its proposal. The proposed design for the school should provide an enhanced environment for delivering teaching and learning. All stakeholders that HM Inspectors spoke with are enthusiastic about the opportunities the new site offers. In particular, they look forward to the improved play and outdoor learning facilities if the proposal is approved. A few stakeholders mentioned that the planned onsite school kitchen and larger dining area should improve children's dining experience. Children are excited about the improved playground, toilets, changing facilities and social areas. Stakeholders, including children at both local schools, would like to be involved in the naming of and designs for the new school site. A few stakeholders queried the timing of the consultation given that the development of the new site is well underway.

3.2 Almost all stakeholders that HM Inspectors met with are positive that the site will host a wider range of services and organisations alongside the school. Children attending both Walker Road and Tullos Schools would like to access the hub for after school and weekend activities. However, staff and parents have concerns regarding the costs for the use of the premises and any negative impact that this may have on its use by local organisations, such as after school groups. A few children are anxious about moving to a larger site and suggest that having tours of the new building would help them to become familiar with the school prior to moving. Parents want the council to explore further how the new site will complement and build on the existing range of community and sports facilities in the area. Walker Road School Parent Council would appreciate the council providing more information on what safeguarding processes and procedures will be put in place, given the school will be part of a multi-use hub.

3.3 The children and parents that HM Inspectors spoke to raised concerns about traffic on the main roads near the new school site. If the proposal is approved, children's routes to walk or cycle to the new school site will include busy through roads that have cars parked on either side. If the proposal is approved, the council should work with stakeholders, including Walker Road School Parent Council, to ensure that there are safe routes to school.

4. Summary

HM Inspectors agree with the educational benefits the council has laid out in its proposal. The design for the new building will have enhanced learning spaces, including for outdoor learning. Almost all stakeholders are positive about the learning and social spaces the new building should provide for children and members of the wider community. Children are enthusiastic that the plans show that there will be more child friendly play areas than is available at the current Walker Road School site. The council should consider how best to provide reassurance for those parents who are confused or concerned about the proposed catchments areas. If the proposal is approved, the council will need to work with stakeholders to ensure children have safe routes to the new school building. Similarly, the council should consider how it can best work with the community to explore the future use of the current Walker Road School site.

HM Inspectors
February 2023

This page is intentionally left blank

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | 2022 Education Climate Change Report |
| REPORT NUMBER | CFS/23/084 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Stuart Craig |
| TERMS OF REFERENCE | 1.1.2 |

1. PURPOSE OF REPORT

- 1.1 This report updates Committee on some of the key events that took place in schools to educate children and young people about Climate Change and the drive towards Net Zero during 2022. The report also highlights the ideas and solutions provided by children and young people, including the proposals that have come from the Youth Climate Change Group for the allocation of their £150,000 of funding.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the summary of key Climate Change highlights that took place in schools to educate children and young people about Climate Change and the drive towards [Net Zero](#) since 2021;
- 2.2 note the plans for a further event for secondary pupils organised by the Youth Climate Change President and Vice presidents to help shape city approach to Net Zero and Climate Change;
- 2.3 instruct the Chief Education Officer to support the process of appointing a new Youth Climate Change President and Vice Presidents for session 2023-2024 to allow the work that has begun in 2022 to continue; and
- 2.4 instruct the Chief Education Officer to report back on progress in one calendar year.

3. CURRENT SITUATION

- 3.1.1 The report presented to the former Education Operational Delivery Committee on 26th January 2022 reported a series of suggestions for change from city school pupils. Suggestions were broadly aligned with four core themes:

- Environmental improvements

- More recycling and a reduction in waste
 - Greater investment in clean and renewable energy production
 - Buying local produce and reducing consumption
- 3.1.2 The Committee instructed that a COP event be established in the Town House to help explore the themes raised by young people more fully. Members also requested that the event be presided over by a young person and that this young person be asked to share the thoughts of young people at a special meeting of the Education Operational Delivery Committee. The COP event provided an opportunity for young people to explore the themes identified in 3.1.1 more fully.
- 3.1.3 Our Youth Climate Change President, Charles Turner, has chaired monthly Pupil Climate Change Group meetings throughout 2022. Accompanying Charles Turner in his role have been Best Abalaka, Harlaw Academy, and Aurora MacDonald, Aberdeen Grammar School, as Youth Climate Change Vice Presidents. These meetings have been a combination of online sessions and a hybrid of both online and in-person meetings as covid mitigations dissipated during 2022. These meetings have provided an opportunity to reflect on some of the activity taking place in our schools and also to think about how young people can best support the climate change agenda.

3.2 KEY 2022 CLIMATE CHANGE HIGHLIGHTS FROM SCHOOLS.

- 3.2.1 School Eco Committees continue to drive change at school level. There is clear evidence that school committees are becoming more ambitious with some of the highlights outlined below.
- 3.2.2 During 2022 a further 10 schools received a Green Flag Award from Keep Scotland Beautiful.
- 3.2.3 Glashieburn Primary School started work on the LEAF (Learning About Forests) programme with staff from Keep Scotland Beautiful. The LEAF programme rests on the belief that children need to experience nature both for themselves and for society. There is a recognition that with more than half the world's population living in urban areas, the need to connect with nature is even more important.
- 3.2.4 Five primary schools participated in live lessons as part of the Keep Scotland Beautiful programme. These live lessons supported schools on Climate Education, Learning for Sustainability, and their Eco-Schools work. The lessons are delivered online via Microsoft Teams, as a whole week of short sessions, or as a Monday morning of workshops followed by a live assembly on the Friday. Lessons were accompanied by classroom activities and teaching notes.
- 3.2.5 Bucksburn Academy pupils engaged in a yearlong climate change interdisciplinary project. Their focus was the question "How can we eat to save the planet?" Pupils researched their food choices and how they impact the planet. They were also able to demonstrate how eating locally grown food can make a big difference to reducing our carbon footprint. Ten young people also

visited the Countryside Classroom on Wheels in February which brought livestock, crops, and feedstock to the school with the aim of increasing awareness of the animals and plants raised on Scottish farms. At the end of the project a book was produced with tips for “Eating to Save the Planet” and recipes using locally sourced ingredients.

- 3.2.6 The Wee Forest Project was launched as an outdoor learning space at Woodside Primary School on March 21, 2022. The project aims to promote outdoor education and environmental stewardship by providing children with an opportunity to learn in a natural setting. The space includes a variety of features such as a raised bed garden, sensory plantings, and a willow hut. The project was funded by various organizations, including the Scottish Government and the Woodland Trust. The Wee Forest Project hopes to expand the programme to other schools in the future, and to continue to encourage children to explore and learn about nature. The Woodside Wee Forest complements a nearby outdoor classroom presenting many opportunities for school and community engagement. The Woodside Wee Forest provides places to play in a natural setting and opportunities to enjoy nature, with benefits for mental and physical health. As well as local schools and communities being involved in design and planting, the Wee Forest will have a “Tree Keeper Team” of local volunteers to look after it and measure its benefits for nature and people. The Woodside Wee Forest will join a group of 20 such forests across Scotland which are being planted.
- 3.2.7 On the 1st and 2nd June almost 4000 North East pupils were invited to attend the 2021 Lift Off & Grow online event. This event aimed to inform and inspire young people about the variety of career and study opportunities in the region as it rose to the challenge of climate change. Seventy-five employers from across the Northeast participated in this event with presentations and interactive discussions. The event was launched by Megan McCubbin. A zoologist, wildlife TV presenter and conservationist, Megan is best-known for her appearances on BBC’s Springwatch, Autumnwatch and Winterwatch programmes. The event also saw the launch of the Climate Solutions Accelerator programme. The SCQF accredited online training programme gives pupils an understanding of climate change science and policies, giving them insight into how the issue will change society and the opportunities in tackling it. Many senior pupils completed the course gaining them a further SQA qualification.
- 3.2.8 Primary 7 young people from Ashley Road Primary School were involved in an interactive climate change challenge in June. The challenge tasked the young people with the design and marketing of an interactive climate change game. The final at the University of Aberdeen was the culmination of a seven-month project run by the University and the retailer Geek Retreat. Judges were impressed by the high standards set by the group with the students taking on the brief and demonstrating a high level of creativity.
- 3.2.9 In November there was a celebration of several Climate Change and Net Zero activities that had taken place over the session at NESCOL, as part of World Children’s Day. Children and young people from across the city gathered with Aberdeen City Councillors to showcase their work. The theme of World Children’s Day in 2022 was “Inclusion for Every Child”. Young people at the

event highlighted their involvement in the City Centre and Beach Masterplan and the model they created to demonstrate what they would like to see included in these plans. Charles Turner, the Youth Climate Change President, also had the opportunity to discuss his role and the work of the Youth Climate Change group. S1 pupils from Bucksburn Academy also presented their interdisciplinary project: "Eating to Save the Planet".

3.2.10 The Aberdeen final of the Scottish Schools Hydrogen Challenge took place in November at the Beach Ballroom. The final featured winning teams from Secondary Schools after they had participated in heats throughout November. Teams were led by STEM (Science, Technology, Engineering and Maths) professionals and volunteers from the University of Aberdeen, where pupils were tasked with designing and building a hydrogen fuel-cell powered car using custom-designed LEGO kits and 2W fuel-cells. Grand prizes were awarded to Oldmachar Academy and Cults Academy who were also invited to represent Aberdeen in the Inter-City Grand Final, which will take place on the 13th March 2023, hosted at the Aberdeen Science Centre.

3.3 UPDATE FROM THE PUPIL CLIMATE CHANGE GROUP

3.3.1 Charles Turner was appointed as Youth Climate Change President in February 2022. This was to recognise that there was not a representation of pupil voice in the climate change activities of the city, as we drive towards becoming net zero. The intention was for the Youth Climate Change President to provide a platform, through regular meetings with young people, to be a spokesperson for them to get their ideas on climate change heard.

3.3.1 In April 2022 Charles Turner chaired his first Youth Climate Change meeting at Marischal College. This was a hybrid meeting with many pupils online as well as representatives from various sectors of the council attending in-person. Alongside Education colleagues there was representation from the planning team who were present to answer questions from the group as well as providing more information about the climate change goals within city strategy.

3.3.2 From that first meeting in April the group has grown in numbers. Main ideas and areas of discussion this year have included:

- Improved public transport - especially night buses.
- Better cycling and walking connectivity – with improved signposting
- Greater promotion of net zero goals and what people can do to help
- Focus on reducing paper and single use plastics usage.

3.3.3 Officers have sought feedback from the young people as Council policies and plans have been developed with an example of this being the bike sharing scheme. This cycling scheme was launched late last year, and the Youth Climate Change group have actively promoted the scheme through their social media channels.

- 3.3.4 At times, the group has requested meetings with a range of Council Officers to question current practice. An example of such challenge would be when the group were calling for the reintroduction of reusable crockery in all school canteens. After a meeting with catering services, it was clear that a strategy was already underway to ensure that recycling and waste was reduced within school canteens.
- 3.3.5 The Youth Climate Change group arranged a meeting with NESCOL. The group were keen to explore using their funds to support the creation and implementation of new courses that would deliver qualifications and a greater understanding of Net Zero. Through these discussions it was discovered that planning for courses that covered climate change and Net Zero were already underway and didn't require financial investment from the Group.
- 3.3.6 A further idea that the group dedicated a lot of discussion towards was supporting and improving cycle lanes across Aberdeen. The group wanted to explore expanding bike lanes and linking areas across the city with more straightforward and safe cycle lanes. Meetings were arranged with the Climate and Environment Policy Manager of Aberdeen City Council. During the meeting it became clear that the funding of such a project would have to go through town planning, to cover the infrastructure elements, and would also likely be too expensive for the budget that the group had access to. The group were satisfied however that their ideas had been listened to and had helped inform City Masterplanning.
- 3.3.7 The group has learned a great deal in the past 10 months. The Youth Climate Change President and the group members have been able to focus on a number of areas that are important to them. Through discussions with key staff in Aberdeen City Council and NESCOL they have been able to see the challenges that there are in large scale projects and have a greater appreciation of how they can help influence existing plans and strategies.
- 3.3.8 The Group sought advice from a range of partners and Officers to inform their thinking over how to allocate their funding. This has included NESCAN (Northeast Scotland's Community Climate Action Resource Network), Education Scotland's Learning for Sustainability team and Keep Scotland Beautiful. NESCAN have been helpful as they have been able to describe and demonstrate the methods the group could use for allocating funds to smaller scale local projects in schools. The Youth Climate Change group has now agreed to award funding to individual school run eco groups to build a sense of collective responsibility and ownership across the children and young people of the city. The Group are currently in discussions over how to allocate funds and measure impact.
- 3.3.9 Over the last 10 months the Youth Climate Change Group have been able to increase their awareness of the local authority's policies towards climate change and net zero by inviting guests from several council departments to their meetings. Alongside regular meetings the group have created a Google Classroom space for the creation and collaboration of further ideas for sustainability. There is also an active discussion forum that the group has created. For example, the Eco Group at Harlaw Academy were able to collate

information from this space to inform a meeting with catering staff to lead to a return of sustainable food packaging in schools. The group are also a focal point to promote citywide initiatives to other children and young people across the city.

3.3.10 Education Scotland's Learning for Sustainability team have been very interested in the appointment of Aberdeen's Youth Climate Change President and the group that he chairs. It is the first appointment of this kind in Scotland and demonstrates the eagerness to place the voices of children and young people at the centre of policies and decision making that will impact them in Aberdeen. Charles Turner has attended two sessions with Education Scotland where he presented to education climate change leads from across the country describing his role and the impact the Youth Climate Change group can have.

3.3.11 A blog from Charles describing his first six months as Youth Climate Change President can be found in the Appendix or from [this link](#).

3.4 FUTURE PLANS

3.4.1 Education, and other council departments, will continue to support and promote the Youth Climate Change group. This will involve supporting them in plans to allocate funds to our schools. Importantly there will also be the need to appoint a successor to Charles Turner as Youth Climate Change President. The selection process for this appointment will be a major focus for Charles Turner and members of the group in the next few months.

3.4.2. An important youth climate change event is to be arranged for April 2023. This will be led by the Youth Climate Change president and the Youth Climate Change group. This event will be a presentation of the City's Net Zero routemap and the challenges that exist within these aims. Young people will have the task of considering these challenges in groups and working out the options and solutions that could be followed. This event will give pupils a greater understanding of their local area and the challenges that are being faced. They will also gain an idea of what these challenges are locally building on the global concerns that they have looked at during previous citywide youth events. It will give that local rather than global context so that pupils can look at the city Net Zero Routemap and help formulate solutions. Aberdeen City Council's Climate Change Plan Oversight Group, which has representation from a range of Council Clusters, will be helping to facilitate this event.

4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications. The Group were awarded £150,000 at the Council Budget meeting of 7th March 2022 and will use this resource to support local school projects.

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications arising from this report

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no direct environmental implications from this report.

7. MANAGEMENT OF RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|------------------------------|--|--|---|---|
| Strategic Risk | Risk of not planning effectively for Net Zero | Working in collaboration with young people and enabling them to be heard in decisions which will impact them helps reduce the risk in this area. | L | Yes |
| Compliance | As we work to become a Child Friendly City there is a risk in not engaging young people in strategic decision making | Establishing the monthly Pupil Group will enable us to hear directly from young people and give them a direct opportunity to shape our plans | L | Yes |
| Operational | Risk of attendance at the group impacting negatively on pupil attendance at lessons | Timings will be agreed with the young people and their school to ensure that pupils face no detriment. | L | Yes |
| Financial | | | | Yes |
| Reputational | Risk of not achieving Net Zero | The establishment of this Pupil Group will help us better realise our plans | M | Yes |
| Environment / Climate | Risk of not achieving Net Zero | The establishment of this Pupil Group will help us better realise our plans | M | Yes |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|--|--|
| Aberdeen City Local Outcome Improvement Plan | |
| Prosperous People Stretch Outcomes | The proposals within this report support the delivery of Children & Young People Stretch Outcome 7 in the LOIP: Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. |
| Prosperous Place Stretch Outcomes | The proposals within this report support the delivery of LOIP Stretch Outcome 14: Addressing climate change by reducing Aberdeen's carbon emissions by 42.5% by 2026 and adapting to the impacts of our changing climate. |
| UK and Scottish Legislative and Policy Programmes | <p>The National Improvement Framework</p> <ul style="list-style-type: none"> Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework. |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|--------------|
| Impact Assessment | Not required |
| Data Protection Impact Assessment | Not required |

10. BACKGROUND PAPERS

None

11. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|-----------------------------|
| Name | Stuart Craig |
| Title | Quality Improvement Officer |
| Email Address | StCraig@aberdeencity.gov.uk |
| Tel | 07366599534 |

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Inspection Reporting |
| REPORT NUMBER | CFS/23/087 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Shona Milne |
| TERMS OF REFERENCE | 1.1.1 |

1. PURPOSE OF REPORT

- 1.1 This report details how Aberdeen City schools and Early Learning and Childcare settings have engaged with His Majesty's Inspectors of Education (HMIe) and The Care Inspectorate since January 2023.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of this report; and
- 2.2 instructs the Chief Education Officer to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Frameworks.

3. CURRENT SITUATION

3.1 **Education Scotland inspection of St Peters Primary School**

St Peters Primary School was inspected week beginning 5th December. During the visit, Inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms to see how children were being supported. Taking this approach enabled them to triangulate evidence to support their evaluations. The inspection team found the following strengths in the school's work:

- The school's shared values are clearly linked to Gospel Values. They are evident in the inclusive, caring ethos at St Peter's. All staff have very positive, caring relationships with children, and children are kind and respectful to each other. This helps to create a calm, purposeful environment where children are valued and supported in their learning and wellbeing.
- The headteacher and depute headteacher provide strong leadership and a clear direction for school improvement. This is based on a

thorough understanding of the needs of children and families, and the progress children are making in their learning.

- Strong partnership work is helping to increase the confidence and self-esteem of children. In turn, this is helping to support an inclusive and ambitious school culture.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council:

- Continue to develop high-quality learning and teaching more consistently across the school. Ensure that learning activities are challenging enough and well matched to the needs of all children.
- Build on recent improvements in attainment in literacy and numeracy to continue to improve attainment for all children, in these areas of learning and across the curriculum.

The school secured positive gradings against the Quality Indicators.

| Primary school Quality Indicators | Evaluation |
|------------------------------------|------------|
| Learning, teaching and assessment | Good (4) |
| Raising attainment and achievement | Good (4) |

The link to the full report is available [here](#). HMle are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection. Aberdeen City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

3.2 **Education Scotland inspection of Broomhill Primary School**

Broomhill Primary School was inspected week beginning 9th January. During the visit, Inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms to see how children were being supported. Taking this approach enabled them to triangulate evidence to support their evaluations. This was a full week inspection and inspectors evaluated the school against the four key quality indicators. The inspection team found the following strengths in the school's work:

- Children who demonstrate a positive attitude to learning. They respond well to opportunities they have to learn in interesting contexts such as the wooded area.
- The school's approaches to inclusion and diversity which enables children to be valued members of the school community.
- The headteacher and senior leaders who are working with staff and the school community to drive forward school improvements. Staff who support each other well. They welcome opportunities for professional learning to improve outcomes for learners.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council.

- Develop further approaches to learning, teaching and assessment across the nursery and school to ensure greater consistency. In doing so, it will be important for all staff to have a shared understanding of high quality learning and teaching.
- Develop further approaches to tracking and monitoring children's learning across the nursery and school to ensure all children make the best possible progress.
- Improve children's experiences in the nursery class to ensure all children are supported to make the best possible progress

The school secured positive gradings against the Quality Indicators.

| Primary school Quality Indicators | Evaluation |
|--|------------------|
| Leadership of change | Good (4) |
| Learning, teaching and assessment | Satisfactory (3) |
| Ensuring wellbeing, equality and inclusion | Satisfactory (3) |
| Raising attainment and achievement | Satisfactory (3) |

| Nursery Class Quality Indicators | Evaluation |
|--|------------------|
| Leadership of change | Satisfactory(3) |
| Learning, teaching and assessment | Weak (2) |
| Ensuring wellbeing, equality and inclusion | Satisfactory (3) |
| Securing children's progress | Satisfactory (3) |

The link to the full report is available [here](#). HMle feel that the school require additional support and time to make the improvements in the ELC and as such will return to carry out a further inspection within one year. Central officers will work closely with the school to ensure the necessary improvements are made in the ELC before HMle return.

3.3 **Care Inspectorate Inspections**

The Care Inspectorate continue to inspect on a risk basis, leading to a higher proportion of settings being inspected where complaints or issues have been raised with them. Engagement includes a mix of in person and digital engagement although expectations are consistent with those in place prior to the pandemic.

- 3.4 **Glashieburn ELC**, an Aberdeen City run provision, was inspected in November. The Inspector noted that staff knew children's needs and preferences well and that children received nurturing care from staff. Children enjoyed a welcoming and comfortable indoor environment and experienced a variety of interesting play experiences both indoors and outdoors. The inspectors noted that the quality of planning and observations of learning was improving however the positioning of some outdoor equipment requires to be reviewed in order to avoid the fence becoming a climbing hazard.

| Aspect being inspected | Evaluation |
|--|--------------|
| How good is our care, play and learning? | Good (4) |
| How good is our setting? | Adequate (3) |
| How good is our leadership? | Good (4) |
| How good is our staff team? | Good (4) |

A link to the full report is available [here](#). The staff team were delighted that their nurturing approaches were highlighted and will work with corporate landlord and the senior leadership team to address the recommendations around the outdoor area.

- 3.5 **Hanover Street ELC**, an Aberdeen City run provision, was inspected in November 2022. The inspector noted a previous requirement to make the outdoor area safe had been met. Inspectors noted that staff worked well to build positive relationships with other agencies and most children were happy and confident around staff and were forming positive relationships with them. Inspectors suggested that the organisation of lunchtime be revisited. It was recognised that the use of loose parts play had improved and Inspectors encouraged the staff team to continue to develop the play areas available to children in order to ensure the creation of the best learning environment.

| Aspect being inspected | Evaluation |
|--|--------------|
| How good is our care, play and learning? | Adequate (3) |
| How good is our setting? | Adequate (3) |
| How good is our leadership? | Adequate (3) |
| How good is our staff team? | Adequate (3) |

A link to the full report is available [here](#). The staff team were delighted that their positive relationships were highlighted and that the work they had begun in improving the outdoor environments was recognised. Appendix A provides the action plan to realise improvements.

- 3.6 **Woodend Nursery** is an NHS ELC setting on the grounds of Woodend hospital. It is a funded provider setting registered to provide a care service for a maximum of 47 children aged three months to not yet attending primary school. It was inspected by the Care Inspectorate in November 2022. Inspectors noted that children were cared for compassionately by staff who nurtured positive relationships between the children. The outdoor areas provided children with good quality play and learning experiences. Inspectors suggest that quality assurance processes and lunch arrangements should be further developed to offer a consistently high-quality experience and care for all children.

| Aspect being inspected | Evaluation |
|--|--------------|
| How good is our care, play and learning? | Adequate (3) |
| How good is our setting? | Adequate (3) |
| How good is our leadership? | Adequate (3) |
| How good is our staff team? | Adequate (3) |

A link to the full report is available [here](#)

- 3.7 **Flexible Childcare Services**, Cummings Park received a follow up inspection in November 2022. Members should be aware that a return inspection by the Care Inspectorate does not trigger a re-evaluation of grades, the process is designed to provide an update against the recommendations made. Inspectors noted significant improvements had been made to the learning environment. They found that children's health and wellbeing was supported by the use of effective personal plans. These were individualised and contained up-to-date information to help staff meet children's needs. Staff were knowledgeable and competent in their understanding of child development and children were provided warmth, comfort, and compassionate care. Children were kept safe and well by effective systems and procedures and knowledgeable staff who were competent in the safe administration of medication. Staff were effectively deployed and worked well together to ensure effective supervision and quality engagement with the children across the day.

A link to the full follow up report is available [here](#). The staff team were delighted that the improvements have been recognised and continue on their improvement journey. The service will be regraded at their next full inspection.

- 3.8 **Amber Kindergarten** is a funded provider setting located in the grounds of Camphill. Care Inspectorate carried out a two-day inspection which took place on 19 January 2023 and 24 January 2023. Inspectors highlighted that children were incredibly well supported by staff who were consistently attuned to children and responsive to their needs. Building positive relationships and connections with children and also their families was a key strength of this service. Children benefitted greatly from many play and learning opportunities within the Camphill estate. There were extensive opportunities to embrace nature, engage with animals and learn new skills. A calm atmosphere was created through the skills of the staff team and their commitment to supporting transitions using a creative and child centred approach. The team worked in a very cohesive way, with very good communication at all times. There was strong leadership at all levels and this supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.

| Aspect being inspected | Evaluation |
|--|---------------|
| How good is our care, play and learning? | Excellent (6) |
| How good is our setting? | Excellent (6) |
| How good is our leadership? | Very Good (5) |
| How good is our staff team? | Excellent (6) |

A link to the full report can be found [here](#). The team are absolutely delighted that their excellent practice has been highlighted.

- 3.9 **Walker Road ELC** received an unannounced follow up inspection which took place on 14 December 2022. As this was a follow up inspection the service do not receive a regrading. Inspectors reported that the provider had completed all actions on their action plan to maintain a safe environment following their internal health and safety investigation. Staff were improving their interaction with children to consistently provide a nurturing and caring experience for children. Children's meal time experiences were improving. Staff had reviewed the room layout, making significant changes to help create welcoming spaces for children. Infection control practices had improved. A detailed improvement plan was in place that focused on areas for improvement identified as a result of the last inspection.

A link to the full report can be found [here](#). The staff team were delighted that the improvements have been recognised and continue on their improvement journey. The service will be regraded at their next full inspection.

- 3.10 **Kingsford ELC** received an unannounced follow up inspection which took place on 19 January 2023. As this was a follow up inspection the service do not receive a regrading. Inspectors reported that children were better supported by improved personal plan information and staff awareness of how to use this to support individual children. Children received regular meals consistently throughout the day and week. Staff, skills and support had improved which helped keep children safe. Progress had been made in identified areas for improvement. These are ongoing.

A link to the full report can be found [here](#). The staff team were delighted that the improvements have been recognised and continue on their improvement journey. The service will be regraded at their next full inspection.

- 3.11 The education service continue to support ELC settings to improve quality and have action plans in place to drive improvement where appropriate.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising from this report.

5. LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising from the recommendations in this report.

6. ENVIRONMENTAL IMPLICATIONS

6.1 No negative environmental impacts have been identified.

7. RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|------------------------------|--|--|---|---|
| Strategic Risk | Risk of not improving outcomes for learners | Positive engagement with Inspection agencies and sharing learning across the system where appropriate. | L | Yes |
| Compliance | Risk of not complying with national guidance | Positive engagement with Inspection agencies and sharing learning across the system where appropriate. | L | Yes |
| Operational | Risk that schools/ELC settings do not accurately identify the areas for improvement that will make the greatest difference to learners | Quality assurance arrangements in place to validate self-evaluation gradings | L | Yes |
| Financial | No risks identified | | | |
| Reputational | Risk that poor quality of provision will present a reputational risk to the Council | High levels of assurance are taken Quality Improvement and Inspection visits | L | Yes |
| Environment / Climate | No risks identified | | | |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|--|---|
| Impact of Report | |
| <p>Aberdeen City Council Policy Statement</p> <p>Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p> | <p>External scrutiny provides helpful assurance that there is sufficient focus on helping young people recover from the pandemic and that the school self-evaluation and improvement plan is well positioned to support a closing of the poverty related attainment gap.</p> |
| <u>Aberdeen City Local Outcome Improvement Plan</u> | |
| <p>Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026</p> | <p>Engagement with inspectors provides an opportunity to learn from national best practice and validate self-evaluation evidence available in schools. The support and challenge received by Inspectors helps to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.</p> |
| <p>Regional and City Strategies</p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children's Services Plan</p> <p>National Improvement Framework Plan</p> | <p>Engagement with the Inspectorate is fully aligned to the city prevention strategy. Work to address poverty and improvement in the Children's services plan, the Child Poverty Action Plan and the National Improvement Framework Plan is also supported through external scrutiny.</p> |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|--------------|
| Integrated Impact Assessment | Not required |
| Data Protection Impact Assessment | Not required |
| Other | None |

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Action Plan for Hanover Street

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|-----------------------------|
| Name | Shona Milne |
| Title | Chief Education Officer |
| Email Address | shmilne@aberdeencity.gov.uk |
| Tel | 01224 52200 |

This page is intentionally left blank

Care Inspectorate Action Plan and Evidence

Hanover Street School ELC



Inspection Date: November 2022
Action Plan Date: January 2023

Contents:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

| How good is our care, play and learning? | | | |
|--|---------------------------------|----------------------------------|-----|
| <p>Areas for Improvement 1 of 2: To ensure children are nurtured and supported through their daily experiences, the manager and staff should ensure that mealtimes are a safe, relaxing experience that meets the individual needs of children.</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: “My care and support meet my needs and is right for me.” (HSCS 1.19) “I can enjoy an unhurried snack and mealtimes in as relaxed atmosphere as possible.” (HSCS 1.35)</p> | | | |
| Action | Responsible Person | Timescale | RAG |
| Participation in ELC Improvement Group sessions and Clinic Groups Identified Target: School Lunches – for 85% of children to display increased levels of independence in the dining room by 31 March 2023 create PDSA plan with the following base line targets: <i>Children able to tidy up lunch</i> <i>Children scraping food into bin</i> <i>Small group of children helping in setting up for lunch</i> <i>Seconds – children lining up for seconds independently</i> <i>Children collecting lunch when they come in</i> <i>Self-service of milk and water</i> <i>Self-service of bread</i> (See PDSA plan for further details.) | SLT Lead NS SEYP SL and EYPs | By March end, 2023 | |
| PDSA plan shared with staff and baseline targets discussed. | SLT Lead DS | 31.01.23 | |
| Lunch process to be monitored and evaluated weekly and feedback/ next steps shared with ELC staff at team meetings to support improvement. (See PDSA for further detail.) | SLT Lead NS | 03.02.23 10.02.23 17.02.23 | |
| IEPs identify specific targets and supports at mealtimes for children with ASN. Quality Assurance includes termly monitoring of IEPs and observation of IEP targets in practice. | SLT Lead DS SEYP | By March end, 2023 | |

| How good is our care, play and learning? | | | |
|--|--------------------------------|--|------------|
| Areas for Improvement 2 of 2: | | | |
| <p>To ensure children have fun as they experience high quality play, learning and development opportunities the manager and staff should ensure that the cycle of observation, planning and assessment is used to maximise children's successes.</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27).</p> | | | |
| Action | Responsible Person | Timescale | RAG |
| Development of Environment: Organising and classifying resources in nursery cupboard. Dedicated time allocated on February INSET training days to tidy and update resources. (See QA calendar) Identify display board themes and refresh, maintain. <u>Wednesday 15th February 2023</u> Devise weekly Environment checklist prompt for staff and conduct weekly spot checks. Establish development leads within the ELC to take forward enhancing the environment in a specific area of the nursery. Plans to be created and actioned by staff, overseen by SLT by monitoring, observation and Support & Supervision meetings. Staff to be trained on creating actions plans and will have the opportunity to look at completed exemplars and case studies for guidance. Tuesday 14 th February 2023 SLT monitoring of environment. (See QA calendar) | SLT Leads NS and DS SEYP SL | By March end, 2023 Maintenance and ongoing through Term 4 | |
| Review and update current planning format: Planning format to include "planning in the moment" reflections alongside a wider learning world context grid, allowing for breadth and depth of Es and Os coverage. Training, modelling and peer learning session delivered to staff. Tuesday 14 th February 2023 Floor books for recording, reflecting and evidencing learning reintroduced and in-house training delivered to all ELC staff by SLT. Formalise observation and reporting process: All staff to be allocated 1 hour time out dedicated to observation write ups on Seesaw. Minimum of 5 observations per week. Observation content and format with exemplars shared and agreed with ELC staff at staff meeting. All staff allocated a iPad for updating learning journeys on Seesaw, recording evidence etc. | SLT Lead DS All ELC staff | Introduced by March end, 2023 Developed throughout Term 4 | |

| | | | |
|---|------------------------------|---------------------------------------|--|
| Update Quality Assurance calendar to include: Monthly monitoring of planning and floor books. Weekly monitoring of Seesaw observation uploads for quantity, quality, consistency. (See QA calendar) | SLT Leads DS and NS | | |
| Develop Highland Literacy programme in ELC: Staff to receive training on the practical application of the Highland Literacy programme. Wednesday 15 th February 2023 Introduce practical elements of Phonological Awareness in the ELC setting to be used in Planned activity time with key groups. Create and share planning record sheet to identify skills and activities to be covered in planned activity time and to follow up in ELC playroom. Continue, and enhance continuous provision of FMC and GMC development. | SLT Lead NS All ELC staff | March end, 2023 Throughout Term 3 | |
| Staff to receive training on Blanks Questioning for story time and introduce during planned activity time with key groups. | SLT Lead NS All ELC staff | June end, 2023 (Throughout Term 4) | |

| How good is our setting? | | | |
|--|------------------------------|---|------------|
| Areas for Improvement 1 of 1: | | | |
| <p>To ensure children experience a well maintained, comfortable and homely environment the provider, manager and staff should ensure that actions are taken to repair some areas of the nursery. This includes but not limited to:</p> <ul style="list-style-type: none"> • Walls and painted surfaces are in good order • All doors and surfaces are clean • The nappy changing areas does not have any intrusive smells • Any holes in walls are repaired • Furniture, walls, and radiators and clean and well presented for children • Worktop areas around sinks are in full working order • Flooring is safe for use and in good working order. <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24)</p> | | | |
| Action | Responsible Person | Timescale | RAG |
| Holes in Nursery walls to be repaired. Nursery walls repainted – ACC contacted, site visited, and job quote given. | Aberdeen City Council | ACC have advised work will be carried out in the new financial year. | |
| Broken hinges on yellow cabinet door repaired | Janitor | Actioned 26.01.23 | |
| Worktop and flooring repairs - ACC contacted, site visited, and job quote given. | Aberdeen City Council | ACC have advised work will be carried out in the new financial year. | |
| Nursery environment – Worksurfaces, windowsills, radiators cleared and cleaned, Wall displays updated, layout of nursery to be reviewed and changes made to ensure, a tidy, engaging environment. Nursery resources sorted, cleaned and stored in identified themes in the nursery cupboard to prevent overcrowding within ELC play space. Storage boxes to store nursery resources to be purchased. | SLT Lead NS SEYP SL, EYPs | By February 15 th , 2023 Storage boxes to be purchased in new financial year. | |

| | | | |
|--|------------------------------------|---|--|
| Create toilet and nappy changing cleaning records to be completed by named staff daily within timed intervals, signed and dated. This is in addition to normal nappy changing and cleaning procedures. SLT to spot-check the toilets, nappy changing area and cleaning records daily. (See QA Calendar) | SLT Lead DS SEYP SL, EYPs daily | Actioned 19.01.23 Monitoring ongoing | |
|--|------------------------------------|---|--|

| How good is our leadership? | | | |
|--|---|--------------------------|------------|
| Areas for Improvement 1 of 1: | | | |
| <p>To ensure high quality care and experiences for children quality assurance and self-evaluation should be embedded into practice. This should mean that:</p> <ul style="list-style-type: none"> • Children and families are meaningfully involved and influence changes within the setting • Quality assurance, including self-evaluation and improvement plans lead to high quality care and support. <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems' (HSCS 4.19).</p> | | | |
| Action | Responsible Person | Timescale | RAG |
| Planning is shared with parents at the start of a new theme. Parents are encouraged to share their ideas and suggestions via display board and Seesaw Evaluation of Planned learning displayed on notice board at the end of a theme and completed Floor books shared. Reminder notifications sent to parents at the start and end of each theme to raise awareness and encourage engagement. Staff to encourage parents to look at during "Drop off" and "pick up" time. | SLT Lead DS SEYP SL | By March end, 2023 | |
| Re introduction of "You say, we did..." beginning with a Survey Monkey parent feedback questionnaire Stay and Playcalendar for Term 4 to be displayed and shared with parents in person and via Seesaw. | SLT Lead DS SEYP SL | Term 4 | |
| Increased parental/ home link sessions: Scotland Showcase, Around the World Showcase, National Storytelling Week, Our Natural World Showcase | SLT Leads DS and NS SEYP SL EYP lead LB All EYPs support | Throughout Terms 3 and 4 | |
| Open Evening to share learning and discuss ELC improvement plan. Action plan shared with parents and feedback invited – Survey monkey/parental engagement session | SLT Lead DS and NS SEYP SL | Delivered by June 2023 | |

| | | | |
|---|---|--|--|
| Develop Parent Zone outside nursery to engage parents – displays, voting activities, planning and floor book sharing table etc. | SLT Lead DS and NS Maintained by SEYP SL | By April 2023 | |
| Quality Assurance calendar to be redeveloped to include more rigorous monitoring and observation of Quality themes (CI) and Quality Indicators (HGIOELC) QA evidence recorded fully in digital format. Filing system to be developed | SLT Lead DS and NS | Paperwork By March End 2023 Process ongoing thereafter. | |
| Programme of self-evaluation developed and delivered using “A Quality Framework for day care of children, childminding and school aged children” Self-evaluation incorporated into QA calendar and staff development meetings to support ongoing and future improvement planning for next session. | SLT Lead DS | Throughout Term 3 and 4. January – June 2023 | |

| How good is our staff team? | | | |
|--|---|--|------------|
| Areas for Improvement 1 of 1: | | | |
| To ensure the safety of children the provider and manager should ensure that there is the right number of staff and that these staff are deployed in a way that meets children's needs. | | | |
| This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My needs are met by the right number of people' (HSCS 3.15) 'People have the time to support and care for me and to speak with me' (HSCS 3.16). | | | |
| Action | Responsible Person | Timescale | RAG |
| Review of current IEP process and subsequent update of termly IEPs. Specific termly Dates for IEP updating and monitoring to be shared with staff. Monitored IEPs to be shared with all ELC staff at staff meeting termly to ensure full knowledge of roles, responsibilities and requirements. Termly SLT observation of IEPs in practise. (See QA calendar.) | SLT Lead DS SEYP SL | By March end, 2023 Ongoing thereafter | |
| Create a timetable of Support Worker allocation to individual children to support their individual needs. | SLT Lead DS EYP LB | By 10.02.23 | |
| Create a weekly timetable of staff ratios on playroom floor that includes staff development non-contact time, visits to other parts of the school, staff daily responsibilities. | SLT Lead DS All ELC staff to follow. | By February end, 2023 | |
| Devise procedure to cover staff absence and TOIL that minimises impact and uncertainty on ELC staffing. Share with ELC staff. | SLT Lead DS | By 17.02.23 | |
| Share and discuss procedure for staff utilisation in different scenarios to best meet children's needs. | DS | By January end, 2023 | |

| | | | |
|---|------------------------------|-----------------------|--|
| | | | |
| Observation and monitoring of staff deployment in playroom with reference to staff utilisation procedures, to be carried out monthly. (See QA calendar.) | DS and NS | Ongoing, monthly | |
| Continue with Autism online training session – 2 modules remain. Completion of reflection paperwork and sharing learning/ next steps at staff meeting follow up. | SLT Lead NS All ELC staff | By March end, 2023 | |
| Audit of staff training needs | SLT Lead NS | By February end, 2023 | |

This page is intentionally left blank

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Aberdeen City Child Protection Committee Annual Report 2021-22 |
| REPORT NUMBER | CFS/23/088 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Graeme Simpson |
| REPORT AUTHOR | Amy Anderson |
| TERMS OF REFERENCE | 1.1, 1.2, 1.3 |

1. PURPOSE OF REPORT

- 1.1 To share Aberdeen City Child Protection Committee's (CPC) Annual Report 2021-22 to provide assurance that the work of the CPC is effectively helping reduce risks to children and young people.

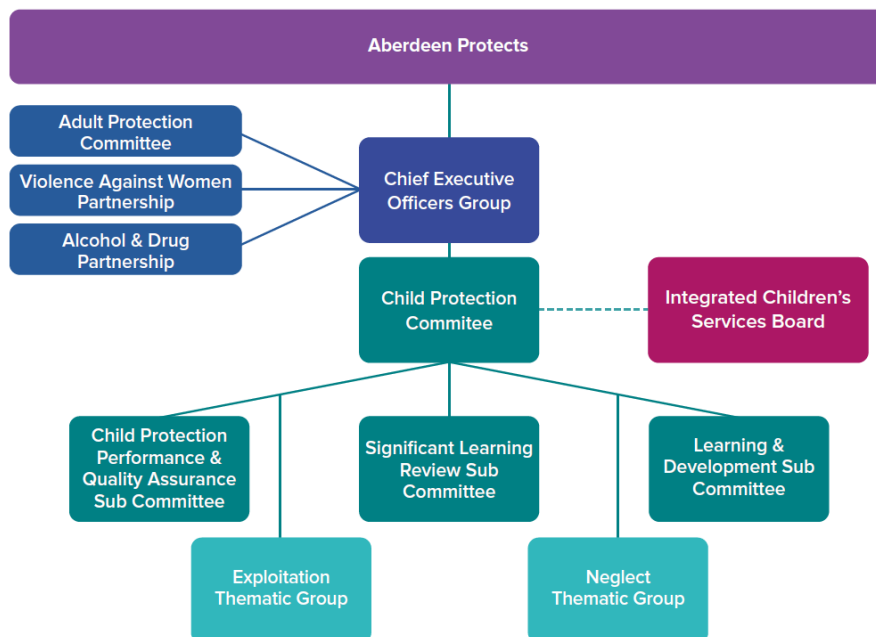
2. RECOMMENDATIONS

That the Committee:

- 2.1 Notes the content of the CPC's Annual Report 2021-22, including the Child Protection Programme 2021-2024; and
- 2.2 Instructs the Chief Social Work Officer to provide Committee with a further report in 2024 detailing the continuing impact and effectiveness of partnership work in relation to child protection.

3. CURRENT SITUATION

- 3.1 Aberdeen City Child Protection Committee (CPC) is a multi-agency strategic partnership governed by the Chief Executive Officers of Aberdeen City Council, NHS Grampian and the Police Commander for the area. It is committed to providing individual and collective leadership and direction for the management of child protection services in the Aberdeen City area. Areas for improvement which are identified through self-evaluation are driven through the Child Protection Programme.
- 3.2 The CPC works collaboratively with other strategic partnerships in the City such as the Children's Services Board, Aberdeen Violence Against Women Partnership (particularly in relation to child protection and domestic abuse), Adult Protection Committee, Multi Agency Public Protection Arrangements (MAPPA) and the Alcohol and Drugs Partnership under the banner of Aberdeen Protects as is outlined in visual below.



- 3.3 The Child Protection Programme aims to improve the safety, wellbeing and life chances of vulnerable children and young people. Improvement activity is reported to and monitored by the CPC through its connected sub committees which are; the Significant Learning Review, the Performance & Quality Assurance, and the Learning & Development sub committees. Improvement activity set out in the Child Protection Programme 2021-2024, is and will be subject to the inspection scrutiny of the Care Inspectorate.
- 3.4 The CPC produces a statutory Annual Report to demonstrate the work of the CPC. The report is informed by the now well embedded Quality Assurance Framework (QAF) and audit programme.
- 3.5 The Annual Report highlights many achievements including the first Significant Learning Review to be conducted based on positive practice, steps towards the implementation of the new National Guidance for Child Protection in Scotland 2021, and delivering on recommendations identified from our Quality Assurance Framework. This year saw Campbell Thomson take over as Chair of the CPC in November 2021. His leadership has helped drive the positive work of the CPC.
- 3.6 The CPC continues to work to ensure that the Child Protection Programme Plan is informed by and aligned to national expectations flowing from the independent care review and as set out in The Promise. The CPC priorities for the coming year are to:
- To increase workforce confidence and knowledge to respond to child protection issues arising among children with disabilities
 - To improve multi-agency recognition and response to indicators of cumulative neglect

- To raise awareness and develop a multi agency understanding of, and response to, all forms of child exploitation and children who go missing
- To implement a whole system approach across the City in relation to child protection and domestic abuse, and support the delivery and embedding of the Safe and Together model alongside the Violence Against Women Partnership
- To consider the revised National Guidance for Child Protection in Scotland and ensure the required changes are implemented to help support and improve practice
- To build on our trauma informed and strength based practice approaches ensuring children and their families are engaged with appropriately, and that their voices are heard when they are involved in child protection processes
- To improve the multi agency recognition and response to equality, diversity and inclusion from a child protection perspective. This includes Female Genital Mutilation, Gender Identity, Prevent, Honour Based Abuse and Forced Marriage in the field of Child Protection.

3.7 A refreshed quality framework for children and young people in need of care and protection was published by the Care Inspectorate in November 2022. This framework outlines the Care Inspectorate's expectations for the quality of service provision for children in need of care and protection across community planning partnerships. The quality improvement framework will support partnership self-evaluation over the coming year and beyond.

3.8 In light of the refreshed quality framework, the CPC intend to undertake a level of self-evaluation in anticipation of inspection, ensuring we identify, and take measures to address, any areas requiring further improvement based on the refreshed expectations.

3.9 Feedback from our Care Inspectorate Link Inspector, who attends CPC meetings, continues to reflect very positively on the work of the partnership.

4. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from the recommendations of this report.

5. LEGAL IMPLICATIONS

There are no direct legal implications arising from the recommendations of this report.

6. ENVIRONMENTAL IMPLICATIONS

There are no direct environmental implications arising from the recommendations of this report.

7. RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|------------------------------|---|--|---|---|
| Strategic Risk | No significant risks identified | | | |
| Compliance | No significant risks identified | | | |
| Operational | Required improvements and developments in practice are not identified and actioned. | Children, young people, their families and the professional workforce can be assured that services in Aberdeen City are continually appraised in order to improve the quality of locally delivered services. | M | Yes |
| Financial | No significant risks identified | | | |
| Reputational | Organisational failings in relation to child protection can bring significant media interest and scrutiny of services delivered to children and young people. | The public can be assured that: the Council ensures compliance with legal requirements, national standards and guidance; partners respond to self and external scrutiny; and identified areas for improvement are addressed. | M | Yes |
| Environment / Climate | No significant risks identified | | | |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN 2022-2023</u> | |
|--|--|
| Impact of Report | |
| <p>Aberdeen City Council Policy Statement</p> <p><u>Working in Partnership for Aberdeen</u></p> | <p>The work of the CPC is aligned to other strategic partnerships, namely the Children’s Services Board, Violence Against Women Partnership, Alcohol and Drug Partnership, and the Adult Protection Committee, whose aims are aligned collectively to the Council Delivery Plan 22/23 and the Working in Partnership for Aberdeen Policy Statement.</p> |
| <u>Aberdeen City Local Outcome Improvement Plan 2016-26</u> | |
| <p>Prosperous People Stretch Outcomes</p> | <p>The functions of the CPC are central to supporting and assuring that the multi agency Children’s Services partners deliver on the outcomes of the LOIP – Prosperous People (Children and Young People) Stretch Outcomes 4 to 9 and to ensure our children are safe from harm. Children, young people and families who are adequately protected from threats to their health, safety and economic wellbeing are more likely to prosper than those who are not.</p> |
| <p>Regional and City Strategies</p> | <p>The work of the CPC is relevant to Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, the Children’s Services Plan and the Child Protection Improvement Programme.</p> |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|------------------------------|
| Integrated Impact Assessment | Not required for this report |
| Data Protection Impact Assessment | Not required for this report |
| Other | Not required for this report |

10. BACKGROUND PAPERS

None

11. APPENDICES

11.1 Aberdeen City Child Protection Committee Annual Report 2021 – 2022

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|---------------------------------|
| Name | Amy Anderson |
| Title | CPC Lead Officer |
| Email Address | AmyAnderson@aberdeencity.gov.uk |



Aberdeen City Child Protection Committee

Annual Report 2021/2022





Contents

| | |
|--|----|
| Preface from Chief Officers | 3 |
| Introduction from Independent Chair of CPC | 4 |
| CPC structure and delivery | 5 |
| CP Programme 2021-2024 | 6 |
| Performance Management | 9 |
| Thematic Groups | 15 |
| CPC Development Sessions | 16 |
| Child Protection Partnership | 17 |
| Implementation of National Guidance | 18 |
| Finance and resource | 19 |
| Conclusion | 19 |
| Appendix 1 – CP Programme 2021-2024 | 20 |



Preface from Chief Officers

This is the eighth Annual Report of the Aberdeen City Child Protection Committee (CPC). The Child Protection Committee works across all child protection services locally, regionally, and nationally. With these supports and networks in place it aims to support the multi agency workforce and members of the public to ensure Aberdeen is the best place in Scotland to grow up, to promote the care and welfare of our children and to protect them from abuse and harm.

Ensuring that all children in Aberdeen are safeguarded and protected from harm and abuse is taken very seriously by all involved. Fundamental to the CPC functions and effectiveness is multi agency working, this ensures the protection and safety of Aberdeen City's children and young people. The commitment of all agencies is apparent in the day to day delivery of child protection services in the City. It can also be seen in those agencies' extensive contribution to the strategic improvements and developments carried out in 2021-2022.

We are committed to understanding the child protection concerns which arise in our City and to making improvements together to address these. We are also committed to recognising the strengths within our families in Aberdeen and to including parents, carers and young people in the ongoing development of our child protection processes.

The CPC achievements highlighted in this report include the positive steps we have taken to ensure the safety and wellbeing of our vulnerable children and young people. These highlights include the first Significant Learning Review to be conducted based on positive practice, steps towards the implementation of the new National Guidance for Child Protection in Scotland 2021, and delivering on recommendations identified from our Quality Assurance Framework, to name a few.

These are just a few of the highlights over the past 12 months and this would not have been possible without the commitment, dedication, and support of the CPC. This year has also seen Campbell Thomson take over as Chair of the CPC in November 2021. Campbell took over from Adrian Watson. We extend our thanks to Adrian for his commitment and dedication during his time as Chair and look forward to working alongside Campbell.

We are delighted to approve this report and look forward to another challenging year ahead.



Angela Scott
Chief Executive
Aberdeen City Council



Caroline Hiscox
Chief Executive
NHS Grampian



Kate Stephen
Divisional Commander
Police Scotland

Introduction from Independent Chair of CPC

I am pleased to bring you the eighth annual report from the Aberdeen City Child Protection Committee.

The CPC is a key local body for developing, implementing, and improving child protection strategy across and between agencies, bodies and the local community. The CPC perform a number of crucial functions in order to jointly identify and manage the risk to children and young people across Aberdeen City. Aberdeen City CPC ensures that these functions are carried out to a high standard and are aligned to the local Getting it Right for Every Child (GIRFEC) arrangements.

As we emerge from the challenges of the global pandemic, we are beginning to see a number of other emerging issues such as the impact of the economic crisis and displaced persons. That said, as the CPC did throughout the pandemic, our focus and resolve must remain to ensure that all children and young people remain safe across Aberdeen City. As such I would wish to take the opportunity to sincerely thank not only members of the Child Protection Committee but all those across the partnership, both statutory and voluntary who, amid these challenges, strive selflessly to keep children and young people safe each day.

I would also wish to thank Stuart Lamberton, the previous CPC Lead Officer for his significant contribution to this work from 2019 and welcome Amy Anderson who took up the role in May 2022.

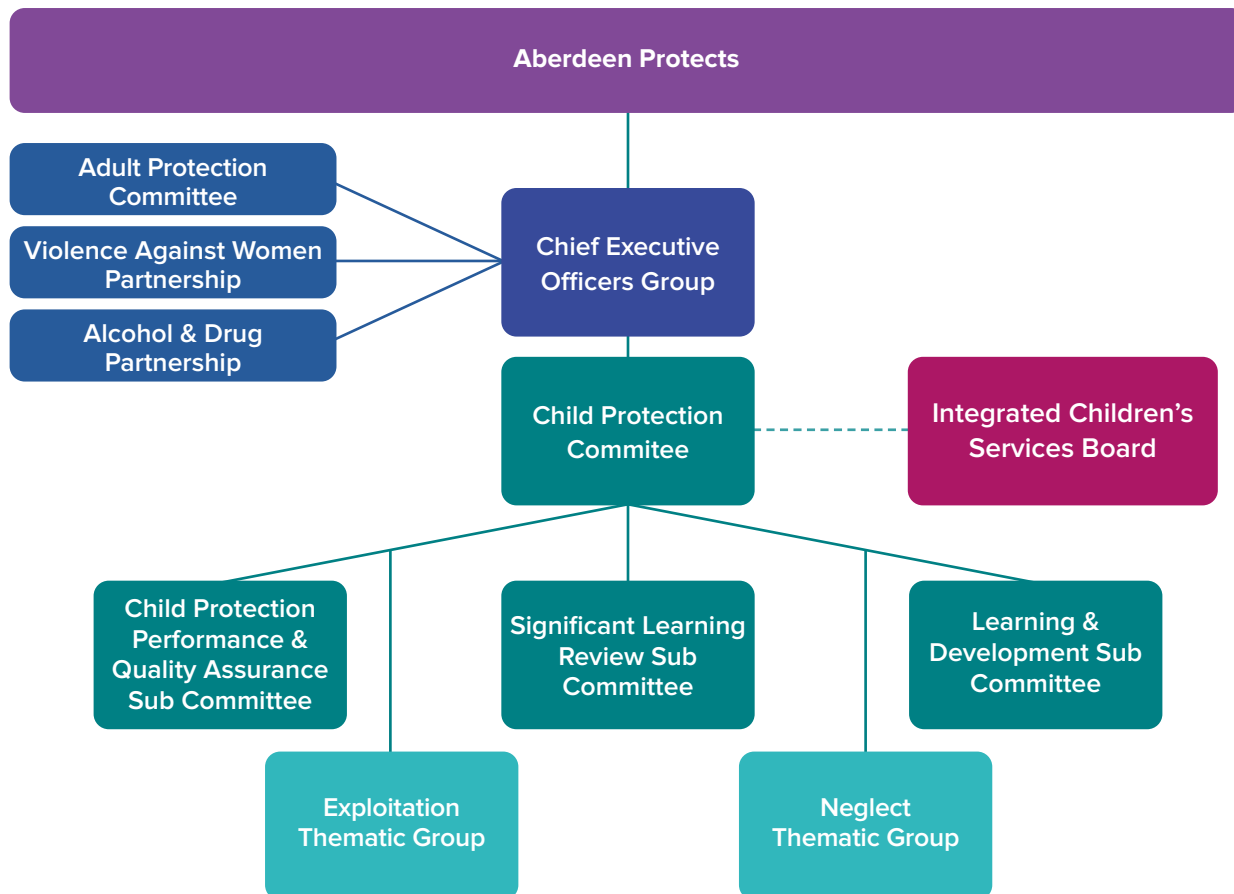
Although this report reflects on performance over the previous year it is of paramount importance that collectively we continue to move forward through delivery of our Child Protection Programme and implementation of the new National Guidance. Furthermore, we must remain focused on continuous improvement and welcome the opportunity to influence and deliver not only local initiatives but on national workstreams such as The Promise and Bairns' Hoose.

Campbell Thomson QPM,
Independent Chair of Aberdeen City CPC



CPC structure and delivery

The CPC structure for 2021/2022 can be found below:



As the structure illustrates, the CPC is governed by the Chief Officers Group (COG) who have clear responsibilities set out in the [Protecting children and young people: Child Protection Committee and Chief Officer responsibilities](#) guidance published by the Scottish Government in February 2019. The Aberdeen City COG is well established as is the relationship between the COG and CPC. The structure also illustrates the interface through the COG of the CPC with the other strategic partnerships in the City, namely APC, VAWP, and ADP, all working together under the banner of Aberdeen Protects. The CPC adheres to the [National Guidance for Child Protection in Scotland 2014](#) and are in the process of implementing the new [National Guidance for Child Protection in Scotland 2021](#). The CPC fulfils its core functions through this structure and the multi agency Child Protection Programme 2021-2024, which is also covered in this report.



Child Protection Programme 2021-2024

Aberdeen City's Child Protection (CP) Programme was refreshed in 2021. In our programme we make sure national priorities are addressed, this plan was developed to interface with [The Promise - Plan 21-24](#) and the New National Guidance for Child Protection in Scotland 2021. The CP Programme 2021-2024 includes improvements required by local strategic plans, such as the Children's Services Plan and The Local Outcome Improvement Plan (LOIP) which recognises that 'Children Are Our Future' and need to be safe and responsible as well as protected from harm.

In delivery of this programme the CPC directly supports the LOIP, and in particular stretch outcomes 4, 5, and 8 with the following key drivers:

- 4.1 Ensuring that families receive the parenting and family support they need
- 4.2 Keeping young children safe
- 5.2 Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach
- 8.2 Ensuring that children and young people receive accessible information and opportunities to engage and participate in decision making

We also incorporate our local work identified through various self-evaluation strands such as case file auditing, significant case reviews, inspection findings, statistics, data analysis and practitioners' knowledge. The programme is reviewed at the annual CPC Development Day and routinely at quarterly CPC meetings. The work contained within CP Programme 2021-2024 can be found throughout this report and at Appendix 1.

Performance and Quality Assurance sub committee

The P&QA sub committee present quarterly data and scrutiny reports to the CPC which are multi agency and have the [National Minimum Dataset for Child Protection Committees \(celcis.org\)](#) (NMD) embedded within. This framework is updated annually and approved by CPC, it includes 10 scrutiny questions which include all the information required from the NMD and further information that the CPC specifically want to scrutinise.

The P&QA sub committee continues to work with all partners, the Data & Insights team, and the Child Protection Register (CPR) team to ensure we analyse the data, identify trends, and areas for improvement, before we report to the CPC.

The P&QA sub committee have continued to add qualitative data to the quarterly data and scrutiny report in relation to Inter-Agency Referral Discussions (IRDs), Joint Investigative Interviews (JIIs), and Child Sexual Exploitation (CSE).

Members of the P&QA sub committee, on behalf of the CPC, have been working with CELCIS to explore the development of a national data set for monitoring outcomes. The new National Minimum Dataset was published by CELCIS in June 2022 and will be adopted by Aberdeen City CPC over the coming year.

Quality Assurance Framework

Over the course of 2020/2021 the Quality Assurance Framework (QAF) was successfully implemented and supported by the CPC. The audit programme runs annually and conducts multi agency audits each year under the auspices of the CPC and CSB.

Representatives from health, social work, police, education, and the voluntary sector are identified and meet through the digital platform Microsoft Teams to review the selected cases. The tool used in the process is based on the Care Inspectorate document “*How well are we improving the lives of children and young people? A guide to evaluating services using quality indicators.*” (2018).

The CPC is responsible for ensuring the learning and good practice identified in the multi agency audits is shared across Aberdeen City and embedded into practice. This is measured through a well-established quality assurance process highlighted in this report.

There were two audits carried out on behalf of the CPC and CSB during the period covered by this annual report and a brief overview from the reports is as follows:

Supporting young people who are homeless or have housing issues – September 2021

The findings of the Joint Inspection 2019 indicated that while service provision for homeless young people was good, feedback from stakeholders indicated that there were still a number of young people who had become homeless as a result of not engaging with services. This audit topic and remit was agreed by the CPC and CSB to consider “*How good are we as Corporate Parents at supporting young people who are homeless or have housing issues?*”.

There were key strengths identified in this audit which included evidence of good practice (100%) and effective support (75% adequate or above) in most of the cases audited, and examples of services being ‘persistent’ in supporting young people.

The audit also highlighted some areas for improvement in relation to acting upon the early indicators that predict homelessness from a young age to try and prevent homelessness from happening, and an agreement in thresholds across multi agencies for effective referrals and support to be offered.

Due to the support the young person has received, they managed to maintain their anxiety/ mental health, have applied for a college course, have improved their relationship with their mother, are able to go out more without being stressed, are in control of their finances and are able to maintain a tenancy.

Audit Team

The findings from this audit were presented to the CPC in December 2021, the CPC and CSB agreed to progress the recommendations. Work is currently underway to deliver on the recommendations and the progress will be monitored by the CPC and CSB.





Children with Disabilities – February 2022

Children with Disabilities are overrepresented in initial and significant case reviews, yet there are low numbers of children with disabilities on the Child Protection Register or subject to Joint Investigative Interviews. This audit topic and remit was agreed by the CPC and CSB to consider “Do we know why Children with Disabilities have been overrepresented in significant and initial case reviews conducted by Aberdeen City CPC since September 2017?”

There were key strengths highlighted in this audit which included evidence of very good multi agency working, high praise for how the child or young person was supported, and 80% of cases audited were scored as adequate or above when asked if the multi agency child’s plans supported improved outcomes for children with disabilities.

This audit also highlighted some areas for improvement which were centred around how disability is recorded and the impact on the child and family. The findings

from the audit also concluded that communication with children or young people who are recorded as ‘non-verbal’ or have serious speech disabilities must be improved through practice sharing and training.

Orchard Brae went above and beyond their duties in providing support, in several cases.

Audit Team

The findings from this audit were presented to the CPC in June 2022, the CPC agreed to progress the recommended areas for improvement. Work is currently underway to deliver on the agreed recommendations and the progress of this will be monitored by the CPC and CSB.



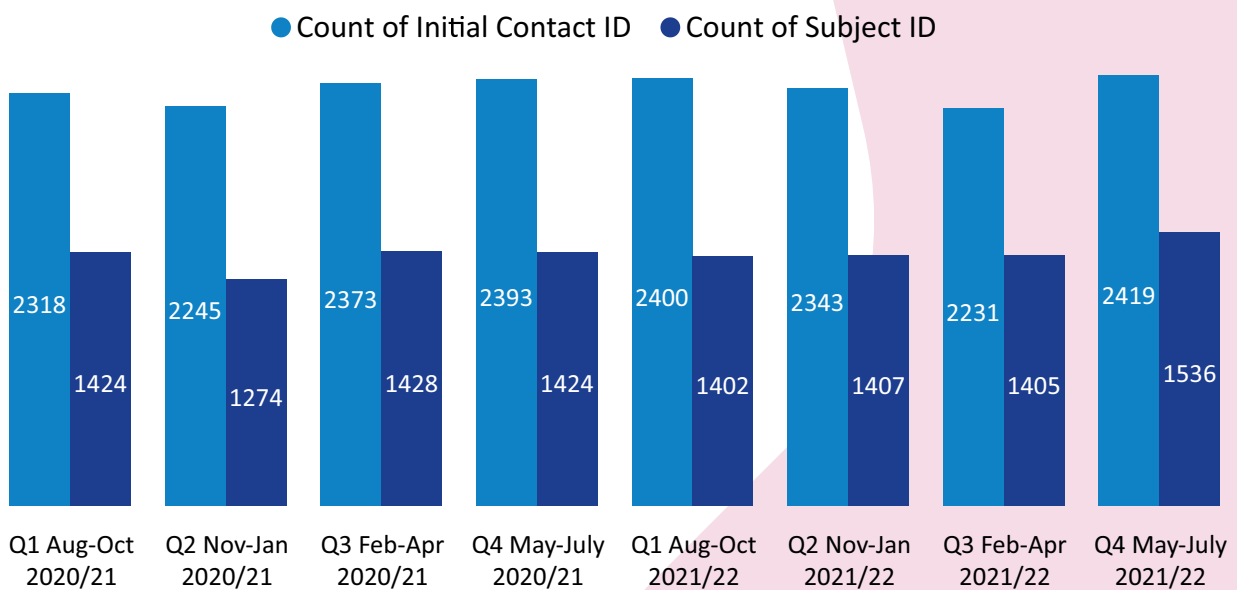
Performance Management

The suite of performance management information considered by the CPC includes the NMD, comprehensive quarterly reports from the Child Protection Register (CPR), SCRA, Child Protection Committee reports, numbers of Child Protection Orders from Legal Services, administrative information from Child Protection Admin (Aberdeen City Council), and

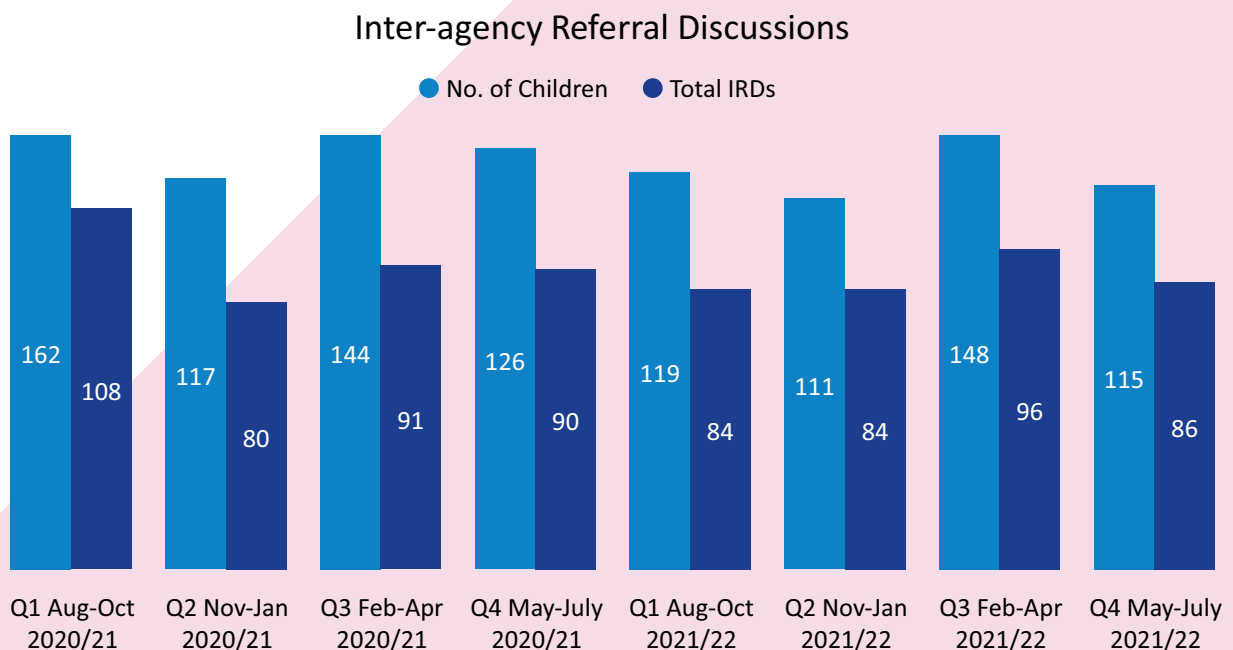
other annual statistical information from others such as the Scottish Government and Social Work Scotland.

These reports are analysed by the P&QA sub committee in accordance with the updated data framework and scrutiny questions before being reported quarterly to the CPC. The following information is taken from these reports:

Number of referrals per quarter

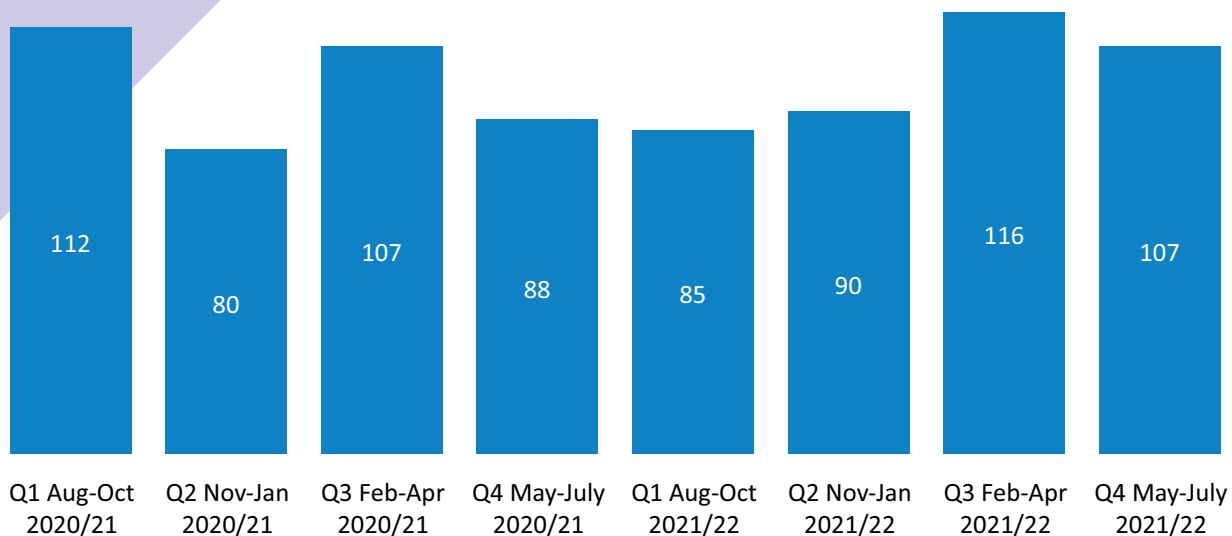


Number of Inter-agency Referral Discussions (IRDs) per quarter



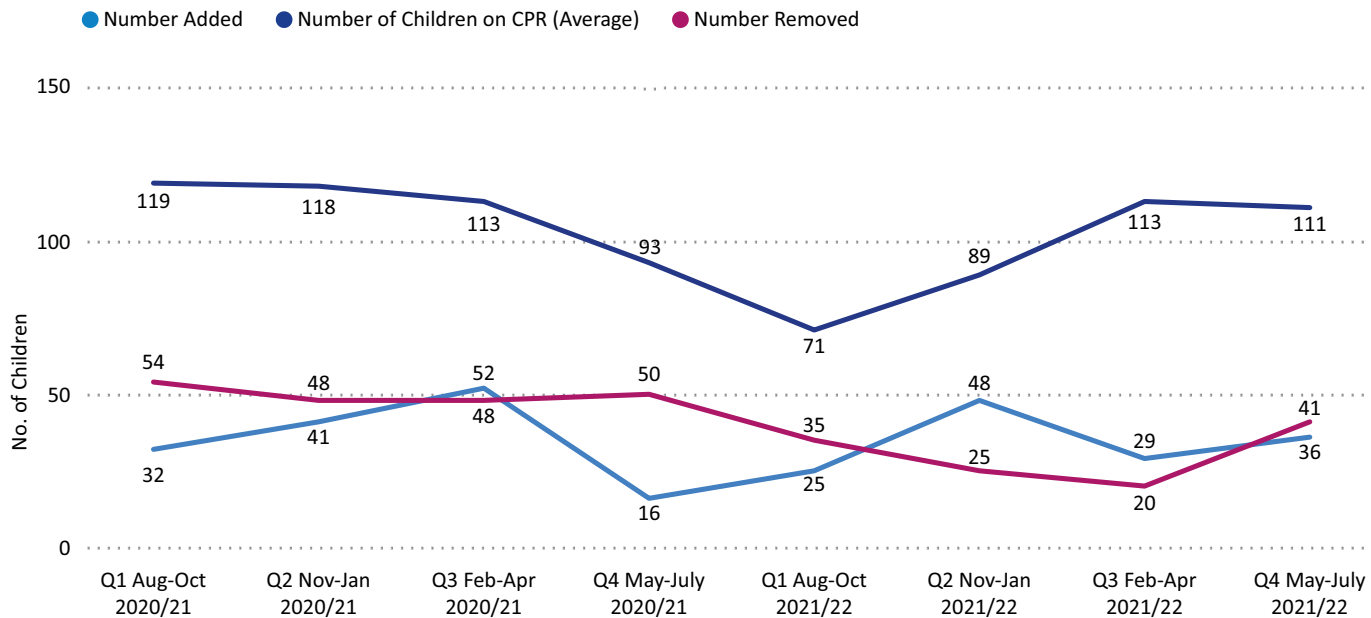
Number of Joint Investigative Interviews (JIIs) per quarter

Joint Investigative Interviews



Child Protection Register (CPR)

Number of children registered and removed from the register per quarter

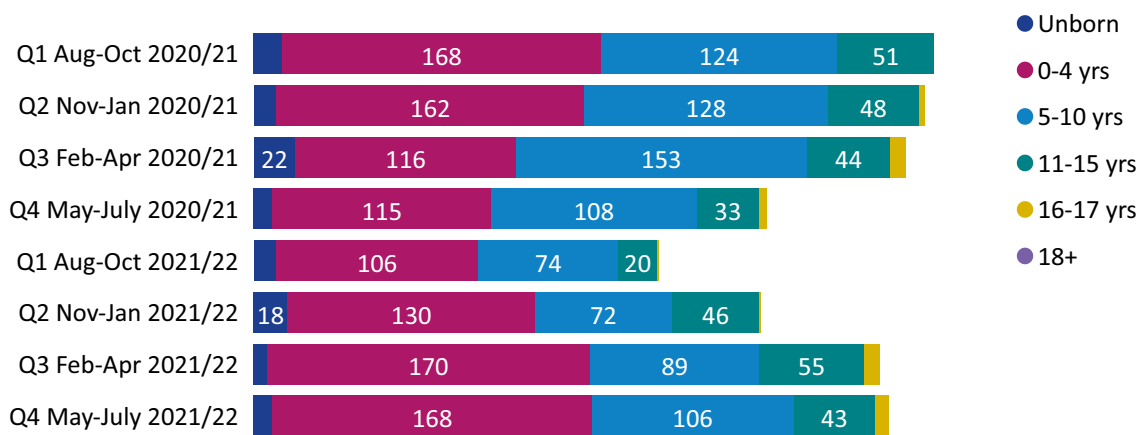


Duration on register at removal per quarter

| Duration | Duration on Register at Removal | | | | | | | |
|---------------------|---------------------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|---------------------|
| | Q1 Aug-Oct 2020/21 | Q2 Nov-Jan 2020/21 | Q3 Feb-Apr 2020/21 | Q4 May-July 2020/21 | Q1 Aug-Oct 2021/22 | Q2 Nov-Jan 2021/22 | Q3 Feb-Apr 2021/22 | Q4 May-July 2021/22 |
| Up to 3 months | 6 | 5 | 4 | 22 | 4 | 2 | 9 | 7 |
| 4 to 6 months | 16 | 4 | 16 | 6 | 5 | 2 | 2 | 13 |
| 7 to 12 months | 21 | 26 | 17 | 16 | 19 | 14 | 8 | 12 |
| 13 to 24 months | 11 | 13 | 10 | 5 | 7 | 7 | 4 | 9 |
| 25 to 48 months | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| More than 48 months | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Age of Children of children on the register

Age Bands of all Children on the Register



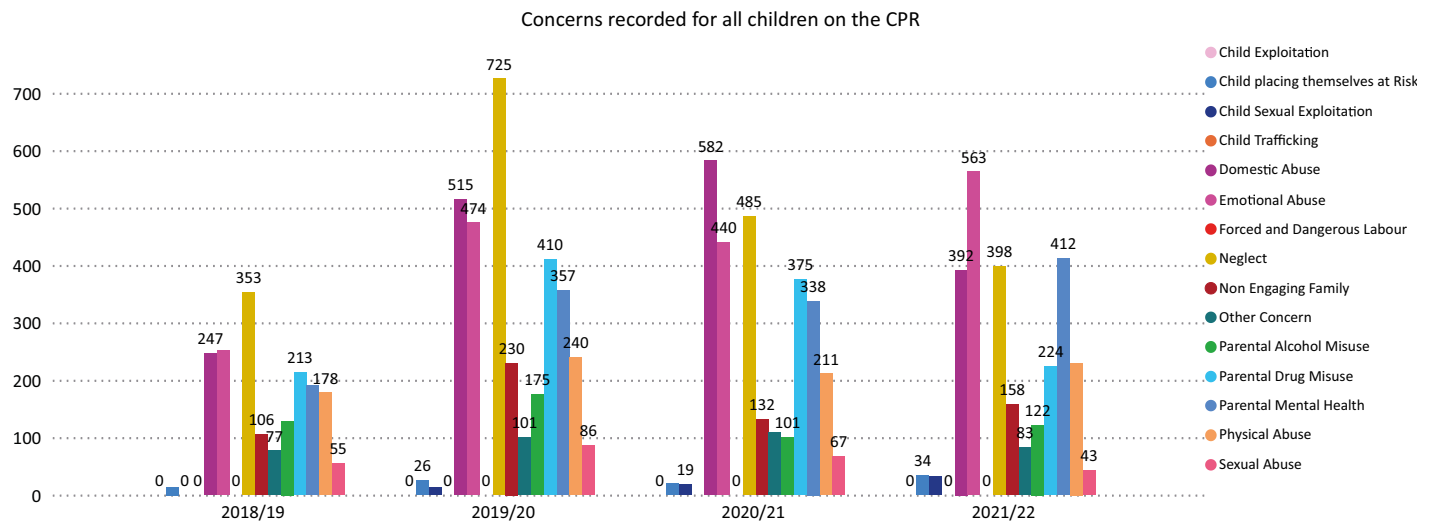
Re-Registrations

Number of Re-Registrations and number of months between re-registration

(A child is counted as being re-registered if it has had any previous registration history and will appear in the monthly totals until de-registration.)

| Time Period | Re-Registrations | | | | | | | |
|---------------------|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|---------------------|
| | Q1 Aug-Oct 2020/21 | Q2 Nov-Jan 2020/21 | Q3 Feb-Apr 2020/21 | Q4 May-July 2020/21 | Q1 Aug-Oct 2021/22 | Q2 Nov-Jan 2021/22 | Q3 Feb-Apr 2021/22 | Q4 May-July 2021/22 |
| Up to 3 months | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 1 |
| 4 to 6 months | 9 | 9 | 9 | 3 | 0 | 2 | 17 | 21 |
| 7 to 12 months | 8 | 3 | 4 | 2 | 7 | 17 | 22 | 16 |
| 13 to 24 months | 19 | 11 | 11 | 1 | 0 | 15 | 18 | 22 |
| 25 to 48 months | 16 | 12 | 14 | 15 | 9 | 0 | 6 | 6 |
| More than 48 months | 22 | 18 | 18 | 23 | 20 | 19 | 16 | 14 |

Concerns recorded for all children on the register



Significant Learning Review sub committee

In September 2021, the revised [National Guidance for Child Protection Committees undertaking Learning Reviews](#) was published. In March 2022, the CPC agreed to adopt this guidance which has replaced the previous version from 2015, and also ensured process in the city was fully aligned to the national guidance.

Formerly known as the Significant Case Review sub-committee, the Significant Learning Review (SLR) sub-committee meets every two month and is mandated by the CPC to assess and carry out Learning Reviews on its behalf. The decisions regarding any cases considered for review are reported to the CPC and COG for final ratification, and, in accordance, with national requirements, the Care Inspectorate are likewise notified.

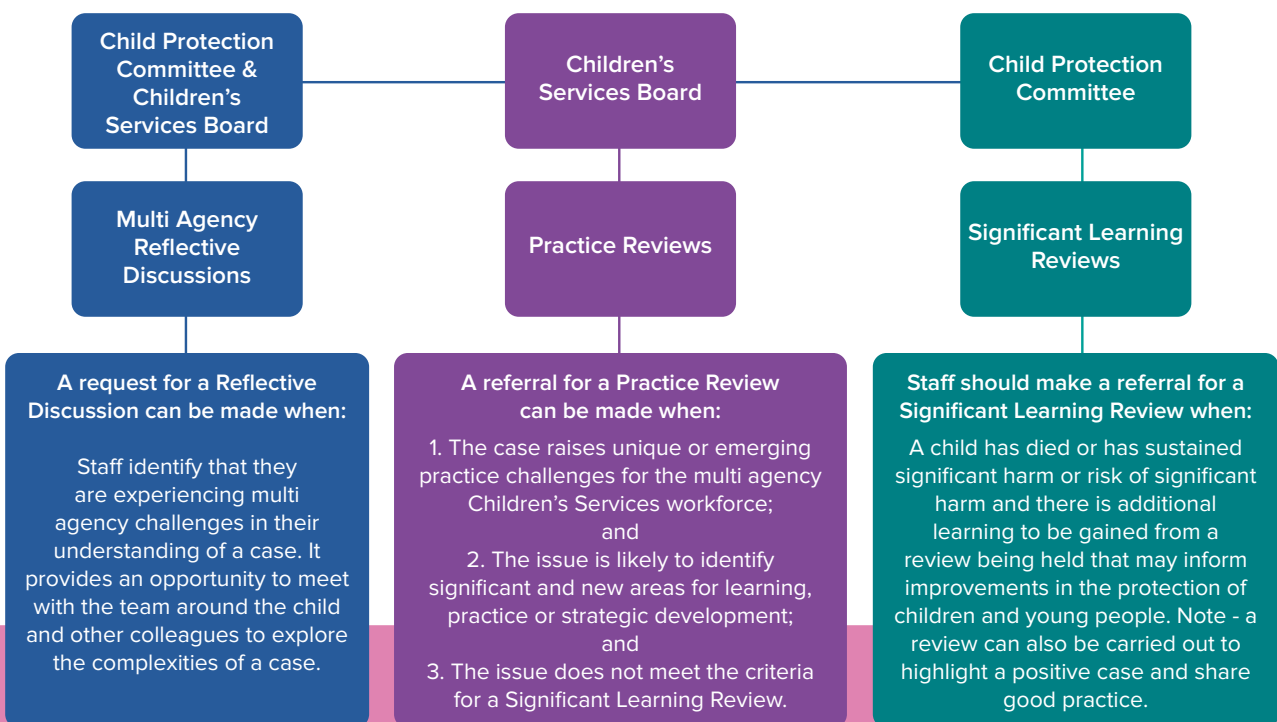
The sub-committee works closely alongside the Learning and Development sub-committee and has a responsibility to ensure that learning identified through the review process is addressed through a variety of means including: multi-agency training; seven part briefings; and learning sessions with those staff directly involved in a particular case. This is crucial to ensuring that our staff have the knowledge and tools to take forward in complex area of child protection and to ensure that any learning is embedded into practice.

From August 2021 to July 2022 the SLR sub committee considered two local reviews. The focus of one Learning Review was on learning from a positive experience. The Significant Learning Review Report for Child E has been published on Aberdeen Protects [Local Learning](#) page. This case had a very positive outcome with multi agency practitioners displaying high levels of collaborative working, effectively using systems to share relevant information with other agencies and displayed clear evidence that staff in Aberdeen City are trauma informed. In relation to the other Learning Review, the SLR sub committee decided this case did not meet the criteria for a Learning Review as there was no new or additional multi agency learning as it reinforced previous learning.

In addition, the SLR sub committee has considered two national reviews where the learning from other areas in Scotland has been considered through a local, Aberdeen lens. The findings from these reviews are also reported through the CPC and COG for final ratification and any local learning identified similarly taken forward

Where the criteria is not met for a Learning Review, but learning can still be derived from a case, the CPC have developed and embedded Practice Reviews and Multi Agency Reflective Discussions.

Aberdeen City Review Processes



Learning and Development sub committee

The Learning and Development (L&D) sub committee is well established and comprises of representatives from multi agency children's services. The role of the L&D sub committee is to identify and address areas where multi agency child protection learning will benefit professional's practice across Aberdeen City and help improve outcomes for children and young people. The multi agency L&D coordinator, in partnership with Aberlour, has designed, developed and is now delivering the third annual multi agency L&D calendar to the multi agency workforce across Aberdeen City. The calendar is delivered in partnership with colleagues in Aberlour and volunteers from Aberdeen City Council (ACC), NHS Grampian, Police Scotland, and Scottish Children's Reporters Association (SCRA). Working together, the L&D sub committee have produced the following courses which are available [here](#).

- Assessing and Planning
- Effective Chronologies
- Introduction to Safeguarding*
- Managing, Recording and Sharing Information*
- Managers Course (covering Mental Health, Neglect and Emotional Abuse)
- Risk, Analysis and Thresholds in Safeguarding
- Child Sexual Exploitation and Child Trafficking
- Child Protection and Disability
- Domestic Abuse and Child Protection
- Emotional Abuse in Children and Young People
- Neglect
- Online Safety and Awareness
- Parental Resistance
- Female Genital Mutilation (FGM)*
- Children Affected by Parental Substance Misuse*
- Return Discussions for Children and Young People*

*These topics are e-modules.

Between August 2021 and July 2022, the Learning and Development Sub Committee delivered 70 training courses to over 800 multi agency staff. In addition, from January 2022 to July 2022, over 150 multi agency staff have accessed the e-modules on offer.

The L&D sub committee continue to explore the best and most appropriate delivery methods to meet the needs of multi agency staff. Despite the challenges faced due to the outbreak of Covid-19, L&D training has continued to be delivered successfully via Microsoft Teams throughout 2021/2022. The L&D sub committee have since gathered the views of professionals for the future delivery of multi agency training whereby the preference was to have a mix of face-to-face training and virtual training. The L&D sub committee will take this forward in 2022/2023.

The L&D sub committee have a well established and thorough quality assurance process for all training in the form of an online, post training, digital survey and a three month follow up dip sample. This dip sample requires trainers to randomly select three professionals per course, and ask them further in depth questions about the training and its impact on practice. Completing these dip samples allows the L&D sub committee to gather evidence on how the training has improved practice and helped contribute towards improved outcomes for children and young people. The L&D sub committee also use the data gathered to help identify areas that may require improvement or highlight areas of good practice. The L&D sub committee is assured and confident that the training is having a real impact on helping improve outcomes for children and young people across Aberdeen City.

By way of a short example this feedback from a Depute Head Teacher who attended the Parental Resistance training said:

"We currently have a student with selective mutism – no one in school has ever heard the pupil speak. Anytime we try to talk to dad about this, he becomes very aggressive and tries to avoid meetings. This training motivated me to escalate our concerns about resistance to social work, who have now also experienced the dad's resistance to involvement. SCRA have recently become involved and there is a multi-agency meeting happening at the school that dad has been told he must attend, which due to the level of professionals now involved, he has finally agreed to come to. This training will have definitely improved outcomes for the pupil at our school."

Thematic groups

In this reporting period, focus has been on 2 areas of the CP programme, Neglect and Exploitation. The thematic groups members are drawn from practice in the specialised areas of focus. Over the past 12 months the thematic groups have each progressed specific areas of business:

Exploitation

In 2020/2021 the Exploitation thematic group was re-named from previous Child Sexual Exploitation (CSE), Online Safety, and Child Trafficking thematic group with refreshed Terms of Reference approved by the CPC.

In line with the new terms of reference, over the course of 2021/2022 the Exploitation thematic group have focused on Child Sexual Exploitation with two main aims:

- The provision and evolution of a meaningful data set to capture levels of Child Sexual Exploitation in Aberdeen City

The development of a specific CSE dataset which reports directly to the P&QA sub committee. A huge achievement and this work continues as we look to refine this dataset and incorporate it into the overall CPC data framework.

- A revised multi agency document providing effective guidance in relation to Child Sexual Exploitation in Aberdeen City

In the period this report covers, a drafting group was established to work on the CSE guidance with representation from Police, Social Work, Health, Education and the third sector as well as visiting attendees bringing a range of experience and expertise. The finalised multi agency CSE guidance will be launched over the coming year.

Neglect

The Neglect thematic group was re-established following the final report to the CPC in relation to the Neglect audit in February 2021. The multi agency audit asked the overarching question '*In the last two years have we got better at identifying and tackling neglect in Aberdeen City?*'. The group met several times over the course of the year to specifically look at the improvement recommendations from the report. Work by the Neglect thematic group involved:

- Reviewing and updating the multi agency tools and guidance on identifying neglect and cumulative neglect with a view to using innovative toolkits.
- Key updates to the existing multi agency learning and development training.
- The development of the multi agency reflective discussion framework. This framework aims to provide the opportunity for to meet with the team around the child to explore the complexities of a case and share knowledge and understanding that the case has posed.

The group continues to meet to inform the CPC on work and continues to implement and monitor work in relation to this area across the partnership.



CPC Development Sessions

The CPC held two development sessions in 2021/2022. The CPC development sessions allow for more time for collaborative multi agency discussion out with the quarterly meetings. These two development sessions focussed on the following:

November 2021

- CPC Annual Data Summary for 2020/2021.
- Findings from a local Learning Review
- A self-evaluation of the new National Guidance for Child Protection in Scotland 2021

At this development session, the Lead Nurse for Child Protection presented the findings from a local Significant Learning Review for Child E. This Learning Review for Child E was also the first time in Scotland that a case had been identified to highlight effective practice. This Learning Review provided practitioners the opportunity to highlight the complexities of the particular case and steps they took as a multi-agency team to effectively assess and mitigate risk to ensure a child was safe from harm. The review highlighted the importance and effectiveness of information sharing at an early stage and the trauma informed practice adopted by all involved.

February 2022

- Practice Review on Harmful Sexual Behaviour
- The multi agency Reflective Discussion Framework
- CPC Risk Register

At this development session the Chief Social Work Officer and Vice Chair of the CPC shared the learning identified from the Practice Review on Harmful Sexual Behaviour conducted on behalf of the CSB. The CPC will support the key actions required to deliver on the learning.

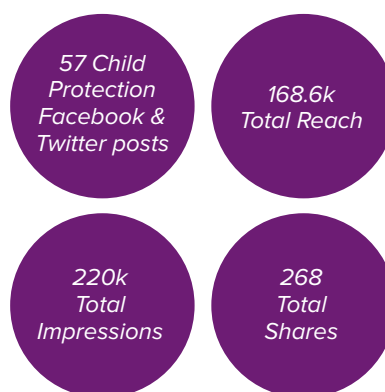
These development sessions involve all members of the CPC, sub committees, thematic groups, and representation from the COG. It provides the opportunity to review progress and feedback on quality assurance. These development sessions offer the opportunity to further enhance strategic planning with other Aberdeen City partnerships including the AVAWP, ADP, and APC. This means that child protection is seen alongside the wider context of supporting

families and meeting children's needs. It ensures that partners are aligned in their aims, priorities and delivery of improvements as set out in the Child Protection Programme and the LOIP.

Communication

Since the beginning of 2020 and as part of the wider CPC communications regular messages are shared with the public using the various social media platforms utilised by Aberdeen City Council (ACC), NHS Grampian, and Police Scotland. These messages relate to national and local priorities contained within the Child Protection Programme 2021 – 2024.

Analytics from Aberdeen City Council's social media accounts alone show the reach these messages have:



In addition to this, and the work of the sub committees and thematic groups in relation to communication across Aberdeen City, we continually update our Child Protection webpages on the multi-agency Aberdeen Protects website. The Child Protection webpages can be found [here](#) and are regularly updated with policies, procedures, general practitioner information for all multi agency staff, and of course public information.



Child Protection Partnership

The Child Protection Partnership (CPP) is a North East Partnership hosted by Aberdeen City. The CPP consists of the three Lead Officers from Moray, Aberdeenshire and Aberdeen City CPCs. The Child Protection Register (CPR) team are part of the CPP and consist of a Team Leader and two part time staff.

The Child Protection Partnership have an overview of child protection activity on a North East basis. This is a forum where information can be shared and where appropriate priorities progressed collaboratively on a North East basis. The partnership is underpinned by these principles of equivalence and collaboration; and requires input and connectivity from the three CPC areas, with specific roles being shared such as chairing and arrangement of CPP meetings, and carrying out any necessary actions in relation to the CPR.

The CPR is an administrative process for alerting workers to the fact that there is sufficient professional concern about a child to warrant a multi agency child protection plan. Placing a child's name on the Register does not in itself protect a child; protection comes from the multi agency child protection plan.

The Grampian Joint Investigative Interview Group report to the CPP. The Joint Investigative Interview Training (JIIT) is coordinated by the Grampian Joint Investigative Interview Group which is chaired by Police Scotland. This group ensures that select staff in Police and Social Work are adequately trained to deliver this essential element of child protection in Aberdeen City. Coordination meetings are held quarterly as well as an annual business meeting.

A North East SCIM Implementation Group was established in October 2021, looking at how the JIIT process can be standardised and accredited across Scotland using the new Scottish Child Interview Model (SCIM). The group have met regularly over the course of the year to plan the implementation of SCIM with roll-out expected towards the end of 2022. The CPC are supporting the work taking place across the North East to begin preparations for SCIM.



Implementation of National Guidance

The new National Guidance for Child Protection in Scotland 2021 came into effect on 6 September 2021, with a 1-2 year run-in period for implementation. The CPC agreed at its meeting in September 2021 that changes would be proposed and implemented on a phased basis. A detailed self-evaluation of the implications of the new Guidance on local processes and practice was undertaken and considered at the CPC Development Session in November 2021.

A significant number of changes were identified in the new Guidance, which supersedes the 2014 version of the guidance, however through the self-evaluation, it was identified that many of the changes were already embedded across Aberdeen City.

Actions required to implement the remaining changes were identified and work is in progress to deliver on these required developments. The CPC continue to monitor the implementation of the guidance and evaluate the impact of implementation, and how changes made to strategy and practice improve outcomes for children and young people.



Finance and resource

Aberdeen City COG, comprising the statutory agencies (ACC, NHS and Police Scotland), determine the budget and resource for the ongoing work of the City CPC. This is required to meet staff costs, CPP contribution costs and anticipated local expenditure to carry out the child protection work which includes learning reviews, priorities identified in this report and the CP Programme 2021-2024, and commissioned Learning and Development training from Aberlour.

The staffing complement for Aberdeen City CPC is the Independent Chair, Lead Officer, and multi agency L&D coordinator.

The CPP activities and staffing costs are funded by Aberdeen City Council, Aberdeenshire Council and NHS Grampian each contributing 26%, and Police Scotland and the Moray Council each contributing 11% of the total annual cost.

Conclusion

This eighth annual report of Aberdeen City CPC celebrates the significant developments and improvements over 2021 and 2022. It highlights the commitment of agencies and services to address current and emerging issues in order to continue to improve services for the protection of children and young people from all forms of abuse, neglect or exploitation.

This report demonstrates the progress and improvement made by all children's services in what continues to be a challenging period for our children, families, and our communities.

The aims and priorities of the CPC for the year ahead are outlined in the CP Programme 2021-2024 which directly aligns to #ThePromise and describes how and when these improvements will be achieved.



Services for Children and Young People in Aberdeen City



Child Protection Programme August 2021 – July 2024

Aberdeen City Child Protection Committee

Aberdeen City Child Protection Committee (CPC) is a multi-agency strategic partnership governed by the Chief Executive Officers of Aberdeen City Council, NHS Grampian and the Police Commander for the area. It is committed to providing individual and collective leadership and direction for the management of child protection services in the Aberdeen City area. Improvements are driven through the Child Protection Programme.

The CPC works alongside Integrated Children's Services in Aberdeen to ensure that improvement areas are aligned. In this way we ensure the best and most effective use of resources. The CPC also aims to work collaboratively with other strategic partnerships in the City such as the Children's Services Board, Aberdeen Violence Against Women Partnership (particularly in relation to child protection and domestic abuse), Adult Protection Committee, Multi Agency Public Protection Arrangements (MAPPA) and the Alcohol and Drugs Partnership.

Improvement activity is reported to and monitored by the CPC through its connected sub committees which are; the Significant Learning Review, the Performance & Quality Assurance, and the Learning & Development sub committees. The CPC produces an Annual Report which is made widely available across agencies and demonstrates the work of the CPC through these connected structures. This programme has been developed taking into account the Promise with the first plan from 2021 – 2024 and the revised national guidance published during 2021.

Child Protection Programme: 2021 – 2024

Our Aims

The Child Protection Programme aims to improve the safety, wellbeing and life chances of vulnerable children and young people. As a partnership we achieve this by

- recognising and responding when children and young people need protection
- helping children and young people stay safe, healthy and, for those who have experienced abuse and neglect, to recover from their experiences and
- providing strong and effective collaborative leadership to deliver the Child Protection Programme
- ensuring the CPC is ready to adapt and adjust as required to both local and national developments

Our Priorities in the Programme 2021 – 2024

- Child Protection and Disability
- Neglect
- Exploitation and Missing Children
- Child Protection and Domestic Abuse
- Revised National Guidance for Child Protection & Learning Reviews 2021
- Listening to Children, Young people, and their families and hearing their voice in our processes and Policy and Guidance
- Equality, Diversity, and Inclusion (including Female Genital Mutilation, Ethnicity, Gender Identity, Prevent, Forced Marriage) in the field of Child Protection

The Child Protection Programme includes the improvement activity identified by:

- Local self-evaluation through data analysis, case file auditing and the collaboration of multi agency professionals in the City,
- National initiatives driven by legislation and other Scottish Government priorities and
- Local priorities identified in the Local Outcomes Improvement Plan

This programme will be delivered on a phased basis, building on the trauma informed and strength based practice approaches used across the City. All improvement priorities are a multi-agency responsibility and sit collectively with the agencies and members of the CPC. This will ensure and support the embedding of improvements in practice as well as realistically enabling the CPC to deliver on the programme with the resources available. It is acknowledged that, whilst this is a comprehensive programme, it requires to be sufficiently flexible to be adjusted as needs arise, such as from the findings of case reviews, audits, joint inspections as well as developing areas identified in the LOIP or by Integrated Children's Services.

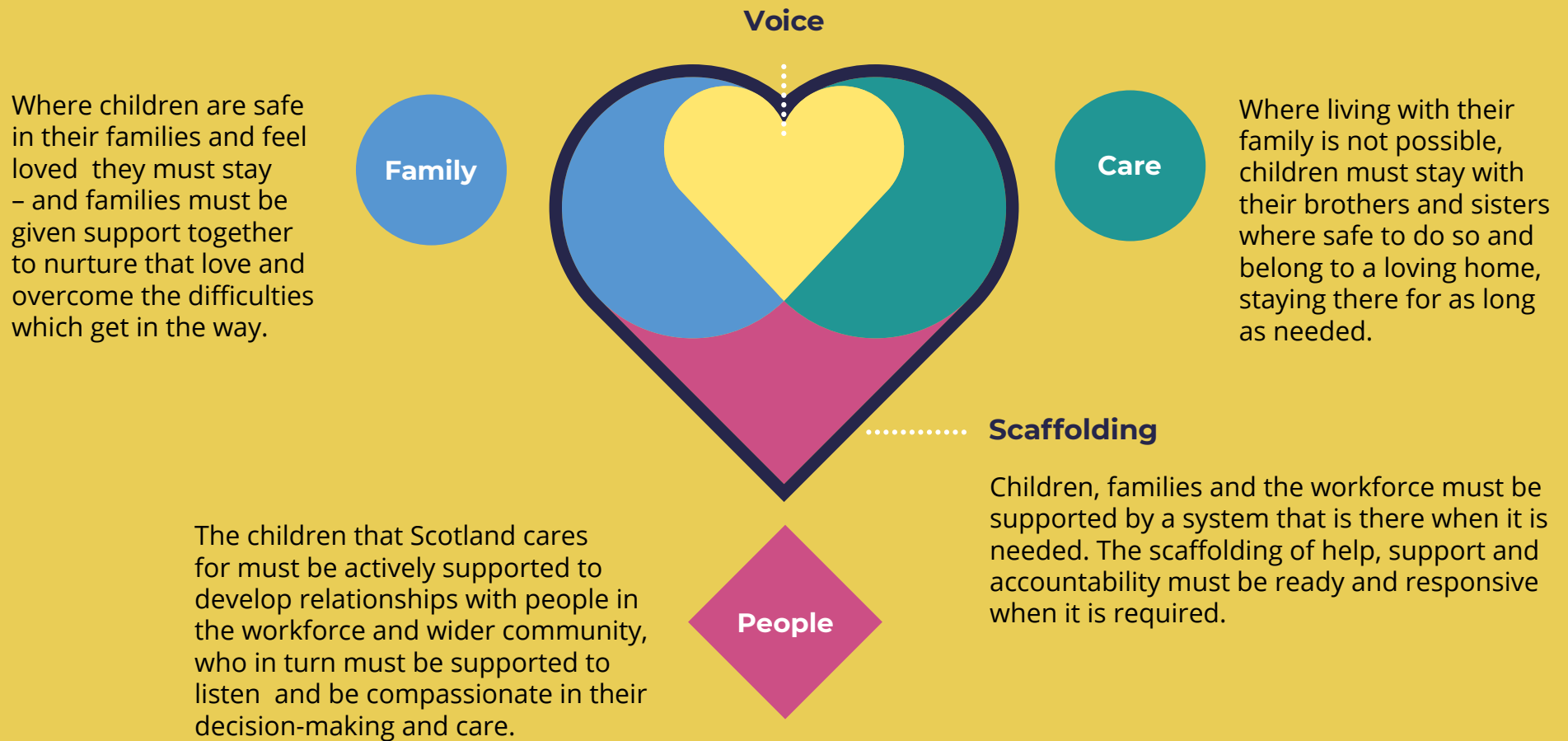
In delivery of this programme the CPC directly supports the LOIP, and in particular stretch outcomes 4, 5, and 8 with the following key drivers:

- 4.1 Ensuring that families receive the parenting and family support they need
- 4.2 Keeping young children safe
- 5.2 Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach
- 8.2 Ensuring that children and young people receive accessible information and opportunities to engage and participate in decision making

| Priorities | 2021/22 | | | | 2022/23 | | | | 2023/24 | | | |
|---|----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|----------------------|-----------------------|
| | Q1 <i>Aug-Oct</i> | Q2 <i>Nov-Jan</i> | Q3 <i>Feb-Apr</i> | Q4 <i>May-July</i> | Q1 <i>Aug-Oct</i> | Q2 <i>Nov-Jan</i> | Q3 <i>Feb-Apr</i> | Q4 <i>May-July</i> | Q1 <i>Aug-Oct</i> | Q2 <i>Nov-Jan</i> | Q3 <i>Feb-Apr</i> | Q4 <i>May-July</i> |
| Child Protection and Disability | [Active] | | | | | | | | | | | |
| Neglect | [Active] | | | | | | | | | | | |
| Exploitation and Missing Children | [Active] | | | | | | | | | | | |
| Child Protection and Domestic Abuse | | | | | [Active] | | | | | | | |
| Revised National Guidance for Child Protection & Learning Reviews 2021 | | [Active] | | | | | | | | | | |
| Listening to Children, Young people, and their families and hearing their voice in our processes and Policy and Guidance | | | | | [Active] | | | | | | | |
| Equality, Diversity, and Inclusion (including Female Genital Mutilation, Ethnicity, Gender Identity, Prevent, Forced Marriage) in the field of Child Protection | | | | | [Active] | | | | | | | |

The five foundations 'the promise' is built on

Children must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what children want and need. There must be a compassionate, caring, decision-making culture focussed on children and those they trust.



| FAMILY Child Protection Programme 2021 - 2024 | | | | | |
|--|--|---|--|------------------------|---|
| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
| Child Protection and Disability (this is a priority because it has been identified as an area of improvement through data and scrutiny reports and also local case reviews) | Develop and deliver a comprehensive multi agency training package to increase workforce confidence and knowledge | Consult and work with specialist teams and national colleagues to develop this comprehensive package to ensure it meets workforce needs | This package will be benchmarked, quality assured, and reviewed through well established procedures already in place through the L&D sub committee | L&D sub committee | Child Protection and Disability module launched August 2021 |
| | | | Effective data recording and analysis of IRD and CPPMs through quarterly data and scrutiny reports | P&QA sub committee | Reported quarterly to CPC |
| | | | QAF audit to investigate how well we engage and support children and families affected by disability | P&QA sub committee | QAF audit – February 2022 |
| Neglect (this is a priority because it has been identified as an area of improvement across Scotland by the Care Inspectorate Triennial Reports, the CPC joint neglect audit report, and through local case reviews) | Ensure the recommendations from the 2021 joint multi agency neglect audit are embedded in practice | Re-establish the multi agency neglect thematic group to progress the recommendations | Adherence to the multi agency guidance and thorough analysis of the neglect data from quarterly data and scrutiny reports | P&QA sub committee | Reported quarterly to CPC |
| | | | Develop and implement the multi agency reflective discussions guidance | SLR sub committee | Developed and launched February 2022 |
| | | | Consider the need for a specific neglect toolkit for the multi agency workforce | Neglect thematic group | In development |

CARE

Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|---|--|---|--|----------------|---|
| Equality, Diversity, and Inclusion (this is a priority because it has been identified as an area of improvement through local data and scrutiny reports and CPC Development days) | Work in partnership with the VAWP to improve the multi agency recognition and response to equality, diversity and inclusion from a child protection perspective. This includes: FGM, Gender Identity Prevent, Honour Based Abuse and Forced Marriage the field of child Protection | Ascertain the local statistical picture in comparison to national data in relation to the various issues identified by Supporting the VAWP in the creation and development of a Performance Framework. | Subsequent Data and Scrutiny reports will identify reported cases where FGM, Gender Identity, Prevent, Honour Based Abuse, and Forced Marriage are considered and help identify areas for improvement and good practice. | VAWP | CPC interfacing with VAWP in relation to the development and reporting of relevant dataset. |
| | | Multi agency training to be developed for staff in relation to these themes and quality assurance measures put in place to measure impact on staff confidence and practice | | VAWP | Digital training modules are available as part of the routine CP L&D programme |
| | | Multi agency policy and guidance is developed, where required, and followed equally and consistently for all children and young people regardless of gender, ethnicity, sexuality, religion or background | | VAWP | National Guidance has been adopted by CPC and is available on Aberdeen Protects |

CARE

Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|--|--|--|---|-----------------------------|---|
| Domestic Abuse (this is a priority because it has been identified through local data and scrutiny reports, CPC development days, the LOIP, and through partnership work with VAWP) | Implement a whole system approach across the City and support the delivery and embedding of the Safe and Together model alongside the Violence Against Women partnership | Delivering the Safe and Together model to multi agency staff and ensuring the CPC multi agency L&D coordinators is supported in the 'train the trainers' approach to ensure consistency | Established quality assurance processes through the QAF and multi agency training calendar | L&D sub committee | Expected March 2023 |
| | | Key strategic posts identified and resourced to ensure; that an Equally Safe lens has been applied to policy and guidance; a Whole Family Approach is taken in relation to domestic abuse and a Whole Systems Approach is taken to address the needs of young people involved in offending; and by commissioning Cybersafe Scotland to carry out a needs-based assessment before providing direct support to protect children, young people and families | Equally safe outcomes become a part of our policy and guidance and quarterly updates from the VAWP and Cybersafe in relation to the engagement with children and their families (including perpetrators and survivors) in a consistent, multi-agency approach which demonstrates the support individuals and families receive to make positive, long term changes. As this progresses, it will also be visible and demonstrated through the CPC data and scrutiny reports | VAWP and Cybersafe Scotland | CPC receives progress updates from VAWP and Cybersafe Scotland. |

VOICE

Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|--|---|---|--|--|--|
| Meaningful and purposeful engagement of children, young people, and their families in our child protection processes (this is a priority because it directly aligns with the Promise, UNCRC, and the LOIP) | Building on the trauma Informed and strength based practice approaches already embedded the CPC will ensure that children and their families have their say in decisions about them and are engaged with appropriately when they are involved in child protection processes | IRDs and CPPMs will make relevant referrals for advocacy and actively engage with the children's rights service to ensure the rights and views of children and their families are kept central and are fundamental to these processes | The referrals for advocacy and to the children's rights service will increase and IRDs and CPPMs will be able to evidence this via their revised documentation | IRD QA group and IRO team | IRD process & documentation revised to prompt appropriate referrals to advocacy and children's rights service. Gathering of data is in development. |
| | | The implementation of the Scottish Child Interview Model (SCIM) | The establishment of a performance framework and quality assurance process of SCIM which will include the experiences of families and children to inform ongoing improvement | SCIM implementation team | Expected November 2022 |
| | | The creation of a children and families consultation group working in partnership with the APC, VAWP, ADP, CSB, Community and Youth Justice | The views and feedback from children and families will help shape and improve the policy and guidance produced for multi agency staff to ensure it is family friendly and meets the needs of our most vulnerable children and families | Children and Families consultation group | The expectations of The Promise require the voice of children and families to be at the heart of all processes. CPC and all partners have adopted this approach and will continue to monitor impact. |

VOICE

Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|----------|------------------|---|--|---|---|
| | | <p>The Mind Of My Own app, already an essential component of the approach to supporting digital inclusion and training, will continue to be shared across the partnership for wider support in championing this opportunity for young people as well as for consideration of wider roll-out.</p> | <p>Direct feedback from children via the Mind of My Own app</p> | <p>Mind of My Own working group</p> | <p>MOMO app is utilised well across the City. Data from MOMO is reported to CSB.</p> |
| | | <p>Support the Write Right about Me Project to:</p> <ul style="list-style-type: none"> - ask children and their families to provide feedback about how we represent their voices, in their records - ask children and their families to provide feedback on how they have found accessing their records - create opportunities for collaboration in decision making when planning to meet children's needs | <p>Standards for good recording will be developed that will be widely adhered to across the partnership as evidenced in quality assurance audits</p> | <p>Write Right About Me working group</p> | <p>This supports the implementation of The Promise and is reported to the CSB. The CPC will expect to see the impact in future QAF audits and case reviews.</p> |

SCAFFOLDING

Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|---|---|--|--|-----------------------------------|---|
| Quality Assurance Framework (this is a priority because it is a fundamental part of the Performance & Quality Assurance function of the CPC, as required by national guidance. Also, and importantly, it allows the CPC to monitor its effectiveness on a multi agency basis in relation to priority areas of business) | Develop and implement the updated QAF in partnership with the CSB. This will comprise of one annual CPC only audit and one annual joint audit with the CSB on relevant and connected priorities | The CPC will identify multi agency staff to carry out and take part in these audits. Auditors will be trained accordingly using the established QAF process. This process will result in the CPC being presented with the final report from each audit with recommendations as required | The CPC will response to, and address, the recommendations from each audit and ensure these recommendations are disseminated and embedded in practice updates as required. This will be carried out through the sub committee and thematic groups structures associated to the CPC | P&QA sub committee | QAF has become well established and the processes around routine audits is well established. Remits are authored by the CPC & CSB. Findings are reported to CPC & CSB and implementation of recommendations are monitored by CPC & CSB. |
| National Guidance (this is a priority because this guidance, provided by Scottish Government, sets out how CPCs operate, core functions, and responsibilities in relation to Child Protection and Learning Reviews within Scotland) | Consider the revised national guidance for child protection and learning reviews and ensure any changes that are required are put in place to help support and improve practice | The CPC will consider the revised national guidance for child protection at the appropriate local CPC development day(s) and supporting national forums to provide a summary report to COG in relation to the key changes from the 2014 guidance and how this will be applied locally | Any changes or amendments required to local policy, guidance, or practice will be updated and evidenced accordingly in those areas. These updates will be provided to the CPC and monitored through established quality assurance processes | CPC Lead Officer and agency leads | In depth self-evaluation was undertaken. CPC have commenced implementation of identified changes and expect to have completed within timeframe (September 2023). |
| | | The SLR sub committee will ensure that three routes for case reviews are established; multi agency reflective discussions, practice reviews through the CSB, and significant learning reviews. These will be supported by local overarching guidance which explains clearly to multi agency staff when each review process should be used and how to carry out those reviews | The overarching guidance will be provided to the CPC and monitored by the SLR sub committee. Each review and its progress will be reported either through established quality assurance processes, the CSB, or the SLR sub committee. The learning identified from these reviews will continue to support improvements to practice and inform the work of the CPC through the Child Protection Programme, the QAF, the L&D framework and associated sub committee structures | CSB and SLR sub committee | Routes for case reviews is established and outlined on Aberdeen Protects. National Guidance for SLRs has been adopted by the CPC. |
| | | | | | Local guidance in relation to all 3 case review processes in development. |

SCAFFOLDING Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|---|--|--|--|-------------------|--|
| Learning and Development (this is a priority because it is a fundamental part of the learning and development function required from the CPC, as required by national guidance. Also, and importantly, it allows the CPC to monitor its effectiveness on a multi agency basis in relation to priority areas of business) | Ensure all multi agency staff have access to relevant child protection training in line with the priorities identified in the CP Programme: - Child Protection and Disability | Develop and deliver an annual CPC multi agency training calendar, in partnership with Aberlour, which comprises of all priority areas contained in the CP Programme and any learning or improvements identified through the QAF, sub committees or thematic groups | The L&D sub committee will provide an annual multi agency L&D report to the CPC together with evidence provided through their established quality assurance processes. This will demonstrate and provide a bank of evidence which measures the impact of the training on practice and subsequently for children and families | L&D sub committee | 2021 – July 2022 annual report is complete and outlines L&D activity throughout this period. |
| Multi agency interface with other strategic partnerships across Aberdeen City (this is a priority because it directly contributes to ensuring the safety and wellbeing of our vulnerable children across Aberdeen City, it builds and further strengthens multi agency collaboration on cross cutting public protection themes, and allows the pooling of resources to jointly tackle key priorities) | Throughout this programme, 2021 to 2024 (and beyond), to work collaboratively with other strategic partners in order to ensure ongoing strategic development and continuous improvement of our child protection services | Ensuring proactive engagement with national and local priorities (including national guidance, local improvement plans, and core datasets), CPC Scotland and other national groups | The creation and development of a Public Protection website bringing these key areas of business together under the COG | COG | Aberdeen Protects launched January 2022 |
| | | Ensuring this programme is annually reviewed by CPC and approved by COG | Annual CPC development days and the annual CPC report | CPC Lead Officer | Development sessions were held on 18/11/21 & 15/02/22. CPC annual report published on Aberdeen Protects. |
| | | Ensuring effective links with other strategic partnerships including the ADP, APC, VAWP, MAPPA, CSB, Community & Youth Justice | Membership across these strategic partnerships represented by the CPC and a Leads group set up to progress, where relevant, areas of cross over that would benefit from a collaborative approach within each of the strategic partnership priorities | CPC | Public Protection Leads group established |

PEOPLE

Child Protection Programme 2021 - 2024

| Priority | What will we do? | How will we do it? | How will we know? | Responsibility | Progress update - 31/07/2022 |
|---|---|--|--|--|--|
| Exploitation and Missing Children (this is a priority because it has been identified through the exploitation thematic group, local data and scrutiny reports, local case reviews, and it is a national priority) | Raise awareness and develop a multi-agency understanding of, and response to, all forms of child exploitation and children who go missing | Develop, review, and disseminate multi agency guidance in relation to all forms of exploitation including child trafficking, sexual exploitation, and county lines | Developed or updated guidance will be presented to the CPC and disseminated on a multi agency basis. The impact of the guidance will be measured through established quality assurance processes | Exploitation thematic group | Child Sexual Exploitation guidance expected early 2023 |
| | | Improve single agency gathering and reporting of information, to support the multi-agency analysis of data in relation to all forms of child exploitation | The data and analysis provided to the P&QA sub committee from the Exploitation thematic group will be multi agency, succinct, and demonstrate the prevalence of children and young people at risk of exploitation. This information will identify gaps and highlight areas of good practice | Exploitation thematic group | Ad-hoc data is received by the P&QA sub committee and reported to the CPC. Routine data reporting is in development. |
| | | In line with the national missing persons framework, work in partnership with the Missing People charity to; improve the quality of return home discussions and their impact on children and young people, and also map the journey of children through our processes when they go missing to help identify areas that can be improved or highlighted as good practice | Journey mapping workshops for staff with the Missing People charity to help identify areas for improvement and also good practice. Specific training will be provided by the Missing People charity in relation to effective return home discussion for all missing person coordinators and champions. This will see an improvement in our engagement with children and families when children go missing and also improve our return home discussions through a supportive lens. This will be evaluated, monitored and its impact reported directly to the CPC. | P&QA sub committee and short life thematic group | Outcome & recommendations from journey mapping workshops reported to CPC in March 2022. |
| | | | | | E-module (Return Discussions) available on Aberdeen Protects |
| | | | | | Routine data reporting in relation to missing children is in development. |

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services |
| DATE | 21 March 2023 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Inspection Reporting – Inspection of Regulatory Care Services |
| REPORT NUMBER | CFS/23/083 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Graeme Simpson |
| REPORT AUTHOR | Graeme Simpson |
| TERMS OF REFERENCE | 2.1.3 |

1. PURPOSE OF REPORT

To provide assurance to Elected Members on the quality of care provided by Aberdeen City Council's regulatory care services.

2. RECOMMENDATIONS

That Committee -

- 2.1 note the findings of the most recent inspections of Aberdeen City's Fostering Service, Adoption Service, Kingsfield Children's Home, Marchburn Road Children's Home and Gilbert Road Children's Home; and
- 2.2 instruct the Chief Officer Children & Family Services to bring an updated report to committee in March 2024.

3.1 CURRENT SITUATION

- 3.1.1 Aberdeen City Council Children's Social Work delivers a number of services that require to be registered with the Care Inspectorate. As such these services are routinely inspected by the Care Inspectorate to ensure that they are delivering high quality care and support to the children and young people who require these services. In addition, the inspections examine the quality of the professional support and development opportunities provided to staff and carers who provide the care.
- 3.1.2 The Care Inspectorate use a six-point scale when evaluating the quality of performance across quality indicators:

| | |
|----------------------|--|
| 6 - Excellent | Outstanding or sector leading |
| 5 - Very Good | Major strengths |
| 4 - Good | Important strengths, with some areas for improvement |
| 3 - Adequate | Strengths just outweigh weaknesses |
| 2 - Weak | Important weaknesses – priority action required |

1 - Unsatisfactory Major weaknesses – urgent remedial action required

3.1.3 The framework is designed to support care services in self-evaluation. Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of a wider quality assurance approach, requires a cycle of activity based around three questions:



3.1.4 The framework ensures the voice of children and young people who use the services are central to our self-evaluation. In addition, it focuses on the support and needs of the staff/ carers who deliver care. The nature of inspections undertaken by the Care Inspectorate on our regulated care services are either “Unannounced” or “Short Notice”. In effect this means that all of these services require to be inspection ready at all times.

3.2 Residential Children’s Homes

3.2.1 Aberdeen City Council has four registered Children’s Homes, although one of these, Kincorth Children’s Home, due to the sustained challenge of attracting suitably qualified staff to work in children’s residential care is currently mothballed.

3.2.2 Evidence from the most recent inspections (two being undertaken in 2022) highlights that the quality of care and support provided was evaluated as **Very Good**. This very positive outcome was reinforced with no noted ‘Requirements’ and only a few minor ‘Recommendations’, where it was felt improvement could be made. These recommendations will be appropriately actioned within the services improvement planning.

3.2.3 Our residential children’s homes demonstrate occupancy rates averaging 90%. In 2021/22 placement demand exceeded availability with periods of occupancy

at 100%. Data supports that young people stay in local residential children's homes for longer and until they are older.

- 3.2.4 As well as promoting the principles reflected in "Staying Put Scotland", placement duration reflects the core values and ethos of care for our residential homes. This includes a robust and systemic matching process. Our ethos is based on a therapeutic approach based on Dyadic Developmental Psychotherapy (DDP). Using this approach with young people helps and supports them to recover from trauma and prevent further harm.
- 3.2.5 There has been a very low level of placement breakdown - under 3% between 2020/2022. The benefits of this approach and matching process is evidenced by the number of long term placements and as young people move on, the increasingly successful sustaining of accommodation/tenancies as well as the increased number in further and higher education.
- 3.2.6 The service provides a residential aftercare dimension. This provides care leavers with ongoing connectedness and belonging. The residential aftercare service supports 15 young people who have moved on to their own accommodation from a local children's home. This support strand is integral to the care provided and supports enduring relationships. Outcomes suggest the model works well for the majority of moving on young people, with only one instance of a tenancy breakdown.
- 3.2.7 As noted in 3.2.1 the recruitment of staff to residential child care is a local and national challenge. Staff report that caring for young people in a residential setting is often hugely rewarding, they also recognise the complexity and challenges associated with the role. In collaboration with Robert Gordon's University and colleagues in People and Organisational Development attempts to grow the residential workforce are actively being pursued. However responses to recent activity highlights this will not be quickly or easily resolved.

3.3 Fostering and Adoption

- 3.3.1 Aberdeen City Council is a registered Fostering Agency and Adoption Agency. The fostering & adoption services operate taking full account of the Health and Social Care Standards (HSCS)
- 3.3.2 The Fostering and Adoption Services are separate registered services although work in collaboration with each other. Due to the COVID pandemic, inspection of Fostering & Adoption Services were put on hold. During this abeyance, the quality framework against which fostering and adoption services are inspected was updated in May 2021. Consequently, the inspection of both services, undertaken over September and October 2022 was the first time they had been evaluated using this framework.
- 3.3.3 Evidence from this inspection reflected very positively on the quality of care and support being provided to children and young people. Foster carers and adopters also reported feeling well supported. Against most indicators the services were evaluated as **very good** and a couple as **good**. This very positive outcome was reinforced with no noted 'Requirements' and only a small number

of minor “Recommendations”. These recommendations will be appropriately actioned within the services improvement planning.

- 3.3.4 As part of the inspection both services were required to provide the Care Inspectorate with an inventory of key documents, procedures and practice guidance. In addition, the Care Inspectorate ‘tracked’ a number of children and young people who have accessed these services. In doing so they looked back at the support that was provided to the children, young people and their families prior to them being placed in either a fostering or an adoptive placement. Additionally, they considered how these placements contributed to improving the outcomes for the children and young people. As such the findings from this inspection have relevancy for the wider Children’s Social Work Service.
- 3.3.5 For a number of years the Fostering and Adoption services has invested time and energy to support the delivery of therapeutic parenting training. Feedback from carers suggests they feel more equipped to support the needs of children placed in their care. As a consequence the number of placement breakdowns has reduced. The Care Inspectorate found that carers “*are attuned to the needs of children and young people, and understand behaviour when language is absent*”.
- 3.3.6 As a whole service we have placed strong emphasis on keeping brothers and sisters together. We recognise this, on occasion, will always be a challenge. The Care Inspectorate however identified the service had developed “*creative and innovative attempts to keep brothers and sisters together and, when this is not possible, plans are in place to meet up and keep in touch.*”
- 3.3.7 In November 2022, it was estimated that Scotland needs an additional 500 foster carers to meet demand. Aberdeen City Council would recognise this national challenge. As a Council we recognise that we have placed more children than we would want with Independent Fostering Agencies (IFA’s), often some distance from the city. This dislocation from family, friends and their local community can be detrimental to the child’s/young person’s long term wellbeing. Reducing the number of children we place with IFA’s is a priority within the refreshed Children’s Services Plan. Firstly, and foremostly this is about developing the capacity of community based services to support children within their family, where it is safe to do so. However, it is also about how we continue to grow our internal fostering capacity. This is and remains a priority focus for the fostering service.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising out of this report.

5. LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising out of this report.

6. ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no environmental implications arising from this report.

7. RISK

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|------------------------------|--|--|---|---|
| Strategic Risk | No significant risks identified | | | |
| Compliance | No significant risks identified | | | |
| Operational | Required improvements and developments in practice are not identified and actioned. | Children, young people, their families and the professional workforce can be assured that regulated care services in Aberdeen City are continually appraised in order to improve the quality of locally delivered services. | L | Yes |
| Financial | No significant risks identified | | | |
| Reputational | Organisational failings in relation to the provision of care services can bring significant media interest and scrutiny i.e. Scottish Child Abuse Inquiry. | The public can be assured that: the Council provides those children who cannot be cared for by their family with high quality care experiences in compliance with regulatory standards and identified areas for improvement are addressed. | L | Yes |
| Environment / Climate | No significant risks identified | | | |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|---|--|
| | Impact of Report |
| Aberdeen City Council Policy Statement | The delivery of regulated care services is aligned to the Children's Services Board whose aims are aligned collectively to the Council Delivery Plan 22/23 and the Working in Partnership for Aberdeen Policy Statement. |

| Aberdeen City Local Outcome Improvement Plan | |
|--|---|
| Prosperous People Stretch Outcomes | Aberdeen City Council's regulatory care services are central to supporting and assuring that the multi-agency Children's Services partners deliver on the LOIP – Prosperous People (Children and Young People) Stretch Outcomes 4 to 9 and to ensure our children are safe from harm. Children, young people and families who are adequately protected from threats to their health, safety and economic wellbeing are more likely to prosper than those who are not. |
| Regional and City Strategies | The work of Aberdeen City Council's regulatory care services are relevant to Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan and the Children's Services Plan. |
| UK and Scottish Legislative and Policy Programmes | <ul style="list-style-type: none"> • Delivery of The Promise/Plan 21 -24 • Whole Family Wellbeing Support • Introduction of a National Allowance for Foster carers and Kinship Carers. |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|-------------------------------|
| Impact Assessment | Not required for this report. |
| Data Protection Impact Assessment | Not required for this report. |
| Other | Not required for this report. |

10. BACKGROUND PAPERS

a) Gilbert Road Residential Children's Home

<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=312293>

b) Marchburn Road Residential Children's Home

c) Kingsfield Residential Children's Home

<https://www.careinspectorate.com/index.php/care-services?detail=CS2003015550>

d) Fostering Service October 2022

<file:///C:/Users/gsimpson/Downloads/InspectionReport-313434.pdf>

e) Adoption Service October 2022

<file:///C:/Users/gsimpson/Downloads/InspectionReport-313433.pdf>

11. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|--|
| Name | Graeme Simpson |
| Title | CO – Children & Family Services/CSWO |
| Email Address | gsimpson@aberdeencity.gov.uk |

This page is intentionally left blank