Securing the future… • *Improving services* • *Enhancing quality of life* • *Making the best use of public resources*

Council Building
2 High Street
Perth
PH1 5PH

23/11/2022

A hybrid meeting of the **Scrutiny and Performance Committee** will be held in **the Council Chamber** on **Wednesday, 30 November 2022** at **14:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

THOMAS GLEN
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.

Members:
Councillor Colin Stewart (Convener)
Bailie Alasdair Bailey (Vice-Convener)
Councillor Keith Allan
Councillor Steven Carr
Councillor Eric Drysdale
Councillor Angus Forbes
Councillor Michelle Frampton
Councillor Ian Massie
Councillor Willie Robertson
Councillor Caroline Shiers
Councillor Frank Smith

Scrutiny and Performance Committee

Wednesday, 30 November 2022

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

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SCRUTINY AND PERFORMANCE COMMITTEE

Minute of meeting of the Scrutiny and Performance Committee held hybrid in the Council Chambers, 2 High Street, Perth, on Wednesday 21 September 2022 at 14.00pm.

Present: Councillor C Stewart, Bailie A Bailey, Bailie Ahern (substituting for Councillor C Shiers), Councillors K Allan, S Carr, E Drysdale, A Forbes, M Frampton, I Massie, W Robertson, and F Smith.

In Attendance: K Donaldson (Chief Operating Officer), B Renton, Executive Director (Communities); C Mailer, C Guild, F Robertson, and A Taylor (all Communities); S Devlin, Executive Director (Education and Children's Services); S Johnston (Education and Children's Services); L Simpson, L Brady, J Beveridge, L Dott (for item 9), P Johnstone, K Molley, A Brown, and M Pasternack (all Corporate and Democratic Services).

Apology: Councillor Shiers

Councillor C Stewart, Convener, Presiding.

The Vice-Convener, Bailie A Bailey, led discussion on Items 6, 7 and 8.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting and an apology was noted above.

2. DECLARATIONS OF INTEREST

In terms of the Councillors' Code of Conduct, Bailie C Ahern declared a non-financial interest in item 5 (iii).

3. MINUTE OF MEETING OF THE SCRUTINY AND PERFORMANCE COMMITTEE OF 8 JUNE 2022

The minute of meeting of the Scrutiny and Performance Committee of 8 June 2022 was submitted and approved as a correct record

4. OUTSTANING BUSINESS STATEMENT

Resolved:
The status of actions in the Outstanding Business Statement, be noted.

5. UPDATE BY ARM'S LENGTH EXTERNAL ORGANISATIONS

(i) Culture P&K

H Smout, Chairman, delivered a five-minute slide-based presentation on Culture Perth & Kinross plans and new ways of engagement.

(ii) Live Active Leisure Ltd

D McElhose, Chairman and P Cromwell, Chief Executive delivered a five-minute slide-based presentation on Live Active Leisure's customers focussed approach and ways of improving access to services.

(iii) Horsecross Arts Ltd

N Williams, Chief Executive, delivered a five-minute side-based presentation on Horsecross Arts ways of engagement and community focus.

Members questions were answered. It be requested for the three ALEO'S (Horsecross Arts Ltd, Live Active Leisure Ltd and Culture P&K) to provide the Committee with a written update on improvement actions by 31 January 2023.

Councillor C Stewart thanked members from the three ALEO's for their attendance and they left the meeting.

THERE WAS A 10 MINUTE RECESS AND THE MEETING RECONVENED AT 15.10pm.

6. FOI PERFORMANCE REPORT

There was submitted a report by the Head of Legal and Governance Services (22/229) describing the Council's performance in relation to its obligations under the Freedom of Information (Scotland) Act 2022 (FOISA) and Environmental Information (Scotland) Regulations 2004 (EIR) for the year 2021/22.

In response to a question from Councillor E Drysdale regarding performance and how this compares with other local authorities, L Simpson advised that through the benchmarking tool, the performance of Perth and Kinross is very good. In response to another question from Councillor E Drysdale regarding a maximum number of requests from an individual, L Simpson advised in terms of FOI legislation there is no specific provision for maximum requests, but action can be taken to manage unreasonable behaviours.

In response to a question from Councillor A Forbes, L Simpson advises that there is not a cost per FOI. Some FOIs can be dealt with very simply and quickly, whereas others take a relatively long time to process as information is gathered from different services. In response to a question from Councillor A Forbes regarding FOIs received and if they are published online, L Simpson advised that the Council is proactive in publicising all suitable information on the website. If several requests regarding a topic are received, it is possible to then direct individuals to where information can be found and helps reduce the number of FOI requests. Councillor A

Forbes referred to the Council's target of 95% for responding to FOI requests within statutory timescales, L Simpson advised that the target is set internally and if this is met, the Council will increase the target.

In response to a question from Bailie A Bailey regarding reviews and appeals and if it is a concern that more than half of reviews are upheld, L Simpson advised that officers work with requesters to see what data is required, and reviews being upheld could be caused by human error or due to a misunderstanding of what is being asked. No operational issues have arisen to suggest a failure in processes however, it can be difficult to collate all the necessary information. She added that as we start to digitise, collating data should be made easier through back scanning and the creation of the share point system EDMS to store information.

Resolved:

(i)   The contents of Report 22/229, be considered.

(ii)   It be noted that performance is improving and back in line with pre-pandemic levels.

(iii)   It be noted that the number of requests for review remain a very small percentage of requests received indicating good levels of customer satisfaction in terms of the quality of responses and the effectiveness of the process.

7.   DATA PROTECTION COMPLIANCE 2021/22

There was submitted a report by Data Protection Officer (22/230) highlighting the professional assessment of the Council's compliance with the UK General Data Protection Regulation (GDPR) by the Data Protection Officer (as is required to be provided by here in accordance with legislation), relating to the year 2021-22.

In response to a question from Bailie C Ahern regarding data breaches recorded and if they were due to a lack of processes or training, L Simpson advised that online training and guidance is available to all staff but with employees dealing with personal information on a daily basis, then quite often a breach is a result of human error where information has been sent to the wrong individual or has not been fully redacted. Measures are in place to mitigate and manage any data breaches that do occur.

In response to a question from Councillor K Allan regarding employees who have caused a data breach, P Johnstone advised individuals could be faced with disciplinary action. In response to a question from Councillor E Drysdale regarding the four unauthorised access incidents and if this was due to a failure in IT systems, P Johnstone advised those breaches may have been caused by employees having access to a system for a particular job which holds sensitive data and have decided to look at other confidential information.

In response to another question from Councillor E Drysdale regarding email errors to the wrong participant with sensitive information, L Simpson assured that those types of incidents are also being reported. She added that through policy and guidance, managers and employees have a better understanding of our responsibilities in handling data and trying to protect personal information.

In response to a question from Councillor A Forbes regarding the fluctuation of data breaches recorded, L Simpson advised that there was a spike in the number of

breaches around three years ago. However, that was due to a training campaign and data protection policy being embedded that employees were more aware of what causes a data breach to be reported. From then, the number of breaches reported have steadily reduced and there has been no real concern raised by the Data Protection Officer.

In response to a question from Councillor I Massie regarding who reports data breach incidents to the Data Protection Officer, L Simpson advised that incidents are often reported by employees who feel they have made a data breach or the individual who notices that personal information had been shared.

Members commended staff for the small amount of data breaches recorded.

Resolved:
(i) The DPO's assessment of the Council's compliance with the requirements of data protection legislation, be noted.
(ii) The Council's Performance in terms of compliance with GDPR, be considered.
(iii) It be noted that the DPO is confident that a reasonable degree of compliance with data protection legislations has been achieved during 2021/22 and that progress towards increased compliance across all Services will continue during 2022/23.

8. CORPORATE WORKFORCE PLAN 2021/23 PROGRESS REPORT

There was submitted a report (22/231) by Corporate Human Resource Manager (22/231) providing an update on the progress of the implementation of the Council's Corporate Workforce Plan 202/23.

In response to a question from Councillor K Allan regarding a shortage of staff in certain areas, B Renton provided information on specific occupational groups and advised that staffing issues in the Planning department had been resolved. B Renton advised that there is a national shortage of HGV drivers and engineers. In areas of winter maintenance, roads maintenance and refuse collection there are plans in place to recruit and retain employees. She added that the Council have a successful track record of graduate trainees, modern apprentices, and other traineeships to encourage people to join the organisation.

In response to a question from Councillor C Stewart on how well the principles of the Perth and Kinross Offer are embedded and if there are measures in place to ensure communities feel supported, C Guild advised that in terms of the cultural change programme, around a quarter of the organisation have undertaken the employee offer experience which helps develop employees knowledge and gain a better understanding of the principles and values of the Perth and Kinross Offer. However, C Guild agreed that there is still a lot of work to be done and work is underway with Education and Children's services and the Health and Social Care Partnership to extend the number of employees participating in the offer experience. Transformation sessions are also regularly held to address challenges and analyse how staff and communities feel supported under the think yes approach.

In response to a question from Councillor E Drysdale regarding the impact of the challenging local housing market on recruitment and if this is a problem across all Peth and Kinross or more pronounced in rural areas, B Renton advised that the issue of a

shortage of housing tends to be higher in rural areas, but the housing team are working with planning on solutions to reduce problems.

Resolved:
(I)   the progress made in implementing the Corporate Workforce Plan 2021-23, be noted.
(ii)   notes the requirement to review and agree a new Corporate Workforce Plan in 2023 which will support the ongoing resourcing requirements and those arising from the Transformation and Change Programme and Corporate Plan, be noted.
(iii)   It be requested for future Corporate Workforce Plan Progress Reports to be considered the Finance and Resources Committee.

THERE WAS A 7 MINUTE RECESS AND THE MEETING RECONVENED AT 16.15PM.

9.   **PERTH AND KINROSS COUNCIL – ANNUAL PERFORMANCE REPORT**

There was submitted a report by the Chief Executive (22/232) providing an overview of how the Council performed in 2021/22 against the strategic objectives for Perth and Kinross, as set out within the Council's Corporate Plan 2018-2022.

In response to a question from Councillor K Allan regarding children's mental wellbeing and the service of one-to-one counselling through the counselling and schools programme, S Devlin advised that although there are trained councillors in every school, there are a variety of staff employed to support children's different health and wellbeing needs. There are also a range of other support services that young people may be referred to both in and out of school. S Devlin advised that Education and Children's Services would deliver a slide-based presentation on the different types of support that are available to young people regarding mental wellbeing.

In response to another question from Councillor K Allan, S Johnston advised that when looking at improving outcomes for children and young people it had been identified that communication and literacy skills of children in nurseries had been impacted by the pandemic. She added that several pilot literacy programmes were undertaken in conjunction with speech and language therapists. Programmes have shown to be successful and would be rolled out further.

Resolved:
The contents of Appendix 1 to Report 22/232, be scrutinised.

SCRUTINY AND PERFORMANCE COMMITTEE

OUTSTANDING BUSINESS STATEMENT (OBS)
(Report No 22/291)

Please note that this statement sets out outstanding decisions of this committee along with an update and estimated completion date. Actions which are overdue are shaded for ease of reference. Where an update reflects that an action is complete then the Committee's agreement will be sought to its removal from the OBS.

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
1.	29 November 2021	Business Gateway	Circulate PKC/DCC Chief Executive correspondence on Business Gateway – Memorandum of Understanding to Committee Members	Memorandum of Understanding been circulated to members. Letters are being followed up with IT. **PART COMPLETED**	David Littlejohn	TBC	TBC
2.	6 June 2022. Item 4.	Forward Planner	Forward Planner for Scrutiny and Performance Committee to be brought forward to future meeting of the Scrutiny and Performance Committee.	A forward planner for 2023 has been drafted. **NOT COMPLETED.**	Lisa Simpson	1 February 2022	1 February 2022
3.	6 June 2022. Item 5.	Scrutiny and Performance Reviews.	Vice-Convener to provide detailed update on Scrutiny and Performance Review into	Briefing note issued to members. **COMPLETED.**	Lisa Simpson	30 November 2022	30 November 2022

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
			Local Action Partnership funding during Emergency Powers period, including Terms of Reference and methodology for appointing members to the Review Sub-Committee.				
6.	6 June 2022. Item 6(d).	Closing out of Improvement Actions from BMIPS.	Methodology to be constructed in terms of closing out of Improvement Actions raised in BMIPS.	Initial meeting has been held with officers and the Convener. Development session to be arranged for members on how the Council measures performance against outcomes. A demo to be arranged early 2023 for members on the new Improvement Service Local Government Benchmarking Framework dashboard.\n\n**NOT COMPLETED.**	All services.	1 February 2023	1 February 2023
7.	21 September 2022. Item 7	Data Protection Compliance 2021/22	Detail to be provided on the number of subject access requests and how many were	Email response circulated to members.\n\n**COMPLETED.**	Jill Walker, Data Compliance Officer	30 November 2022	30 November 2022

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
			a result of the impact of Covid.				
8.	21 September 2022. Item 8	Corporate Workforce Plan 2021-2023 Progress report	Detail to be provided on the difference in overall staff turnover from 2021 to 2022. Also include a breakdown in turnover of EU Nationals.	Briefing note issued to members. **COMPLETED.**	Pauline Johnstone, Human Resources	30 November 2022	30 November 2022
9.	21 September 2022. Item 8	Perth and Kinross Council Annual Performance Report 2021/22	A slide-based presentation to be delivered to members on the different on the different types of support that are available to young people regarding mental wellbeing.	The national health and wellbeing census data will be published in February 2023. **NOT COMPLETED.**	Education and Children's Services	February 2023	February 2023
10.	21 September 2022. Item 8	Perth and Kinross Council Annual Performance Report 2021/22	A briefing note to be provided on UNESCO City of Craft and Folk Art that was designated to Perth in 2021.	Briefing note issued to members. **COMPLETED.**	Fiona Robertson, Communities	30 November 2022	30 November 2022

No	Minute Reference	Subject Title	Outstanding Action	Update	Lead Officer /Service	Action due	Action Expected
11.	21 September 2022. Item 8	Perth and Kinross Council Annual Performance Report 2021/22	Further detail to be provided on businesses who have benefited from the Microenterprise Fund.	Email response circulated to members. **COMPLETED.**	Communities	30 November 2022	30 November 2022

PERTH AND KINROSS COUNCIL

Scrutiny and Performance Committee

30 November 2022

**COUNCIL COMPLAINTS PERFORMANCE REPORT
FOR 2021-22**

Report by Head of Legal and Governance Service
(Report No 22/292)

1.   PURPOSE

1.1   The purpose of this report is to provide assurance that the Council has an adequate and effective Complaints Handling Procedure (CHP) in place, and to advise the Committee of work undertaken to improve our performance in relation to the Council's handling of complaints.

1.2   This report also satisfies public performance reporting requirements in accordance with the Scottish Public Services Ombudsman's (SPSO) performance measures for local authorities.

2.	RECOMMENDATIONS
2.1	It is recommended that the Committee: (i) Considers the content of this report and provides constructive comment (ii) Notes that the Council's Complaints Handling Procedure (CHP) is considered to be adequate and effective (iii) Notes that the CHP will continue to be monitored and reviewed throughout the year and work undertaken to further improve performance.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

- Section 4: Background/Main Issues
- Section 5: SPSO Performance
- Section 6: Conclusion
- Appendices

4 BACKGROUND / MAIN ISSUES

4.1   This report covers the reporting period 2021-22.

4.2   The Council's Complaints Handling Procedure (CHP) follows the standard model which is in place across all 32 local authorities. It is considered to be appropriate and effective; its performance is within acceptable limits and is line with the Scottish Public Services Ombudsman's (SPSO) requirements for a complaints process.

4.3   During the period 2021-22 there were 1784 complaints recorded at Stage 1 and Stage 2 of the procedure during 2021-22, representing an increase of 34.34 % on the previous year.

4.4   It should be noted that the number of complaints recorded in a year is greater than the number of those complaints actually processed, i.e., completed, within the year. This is due to some cases being withdrawn or not being finalised within the same reporting year. The number of complaints closed in 2021-22 was 1676.

4.5   The increase in the number of complaints in 2021-22 when compared to 2020-2021, is indicative of services returning to a more usual level following two years of COVID-19 disruption. It is noted however that the total amount of complaints in 2021-22 is 19% less than the figures for the pre-covid period 2019-2020.

4.5   The average response times for the year have increased marginally especially at Stage 2 when compared to last year.

4.6   The CHP provides for escalation of any complaint to Stage 2 of the CHP if the complainant remains dissatisfied after receiving a response to their Stage 1 complaint. In some cases, the complexity or sensitivity of the complaint is such that it is considered at Stage 2 of the CHP in the first instance.

4.7   Where an individual remains dissatisfied with the outcome at Stage 2 then they have recourse to the Scottish Public Services Ombudsman (SPSO).

4.8   In summary of the 1784 complaints recorded in 2021-22:

- 1621 complaints were handled at Stage 1
- 1523 (94%) of these complaints were resolved at Stage 1 and did not escalate to stage 2
- 98 (6%) of complaints were escalated from Stage 1 to Stage 2
- On average, Stage 1 complaints were responded to within 5 working days as is required in the CHP
- In addition to the 1621 complaints initially logged at Stage 1, a further 55 complaints were handled directly at Stage 2 due to the complexity of the issue being raised, giving a total of 1676 complaints dealt with.
- The difference between this figure and the total number of complaints received (1784) is as a result of complaints being withdrawn (73) or

remaining open at the end of the reporting period which in this case is 31 March 2022. See para 4.4

- Public authorities are required to respond to Stage 2 complaints within 20 working days. During 2021-22 Stage 2 complaints were responded to in an average of 28.3 working days, compared with a target of 20 days. This is largely attributable to resources still requiring to be directed un response to response to the Covid 19 pandemic during 2021-22.

4.9 The Corporate Complaints Group, made up of a number staff who deal with complaints across the services, continues to meet throughout the year. Monitoring of complaints activity and themes raised within complaints is monitored both at a corporate and Service level.

5. SPSO PERFORMANCE INFORMATION

5.1 The Scottish Public Services Ombudsman Act 2002 and the Public Services Reform (Scotland) Act 2010 give the SPSO the authority, in defined circumstances, to investigate complaints about Scottish public authorities, including local authorities.

5.2 Since April 2017 this has included social work complaints and covers services delivered by the Health & Social Care Partnership on behalf of the Council.

5.3 The SPSO, in conjunction with all Scottish local authorities, has developed six quantitative performance indicators, against which authorities assess and monitor their complaints handling performance. The Council's figures for these indicators for 2021-22 are shown in Appendix 1.

5.4 The SPSO reports on complaint investigation decisions in two ways:

- A Decision Report is issued for each complaint considered; these are published on the SPSO's website.
- If a complaint is considered of national significance, an Investigation Report is laid before the Scottish Parliament. The SPSO did not lay any such reports regarding the Council before Parliament in 2021-22.

5.5 The SPSO is currently advising complainants that due to the impact of Covid 19 there is currently a delay of up to 11 months in allocating complaints to one of their complaints reviewers. This means that figures for 2022-23 when reported are likely to include some historical complaints activity

SPSO Action in relation to Referrals about PKC Complaints	2020-21	2021-22
Provision of advice	8	9
Early resolution	25	13

Investigation	4	0
Total	37	22

5.6   A summary of the subject area of complaints considered by the SPSO in respect of the Council and across the sector is shown in Appendix 3.

5.7   The complete SPSO statistics are available on their website.

6.   CONCLUSION

6.1   The Council has an appropriate and effective Complaints Handling Procedure and will continue to ensure that revisions are made in line with any further SPSO recommendations.

6.2   Performance statistics from 2021-2022 demonstrate that our complaints handling is appropriate and effective although performance is slightly down on the previous year regarding meeting timescales at Stage 2. (Appendix 1)

6.3   Performance information and the subject matter of complaints received is considered and monitored to identify any particular trends, issues or service areas which require focussed improvement efforts.

6.4   The Corporate Complaints Group will review and identify areas where performance can be improved, particularly in relation to the timescales for responding to Stage 2 complaints.

Author(s)

Name	Designation	Contact Details
Joy Mayglothling	Team Leader Corporate Complaints	Customercomplaints@pkc.gov.uk

Approved

Name	Designation	Date
Lisa Simpson	Head of Legal & Governance Services	13 September 2022

APPENDICES

Appendix 1 - SPSO Performance Indicators
Appendix 2 - Recommendations made by the SPSO
Appendix 3 - Local Authority complaints received by the SPSO

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1. **IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION**

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	**None**
Corporate Plan	**None**
Resource Implications	
Financial	**None**
Workforce	**None**
Asset Management (land, property, IST)	**None**
Assessments	
Equality Impact Assessment	**None**
Strategic Environmental Assessment	**None**
Sustainability (community, economic, environmental)	**None**
Legal and Governance	**None**
Risk	**None**
Consultation	
Internal	**None**
External	**None**
Communication	
Communications Plan	**None**

1. **Strategic Implications**

   Community Plan/Single Outcome Agreement

1.1 Not applicable.

   Corporate Plan

1.2 Not applicable.

2. **Resource Implications**

   Financial

2.1 Not applicable.

   Workforce

2.2 Not applicable.

3. **Assessments**

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans

and policies allows the Council to demonstrate that it is meeting these duties. The Equality Impact Assessment undertaken in relation to this report can be viewed clicking here.

(i)   Assessed as **not relevant** for the purposes of EqIA

3.2   The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

3.3   However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

3.4   Not applicable.

Legal and Governance

3.4   Not applicable.

Risk

3.6   Not applicable.

4.   Consultation

Internal

4.1   Service Complaints Co-ordinators were consulted in the preparation of this report.

External

4.2   Not applicable.

5.   Communication

5.1   Not applicable.

2.   BACKGROUND PAPERS

None

SPSO Performance Indicators

In these indicators, the term "closed" refers to a complaint to which a customer has had a response, or which they have chosen to withdraw. It should also be noted that the number of complaints recorded in a year is greater than the number of those complaints actually processed, i.e. completed, within the year.

Indicator 1 – The total number of complaints received per 1000 of the population

This indicator records the total number of complaints received by the Council. The mid-year estimate of the Council's population was 151,950.

Year	Total number of complaints received	Total number of complaints closed	Number of complaints received per 1000 population
2021-22	1784	1676	11.7
2020-21	1328	1283	8.8

Indicator 2 – Complaints closed at Stage 1 and Stage 2 as a percentage of all complaints closed

Year	Closed at Stage 1	Closed at Stage 2	Closed after escalation
2021-22	1523 (91%)	55 (3%)	98 (6%)
2020-21	1207 (94%)	33 (3%)	43 (3%)

Indicator 3 – The number of complaints upheld, partially upheld, or not upheld

Stage 1 complaints are more likely to have only one complaint point, whereas Stage 2 complaints typically have multiple complaint points. The SPSO's guidance indicates that single complaint points can't be "partially upheld"; a definite conclusion of "upheld" or "not upheld" must be reached for each one. Complaints can be classified as "partially upheld" if they contain multiple complaint points for which different conclusions are reached. A new outcome of "resolved" was introduced in this reporting year, meaning that this is the first year that this outcome is reportable.

Complaints closed at Stage 1

Year	Number of complaints closed	Upheld	Not upheld	Partially upheld	Resolved
2021-22	1523	358 (24%)	448 (30%)	75 (4.9%)	642 (42%)
2020-21	1207	310 (26%)	628 (52%)	269 (22%)	N/A

Complaints closed at Stage 2

Year	Number of complaints closed	Upheld	Not upheld	Partially upheld	Resolved
2021-22	55	6 (11%)	26 (47%)	23 (42%)	0
2020-21	33	3 (9%)	22 (67%)	8 (24%)	N/A

Escalated complaints closed

Year	Number of complaints closed	Upheld	Not upheld	Partially upheld
2021-22	98	5 (5%)	53 (54%)	40 (41%)
2020-21	43	9 (21%)	18 (42%)	16 (37%)

Indicator 4 – The average time, in working days, for a full response to be issued to complaints at each stage

SPSO procedures specify that Stage 1 complaints should be resolved within 5 working days and Stage 2 complaints should be resolved within 20 working days.

Year	Average time Stage 1 complaints (working days)	Average time Stage 2 complaints (working days)	Average time escalated complaints (working days)
2021-22	5 days	30.7 days	26.3 days
2020-21	6.7 days	28.9 days	28 days

Indicator 5 – The percentage of complaints, at each stage, which were closed in full within the set timescales

This indicator presents the number and percentage of complaints closed within 5 working days at Stage 1 and 20 working days at Stage 2.

Year	Stage 1 complaints closed within 5 working days	Stage 2 complaints closed within 20 working days	Escalated complaints closed within 20 working days
2021-22	71.4%	36.4%	23.5%
2020-21	71.3%	42.4%	51.2%

Indicator 6 – The percentage of complaints, at each stage, where an extension to the 5 or 20 working days response timescales has been authorised

The Council's CHP allows for an extension to the timescales for response to be authorised in certain circumstances e.g. when a key member of staff is absent from work or during school holidays.

Year	% of Stage 1 complaints closed where an extension was authorised	% of Stage 2 complaints closed where an extension was authorised	% of escalated complaints closed where an extension was authorised
2021-22	28.6%	63.6	40.8%
2020-21	26.8%	38.2%	32.6%

Appendix 2

Recommendations made by the SPSO

As indicated earlier in the report there were no recommendations made by the SPSO in relation to Perth and Kinross Council in 2021-22

Local Authority complaint by subject received by the SPSO

	2021-22		2020-21	
Subject	**PKC**	**All LAs**	**PKC**	**All LAs**
Building Control	0	11	0	6
Consumer Protection	0	2	1 (3%)	4 (1%)
Economic Development	0	11	0	4
Education	3 (10%)	135 (11%)	3 (10%)	109 (11%)
Environmental Health & Cleansing	1	107	1 (3%)	62 (6%)
Finance	1	82	1 (3%)	68 (7%)
Fire & Police Boards	0	13	0	3
Housing	7 (24%)	284 (24%)	9 (30%)	232 (24%)
Land & Property	0	15	1 (3%)	12 (1%)
Legal & Admin	0	55	0	54
National Park Authorities	0	2	0	2
Other	0	10	0	9
Personnel	0	5	0	4
Planning	9 (31%)	162 (14%)	6 (20%)	115 (12%)
Recreation & Leisure	0	11	0	13
Roads & Transport	2	98 (8%)	2 (8%)	63 (6%)
Social Work	5 (17%)	139 (12%)	5 (17%)	135 (14%)
Subject unknown or Out of Jurisdiction	1	46	1 (3%)	48 (5%)
Valuation Joint Boards	0	6	0	2
Welfare Fund - Crisis Grants	0	5	0	3 (1%)
Total	**29**	**1191**	**30**	**951**

PERTH AND KINROSS COUNCIL

LEARNING AND FAMILIES COMMITTEE

2 NOVEMBER 2022

SCRUTINY AND PERFORMANCE COMMITTEE

30 NOVEMBER 2022

PUPIL EQUITY FUNDING UPDATE 2022

Report by Executive Director (Education and Children's Services)
(Report No 22/268)

1.   PURPOSE

1.1   This report provides an update on progress made in Perth and Kinross to close the poverty-related attainment gap through the use of Pupil Equity Funding (PEF). It outlines the range of PEF funded measures implemented to improve performance and monitor progress of improvements. It meets the requirements to report on the expenditure and impact of the Pupil Equity Fund.

2.	RECOMMENDATION
2.1	It is recommended that the Learning and Families Committee: • Considers the contents of this report. It is recommended that the Scrutiny & Performance Committee: • Scrutinises and comments as appropriate on this report.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

- Section 4: Background
- Appendices

4.   BACKGROUND

4.1   The PEF forms part of the Scottish Attainment Challenge (SAC) programme, which was launched in February 2015 and is currently in its sixth year. PEF is allocated directly from the Scottish Government to schools and is specifically targeted at closing the poverty-related attainment gap. A total of £130m has been committed to this funding as part of the SAC programme for session 2022-2023.

4.2   Over £215m of targeted funding was invested to help close the poverty related attainment gap in 2021-2022. This marked the first year of investment in an

expanded £1b Attainment Scotland Fund, which will be provided over the new parliamentary term, after an investment of over £750m in the previous parliamentary term.

4.3 Every council area in Scotland has received PEF and 97% of schools have been awarded funding this session. PEF is allocated to schools on the basis of the estimated number of registered free school meals in primary 1 to primary 3, with £1200 allocated for each child and young person.

4.4 Headteachers have full access to PEF funding and meet regularly with their Finance Officer to review spending. Although funding is allocated on the basis of eligibility described above, Headteachers are permitted to use their discretion in making decisions about which children and young people would benefit most from any particular intervention or approach, whilst keeping a clear focus on delivering equity. Headteachers work in partnership with other schools and their local authority whilst planning improvements.

4.5 There is a continued expectation that funding will focus particularly on literacy, numeracy, health and wellbeing and support the school's priorities in raising attainment. All schools develop a School Improvement Plan indicating PEF priorities, outlining planning for universal and targeted approaches.

2022/23 Allocation

4.6 In session 2022/2023, Perth and Kinross schools were allocated £1,873,900 of funding. This was allocated to almost all of the 70 primary schools, all 11 secondary schools and 1 special school.

4.7 In funding session 2021/22, a total of £1,809,586 was spent. A carry forward of £1,019,314 was taken into 2022/23. At the end of July 2022, 79% of the 2021/22 PEF allocation had been spent.

Guidance and Planning

4.8 Revised Local PEF Guidance was issued to all Perth and Kinross schools in June 2022. This aligned closely with the Scottish Government's changes in the allocation of SAC funding as reflected in the paper Scottish Attainment Challenge: framework for recovery and accelerating progress published in March 2022. A key change is that PEF allocations to schools are now fixed until March 2026.

Interventions

4.9 Schools concentrated on a range of approaches to enhance the universal provision and targeted interventions for children and young people, to support their reconnection with learning in school and address any gaps.

4.10 In 2021/22, PEF plans focused particularly on literacy, numeracy and health and wellbeing.

Monitoring and Evaluation of Impact

4.11 PEF is allocated directly to primary and secondary schools within Perth and Kinross and the local authority is required to monitor and evaluate its use, including reporting to the Scottish Government. Individual schools reported on the impact of PEF interventions within their annual Standard and Quality Reports for 2021-2022.

4.12 During the course of 2021/22, the Raising Attainment Board worked to provide a sharper focus on the stretch aims detailed in the Raising Attainment Strategy. The Board also monitor closely the impact of PEF expenditure and the impact of the identified interventions to close the poverty related gap.

4.13 Almost all schools now measure the impact of their PEF budget through a bespoke tracking tool. A rolling training programme on the use of the tool is delivered by Education & Children's Services staff in partnership with the Education Scotland Attainment Advisor.

4.14 The School Improvement Team provide support and challenge to schools in relation to raising attainment and closing the poverty related gap as part of their regular quality improvement work. Education Scotland's Attainment Advisor worked with identified primary schools and secondary schools to analyse data and identify appropriate strategies for closing the poverty related gap in more detail.

4.15 The Analysis and Improvement Team continued to provide support to schools with the Analysis Suite including school data profiles and carried out visits, or remote support, to help schools organise and understand their tracking and monitoring and evaluation data more effectively.

4.16 Every school PEF plan for session 2022-23 has been reviewed and analysed by the Quality Improvement Officer and Education Scotland Attainment Advisor. Detailed feedback has been provided and revisited during the term one school improvement visits

Next Steps in Supporting Schools

4.17 To ensure that the use of PEF continues to be monitored and evaluated, the Council's Education Services will ensure that there is:

- Continued promotion of, and support to schools in the delivery of, evidence-based interventions to target aspects of literacy, numeracy and health and wellbeing building upon our growing local evidence base.

- Effective deployment of Scottish Government Strategic Equity Funding in Perth and Kinross to rigorously map, challenge and support school PEF building upon existing structures and approaches.

- Development of the Closing the Gap Tool to create a holistic planning and impact measurement tool.

- Regular reporting and analysis of progress to the Raising Attainment Board.

Author

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Approved

Name	Designation	Date
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1.   **IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION**

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	None
Corporate Plan	None
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	None

1.   **Strategic Implications**

Community Plan/Single Outcome Agreement

1.1   This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

(i)   Giving every child the best start in life;
(ii)   Developing educated, responsible and informed citizens;
(iii)   Promoting a prosperous, inclusive and sustainable economy;
(iv)   Supporting people to lead independent, healthy and active lives; and
(v)   Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

1.2   This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

(i)   Giving every child the best start in life;
(ii)   Developing educated, responsible and informed citizens;
(iii)   Promoting a prosperous, inclusive and sustainable economy;
(iv)   Supporting people to lead independent, healthy and active lives; and
(v)   Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

2.1 N/A

Workforce

2.2 N/A

Asset Management (land, property, IT)

2.3 N/A

3. Assessments

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

3.3 N/A

Legal and Governance

3.4 N/A

3.5   N/A

      <u>Risk</u>

3.6   N/A

4.   Consultation

<u>Internal</u>

4.1   Service Managers within Education and Children's Services were consulted in the preparation of this report.

<u>External</u>

4.2   The Education Scotland Attainment Advisor was consulted in the preparation of this report.

5.   Communication

5.1   N/A

2.   BACKGROUND PAPERS

2.1   No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

3.   APPENDICES

3.1   Appendix 1 - Pupil Equity Fund Report 2021 – 2022
        Appendix 2 – Pupil Equity Fund Allocations 2022/2023

Improving Lives Together
Ambition | Compassion | Integrity

Raising Attainment Strategy
2020-2023

Pupil Equity Fund Report
2021-2022

Achieving Excellence and Equity

Education & Children's Services

1. Introduction

1.1 Purpose of the Report

This report provides an update on progress made in Perth and Kinross to raise attainment and ensure equity for learners affected by poverty through the use of Pupil Equity Funding (PEF).

1. 2 Background

PEF is part of the national *Scottish Attainment Challenge* programme and has been in place since 2015. In 2022, the Scottish Government launched a refreshed programme which is outlined in *[The Framework for Recovery and Accelerating Progress.](#)* This framework explains that the *Scottish Attainment Challenge* aims to:

- use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap; and
- support educational recovery from Covid-19, increase the pace and reduce the variation in progress towards tackling the poverty related attainment gap.

The Framework for Recovery and Accelerating Progress, page 3

PEF must be used to improve outcomes for children and young people affected by poverty. The funding should specifically target improvement in literacy, numeracy and health and wellbeing.

The Scottish Government ask local authorities to use the [Scottish Index of Multiple Deprivation](#) (SIMD) to identify learners living in poverty. This tool indicates that 11% of pupils in Perth and Kinross are classified as living in the 20% most deprived areas in Scotland.

SIMD can be supplemented with local measures as appropriate. In Perth and Kinross, schools also use the [ACORN](#) system. This is a demographic tool which takes into account the dispersed nature of rural communities. Using ACORN indicates that over a third of children and young people in Perth and Kinross live in households subject to some level of deprivation.

1.3 PEF Allocations

PEF is allocated directly from the Scottish Government to schools. This allocation is made using school census data on the basis of the estimated number of registered free school meals in P1 to S3. £1200 is allocated for each child or young person.

In 2021-2022, an additional funding grant of 15% was added to PEF allocations. This was to support schools to address the emerging needs and additional challenges for children and young people as a result of the Covid-19 pandemic.

This meant that in the year 2021-22, schools in Perth and Kinross received a total of £2,037,808 from the Pupil Equity Fund. 80 out of 81 schools in Perth and Kinross received PEF. Allocations varied between schools and are summarised in figure 1 below.

1

Financial Range	Number of Schools
£0	1
£1-£9,999	34
£10,000-£19,999	15
£20,000-£29,999	8
£30,000-£39,999	5
£40,000-£49,999	3
£50,000-£59,999	3
£60,000-£69,999	5
£70,000-£79,999	2
£80,000-£89,999	2
£90,000-£99,999	1
<£100,000	2

Figure 1

1.4 Guidance and Planning

The PKC Raising Attainment Strategy 2020-2023, sets out a shared vision, priorities, and expectations in relation to raising attainment and achievement for every child and young person. This strategy reflects the national ambitions of attaining excellence and achieving equity. It outlines the approaches used to address all attainment gaps including those identified for learners affected by poverty.

PEF local guidance has been developed in line with *The Pupil Equity Funding National Operational Guidance 2022.* This guidance is shared with all schools. It includes local information including planning, tracking, monitoring and reporting expectations as well as information on finance processes and the central support that is available to all schools.

1.5 Tracking and Monitoring

In 2021-2022, A *Tracking and Evaluation Tool*[1] was rolled out to all primary and secondary schools in Perth and Kinross. It has enabled schools and the local authority to enhance their understanding of how PEF is being used and the impact of interventions.

2. Support and Professional Development
Professional support from Education Scotland and Central Officers is key to effective deployment of PEF together with relevant professional learning.

2.1 Support for Schools and Settings

Quality Improvement Officers (QIOs) provide PEF support to all schools at termly meetings. Targeted support was also provided to identified schools by the Education Scotland Attainment Advisor. The focus of these visits included: PEF planning; selecting appropriate interventions; addressing underspend and supporting schools to carry out a data analysis to identify learner needs. The impact was evident in improved PEF planning; a reduced underspend within targeted schools and clearer school PEF plans.

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[1] *The Closing the Gap Tool* was featured in the national document Pupil Equity Funding: Looking inwards, outwards, forwards (education.gov.scot) as an example of tracking and monitoring. Several local authorities have expressed an interest in finding out more and two have reported that they have developed their own systems based on the case study.

2

2.2   The Equity Network

The Perth and Kinross Equity Network provides regular opportunities for school leaders and practitioners to meet and engage in a range of professional learning. It has approximately 80 members and provides a forum for good practice to be shared across schools.

2.4   Improvement Methodology

The local authority has worked with the Education Scotland Attainment Advisor and the Children and Young People's Improvement Collaborative (CYPIC) team to develop a strategic plan for the implementation of Quality Improvement Methodology (QI) across the authority. The QI programme provides training to school leaders and practitioners which enables them to deliver targeted improvement projects to improve outcomes for identified learners.

3

Case Study I: Quality Improvement Project at Goodlyburn and City of Perth Early Child Care Centre (COPECC) ELC

Background

Practitioners at Goodlyburn and COPECC ELC, took part in quality improvement training and completed a project to close gaps for identified learners. Practitioners followed a process of: using improvement tools to identify learner needs; creating an improvement aim; identifying 'change ideas' or interventions that they could introduce and test for improvement; regularly monitoring and tracking improvement and evaluating progress.
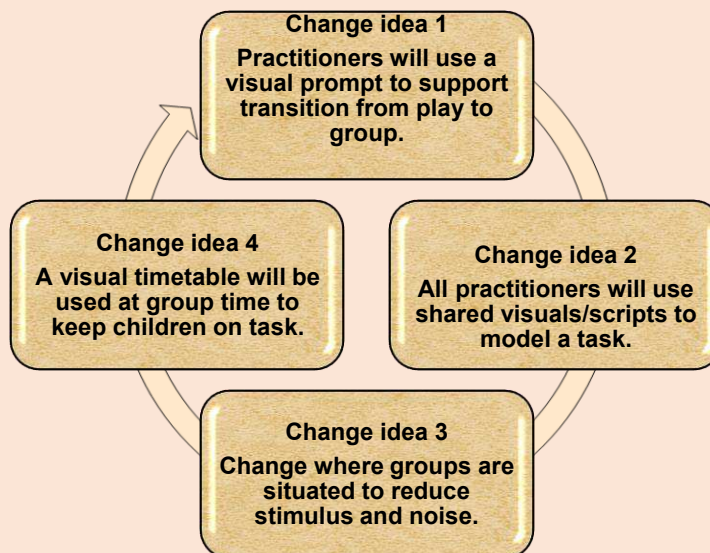
The project focused on supporting learners to develop self-regulation strategies to support learning. Self-regulation is an important skill for learners. It focuses on the ability of children and young people to control their behaviours, emotions and thoughts in appropriate ways for their age and stage of development.

Project Aim

The aim of the project was that: By April 2022, all identified learners will increase their self-regulation skills to successfully transition from play into group time and complete a short follow up task for 5 to 10 minutes.

'Change Ideas'

Four different ideas were introduced and tested for improvement:

Change idea 1
Practitioners will use a visual prompt to support transition from play to group.

Change idea 2
All practitioners will use shared visuals/scripts to model a task.

Change idea 3
Change where groups are situated to reduce stimulus and noise.

Change idea 4
A visual timetable will be used at group time to keep children on task.

Impact

- The transition time from learners moving from play to a group task significantly decreased using visual cues, scripts and timers.
- Children were more focused to start their learning at group and the majority were familiar with what 'ready to learn' looks like.
- When completing a task individual learners increased their focus and attention from 2-3 minutes to 5-10 minutes.

4

3.   PEF Interventions Summary

In 2021-2022, an analysis of PEF plans identified attainment as the most frequently targeted area of support. When analysed by subject, the majority of these interventions were targeted towards reading.
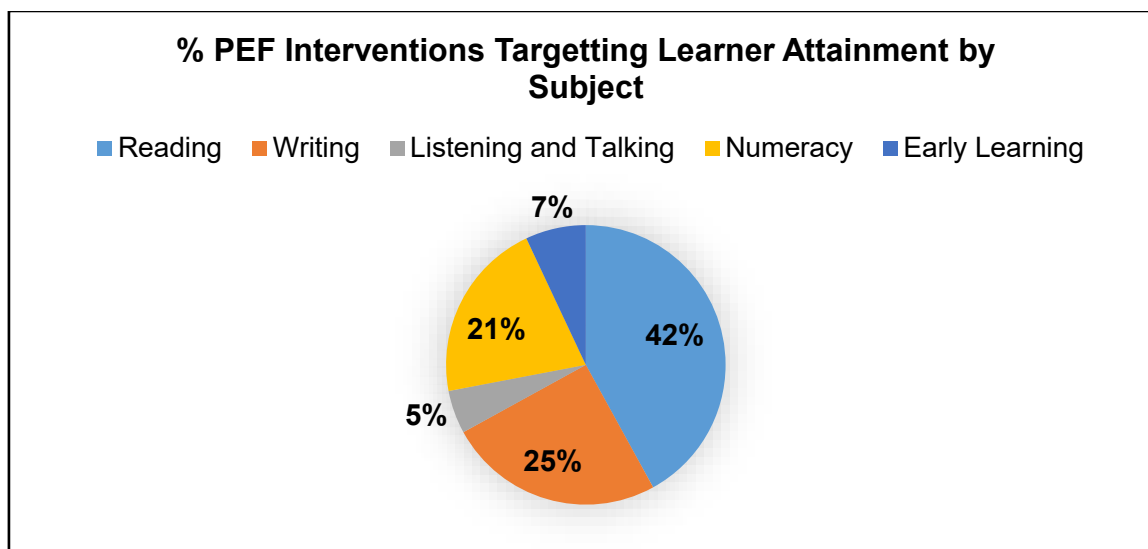
Figure 2, PEF Plans Intervention Analysis, August 2021

Figure 3 demonstrates the range of needs targeted by PEF interventions. After attainment, learner achievement (wider curriculum), engagement, participation and mental health were all areas most frequently identified for intervention.
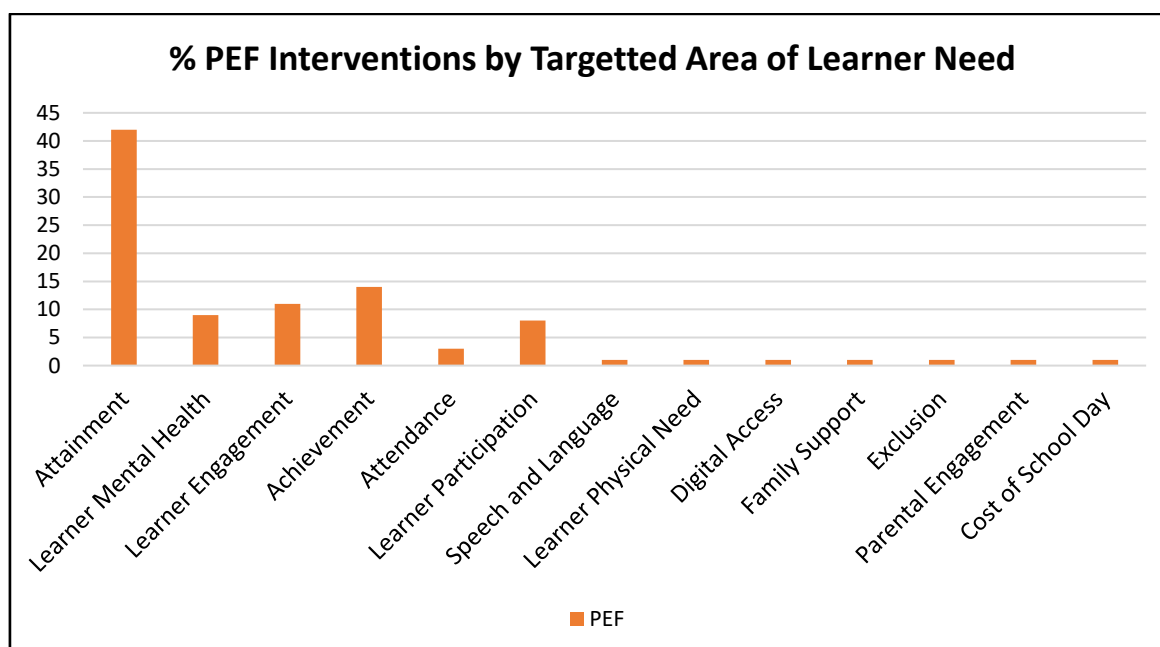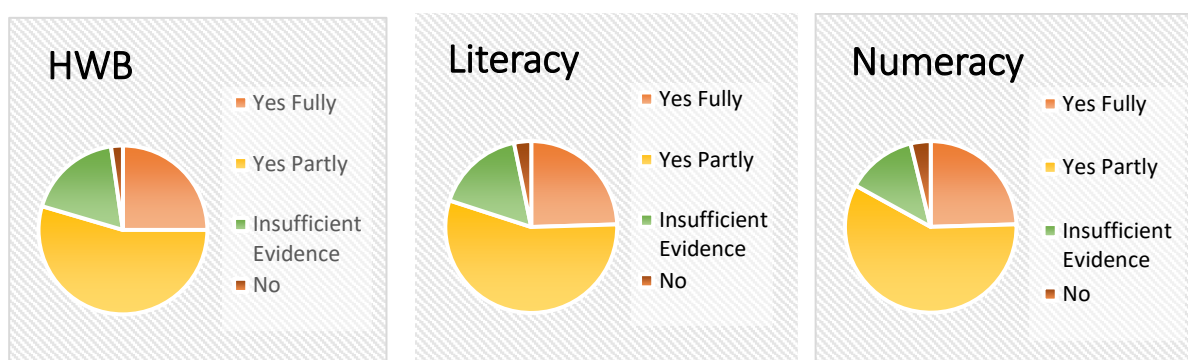

Figure 3, Closing the Gap Tool Analysis, 2022

4.   Impact

By the end of 2021-2022, 73% of all schools were recording interventions on the tracking tool; an increase of 43% from 2020-2021. The tool provided information about 675 interventions delivered to over 7,500 learners across the authority. This included 145 PEF interventions delivered to over 1330 learners.

4.1 Headline Outcomes

- 89% of learners fully or partly met* the intended outcomes for all PEF interventions 80% of recorded literacy interventions were fully or partly successful.
- 83% of recorded numeracy interventions were fully or partly successful.
- 80% of recorded Health and Wellbeing (HWB) interventions were fully or partly successful.

*For all data analysis 'fully met' indicates that 100% of learners met the intended outcomes. 'Partly met' indicates that the majority or >50% of learners met the intended outcomes.
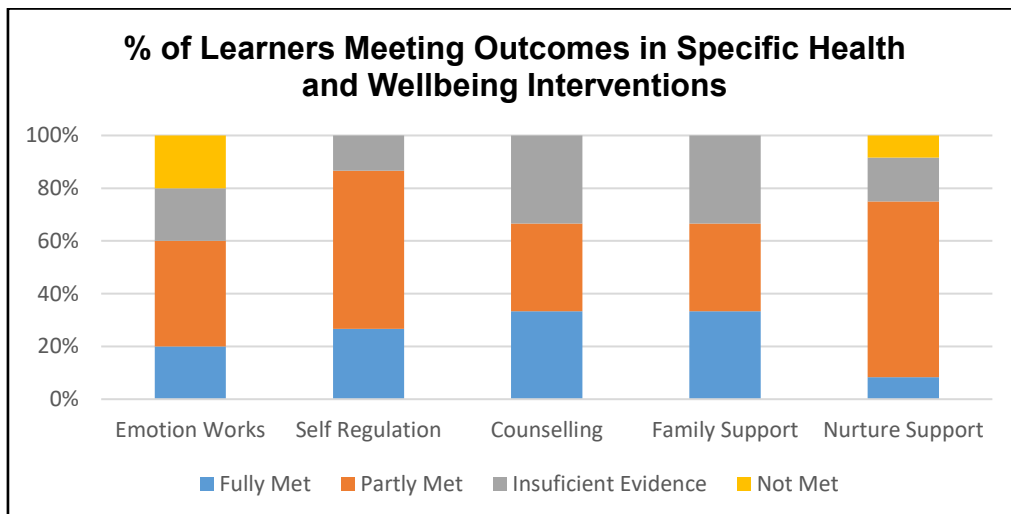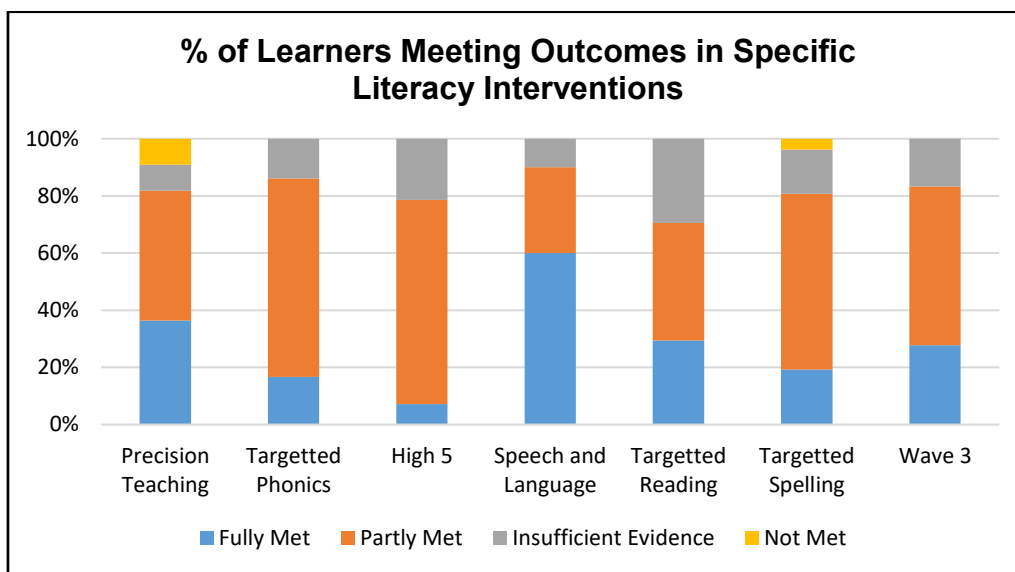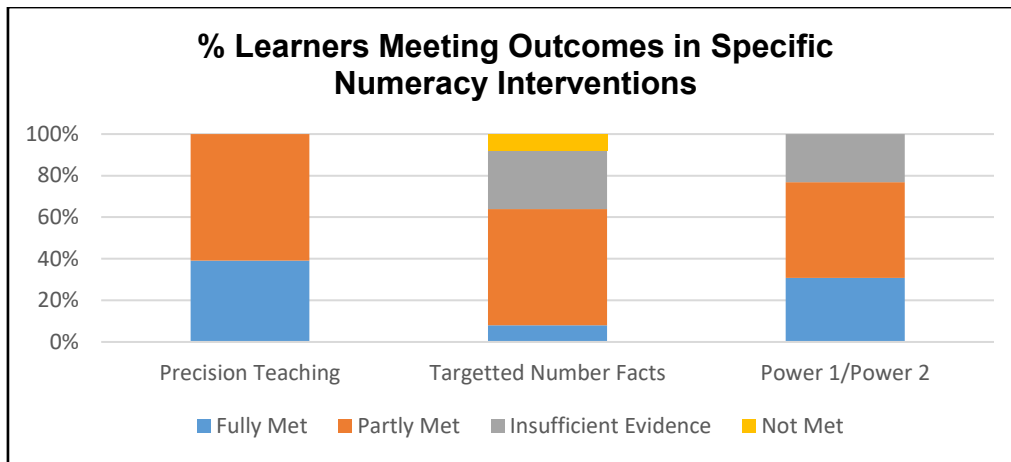

Figures 6-8, Closing the Gap Tool Analysis, 2022.

4.3 Impact of Specific Interventions

Figures 9-11 illustrate the % of learners who successfully met the intended outcomes in specific literacy, numeracy and health and wellbeing interventions. This has allowed the central team to begin to identify those interventions that are most successful and may be effectively spread further across the authority.

Precision teaching is an example of an intervention that was rolled out across schools as part of the local authority's strategic recovery plan as referenced in section 2.1 of this report. Training was provided to practitioners through the Educational Psychology Service. It is an approach that can be applied to literacy or numeracy. In literacy and numeracy interventions, 91% of learners receiving precision teaching met the intended outcomes.

6

% Learners Meeting Outcomes in Specific Numeracy Interventions

% of Learners Meeting Outcomes in Specific Literacy Interventions

% of Learners Meeting Outcomes in Specific Health and Wellbeing Interventions

Figures 9-11, Closing the Gap Tool Analysis 2022

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4.4 Case Studies

Case Study II: Outdoor Learning at Murthly Primary School

Pupil Equity Funding has supported learners to gain accreditation for regular high quality outdoor learning which has contributed to an increase in overall wellbeing and resilience.

Background

The school had noted a gap in equity for wider achievements for some learners and a scope for improvement in high quality outdoor learning.

Intervention or Approach

School worked with a third-party provider. An accredited award in outdoor learning was delivered once a week. Core skills such as building resilience, teamwork and cooperation, and independence and perseverance were taught.

Impact

- The number of outdoor learning sessions being delivered by class teachers had doubled.
- Staff surveys demonstrated that staff confidence had improved.
- Impact was evidenced using the Glasgow Motivation and Wellbeing Profile (GMWP). This monitoring tool demonstrated that learners had improved a wide range of indicators of health and wellbeing.
- All learners from P2 to P7 achieved an accredited award in outdoor learning.
- Practitioners reported that children demonstrated an increase in resilience, engaged more in challenge and had an increase in participation.

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> ## Case Study III: Developing Relationships and Increasing Attendance and Engagement at Perth High School
>
> Perth High School used Pupil Equity Funding to appoint an Inclusion Support Officer and two Care and Welfare Officers in order to increase pupil engagement, and attendance as well as to enable pupils to form better relationships.
>
> ### Intervention
>
> Attendance data was used to identify pupils who were experiencing persistent truancy. Daily and weekly interventions such as relationship building, one to one input and in class support were carried out by the staff.
>
> Specific interventions focused on engagement and included working with partner agencies to set goals, and building self-esteem to support learners with their overall mental health and wellbeing.
>
> ### Impact
>
> - Attendance data showed an upward trend. For example, monthly attendance for one learner increased by 35%.
> - Evidence of positive outcomes in education as targeted learners at risk of non-attendance or disengagement stayed on to continue secondary education within school. Others successfully accessed further education or employment.

> ## Case Study IV: Literacy Interventions at Milnathort Primary School
>
> Pupil Equity Funding was used to resource and deliver interventions to increase fluency in reading and the overall attainment of learners.
>
> ### The Interventions
>
> Literacy interventions were delivered by PEF funded Pupil Support Assistants.
>
> ### Impact:
>
> - Targeted sessions resulted in a 67% increase in achievement. Most children have made gains over all assessment tasks. 8 out of 12 children are now predicted to achieve Early Level in line with national expectations.

Figure 12

5. PEF Expenditure 2021/22

In line with guidance, funding was allocated by schools for a range of purposes as identified through their self-evaluation processes. This expenditure focuses on two main areas of staffing and resources. The breakdown of this allocation for session 2020/21 is shown in figure 12 below.

Item	Spend
Staff costs	1,138,357
Resources	660,318
Transport	8,186

6. Conclusion

Significant progress has been made in 2021-2022 in developing systems to effectively plan, track and monitor PEF interventions. Case studies and data as well as information gathered through quality assurance systems have provided evidence of improved outcomes for learners including in specific interventions such as precision teaching. This evidence has also demonstrated some of the positive impact of programmes of professional development and training as delivered through Quality Improvement training, the Equity Network and the Educational Psychology Service.

It is important that this progress is built upon to ensure that schools effectively spend all PEF monies and can evidence the way in which evidence-based interventions have effectively closed attainment gaps for learners affected by poverty. As a result, the following actions are planned for 2022-2023:

- A full analysis of PEF planning will complement individual feedback given directly to all head teachers.
- Data gathered from the PEF planning analysis will be used alongside financial information, contextual evidence, and attainment data to inform targeted and universal support to schools.
- Strengthened guidance and support for all head teachers
- Closer collaborative links between staff supporting schools with PEF planning, tracking, and monitoring and the finance and HR teams will support increased impact.
- The Tracking Tool will be refined further with support provided to ensure all schools are effectively tracking interventions and evidencing impact by the end of the academic session.
- A professional development programme tailored to identified needs was launched in September 2022 with a full day for school leaders focused on the next phase of the Scottish Attainment Challenge and PEF.
- Updated guidance and expectations shared with school leaders complemented by opportunities to meet with partner organisations offering services that may support in the delivery of PEF interventions.
- Professional Learning for all staff involved in closing the poverty related attainment gap will continue to be developed and refined.
- A PKC interventions toolkit will be launched to support and signpost schools to effective evidence-based interventions.

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ECS 2022/2023 Pupil Equity Fund (PEF)		2022/23 PEF Budget
Abernethy Primary School	12081852200	£ 9,800
Abernyte Primary School	12081852201	£ 4,900
Aberuthven Primary School	12081852202	##
Alyth Primary School	12081852203	£ 23,275
Arngask Primary School	12081852206	##
Auchtergaven Primary School	12081852208	£ 9,800
Balbeggie Primary School	12081852209	£ 9,720
Blackford Primary School	12081852211	£ 7,350
Blair Atholl Primary School	12081852213	£ 6,125
Newhill Primary School	12081852214	£ 50,225
Braco Primary School	12081852216	##
Burrelton Primary School	12081852219	£ 11,025
Cleish Primary School	12081852221	£ 6,125
Collace Primary School	12081852223	##
Comrie Primary School	12081852224	£ 12,250
Coupar Angus Primary School	12081852225	£ 46,440
Craigie Primary School	12081852226	£ 19,600
Crieff Primary School	12081852227	£ 60,025
Dunbarney Primary School	12081852228	£ 18,375
Royal School Of Dunkeld Primary School	12081852229	£ 10,800
Dunning Primary School	12081852230	£ 5,400
Errol Primary School	12081852231	£ 10,800
Forgandenny Primary School	12081852233	##
Fossoway Primary School	12081852235	##
Glendelvine Primary School	12081852238	£ 4,900
Glenlyon Primary School	12081852239	##
Goodlyburn Primary School	12081852240	£ 99,360
Grandtully Primary School	12081852241	##
Guildtown Primary School	12081852243	##
Inchture Primary School	12081852244	£ 18,375
Kenmore Primary School	12081852245	##
Kettins Primary School	12081852246	##
Kinloch Rannoch Primary School	12081852248	##
Kinnoull Primary School	12081852249	£ 18,375
Kinross Primary School	12081852250	£ 44,100
Kirkmichael Primary School	12081852251	£ 7,560
Letham Primary School	12081852252	£ 79,625
Logierait Primary School	12081852254	##
Luncarty Primary School	12081852255	£ 14,040
Madderty Primary School	12081852256	£ 4,900
Meigle Primary School	12081852257	##
Moncreiffe Primary School	12081852258	£ 20,825
Methven Primary School	12081852259	£ 36,750
Milnathort Primary School	12081852260	£ 16,200
Murthly Primary School	12081852261	##
Muthill Primary School	12081852262	£ 7,560
Balhousie Primary School	12081852263	£ 22,680
North Muirton Primary School	12081852264	£ 71,050
Oakbank Primary School	12081852265	£ 11,880
Our Lady's RC Primary School	12081852266	£ 45,325
Pitcairn Primary School	12081852268	£ 8,575

Portmoak Primary School	12081852270	£	5,400
Rattray Primary School	12081852271	£	56,350
Robert Douglas Memorial Primary School	12081852272	£	37,975
Ruthvenfield Primary School	12081852273		##
St Dominic's RC Primary School	12081852274	£	11,025
St John's RC Academy	12081852276	£	63,700
St Madoes Primary School	12081852277	£	4,900
St Ninian's Episcopal Primary School	12081852278	£	20,825
St Stephen's RC Primary School	12081852279	£	14,700
Stanley Primary School	12081852280	£	17,150
Tulloch Primary School	12081852286	£	78,400
Viewlands Primary School	12081852287	£	12,960
Invergowrie Primary School	12081852288	£	15,925
Longforgan Primary School	12081852289	£	6,125
Inch View Primary and Nursery School	12081852290	£	106,575
The Community School of Auchterarder	12081852601	£	33,075
Breadalbane Academy	12081852603	£	23,275
Pitlochry High School	12081852609	£	9,800
The Community School of Auchterarder	12081853601	£	19,600
Blairgowrie High School	12081853602	£	69,825
Breadalbane Academy	12081853603	£	18,375
Crieff High School	12081853604	£	40,425
Kinross High School	12081853605	£	28,175
Perth Academy	12081853606	£	60,025
Perth Grammar School	12081853607	£	63,700
Perth High School	12081853608	£	55,125
Pitlochry High School	12081853609	£	4,900
St John's RC Academy	12081853610	£	44,100
Bertha Park High School	12081853612	£	46,550
Fairview School	12081854892	£	16,200
		£	**1,873,930**

School with 3 or less FSM pupils

PERTH AND KINROSS COUNCIL

LEARNING & FAMILIES COMMITTEE
2 NOVEMBER 2022

SCRUTINY AND PERFORMANCE COMMITTEE
30 NOVEMBER 2022

RAISING ATTAINMENT UPDATE

Report by Executive Director (Education and Children's Services)
(Report No 22/267)

1.   PURPOSE

1.1   This report provides an update to progress on the Education and Children's Services Raising Attainment Strategy 2020-23. Specifically, it provides information on a range of performance measures across the National Improvement Framework for Education priorities.

2.	RECOMMENDATION
2.1	It is recommended that the Learning & Families Committee: • Considers and comments as appropriate on the contents of the report. It is recommended that the Scrutiny & Performance Committee: • Scrutinises and comments as appropriate on this report.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

- Section 4:   Background
- Section 5:   Performance Summary
- Section 6:   Conclusion
- Appendices

4.   BACKGROUND

4.1   A renewed Raising Attainment Strategy was approved by Lifelong Learning Committee in August 2020, building upon the previous version for the period 2016-2019.

4.2   The Education Service Improvement Plan 2022/23 was approved by the Learning and Families Committee in August 2022 and subsequently submitted to the Scottish Government. This annual plan meets the requirement set out by the Scottish Government on planning and reporting

progress on the priorities set out in the National Improvement Framework (NIF) for education.

4.3 It provides an update on key achievements for the academic session 2021/22 on the progress against this framework. This supplementary report provides more detailed reporting on the attainment data pertinent to the Raising Attainment Strategy.

4.4 The Raising Attainment Strategy outlines the approach within Perth & Kinross Council's (PKC) Education & Children's Services (ECS) in the pursuance of the current priorities of the NIF which are:

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

4.5 These priorities guide the reporting of progress using a range of measures describing both excellence – performance for all; and equity – focusing on poverty-related and other gaps in outcomes.

4.6 The Framework for Recovery and Accelerating Progress (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge (SAC). It aims to set high expectations, including annual stretch aims, developed across all 32 education authorities, to help ensure significant progress is made in recovering from the impact of the COVID-19 pandemic and in achieving the mission of the SAC. These are set out in Appendix 2.

4.7 Appendix 3 is an infographic which summarises much of the key performance data contained in the detailed report, all on one page.

4.8 When the Perth and Kinross Raising Attainment Strategy is renewed and refreshed in 2023, existing local targets and stretch aims will be considered alongside the emerging SAC stretch targets to establish a comprehensive, unified approach.

5. PERFORMANCE SUMMARY

5.1 Appendix 1 provides information on progress made in academic session 2021/2022 towards each of the four NIF priorities. Key performance measures reported include:

Improvement in attainment particularly in literacy and numeracy

- The proportion of P1s meeting developmental milestones before starting primary school has improved to 83% (from 82% in 2021).
- For primary pupils, achievement of Curriculum for Excellence levels have improved and largely the highest seen in almost all curricular areas and stages.
- For secondary pupils in S3, achievement of Curriculum for Excellence Levels have improved by 8% on those last recorded in 2019.

- In literacy, 2021 school leavers' levels are slightly below the virtual comparator (the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both of these aspirations. Comparison is difficult because of the alternative approaches in 2020 and 2021.
- Overall leaver's attainment, as measured by tariff score, remains similar to the virtual comparator. The lowest attaining 20% of our school leavers remains the area requiring the greatest attention.

Closing the attainment gap between the most and least disadvantaged

- The poverty-related gap has narrowed for primary 1s meeting developmental milestones, meeting the stretch aim of 5%.
- The poverty-related attainment gap for primary P1, P4, P7 and secondary S3 literacy and numeracy shows a mixed picture, narrowing for P4 and S3, but some areas widening at P1 and P7.
- The poverty-related attainment gap remained largely static for the school leavers in 2021, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 reduced slightly from the high of the previous year and the equity gap for this measure has increased by 5%.
- Attainment of the relatively small cohort of 18 Looked After school leavers dipped slightly in Senior Phase, except for the very highest performing young people.
- Provisional figures show in S3 the achievement of Curriculum for Excellence third level increased by 3% to 58% for the 16 Looked After young people. For primary P1, P4 and P7, 49% of the 36 Looked After children achieved expected levels, compared to 37% across the previous three reported years.

Improvement in children and young people's health and wellbeing

- School attendance was impacted by COVID-19 in academic session 2021/2022 across primary and secondary sectors, and this area remains a focus for further, sustained improvement. Exclusion rates remain on a steady downward trajectory although more were recorded last year than the previous (exceptional) year. The national Health and Wellbeing Census undertaken in 2021/2022 will provide a range of information into health and wellbeing topics as it is analysed over the coming year.
- Attendance of Looked After young people, especially those looked after at home, remains below that of their peers.

Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Positive destinations and participation in positive activities (16–19-year-olds) are improved on previous years and sit positively within a national context.
- Effective partnership takes place between schools, colleges, universities, employers and the Developing the Young Workforce (DYW) Board. A

total of 582 business partnerships with schools were recorded in 2021/2022, an increase of 53 on session 2020/2021.

6.   CONCLUSION

6.1   The report outlines, in detail, a range of measures describing progress in raising attainment and related outcomes for children and young people across Perth and Kinross.

6.2   Notable improvements are seen in some key measures, particularly in early years and primary, which will form a foundation for later progress. There are also indications of narrowing of poverty-related gaps in some outcomes; a sustained focus will be maintained to reduce these further.

6.3   Academic session 2021/2022 has remained challenging as the effects of the COVID-19 pandemic continued, not least in school attendance. The adjustments to assessment approaches for S4-S6 pupils also makes comparisons more complex for senior phase attainment.

Authors

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Sheena Devlin	Executive Director (Education and Children's Services)	18 November 2022

1. **IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION**

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	None
Corporate Plan	None
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	None
External	None
Communication	
Communications Plan	None

1. **Strategic Implications**

    Community Plan/Single Outcome Agreement

1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

    (i)   Giving every child the best start in life;
    (ii)   Developing educated, responsible and informed citizens;
    (iii)   Promoting a prosperous, inclusive and sustainable economy;
    (iv)   Supporting people to lead independent, healthy and active lives; and
    (v)   Creating a safe and sustainable place for future generations.

    This report relates to Objective No. (ii).

    Corporate Plan

1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

    (i)   Giving every child the best start in life;
    (ii)   Developing educated, responsible and informed citizens;
    (iii)   Promoting a prosperous, inclusive and sustainable economy;
    (iv)   Supporting people to lead independent, healthy and active lives; and
    (v)   Creating a safe and sustainable place for future generations.

    This report relates to Objective No. (ii).

1.3   The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Best Start

2.   Resource Implications

Financial

2.1   N/A

Workforce

2.2   N/A

Asset Management (land, property, IT)

2.3   N/A

3.   Assessments

Equality Impact Assessment

3.1   Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i)   Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

3.2   The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

3.3   N/A

Legal and Governance

3.4   N/A

3.5   N/A

        <u>Risk</u>

3.6   N/A

4.   Consultation

        <u>Internal</u>

4.1   Service Managers within Education and Children's Services were consulted in the preparation of this report. Consultation on the stretch aims was conducted with Headteachers and Education Officers.

        <u>External</u>

4.2   The Education Scotland Attainment Advisor was consulted in the preparation of this report.

5.   Communication

5.1   N/A

2.   BACKGROUND PAPERS

2.1   No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

3.   APPENDICES

3.1   Appendix 1 - Raising Attainment Update 2021/2022
        Appendix 2 - PKC Scottish Attainment Challenge Stretch Aims
        Appendix 3 - Attainment Update 2022 Infographic Data

Improving Lives Together
Ambition | Compassion | Integrity

Raising Attainment Strategy

2020-2023

Attainment Update

2021/22

Achieving Excellence and Equity

Education & Children's Services

Executive Summary

The Education Service Improvement Plan 2022/23 was produced and submitted to the Scottish Government in September 2022. This annual plan meets the requirements set out by the Scottish Government on planning and reporting progress on the priorities set out in the National Improvement Framework (NIF) for education.

This supplementary report provides more detail on the attainment data pertinent to the Raising Attainment Strategy and provides an update on key achievements for the academic session 2021/22 on the progress against the NIF.

A range of performance information is presented in this report, key points highlighted are:

Improvement in attainment particularly in literacy and numeracy

- The proportion of P1s meeting developmental milestones before starting primary school has improved to 83% (from 82% in 2021).
- For primary pupils, achievement of Curriculum for Excellence levels has improved and is largely the highest seen in almost all curricular areas and stages.
- For secondary pupils in S3 achievement of Curriculum for Excellence Levels have improved by 8% on those last recorded in 2019
- In literacy, 2021 school leavers' levels are slightly below the virtual comparator (the short-term target) and approaching the stretch aim at both levels 4 and 5. In numeracy, further improvement is required to meet both aspirations. Comparison is difficult because of the alternative approaches in 2020 and 2021.
- Overall leavers` attainment as measured by tariff score remains similar to the virtual comparator. The lowest attaining 20% of our school leavers remains the area requiring the greatest attention.

Closing the attainment gap between the most and least disadvantaged

- The poverty-related gap has narrowed for Primary 1s meeting developmental milestones, meeting the stretch aim of 5%
- The poverty-related attainment gap for Primary P1, P4, P7 and Secondary S3 literacy and numeracy shows a mixed picture, narrowing for P4 and S3, but some areas widening at P1 and P7.
- The poverty-related attainment gap remained largely static for the school leavers in 2021, considering both literacy and numeracy, and as measured using tariff points.
- Staying on rates for S4 pupils to S5 reduced slightly from the high of the previous year and the equity gap for this measure has increased by 5%.
- Attainment of the relatively small cohort of 18 Looked After school leavers dipped slightly in Senior Phase, except for very highest performing young people.
- In S3 the achievement of Curriculum for Excellence level 3 increased by 3% to 58% for the 16 Looked After young people. For primary 1, 4 and 7, 49% of the 36 looked after children achieved expected levels, compared to 37% across the previous three reported years.

Improvement in children and young people's health and wellbeing

- School attendance was impacted by COVID-19 in 2021/2022 across primary and secondary sectors, and this area remains a focus for further, sustained improvement. Exclusion rates remain on a steady downward trajectory although more were recorded last year than the previous (exceptional) year. Attendance of looked after young people, especially those looked after at home, remains below that of their peers.

Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Positive destinations and participation in positive activities (16–19-year-olds) are improved on previous years and sit positively within a national context.
- As of September 2022, there are a total of 582 recorded partnerships between schools and businesses in PKC- 53 more than the previous session. These are recorded at three levels – Engagement, Collaboration and Influencing according to Education Scotland Guidelines. Currently there are 17 partnerships at Influencing level across PKC.

It is helpful to consider this report alongside the Education and Children's Services Annual Performance Report for 2021/22 which considers the full breadth of services provided in the area, including those supporting children and families in a range of ways which may not relate directly to school-based attainment and achievement but act to support children and young people to achieve their fullest potential.

The Scottish Government document 'Framework for Recovery and Accelerating Progress' has been developed to support the next phase of the Scottish Attainment Challenge. It aims to set high expectations, including annual, ambitious locally identified stretch aims. The objective is to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge.

The PKC Raising Attainment Strategy will be coming to an end in its current format this session. The next iteration of the strategy will focus on those stretch aims described above which largely articulate with our current stretch aims.

Introduction

This report is a more detailed response to the legislative requirement to report on performance against the National Improvement Framework in the academic session 2021/22. It is supplementary to the Education Annual Improvement Plan, taking fuller consideration of the PKC Raising Attainment Strategy

The report outlines progress towards each of the priorities identified in the NIF and provides updates on the main actions outlined in the Raising Attainment Implementation Plan against each of these priorities:

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

The Framework for Recovery and Accelerating Progress (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge (SAC). It aims to set high expectations, including **annual stretch aims**, developed across all 32 education authorities, to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the SAC.

These stretch aims should, as a minimum, include:
- Achievement of literacy and numeracy levels for stages P1, P4, and P7 combined
- Proportion of school leavers attaining one or more passes at SCQF level 5
- Proportion of school leavers attaining one or more passes at SCQF level 6
- Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland; and
- Health and wellbeing, using a local measure/suite of measures, including, for example, attendance.

Excellence and Equity

In order to identify if the actions taken to improve our priorities have been effective, measures are aligned to the strategy's two overall objectives.

1. **Excellence** – we strive to improve performance across the board. In simple terms we aim to increase the combined 'average' of all individuals and **raise the line**.
2. **Equity** – we strive to reduce the "gaps" between those disadvantaged in different ways because of their circumstances. In simple terms, we aim to **flatten the line** across groups of different advantage/deprivation.
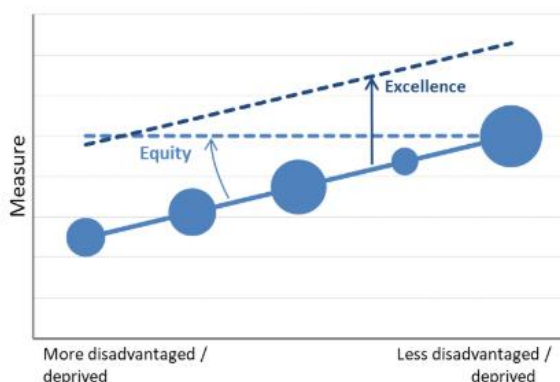
These principles are shown simply above but progress will likely be a complex combination of these two factors. In showing progress, we aim to draw upon a broad range of evidence rather than relying on single, narrow measures. Changes are likely to be seen reliably over several years and year-by-year comparison should be done with care.

1

At local authority level, the Scottish Index of Multiple Deprivation (SIMD) is used where necessary to understand the effects of poverty, in line with national level approaches. However, for many schools in PKC, SIMD is considered weak for differentiating pupil background or statistical analysis, and the ACORN classification is used preferentially, and is used for equity stretch aims in most cases.

Note that in some charts, the vertical axes are adjusted to aid interpretation by focusing on a smaller range of change e.g., showing a range of 50% to 80% instead of 0% to 100%. Care is required as this can sometimes act to exaggerate the size of differences for example between years.

2

NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy

Pre-School Development

Proportion of P1 children meeting all developmental milestones prior to starting school

Analysis: The proportion of P1s meeting all their expected developmental milestones has increased in 2022 to 83.4%. Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected consistently since 2016.

Boys remain more likely to not meet developmental milestones. Emotional and social development and speech and language are the development areas most commonly not met.
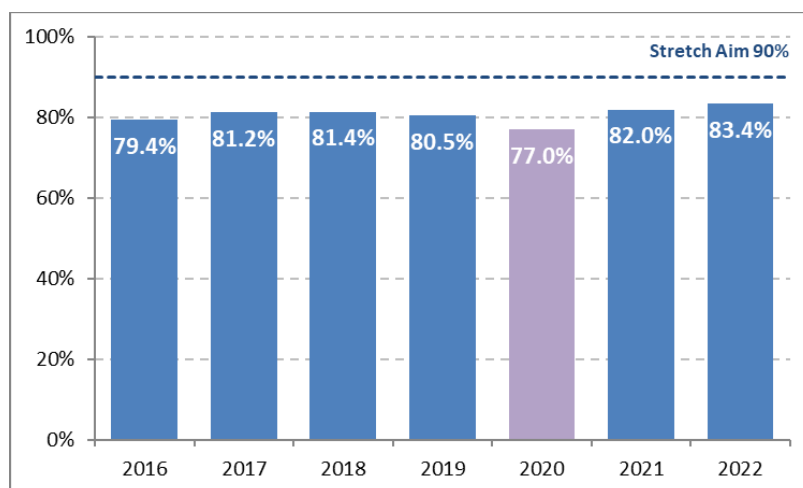
> *This measure has an excellence stretch aim of 90% to be reached. The short-term target for 2021/22 is for a 2-percentage point improvement on 2019, which has now been achieved.*

Source: ECS. Data tables are provided in Appendix 1:Table 1

Broad General Education (Pre-school to S3)

Proportion of pupils achieving expected Curriculum for Excellence levels (CfE) of literacy and numeracy at P1, P4, P7 and S3

Analysis: Benchmarking of our performance against other local authorities will not be published until December 2022. At P1, P4, P7 and S3, teacher professional judgements are made of achievement of Curriculum for Excellence levels, in literacy (reading, writing, listening and talking) and mathematics/numeracy. Long-term progress in levels achieved is shown across all stages and areas.

Due to the Coronavirus pandemic, this information was not collected and returned to the Scottish Government as an annual return for academic session 2019/20, at all stages, nor in 2020/2021 for S3.

2021/2022 overall figures show an improved picture compared with the previous year and, largely, to years previous to that.
In P1, attainment levels are the highest recorded in all four curricular areas, since collection started in 2016/2017. In P4, levels are up by 3 and 4 percentage points on 20/21 and equal or exceed the previous high in 2018/2019. At P7, like P1, attainment the highest seen since recording began, with a 2 or 3 percentage point increase on 2020/2021.

S3 figures have improved significantly and are on the way to the 95% stretch aim for Third level.

> *These measures have an excellence stretch aim of 85% for all primary curricular areas and 95% for S3.*

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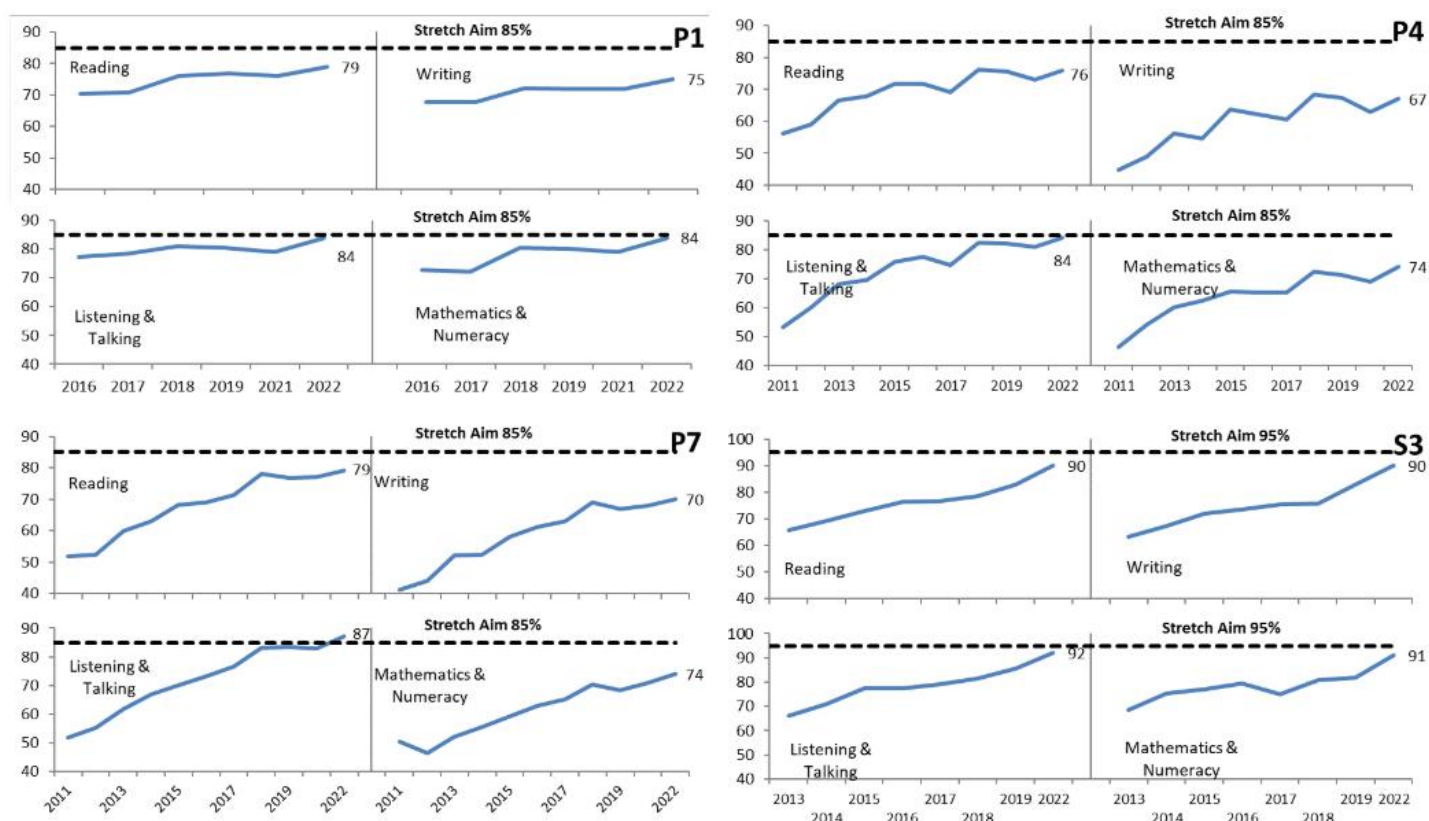
Source: ECS: Data tables are provided in Appendix 1: Table 2.

Case Study: Listening and Talking

A sustained focus on raising attainment and achievement in listening and talking has improved outcomes for learners at Tulloch Primary School. Research from the Education Endowment Foundation shows that on average pupils who take part in spoken language interventions make approximately 5 months of additional progress over a year, with some studies showing up to six months for pupils from economically disadvantaged backgrounds.

Senior leaders and staff have worked closely with Voice 21 (a national oracy charity) to plan and deliver a high-quality oracy curriculum throughout the school. The Voice 21 Oracy Framework has supported staff and learners to focus on the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. The school has created a vision for oracy across the school – 'to increase engagement in learning, empowering pupils with the belief their voice has value.'

Impact
- Teachers have raised confidence to teach oracy skills
- Staff have implemented a wide range of universal learning and teaching strategies to support learners.
- Learners have developed and deepened their subject knowledge and understanding through talk in the classroom,
- Learner participation continues to increase as pupils become more familiar with the oracy framework and understand the progression of skills. This approach has supported children and young people to make very good progress in listening and talking.

Progress is reflected in the school's listening and talking attainment in 2021-2022, where there has been a 5% increase at Primary 4 and 7 % increase in P7, compared to the previous year. The

4

whole school average also increased by 5%, with the P7 leavers having increased attainment over time by 16%, when compared to their progress at the end of Primary 4.

Case Study Early Years

In response to the need to improve children's communication and language the early years team has worked in partnership with NHS speech and language therapists to develop approaches to support development within ELC settings.
Every nursery setting has a communication champion who is attending a programme of training. The communication champion is expected to share the messages from training with all staff members and support the embedding of strategies into practice. Evidence of the impact of this programme is detailed within the case study below.
Watch my Powtoon: Case Study: Craigie PS Nursery

Senior Phase (S4-S6)

Looking at attainment throughout the Senior Phase (S4-S6 of secondary), the Scottish Government benchmarking tool, *Insight*, assists schools and authorities to support the key principles and purpose of Curriculum for Excellence, drawing together a range of attainment data for analysis. Insight includes the Virtual Comparator (VC) feature, which takes the key characteristics that influence attainment of each Perth and Kinross pupil and matches them to the average of 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the local authority strengths and areas for improvement.

In this section, the attainment of school leavers is considered, this being the national approach to benchmarking performance and attainment achieved across the entire senior phase of S4, S5 and S6.

Note that the **alternative certification model,** introduced in 2020 and the modified approach in 2021, **means that results from these years cannot be directly compared with previous years.**

Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5
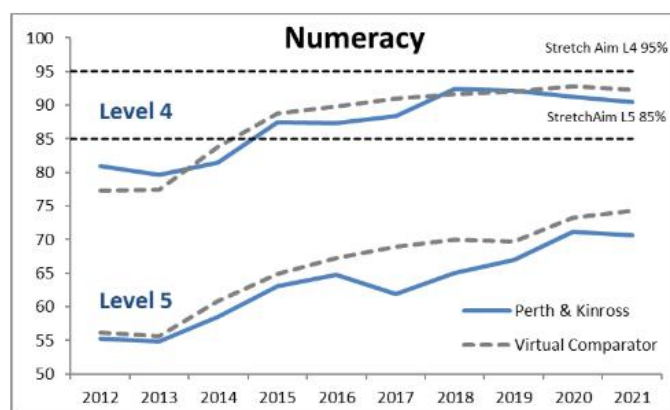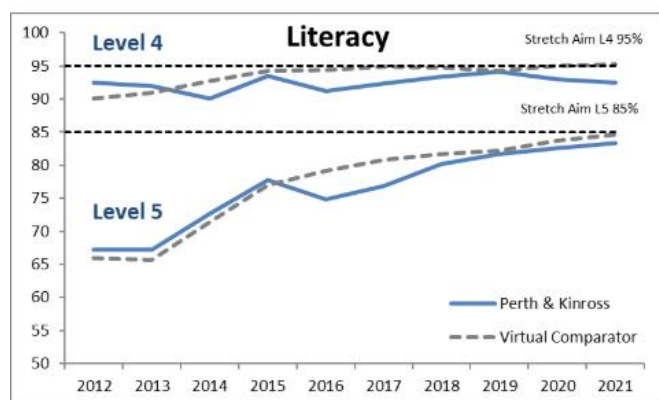
Source: Insight. Data tables are provided in Appendix 1: **Table 5**

Analysis: Reflecting improvements seen in CfE levels, and bearing in mind difficulties in making recent comparisons, the literacy and numeracy qualifications achieved by school leavers is generally increasing across both SCQF levels 4 and 5. In literacy, levels are a little below the virtual comparator   In numeracy, levels are lower at level 5. Focused intervention in 2021/2022 will see this measure improve next session**.**

However targeted support delivered in session 2020-2021 indicates improvement at literacy and numeracy level 5 in particular in S5 and S6. This should deliver improved numeracy outcomes for 2022 school leavers (reported in 2023).

Average Total Tariff Score of school leavers, grouped by achievement level

Insight uses a system of "tariff points" to compile 'latest and best' attainment for individuals in a way that recognises all types of achievements and awards from a range of qualification providers and types such as National Qualifications, Foundation Apprenticeships, Skills for Work awards, National Progression Awards of Scottish Vocational Qualifications. Using average total tariff points is a convenient way to produce overall summary measures of attainment. Tariff points have no significance or value outwith the Insight benchmarking system.

Analysis: Overall the average tariff points have remained relatively steady but have increased in 2020 and 2021 (which are not directly comparable to previous years). The average is similar to the authority's virtual comparator. Recent increases have been in the middle and highest attaining cohorts, with slower progress for the lowest performing 20%
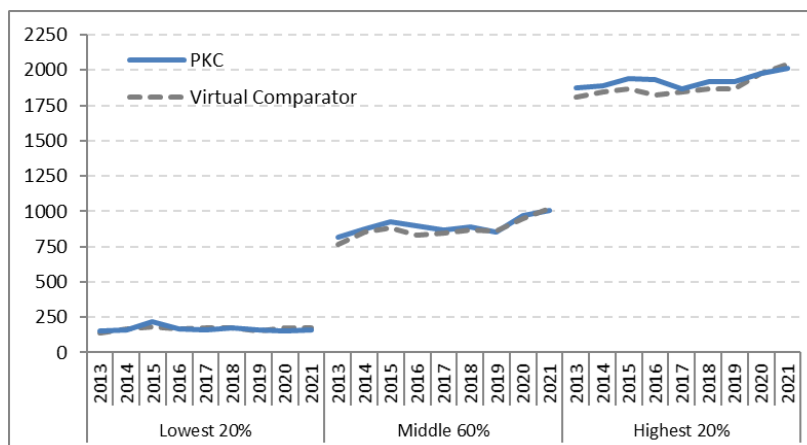

Total tariff points are an essential measure of the bundle of attainment that young people leave school with. They reflect traditional qualifications- Highers and National 5s for example- but also a broader range of qualifications that can be gained through a variety of curricular routes - Skills for Work qualifications and National Progression Awards for example. School curricular planning and partnership with Perth College UHI has a positive impact on this.

- *This measure has an excellence stretch aim of a 5% increase in tariff points from the 2019 base. This has been met for the middle 60% and highest 20%. The shorter-term target is to match/exceed the virtual comparator, which has largely been met. These targets should be reviewed once the effects of the 2020 and 2021 years are reduced.*

Source: Insight. Data tables are provided in Appendix 1:Table 7

Attainment Breadth and Depth - School-Leavers

This measure considers the number and level of qualifications achieved by school leavers (irrespective of stage of leaving) and is commonly referred to as breadth and depth. The measures used are 5 or more awards at SCQF Level 5, 1, 3 and 5 awards or more at SCQF Level 6 (Higher) and 1 or more award at SCQF Level 7 (Advanced Higher).

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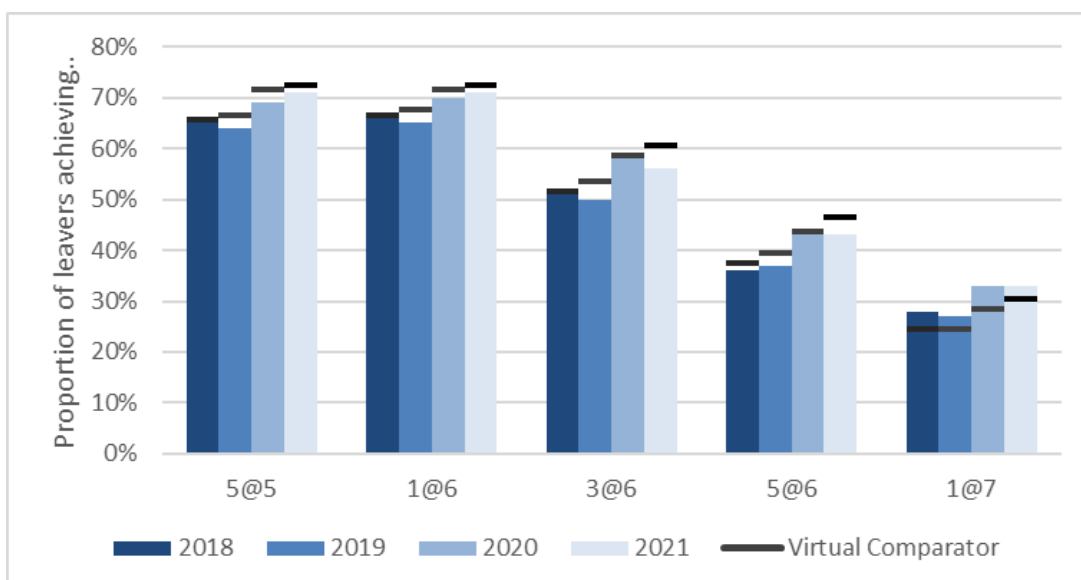
> This measure has an excellence stretch aim of a 5-percentage point increase from the 2019 base. This has been met, however 2020 and 2021 are not directly comparable to previous years and so the stretch aim will remain for future years.

> Considering the virtual comparator (VC) for individual years, which is a fairer comparison because of the differences in 2020 and 2021, the VC was met or exceeded for Advanced Higher awards but has been slightly below this for the Level 5 and Level 6 measures.

Source: Insight. Data tables are provided in Appendix 1: Table 9

7

The Raising Attainment Strategy (RAS) and implementation plan has been developed by the Raising Attainment Board (RAB) setting out clearly the focused priorities for PKC and schools, particularly on tackling the poverty-related attainment gap. This supports a collective understanding of key performance measures, including annual targets and overall stretch aims as detailed in this report.

Pre-School Development

In 2022, 84% of ACORN 1 children met all milestones and 79% of ACORN 4/5 children. The difference provides this equity indicator of 'gap' which has reduced to 5%.

Pre-school development milestones: Gap between ACORN 4/5 and 1 children meeting all milestones
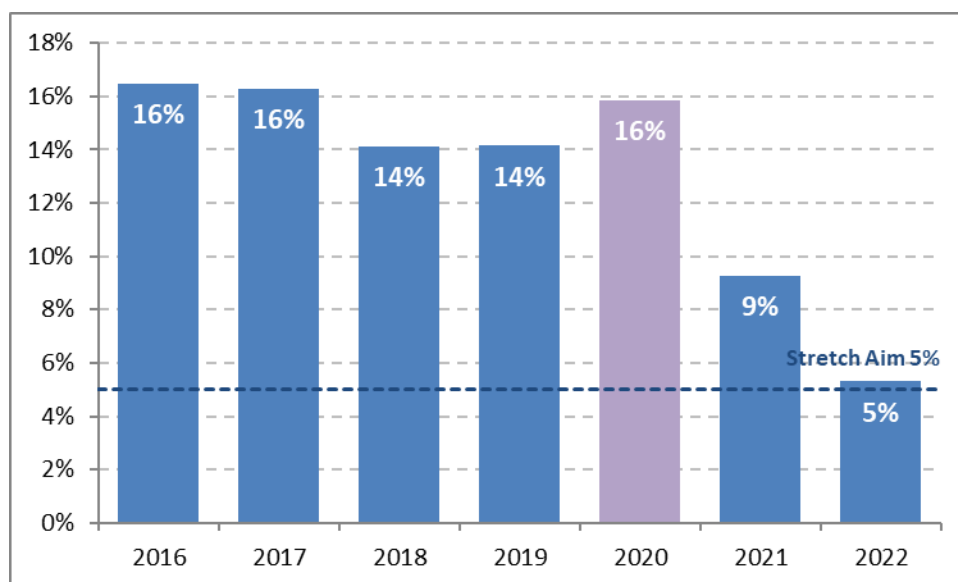
This measure has an equity stretch aim of 5% which has been met and now requires to be sustained and reduced further if possible.

➢ *Due to the lockdown, 2020 year's figures should be seen as unique and not part of the series of data collected since 2016.*

Source: ECS. Data tables are provided in Appendix 1:Table 1

Broad General Education (P1 – S3)

There are poverty-related gaps at all stages/levels of CfE, as shown in the following charts. The 2022 results indicate that for P1 and P7 stages there is a slight increase in the poverty-related attainment gap (as measured by the difference between ACORN 4/5 and 1 performance) in reading and writing. Whilst children from more disadvantaged backgrounds have performed more strongly than ever, those from more advantaged families have improved slightly more, essentially bouncing back more readily after the disruption from COVID-19.

However, at P4 and S3 stages there has been improvement (reduction) in the equity gap across all areas. S3 indicates a longer-term downward trend (reduction) in the poverty-related gap. For all primary stages combined, the gap remains slightly wider for writing than for the three other curricular areas.

8

CfE Levels: Percentage point gap between ACORN 4/5 and 1 at P1, P4 and P7
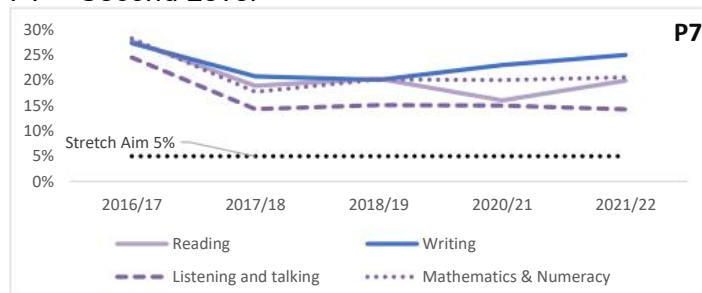
P1 – Early Level
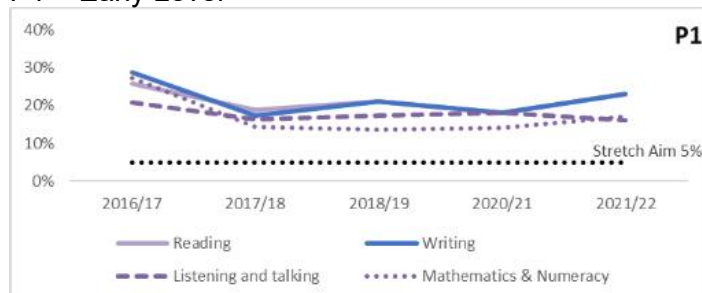
P4 – First Level
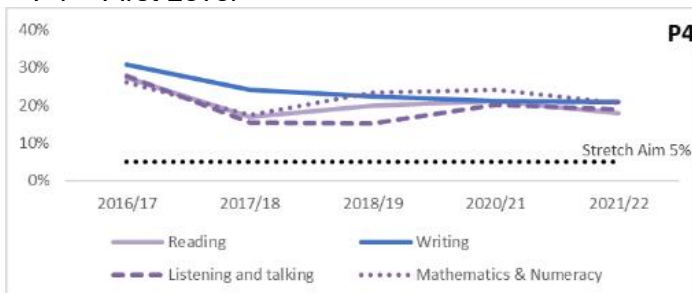
P7 – Second Level

S3 – Third Level
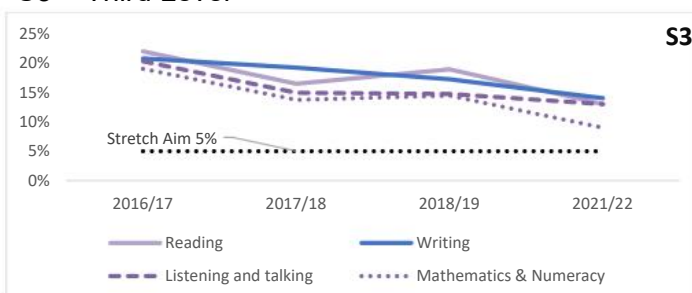
➢ *A higher line on this chart indicates a larger equity 'gap'. This measure has an equity stretch aim of reducing the gap between ACORN 4/5 and 1 to five percentage points. For reference purposes, SIMD-based gaps, are included in Appendix 1: Table 4.*

Source: ECS. Data tables are provided in Appendix 1: Table 3

Senior Phase (S4 – S6)

Continuing the trend shown in the Broad General Education, the equity gap in attainment in Literacy and Numeracy for school leavers has remained stable in 2021 and 2020, particularly at SCQF level 5, after reductions in the 2019 leaver's cohort. These two years are not directly comparable to previous years. The gap remains greater for Level 5 qualifications and especially for numeracy at that level. However early indications indicate a reduction in these level 5 gaps for leavers last session. Literacy and numeracy gaps at Level 4 are similar.

Leavers' literacy and numeracy – size of the gap between ACORN 4/5 and 1

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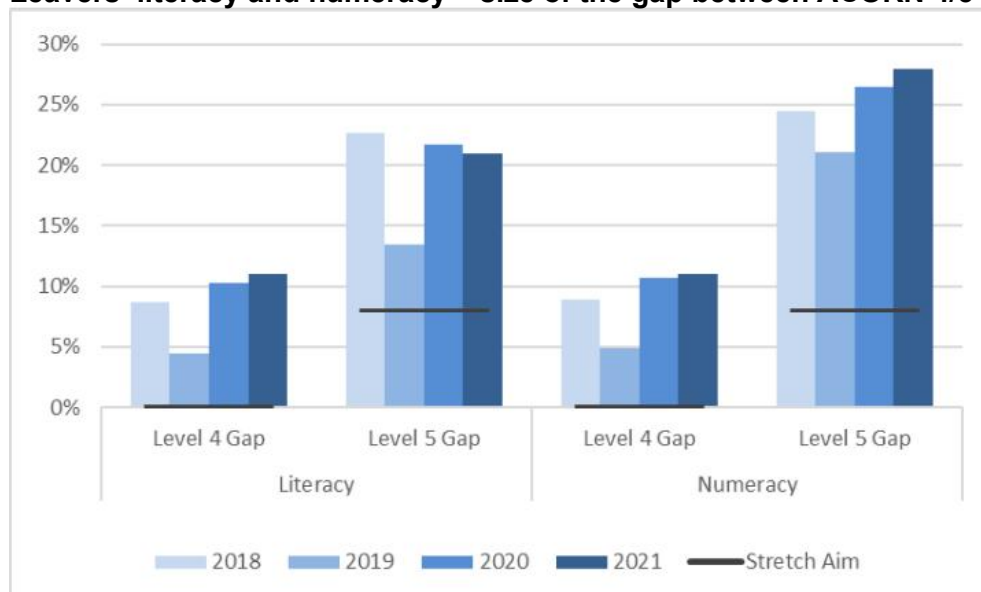
> *For the new strategy, this stretch aim is to reduce the gap between ACORN 4/5 and ACORN 1, removing the gap <u>completely</u> for Level 4 and a <u>residual gap</u> of 8% for Level 5, as indicated on the chart.*
> *SIMD figures indicate minimal change at Level 4 but some improvement at Level 5 in both literacy and numeracy (SIMD data in appendix for reference).*

Source: Insight. Data tables are provided in Appendix 1:
Table **6**

Case Study: Reading

The Scottish Book Trust Reading Schools is an accreditation programme for schools that are committed to building a culture of reading for their learners and communities. Research proves that reading for pleasure is central in supporting equity and wellbeing, having positive impacts on learners' attainment across the curriculum, critical thinking, creativity, empathy and resilience.

Thirty-three primary and secondary schools in Perth and Kinross have now signed up to this accreditation programme, with seven achieving core status and four achieving silver status. Perth Grammar School was invited to share their practice at a national showcase event, in recognition of the work carried out to promote reading for pleasure at core level.
Examples of highly effective practice included:
• 	The promotion of the library as a space to promote literacy and reading for pleasure
• 	The use of reading initiatives
• 	Engaging young people in the Scottish Teen Book Prize
• 	Delivering a P7-S1 transition project, including the gifting of a book to every P7 child joining the school
• 	A member of library staff regularly conducts reading groups with reluctant readers and those requiring literacy support to access the curriculum. A series of creative reading-based games and activities were used to change learner perspective from 'non-reader' to 'reader.'

Impact
There is a range of evidence to demonstrate increased engagement and involvement in reading for pleasure, development of a positive reading culture and the improvement in literacy skills of young people, particularly those young people with a range of barriers to their learning.
• 	The school conducted a Reading Schools survey with pupils. Over half of pupils completing the survey said they were talking about books more, and almost three quarters of pupils said they were reading more at home.
• 	Most pupils completing the survey (87%) felt that reading helped them with their schoolwork. They felt that reading activities had helped with improving their vocabulary, spelling and grammar, gave them a greater understanding of text and improved their ability to read.
• 	Since joining the programme S3 reading levels at Perth Grammar School have improved from 80% in 2019 to 88% in 2022.
• 	In session 2021/2022 80% of S4 pupils achieved level 5 in literacy compared to a virtual comparator performance of 73%

Average Total Tariff Score of school leavers

Analysis: Looking at the ratio between ACORN 1 tariff points and ACORN 4/5 provides an understanding of the relationship between the two and the extent of the poverty-related attainment gap. The ultimate aim of this measure is to reduce this ratio to one which will indicate equality of outcomes.

Ratio between ACORN 1 and ACORN 4/5 total tariff points

➢ *In 2019, the ratio was 1.84:1 (close to two times the total tariff points). Reducing this ratio to 1.5 is the stretch aim with 1.7 the intermediate target. 2021 saw a slight narrowing of this gap to 1.82.*
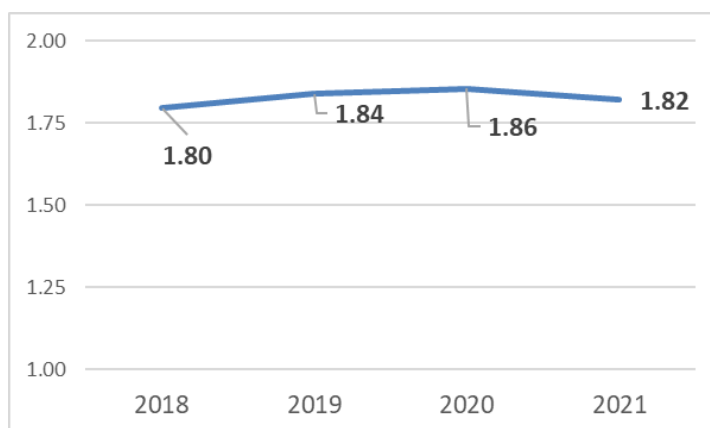
Source: Insight. Data tables are provided in Appendix 1: Table 8

Staying on Rates S4 to S5

Attainment in the senior phase is strongly related to the stage of leaving school. Overall, 86% of S4 pupils from 2020/2021 stayed on to S5 the following year, a slight dip from the previous high and above the pre-pandemic average. The staying on rate this year from S5 to S6 has moved to 68% after a high last year of 75%. The equity gap remains larger for this transition. The effect of the COVID-19 pandemic on the opportunities and options outwith school education may have had an impact on these rates.
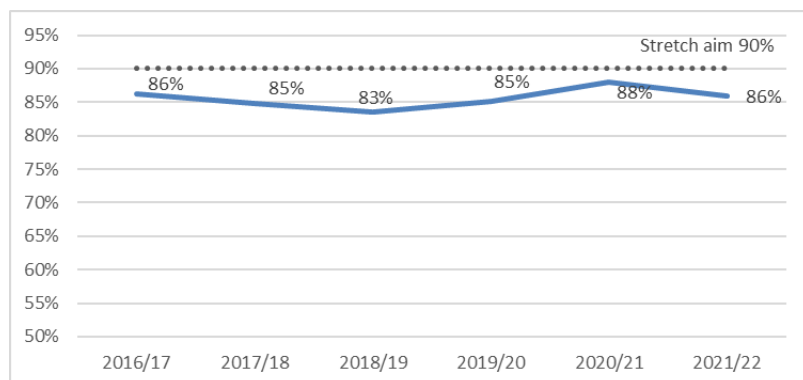
There is a clear relationship with deprivation, with pupils from more deprived areas being less likely to stay on, which influences overall attainment and achievement. A widening of this gap is evident in the latest year measured, returning to pre-pandemic levels. As this figure is no longer collected nationally benchmarking is problematic.

➢ *The 2020/21 target has been achieved and the authority wide aim is to stretch this further to 90%. The percentage point gap between ACORN 4/5 combined and ACORN 1 has widened to 15% from 10%, away from the stretch aim of 5%.*

Source: ECS/SEEMiS. Data tables are provided in Appendix 1: Table 10

Looked After Children/Young People and Vulnerable Groups

Care should always be taken when interpreting measures for Looked After children and young people due to the small numbers involved. Typically, less than 20 young people fall into the looked after school leavers cohort and for this reason, 3 years results are combined to create rolling averages which allow for a clearer view of trends, although care is still required.

The trends in attainment of Looked After young people are generally in line with the virtual comparator, which is the attainment of the general pupil population from a similar deprivation background, gender and stage of leaving school, although Level 4 literacy is consistently lower. Numeracy levels had improved above the virtual comparator but has now fallen recently below our virtual comparator. These results are heavy influenced by lower figures in 2021.

Provisional figures show in S3 the achievement of Curriculum for Excellence third level increased by 3% to 58% for the 16 looked after young people. For primary 1, 4 and 7, 49% of the 36 looked after children achieved expected levels, compared to 37% across the previous three reported years. Improvement in the attainment levels of Looked After Children/Care Experienced Young People continues to be a focus in the Corporate Parenting Strategy and is reviewed at the Raising Attainment Board.

Proportion of Looked After school leavers achieving literacy and numeracy at level 4

Literacy
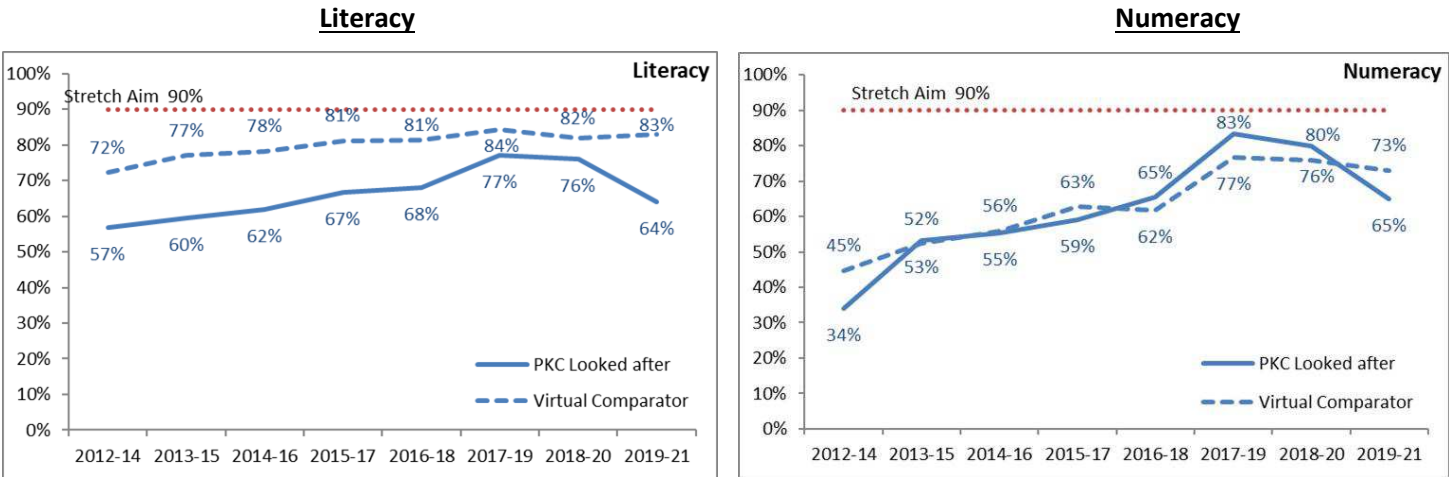
Numeracy

Source: Insight. Data tables are provided in Appendix 1: Table 11

> *These measures have an excellence stretch aim of 90% and a shorter-term target of matching/exceeding the virtual comparator. For numeracy, the latter has been reached but continued efforts will be required to ensure this is maintained, and also reached in literacy.*

These measures have an excellence stretch aim of 90% and a shorter-term target of matching/exceeding the virtual comparator. For numeracy, the latter had been reached but continued efforts will be required to ensure this is maintained, and also reached in literacy.

Considering the attainment of English as an Additional Language (EAL) school leavers over 2019-2021, the proportion achieving Level 4 literacy and numeracy is slightly lower (at 79%) than those with English as a first language (88%). At Level 5, the gap is slightly wider (51% and 68% respectively).

Average total tariff points for Looked After school leavers
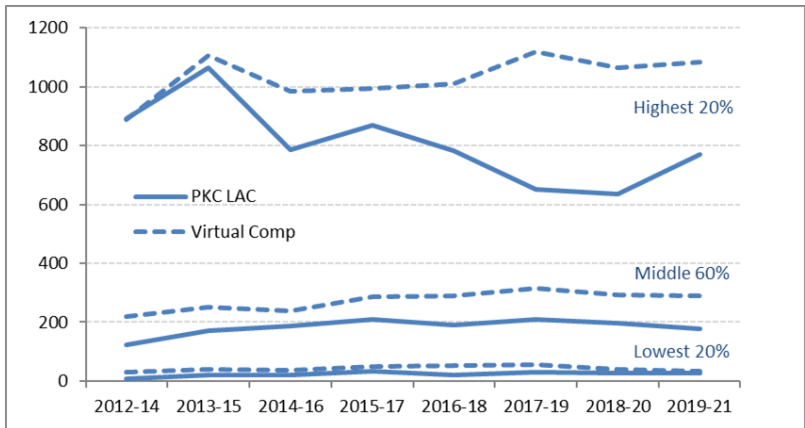
As with Literacy and Numeracy above, the trend in the attainment of Looked After Young People as measured by tariff points (which indicate overall attainment) it is generally lower than the Virtual Comparator showing the continued focus for improvement for this group of children and young people, especially at the higher end of attainment. Even with a 3-year average, these figures are sensitive to the variation present in a small cohort.

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> *A stretch aim of achieving the all-leavers total points has been established with a short-term target of meeting the VC.*

Source: Insight. Data tables are provided in Appendix 1: Table 12

Again, with **EAL** children and young people, overall tariff points (2019-2021 combined) of school leavers are lower than those with English as a first language by 52% for the lowest and 43% for the middle 60% attainers and 18% for the highest attaining 20, similar to previous years.

NIF Priority 3: Improvement in children and young people's health and wellbeing

Health and wellbeing is a core element in our curriculum alongside attainment in literacy and numeracy for all learners from Early Years through BGE and Senior Phase. All young people will have a range of experiences, learning and opportunities to develop, nurture and enhance their health and wellbeing in the classroom and in wider curricular contexts through the ethos and values of their school. These case studies outline some particular and targeted interventions for young people.

Case Study:Counselling in Schools

S2 pupil attended having been referred due to the impact of childhood trauma, difficulties engaging in school and with self-regulation. The goals agreed with the young person were exploring feelings and emotions and working towards a better understanding of self with increased self-esteem.
This young person, over the period of 10 sessions, became noticeably calmer, more reflective and recognised in themselves why they felt emotionally unsafe and where this could be controlled and where it could not.
An additional 5 sessions were arranged and by the end of the time, the young person was no longer using a behaviour card, getting good reports from class teachers, had made enquiries into a sports club they were interested in and no longer required to have their behaviour monitored regularly.
Friendships had improved as had the overwhelming feeling of responsibility for others in their life. The person-centred approach allowed this young person to go at their own pace, learn about themselves in a manner that impacted them and demonstrate that they were able to manage and control their behaviours in ways they had not previously.

Case Study: Social Skills Training

In May 2022, the Educational Psychology Service provided online training events for school staff on Circle of Friends and Peer Mediation; two peer-based interventions to promote social inclusion. Circle of Friends involves creating a peer support network (the Circle) for a pupil (the focus pupil) who is experiencing, or at risk of experiencing social exclusion due to having additional support needs or showing challenging behaviour towards others. The Circle meets weekly to problem-solve challenging social situations and collectively develops a plan for dealing with them, with encouragement and recognition for the subsequent achievements of the focus pupil. Peer mediation is a process by which trained pupils (mediators) help their peers to resolve conflict in constructive and non-violent ways. The

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conflict can include playground fights, rumour-spreading, or bullying behaviours. During the peer mediation process, the conflict is explored, disagreements are aired, and the conflicting peers are supported to develop a shared plan for resolving the conflict.

A total of 16 staff attended the training events. 11 attended Circle of Friends and 6 attended Peer Mediation (one staff member attended both). Following training, staff were invited to identify what further support they would need to implement the approach in their school. Feedback included: wanting more information about the approach; having access to a short refresher training event; having an opportunity to meet and discuss with other trained staff. To address these, the Educational Psychology Service is developing a revised training manual and refresher session, along with further training events. The Service has also set up a peer support network where trained staff can share practice, provide peer encouragement, and discuss and agree the process for evaluating the impact of these interventions on pupils' social relationships and behaviours. The initial meeting will be held on Wednesday 5 October and facilitated by two Educational Psychologists.

School Attendance and Exclusion

School Attendance

Analysis: Overall attendance in 2021/22 in both primary and secondary was impacted significantly by increased absence related to Coronavirus pandemic response, both sickness and isolation. A return to "normal" attendance recording for a full year is required to understand longer-term trends, as the effect of COVID-19 subsides.

➢ *This measure has an excellence stretch aim of 96% attendance in primary and 93% attendance in secondary.*
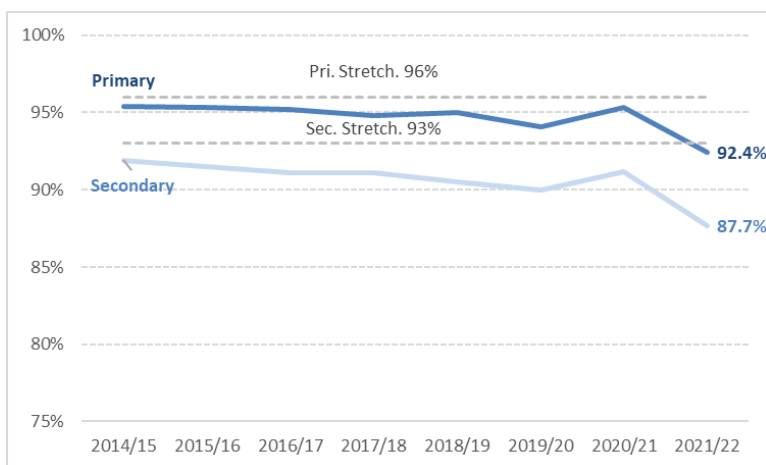
Source: ECS. Data tables are provided in Appendix 1: Table 13

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School Exclusion

Analysis: The rate of exclusions from school continues to reduce in primary and has now reached the stretch aim of 3 per 1000. In secondary, the rate dipped significantly in the COVID-19 impacted year of 2020/21 but has increased to 35 in 2021/22. However, the long-term trend is of reducing exclusion. 2019/20 is an annualised estimate due to the shortened academic year in school.
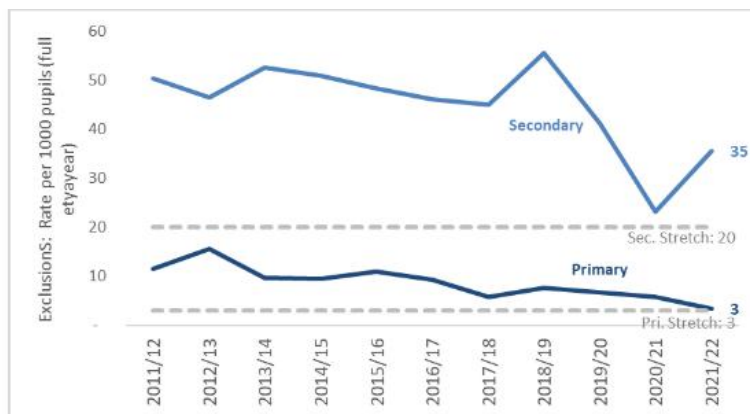
➢ *This measure has an excellence stretch aim of 3 exclusion per 1000 pupils in primary and 20 attendances in secondary. These are more stretching than previous targets.*

➢ *The equity gap has closed in both primary and widened slightly in secondary and has met the previous stretch aim in primary and the short-term target in secondary.*
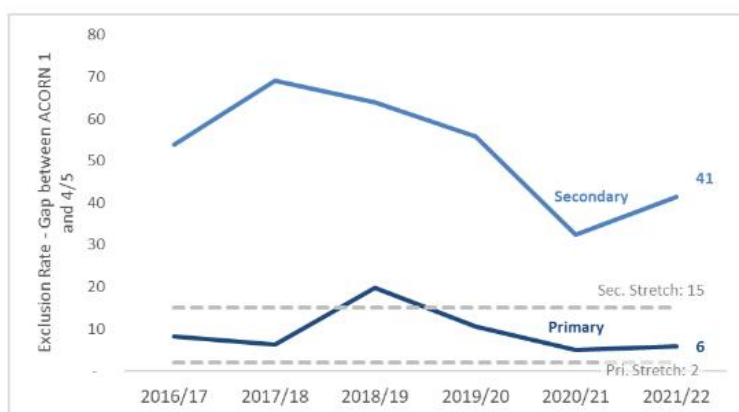
Source: ECS Data tables are provided in Appendix 1: Table 14

Looked After Children and Young People

The measures reported are those set out in the Raising Attainment Strategy. In addition, the Perth and Kinross Corporate Parenting Plan 2021-24, *Our Promise to You*, includes a broader range of measures to consider education and other outcomes for this group of children and young people, considered in thematic groups across the year by the Corporate Parenting Board.

School Attendance

The attendance of looked after young people is generally lower than their peers. The difference is generally smaller at primary school but increases in secondary and is greatest for those looked after at home. There may be a range of influencing factors in attendance including looked after status. This remains a key focus for the service.

Attendance of Looked after Children and Young People – 3 year averages

		2017/18 – 2019/20	2019/20-2021/22
Primary	Looked after away from home	95%	95%
	Looked after at home	89%	84%
	Previously Looked after	93%	91%
	Not looked after	95%	94%
Secondary	Looked after away from home	91%	89%
	Looked after at home	71%	75%
	Previously Looked after	82%	83%
	Not looked after	91%	90%

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Looking across 3 year periods to increase certainty of analysis (although caution is still required), the attendance gap for looked after children and young people remains and has grown somewhat for primary aged children looked after at home. For secondary age young people, attendance of this cohort has improved in the latest figures.

School Exclusion

Exclusions of Looked After children and young people have reduced in the same way as the wider pupil population shown above. In 2021/22, there were 16 exclusion incidents of looked after children/young people, compared to 11 in the previous year, and 24 the year previous to that. These were split fairly evenly between those looked after at home and away from home. There were an additional 18 exclusion incidents for those previously looked after. The exclusion rate for looked after children and young people remains higher than those who are not looked after. This is a specific focus for improvement in both the Raising Attainment and the Corporate Parenting Strategies.

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NIF Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all

Positive destinations improved this year and our participation measures remained buoyant. More courses were delivered virtually in our Senior Phase by ourselves, through the Regional Improvement Collaborative and partners at University of the Highlands and Islands (UHI) Perth College.

In session 2021-22 our Tayside Regional Improvement Collaborative Virtual Campus successfully delivered three Advanced Higher Virtual Courses to more than 40 young people across Tayside. Additionally Advanced Higher Physical Education ran as a virtual course successfully within PKC with 13 young people successfully gaining an award.

Curricular pathways were further broadened by the creation of 9 virtual National 3 courses supporting young people facing barriers in terms of school attendance and engagement.

Effective partnership takes place between schools, Skills Development Scotland, colleges, universities, employers and the DYW Board. A total of 582 business partnerships with schools were recorded in 2021-22- an increase of 53 on session 2020-21.

Positive Destinations for Young People

Proportion of school leavers in positive initial and follow-Up destinations

Information on the destinations of school leavers is collected by SDS and provides information on the outcomes for young people recorded initially in October, approximately three months after leaving school, supplemented by a follow-up survey in March the following year. School leavers who are engaged in higher education, further education, training, voluntary work, or employment (of any kind) are classified as having a 'positive destination'. Other destinations include school leavers who are taking a "gap" year, are unemployed and not seeking employment or training, unemployed and seeking employment or training, and individuals where their initial destination is not known.
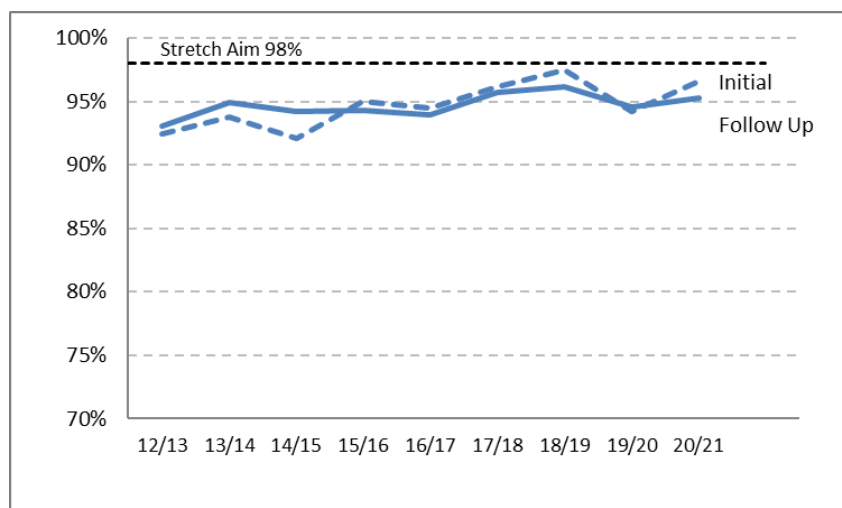
Analysis: The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. In 2019/20 and 2020/21, the figures will have been impacted by the economic and employment effects of the COVID-19 pandemic and are now just below 95%.

➢ *This measure has an excellence stretch aim of 98% positive destination for both initial and follow-up.*

➢ *There is a 4% gap between ACORN 4/5 and ACORN 1 for 2021, a decrease from 6% in the previous year, but above the target and stretch aim of 3% and 2% respectively.*

Source: Insight, SDS. Data tables are provided in Appendix 1: Table 17

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Considering children and young people with EAL leavers over the last three years (2018-2020), combined to improve the robustness of comparison, have had a higher rate of positive destination (98%) than those with English as their first language.

Proportion of Looked After school leavers in positive Initial destinations (3-year combined average)

Analysis: Looked After young people who leave school enter positive destinations at a somewhat lower rate than the overall cohort of school leavers, and below the Virtual Comparator. The small numbers of Looked After school leavers mean that caution should be used when looking at these figures. The numbers of leavers in each year's cohort will also vary significantly, but the latest 3 yr. average shows an improvement.
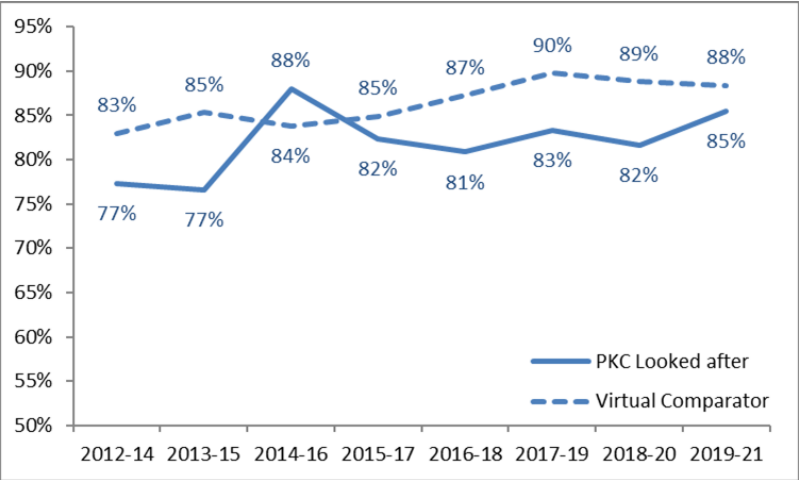
➢ *This measure has a stretch aim of the all-leaver destination figure (as shown above), and an interim target of the VC.*

Source: Insight. Data tables are provided in Appendix 1: Table 18

Proportion of young people (aged 16-19) in education, training or employment

To supplement the school leaver information, SDS also reports the Annual Participation Measure. This measure reports on participation in education, training or employment for all 16–19-year-olds from across the population rather than focusing specifically on school leavers and is therefore a broader and preferred measure of positive outcomes. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average (92.4% in 2022) and the number not participating totals 194 individuals, with 155 unconfirmed.
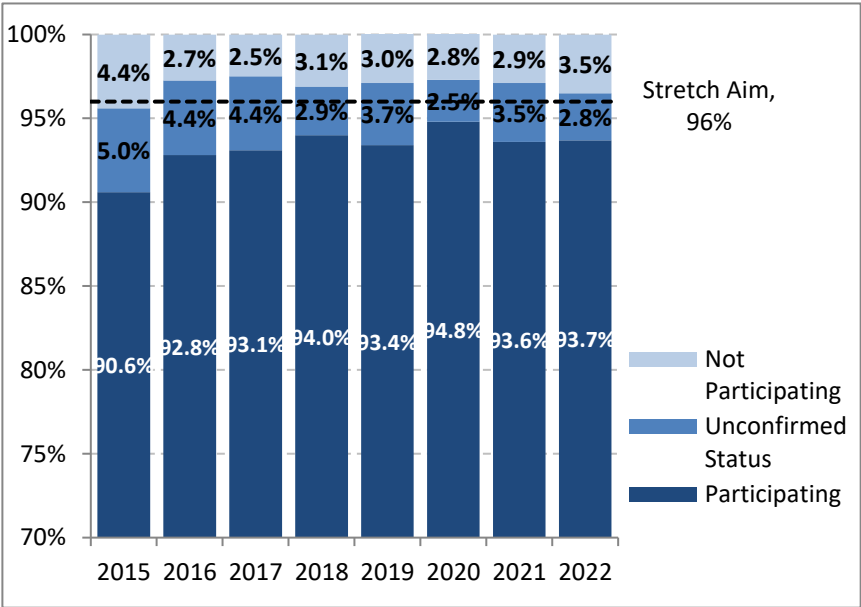
This measure has a stretch aim of 96%. The interim target of 94% was met but will need to be sustained in future years.

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S4/ S5 School Leavers: Highers and vocational qualifications

Some school leavers (especially those leaving after S4 and S5) achieve few or no Higher-level qualifications, which are key to continuing to Higher Education and other destinations. Vocational qualifications (VQ) will have greater importance for these cohorts of leavers. In the latest year (2021), 68% of S4/S5 leavers did not achieve a Higher. This translates to the headline indicator for the new raising attainment strategy of **55% of leavers without Highers who achieve a vocational qualification at any level**, similar to the previous year's performance.

Proportion of S4/S5 leavers (without a Higher) who achieve a vocational qualification
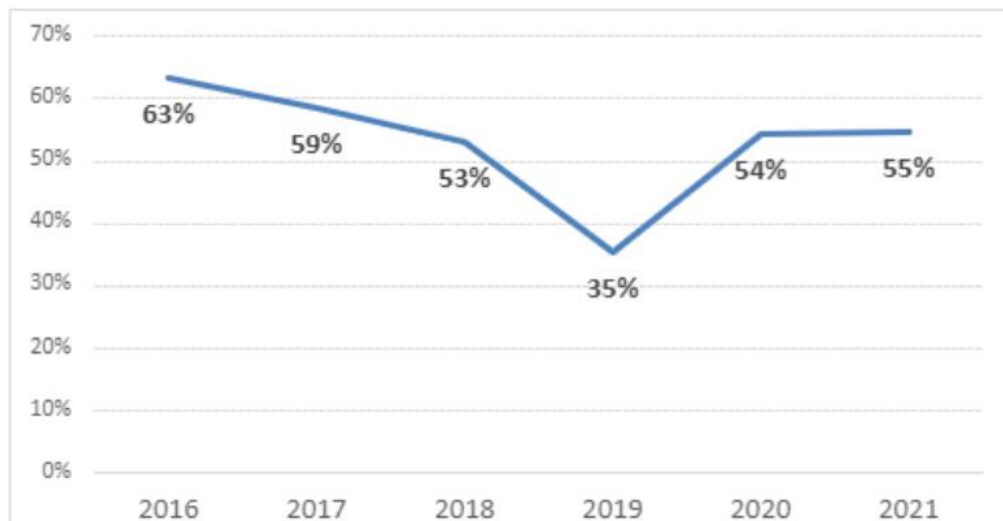
Source: Insight/ECS. Data for the overall indicator is provided in Appendix 1: Table 20

Annex 1: Supporting Data

Developmental Milestones of Pre-school Children

Table 1: Pre-school Development Milestones: Proportion of P1 meeting all milestones

	2016	2017	2018	2019	2020	2021	2022
Perth and Kinross	79.4%	81.2%	81.4%	80.5%	77.4%*	82.0%	83.4%

*Not considered part of the time series due to COVID-19 lockdown

	2016	2017	2018	2019	2020	2021	2022
Gap between ACORN 4/5 and 1	16%	16%	14%	14%	16%*	9%	5%

Broad General Education

Table 2: Proportion of Roll meeting expected CfE Levels (not collected in 2019/20. S3 not collected in 2020/21)

Stage	Area	2014/15	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22
P1 – Early Level	Reading	-	70%	71%	76%	77%	76%	79%
	Writing	-	68%	68%	72%	72%	72%	75%
	Listening & Talking	-	77%	74%	81%	81%	79%	84%
	Maths & Numeracy	-	73%	72%	80%	80%	79%	84%
P4 – First Level	Reading	72%	72%	69%	76%	76%	73%	76%
	Writing	64%	62%	61%	68%	67%	63%	67%
	Listening & Talking	76%	78%	75%	82%	82%	81%	84%
	Maths & Numeracy	65%	65%	65%	71%	71%	69%	74%
P7 – Second Level	Reading	68%	69%	71%	78%	77%	77%	79%
	Writing	58%	61%	63%	69%	67%	68%	70%
	Listening & Talking	70%	73%	77%	83%	84%	83%	87%
	Maths & Numeracy	59%	63%	65%	70%	68%	71%	74%
S3 – Third Level	Reading	73%	76%	76%	79%	82%	-	90%
	Writing	72%	73%	74%	73%	82%	-	90%
	Listening & Talking	77%	77%	79%	80%	84%	-	92%
	Maths & Numeracy	77%	79%	75%	80%	82%	-	91%

Table 3: CfE Levels: Gap between ACORN 4/5 and 1

Stage	Area	2016/17	2017/18	2018/19	2020/21*	2021/22
P1 – Early Level	Reading	26%	19%	21%	18%	23%
	Writing	29%	17%	21%	18%	23%
	Listening & Talking	21%	16%	17%	18%	16%
	Maths & Numeracy	27%	14%	14%	14%	17%
P4 – First Level	Reading	27%	17%	20%	21%	18%
	Writing	31%	24%	22%	21%	21%
	Listening & Talking	28%	16%	15%	20%	19%
	Maths & Numeracy	26%	17%	23%	24%	21%

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Stage	Area	2016/17	2017/18	2018/19	2020/21*	2021/22
P7 – Second Level	Reading	28%	19%	20%	16%	20%
	Writing	27%	21%	20%	23%	25%
	Listening & Talking	24%	14%	15%	15%	19%
	Maths & Numeracy	28%	18%	20%	20%	21%

Stage	Area	2015/16	2016/17	2017/18	2018/19	2021/22
S3 – Third Level	Reading	22%	35%	19%	55%	54%
	Writing	21%	30%	17%	50%	52%
	Listening & Talking	24%	31%	22%	48%	54%
	Maths & Numeracy	37%	37%	31%	47%	47%

*These figures revised from those previously published, after quality control

Table 4: CfE Levels: P1, P4 and P7 Stages combined by SIMD Quintile

Reading	2016/17	2017/18	2018/19	2020/21	2021/22	Writing	2016/17	2017/18	2018/19	2020/21	2021/22
Quintile 1	47%	60%	61%	57%	63%	**Quintile 1**	41%	54%	54%	51%	55%
Quintile 2	58%	65%	66%	64%	66%	**Quintile 2**	49%	55%	59%	56%	59%
Quintile 3	69%	78%	74%	74%	77%	**Quintile 3**	62%	71%	66%	64%	68%
Quintile 4	76%	79%	81%	78%	82%	**Quintile 4**	69%	72%	72%	70%	76%
Quintile 5	76%	84%	82%	82%	85%	**Quintile 5**	71%	77%	76%	75%	77%
Listening & Talking	2016/17	2017/18	2018/19	2020/21	2021/22	**Maths & Numeracy**	2016/17	2017/18	2018/19	2020/21	2021/22
Quintile 1	57%	69%	71%	64%	71%	**Quintile 1**	46%	62%	56%	58%	65%
Quintile 2	65%	76%	73%	70%	75%	**Quintile 2**	56%	64%	65%	63%	65%
Quintile 3	76%	81%	81%	80%	85%	**Quintile 3**	66%	75%	71%	70%	75%
Quintile 4	82%	84%	85%	84%	89%	**Quintile 4**	72%	75%	77%	75%	81%
Quintile 5	82%	88%	86%	87%	89%	**Quintile 5**	74%	80%	78%	80%	83%

Senior Phase (S4 – S6)

Table 5: Proportion of school leavers achieving literacy and numeracy at SCQF levels 4 and 5

Literacy		2014	2015	2016	2017	2018	2019	2020	2021
Level 4	Perth & Kinross	90%	93%	91%	92%	93%	94%	93%	93%
	Virtual Comparator	93%	94%	94%	95%	95%	94%	95%	95%
Level 5	Perth & Kinross	73%	78%	75%	77%	80%	82%	83%	83%
	Virtual Comparator	71%	77%	79%	81%	82%	82%	84%	85%
Numeracy		2014	2015	2016	2017	2018	2019	2020	2021
Level 4	Perth & Kinross	82%	87%	87%	88%	92%	92%	91%	90%
	Virtual Comparator	84%	89%	90%	91%	92%	92%	93%	92%
Level 5	Perth & Kinross	58%	63%	65%	62%	65%	67%	71%	71%
	Virtual Comparator	61%	65%	67%	69%	70%	70%	73%	74%

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Table 6: School Leavers Literacy and Numeracy: Gap between ACORN 4/5 and 1.

		2018	2019	2020	2021
Literacy	Level 4 Gap	9%	4%	10%	11%
	Level 5 Gap	23%	13%	22%	21%
Numeracy	Level 4 Gap	9%	5%	11%	11%
	Level 5 Gap	24%	21%	26%	28%

Table 7: Average total tariff scores of school leavers, grouped by achievement level.

		2014	2015	2016	2017	2018	2019	2020	2021
Perth & Kinross	Lowest Achieving 20%	158	216	167	159	173	161	154	160
	Middle 60%	877	928	897	868	892	853	968	1005
	Highest Achieving 20%	1888	1940	1931	1865	1921	1916	1974	2014
Virtual Comparator	Lowest Achieving 20%	170	179	168	171	173	153	174	176
	Middle 60%	851	882	833	843	867	857	949	1019
	Highest Achieving 20%	1845	1864	1827	1848	1866	1871	1974	2045

Table 8: School leavers – Ratio between ACORN 1 and 4/5

	2018	2019	2020	2021
Perth & Kinross	1.80	1.84	1.86	1.82

Table 9: School leavers' breadth and depth of Attainment (A-D Awards)

% of leavers achieving ..		2018	2019	2020	2021
5+@5	Perth & Kinross	66%	64%	69%	71%
	Virtual Comparator	65%	66%	71%	72%
1+@6	Perth & Kinross	67%	65%	70%	71%
	Virtual Comparator	66%	67%	71%	72%
3+@6	Perth & Kinross	51%	50%	58%	56%
	Virtual Comparator	51%	53%	58%	60%
5+@6	Perth & Kinross	36%	37%	43%	43%
	Virtual Comparator	37%	39%	43%	46%
1+@7	Perth & Kinross	28%	27%	33%	33%
	Virtual Comparator	24%	24%	28%	30%

Staying-On Rates

Table 10: Proportion of S4 pupils staying on to S5, by ACORN Category and Gap

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
ACORN 1	93%	92%	90%	91%	92%	92%
ACORN 4/5	79%	77%	76%	79%	83%	77%
Gap	15%	14%	15%	12%	10%	15%

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Looked After Children and Young People

Table 11: Proportion of Looked After school leavers attaining Literacy and Numeracy as SCQF Level 4 (3-year average)

Looked After at the time of the Pupil Census

		2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020	2019-2021
Literacy	**PKC**	60%	62%	67%	68%	77%	76%	64%
	Virtual Comparator	77%	78%	81%	81%	84%	82%	83%
Numeracy	**PKC**	53%	55%	59%	65%	83%	80%	65%
	Virtual Comparator	52%	56%	63%	62%	77%	76%	73%

Table 12: Average total tariff points of Looked After school leavers (3-year average)

Looked After at the time of the Pupil Census

		2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21
Perth & Kinross	**Highest Achieving 20%**	1065	786	868	782	653	636	771
	Middle 60%	172	186	210	191	210	197	178
	Lowest Achieving 20%	21	21	34	19	31	27	27
Virtual Comparator	**Highest Achieving 20%**	1107	986	996	1012	1180	1059	1083
	Middle 60%	251	238	286	290	315	284	290
	Lowest Achieving 20%	39	37	51	54	58	44	34

Stretch aim figures for PKC overall 2019-21 average:

Highest 20%: 1968   Middle 60%: 942   Lowest 20%: 158

Attendance and Exclusion

Table 13: Overall attendance in primary and secondary schools

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	95.4%	95.3%	95.2%	94.8%	95.0%	94.1%	95.3%	92.4%
Secondary	91.9%	91.5%	91.1%	91.1%	90.5%	90.0%	91.2%	87.7%

Table 14: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils)

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary	10	11	9	6	8	7	6	3
Secondary	51	48	46	45	55	41	23	35

Table 15: Attendance rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21	2021/22
Primary	2.7%	3.2%	3.3%	3.3%
Secondary	6.6%	6.7%	4.9%	6.1%

Table 16: Exclusion rate in primary and secondary schools (exclusion incidents per 1000 pupils) – gap between ACORN 4/5 and 1

	2018/19	2019/20	2020/21	2021/22
Primary	9	6	4	4
Secondary	31	28	23	23

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Positive Destinations

Table 17: Proportion of school leavers with positive initial and follow-up destinations

Measure	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Initial destination	92%	95%	94%	96%	97%	94%	97%
Follow-up destination	94%	94%	94%	95%	96%	95%	95%

Table 18: Proportion of Looked After school leavers with positive initial destinations

Looked After at the time of the Pupil Census

	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020	2019-2021
Looked After school leavers	88%	82%	81%	83%	82%	85%
Virtual Comparator	84%	85%	88%	90%	88%	88%

Table 19: Proportion of 16–19-year-olds in positive participation, by SIMD Quintile and equity gap

Measure	2019	2020	2021	2022
SIMD Q1	87.2%	89.1%	85.9%	89.1%
SIMD Q5	95.3%	97.2%	95.7%	96.4%
Gap between Q1 and Q5	8.1%	8.1%	9.8%	7.3%

Table 20: Proportion of S4/S5 Leavers without Highers who achieve a vocational qualification (at any level)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Number of S4 and S5 Leavers	556	608	555	540	425	536
% of leavers without Highers who achieve a vocational qualification	63%	59%	53%	34%	54%	55%

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Glossary

Entry	Explanation
ACORN	[A Classification of Residential Neighbourhoods](#)
BGE	Broad General Education
CfE	Curriculum for Excellence
CLPL	Career Long Professional Learning
DYW	Developing Young Workforce
ECS	Education and Children's Services
EEF	Education Endowment Foundation
ELAV	Extended Learning and Achievement Visit
HWB	Health and Well-being
LAV	Learning and Achievement Visit
LMG	Local Management Group
NIF	National Improvement Framework (for Scottish Education)
PEF	Pupil Equity Funding
PLL	Professional Learning and Leadership
QAMSO	Quality Assurance and Moderation Support Officers
QIO	Quality Improvement Officer
RAB	Raising Attainment Board
RAS	Raising Attainment Strategy
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SEEMiS	Scotland's Education Management Information System provider
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessment
SQA	Scottish Qualifications Authority
TRIC	Tayside Regional Improvement Collaborative
VC	Virtual Comparator

Education & Children's Services

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Ambition I Compassion I Integrity

Background Information

The Scottish Government has identified that the first five years of the Scottish Attainment Challenge saw much progress in closing the poverty-related attainment gap but at a limited pace. The pandemic disrupted the learning of children and young people and had a disproportionate impact on children affected by poverty. The refreshed Scottish Attainment Challenge programme, backed by a further commitment of £1 billion from Scottish Government through the Attainment Scotland Fund (ASF), aims to address these challenges and ensure that equity lies at the heart of the education experience for all.

The document 'Framework for Recovery and Accelerating Progress' (the Framework) has been developed to support the next phase of the Scottish Attainment Challenge. It aims to set high expectations, including **annual, ambitious locally identified stretch aims,** to help ensure significant progress is made in recovering from the impact of the Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge. By setting these annual aims the Scottish Government will know how much progress is expected and by when in each locality. Informed by this data. Further support for improvement will be tailored, to focus on the immediate impact it can have on improving leadership, learning and teaching, and work with families and communities. Education authorities are required to now develop a set of local stretch aims and to provide them to the Scottish Government by 30th September 2022.

The following characteristics should be identified in stretch aims which must include:

Annual stretch aims for:

1. Overall attainment for all.
2. SIMD Q1 and Q5.
3. Tackling the poverty related attainment gap.

At a minimum these should include Core stretch aims for:

a. Curriculum for Excellence levels (ACEL levels) for P1, 4, 7 literacy and numeracy combined;

b. Proportion of school leavers attaining one or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication;

c. Proportion of school leavers attaining one or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication;

d. Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland; and

e. Health and wellbeing, using a local measure/suite of measures, including, for example, attendance.

In order to determine the local stretch aims for PKC education service, the most recent data available, along with trend data, was analysed to identify proposed targets. Consultation then took place with Education Scotland colleagues and all headteachers to agree each stretch aim.

Taking the above into consideration our proposed measures for core stretch aims in PKC are:

	ACEL P1, 4, 7 Literacy and Numeracy combined (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	78%	64%	84%	20%
Stretch aim to be achieved 2022/23	80%	67%	85%	18%
Improvement (percentage point)	2%	3%	1%	2%
	Proportion of School Leavers Attaining 1 or More Passes at SCQF L6 (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021	71%	41%	81%	40%
Stretch aim to be achieved 2022/23	73%	50%	85%	35%
Improvement (percentage point)	2%	9%	4%	5%
	Proportion of School Leavers Attaining 1 or More Passes at SCQF L5 (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2019	89%	68%	96%	28%
Stretch aim to be achieved 2022/23	92%	75%	97%	22%
Improvement (percentage point)	3%	7%	1%	-6%
	Proportion of 16-19 years olds participating in education, employment or training (Compulsory)			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021	94%	86%	96%	10%
Stretch aim to be achieved 2022/23	96%	91%	97%	6%
Improvement (percentage point)	2%	5%	1%	-4%

	Health and wellbeing: Attendance Primary			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	92%	90%	94%	4%
Stretch aim to be achieved 2022/23	95%	93%	96%	3%
Improvement (percentage point)	3%	3%	2%	-1%
	Health and wellbeing: Attendance Secondary			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	88%	83%	90%	7%
Stretch aim to be achieved 2022/23	92%	88%	94%	6%
Improvement (percentage point)	4%	5%	1%	-1%
	Health and wellbeing: Exclusion (Secondary) Exclusion incidents per 1,000 pupils			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	35	50	23	27
Stretch aim to be achieved 2022/23	25	45	20	25
Improvement (numbers)	10	5	3	2
	Health and wellbeing: Exclusion (Primary) Exclusion incidents per 1,000 Primary pupils			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	3.2	4.6	0	4.6
Stretch aim to be achieved 2022/23	2	3	0	3
Improvement (percentage point)	1.2	1.6	0	1.6

Alongside the core stretch aims set by Scottish Government Perth and Kinross have set the following stretch aims in response to our local context

- **S3 L3 Attainment in Literacy and Numeracy combined -** it seemed prudent to ensure a stretch in attainment throughout the Broad General Education- not just to the end of P.7
- **The proportion of children starting P1 who meet all expected development milestones -** in Perth and Kinross we have always had a key focus on the entire learner journey ensuring key points of transition are not omitted
- **Average total tariff points -** the complexity and totality of senior phase attainment is not fully captured in the core stretch aims
- **Total Tariff Points for LAC School Leavers -** this cohort is a particular focus in PKC
- **ACEL P1, 4, 7 Literacy and Numeracy combined LAC** - this cohort is a particular focus in PKC

	S3 L3 Attainment in Literacy and Numeracy combined			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2022	91%	86%	94%	8%
Stretch aim to be achieved 2022/23	92%	88%	95%	7%
Improvement (percentage point)	1%	2%	1%	1%
	The proportion of children starting P1 who meet all expected development milestones			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level 2021/22	83%	83%	88%	5%
Stretch aim to be achieved 2022/23	85%	84%	88%	4%
Improvement (percentage point)	2%	1%	0%	1%
	Average total tariff points			
	Overall Levels	SIMD Q1	SIMD Q5	Gap (Q1-Q5)
Current Level	1039	614	1247	633
Stretch aim to be achieved 2022/23	1060	650	1280	630
Improvement (tariff points)	21	36	33	-3
	Total Tariff Points for LAC School Leavers			
	Overall Levels			
Current Level	304			
Stretch aim to be achieved 2022/23	**390**			
Improvement (point)	86			
	ACEL P1, 4, 7 Literacy and Numeracy combined LAC			
	Overall Levels			
Current Level	36%			
Stretch aim to be achieved 2022/23	50%			
Improvement (percentage point)	14%			

Next Steps

It is intended that overall stretch aims are set based upon our current performance and our national and virtual comparators. In addition, individual school and setting stretch aims are being set and agreed in consultation with Quality Improvement Officers.

Monitoring and Reporting

These stretch aims will be addressed through individual workstreams of school and ECS staff directed and managed through the Raising Attainment Board.

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PERTH & KINROSS COUNCIL — Education & Children's Services

Appendix 3

Attainment Update 2022

83.4%
Meeting all **pre-school** developmental milestones
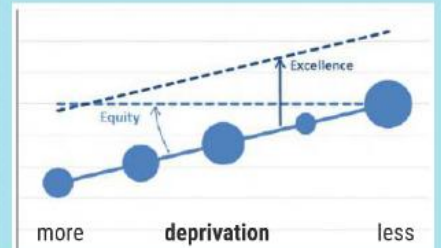2021 **82%**   Stretch Aim **90%**

5%
Poverty-related **gap**, meeting developmental milestones. ACORN 4/5 - 1
Previously **9%**

Poverty-related gaps closing for some earlier measures, more stubborn for later ones

more   **deprivation**   less

78%
P1, P4, P7 achieving expected **Literacy and Numeracy** levels
2021 **74%**   Stretch Aim **80%**

20%
Poverty-related **gap** achieving expected **Literacy and Numeracy** levels. ACORN 4/5 - 1
Stretch Aim **5%**

64%/65%
Looked after school leavers achieving Level 4 literacy /numeracy
Virtual Comparator **83%/73%**

85%
Looked after school leavers in positive initial destinations
Virtual Comparator **88%**

91%
S3 achieving expected **Literacy & Numeracy** levels
Stretch Aim **95%**

86%
S4 **Staying on** to S5
Stretch Aim **90%**

582
Business Partnerships with schools
Increase **53**

71%
Leavers achieving SCQF Level 5 **Numeracy**
Virtual Comparator **74%**

83%
Leavers achieving SCQF Level 5 **Literacy**
Virtual Comparator **85%**

1039
Leavers Average **Tariff Points**
Virtual Comparator **931**

School Leavers...
71% Virtual Comparator **72%**
achieving 5+ @ Level 5

56% **60%**
achieving 3+ @ Level 6

33% **30%**
achieving 1+ @Level 7

97%
Leavers entering initial positive **destinations**
Scotland **95%**

93.7%
16-19 year olds **participating postively** in education, training or employment
Scotland **92.4%**

PERTH AND KINROSS COUNCIL

SCRUTINY AND PERFORMANCE COMMITTEE
30 NOVEMBER 2022

PERTH AND KINROSS COUNCIL
21 DECEMBER 2022

PERTH AND KINROSS CHILD PROTECTION COMMITTEE
STANDARDS AND QUALITY REPORT 2021/2022

Report by Jacquie Pepper, Chief Social Work Officer
(Report No 22/293)

1. PURPOSE

1.1 Perth and Kinross Child Protection Committee (CPC), in compliance with Scottish Government guidance, publishes an annual Standards and Quality (S&Q) report. This Report is routinely presented to Elected Members on an annual basis. The S&Q report, for the academic year 2021/2022, provides an overview of the key activities and work of the CPC partners to protect children and young people from harm, abuse and exploitation.

1.2 This report describes the CPC's achievements; key strengths and areas for improvement. It also includes an update on the CPC's Improvement Plan; confirms that the CPC continues to focus on learning and improvement and has in place a comprehensive programme of improvement work for 2022 and beyond.

2.	**RECOMMENDATION**
2.1	It is recommended that the Scrutiny and Performance Committee: • Scrutinises and comments as appropriate on the Perth and Kinross Child Protection Committee Standards and Quality Report 2021/2022 (Appendix 1) and the contents of the Perth and Kinross CPC Improvement Plan 1 August 2021 – 31 July 2023 (Appendix 2).
2.2	It is recommended that Council: • Notes the wide range of work being carried out by Perth and Kinross Council, and partners, through the CPC to provide high quality services to protect children and young people, in particular, the high-level commitment to continuous improvement through quality assurance and self-evaluation; and • Endorses the contents of this report and the Perth and Kinross Child Protection Committee Standards and Quality Report 2021/2022 (Appendix 1) and the contents of the Perth and Kinross CPC Improvement Plan 1 August 2021 – 31 July 2023 (Appendix 2).

3. STRUCTURE OF REPORT

3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Analysis and Proposals
- Section 6: Further Considerations
- Appendices

4. BACKGROUND

4.1 Child Protection Committees in Scotland are encouraged to publish an Annual Report in compliance with the requirements described in *Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities* (Scottish Government: February 2019). This (S&Q) report covers the work of the CPC for the academic year from 1 August 2021 to 31 July 2022.

4.2 The S&Q report reflects the Care Inspectorate's Quality Indicator Framework: *A quality framework for children and young people in need of care and protection* (Care Inspectorate: Revised 2019).

4.3 The S&Q report presents an overview of performance in services to protect children and young people and is based on sound evidence, obtained through a range of single and multi-agency key performance indicators (data), quality assurance and self-evaluation activities. It describes achievements, key strengths and areas for further improvement.

4.4 The S&Q report confirms that the CPC continues to be a listening, learning and improving CPC, and the report sets out the CPC's shared programme of improvement work for 2022 and beyond.

5. ANALYSIS AND PROPOSALS

Data

5.1 Page 5 of the S&Q report provides a summary infographic. It identifies the key changes in the volume and activity of multi-agency child protection processes and practices. Pages 9 to 15 of the S&Q report provides a high-level analysis of child protection key data performance indicators, with descriptive narrative.

5.2 This year the data shows that the number of Child Concern Reports (CCRs)[1] has risen for a sixth successive year; by far the majority of CCRs continue to come from Police Scotland.

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[1] Note: A Child Concern Report (CCR) is a mechanism by which any practitioner or manager across the public, private or third sector, or indeed, any member of the public, can raise any worry or concern they may have about a child or young person's health and/or wellbeing.

The number of children and young people, who have been the subject of an inter-agency referral discussion (IRDs)[2] and the number of child protection investigations have also increased; continuing a year-on-year trend for the last six years. There has also been an increase in the number of joint investigative interviews conducted by police and social work.

5.3   Whilst there has been a slight reduction in the number of unborn baby referrals received (126 in 2021/2022 compared to 134 in 2020/2021, in keeping with a falling birth rate across Tayside), 30 were considered at pre-birth child protection case conferences (CPCCs) where 29 (97%) went on to be placed on the child protection register (CPR). This continues to evidence that frontline staff across services and agencies remain alert to risks and vulnerability in pregnancy.

5.4   The number of children and young people being considered at initial CPCCs has fallen again (60 in 2021/2022 compared to 71 in 2020/2021). Of these, 47 (78%) children and young people's names were placed on the CPR. All unborn babies, children and young people placed on the CPR are the subject of a multi-agency child protection plan coordinated by a social worker (lead professional). Those not placed on the CPR, received alternative single and / or multi-agency supports at an earlier stage, by way of a multi-agency child or young person's plan; again, co-ordinated by a social worker (lead professional).

5.5   In keeping with the falling number of initial CPPCs, there has also been a corresponding reduction in the number of new CPR registrations (84 in 2021/2022 compared with 97 in 2020/2021). In addition, the number of children and young people whose names were included on the CPR at 31 July 2022 has fallen to 55, compared to 69 in 2020/2021. This reduction is a consequence of a significant investment made to secure consistent Chairing of CPCCs within Services for Children, Young People and Families and increasing use of child and young person's plans, with support being provided at a much earlier stage; thus, reducing the need to go to CPCC and CPR registrations.

5.6   The age profile of those placed on the CPR has significantly changed. Unborn babies and younger children currently make up the majority of those now placed (registered) on the CPR. The areas for concern, for children in need of protection, continue to be parental mental ill-health, domestic abuse and parental alcohol or drug use; sometimes referred to as the *"trio of risk"*. Neglect and non-engagement also continue to feature highly. It is also recognised that in the majority, if not all of these cases, there will be also an element of emotional abuse.

5.7   The data and information provided by the Scottish Children's Reporter Administration (SCRA) shows that there has been a reduction in the overall number of children and young people referred to SCRA; whilst noting a change profile in the referring agencies.

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[2] Note: An IRD is a discussion between practitioners, services, or agencies, where a child concern report and/or multi-agency screening arrangements have determined that a child or young person may need care and protection from harm, abuse, or neglect; or there is a likelihood or risk of significant harm, abuse, or neglect.

The number of children subject to compulsory supervision orders (CSOs) has risen this year; albeit the numbers remain small; whilst the conversion rate from referrals to hearing remains steady. The number of child protection orders (CPOs) has decreased again this year to 13 in 2021/2022 (compared to 25 in 2020/2021); again, the numbers involved are small.

Impact

5.8   Following feedback from Elected Members last year, the CPC has undertaken a multi-agency quality assurance review of child protection investigations that did not proceed to a CPCC. This was a small scale, but representative sample size review, which reviewed the multi-agency decision-making processes, assessment and planning processes and identified the relevant outcomes for each child or young person. The key findings from this review, which overall were very positive, can be found at Pages 16 to 18 of the S&Q report. At time of this report, the CPC is about to undertake a similar multi-agency quality assurance review of IRDs; planned for October and November 2022. Both are aimed at providing evidence-based assurances in terms of better outcomes for children and young people.

5.9   The S&Q report evidences a continually improving position in terms of listening to, engaging with and providing children and young people with access to independent advocacy. The work of the Children and Youths Right Officer (CYRO) and in particular, the services being commissioned via Independent Advocacy Perth and Kinross (IAPK) continue to ensure that all children and young people, involved in child protection processes and the Hearings systems are provided with good quality independent advocacy.

5.10   The S&Q report highlights the increasing support being provided to staff; with increasing numbers of multi-agency staff undertaking virtual and online child protection learning and development opportunities; more specialist training and plans are in place to recommence face-to-face multi-agency child protection training in November 2022.

5.11   The S&Q report highlights the importance of, and the use being made of the CPC website pages; its use of social media to extend the CPC's reach and footprint and recognises that going forward, there is an opportunity to expand that even further.

5.12   The S&Q report highlights the added value and ongoing work of the Tayside Regional Improvement Collaborative (TRIC): Priority Group 5 (PG5): Safeguarding and Child Protection, which is continuing to deliver evidence-based practice guidance; aimed at improving child protection day-to-day culture, ethos and practice across Tayside.

Leadership and Improvement

5.13   Pages 39 onwards in the S&Q report evidences our collective commitment to leadership; our strengthened public protection partnership arrangements and our commitment to developing a values-based reflective practice approach.

5.14 The strengthened Public Protection Chief Officers' Group (COG) and the Children, Young People and Families Partnership continue to provide strong leadership and direction to the work of the CPC partnership; particularly in terms of the scrutiny and accountability role they have for the CPC's thematic reporting and update reports, and they also have direct oversight of the CPC's improvement work.

5.15 Page 41 of the S&Q report recognises that the CPC is a listening and learning partnership. Learning lessons and making improvements, particularly from Learning Reviews are fundamental to the work of the CPC's and to its commitment to continuous improvement through quality assurance and self-evaluation. In addition, the CPC is aware of the ongoing Scottish Government's Historic Child Abuse Inquiry, from which there is and will be, additional learning for key services, agencies and the CPC.

5.16 Finally, an update on the CPC's Improvement Plan 2021 – 2023 is shown at Appendix 2. This plan, co-ordinates the CPC's current two-year improvement work; articulated by various Actions and Tasks which are supported by an evidence-base.

6. FURTHER CONSIDERATIONS

6.1 In conclusion, the Perth and Kinross CPC annual standards and quality report provides a comprehensive, high-level overview and analysis of the work carried out by the CPC and partner services and agencies to keep children and young people safe and protected. It sets out clearly the work and priorities of the CPC to support the most vulnerable and at-risk children and young people. It describes the CPC's key strengths, areas for improvement and its capacity for further improvement. It confirms that the CPC is a listening and learning partnership, remains vigilant and is not complacent.

Author

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Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	15 November 2022

1. **IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION**

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
Resource Implications	
Financial	**N/A**
Workforce	**N/A**
Asset Management (land, property, IST)	**N/A**
Assessments	
Equality Impact Assessment	**N/A**
Strategic Environmental Assessment	**N/A**
Sustainability (community, economic, environmental)	**N/A**
Legal and Governance	**N/A**
Risk	**N/A**
Consultation	
Internal	**Yes**
External	**Yes**
Communication	
Communications Plan	**N/A**

1. **Strategic Implications**

   Community Plan/Single Outcome Agreement

1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

   (i) Giving every child the best start in life;
   (ii) Developing educated, responsible and informed citizens;
   (iii) Promoting a prosperous, inclusive and sustainable economy;
   (iv) Supporting people to lead independent, healthy and active lives; and
   (v) Creating a safe and sustainable place for future generations.

   This report relates to Objective No (i).

   Corporate Plan

1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

   (i) Giving every child the best start in life;
   (ii) Developing educated, responsible and informed citizens;
   (iii) Promoting a prosperous, inclusive and sustainable economy;
   (iv) Supporting people to lead independent, healthy and active lives; and
   (v) Creating a safe and sustainable place for future generations.

   This report relates to Objective No (i).

1.3   The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Safe and Protected

2.   Resource Implications

Financial

2.1   There are no known financial resource implications at this time.

Workforce

2.2   There are no known workforce resource implications at this time.

Asset Management (land, property, IT)

2.3   There are no asset management resource implications at this time.

3.   Assessments

Equality Impact Assessment

3.1   Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

3.1.1   This report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

(i)   Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

3.2   The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

3.2.1   The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

3.3   Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 The proposals have been assessed as not applicable.

<u>Legal and Governance</u>

3.4 There are no legal and governance implications at this time.

3.5 Not Applicable

<u>Risk</u>

3.6 There are no associated risks at this time.

4. Consultation

<u>Internal</u>

4.1 The Head of Legal and Governance Services; the Children, Young People and Families Partnership, Education and Children's Service's Senior Management Team and the Child Protection Committee and partners have been consulted in the preparation of this report.

<u>External</u>

4.2 The Child Protection Committee and partners have been consulted in the preparation of this report – including NHS Tayside; Police Scotland – Tayside Division and the Scottish Children's Reporter Administration.

5. Communication

5.1 There are no communication issues at this time.

2. BACKGROUND PAPERS

2.1 There are no background papers.

3. APPENDICES

Appendix 1: Perth and Kinross Child Protection Committee Standards and Quality Report 2021/2022

Appendix 2: Perth and Kinross CPC Improvement Plan 1 August 2021 – 31 July 2023 (Update)
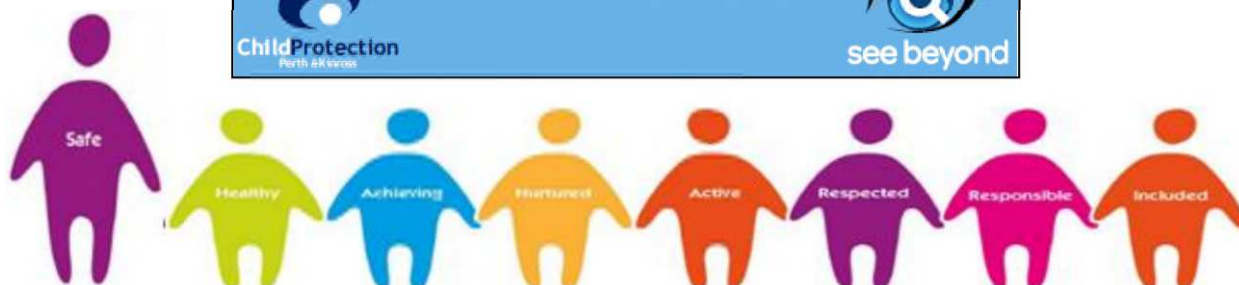
Standards and Quality Report 2021 / 2022

Protecting Children and Young People: It is Still Everyone's Job

Contents

Guardian/Keeper:	**Perth and Kinross Child Protection Committee (CPC) Standards and Quality Report 2021 / 2022**
Version Number:	1.0
Approved by CYPFP:	TBC
Approved by CPC:	25 October 2022
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Health & Safety Compliant:	Yes

Preface by the Children, Young People and Families Partnership

The Chief Officers of the public sector organisations in Perth and Kinross, Elected Members of Perth and Kinross Council, Tayside NHS Board and the Command Team of Police Scotland's Tayside Division, are once again pleased to support the Perth and Kinross Child Protection Committee (CPC) Standards and Quality Report 2021 / 2022.

The Children, Young People and Families Partnership (CYPFP) continually strives for excellence in our children's services and continues to provide strong and robust collective leadership; direction; governance; scrutiny; challenge and support to the work of the CPC. Our individual and collective commitment to the **protection** of children and young people in Perth and Kinross remains paramount.

It is our firm belief that **safeguarding, supporting** and **promoting** the **wellbeing** of all children and young people and protecting them from harm, abuse and exploitation is **everyone's job.** We take this responsibility very seriously and we are committed to **enabling all children and young people to be the best they can be** and to achieving our shared, ambitious and compelling vision that our **children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.**

Last year, we acknowledged the significant impact the COVID-19 pandemic was having, and is still having, on the lives of children, young people and their families and we reported on how our services were adapting to meet their needs. We also reported on how our services had embraced new ways of working and / or new technologies, to ensure children, young people and their families are kept safe and continue to get the help they need, when they need it.

Throughout 2021 / 2022, we have continued to support that more flexible approach and we have taken the opportunity to strengthen consolidate our own leadership approach to protecting people; with an enhanced coordinating capacity which promotes a visible Values-Based Reflective Practice (VBRP) practice approach.

Whilst we are pleased that this report shows our child protection services continue to learn and improve, we continue to remain vigilant. Going forward, we are not complacent and together with the CPC, we continue strive for excellence, continuous improvement and to realise fully our capacity for improvement.

We commend and endorse this CPC Standards and Quality Report for 2021 / 2022.

Thomas Glen
Chief Executive
Perth and Kinross Council

Grant Archibald
Chief Executive
NHS Tayside

Phil Davison
Chief Superintendent
Police Scotland – Tayside Division

John Cunningham
Locality Reporter Manager
Scottish Children's Reporter Administration

Date:

Introduction by the Independent Chair of Perth and Kinross CPC

Welcome to our CPC Standards and Quality Report 2021 / 2022. This report covers the period 1 August 2021 to 31 July 2022.

Once again, this report presents a high-level overview of our multi-agency activity for the past year.

This report identifies our *achievements*; *key strengths* and *areas for further improvement*. It also describes *our capacity for improvement* and our ambitious *improvement programme* and *work plan* for the future.

Whilst we know how good we are now, we also know how good we can be. We continue to learn lessons and our capacity for further improvement remains very strong.

The CPC is a listening and learning partnership and our strong partnership arrangements have allowed us to quickly change and adapt to new ways of working and in many aspects, strengthened what was already, a very mature and well established working partnership.

Without doubt, 2021 / 2022 has been another very challenging year for the CPC and all its partners.

We have continued to support frontline workers to deliver key child protection services and we are working to ensure they remain empowered and enabled to do so; with new and additional learning and development opportunities and with the support of new practice guidance and technologies.

The CPC's ongoing improvement work is evidenced and articulated in the CPC Improvement Plan 2021 – 2023; which bring together all our learning from quality assurance, self-evaluation and evidences our commitment to continuous improvement. An update on the Plan can be found at Appendix 1.

Going forward, we remain clearly focused on learning, practice change and improvement. We have made, and we are continuing to make, sustained improvement in our key child protection processes and practices and we will continue to do so.

In conclusion, I must acknowledge the hard work, commitment and dedication of all our staff, which remains outstanding and which is improving the life chances of all children, young people and their families across Perth and Kinross and helping to keep them safe.

Bill Atkinson
Independent Chair of Perth and Kinross Child Protection Committee (CPC)
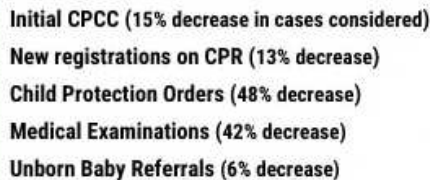
Date: 25 October 2022

CPC Standards & Quality Report 2021/22 Summary

Numbers Increasing:
Child Concern Reports (13% increase)

IRDs (8% increase)

Child Protection Investigations (3% increase)

Joint Investigative Interviews (27% increase)

Number of re-registrations (4% to 15%)

Referral to Children's Reporter (3% increase)

changes compared with 2020/21

Numbers Decreasing:
Initial CPCC (15% decrease in cases considered)

New registrations on CPR (13% decrease)

Child Protection Orders (48% decrease)

Medical Examinations (42% decrease)

Unborn Baby Referrals (6% decrease)

changes compared with 2020/21

Nature of concerns

33% of child concern reports raised involve the **trio of risk.**

18% domestic abuse

10% parental mental ill-health

5% problematic parental drug and/or alcohol use

Domestic abuse

Mental ill-health

Emotional Abuse

Substance misuse

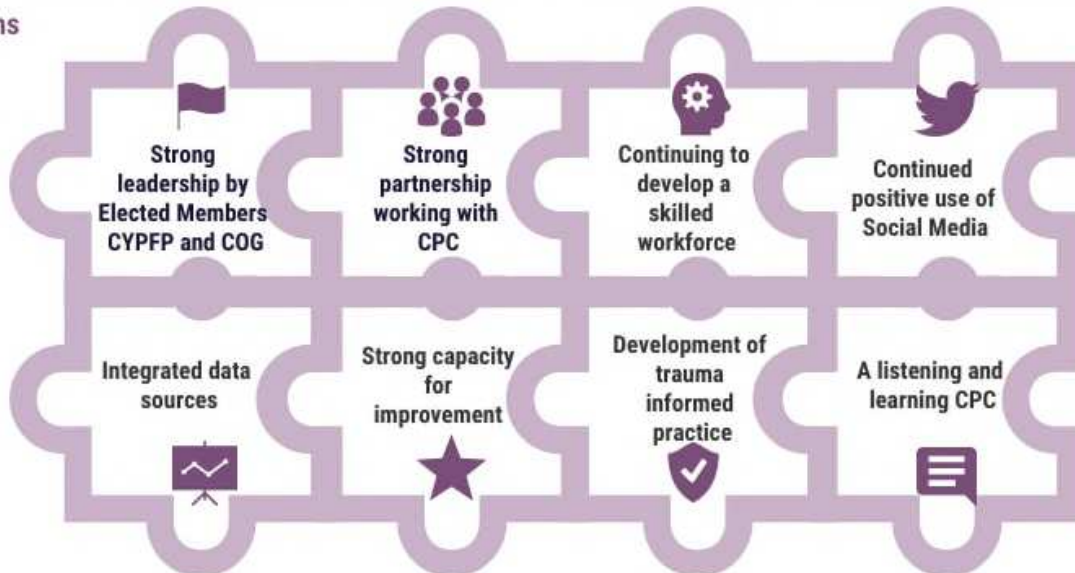## Improvements seen in:
New practice guidance and technologies

Review of multi-agency decision-making, assessment and planning processes

Listening to, understanding and respecting the views of children young people and families

Development and adaptation of staff training to online delivery model

Strengths

Strong leadership by Elected Members CYPFP and COG

Strong partnership working with CPC

Continuing to develop a skilled workforce

Continued positive use of Social Media

Integrated data sources

Strong capacity for improvement

Development of trauma informed practice

A listening and learning CPC

Listening to and Seeking Views from Children and Young People

IAPK Independent Advocacy Perth & Kinross

100% increase in capacity in 2021/22

REAP — RIGHTS | ENGAGEMENT ADVOCACY | PARTICIPATION

495 meetings attended where young people's views were represented

PKAVS

497 number of Young Carers supported in 2020/21

Context

This section sets out our shared, ambitious and compelling vision and briefly describes the context within which we deliver our services for children, young people and families across Perth and Kinross.

Perth and Kinross
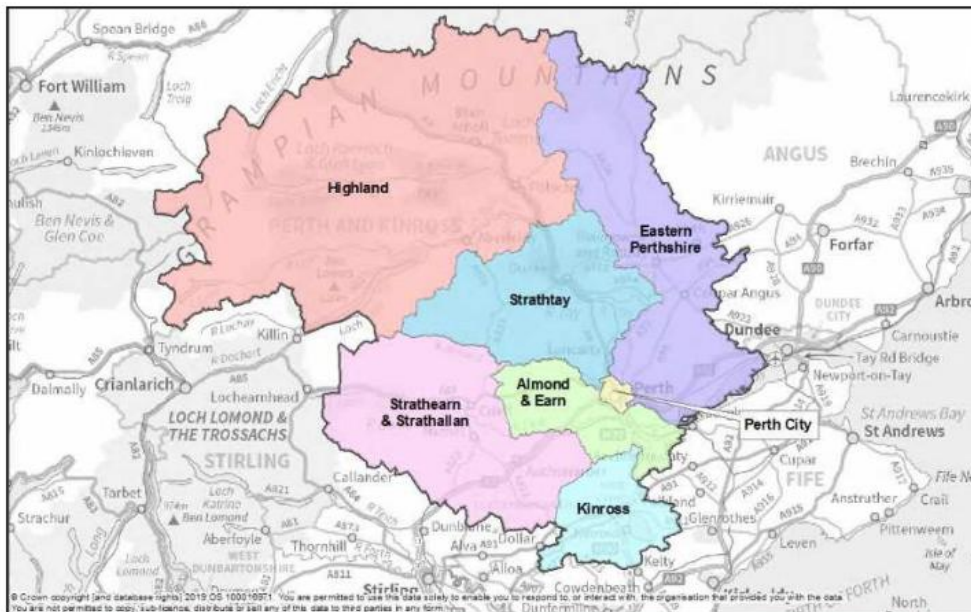
Area

5286 km²
5th largest area by land mass in Scotland

Population

153,810
mid-year population estimate, NRS, 2020

18% 0-17 years old

12 Electoral wards
40 Councillors

Community planning local action partnership areas

Perth City	East Perthshire
Kinross-shire	Strathtay
Almond and Earn	Highland
Strathearn and Strathallan	

NHS Tayside

commissions health care for residents across Tayside

- 3 major hospitals
- community hospitals
- >60 GP surgeries
- local health centres

Police Scotland
Tayside division

7500 km²

area covered by Tayside command

Our Vision

Our shared, ambitious and compelling Vision, articulated in the Tayside Plan for Children, Young People and Families 2021 – 2023 is that:

> *"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up"*

Tayside Plan – Our Five Priorities

1. Our children will have the ***best start in life*** in a nurturing environment
2. Our children and young people will be ***meaningfully engaged with high quality learning*** experiences to extend their potential
3. Our children will ***grow up healthy, confident, and resilient*** with improved mental and physical health and strengthened emotional wellbeing
4. Our children, young people and families at risk, who face significant inequalities and disadvantage, will have ***improved life chances***
5. Our children and young people are ***safe from harm***

National Context

The care and protection of children and young people in Scotland is set within the wider policy context of Getting it right for every child (GIRFEC); the UN Convention on the Rights of the Child and more recently within the findings from the Independent Care Review: The Promise (2020) which clearly advocates Scotland's Ambition for children and young people – w*e grow up loved, safe and respected so that we realise our full potential.*

We also acknowledge The Promise: The Plan 2021 – 2024 which sets out the current five priority areas and key milestones – *the right to a childhood; whole family support; supporting the workforce; planning and building capacity.*

All are inextricably linked and prerequisites in improving outcomes for children and young people, keeping them safe and protecting them from harm, abuse and exploitation.

Local Context

Within Perth and Kinross, ***safeguarding, supporting*** and ***promoting*** the wellbeing of all children and young people and protecting them from harm, abuse and exploitation is ***everyone's job and everyone's responsibility***.

We consider this to be a shared responsibility for all practitioners and managers working across the public, private and third sectors.

Child Protection Committee (CPC)

The work of the Perth and Kinross Child Protection Committee (CPC) in protecting children and young people from harm, abuse, neglect and exploitation and in keeping them safe, is fundamental to realising our vision for improving wellbeing and ensuring better outcomes for our most vulnerable and at risk children and young people. The work of the CPC is articulated in CPC Improvement Plan 2021 – 2023, which is aligned with, and supports the Tayside Plan for Children, Young People and Families 2021 – 2023.
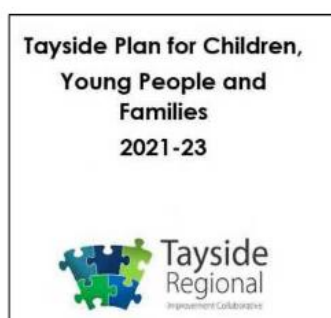
Management Information and Performance Outcomes

This section describes the findings from our CPC multi-agency management information and performance outcome framework and reports on the *headline messages* for 2021 / 2022.

> **Evaluation: We continue to strive to ensure that, children and young people in need of care and protection are getting the help they need; when they need it and it is the right help; from the right people; at the right time and that we are committed to improving their wellbeing, their life-chances and keeping them safe from harm, abuse and exploitation**

Background Information and Context

The CPC continues to publish Child Protection Management Information and Statistical Reports on an academic year basis (August to July), in compliance with Scottish Government's annual reporting requirements.
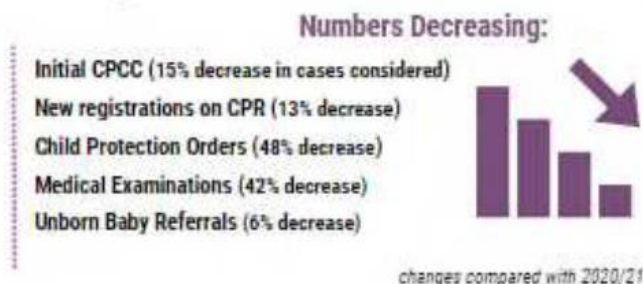
Since 2019, the CPC has continued to develop a shared CPC Multi-Agency Management Information and Performance Outcome Framework; with single points of contact, is key services and agencies, providing data on a monthly basis to the CPC.

These Data Reports have been informed and developed in partnership with the National Minimum Dataset for CPCs in Scotland and includes additional key child protection performance output indicators (quantitative indicators showing frequency and volume); proxy outcome indicators (qualitative indicators showing improved outcomes) and longitudinal trends and patterns.
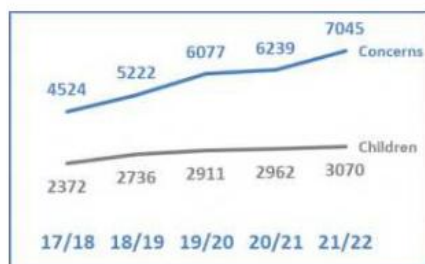
As a result, the CPC now receives more frequent data reports, in a more integrated multi-agency way and continues to benefit from significant analytical help and support from staff within the ECS - Research Analysis & Performance Team.

Headline Messages 2021 / 2022

For the purposes of this report, we will present the *headline messages* from our Tayside Shared Dataset for CPCs and from the other previously mentioned data sources. These are presented for the academic year 1 August 2021 – 31 July 2022 and, where possible, compared with previous years:

Numbers Increasing:
Child Concern Reports (13% increase)
IRDs (8% increase)
Child Protection Investigations (3% increase)
Joint Investigative Interviews (27% increase)
Number of re-registrations (4% to 15%)
Referral to Children's Reporter (3% increase)

changes compared with 2020/21

Numbers Decreasing:
Initial CPCC (15% decrease in cases considered)
New registrations on CPR (13% decrease)
Child Protection Orders (48% decrease)
Medical Examinations (42% decrease)
Unborn Baby Referrals (6% decrease)

changes compared with 2020/21

Figure 1: Child Concern Reports (CCRs)[1][2]

The total number of Child Concern Reports (CCRs) shows a continued increase over the last five years, with an increase of 806 (13%) CCRs this year; whilst the number of children and young people subject to a CCR has risen more slowly. Many of these CCRs relate to concerns which are both multiple and complex in their nature.

CCRs can relate to the same child or young person, particularly where there are multiple or repeated concerns about the same child or young person. CCRs are all subject to multi-agency screening arrangements and shared proportionately with key partners. Within police and social work services, escalation and trigger mechanisms are in place to monitor and review multiple and / or recurring CCRs.

Following multi-agency screening arrangements there are a number of possible outcomes. Where the child or young person is known to social work and / or an open case to social work, the CCR is shared with the Lead Professional (almost always the Social Worker) for further investigation, assessment and follow-up; or for single or multi-agency assessment and support; or referral to The Reporter (Scottish Children's Reporter Administration – SCRA) for compulsory measures of care; or referral to a Third Sector organisation for help and support.

CCRs which are clearly of a child protection nature and / or which after multi-agency screening indicate the need for a child protection investigation are immediately fast-tracked, without delay, for an Inter-Agency Referral Discussion (IRD).

Figure 2: Child Concern Reports by Age

The number of children and young people with a CCR in most age groups has remained relatively steady; with the number in the 5-10 and 11-15 age groups again being the largest groups.

Of particular note is the children and young people in the 11-15 age group, which continues to increase and feature more prominentl over the last two years.
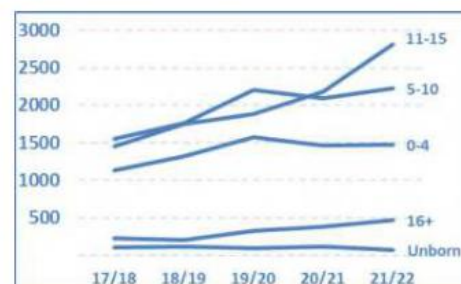
Figure 3: Child Concern Reports by Source
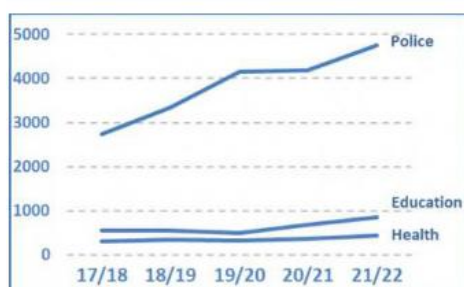
The main source of CCRs continues to be Police Scotland, followed by Education Services and Health Services. Overall, these three source groups account for over 85% of all CCRs submitted.

The number of CCRs submitted by Police Scotland has been continually increasing over the last 5 years. Any Police Officer can raise a CCR and these are coordinated and quality assured, prior to sharing, by Police Scotland's Tayside Division's Risk and Concern Hub.

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[1] Note: A Child Concern Report (CCR) is a mechanism by which any practitioner or manager across the public, private or third sector, or indeed, any member of the public, can raise any worry or concern they may have about a child or young person's health and / or wellbeing.
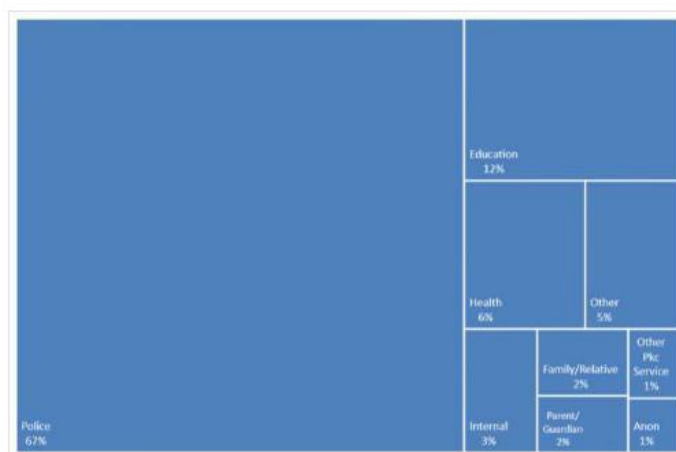
[2] Note: Figures are accurate as at 31 July 2022, however, they may be updated in subsequent reporting periods due to retrospective data validation and quality assurance processes.
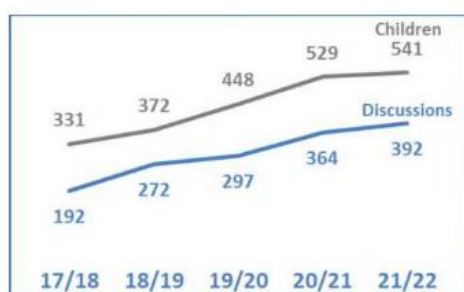
The originating source of all CCRs continues to be monitored by the CPC. This TreeMap diagram shows the % of CCRs from Police Scotland, Education Services (increasing) and Health Services during the last year; which account for over 85% of all CCRs submitted.

CCRs relate to a wide range of child welfare, child care and protection concerns and are all subject to multi-agency screening, initial assessment and decision-making arrangements.

Overall, 33% of all CCRs relate to the Trio of Risks (Domestic Abuse 18%; Parental Mental Ill-Health 10%; Problematic Alcohol and Drug Use 5%).

Education 12%
Health 6%
Other 5%
Family/Relative 2%
Other Pkc Service 1%
Police 67%
Internal 3%
Parent/Guardian 2%
Anon 1%

Figure 4: Inter-Agency Referral Discussions (IRDs) [3]

Children
529
541
448
331
372
Discussions
392
364
297
272
192
17/18 18/19 19/20 20/21 21/22

The number of children and young people subject to Inter-Agency Referral Discussions (IRDs) continues to rise year-on-year and the number of IRD discussions taking place (which may involve more than one child or young person) also shows a long-term upward trend.

Following an IRD there are a number of possible outcomes; including the need for a joint child protection investigation (social work and police); a joint investigative interview (social work and police); a medical examination; referral to SCRA; further emergency legal measures and orders; or a single service or agency intervention and support.

IRDs are recognised as good multi-agency child protection working practice and may be repeated a number of times for the same child or young person. Locally, a signficant amount of improvement work has taken place in relation to IRDs and will continue to take place, to ensure our IRDs are robust and our interim safety planning is effective. This is a positive and improving practice position and brings partner agencies together more quickly for key dicussions and decision-making.

Our established approach to IRDs is in keeping with the shift expected and with the good practice outlined in the National Guidance for Child Protection in Scotland 2021 (Scottish Government: 2 September 2021).

Figure 5: Child Protection Investigations [4] [5]

The number of Child Protection Investigations and the number of children and young people subject to an investigation has risen markedly since 2017/18; having more than doubled over that period. This trend appears to have levelled off over the two years, albeit there has been a slight increase in the number of child protection investigations carried out over the last year, when compared to 2020/21.

These are joint investigations between social work and police, decided upon and agreed at the IRD stage and carried out by specially trained joint investigative interviewers who are trauma aware.

313
282
305
Children
205
231
238
Investigations
145
208
172
95
17/18 18/19 19/20 20/21 21/22

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[3] Note: An IRD is a discussion between practitioners, services or agencies, where a child concern report and / or multi-agency screening arrangements have determined that a child or young person is in need of care and protection from harm, abuse or neglect; or there is a likelihood or risk of significant harm, abuse or neglect.

[4] Note: A Child Protection Investigation is carried out jointly by specially trained police officers and social workers. Such investigations are carried out where a Child Concern Report, including an Unborn Baby Referral, indicates that a child or young person is in need of care and protection from harm, abuse or neglect; or there is a likelihood or risk of significant harm, abuse or neglect.

[5] Note: Extracts from P&K CPC Inter-Agency Child Protection Guidelines 2017 – Being refreshed in line with the National Guidance for Child Protection in Scotland 2021.

Figure 6a: Pre-Birth Child Protection Case Conferences (Pre-Birth CPCCs)

Of the 126 unborn baby referrals (**see Figure 15**) received this year, after multi-agency screening and assessment, 30 unborn babies were the subject of a multi-agency Pre-Birth CPCC.

At the Pre-Birth CPCC, 29 (97%) out of the 30 unborn babies considered were registered on the Child Protection Register (CPR). All unborn babies registered on the CPR are subject to a multi-agency Child Protection Plan. These cases tend to be complex, and have multi-faceted areas of concern, vulnerability and needs.

This continued high level of pre-birth registrations has also significantly changed the age profile of those placed on the CPR. Overall, unborn babies and young children under 5 now make up the majority of those currently registered on the CPR.

The remaining 96 (**see Figure 16**) other unborn baby referrals, which did not proceed to a Pre-Birth CPCC, all received a variety of other supportive interventions and responses, having been screened at the Unborn Baby Multi-Agency Screening Group (UBB MASG), i.e. single service or agency support; multi-agency support; the pregnancy did not continue, or the mother moved out with the local authority area, with information being shared proportionately with the new local authority area.

Figure 6b: Initial Child Protection Case Conferences (Initial CPCCs)

Despite the increasing numbers of CCRs, IRDs, ongoing levels of child protection investigations and joint investigative interviews, the number of children and young people being considered at a multi-agency Initial Child Protection Case Conferences (ICPCCs) has been reducing since 2018/19.

This indicates that alternative single and / or multi-agency supports had effectively been put in place at a much earlier stage in the child protection process. Multi-agency Child or Young Person's Plans, which have been agreed early; provide much needed supports and help build positive relationships with the family; are coordinated by a Lead Professional (Social Worker). In many cases, this has negated the need for an Initial CPCC, having effectively reduced risks.

Of the 60 children and young people being considered at an Initial CPCC, 47 (78%) had their names registered on the Child Protection Register (CPR). All were the subject of a multi-agency Child Protection Plan, coordinated by a Lead Professional (Social Worker). Those children and young people not registered on the CPR will also have benefited from ongoing support via a Child or Young Person's Plan, again coordinated by a Lead Professional (Social Worker).

Figure 7: Review Child Protection Case Conferences (Review CPCCs)

Multi-Agency Review CPCCs reconsider the decision to place and retain a child or young person's name on the CPR.

These child protection meetings take place within standard timescales to monitor changes in circumstances and progress made to reduce and eliminate risk. Where sufficient progress has been made, the Review CPCC can make a decision to remove (de-register) an unborn baby, child or young person from the CPR. This is always a multi-agency decision.

The number of children and young people considered at a multi-agency Review CPCC shows a general downward trend over the last four years, while the proportion of continued registrations has remained relatively steady.

Figure 8: <u>New</u> Registrations on the Child Protection Register (CPR)
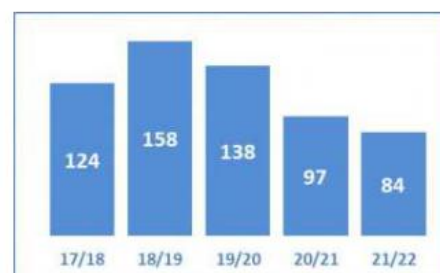
There has been a reduction in the number of <u>new</u> registrations on the Child Protection Register (CPR). This is closely related to the reduction in the number of Initial CPCCs taking place in 2021/22.
The number of children and young people placed (new registrations) on the CPR has been decreasing for the last three years, following a sharp increase in 2018/19.
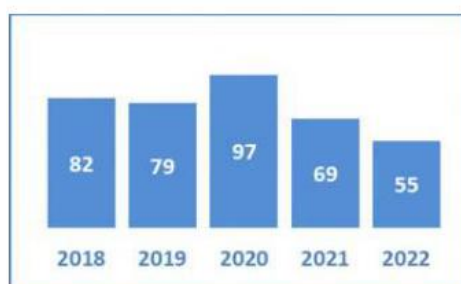
This reduction since 2018/19 is a consequence of a significant investment made to secure consistent Chairing of CPCCs and increasing use of Child and Young Person's Plans at a much earlier stage; thus reducing the need to go to CPCC and CPR Registrations.

New registrations include unborn babies, registrations following an ICPCC and temporary registrations (for children and young people who move into the Perth and Kinross Council area for a limited period; for a holiday with relatives etc). These figures routinely include large family sibling groups of 5 and more.

As previously described, this year the age profile of those placed on the CPR has significantly changed. Unborn babies and younger children currently make up the majority of those now placed (registered) on the CPR.

Figure 9: Children on the Child Protection Register as at 31 July 2022

Following the previously described factors, which have resulted in a reduction in the number of Initial CPCC and registrations taking place, this year there has been a similarly expected corresponding reduction in the number of children and young people's names on the CPR at 31 July 2022.

This reduction is also a consequence of the significant investment made to secure consistent Chairing of CPCCs and increasing use of Child and Young People's Plans at a much earlier stage; thus reducing the need to go to CPCC and CPR Registrations.

The number of children and young people, whose names were on the CPR at 31 July 2022 has decreased to the lowest level since 2014, from a relatively high figure of 97 in 2020 (COVID-19 related).

Figure 10: Length of Registration

Most CPR registrations last less than a year, and the number of children and young people who remain on the CPR for 12 months or more has reduced following an increase in 2020/21. Many of these children and young people have multiple and / or complex needs which require coordinated support.

The continued reduction in the number of children and young people whose names are included on the CPR for a period of less than 5 months is to be welcomed, as this can demonstrate that decisions are being made on the evidence of sustained progress and a greater likelihood that the changes made will lead to positive longer-term outcomes.

The CPC closely monitors registration rates and in particular de-registrations, re-registrations and length of time children and young people remain on the CPR as part of its quality assurance work.
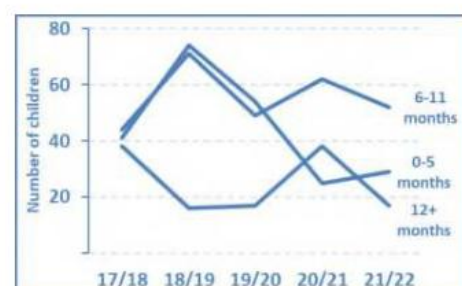
Figure 11: Re-Registrations

Re-Registrations

13%	14%	18%	4%	15%
17/18	18/19	19/20	20/21	21/22

The number of children and young people that are re-registered (placed) on the CPR, having been previously removed from the CPR, has returned to previous levels, following a sharp decrease in 2020/21.

Most of these children and young people had last been removed (de-registered) from the CPR more than two years previously, following a multi-agency robust assessment and review meeting agreement.

Re-Registrations take place where the previous improvements in the child or young person's circumstances have not been sustained and the risk of significant harm has returned.

Areas of Concern [6]

Whilst recognising that the number of new registrations on the CPR has continued to decrease over the last two years; the number of children and young people whose names are included on the CPR and who are affected by parental mental ill-health, domestic abuse, problematic parental drug and / or alcohol misuse (sometimes referred to as the trio of risk) remains significant, and in many such cases, there is an element of parental non-engagement. We continue to recognise that in the majority, if not all of these cases, there will be an element of emotional abuse and neglect. The CPC continues to monitor these trends closely and also concerns relating to neglect and poverty.

Scottish Children's Reporter Administration (SCRA)

(figures based on Financial Years (01 Apr – 31 Mar)

During the last 12 months, SCRA figures have continued to return to pre-pandemic levels.

The numbers of Children's Hearings being convened across Tayside has increased significantly. Dundee alone has seen an 75% increase and Angus a 61% increase. Perth and Kinross however has seen a rather less dramatic rise with only a 20% increase. This is to be explored further on a multi-agency basis via the the CPC.

Figure 12: Referrals to SCRA *(figures based on Financial Years (01 Apr – 31 Mar)*

Referrals

273	186	221	197	202
194	142	187	156	139
17/18	18/19	19/20	20/21	21/22

Children

Whilst the overall number of referrals to SCRA, from Perth and Kinross has remained relatively steady, there was an 11% overall reduction in the number of individual children being referred to SCRA. However, this overall reduction, masked a reduction of 41% of referrals coming directly from Social Work.

Police referrals increased by 80% and referrals directly from Education also increased. These trends are not replicated elsewhere in Tayside and are to be explored further.

The basis of referrals continues to be under s67(4)(a) of The Children's Hearings (Scotland) Act 2011 – *"lack of parental care"* but is very closely followed by 67(4)(j) – *"offences"*. As we emerged from the COVID-19 pandemic, it was expected that there would be a high proportion of 67(4)(f) – *"domestic abuse"* cases, but this does not appear to have transpired.

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[6] Note: Areas of Concern are the registration categories for placing a child or young person's name on the CPR and these have been specified by Scottish Government. Children and young people can have more than one area of concern recorded. These are decided upon at the multi-agency CPCC and recorded by the Chair, after the CPCC has been concluded.
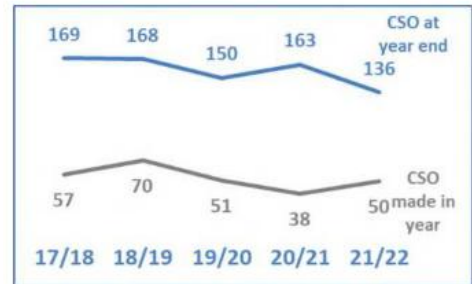
The number of children and young people placed on Compulsory Supervision Orders (CSOs) and the number of children and young people who remained on a CSO, has continued to display a general downward trend over the last five years.

However, this year, there was an increase of 32% of children being made subject to a new CSO, following grounds of referral being established. Overall however, actual numbers remain small.

The current conversion rate of referrals to Grounds Hearings remains stable in Perth and Kinross at 29.8%.

Children and young people who are placed on a CSO are looked-after, either at home or away from home in another placement and subject to regular supervision visits and contacts by a social worker.

Figure 14: Child Protection Orders (CPOs)
(figures based on Financial Years (01 Apr – 31 Mar)

This year, the number of children and young people placed on Child Protection Orders (CPOs) has fallen, following a generally steady trend over the previous five years. These figures, which regularly include large sibling groups, are closely monitored by SCRA and the CPC.

Nationally CPO numbers fell by 16%, whilst Perth and Kinross saw a reduction of 48%; although the actual numbers of children and young people involved are relatively small at only 13.

As previously stated, figures for the past 12 months raise some interesting questions that will continue to be explored in the coming months. Referral rates directly from Education and Children's Services have reduced. CPO rates have fallen. These are all, on the face of it, positive trends, but will continue to require monitoring by the CPC.

Unborn Baby Referrals

Figure 15: Unborn Baby Referrals [7]

The number of Unborn Baby referrals received this year has remained relatively steady following a significant increase in 2020/21. By far the majority of Unborn Baby referrals continue to come from NHS Tayside; albeit any practitioner, service or agency can raise such a referral.

Whilst there appears to have been a decrease in the number of Unborn Baby referrals received this year, this has to be considered in the context of a falling birth rate across Tayside. The number of Unborn Baby referrals, when measured against the number of woman booking for pregnancy care, equates to around 11.5%, which remains similar to previous years.

The areas of Unborn Baby vulnerability continue to be similar to the areas of concern for registration on the CPR, in particular those relating to the trio of risk.

The impact on our multi-agency screening and assessment processes for these referrals remains very challenging and resource intensive and the level of child protection activity in relation to vulnerable pregnant women and unborn babies remains high (see Figure 6a).

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[7] Note: Currently an Unborn Baby Referral is a mechanism by which any practitioner or manager across the public, private or third sectors, can raise any worry or concern they may have about an unborn baby's health and / or wellbeing; or in relation to whether or not that baby will be safe and / or in need of care and protection, pre-birth and / or after birth.

Figure 16: Joint Investigative Interviews (JIIs)
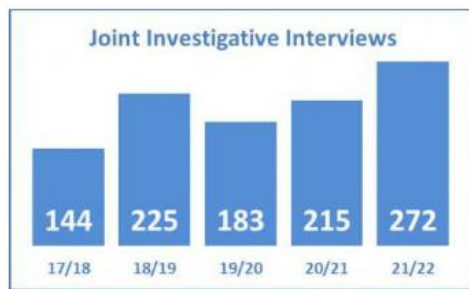
Joint Investigative Interviews

17/18	18/19	19/20	20/21	21/22
144	225	183	215	272

Following an IRD and the decision that a joint police and social work child protection investigation is necessary, consideration will be given to the need for a Joint Investigative Interview (JII); carried out jointly by fully trained, trauma informed police and social work interviewers.

The number of children and young people who have had a JII carried out has risen to its highest level in recent years. This is in keeping with the increasing numbers of CCRs, IRDs and child protection investigations and this remains a key component part of our child protection services.

Figure 17: Joint Paediatric / Forensic Medical Examinations (JPFME)

Following an IRD and the decision that a joint police and social work child protection investigation is necessary, depending on the nature of the concern, consideration may also be given to the need for a JPFME.

The number of children and young people who have had a JPFME carried out shows considerable variation from year to year.

Forensic Medical Examinations

2017/18	2018/19	2019/20	2020/21	2021/22
13	31	17	31	18
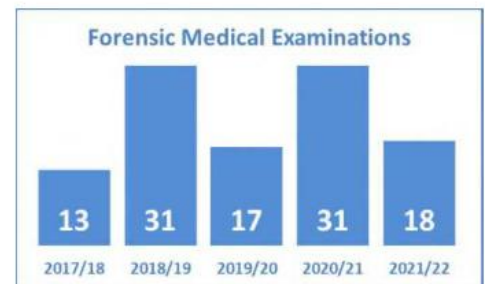
How well do we meet the needs of our stakeholders?

This section describes the *impact* we are having on the *wellbeing* of children and young people; how we are striving to keep them safe from harm, abuse and exploitation and the extent to which their lives and life chances have been enhanced. It describes the *impact* on families and the extent to which family *wellbeing* is being strengthened. It describes the *impact* on staff and recognises the extent of their motivation, involvement and contribution. It also considers the *impact* on the wider community.

Quality Improvement Framework

Quality Assurance and Self-Evaluation are central to continuous improvement and based on a model developed by the European Foundation for Quality Management (EFQM). The EFQM model is widely used across local authorities, other bodies and by CPCs.

Quality Assurance and Self-Evaluation are neither bureaucratic nor mechanical processes; they are ongoing reflective processes to measure performance, improvement and outcomes.

Underpinning the quality assurance and self-evaluation work of the CPC and its partners, are recognised quality improvement frameworks.

Collectively, they continue to provide a framework of quality indicators to support quality assurance and self-evaluation which leads to improvement across services for children, young people and families. They place the child at the centre and are applicable to the full range of services which contribute to the wellbeing of all children, young people and their families.

These frameworks are designed to provide a complementary approach to robust quality assurance, self-evaluation and independent scrutiny.

Using the same set of quality indicators reinforces the partnership between internal and external evaluation of services.

These frameworks continue to provide the CPC and its partners with a toolkit to help with evaluating and improving the quality of services children, young people and families. These frameworks do not replace existing approaches to quality assurance and self-evaluation; they complement them.

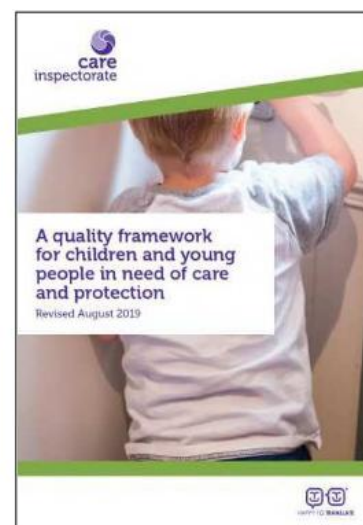These frameworks are:

2005   2009   2014

2019 (Current)

Impact on Children, Young People and Families

Evaluation: We are listening carefully to, understand and respect children, young people and their families and we are helping them to keep themselves safe. A range of early intervention and family support services are improving children and family wellbeing.

Quality Assurance of Child Protection 2022

Joint (Police and Social Work) Child Protection Investigations (CPIs) that did not result in a Child Protection Case Conference (CPCC)

Since 2014, the CPC has taken a broader, more systematic, multi-agency approach to evaluating key child protection processes and practices and committed itself to a *whole-system approach* and a *more refined methodology*, using recognised quality improvement frameworks.

Following feedback from Elected Members, on last year's CPC Standards and Quality Report 2020 – 2021, the CPC agreed to quality assure a small representative sample size of the 80 children and young people who were the subject of child protection investigation, that *did not* proceed to a child protection case conference, and this involved a review of the multi-agency decision-making processes, assessment and planning processes and would identify the relevant outcomes for each child or young person.

This year's review took place between May and June 2022 and involved a multi-agency team of reviewers from education, health, police and social work. They examined 13 (16% of the 80) children and young people; which included 8 children or young people from a random sample of the sibling groups and the remaining 5 single children and young people were similarly selected at random. The period of interest was the academic year 1 August 2022 – 31 July 2021.

This was the first CPC led multi-agency review since the COVID-19 pandemic, as the 2020 and 2021 reviews were postponed. Whilst there were a number of limitations to this year's review; there was still a significant amount of learning; including unintended learning in relation to IRDs.

In terms of impact, the high-level findings from this exercise have identified the following key practice strengths and areas for improvement. These are presented here using Care Inspectorate evaluative language and terminology[8]:

Key Strengths

- *all staff* recognise and respond to children and young people in need of help and support timeously; and are clearly focussed on both the safety and wellbeing of children and young people
- *all staff* share and report their concerns appropriately, promptly and without unnecessary delay; they respond quickly and there is evidence of strong partnership working, including with the Out of Hours Services
- *almost all* staff work hard to build positive working relationships with children and families and are alert to, and actively challenge, parental disguised compliance
- *almost all* staff share and exchange information quickly; before and during IRDs and at other key meetings
- *all staff* intervene early and are very focussed on interim safety planning to meet both needs and risk; before, during and after IRDs; IRDs focus on the protective factors and the immediate needs and risks of children, young people and their siblings

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[8] Note: For the purposes of this report, Care Inspectorate evaluative terminology is being used – *All meaning 100%; Almost All meaning 90% - 99%; Most meaning 75% - 89%; Majority meaning 50% - 74%; Less than half meaning 16% - 49% and a Few (or Some) meaning less than 15%.*

- *almost all* IRDs take place relatively quickly; IRDs are well-attended by key partners and are focussed on needs, risks and on immediate safety planning
- *almost all* IRDs outcomes – including Child Protection Investigations; Joint Investigative Interviews; Medical Examinations are planned and take place relatively quickly
- *almost all* IRDs consider the need for legal measures, e.g. considering the need for a Child Protection Order (CPO); Referral to the Children's Reporter (SCRA); an Initial Child Protection Case Conference (CPCC); and / or further discussions with PKC Legal Services
- *in almost all* cases there is strong evidence to suggest that parenting capacity is being quickly assessed; protective factors identified and there is good use of family supports and early kinship care arrangements being identified
- *in the majority* of cases there is strong evidence to suggest child protection investigations are clearly focussed on assessing the risk to children, young people and their siblings; which informs interim safety planning
- *in the majority* of cases interim safety planning is robust and firmly focussed on needs and risk
- *in all* of the 13 cases reviewed, legal measures were appropriately considered and rightly assessed as not necessary. Legal measures considered included the need for a Child Protection Order (CPO); Referral to the Children's Reporter (SCRA); an Initial Child Protection Case Conference (CPCC); and / or further discussions with PKC Legal Services and
- *in most* of the 13 cases reviewed, in 11 (85%) of them, it was the right decision not to proceed to a CPCC (albeit 2 of them did proceed to a CPCC sometime later); with suitable alternative other outcomes and supports provided

Areas for Improvement

- *in most* cases, IRD documentation did not appear to be consistently recorded in all case files across services and agencies; IRDs appear to be interpreted as a single event, as opposed to an ongoing dynamic process
- *in some* cases, assessments and plans are also being seen as single events relating to risk and / or removing risk; there was also evidence that some longer term support plans were not being documented appropriately or widely shared with partners; there was room to improve the consistency of evidencing, monitoring and reviewing of longer term plans as well as sharing outcomes and
- *in a few cases*, it appeared that some children and young people were not seen; it also appeared that in some cases there were no home visits or face-to-face contacts; and there was a lack of evidence to confirm that the views of children and young people were routinely and consistently being captured. However, this may have been directly related to the COVID-19 restrictions; albeit alternative local risk assessments arrangements were in place at that time

Miscellaneous Others

This review also identified the following aspects of child protection practice as being important and that there is an ongoing need to ensure that we continue to:

- proactively engage with, and involve fathers and partners, in key decision-making processes
- ensure that chronologies across services are used effectively to inform holistic assessments and planning processes
- ensure that children and young people are seen; that we ensure their views are captured, heard and documented and that they have access to Independent Advocacy
- ensure that key roles and responsibilities in child protection practice are understood and
- ensure there is no evidence of drift in our key child protection processes and practice and that this is supported through robust supervision

Conclusion

Overall, this review has been very positive in terms of our well-established child protection processes and practices; which were undoubtedly adversely affected by the impact of COVID-19. Despite the limitations and constraints, this review has identified a number of key strengths, which are consistent with previous quality assurance and self-evaluation activities.

In addition, it has also identified some areas for improvement; which predominantly relate to the need for consistent sharing and recording practices; also the need to ensure that IRDs, assessments and planning are seen as ongoing / dynamic processes.

Finally, this review has identified a number of additional areas of practice where there is further opportunities to improve. An audit of IRDs is being planned for October 2022.

Children and Youth Rights Work – Listening and Seeking Views

2021 / 2022 has been another busy and challenging year for the Children and Youth Rights Officer (CYRO) and the partner providers of advocacy in Perth and Kinross.

Over this past year, we have continued to review the arrangements for advocacy and for seeking the views of children and young people at key child protection meetings, Looked-After Reviews and Children's Hearings.

Advocacy and Seeking Views

In terms of advocacy and seeking views, the service level agreement between Perth and Kinross Council's Education and Children's Services and PKC partners is now well embedded; ensuring the advocacy provision for children and young people, across three agreed priority groups, is consistently sustained.

These three groups include those who are looked-after and accommodated; those who are looked-after at home and those who are open to child protection services. In addition, the Council's CYRO has continued to support children and young people with advocacy who are not open to social work.

In terms of impact, the following information illustrates the number of children and young people who have had their views advocated / presented at key meetings since July 2021 by workers / advocates or via the submission of a report:

- 136 (155 in 2020 / 2021) children and young people's views presented at a Child Protection Case Conference (CPCC) by their social worker, carer, advocate or other professional
- 263 (265 in 2020 / 2021) looked-after children and young people's views presented at a Looked-After Conference (LAC) by their social worker, carer, advocate or other professional
- 96 (92 in 2020 / 2021) children and young people helped to submit an All About Me Form to CPCCs and LAC

The following illustration indicates the key themes which have been highlighted by children and young people in discussions with the CYRO:

Advocacy Themes

■ residence ■ neglect ■ contact ■ education ■ transition ■ domestic abuse
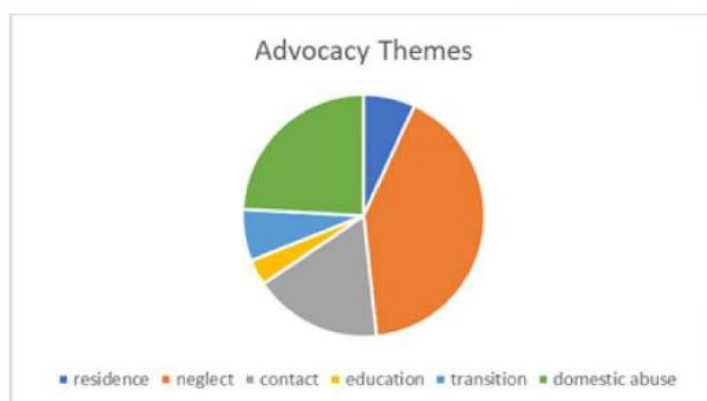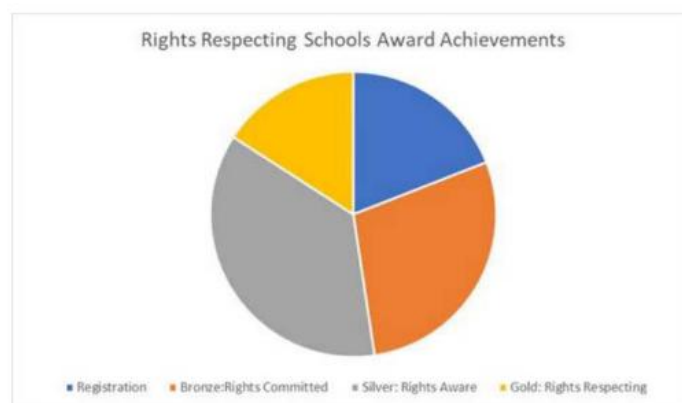
> **Case Study**
>
> *An 11 year old child was referred to the children's rights officer (CRO) by a local solicitor, on the basis that the child felt uncomfortable about the contact arrangements that were in place with her father. When the CRO visited the child in school, the child shared that she did not want to see her father and made certain disclosures to the CRO. Prior to CRO involvement, the mother had shared that her child had never made these disclosures to her or anyone else before and expressed that she was grateful that her daughter had been able to talk with someone independent. As a result of the meeting between the child and CRO, the Child Protection Duty Team became involved and a joint investigative interview was carried out with the police. The young person has been listened to about the concerns regarding contact and an arrangement is now in place that she feels more comfortable with.*

Rights Respecting Schools Award (RRSA)

RRSA is an award, delivered by the United Nations International Children's Emergency Fund (UNICEF), which recognises schools who can evidence that the UNCRC is placed at the heart of their policy, planning and service delivery. While schools can provide written evidence of their work, the focus of the assessment is on the impact on the child.

The CYRO continues to carry out the Strategic Lead role for the Rights Respecting School's Award (RRSA). Perth and Kinross Council Schools have made considerable progress in their rights respecting journey from 2021 – 2022, as schools and learning settings have achieved at all three award levels of the programme.

At present, 63 schools are actively working towards Rights Respecting Schools status. The following diagram shows the breakdown of schools and their award levels:

Rights Respecting Schools Award Achievements

■ Registration ■ Bronze:Rights Committed ■ Silver: Rights Aware ■ Gold: Rights Respecting

Funding has now been secured by the Scottish Government to enable schools in Scotland to participate in RRSA free of charge and it is envisaged that this offer will generate an increase in schools progressing with the accreditation. In light of this, the CYRO has been carrying out *Collaborative Conversations* for schools online, where advice and support leading up to assessments can be accessed. Furthermore, the CYRO has trained two headteachers as Silver Assessors to help accommodate for the increased demand accreditation visits.

The CYRO continues to:

- contribute to the quarterly RRSA Strategic Lead's meetings
- provides RRSA guidance to schools and processes school action plans
- coordinates RRSA training and carries out RRSA accreditation visits
- coordinates responses to Scottish Government consultations regarding rights related issues
- represents Perth and Kinross at the Scottish Children's Rights Officer's Network (SCRON)
- be a member of the Perth and Kinross Council Advocacy Working Group
- support ECS with their work about Learner Participation

UNCRC Incorporation

[United Nations Convention on the Rights of the Child (UNCRC)](#)

It is still the intention for [UNCRC](#) to be incorporated into Scottish law, although that has taken longer than anticipated because of a legal challenge by the UK Government. Although the final legislation has yet to be passed, incorporation is likely to mean that public bodies will have a legal obligation to act in a way which is compatible with UNCRC rights. While children, young people and the Children's Commissioner will be able to enforce those rights through the legal process, if they feel they have not been complied with, the hope is that the main impact of the legislation will be to bring about a shift in how public bodies take account of the needs and rights of children in everything that they do.

Youth Voice – How are we listening to children and young people?

Currently, there are a number of existing groups across Perth and Kinross, that work to promote the health, wellbeing and inclusion of children and young people within their respective communities. These include local authority led groups, such as Fun Young Individuals (FYI) and groups delivered by our Third Sector partners.

Further links are being made with youth and community participation groups, working alongside colleagues in Children's Services. Work is also currently underway to develop a P&K Youth Strategy (following consultation with and in partnership with Young People); aimed at strengthening the Youth Voice in policy and practice developments. This strategy will focus on five areas – emotional health and wellbeing; voice; community; participation and safe; with improvement actions attached to each of them.

It is also envisaged that an overarching Youth Forum will be developed and include representation from key geographical groups; MSYPs; CYRO and key professionals involved in supporting children and young people.

Decision-making groups in schools also provide a means for children and young people to inform and influence planning and development in learning settings and work in communities. A recent survey undertaken by 50 Perth and Kinross Council schools, illustrates the variety of groups currently running in schools. These groups include, but are not limited to Rights Respecting School's Award (RRSA); Lesbian, Gay, Bisexual and Transgender (LGBT); Digital Participation; Pupil Council; Health and Wellbeing; Play Committees and Eco Groups.

A Learner Participation Strategy for Education Services is also being developed; which will support participation and the voice of children and young people at school and at local authority level.

Independent Advocacy Perth & Kinross (IAPK) (Summary of Independent Advocacy Provision April 2021 – March 2022)

During 2021 – 2022 **[Independent Advocacy Perth and Kinross (IAPK)](#)**, received 151 new children and young people referrals and supported a total of 162 children and young people to hear their views and promote their voices at meetings about them.

In addition to the provision of independent advocacy for children and young people identified as Looked-After at Home, IAPK are the primary provider of Children's Hearing Advocacy in Perth & Kinross, funded nationally by the Scottish Government, and under [The Mental Health Care & Treatment Act (Scotland) Act 2003](#), IAPK advocate for children and young people on an ongoing basis. Collectively the independent advocacy provision goes some way to follow the child or young person through the various key decision-making processes which affects their lives and this is seen as a strength.

Due to the nature of child protection processes, systems and practices, children and young people frequently have Care Plans and Placements changed, affecting where they live and their access to education; e.g. 16 children and young people children and young people were moved out of the Perth and Kinross area at some point during 2021-2022.

IAPK were able to follow these children and young people out-of-area and were able remotely to maintain communication with them, meaning independent advocates helped the advocacy partner to have the support best suited to them. In some cases, IAPK tried to refer onwards to an independent advocacy organisation in the new area, however other independent advocacy organisations were not always able to support the child or young person out with their locality, so in these cases, IAPK continued to advocate for them.

The conversion from the referrals received, to advocacy take-up, in 2021 – 2022 indicate that there has been an 86% uptake of the advocacy service offered. Those children and young people who have, or are declining advocacy, are either sharing their views themselves, or they do not wish to share their views.

86% Advocacy uptake rate   **162** Supported Partners   **151** New Partners

Meetings for Children and Young People's Advocacy:

The following figures are for the distinct and different types of meetings, where the views of children and young people were gathered by IAPK. Thereafter, the Independent Advocate shared these views at professional multi-agency meetings (both virtual and face-to-face).

IAPK's capacity to work with children and young people has increased again by 100% in the last year. This has enabled IAPK to increase the provision of Independent Advocacy to children and young people.

Evidence of the impact of the commissioned services by the local authority, Perth & Kinross Council, and changes in legislation are reflected in the referral numbers and the number of meetings recorded in the last year.

These figures do not include staff meetings, training courses, meetings held to promote and discuss advocacy with other agencies; it also does not include letters written to children during lockdown when phone calls were not possible:

Year	Partner Meetings and Calls	Hearings	LAC Reviews	Case Conferences	Core Groups	Others
Apr-Dec 2021	376	60	35	23	23	52
Jan-Mar 2022	308	51	28	12	14	39

During the period 2021 – 2022, when the COVID-19 pandemic restrictions fluctuated, Independent Advocates continued to meet with children and young people children regularly, and as permitted, in schools, at home, virtually or at the IAPK office.

The virtual experience expanded our capacity to engage with children and young people in some ways, and advocates found that because IAPK was not the only service children and young people were expected to access, or who were supporting them remotely, that the majority of children and young people were more proficient and familiar with virtual meetings.

This however did not convert to more children and young people wishing to attend meetings about their lives, even with their Independent Advocate.

IAPK views this as an area to develop, through our attendance and participation in strategic meetings around the delivery of The Independent Care Review and The Promise and UNCRC and we will continue to promote and work in collaboration with education, social work, Children's Rights Officers and health providers, to increase children and young people awareness of their rights to participation.

New Children's Hearings and New Looked After Children at Home with active CYP figures over April 21-March 22

	Apr/21	May/21	Jun/21	Jul/21	Aug/21	Sep/21	Oct/21	Nov/21	Dec/21	Jan/22	Feb/22	Mar/22	TOTAL
New referrals (LAAH and Mental Health)	2	5	2	0	1	1	1	2	4	1	1	0	20
New referrals (Children's Hearings)	4	5	4	4	9	2	2	0	5	3	5	16	59
Total supported CYP (active figure)	25	28	30	22	32	32	38	30	36	30	29	45	*
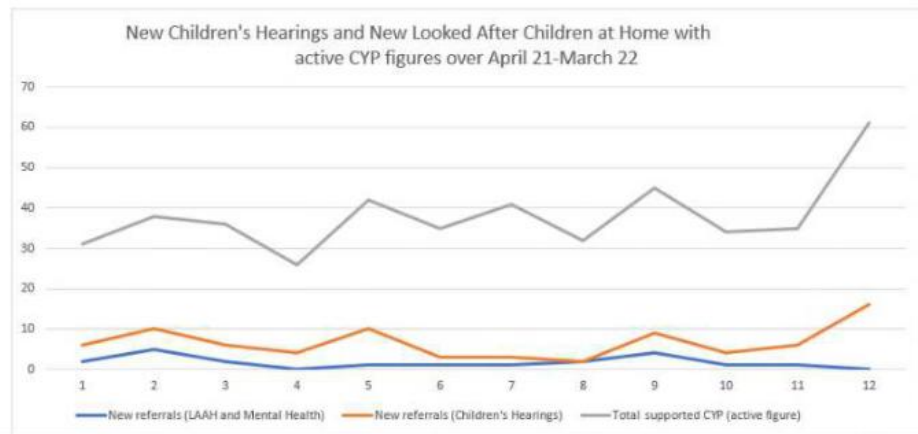
Some of these referrals could be attributed to the concerns around aspects of COVID-19, with a trend noticed in S1-S3 female pupils experiencing problematic anxiety levels. Child and Young Peron's Planning Meetings were held accordingly, interestingly this theme was seen across Perth and Kinross and was not specific to one school or area.

The following graphics illustrate some key statistical information in relation to advocacy over the past year:

Demographics:
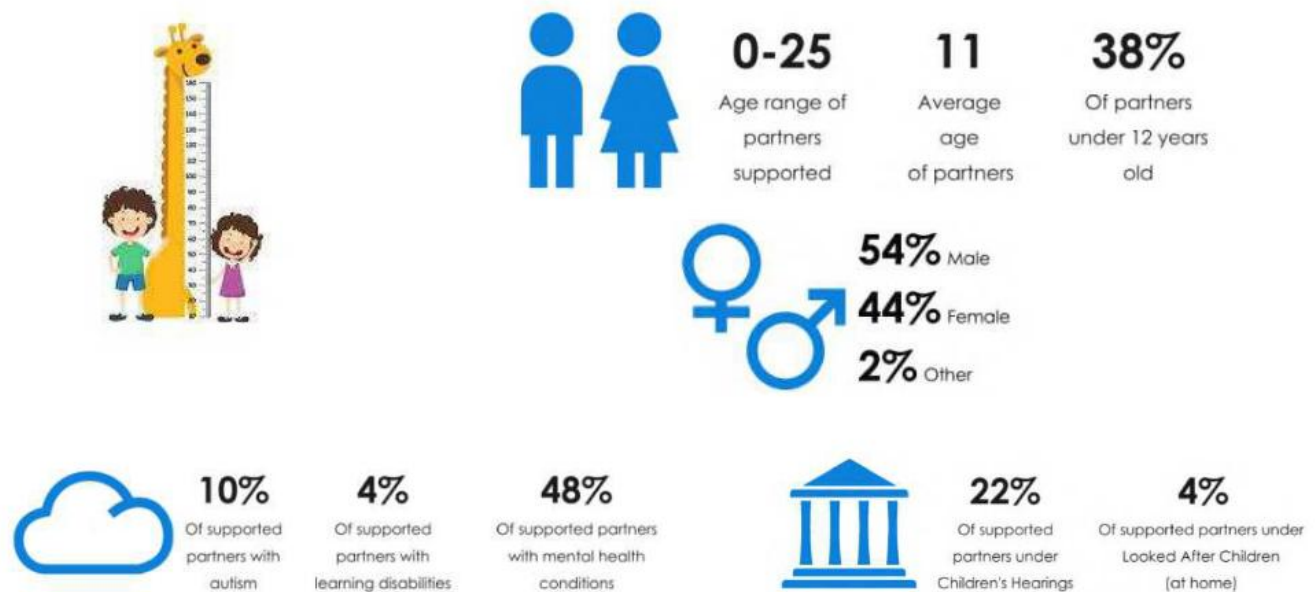
In terms of impact, the following is a snapshot of this year's feedback from Advocacy Partners:

IAPK – Key Comments / Feedback 2021 / 2022	
"you are approachable, and I feel I can talk to you, and I'm always heard" - advocacy partner	"it made me feel more at ease and you said the stuff that I couldn't at meetings" - advocacy partner
"I was only 17 going through this and it was quite hard to speak up and you helped me do that" - advocacy partner	"thanks so much for all your help I really appreciate everything that you have done for me and my son" - Parent of an advocacy partner

Case Study

Last week, I attended a children's hearing and provided the panel members with the views of a brother and sister. This would be their 9th annual review hearing. Social work was keen that each of them attend, as they had not attended any meetings in years.

When I spoke to them on the phone, they explained that they had each given the same views for the last 9 years and they had no desire to reiterate the same views again, feeling that sharing what they thought was irrelevant.

"Nothing has changed, ever."

Though the fact was nothing had changed, what they really wanted was to continue to live with the family that cared for them; they just wanted to live their lives without social work or involvement from other services or agencies.

This is what was advocated.

I had discussed with them the care leavers rights and explained, due to their ages, the eldest was entitled to this, but not the younger. Aware of their rights and the purpose of the hearing, the panel members terminated the supervision order on the siblings, meaning they would no longer have, nor required social work involvement.

Feedback from the family at the Hearing:

"This (termination) allowed them to live normal lives, tomorrow will be the start of our lives."

Feedback on the Advocacy:

"Where was children's advocacy all these years."

Young Carers

A Young Carer is anyone under the age of 18, or over 18 and still at school, who provides care or assistance to a family member, of any age, who has a disability, physical or mental long term health condition, or is affected by drug or alcohol misuse.

[PKAVS Young Carers](#) service currently has 497 young people aged between 5-18 years registered with them.

The primary aim is to help these Young Carers access the support they need to cope with what can often be an all-encompassing caring role. During this reporting period, a further 133 new referrals were received, and the following tables provide some key demographic information:

Referral Sources:

Young Carers referrals August 21-July 22
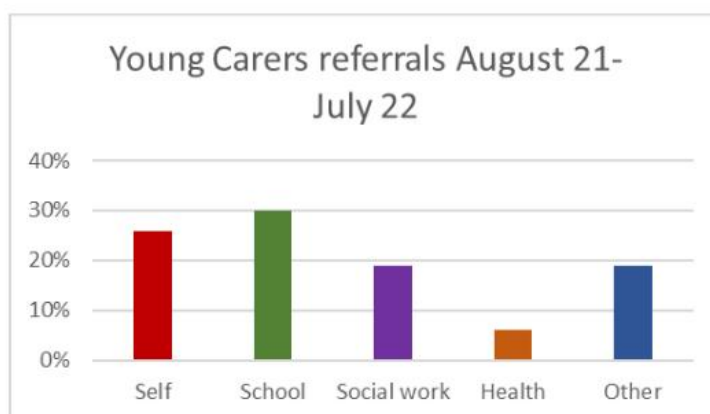
Referrals by Age:

Referrals by Age
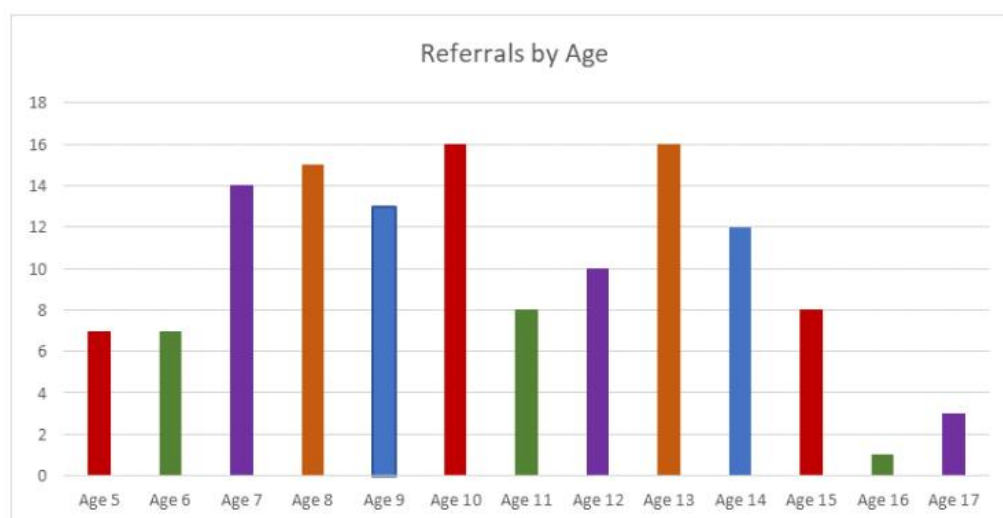
Young Carers Age Profile:

Young Carers by Age

It is of particular note that 21% of the referrals received this year, are for those aged 7 and under. This is a large increase compared to last year, where this figure was at 9%. It is difficult to say with any certainty why this is, but it is potential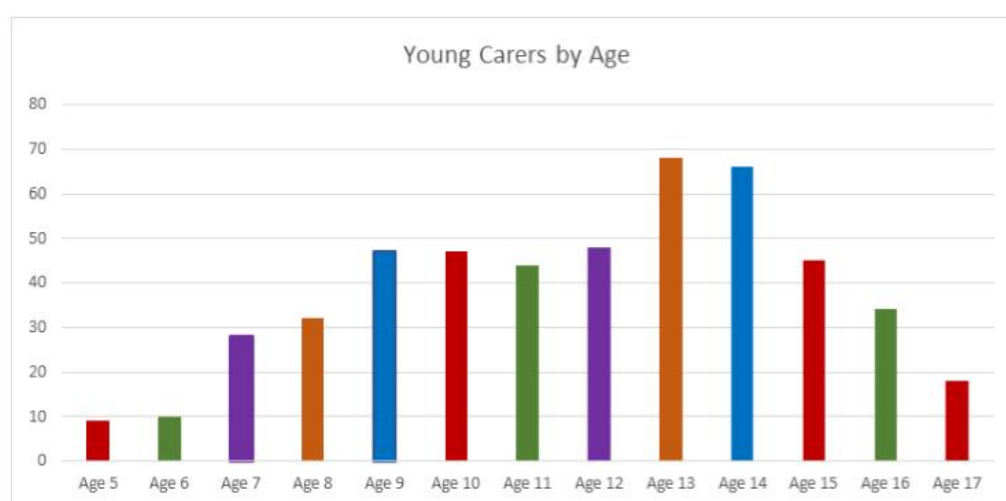ly down to the awareness raising activities carried out by the Young Carers service, within schools and social work teams.

As a result, the Young Carers service has made operational changes in the way they work, to ensure they can continue to meet this change in profile and need. This includes stronger working relationships with key partners in the community, including Mindspace, All Strong Scotland, YMCA etc who bring additional specialist knowledge in key areas of support. This stronger partnership working is especially invaluable in rural localities and ensures that those in need are being signposted to established services within their community.

As the Young Carers service has continued to emerge from the COVID-19 pandemic and related lockdown restrictions, there has been a recognised change in the types of issues affecting the young people being supported.

In particular, they have noted an increase in relation to young people's mental ill-health; self-harming and / or those reporting they have experienced suicidal ideation. A Counsellor from Relationship Scotland is now deployed and working one day a week in the Young Carers centre, who is now offering 1-1 counselling with Young Carers.

Further support is also being provided by The Lighthouse and Mindspace who offer similar specialist support.

Short Breaks for Young Carers

During the last year, PKAVS Young Carers have also delivered:

- 4 residential trips away, benefiting 43 young carers
- 15 day trips away, benefiting 188 young carers
- 8 drop-in activities, benefiting 82 young carers
- 101 respite grants, totalling £11,483 have awarded to young carers, allowing Young Carers to access person-centred, regular short breaks of their choosing.
- numerous, well attended and evaluated outcome-focused groups throughout the year, focusing on building skills and resilience such as life skills, worry workshops, fitness & wellbeing etc.

EASYc

Educational Attainment Service for Young Carers (EASYc)

EASYc began in May 2019, as part of the legacy for the late Councillor Barbara Vaughan, this service was initially set up to support Young Carers who were dis-engaging with education and did so through access to private tuition lessons, homework clubs and by having access to educational hardware and software.

The service continues to be very popular amongst young carers. Throughout the last year, the service has delivered 1,265 private tuition lessons, from which 176 young carers benefited. Despite not being able to deliver Primary Tutor Groups for a period of 4 months, nevertheless, the service did still manage to deliver 82 Groups during the year.

Young Carers Champions

Over 30 Young Carers Champions (YCCs) are now in place, in various schools across Perth and Kinross; to promote service delivery and support to young people. Meetings with the YCCs are held quarterly and provides them with updates on any changes in terms of policy and practice and to offer training and support to those undertaking Young Carers Support Plans. It has also proved to be a great platform for sharing best practice ideas and many schools are now facilitating lunchtime or after twilight school drop-in sessions

Young Carers Voice

The Young Carers Voice continues to meet on a regular basis and has been providing input and fed back on the actions set out in the current P&K Carers Strategy 2019-2022. They are currently working on an agenda for the year ahead, ensuring Young Carers also have the opportunity to give a voice in other areas that affect them, out with their caring role such as LGBT issues, identity, anxiety, education etc.

In terms of impact, the following is a snapshot of this year's feedback from Young Carers:

Young Carers – Key Comments / Feedback 2021 / 2022	
"staff are always amazing at PKAVS, thanks"	"I love the staff they are kind and helpful to one and other thanks for being here for us"
"red hair bob is so funny lol and Sammy is so so funny lol"	"we have never been a team before - we work well as a team"
"having tuition helps with my role as a young carer, because it gives me time away from looking after my brother"	"it helps me go over things that I may not understand from teachers. It's also nice to have help"

> **Case Study**
>
> *Eric (name changed), who is 14, has been part of Young Carers for 7 years now. He is a carer for Mum, who has a range of long term physical and mental health problems and also carer to a little sister, who has Epilepsy. Eric has received all levels of support from the service, including one to ones, day trips, residentials, funding and much more. Recently, Eric has moved from a high-level impact caring role to a lower-level role as we have been able to establish (alongside other partners) a consistent and supportive environment for him to thrive in. Things at home had got to the extreme, with Mum relapsing with alcohol misuse issues, which had created a hostile home environment for Eric and his siblings.*
>
> *Social work input highlighted the need for the Young Carer service to increase support, to allow Eric respite opportunities, away from home, whilst intensive work was completed with Mum. Eric had one to ones with one of our support workers, to allow a space to talk about his thoughts and feelings and work on coping strategies to help ground him when his anxiety levels were heightened. The offer of respite groups, signposting to other partner agencies and getting him on board with the summer programme, all moved towards a more balanced caring role. Eric recently completed a review with one of our support workers and identified that one to ones were no longer needed, as his caring role had become more manageable and he felt more confident to come forward, if circumstances changed at home.*

NSPCC Speak out Stay safe – Perth and Kinross

The **NSPCC's Speak out Stay safe Programme** is a safeguarding programme, available free-of-charge, to all primary schools in the UK and Channel Islands.

The aim of the programme is to:

- understand abuse in all its forms and recognise the signs of abuse
- understand that abuse is never a child's fault, and they have the right to be safe
- know how to get help, and the sources of help available to them, including the ChildLine service

View the *Short Film - Speak out Stay safe*

In 2021, during the COVID-19 pandemic and with the amazing support of Ant and Dec, the NSPCC launched a virtual version of their safeguarding programme – Speak out. Stay safe. Virtual Assembly. This offer, available for children aged 5 to 11, includes access to pre-recorded presentations and supporting resources for use by school staff in the classroom or assembly time.

The *Speak out Stay safe* virtual programme is now an effective way to support a school's safeguarding duties and links directly to the curriculum. It also helps reinforce key messages about abuse and neglect, as part of a school's teaching on relationships. It will support children to feel empowered, knowing how they can speak out and stay safe. A BSL version is also available for deaf children and the specially adapted ASN version of *Speak out Stay safe* remains available on request.

How does Speak out Stay safe online work?

Schools have access to pre-recorded *Speak out Stay safe* online presentations, for school staff to use with pupils. The *Speak out Stay safe* messages are delivered in a fun and interactive way. The virtual presentations include pause points, to allow for teacher-pupil interaction. *Speak out Stay safe* online has presentations for pupils in Primary 1-3 and Primary 4-7.

The NSPCC has also developed supporting resources to go alongside the virtual presentations. These consist of a Pre-Online Presentation Pack (P4-7), to use *before* and a Lesson Plan (P1-3 and P4-7) to use *after* the virtual presentation. These provide fun and engaging classroom based activities that prepare children prior to watching the presentation and help reinforce learning after.

What about Speak Out Stay Safe in Perth and Kinross?

Within Perth and Kinross, this programme has traditionally been delivered as part of the wider sexual health and wellbeing programme and has been offered to all primary schools in Perth & Kinross since November 2013. From August 2016, it has been offered to every primary school, every two years.

During the academic year 2021 – 2022, the information about Speak out Stay safe online was shared with all primary schools in Perth & Kinross; the service was requested by 18 primary schools and virtual presentations were confirmed as having been delivered in 12 primary schools.

What next for the Speak out Stay safe Programme?

The NSPCC is currently embedding a 10 year strategy and realigning this with a Regional Operating Model. Their ambition continues to be to work with more people, reach more children and young people and do more to prevent abuse before it happens – thus making the biggest impact with the funding available.

Their work with schools is a priority over the next strategy and staff roles have been identified as nominated contacts for every primary and secondary school in Scotland; ensuring that all schools have the opportunity to access services, learning resources and advice.

The NSPCC will continue to offer the *Speak out Stay safe* virtual programme to every primary school every three years, with a view to re-engaging volunteer teams to deliver face-to-face workshops during the coming academic year.

Additionally, they will continue to offer Speak out Stay safe for pupils with Additional Support Needs. The ongoing support of the local authority will help in extending the reach of all of these resources. Speak out Stay safe also continues to be made available to all schools in the independent schools sector also.

The NSPCC continues to offer a range of learning resources via NSPCC Learning.

Learning can be virtual or online; via the NSPCC podcast and via the NSPCC newsletter. Topics include Child Protection, Child Abuse & Neglect, Child Health & Development and Safer Recruitment.

The NSPCC Adult Helpline is also available to support anyone concerned about the safety of a child 0808 800 5000 or by e mail via the website.

The NSPCC PANTS resource, also allow parents, carers and professionals to have early conversations with younger children around the topic of sexual abuse.

View the *Short Film - PANTS*

In terms of impact, the following is a snapshot of this year's feedback from Perth and Kinross Schools:

School Staff – Key Comments / Feedback 2021 / 2022	
Do you have any general comments?	"it allowed us the opportunity to discuss who they could go to if needed"
	"gave pupils opportunity to explore what abuse is"
	"it explained the importance of speaking to a trusted adult and that it was not okay to suffer abuse"
	"everything was great" "I thought what was given was great."
	"it was very supportive, considering it is not always easy to get the message across online"
What do you feel the children learned more about?	"who to trust and what to look out for"
	"they found out about Childline and the number for them to use"
	"about Childline and contact number"

Impact on Staff

Evaluation: We are continuing to support and develop a professionally curious, competent, confident and skilful multi-agency workforce. Our staff are highly motivated and committed to their own continuous professional development. We are empowering and supporting our staff with a wide range of evidenced-based multi-agency learning and development opportunities, which are evaluated highly and having a positive impact on practice. The content of these learning and development opportunities take account of changing legislative, policy and practice developments and local challenges.

Staff Learning and Development

All CPC inter-agency child protection staff learning and development opportunities continue to be compliant with National Guidance, which we have translated into our robust and dynamic CPC Inter-Agency Child Protection Learning and Development Framework.

Throughout the last year, we have continued to embrace new technologies to create a more flexible, blended approach to our inter-agency learning and development programme.

We have delivered live webinars, created short learning films and further invested in new software to expand our range of interactive OnLine Learning Resources; allowing busy practitioners to learn at a time, pace and place convenient to them; whilst ensuring relevance to the general contact workforce; specific contact workforce and the intensive contact workforce and in compliance with National Guidance.

During 2021 / 2022, Services for Children, Young People and Families seconded a very experienced Social Worker (Senior Practitioner) into the CPC Support Team; which greatly enhanced our capacity to both develop and deliver new ways of training, using new technologies; including multi-agency child protection webinars.

CPC inter-agency child protection learning and development opportunities and resources continue to be delivered within the existing budget and free-of-charge at the point of delivery. We continue to collate evaluation reports which continue to evaluate our training opportunities very highly.

The CPC intends to recommence its face-to-face inter-agency child protection training from October 2022.

In terms of impact, the following three Tables show the wide range of child protection staff learning and development opportunities delivered from 1 August 2021 to 31 July 2022; by way of Webinars and Online Learning Resources:

Staff Learning and Development Opportunities – OnLine E-Learning Modules (1 August 2021 – 31 July 2022)		
Title of Course	**Activity (Internal and External)**	
	2021 / 2022	**2020 / 2021**
Child Protection OnLine Module	2,154	1,414
Getting it Right for Every Child (GIRFEC) OnLine Module	1,221	1,030
Adult Support and Protection OnLine Module	509	784
Total	*3,884*	*3,228*

CPC Inter-Agency Child Protection OnLine E-Learning Resources (New and Adapted) (1 August 2021 – 31 July 2022)	
Title of Learning Opportunity / Resource	**Completions**
Child Protection Module (Essential)	2,154
Getting it Right for Every Child (Essential)	1,221
Information Sharing, Confidentiality and Consent	377
Recognising and Responding to Child Neglect	372
Ten Minute Briefing: The Children (Equal Protection from Assault) (Scotland) Act 2019	347
Professional Curiosity & Challenge	335
Chronologies	230
Child Sexual Exploitation: Recognition and Response	229

CPC and other CPC supported Inter-Agency Child Protection Learning and Development Events (1 August 2021 – 31 July 2022)			
Title of Learning Opportunity / Resource	**Learning Method**	**Total Opportunities**	**Total Attending**
Basic Awareness Inter-Agency Child Protection (via CPC)	Webinars	8	124
Trauma Informed Practice Training Workshops (via RASAC PK)	Webinars	6	150
Trauma Informed Practice Resourcing Workshops (via RASAC PK)	Webinars	6	110
Safe and Together Model Overview Training – Core and Overview Training (via Services for Children, Young People and Families)	Webinars	1	100
Child Protection Officers (CPO) Training (via Education Services)	Adapted to Self-Study OnLine E-Learning with follow Up 2-hour Workshop	3	42

Whilst there continues to be a very good take-up rate of our OnLine E-Learning Resources, the CPC recognises there are further opportunities to promote these modules further and plans to do so throughout 2022 / 2023.

It should also be noted that the updated Privacy and Electronic Communications Regulations (PECR), which came into effect in March 2019, to protect the privacy rights of website users, now limits our ability to provide accurate data in relation to online learning and development opportunities and therefore the above are the minimum numbers of take-ups and completions.

Neglect Training

To support the roll-out of the Perth and Kinross Action for Children Assessment of Care Toolkit across Services for Children Young People and Families, a blended learning approach was used to deliver enhanced Neglect training, along with practical learning on the use of the toolkit in practice with children and families.

A new OnLine E-Learning Module – Child Neglect: Assessment of Care Toolkit was made available in March 2021 and a new OnLine E-Learning Module 'Recognising and Responding to Child Neglect was also developed and made available. To date, 372 practitioners have accessed this training.

Trauma Informed Practice

Since 2018, the CPC and the APC have continued their partnership work with RASAC PK and commissioned them annually to deliver multi-agency Trauma Informed Practice learning and development opportunities; as we continue to develop a critical mass of trauma informed and aware practitioners across Perth and Kinross.

During 2021 / 2022, this training was adapted to be delivered OnLine (Webinars). The lengths of the various workshops was reduced; but the core learning maintained to provide more manageable OnLine sessions for practitioners and managers.

During this reporting period, the offer was extended and a total of 260 participants attended this virtual training. Participants came from various services / agencies; including education, health, social work, youth services, mental health services, housing services and criminal justice. The training continues to be evaluated very highly, with 96% of attendees agreeing or strongly agreeing that the training met their expectations, and they will be able to apply the learning and knowledge they have learnt in the workplace. Further Trauma Informed Practice Training has been commissioned for 2022 / 2023.

In terms of impact, the following feedback from staff who had attended these sessions illustrates the positive impact this had had on them and their improving practice:

"this course has been one of the more relevant courses I have attended in many years and I have reflected on the key themes on many occasions. The main benefit to my work practice is that it has made me more aware of possible underlying reasons for certain behaviours and this has impacted on the way I approach difficult situations and how I support the young people in distress. I feel this has made me more patient, compassionate and non-judgemental in any given situation. This has resulted in me giving the young people more time to explain their situation and certainly trying harder to offer the most appropriate support to help them deal with any given issue. It is hard to quantify, but I certainly feel that I now experience less confrontation with the young people I support and arguably achieve better outcomes with them. Having worked with disadvantaged young people in a homeless setting for over 20 years, the outcomes from this course have been a reminder of the importance of ongoing training and striving to offer the best service possible"   Housing Support Worker)

"I used some of your practical input with a client just yesterday, with a good effect, (grounding exercises and challenging negative thoughts) she has extreme anxious following years of trauma, both in childhood and adulthood, has had numerous medications and hospital admissions with little effect, your training has allowed me to look at her symptoms and how to manage them in a very different way and try to arm her with strategies to increase her resilience, taking some responsibility for managing her anxiety and hopefully given her back some power and control of her feelings and in turn improve her confidence and self-esteem"   (SCN: Learning Disability)

"I have used the grounding techniques and my patient feedback was that it helped immediately and was easy to understand and also accessible when they needed to use it on their own. The training has added to my tool box of therapies and provided a greater understanding of behaviours and how to move a patient safely back to their own grounded space. The training has made me evaluate what approach and therapy will be the most effective and when for the individual"   (Clinical Support Worker)

"in the adoption team, we incorporated the trauma video you showed into our Prepare to Adopt group that we run with prospective adopters, as we felt it helped illustrate the impact of trauma on the brain and memory. We discuss how children's behaviour can be impacted by earlier experiences, specifically trauma and this was an ideal way to capture what we mean in a way that is easily understood"
(Senior Practitioner / Social Worker)

Safe and Together Training

In early 2021, initial roll-out and implementation of the Safe & Together Practice Model (aimed at tackling Domestic Abuse) began, with 40 staff from Services for Children, Young People and Families (SCYPF) completing the Core Module and a further 100 multi-agency colleagues completing the Safe & Together Overview Training. It was quickly apparent that the model was evaluated highly, well-received and could positively influence change in terms of domestic abuse-informed practice.

This training is aimed at supporting a greater awareness of this practice model, through partnering with the non-perpetrating parent to keep them safely with their children wherever possible and through intervention with the abusive parent to reduce risk of harm to the other parent, children and young people.

In summer 2021, SCYPF successfully applied for funding from the Delivering Equally Safe Fund to train a further 80 staff in the Core Module and to run another Overview Training for up to 200 multi-agency colleagues. 40 staff were trained in the Core Module in early 2022 and a further 40 will be trained in early 2023. The Overview Training will take place in November 2022 and will comprise representation from Education, Health, Police, HSCP colleagues, Housing, Reporters to the Children Hearing, Children's Panel members, Elected Members, Independent Advocacy Perth and Kinross, Perthshire Women's Aid and RASAC colleagues, alongside others from the VAWP and ADP.

A Multi-Agency Steering Group has been established to oversee the implementation of this Model and the Group is currently working with Improvement Scotland on an inter-agency audit with a view to producing an Improvement Plan towards delivering domestic abuse-informed services. Representatives from SCYPF are part of the National Safe & Together Implementation forum and are also taking forward local initiatives in partnership with colleagues from Dundee and Angus.

Evaluation of the impact of the model is at an early stage within Perth and Kinross. The Improvement Plan will highlight areas for development and set out how progress will be achieved. In the interim, the chairs of Looked After Reviews and Child Protection Case Conferences are monitoring how Social Workers are writing and talking about domestic abuse within families and have noted positive improvements in terms of a stronger focus on perpetrator patterns of behaviour and increased recognition of the protective actions of the non-abusive parent.

Workers have expressed that the training supports them in addressing issues with the perpetrator of the abuse and has equipped them to better understand the protective actions that victims / survivors take to keep themselves and their children safe.

Impact on the Community

Evaluation: We are confident that the CPC remains transparent and public-facing; that we are providing highly evaluated public information that is accurate, relevant and useful in terms of helping to keep children and young people safe; that we are communicating, listening and actively engaging with the community, building capacity and helping to keep people safe in their communities.

Public Information, Communication and Engagement

Child Protection Website

The CPC Child Protection Website, hosted on the PKC Website, remains fundamental to the CPC's approach to public information, communication and engagement. This public-facing website, ensures the work of the CPC remains open and transparent and throughout 2021 / 2022, the website has been continuously refreshed and updated.

As reported last year, it should be noted that the Privacy and Electronic Communications Regulations (PECR), which protects the privacy rights of website users and controls our ability to collect data cookies, limits our ability to provide accurate data.

In terms of impact, the following Table provides some high-level information on key pages within the child protection website; showing minimum user activity and page activity:

CPC Website Single User and Page Activity 1 August 2021 – 31 July 2022		
Key Webpage Activity	**Impact (Minimum) 2021 – 2022**	**Impact (Minimum) 2020 – 2021**
Child Protection Webpages – Total Hits	1,681 users – 6,449 page views	2,476 users – 4,503 page views
What to do if you are worried about child / young person	1,827 users – 5,611 page views	279 users – 382 page views
Child Protection Publications – All Pages	963 users – 3,507 page views	170 users – 301 page views
P&K Practitioner's Guide and Toolkits – All Pages	718 users – 2,779 page views	129 users – 200 page views
Information for Practitioners – All Pages	679 users – 2,374 page views	180 users – 291page views
What's New in Child Protection – News Items	485 users – 1,749 page views	203 users – 414 page views
Child Protection – Main Landing Page	379 users – 1,106 page views	374 users – 675 page views

Overall, the number of website users and page views has increased significantly over the last year, as we have continued to emerge from the COVID-19 pandemic. In particular, it not only shows increasing website traffic, but also shows the key webpages users have been looking at; on some occasions more than once.

The CPC acknowledges the importance of maintaining this valuable resource and also recognises the need to continue to promote it more widely.

Social Media

Working in partnership with staff from Perth and Kinross Council's Corporate Communications Team, we have continued to make use of the PKC social media platforms (Facebook and Twitter) to extend the message reach of our key child protection partnership work.

At 31 July 2022, the continually growing PKC Corporate Twitter Account had 22,458 followers and the Corporate Facebook page had 28,895 likes (compared with 21,625 Corporate Twitter followers and 24,700 Corporate Facebook page likes at the same date in 2021).

Throughout the year, the CPC has been actively supporting a range of national public information and communication campaigns via Child Protection Committees Scotland's (CPCScotland) virtual public information and communication campaigns; linked to the return to school (August 2021) and support for parents / carers dealing with the ongoing impact of COVID-19 (January 2022); also the Act Early UK campaign in relation to radicalisation of young people (August 2021).

The following is a snapshot of some of the virtual national campaign materials we have supported and / or posted:

FOR KIDS' SAKE... – a CPC Scotland school summer holiday child protection campaign August 2021

ACT EARLY UK... – a UK-wide anti-radicalisation national campaign August / September 2021

IT'S OK TO ASK... – a CPCScotland campaign reminding parents / carers that support is available January 2022

In terms of impact, this year our CPC specific social media posts have achieved a total reach of 43,261 on Facebook and a total of 16,096 impressions on Twitter (compared with total reach of 146,991 on Facebook and 69,632 impressions on Twitter in the year 2020-2021), which is a significant reduction from last year.

The reduction in reach / impressions is difficult to evaluate with any accuracy; but may be as a result of there being fewer national media campaigns, beyond the first half of the year (beginning of August 2021 to end of January 2022), as well as the country moving away from the national COVID-19 restrictions (so people were starting to spend less time online) and a broader range of topics being covered through social media activity on the Council channels.

During this reporting period, the most popular posts on each social media channel were both related to the Tayside Regional Improvement Collaborative (TRIC) Priority Group 5's (PG5 child protection lunchtime briefings):

A reminder for anyone working with children, young people and families in Perth and Kinross - the #TaysideRegionalImprovementCollaborative is continuing its lunchtime briefings on multi-agency #childprotection arrangements locally later this month and during September 2021.
The 45-minute sessions on Wednesdays are free to attend and you can register via Eventbrite at https://www.eventbrite.co.uk/.../tayside-priorities-for....
#childprotectionpk

(11 August 2021) Reach: 5,449; 2 likes, 1 link click; 1 share

A reminder for anyone working with children, young people & families locally - @TayCollab's lunchtime briefings on multi-agency #childprotection arrangements will continue from next week & into Sept 2021. All sessions free - register via Eventbrite at https://bit.ly/3yXPsX2 pic.twitter.com/1d18Rfu0cr

(11 August 2021) Impressions: 3,928; 6 likes; 3 link clicks; 8 retweets

Looking Forward

Going forward this year, the CPC will continue its support for future national public information / communication campaigns as appropriate, alongside locally focussed messaging on key themes relating to keeping children and young people safe and protected from harm, abuse and exploitation.

This includes the CPC's commitment to supporting The Independent Care Review and The Promise, UNCRC, the Violence Against Women Partnership's planned 16 Days of Activism.

The CPC will also use social media to promote further learning and developing opportunities for staff and to raise a better awareness and understanding of the work of the CPC.

How good is the delivery of our services for children, young people and families and our operational management?

This section describes how we are delivering our services and providing help and support to protect children, young people and families. It also describes recent improvement work, led by the CPC, to support and empower frontline practice. This work aims to support a competent, confident and skilful multi-agency practitioners to make sound professional judgments when dealing with complex issues.

Evaluation: We are confident that our child protection services are robust, effective and focused on vulnerability, risk and need. We are working extremely hard to improve the life chances of children and young people. Practice is enabled by learning and by evidence-based policy, practice and planning improvements.

Tayside Regional Improvement Collaborative (TRIC)
Priority Group 5 (PG5): Safeguarding and Child Protection

'We will continue to ensure that our children and young people are safe and protected from harm, at home, school and in the community.'

Tayside Regional Improvement Collaborative (TRIC)

Priority Group 5 (PG5): (Safeguarding and Child Protection)

Tayside Plan for Children, Young People and Families 2021 – 2023

Perth and Kinross CPC and partner agencies continue to support the work of TRIC PG5 and the abovementioned Plan; which provides added value to the work of the CPC.

Practice Guidance

In 2020 and throughout 2021, we continued to implement various multi-agency practice guidance, including: Chronologies; Inter-Agency Referral Discussions (IRDs – including a new IRD Template); and Concern for Unborn Babies Practice Guidance (including an associated Referral Form) – aimed at improving day-to-day culture, ethos and practice consistency across Tayside.

Following publication of the refreshed National Guidance for Child Protection in Scotland 2021 (Scottish Government: 21 September 2021) an opportunity was taken to review and refresh these three pieces of key practice guidance; to ensure they reflected and were compliant with the refreshed national guidance.

That work has now been completed and the refreshed practice guidance will be widely shared and cascaded across Tayside and planning is underway to quality-assure and evaluate its impact on frontline practice.

Priorities for Practice

Last year we reported on TRIC PG5's Workforce Learning and Development Programme and the Co-Production Model, to develop learning and development resources in support of the Priorities for Practice.

This work is based on recent research evidence carried out by Dr Sharon Vincent, Northumbria University.

Priority 1: Relationships with Children and Families

Priority 2: Working Together

Throughout 2021 / 2022, this work has continued and is currently being taken forward by four multi-agency Co-Production Workstream Groups; tasked with developing additional resources for practice and learning and development resources and opportunities.

Whilst this remains a longer-term initiative and commitment, the following diagrams best illustrate our current approach to the Co-Production Model:

Workstream 1
Focus on the Child, Engagement and Relationship Building

1. We build strong and positive relationships with children and their families which is inclusive, supportive and challenging.
2. We are professionally curious, child focused and take a whole family, trauma informed approach. We are alert to parental issues and behaviours that have the potential to increase risk to the child.

Workstream 2
Assessment & Planning

1. We are knowledgeable about how to use key assessment tools in partnership with families which enable us to effectively assess risk as well as need.
2. We develop SMARTER plans in partnership with children and families.

Workstream 5
Empowerment, Supervision and Leadership

1. We recognise that strong and effective leadership empowers and enables frontline practitioners deliver high quality services to children and families which addresses unmet need and risk. Staff feel well supported within management structures and can access help for any professional concerns they may have.
2. We have access to high quality supervision which promotes reflective and critical thinking, professional curiosity and confidence to challenge.
3. We have access to networks of peer support, continuous professional development and single and multi-agency child protection learning and development opportunities.

Workstream 3
Early Intervention & Support

1. We recognise and value the support available to families at community level and help families access local services at an early stage to address need early.
2. We embed the GIRFEC approach to ensure that children get the right help, at the right time, from the right people.
3. We have a shared understanding of how to identify and address neglect.

Workstream 4
Partnership Working

1. We understand the importance of working in partnership across agencies, services and geographical boundaries and use our professional knowledge and judgment to take appropriate decisions about sharing and exchanging information for the purpose of protecting children from risk of harm and abuse.
2. We understand that staff across disciplines have different and unique contributions to make to the support and protection of children and their families. We understand our own and other's role and responsibilities for child protection.
3. We know how to manage professional difference and disagreements and use resolution and escalation process where required.

Workstream Driven Priorities

Next Steps / Going Forward

As we continue to move into the final year of the current Tayside Plan, TRIC PG5 will:

- continue to support the work of the Co-Production Multi-Agency Workstream Groups
- continue to support the development of further learning and development resources and opportunities
- continue to develop further quality assurance and self-evaluation that measures both impact and outcomes
- continue to share and use data which informs further improvement
- continue to strive for improvement in child protection day-to-day culture, ethos and practice consistency across Tayside

How good is our leadership?

This section describes our collective approach to leadership, direction, support, challenge and scrutiny. It describes how we are promoting effective and collaborative partnership working to deliver the best possible outcomes for children and young people. It also describes our commitment to continuous improvement through quality assurance, self-evaluation and our capacity for further improvement across Perth and Kinross.

Evaluation: We are continuing to strengthen our individual and collective approach to leadership, which is values-based and which aims to empower and support staff across all services and agencies. Our partnership working remains effective and robust and our commitment to continuous improvement through quality assurance and self-evaluation aims to provide better outcomes for children and families across Perth and Kinross.

Perth and Kinross Protecting People (Public Protection) Arrangements

Perth and Kinross Public Protection Chief Officers' Group (COG)

The Perth and Kinross Public Protection Chief Officers' Group (COG) brings together the Chief Officers of Perth and Kinross Council; NHS Tayside; Police Scotland – Tayside Division; the Chief Operating Officer of the Perth and Kinross Health and Social Care Partnership HSCP); the Chief Social Work Officer (CSWO) for Perth and Kinross Council and other Agency Chief Officers.

In March 2021, the COG developed and approved specific Terms of Reference (TOR), which described and articulated its partnership working arrangements. In June 2022, following a COG Development Day, an opportunity was taken to refresh the TOR in relation to its key working arrangements; with membership of the COG extended to include key others. The COG continues to meet quarterly and meetings are now themed; informed and empowered by the use of sophisticated data.

The COG continues to provide leadership, direction and scrutiny on the work of the Protecting People Coordinating Group (PPCG) which brings together the various public protection partnerships; which now includes Suicide Prevention.

Recently, the COG has explored a Values-Based Reflective Practice (VBRP) approach and is currently working to embed that approach, more widely, across the public protection partnership arrangements.

In terms of ongoing child protection learning and improvement scrutiny, the COG, which previously had a responsibility for overseeing CPC Initial Case Reviews (ICRs) and Significant Case Reviews (SCRs)[9], now has a key responsibility for the recently introduced CPC Learning Reviews.[10]

Perth and Kinross Protecting People Coordination Group (PPCG)

Last year, we reported upon the establishment of the Perth and Kinross Protecting People Coordination Group (PPCG) in January 2021.

The PPCG continues to meet regularly and brings together representatives from the various public protection partnerships and key others; including education, health and police and more recently, key colleagues working in Suicide Prevention.

At present, the PPCG's TOR are being amended; to ensure closer alignment with the COG; to ensure there is continued strong partnership working and to ensure there is continued synergy between and across the various public protection partnerships. The PPCG is currently examining public protection cross-cutting themes and promoting shared learning.

Perth and Kinross Children, Young People and Families Partnership (CYPFP)

Elected Members and Chief Officers of the public, private and third sectors in Perth and Kinross continue to discharge their individual and collective responsibility for children's services, in particular, child protection services, through the Perth and Kinross Children, Young People and Families Partnership (CYPFP).

The partnership continues to provide the CPC with strong leadership and direction. At its quarterly meetings, the partnership continues to scrutinise the work of the CPC and receives regular progress reports and updates on national and local child protection policy and practice developments. It also continues its thematic approach in relation to data; albeit key child protection performance indicators are included in all data reports.

At present, the partnership is refreshing its TOR and reviewing its Working Groups, which going forward will include the Child Protection (CPC); Corporate Parenting; The Independent Care Review and The Promise; GIRFEC and UNCRC and Young People's Mental Health.

Perth and Kinross Child Protection Committee (CPC)

Perth and Kinross Child Protection Committee (CPC) is the local multi-agency child protection partnership; compliant to national standards; strongly committed to building an active child protection community and securing a culture where the care and protection of children and young people is at the heart of *everyone's job*.

The CPC drives forward a strong focus on *continuous improvement; public information and communication; strategic planning and connections* and *annual reporting on the work of the CPC.*

Membership of the CPC remains intentionally wide and kept under constant review; to ensure it accurately reflects the local children's services landscape across the public, private and third sectors. This allows the CPC to take a whole-community approach to raising awareness of the key risks to children and young people.

The CPC continues to nurture positive working relationships through a culture of mutual respect and understanding; involvement; participation; openness; transparency; support and challenge.

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[9] Note: *National Guidance for Child Protection Committees: Conducting Significant Case Reviews* (Scottish Government: 2015).

[10] Note: *National Guidance for CPCs: Undertaking Learning Reviews* (Scottish Government: September 2021).

The CPC meets six times per annum; all meetings are minuted and published on the public-facing Website. Much of the CPC's work is taken forward via the CPC Practice Improvement Working Group (PIWG) and the CPC Case Review Working Group (CRWG). At present, the CPC is working to establish a CPC Quality Assurance and Self-Evaluation Working Group.

Learning from Initial Case Reviews (ICRs); Significant Case Reviews (SCRs) and Learning Reviews

Previously, in the context of child protection, an Initial Case Review (ICR) was the first stage in determining whether a case referred to the CPC should proceed onto a Significant Case Review (SCR).

An SCR was a multi-agency process for establishing the facts of, and learning lessons from, a situation where a child or young person had died or been significantly harmed.

SCRs were seen in the context of a culture of continuous improvement and focussed on learning and reflection on day-to-day practices, and the systems within which those practices operated.[11]

However, in September 2021, ICRs and SCRs were replaced with Learning Reviews, following publication of the National Guidance for CPCs: Undertaking Learning Reviews (Scottish Government: September 2021).

Learning Reviews are **not** investigations.

Learning Reviews **are** an opportunity for an in-depth analysis and critical reflection, in order to gain a greater understanding of inevitably complex situations and to develop strategies to support practice and improve systems across all services and agencies.

Learning Reviews – Key Features and the Underlying Principles and Values can be found HERE.

Learning from cases where children or young people have died, been significantly harmed or put at risk of significant harm, is a vital part of an effective and improving child protection system.

The CPC is committed to listening, learning and improvement. To demonstrate that commitment, in 2021, the CPC published a Significant Case Review: Child B and in 2022 a Learning Review: Young Person A.

Both Reports can be found HERE. Both reports contained a number of recommendations for improvement and at present, the CPC continues to implement and monitor this work; reporting progress to the COG.

Central and North Scotland CPC Consortium

The Independent Chair of the CPC first established this Consortium back in 2009 and currently leads this Consortium, which has continued to expand.

Membership of the Consortium now includes the CPC Chairs and CPC Lead Officers of Aberdeen City; Aberdeenshire; Angus; Clackmannanshire and Stirling; Dundee City; Falkirk; Fife; Highland; Perth & Kinross; Moray; Orkney Islands, Shetland Islands and Western Isles Community Planning Partnerships (CPPs) areas.

The Consortium continues to meet 4 times per annum with meetings being held virtually, to accommodate all geographical partners.

Throughout 2021 / 2022, members have continued to share and exchange learning and good practice in child protection and invited key speakers to provide inputs and presentations on developing child protection policy and practice developments.

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[11] Note: National Guidance for Child Protection Committees: Conducting Significant Case Reviews (Scottish Government: 2015).

What is our capacity for improvement?

Perth and Kinross CPC is committed to continuous improvement through quality assurance, self-evaluation and continually strives for excellence. The CPC is a listening and learning CPC.

We know how good we are now; how good we can be and our capacity for improvement remains very strong.

Throughout 2021 / 2022, the CPC, in partnership with the CPC Practice Improvement Working Group (PIWG); the CPC Case Review Working (CRWG); the Tayside Regional Improvement Collaborative (TRIC), in particular with Priority Group 5 (PG5): (Safeguarding and Child Protection) and with the Perth and Kinross Protecting People Coordination Group, has continued to make progress in implementing practice improvements and change.

Last year, the CPC developed a new and ambitious CPC Improvement Plan 2021 – 2023.

This Plan described and set out our planned programme of improvements for 2021 – 2023. This Plan contained a number of Actions / Tasks; some of which were a priority and others which were ongoing and / or maintenance. These were presented in a way which was intended to be SMART: *specific; measurable; achievable; realistic* and *time limited.*

However, over the last year, we have recognised the impact of the COVID-19 on key CPC partner services and agencies and in particular, on existing resources and the workforce. We have also responded to a changing child protection policy and practice landscape and to some extent, had to prioritise and review the pace of our improvement work. As a result, some Actions / Tasks have not been progressed as we had planned.

Nevertheless, this Plan remains our collective approach to continuous improvement; it is a dynamic resource and further areas for development and / or improvement will be added to it, as and when required. We are working to ensure, the Plan is fully delivered by 31 July 2023.

We also recognise that the CPC Improvement Plan 2021 – 2023, is only a part of a much wider service and agency improvement planning framework; with similar ambitious improvement plans being progressed within Education and Children's Services, partner agencies and other public protection partnerships – all aimed at providing better outcomes for children, young people and their families.

Our Plan:

CPC Improvement Plan 2021 – 2023

Two-year plan
Agreed statement of intent
Joint commitment to delivering

Ambitious and comprehensive
Outcome focussed/KPIs/evidence of impact
Schedule of ongoing CPC Actions/Tasks

Actions are designed to:-
- keep children and young people safe
- protect them from harm, abuse, neglect and exploitation
- deliver better outcomes for children, young people and their families

Plan includes:-
- Strategic Lead for each Action/Task
- Partnership working (Tayside Regional Improvement Collaborative)
- Staff learning and development opportunities
- Quality assurance processes

The CPC Improvement Plan: First Progress Report @31 July 2022 can be found at Appendix 1.

Key Abbreviations & Acronyms Used

ADP	Alcohol and Drug Partnership
APC	Adult Protection Committee
ASN	Additional Support Needs
CCR	Child Concern Report
COG	Chief Officers' Group
CPC	Child Protection Committee
CPCC	Child Protection Case Conference
CPO	Child Protection Order
CPP	Community Planning Partnership
CPR	Child Protection Register
CRWG	Case Review Working Group
CSO	Compulsory Supervision Order
CSWO	Chief Social Work Officer
CYPFP	Children, Young People and Families Partnership
CYRO	Children and Youth Rights Officer
EASYc	Educational Attainment Service for Young Carers
ECS	Education and Children's Services
EFQM	European Foundation for Quality Management
GDPR	General Data Protection Regulations
GIRFEC	Getting it Right for Every Child
IAPK	Independent Advocacy Perth & Kinross
ICPPC	Initial Child Protection Case Conference
ICR	Initial Case Review
IRDs	Inter-Agency Referral Discussion
LAC	Looked-After Children
LGBT	Lesbian, Gay, Bisexual and Transgender
MAAPA	Multi-Agency Public Protection Arrangements
MSYP	Member of the Scottish Youth Parliament
NHS	National Health Service (Tayside)
NSPCC	National Society for the Prevention of Cruelty to Children
P&K	Perth and Kinross
PIWG	Practice Improvement Working Group
PECR	Privacy and Electronic Communications Regulations
PG5	Priority Group 5
PKAVS	Perth and Kinross Association of Voluntary Service
PKC	Perth and Kinross Council
RASAC PK	Rape and Sexual Abuse Centre Perth and Kinross
REAP	Rights, Engagement, Advocacy, Participation
RRSA	Rights Respecting School Award
SCRA	Scottish Children's Reporter Administration
SCN	Senior Charge Nurse
SCR	Significant Case Review
SCRON	Scottish Children's Rights Officer's Network
SMARTer	Specific; Measurable; Achievable; Realistic and Time-Limited
TRIC	Tayside Regional Improvement Collaborative
UBB	Unborn Baby
UNCRC	United Nations Convention on the Rights of the Child

CPC Improvement Plan 1 August 2021 – 31 July 2023
Year 1: Tracker / Progress / Update Report @ 31 July 2022

Getting it Right in Perth and Kinross

Helping children be the best they can be

CPC Improvement Plan 1 August 2021 – 31 July 2023					
Date	Progress / Update Report	Total Actions / Tasks	Total Actions / Tasks Completed	Total Actions / Tasks Added	Total Actions / Tasks Ongoing
01/08/2021	Published	25	-	-	25 (Year 1:9 and Year 2:16)

RAG Legend – Red Amber Green

R	**RED**: There are **significant** issues and / or risks that are impacting on the action / task right now = we are not delivering the action / task on time / scope / budget
A	**AMBER**: There are **some** issues and / or risks that are impacting on the action / task if not fixed = we are at risk of not delivering the action / task on time / scope / budget
G	**GREEN**: There are **no** issues and / or risks impacting on the action / task which is progressing according to plan = we are delivering the action / task on time / scope / budget

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				Priority 1: Relationship with Children and Families	
				Outcome 1 – Focus on the Child	
				We will keep the child[1] at the centre of our work. We will see them, listen to them and focus on their physical, mental and emotional wellbeing. We will see beyond their outward presentation and seek to understand their lived experience. We will actively seek and support them to express their views, when assessing their needs and any potential risks. We will always involve them in assessment, planning and decision-making. We will be inquisitive, curious and alert to parental disguised non-compliance. The risks of disproportionate optimism, in respect of the parent's[2] potential to improve, will be fully understood and resisted. The child's welfare is always paramount.	
1	1.1: Further develop the existing provisions for seeking children and young people's views, including the views of their siblings and extended family; particularly those with lived experience, before, during and after key decision-making meetings; which ensures that they are listened to, understood and respected and that their views are taken into consideration in all single and multi-agency key decision-making processes	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	• Improved advocacy provisions, particularly Independent Advocacy, evidenced in the CPC Standards & Quality Report 2020 / 2021; Published following PKC Council Meeting on 15 December 2021; and further evidenced in this year's CPC Standards and Quality Report 2021 / 2022; • Advocacy being provided by Social Workers (Lead Professionals); Children and Youth Rights Officer (CYRO); Independent Advocacy Perth & Kinross (IAPK); PKAVS Young Carers Hub; • Independent Advocacy Perth & Kinross (IAPK) has extended Advocacy to include Advocacy for siblings and extended family members; particularly those with lived experience; including those with Mental Ill-Health; Unpaid Carers; Children & Young People with Mental Ill-Health; to ensure their voices are heard in key child protection decision-making processes; • IAPK captures the voice of Children and Young People in a variety of ways; Talking Mats, Colouring In & Talking, BSL and closed social media platforms. The Child or Young Person can decide how they want to have their views communicated and with whom. Their Independent Advocate supports the Child or Young Person to attend meetings or not, with the Independent Advocate attending on their behalf, if this is their wish;	G

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[1] Note: Children and Young People including Unborn Babies
[2] Note: Parents and Carers

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				- Talking Mats, a Communication Tool, supported by Training, is being rolled out across Services for Children, Young People and Families and is being used to capture the views of children, young people and families and is being used in Assessments and Report which inform key decision-making meetings and planning; - Children and young people's views are also being captured by way of: - What do you Think Forms being used within Services for Children, Young People and Families to share and capture views; - Having Your Say Forms being used to share and capture views for SCRA; - Children and young people's views are also routinely captured and included in Assessments and Reports; at all Child Protection Case Conferences and other key decision-making Meetings etc; Meeting Minutes and Child and Young People's Plans; Parental views and the views of siblings are similarly captured; - PKC Service Level Agreement with IAPK – Advocacy support now being provided at Children's Hearings (Scottish Government funded); Child Protection Case Conferences and Looked-After Review Meetings; - PKC & IAPK planning further Independent Advocacy provisions for 2022 / 2023; - UNCRC – Ongoing work being taken forward by the Scottish Government to incorporate UNCRC into Scottish Law; Aimed at promoting children's rights into the work of all public bodies – Currently being considered by the UK Supreme Court; - P&K Corporate Parenting Board and Plan – In place and regular updates being presented to the CYPFP; - Independent Care Review: The Promise – Now included in the P&K Corporate Parenting Plan – Five Priorities (Foundations) – Voice; Family; Care; People and Scaffolding – underpins our current policy and practice	

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No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				arrangements; Promise Delivery Group monitoring and reporting on the Promise Plan; • **Ongoing.**	
	1.2: Further develop and strengthen the existing advocacy support provisions for children and young people; including the provisions for Independent Advocacy in key child protection meetings	Perth and Kinross Advocacy Working Group	By end of Year 2 31 July 2023	• Improved advocacy provisions, particularly Independent Advocacy, evidenced in the CPC Standards & Quality Report 2020 / 2021; Published following PKC Council Meeting on 15 December 2021; and further evidenced in this year's CPC Standards and Quality Report 2021 / 2022; • Advocacy being provided by Social Workers (Lead Professionals); Children and Youth Rights Officer (CYRO); Independent Advocacy Perth & Kinross (IAPK); PKAVS Young Carers Hub; • Independent Advocacy Perth & Kinross (IAPK) has extended Advocacy to include Advocacy for siblings and extended family members; particularly those with lived experience; including those with Mental Ill-Health; Unpaid Carers; Children & Young People with Mental Ill-Health; to ensure their voices are heard in key child protection decision-making processes; • IAPK also provide Independent Advocacy for Children and Young People who have social work involvement in their lives through child protection processes and in education systems; • Talking Mats, a Communication Tool, supported by Training, is being rolled out across Services for Children, Young People and Families and is being used to capture the views of children, young people and families and is being used in Assessments and Report which inform key decision-making meetings and planning; • Children and young people's views are also being captured by way of: o What do you Think Forms being used within Services for Children, Young People and Families to share and capture views;	G

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				○ Having Your Say Forms being used to share and capture views for SCRA; • Children and young people's views are also routinely captured and included in Assessments and Reports; at all Child Protection Case Conferences and other key decision-making Meetings etc; Meeting Minutes and Child and Young People's Plans; Parental views and the views of siblings are similarly captured; • PKC Service Level Agreement with IAPK – Advocacy support now being provided at Children's Hearings (Scottish Government funded); Child Protection case Conferences and Looked-After Review Meetings; • PKC & IAPK planning further Independent Advocacy provisions for 2022 / 2023; • UNCRC – Ongoing work being taken forward by the Scottish Government to incorporate UNCRC into Scottish Law; Aimed at promoting children's rights into the work of all public bodies – Currently being considered by the UK Supreme Court; • P&K Corporate Parenting Board and Plan – In place and regular updates being presented to the CYPFP; • Independent Care Review: The Promise – Now included in the P&K Corporate Parenting Plan – Five Priorities (Foundations) – Voice; Family; Care; People; Scaffolding – underpins our current policy and practice arrangements; Promise Delivery Group monitoring and reporting on the Promise Plan; • **Ongoing.**	
	1.3: Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Key Child Protection Meetings – Information for Children and Families across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Coordinator	By end of Year 1 31 July 2022	• Tayside Multi-Agency Practitioner's Guidance: Key Child Protection Meetings – Information for Children and Families – Published by Tayside Regional Improvement Collaborative (TRIC): Priority Group 5 (PG5) on 27 August 2020; • Cascaded widely across P&K services and agencies and published on the CPC Website;	**G**

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				• TRIC PG5 has completed future-proofing and sense-checking against the new National Guidance for Child Protection in Scotland 2021; • Refreshed guidance to be published in Autumn 2022; followed by some CPC led multi-agency quality assurance and self-evaluation work; • **Ongoing.**	G
1.4: Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Key Child Protection Meetings – Information for Practitioners across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Coordinator	By end of Year 1 31 July 2022	• Tayside Multi-Agency Practitioner's Guidance: Key Child Protection Meetings – Information for Practitioners – Published by Tayside Regional Improvement Collaborative (TRIC): Priority Group 5 (PG5) on 27 August 2020; • Cascaded widely across P&K services and agencies and published on the CPC Website; • TRIC PG5 has completed future-proofing and sense-checking against the new National Guidance for Child Protection in Scotland 2021; • Refreshed guidance to be published in Autumn 2022; followed by some CPC led multi-agency quality assurance and self-evaluation work; • **Ongoing.**	G
1.5: Promote and embed into practice the Perth and Kinross CPC Multi-Agency Practitioner's Guide: Professional Curiosity across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Coordinator	By end of Year 2 31 July 2023	• Perth and Kinross CPC Multi-Agency Practitioner's Guide: Professional Curiosity published by P&K CPC on 27 August 2019; • Cascaded widely across P&K services and agencies and published on the CPC Website; • Included in key P&K CPC Inter-Agency Child Protection Training Courses; • P&K Professional Curiosity Guide used to develop a CPC and a Tayside Professional Curiosity and Challenge E-Learning OnLine Resource – cascaded widely across P&K services and agencies - In 2021 / 2022 372 practitioners have completed this OnLine Learning • **Ongoing.**	G

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
2	**2.1:** Further develop and embed a multi-agency whole system awareness and understanding of childhood trauma; develop a trauma informed workforce which is alert to, can recognise and respond to, the needs of children and young people affected by the impact of childhood trauma	Chief Social Work Officer (CSWO)	By end of Year 2 31 July 2023	• P&K APC and CPC commissioned RASAC P&K to deliver Trauma Informed Practice Training – Introduction Sessions; Resourcing Workshops and Management Briefings throughout 2021 / 2022; • Course Evaluation Reports – Evaluated Highly; • Full and Comprehensive Evaluation Report received from RASAC – Evaluated Highly • Perth and Kinross Council Wide approach to Trauma Informed Practice – Being Developed; • Further RASAC Trauma Informed Practice Training – Extended Provision being commissioned for October 2022 – March 2023; • **Ongoing.**	G
	2.2: Develop and embed a multi-agency whole system awareness and understanding of domestic abuse and coercive controlling behaviour; develop a domestic abuse informed workforce which is alert to, can recognise and respond to, the needs of children and young people affected by domestic abuse and coercive controlling behaviour	Detective Chief Inspector – Police Scotland Tayside Division PPU / Violence Against Women Partnership	By end of Year 1 31 July 2022	• Further discussions with Police Scotland and VAWP; • Services for Children, Young People Families first commissioned Safe & Together (S&T) Training in May 2021; 100 inter-agency practitioners attended multi-agency virtual training; Training Evaluated Highly; • P&K Multi-Agency S&T Training Steering Group – Established 18 February 2022; • Scottish Government Funding – Secured over 2 years; Scottish Government Improvement Service supporting this work; • Within Services for Children, Young People and Families (SCYPF) – 80 staff have now been fully trained in the S&T Core Model; a further 40 staff will undergo training in early 2023; • S&T approach already having a positive impact on social work practice;	G

Outcome 2 – Engagement and Relationship Building

We will build and sustain constructive, positive and trusting relationships with children and families; which is both supportive and challenging. We will help parents to engage with services and agencies, as this is central to improving the child's wellbeing and minimising the risk of harm. We will adopt a trauma informed practice approach and understand the role of fathers, partners and other significant adults in a child's life.

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				• Further Overview S&T Training for partners is scheduled for 1 and 2 November 2022; during which 200 partner agency practitioners will receive S&T Training; • S&T Staff Survey and Quality Assurance Template – Under Development; • **Ongoing.**	G
2.3: Develop and implement a Perth and Kinross CPC multi-agency practice guidance on the involvement and participation of fathers, partners and / or significant others in a child or young person's life; which ensures they are actively involved and engaged in all assessment, planning and key decision-making processes	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	• Independent Advocacy Perth & Kinross (IAPK) – Advocacy provision for Fathers – IAPK currently support some Fathers in key Child Protection processes through Mental Health, Prison Mental Health or Unpaid Carers criteria. IAPK notice issues for Fathers (and Mothers) around rights of access to school reports and medical records when Parental Rights and Responsibilities re in place; Protocols adopted to manage this; • CPC Practice Improvement Working Group (CPC PIWG) leading on this work – agreed to ensure representation from Education, Health and Police; • Examined the National Guidance for Child Protection in Scotland 2021 to identify national guidance on this matter; agreed to pull together existing guidance; • Potential for additional / supplementary CPC Multi-Agency Guidance being explored; • Bid currently under development for the Father's Network Scotland to undertake consultation with service users in Perth and Kinross to create a Charter for working with Fathers and Male Carers • Father's Network Scotland is finalising OnLine Modules for working with Fathers and Male Carers • **Ongoing.**	G

Outcome 3 – Assessment and Planning

We will develop robust, dynamic assessments and plans which take a holistic view of the child's wellbeing, their environment and the impact of parental issues and behaviours. We will identify and analyse patterns of risk, using shared tools and techniques, being alert to the impact of cumulative and escalating concerns. We will develop robust plans which support and meet need and risk by building on family strengths and resilience, ensuring plans are accurate, evidence based, outcome-focused and SMART. We will always respond flexibly to changing family circumstances, reviewing the assessment and plan to ensure the child is safe and supported.

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
3	**3.1:** Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Inter-Agency Referral Discussions (IRDs) and IRD Recording Template, across all service and agencies to improve day-to-day practice and to ensure there is a consistent and high quality approach to IRDs; particularly in relation to information sharing, safety planning, recording and decision-making	Detective Chief Inspector – Police Scotland Tayside Division PPU	By end of Year 1 31 July 2022	• Tayside Multi-Agency Practitioner's Guidance: Inter-Agency Referral Discussions (IRDs) and IRD Recording Template – Published by Tayside Regional Improvement Collaborative (TRIC): Priority Group 5 (PG5) on 21 July 2020; • Cascaded widely across P&K services and agencies and published on the CPC Website; • TRIC PG5 has completed future-proofing and sense-checking against the new National Guidance for Child Protection in Scotland 2021; • Refreshed guidance to be published in Autumn 2022; followed by some CPC led multi-agency quality assurance and self-evaluation work; • P&K CPC closely monitoring IRD data and quality assurance – initial IRD self-evaluation work completed July 2022; • P&K CPC Quality Assurance of IRDs – Planned for September / October 2022; • **Ongoing.**	G
	3.2: Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance: Concern for Unborn Babies (UBBs) across all service and agencies to improve day-to-day practice	Lead Nurse, Child Protection, NHS Tayside and Child Protection Inter-Agency Coordinator	By end of Year 1 31 July 2022	• Tayside Multi-Agency Practitioner's Guidance: Tayside Multi-Agency Practitioner's Guidance: Concern for Unborn Babies (UBBs) and UBB Referral Template – Published by Tayside Regional Improvement Collaborative (TRIC): Priority Group 5 (PG5) on 10 March 2021; • Cascaded widely across P&K services and agencies and published on the CPC Website; • TRIC PG5 has completed future-proofing and sense-checking against the new National Guidance for Child Protection in Scotland 2021; • Refreshed guidance to be published in Autumn 2022; • P&K CPC closely monitoring UBB data via UBB MASG; • **Ongoing.**	G
	3.3: Promote and embed into practice the Tayside Multi-Agency Practitioner's Guidance:	Child Protection Inter-Agency Coordinator	By end of Year 1 31 July 2022	• Tayside Multi-Agency Practitioner's Guidance: Tayside Multi-Agency Practitioner's Guidance: Chronologies – Published by Tayside Regional Improvement	G

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
	Chronologies across all service and agencies to improve day-to-day practice			• Collaborative (TRIC): Priority Group 5 (PG5) on 27 February 2020; • Cascaded widely across P&K services and agencies and published on the CPC Website; • TRIC PG5 has completed future-proofing and sense-checking against the new National Guidance for Child Protection in Scotland 2021; • Refreshed guidance to be published in Autumn 2022; • **Ongoing.**	(green)
	3.4: Review the existing single and multi-agency assessment frameworks and ensure that all services and agencies (whole system), including adult services, can and are able to contribute to a joint holistic (whole family) assessment of risks and needs, which informs robust safety planning and decision-making processes	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	• CPC Practice Improvement Working Group (CPC PIWG) leading on this work; • Whole Family Approach & Family Plan approach being taken forward by Perth and Kinross Alcohol & Drug Partnership (ADP) – Children, Young People and Families Group; • Whole Family Approach Guidance and Plan – In Place for further Testing / Piloting; • GIRFEC SHANARRI Indicators underpin all service / agency Assessment Frameworks; • Within SCYPF, a new Data Management System (MOSAIC), is allowing for a refresh of all assessment formats and will ensure that they are current, robust, integrated and compliant with national child protection standards; • Refreshed Operational Guidance on Assessment for SCYPF staff will be live by the end of 2022 and will be made widely available; • **Ongoing.**	A
	3.5: Develop and implement a Perth and Kinross CPC multi-agency Framework for Risk Assessment Management and Evaluation (FRAME) for children aged 12 – 18; in compliance with the Scottish Government's Guidance: Framework for Risk Assessment Management	CPC Practice Improvement Working Group and Protecting People Coordination Group	By end of Year 1 31 July 2022	• Scottish Government published Framework for Risk Assessment Management and Evaluation (FRAME) for children aged 12 – 17 (June 2021); • Noted the requirements for the CPC and the suggested Dataset; • CPC Practice Improvement Working Group (CPC PIWG) leading on this work – agreed to ensure representation from Education and Health;	A

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
	and Evaluation (FRAME) for children aged 12 – 17 (June 2021)			• Noted the ongoing Tayside-wide work re TRIC and the previous work brought to the CPC; • P&K CPC agreed the need for local CPC Multi-Agency Guidance for FRAME – Extended to age 18 years; • Currently being managed by well-established existing child protection procedures and arrangements; • Links closely with Action 3.6 below – potentially a piece of joint work; • **Ongoing.**	
	3.6: Develop and implement a Perth and Kinross CPC multi-agency Vulnerable Young Person's Support and Protection Framework, which includes a transition pathway between children's services and adult services; particularly for vulnerable young people aged between 16 and 18, which ensures a whole system approach in relation to holistic (whole family) assessment of risks and needs and which informs robust safety planning and decision-making processes	Protecting People Coordination Group	By end of Year 2 31 July 2023	• Links closely with Action 3.5 above – potentially a piece of joint work; • CPCScotland and the National CPC Lead Officers' Group have established a National Transitions Group – Looking to develop specific national guidance around the transfer between children's services and adult services; national work ongoing; • Currently being managed by well-established existing child protection procedures and arrangements; • Potential for some further local joint working between the APC and CPC; • **Ongoing.**	**A**
*Priority 2: Working Together*				
*Outcome 4 – Early Intervention and Support (Right Help at the Right Time)*				
*We will have in place early and effective intervention which aims to minimise the risk of further harm and abuse to children. We will refresh and embed the Getting it right for every child approach across all services and agencies to ensure that children get the right help, at the right time, from the right people. This will include widespread use of the National Practice Model and support for those fulfilling the role of the named person and those carrying out the role of the Lead Professional. We will develop a shared threshold and understanding about how to address neglect and enhance wellbeing. We will also have an understanding of the impact of rurality and poverty.*				
4	**4.1:** Support the reinvigoration of the *Getting it right for every child (GIRFEC)* approach within all services and agencies across Perth	Depute Director of Education and Children's Services	By end of Year 2 31 July 2023	• P&K Child Protection Practice already sits within the GIRFEC Practice Model and approach; • Scottish Government – Consulting on refreshed / updated GIRFEC Guidance;	**A**

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
	and Kinross, in compliance with the refreshed Scottish Government GIRFEC Guidance; in particular the: • Principles and Values • National Practice Mode • Role of the Named Person • Role of the Lead Professional • Information Sharing • Child / Young Person's Plan • Planning Meetings			• Consultation opened on 1 November 2021; closed 4 February 2022; • Consultation Link: https://consult.gov.scot/children-and-families/assessment_of_wellbeing/ • Awaiting Scottish Government GIRFEC Guidance at 31 July 2022 – P&K Multi-Agency GIRFEC Group to be re-convened once published by the Scottish Government; • **Ongoing.** • **Update post 31 July 2022:** • On 30 September 2022, the Scottish Government published a range of refreshed GIRFEC Guidance: GIRFEC resources - Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot); • Having received this guidance, we are establishing a P&K Multi-Agency GIRFEC Group, under the auspices of the Community Planning Partnership (Children Young People and Families Partnership) to take forward its implementation; • **Ongoing.**	
	4.2 Review the existing Tayside Child's Plan and Guidance to ensure that all services and agencies (whole system), including adult services, can and are able to timeously contribute to a joint holistic (whole family) SMART Child's Plan, which addresses risks and needs	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	• CPC Practice Improvement Working Group (CPC PIWG) leading on this work; • Acknowledged this is a Tayside-wide Guidance and Plan; Further discussions needed with Angus and Dundee CPCs – possibly via TRIC PG5; • **Ongoing.**	R
	4.3: Further develop and raise multi-agency awareness and understanding of the impact of all types of poverty (both rural and urban) on children, young people and families across Perth and Kinross; supported by a multi-agency social needs screening pathway to mitigate that impact	Perth and Kinross Child Poverty Project Officer and Child Poverty Working Group	By end of Year 2 31 July 2023	• CPC and P&K Child Poverty Working Group – Established; • Perth and Kinross Child Poverty Action Report – Progress Report November 2020 – May 2021 published and presented to Elected Members; Presentation to CPC on 25 January 2022; • References to Poverty and links to Child Protection / Neglect – Included in the National Guidance for Child	A

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				Protection in Scotland 2021 (Published by Scottish Government 2 September 2021) – Extracted; • Agreed to develop Key Questions / Social Needs Screening Pathway; • Social Needs Screening Questions – Specialist Advice obtained on how to comply with the GDPR requirements from the Improvement Service; • GDPR Technical Group established to ensure compliance with GDPR law and to develop data standards and processes which will support Social Needs Screening; • PKC jointly funded Warm Homes app for frontline workers which includes Social Needs Screening Questions and will be available from Spring 2023 to all frontline workers. This is a diagnostic tool only. • Ongoing.	
	4.4: Develop and disseminate a Perth and Kinross CPC multi-agency practice guidance on the recognition and response to what constitutes harm, abuse and Non-Accidental Injuries (NAIs) in children and young people; in particular the safe handling of young babies who are non-mobile, all supported by public health type messaging approach	Consultant Paediatrician and Child Protection Inter-Agency Coordinator	By end of Year 1 31 July 2022	• Emanated from previous Non-Accidental Injuries to Babies / Young Children across Tayside and P&K ICRs (2); • Improvement work already carried out within NHS Tayside – Further Guidance provided; • National Report – The Child Safeguarding Practice Review Panel – Fieldwork Report: National Review of NAIs in under 1s (September 2021) – Provides a good basis for the development of local multi-agency guidance; • NHS Tayside – Consultant Paediatrician provides regular Training for new NHS Tayside Medical Trainees on NAI to Non-Mobile Babies; • **Ongoing.**	**G**
*Outcome 5 – Partnership Working*				

We will work in partnership across children services, adult services and geographical areas in the best interests of the child. We will have a clear understanding of each other's roles, responsibilities and limitations and work flexibly in the best interests of the child. We will proportionately share and exchange relevant information as necessary. This will be enabled through reasoned, confident and accurate recording of what information is to be shared;

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
	why the information is to be shared; with whom the information is to be shared and the likely risks if the information is not shared. We will work together to resolve any disputes or disagreements and escalate concerns where appropriate.				
5	5.1: Further develop and implement across all services and agencies a shared and consistent understanding and awareness of how to address neglect and enhance wellbeing; with a particular focus on early identification; agreed thresholds; high quality intervention and support mechanisms	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	• Current Agenda Item at the CPC Practice Improvement Working Group (CPC PIWG); • References to Neglect – Included in the National Guidance for Child Protection in Scotland 2021 (Published by Scottish Government 2 September 2021) – Extracted • CPCScotland Child Neglect in Scotland Framework – Published October 2021; • Neglect Toolkit being widely used across Services for Children, Young People and Families – modified, shared and rolled out to partners services and agencies; • New OnLine E-Learning Module 'Recognising and Responding to Child Neglect developed and made widely available; To date, 372 practitioners have accessed this training. • **Ongoing.**	G
	5.2: Promote and embed into practice the Perth and Kinross CPC Multi-Agency Practitioner's Guide: Resolution and Escalation Arrangements across all service and agencies to improve day-to-day practice	Child Protection Inter-Agency Coordinator	By end of Year 1 31 July 2022	• Perth and Kinross CPC Multi-Agency Practitioner's Guide: Resolution and Escalation Arrangements published by P&K CPC on 27 August 2019; • Cascaded widely across P&K services and agencies and published on the CPC Website; included in key P&K CPC Inter-Agency Child Protection Training Courses; • **Ongoing.**	G
	5.3: Develop and implement a Perth and Kinross CPC multi-agency practice guidance on effective case recording which supports the assessment of risks and needs; informs robust safety planning and decision-making processes	CPC Practice Improvement Working Group and PKC Legal Services	By end of Year 2 31 July 2023	• CPC Practice Improvement Working Group (CPC PIWG) leading on this work; • Agreed the need to establish an Agency Baseline – What is presently available? – What is the same and what is different? • Examined the National Guidance for Child Protection in Scotland 2021 – Extracted all References; • **Ongoing.**	A
	Outcome 6 – Empowerment, Supervision and Leadership				

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
	We will be enabled and empowered by strong and effective collective leadership which is visible and accessible. We will be enabled by high quality supervision which promotes reflective and critical thinking, professional curiosity and confidence to challenge. We will have confidence to apply professional judgement. A culture of constructive support and challenge will be fostered, which embodies shared values and principles. Peer support will also be made available through networks of support and regular meetings. Clear guidance will support practice and checks, and balances put in place to test out staff understanding. Communication lines and processes will be put in place to listen to and understand staff concerns re workload; working conditions; emerging issues and professional concerns. We will have access to continuous professional development and single and multi-agency child protection learning and development opportunities. We will establish a positive learning culture across services and agencies which improves day-to-day child protection practice.				
6	**6.1:** Implement and embed into the local child protection practice arrangements the Scottish Government's refreshed National Guidance for Child Protection (Scottish Government: 2021); supported by the Perth and Kinross CPC refreshed Inter-Agency Child Protection Guidelines 2021	Independent Chair of the CPC and Child Protection Inter-Agency Coordinator	By end of Year 2 31 July 2023	• National Guidance for Child Protection (Scottish Government: 2021) – Published 2 September 2021; • Two-Year National Implementation period agreed by Scottish Government / Care Inspectorate until September 2023; • Gap Analysis (RAG) presented to CPC on 7 December 2021; • Gap Analysis shared with Scottish Government Officials; • Changes identified – CPC Publications; Learning & Development / Training and Practice; • CPC OnLine Training Modules Refreshed; CP Webinar developed and implemented by 31 March 2022; • Agreed to commence the refresh of the CPC Inter-Agency Child Protection Guidelines 2017; • Agreed to provide 6 monthly updates to the CPC; • **Ongoing.**	G
	6.2: Implement and embed into local child protection arrangements the Scottish Government's National Guidance for Child Protection Committees: Undertaking Learning Reviews Protection (Scottish Government: 2021); supported by the Perth and Kinross CPC refreshed Joint Protocol: Learning Reviews 2021	Independent Chair of the CPC and Child Protection Inter-Agency Coordinator	By end of Year 2 31 July 2023	• National Guidance for Child Protection Committees: Undertaking Learning Reviews Protection (Scottish Government: 2021) – Published 2 September 2021; • P&K existing CPC ICR / SCR Templates – Replaced with the new National LR Templates; • P&K CPC – Using the new National LR Guidance from 2 September 2021; • P&K CPC represented on the National Learning Review Community of Practice;	G

No	Action / Task	Strategic Lead	Timescale	Progress Report & Evidence @ 31 July 2022	R A G
				• P&K existing CPC Joint Protocol ICRs & SCRs (29 August 2017) – To be Refreshed; • **Ongoing.**	
6.3: Develop and implement a shared peer support and / or staff supervision model which promotes courageous conversations; critical thinking and reflective practice for child protection workers within all services and agencies across Perth and Kinross	CPC Practice Improvement Working Group	By end of Year 2 31 July 2023	• CPC Practice Improvement Working Group (CPC PIWG) leading on this work; • Examined the National Guidance for Child Protection in Scotland 2021 – References Extracted; • Agreed to explore what was already available – single agency; • **Ongoing.**	A
6.4: Implement the Tayside Child Protection Workforce Development Plan and embed the Priorities for Practice within all services and agencies across Perth and Kinross; using a co-production approach with practitioner and managers to improve culture, ethos and day-to-day child protection practice	Learning and Development Lead Tayside Regional Improvement Collaborative (TRIC) Priority Group 5 (PG5): Safeguarding and Child Protection	By end of Year 2 31 July 2023	• TRIC PG5 Child Protection Workforce Development Programme and Plan – Being taken forward in P&K via the CPC; • CPC Improvement Plan 2021 – 2023 – Evidences how Priorities for Practice are influencing our Outcomes and Improvement Work; • Co-Productions Groups (5) established to take forward the Priorities for Practice (6) across Tayside including Perth & Kinross; • TRIC PG5 Website and P&K CPC L&D Newsletters – Being used to advertise all of this work; • **Ongoing.**	A

Appendix 1 – Key Performance Indicator (KPIs) Measures

No	Action / Task	KPI Measures	Evidence Source of Success – Menu of Options (Frequency per the CPC Self-Evaluation Calendar 2021 – 2023)
1	1.1	Children and young people's views, including the views of their siblings and extended family; are routinely and meaningfully captured in all key decision-making processes	• Review of Minutes, Assessments and Plans • Survey Feedback from children and young people • Sampling (No and %) of cases evaluated as good or better • Staff Survey / Focus Groups • Sampling (No and %) of staff reporting increased awareness / improved practice / improved confidence • Survey Feedback from fathers, partners and / or significant others • Review of IRD Templates / Minutes • No of IRDs held – Monthly • Sampling (No and %) of IRDs evaluated as good or better • Sampling (No and %) of staff reporting increased awareness / improved IRD practice • No on UBB Referrals from services / agencies – Monthly • No and % Sampling of Chronologies evaluated as good or better • Sampling (No and %) of staff reporting increased awareness / improved Chronology practice • Sampling (No and %) of Assessments evaluated as good or better • Sampling (No and %) of staff reporting improved Assessment practice • Sampling (No and %) of Plans evaluated as good or better • Sampling (No and %) staff reporting improved Planning practice
	1.2	Advocacy provision and support is routinely made available and provided for all children and young people involved in key-decision making processes	
	1.3	Practice guidance is cascaded widely, easily accessible and has improved practice	
	1.4	Practice guidance is cascaded widely, easily accessible and has improved practice	
	1.5	Professional curiosity practice guide is cascaded widely, easily accessible and has improved practice and confidence	
2	2.1	Staff training empowers and supports a trauma informed workforce	
	2.2	Staff training empowers and supports a domestic abuse informed workforce	
	2.3	Fathers, partners and significant others are actively involved in key decision-making processes which affect their child	
3	3.1	IRD practice guidance is cascaded widely, easily accessible and has improved IRD practice	
	3.2	Concern for unborn baby (UBBs) practice guidance is cascaded widely, easily accessible and has improved the recognition and response practice	

No	Action / Task	KPI Measures	Evidence Source of Success – Menu of Options (Frequency per the CPC Self-Evaluation Calendar 2021 – 2023)
	3.3	Chronology practice guidance is cascaded widely, easily accessible and has improved Chronology practice	• No of Young People supported by FRAME • FRAME KPIs / Dataset for CPC reporting and monitoring • No of Young People supported during Transition • Quality Assurance and Review of Neglect cases – No and % Sampling of cases evaluated as good or better • CPC Publications – Updated • CPC Inter-Agency Training Courses and Materials – Updated • No of Learning Review Notifications to the CPC and their Outcomes • No of 5 Minute Practitioner Learning Briefing issued and impact feedback • No and type of learning and development opportunities / courses made available to staff • No of staff undertaking various learning and development opportunities courses / events • Sampling (No and %) of staff evaluating the courses as good or better • Sampling (No and %) of staff reporting increased awareness / improved knowledge post training (exit on-the-day evaluations and workplace evaluations) • No of staff participating in Co-Production work
	3.4	Assessments have improved; address both risks and needs and are of a consistently high standard	
	3.5	Practice guidance to support vulnerable children and young people is cascaded widely, easily accessible and has improved recognition and response practice	
	3.6	Practice guidance for young people in transition is cascaded widely, easily accessible and has improved practice	
4	4.1	The GIRFEC approach and practice model is widely understood and embedded across all services and agencies and has improved practice	
	4.2	Child and young people's plans are SMART and robust	
	4.3	All aspects of Poverty, as described in national and local child protection guidance is widely understood, recognised and improved response practice across all services and agencies	
	4.4	Harm, abuse and non-accidental injury practice guidance is cascaded widely, easily accessible and has improved recognition and response practice	
5	5.1	Neglect is widely recognised, responded to quickly and addressed effectively	

No	Action / Task	KPI Measures	Evidence Source of Success – Menu of Options (Frequency per the CPC Self-Evaluation Calendar 2021 – 2023)
	5.2	Resolution and escalation practice guide is cascaded widely, easily accessible and has improved practice and confidence	
	5.3	Recording practice guidance is cascaded widely, easily accessible and has improved recording practices	
6	6.1	National child protection guidance has been successfully translated into the local child protection arrangements and fully implemented	
	6.2	National learning review guidance has been successfully translated into the local child protection review arrangements and fully implemented	
	6.3	A shared support and supervision model is in place which facilitates courageous conversations; critical thinking and reflective practice	
	6.4	Child Protection Workforce Development Plan and Programme, supporting and empowering a multi-agency skilful workforce rolled-out across Perth and Kinross	

Appendix 2 – Ongoing / Maintenance 2021 – 2023

No	Ongoing / Maintenance – Actions / Tasks	Expected Impact	Timescale
1	Continue to develop multi-agency qualitative and quantitative key child protection performance management measures and indicators in compliance with the National Minimum Dataset for CPCs; the Tayside Shared Dataset for CPCs and the Perth and Kinross CPC Management Information and Performance Outcome Framework	Use of multi-agency qualitative and quantitative key child protection performance management measures and indicators enables us to analyse patterns and trends over time and consider service delivery change and improvement	Ongoing 2021 – 2023
2	Continue to support and promote the rights and articles of the United Nations Convention on the Rights of the Child (UNCRC) and ensure that children's rights are embedded in all our work with children and young people	Children and young people's rights are respected and embedded in all key child protection processes and practices	Ongoing 2021 – 2023
3	Continue to support and promote the findings; the fundamentals and the priority areas from The Independent Care Review: The Promise and the Plan 21 - 24	Children and young people grow up loved, safe and respected and can realise their full potential	Ongoing 2021 – 2023
4	Continue to promote the Perth and Kinross Code of Practice: Information Sharing, Confidentiality and Consent (Refreshed 30 September 2020)	Information is shared proportionately, legitimacy and only where necessary to safeguard, support and promote the welfare of children and young people	Ongoing 2021 – 2023
5	Continue to support the Perth and Kinross Protecting People Chief Officers' Group (COG) and the Protecting People Coordination Group (PPCG) in their collective work to protect vulnerable individuals and groups and to prevent the harm and abuse of those who may be at risk across Perth and Kinross	Vulnerable people are protected from harm, abuse and exploitation by strong and effective leadership, direction and challenge and by the collective partnership working of constituent agencies of the public protection partnerships across Perth and Kinross	Ongoing 2021 – 2023
6	Continue to support the work of the Tayside Child Exploitation Working Group (CEWG) to improve basic awareness and understanding across all services and agencies of child sexual abuse (CSA); child sexual exploitation (CSE) and child criminal exploitation (CCE) by implementing the provisions of the CEWG Work Plan	Children and young people are protected and kept safe from sexual and criminal harm, abuse and exploitation across Perth and Kinross	Ongoing 2021 – 2023
7	Continue to promote the Perth and Kinross CPC Inter-Agency Child Protection Learning and Development Framework and Programme to improve culture, ethos and day-to-day child protection practice	Practitioners and managers are competent, confident and skilful in their engagement and involvement with children, young people and families and their practice is of a consistently high quality	Ongoing 2021 – 2023