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Council Building
2 High Street
Perth
PH1 5PH

17/08/2023

A hybrid Meeting of the **Learning and Families Committee** will be held in **the Council Chamber** on **Wednesday, 23 August 2023** 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 John Rebbeck (Convener)
Councillor Steven Carr (Vice-Convener)
Councillor Michelle Frampton (Vice-Convener)
Bailie Chris Ahern
Councillor Liz Barrett
Councillor Dave Cuthbert
Councillor Neil Freshwater
Councillor Noah Khogali
Councillor Brian Leishman
Councillor Iain MacPherson
Councillor Ian Massie
Councillor Crawford Reid
Councillor Caroline Shiers
Councillor Colin Stewart
Councillor Jack Welch

Mrs Margaret Conroy
Mr Adrian Ferguson
Mr Tim Kearns
Ms Teresa Moran
Ms Miranda Powell

Learning and Families Committee

Wednesday, 23 August 2023

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.

1   WELCOME AND APOLOGIES/SUBSTITUTES

2   DECLARATIONS OF INTEREST

3   MINUTES

LEARNING AND FAMILIES COMMITTEE

Minute of hybrid meeting of the Learning and Families Committee held in the Council Chambers, 2 High Street, Perth on Wednesday 3 May 2023 at 2.00pm.

Present: Councillors J Rebbeck, S Carr, M Frampton, Bailie C Ahern, L Barrett, N Freshwater, N Khogali, B Leishman, I MacPherson, I Massie, Provost X McDade, C Reid, C Shiers, C Stewart and J Welch.

In attendance: S Devlin, Executive Director (Education and Children's Services); P Cunningham, G Doogan, S Johnston, D Macluskey, F MacKay, S Sweeney and S Turner (all Education and Children's Services); D Williams, A Brown and M Pasternak (all Corporate and Democratic Services).

Councillor J Rebbeck, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. Apology for absence was noted as above.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTES

(i) Learning and Families Committee

The minute of meeting of the Learning and Families Committee of 15 March 2023 was submitted, approved as a correct record and authorised for signature, subject to the following amendment:

Councillor D Cuthbert to be added to Present as substitute for Councillor C Stewart.

(ii) Executive Sub-Committee of the Learning and Families Committee

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 14 June 2022 was submitted and noted.

(iii) Joint Negotiating Committee for Teaching Staff of 13 December 2022

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 13 December 2022 was submitted and noted.

4. OUTSTANDING BUSINESS STATEMENT

The Outstanding Business Statement (23/84) was noted.

5. APPOINTMENT OF NON-COUNCIL MEMBERS OF THE LEARNING AND FAMILIES COMMITTEE

(i) Appointment of Third Religious Representative on Learning and Families Committee

There was submitted a report by the Head of Legal and Governance Services (23/127) advising of the process to be undertaken to appoint a third Religious Representative to fill the vacancy on the Learning and Families Committee.

Resolved:
The process for appointment of a third Religious Representative on the Learning and Families Committee be endorsed and members be sought once a date has been set for the individual discussions.

(ii) Teacher Representatives

The appointment of Miranda Powell, representing the Primary School Sector and Tim Kearns, representing the Secondary School Sector as non-voting members of the Learning and Families Committee be noted.

(iii) Parent Council Representatives

It be noted that an extension has been given to Parent Councils for the nomination of both primary and secondary parent representative members of the Committee with a view to proposals being presented to the next meeting of the Committee on 23 August 2023.

(iv) Youth Representatives

It be note that discussions are continuing between staff in Education and Children's Services and the Perth and Kinross Youth Forum regarding the nomination of representatives of children and young people to be members of the Committee.

6. REVIEW OF THE SCHOOL ESTATE UPDATE

There was a verbal update by the Executive Director (Education and Children's Services). The Committee were advised that the Corporate Estate Strategy will be brought before Council in December. This strategy encapsulates the investment blueprint and property asset strategy and reference to school estate developments will be part of the wider process. Although there is a desire that all of the estate and the assets are considered as part of the Corporate Estate Strategy members of this Committee will be kept fully aware of any decisions made in relation to the school estate as per the previous decision to do so.

7. EDUCATION REFORM IN SCOTLAND UPDATE

There was submitted a report by the Executive Director (Education and Children's Services) (23/128) providing (1) and update on the progress of the education reform which is currently underway within the Scottish education system; and (2) some detail on how education officers, which and young people, parents and school staff are engaging with the consultations and activities which are being undertaken to provide feedback on the reform agenda.

There was an amendment proposed by Provost X McDade, regarding the consultation response for Phase 3 of the Hayward Review being submitted to the Executive Sub-Committee of Learning and Families, before being submitted as a late response.

THERE FOLLOWED A SHORT RECESS

The Convener agreed to incorporate the Amendment by Provost X McDade into the Committees decision.

Resolved:
(i) The content of Report 23/128 be noted.
(ii) Education and Children's Services be requested to continue to actively engage in the reform programmes and ensure that all education stakeholders and relevant partners have the opportunity to provide their views on future policy.
(iii) Consultation responses be submitted to the Executive Sub-Committee of Learning and Families for approval before being submitted.

8. VIRTUAL CAMPUS (SECONDARY EDUCATION)

There was submitted a report by the Executive Director (Education and Children's Services) (23/129) setting out the key features of the Perth and Kinross Council (PKC) Virtual Campus in secondary schools, including the purpose, delivery mechanism and audience for this method of learning.

Resolved:
(i) The contents of Report 23/129 be noted.
(ii) It be agreed that the PKC Virtual Campus is planned to grow proportionately to create and widen opportunities for all young people.
(iii) It be agreed that the PKC Virtual Campus continues to sit within the wider PKC Digital Framework and evolves and adapts in line with, and taking account of, wider Tayside Regional Improvement Collaborative (TRIC) and National developments.
(iv) It be agreed that Perth and Kinross Council to continue to explore virtual delivery models to create more opportunities for children and young people.
(v) It be agreed that an update on the continued development of the PKC Virtual Campus be provided to all elected members by way of an Elected Member Briefing in March 2024

VICE-CONVENER M FRAMPTON LED ON FOLLOWING ITEM.

9.   SUICIDE PREVENTION AND MENTAL HEALTH WORK

There was submitted a report by the Executive Director (Education and Children's Services) (23/130) (1) describing the current context and activity in relation to suicide prevention in Education and Children's Services; (2) detailing the actions taken to date, since the survey, detailing the work of the Mental Health Delivery Group and liaison with partner agencies; and (3) lays out some of the inherent challenges and describes the onward plan.

Resolved:
(i)   The contents of Report 23/130 be noted.
(ii)   The Executive Director (Education and Children's Services) be requested to bring back an update report on implementation of the actions.

VICE-CONVENER S CARR LED ON FOLLOWING ITEM.

10.   IMPACT OF COVID-19 ON SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES

There was submitted a report by the Executive Director (Education and Children's Services) (23/131) (1) providing the context for the financial pressures; (2) describing how funds will be utilised throughout 2023-2025; and (3) outlines the anticipated outcomes; in response to the approval, at Council on 1 March 2023, of an earmarked reserve to provide additional financial support to manage the impact of COVID-19 on children and their families and to help reduce the need for residential care placements.

Resolved:
(i)   The contents of Report 23/131 be noted and the process to achieve the proposed outcomes be supported.
(ii)   It be approved that progress on the position of the Residential Care Budget and wider Services for Children, Young People and Families Budget continues to be reported to the Finance and Resources committee within the Revenue Monitoring Report.

EXECUTIVE SUB-COMMITTEE OF THE LEARNING AND FAMILIES COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Learning and Families Committee held virtually on Monday 20 March 2023 at 1.00pm.

Present: Councillors J Rebbeck, S Carr, M Frampton, Bailie C Ahern (substituting for Councillor N Khogali), Councillor L Barrett, Provost X McDade and Councillor C Shiers.

In Attendance: S Johnston, Head of Education and Learning, J Chiles, G Doogan, G Knox, D McCluskey, B Martin-Scott, S McKenzie and F Robertson (all Education and Children's Services) and D Williams, A Brown, M Pasternak and R Ramsay (Corporate and Democratic Services).

Apologies: Councillor N Khogali

Councillor J Rebbeck, Convener, Presiding.

1.   WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. An apology for absence was noted above.

2.   DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3.   MINUTE OF PREVIOUS MEETING

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 1 November 2021 was submitted, approved as a correct record and authorised for signature.

4.   PRESENTATION BY EDUCATION SCOTLAND

P Adamson, Education Scotland, delivered a slide-based presentation regarding approaches to inspection, and answered members' questions therein.

The Convener thanked P Adamson for their presentation, and they left the meeting at this point.

5.   STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN

There was submitted a report by the Executive Director (Education and Children's Services) (23/97) setting out the key findings following inspections of nurseries by Education Scotland/HM Inspections of Education (HMIE) and of early

learning and childcare (ELC) settings undertaken by the Care Inspectorate in the day care of children. Reporting is of inspections reported since the Executive Sub-Committee of Learning and Families Committee on 29 August 2022.

Resolved:

Having heard from the relevant officers on the key findings of the inspection reports and following consideration and questions from the sub-committee, the contents of Report 22/194 and its appendices, be noted.

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

Minute of hybrid meeting of the Joint Negotiating Committee for Teaching Staff (JNCT) held via Microsoft Teams on Tuesday 27 March 2023 at 2.30pm.

Present: **Representing Perth and Kinross Council**
Councillors J Rebbeck and C Shiers; S Devlin, S Johnston, L Gordon, J Donnelly, G Doogan and D Macluskey (all Education and Children's Services); P Johnstone (Corporate and Democratic Services).

Representing Teachers' Associations
L Gibb, L.J. Grant, M Laurie, J Leslie, C Rose, M Taylor and C Weston (all EIS); M Mackie (SSTA).

In Attendance: F Mackay and D Macluskey (Education & Children's Services); A McAuley, Joint Secretary (Teachers' Side); D Williams for Joint Secretary (Management Side).

Apologies: Councillor S Carr; S Dowling; S Topen-Cooper.

M Laurie, Convener, Presiding.

1. APOLOGIES FOR ABSENCE

Apologies for absence were submitted and noted as above.

2. DECLARATIONS OF INTEREST (ELECTED MEMBERS ONLY)

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTES

The minute of meeting of the Joint Negotiating Committee for Teaching Staff of 13 December 2022 was submitted and approved as a correct record.

4. MATTERS ARISING

There were no matters arising from the previous minutes.

5. COMPULSORY TRANSFER ORDER

There was submitted a report by the Corporate HR Manager (G/23/42) providing the Committee with an update on the revised Compulsory Transfer Process. The revised process is effective from 1 February 2023.

Resolved
The Committee noted the revised Compulsory Transfer Process, which replaces the existing document "The Management of Unpromoted Teacher Transfers", with the revised process effective from 1 February 2023.

6. ANNUAL LEAVE CALENDARS

6(i) ANNUAL LEAVE CALENDAR 2022/23 – UPDATED TO INCLUDE CORONATION DAY

There was submitted the Annual Leave Calendar 2022/23 (G/23/43), with an update to include Coronation Day.

Resolved
The Committee noted the Annual Leave Calendar 2022/23 (G/23/43).

6(ii) ANNUAL LEAVE CALENDAR 2023/24

There was submitted the Annual Leave Calendar 2023/24 (G/23/44).

Resolved
The Committee noted the Annual Leave Calendar 2023/24 (G/23/44).

6(iii) ANNUAL LEAVE CALENDAR 2024/25

There was submitted the Annual Leave Calendar 2024/25 (G/23/45).

S Johnston advised members that a request had been submitted regarding an inset day following the Easter Holidays, with advice from Officers being sought following the meeting.

Resolved
The Committee noted the Annual Leave Calendar 2024/25 (G/23/45), subject to potential change regarding an inset day following the Easter Holidays.

7. BUDGET UPDATE

The Committee received a verbal update from S Devlin regarding the Budget.

In presenting her update, S Devlin made specific reference to a pre-Budget meeting held with C Weston and S Hope, and also advised those present that the Budget process had begun in October 2022.

In response to a query from C Weston seeking reassurance for ESO support going into Year Two of the Budget, S Devlin confirmed reassurance in this regard.

8. EDUCATION SCOTLAND PROGRESS AND ACHIEVEMENT REPORT

The Committee received a verbal update from D Macluskey regarding the Education Scotland Progress and Achievement Report.

In presenting his update, D Macluskey made specific reference to the appetite for consistency across the country, and the number of stakeholders involved. He further advised that this was an ongoing piece of work.

In response to a query from C Weston regarding tracking and monitoring, G Doogan advised that the intention was for Primary to move to Progress and Achievement to enable progress to be tracked through the BGE.

9.   **HAYWARD REVIEW**

The Committee received a verbal update from D Macluskey regarding the Hayward Review.

In presenting his update, D Macluskey advised that the Hayward Review was looking at the Assessment and Qualifications system in Scotland, and was presently at Stage 3 of the process, with Education and Children's Services having written to all schools as part of the consultation process. D Macluskey further encouraged engagement with the public consultation, advising that the public consultation closed on 9 April 2023 and the Education and Children's Services, although L Gordon stated that Headteachers had been written to, advising that responses would be accepted until 30 April.

M Mackie expressed disappointment at the timescales for teacher responses and that more time had not been made available at National and Local level, to which D Macluskey advised he was happy to reach out regarding.

C Weston raised a query regarding whether time had been assigned at school level and if not has this been considered, to which S Johnston advised that timescales had been extremely tight and the national response rate was around 1%.

S Devlin stated that the issue of timing has been continually raised.

10.   **ANY OTHER COMPETENT BUSINESS**

(i)   **Racist Incidents.**

M Mackie expressed concerns about the number of racist incidents in P&K and requested further information. S Devlin stated that there may be more assiduous reporting of racist incidents in schools in P&K. FOI requests don't necessarily interrogate and report the data reliably. It was suggested that this be brought back to JNC next session.

(ii)   **Salaries**

P Johnson stated that teachers' pay and back pay will be processed by 27 April.

M Mackie and C Weston thanked P Johnson and the Payroll Team.

CHILDREN, YOUNG PEOPLE AND FAMILIES' PARTNERSHIP

Minute of meeting of the Children, Young People and Families Partnership held on Friday 3 March 2023 at 10.00am in the Council Chambers, Council Building, 2 High Street, Perth.

Present: Councillor L Barrett
Councillor M Frampton
Councillor C Shiers
S Devlin, Executive Director (Education and Children's Services) (from Item 8 onwards)
S Johnston, Head of Education and Learning, PKC
H Robertson, Head of Services for Children, Young People and Families, PKC
J Cunningham, Scottish Children's Reporter Administration
T Leonard, Chief Inspector, Police Scotland
J Hutton, Independent Advocacy Perth and Kinross
L Sharkey, Chief Midwife, Women Children and Families Division, NHS Tayside

In Attendance: Dr J Bray (NHS) (Item 7 only); B Atkinson, Independent Chair of Child Protection Committee; J Chiles, R Drummond, S Turner, and D Williams (all PKC).

H Robertson in the Chair

1.   WELCOME AND APOLOGIES FOR ABSENCE

H Robertson welcomed everyone to the meeting.   No formal apologies for absence submitted.

2.   DECLARATIONS OF INTEREST

There were no declarations of interest in terms of the relevant Codes of Conduct.

3.   MINUTE OF PREVIOUS MEETING

The minute of the meeting of the Children, Young People and Families Partnership of 2 December 2022 was submitted and noted as a correct record.

4.   **MATTERS ARISING**

There were no matters arising from the minute of the previous meeting.

5.   **WHOLE FAMILY WELLBEING FUND**

There was submitted a report by the Executive Director (Education and Children's Services) (G/23/13) providing a summary of the progress in the development and implementation of the Whole Family Wellbeing Fund and includes detail on the steps taken thus far to transform holistic, whole family support services across Perth and Kinross. The Children, Young People and Families Partnership hold collective responsibility to build transformational capacity which will help keep commitments to The Promise and child poverty.

In presenting this report, H Robertson advised those present that the steering group for this had been well established, and consultancy work with Horizons Research was due to start in mid-March 2023. She added that a high-level action plan had been included as Appendix 1 to this report, and gave four key components of whole family wellbeing.

H Robertson also advised those present that uniqueness of the Tayside Regional Plan had been acknowledged in this regard, and that reporting would be done through the regional plan, but added that Governance would be through this Partnership, as would also be the case in Dundee and Angus.

The Partnership, having reviewed the content of the report and proposed activities, noted the proposed action plan.

6.   **PERTH AND KINROSS CHILD PROTECTION COMMITTEE BUSINESS ACTIVITY REPORT SINCE 2 DECEMBER 2022**

There was submitted a report by the Independent Chair of Perth and Kinross Child Protection Committee (G/23/14) providing a summary of the key business activities of the Perth and Kinross Child Protection Committee since the last meeting of the Children, Young People and Families Partnership on 2 December 2022.

In introducing the report, B Atkinson expressed his thanks to elected members of the Council for the level of support, and also stated that he was encouraged by the ongoing multi-agency work despite challenges around data sharing.

B Atkinson further advised that arrangements sitting below the Child Protection Committee were being reviewed, stating that a lot of work was taking place in sub-groups. He also advised that a strong calendar for self-evaluation and improvement was being developed, with the existing Practice and Improvement Group and Quality Assurance Sub-Group underway.

In response to a query from Councillor Shiers regarding the monitoring of areas for improvement, B Atkinson advised that there had been a refreshed

template for Initial Referral Discussion's (IRD's), with colleagues in Police Scotland working on guidance and looking to resolve some issues around IRD admin support. B Atkinson also advised that a module was to be presented to the Practice and Improvement Group, and three day course would be available for colleague in Police Scotland and in Social Work.

The Partnership noted and endorsed the update.

DR J BRAY ENTERED THE MEETING AT THIS POINT.

T LEONARD LEFT THE MEETING DURING DISCUSSION ON THE NEXT ITEM.

7.   **SUICIDE PREVENTION: SURVEY AND ACTION PLAN**

There was submitted a report (G/23/15) by the Executive Director (Education and Children's Services) highlighting the current situation concerning children and young people who are at risk from suicide ideation and related behaviour which can lead to the need for a medical intervention/hospitalisation. There is a need to support change in practice and management systems to improve the containment and support for those children and young people regarding mental health, suicide ideation and related behaviour.

In introducing the report, S Turner advised that there had been a specific Suicide Prevention Co-ordinator post in place within Education and Children's Services since March 2022, which was held by S Sweeney. S Turner further advised that work had been done in schools around information gathering, and advised members that there was a lack of clarity around responsibilities and processes. S Turner did, however, advise that there had been a very positive multi-agency buy-in, and felt that an agreed protocol for shared ownership of risk was required. Dr J Bray added that whilst there was a willingness to take this forward, challenges did remain on a strategic level, with a number of agencies required to bring together.

H Robertson added that this had been an area of growing concern, and highlighted the importance of utilising existing resources as best as possible. S Johnston highlighted the work done by S Sweeney since taking up post, but highlighted the need for consistency across school staff in this regard.

The Partnership noted the update:
(i)   Approved and supported the actioning of the proposals within the report.
(ii)   Agreed to identify a lead person with strategic authority to identified from each partner agency team to work in partnership and collaboration to develop and agree a multi-agency protocol for information sharing for young people who are at risk from suicide ideation and related behaviour.
(iii)   Agreed to identify lead personnel to develop and deliver a joint training initiative to support the role of Named Person.
(iv)   Requested the Chair of the Partnership seek agreement on the key leads from each agency and request formal six-monthly updates.

S DEVLIN ENTERED THE MEETING AT THIS POINT. H ROBERSTSON CONTINUED IN THE CHAIR.

DR J BRAY LEFT THE MEETING AT THIS POINT.

8. CORPORATE PARENTING UPDATE

There was submitted a report from the Executive Director (Education and Children's Services) (G/23/16) providing an update regarding the progress of the actions contained within the Corporate Parenting Plan 2021-24 This report was subsequently submitted to the Council's Learning and Families Committee on 15 March 2023.

In introducing the report, H Robertson advised the 2021-24 plan was in place and sat alongside The Promise.

The Partnership noted the update.

9. THEMATIC APPROACH TO PERFORMANCE REPORTING

There was submitted a report (G/23/17) by the Executive Director (Education and Children's Services) (1) starting the eighth year of the thematic reporting plan for performance and outcome information focused on children, young people and families; and (2) setting out a suite of information focused on Child Health and Development, for consideration and scrutiny by the Partnership

In summarising the report, J Chiles advised that there was a gap in immunisation levels in Perth and Kinross compared to nationally, and also added that there was an upward curve in childhood obesity in Perth and Kinross, but did advise that this was without two years of statistics due to the Covid-19 Pandemic.

In response to a query from H Robertson regarding the number of neonatal deaths, L Sharkey advised that this was due to reporting, adding that whilst neonatal and stillborn deaths were actually small, post-24 week terminations were reported as neonatal.

The Partnership:
Noted the information as set out Report G/23/17.

10. ANY OTHER COMPETENT BUSINESS

There was no other competent business.

11. DATE OF NEXT MEETING

The next meeting of the Children, Young People and Families Partnership will take place on 16 June 2023.

PERTH AND KINROSS COUNCIL

SCRUTINY AND PERFORMANCE COMMITTEE – 7 JUNE 2023
HOUSING AND SOCIAL WELLBEING COMMITTEE – 21 JUNE 2023
LEARNING AND FAMILIES COMMITTEE – 23 AUGUST 2023

EDUCATION AND CHILDREN'S SERVICES ANNUAL PERFORMANCE REPORT 2022/23

Report by Executive Director (Education and Children's Services)
(Report No. 23/181)

1.   PURPOSE

1.1   This report presents the Service Annual Performance Report (APR) 2022/23 for Education and Children's Services. It details progress against targets and improvement actions over the last year against the 2022/23 Service Business Management Improvement Plan (BMIP).

2.   RECOMMENDATION

2.1   It is recommended that the Scrutiny and Performance Committee:
•   Scrutinises and comments as appropriate on the Education and Children's Services APR 2022/23.

It is recommended that the Housing and Social Wellbeing Committee:
•   Approves the Education and Children's Services APR 2022/23 for the areas which fall within their remit; specifically with regard to pages 17-18 and pages 25-26 of the report.

It is recommended that the Learning & Families Committee:
•   Approves the Education and Children's Services APR 2022/23 for the areas which fall within their remit; excluding pages 17-18 and pages 25-26 of the report.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

•   Section 4:   Background
•   Section 5:   Proposals
•   Appendices

4.   BACKGROUND

4.1   In previous years, Council Services have produced a Joint Service BMIP and APR on an annual basis. This year, however, as we transition to new performance reporting and strategic planning arrangements, we are presenting a Service APR on its own. Details on improvement actions will follow later in the year through the Corporate Annual Performance Report and Delivery and Improvement Plan.

5. PROPOSALS

5.1 The format of the Service APR for this year has not changed significantly in terms of structure and content, albeit it is now a stand-alone document.

The report includes performance summaries and end of year data, where currently available. Where relevant, benchmarking data, self-evaluation, inspection and audit results have been included. Case studies have also been included in some areas where improvements have been identified.

5.2 Future reporting will be aligned to our new Corporate Plan, which was approved by Council on 21 December 2022 and covers the period from 2022/23 to 2027/28.

5.3 We are continuing to roll out a new performance management software system in 2023, which will change the way in which performance information is managed and presented.

5.4 We are currently reviewing strategic planning and performance reporting arrangements across the Council, taking into account revisions to key strategic documents and new performance management software. For 2023, planned improvement activity will be outlined within a Corporate Annual Performance Report and Delivery and Improvement Plan. This will be reported to the Scrutiny and Performance Committee and then to Council in September and October respectively.

5.5 Progress against the established strategic objectives of the Service is positive in many areas with key priorities identified to address.

- The expansion of the provision of Early Learning and Childcare to 1,140 hours per year has continued to deliver high quality, flexible, accessible early learning and childcare for 3–5-year-olds and eligible 2-year-olds, with inspections by the Care Inspectorate rating services as 'Good' or better in 83% of all quality themes.

- Overall attainment remains strong, with the Achievement of Curriculum for Excellence levels across P1-S3 among the highest seen over the last five years. In the senior phase, performance remains in line with our comparators and national averages.

- However, deprivation-related outcome gaps remain stubborn, and are a key focus of improvement activity across the Service.

- The principle of supporting children and young people within the community continues to be effectively managed, with 93% of looked after children in community placements. This has placed Perth and Kinross within the top three authorities in Scotland consistently over many years.

- The pressure to deliver high quality services to protect vulnerable children and young people continues to rise year on year, with increasing numbers of children and young people being reported as requiring

support. This remains challenging to manage and is being rigorously monitored.

Author

Name	Designation	Contact Details
James Chiles	Performance Officer	ECSCommittee@pkc.gov.uk

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	2 June 2023

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All Council Services can offer a telephone translation facility.

1.   IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	**Yes**
Corporate Plan	**Yes**
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	**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 all of these objectives.

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 all of these objectives.

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

- Best Start
- Learning and Achievement
- Health and Wellbeing
- Care and Equity
- Safe and Protected

2.   Resource Implications

Financial

2.1   There are no financial implications arising from this report.

Workforce

2.2   There are no workforce implications arising from this report.

Asset Management (land, property, IT)

2.3   There are no asset management implications arising from this report.

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.

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.

The proposals have been considered under the Act; however, 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 adaptation programmes.
- In a way that it considers most sustainable.

3.3.1   The information contained within this report has been considered under the Act, however, no action is required as the Act does not apply to the matters presented in this report.

Legal and Governance

3.4   Not applicable.

3.5   Not applicable.

Risk

3.6   Not applicable.

4.   Consultation

Internal

4.1   The Education and Children's Services Management Team were consulted during the preparation of this report.

External

4.2   Not applicable.

5.   Communication

5.1   Not applicable.

2.   BACKGROUND PAPERS

2.1   The following 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:
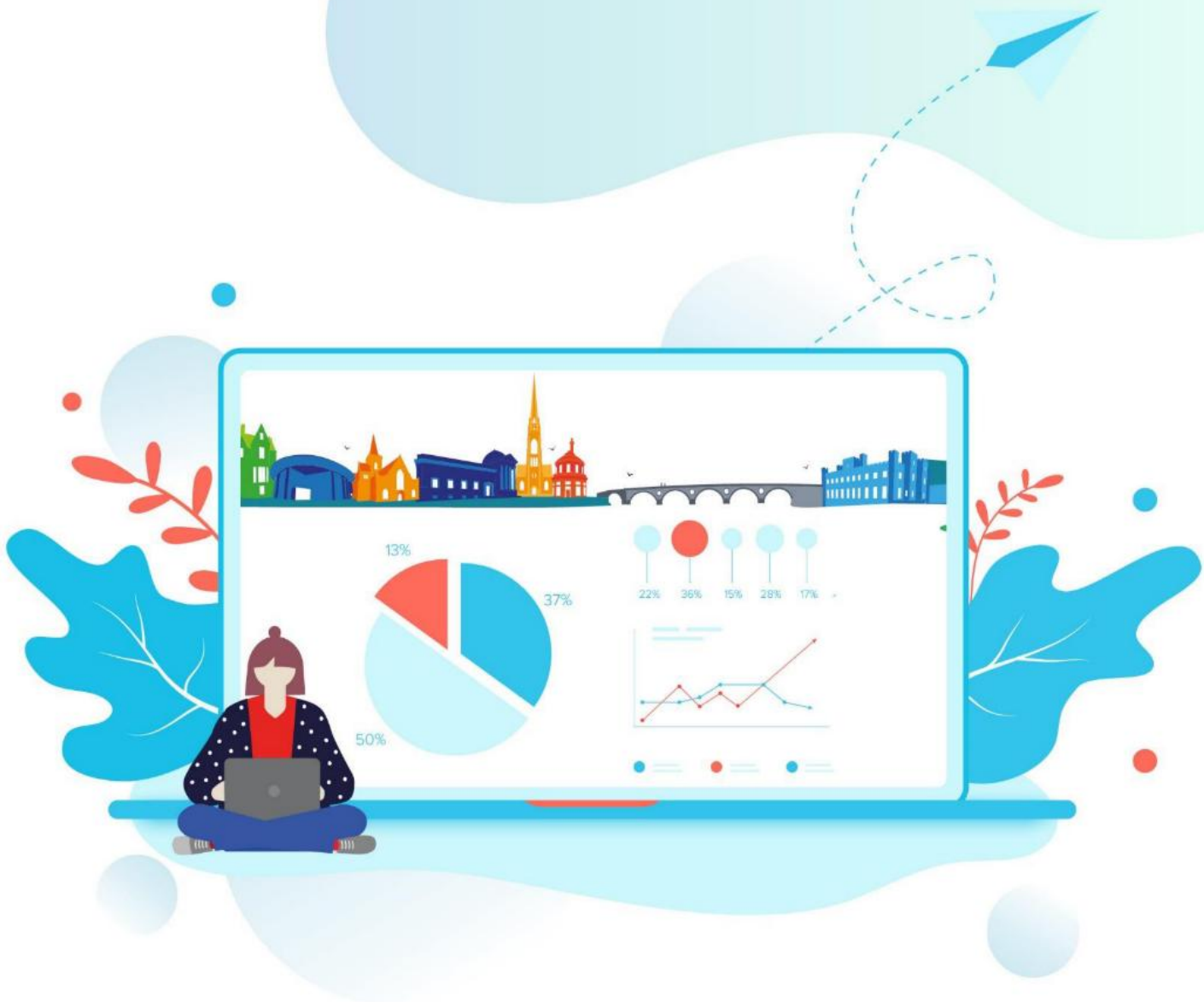
- Education and Children's Services Business Management Improvement Plan 2022/23 and Annual Performance Report 2021/22

3.   APPENDICES

3.1   Education and Children's Services Annual Performance Report 2022/23

Appendix 1

Education and Children's Services

PERTH & KINROSS COUNCIL

Service Annual Performance Report 2022/23

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INTRODUCTION

This report presents a summary of the work we have undertaken over the past year to ensure better outcomes for our children, young people and their families across Perth and Kinross and contribute to the delivery of the Council's strategic priorities. It provides a high-level overview of progress made in the last year, reports on progress against all priority actions identified in last year's report, identifies areas where there has been limited or no progress achieved and reports on performance against identified performance indicators.

Improving outcomes for children, young people, families and for people in the justice system remains the core business of Education and Children's Services (ECS). Improving lives together is what we are about. We aim to ensure that the experiences and support we provide best meet the wellbeing and learning needs of those we seek to serve. Early intervention and prevention, raising attainment for all and closing equality gaps, ensuring equity and enabling inclusion, dictate how we plan for improvement.

We remain committed to Getting It Right For Every Child (GIRFEC) and are currently planning, with our key partners, our approach to implementing the refreshed GIRFEC Guidance. We want children and young people to be safe, healthy, achieving, nurtured, active, respected, responsible and included and that they and their families receive the help they need, when they need it. Similarly, we remain committed to community justice and building successful support for people who have committed a crime to help break the cycle of reoffending.

We will continue to ensure that our services are responsive to the needs of people and communities. We continue to seek the views of the children and people, their parents and carers and other service users to help shape and inform the services that we deliver. Whilst we do well in many areas, our ambition is always to do better. We are confident in our ability and capacity to continue to improve, driven by a workforce committed to delivering better outcomes and continuous improvement.

The outstanding commitment, creativity, perseverance, resilience and service shown by teams across ECS is evident for all to see. I extend my sincere thanks to each and every member of our teams for this.

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

Best Start

> *Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments.*
>
> *We work alongside families to improve children's wellbeing and encourage early social and emotional development.*
>
> *In partnership with parents and carers, we support children in their early years to ensure all children and young people are given the best start in life.*

Performance Summary Apr 2022-Mar 2023

The implementation of 1140 hours of Early Learning and Childcare (ELC) has continued to deliver high quality, accessible early learning and childcare for children aged 2-5 through provision provided by 49 Local authority settings, 34 private third sector and not for profit settings and 15 childminders. The Care Inspectorate continued to conduct inspections across the ELC sector; during this session 21 inspections were undertaken with 81% evaluated as **Good** or better in care, play and learning, 90% in setting, 81% in leadership and 86% in staff team, consistently above national results.

Update on Priority Actions 2022-23

> *Further implementation of Language and Communication support from Speech and Language Therapists within targeted ELC settings.*

The Communication Champions training programme has been offered to 83 settings with childminders offered a bespoke session.

85% of the Communication Champions who attended/viewed training felt supported and motivated by these colleagues. Children are experiencing higher quality interactions and richer literacy environments. Activities including quality planned storytelling and both planned and spontaneous singing are of a high quality. Evidence to date is indicating that children are more motivated and engaged, increasing their vocabulary and have more focussed attention.

> *Continue to implement the use of the new electronic system to track and monitor children's progress in ELC settings.*

All 49 local authority settings and almost all funded provider settings have embedded the use of the electronic system to track and monitor children's progress. Most settings reported that having regular access to the tracker is improving professional judgement and allowing for meaningful assessment. This supports the identification of gaps in learning to determine appropriate interventions and plan for children's progress. Following the success of the tracker, a trial for 2-year-olds is to be implemented during 2023-24.

> *Ensure all unborn babies at risk of becoming looked after are the subject of the Family Group Decision-Making process to increase perinatal support for mothers and their family.*

Through Family Group Decision Making, 14 families have been supported to identify their extended network of family and friends, bringing those people together to make a family plan which documents what that extended network can do to support the family. These plans aim to address the concerns outlined by social

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work and other professionals. Empowering families to make their own decisions by building on strengths, encouraging wider participation by mobilising resources and alliances to keep children and young people within their family and community. The family plan is agreed between the family and the professionals then reviewed after a three-month period to see if it is working in practice.

> *Explore the opportunities to capture the voice of children and young people. (e.g. Talking Mats training).*

A Speech and Language Therapist provided Talking Mats training to groups of workers across Services for Children, Young People and Families (SCYPF), with a total of 92 workers taking part. All teams have been provided with the Talking Mats 'kit' and many workers are using this approach to engage with children and young people. An evaluation is underway regarding the effectiveness of the training and to assess the impact of using Talking Mats as a means of gathering children/young people's views.

> *Engage with families who have substance use issues to develop a family plan which will increase their opportunities to be supported in their own home and community.*

This work has been undertaken in partnership with Barnardo's Family Mentoring Project. An evaluation has indicated that families have valued the asset-based approach and that this has enabled them to utilise local supports.

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Learning and Achievement

Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.

Through meaningful engagement in learning, high quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We have ambitious targets for raising attainment and achievement.

Performance Summary Apr 2022 - Mar 2023

There have been improvements in attainment across many areas, particularly in literacy and numeracy. Primary pupils' achievement of Curriculum for Excellence (CfE) levels has improved and are mostly the highest seen in almost all curricular areas and stages over the last 5 years. For secondary pupils in S3, achievement of CfE Levels has improved by 8% on those last recorded in 2019 and is consistently above the national average.

Overall leaver's attainment, as measured by tariff score, has outperformed the virtual comparator for the highest 20% and middle 60%. The lowest attaining 20% of our school leavers remains the area requiring the greatest attention and a continued focus is required to begin to make positive in-roads in this area.

The poverty-related attainment gaps show a mixed picture, narrowing for P4 and S3, but some areas widening at P1 and P7, and remaining largely static for school leavers.

Update on Priority Actions 2022-23

ELC settings, Primary and Secondary schools will continue implementation of the CIRCLE approach to enhance support for all children and young people, including those with additional support needs

An audit of the implementation of CIRCLE in May 2022 confirmed that most schools were implementing it at the universal level in line with expectations. All schools and settings have continued to progress implementation this year, further enhancing support for all children and young people, including those with additional support needs. Parents and carers have had information about this approach shared with them, helping them understand what it is about and the impact it can have.

All Secondary Schools will undertake a Validated Self-Evaluation to identify actions to improve achievement and attainment for young people with additional support needs.

A two-day validated self-evaluation to identify improvement actions to increase achievement and attainment for young people with additional support needs has taken place in each of our secondary schools this session. Actions have been identified and are being used to inform our improvement planning for session 2023/24. A number of universal themes for improvement have been identified, alongside areas for improvement that are particular to individual schools.

Some common themes emerging include: clear and widely understood policies on learning and teaching are supporting

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attainment for all; the importance of nurture principles and clear and effective processes to address the range of additional support needs in secondary schools.

> *Implement the recommendations of the PKC BGE Curricular Review and develop PKC Senior Phase curriculum for implementation in session 2022-23.*

Progress on implementing the recommendations of the PKC Broad General Education Curricular Review and developing a PKC Senior Phase curriculum has been slower than initially envisaged. This is due to delays in recruitment and ongoing national developments. This will be a major focus for development in session 2023/24.

> *Implement the refreshed Scottish Attainment Challenge to meet the needs of our most deprived learners and families.*

The quality and extent of individual Pupil Equity Fund (PEF) spend has improved, with 90% of the fund spent within planned timescales - a significant increase on previous years. The "Closing the Gap" tool is helping to evidence the impact of the interventions being utilised to improve attainment in schools.

> *Ensure children and young people are better equipped for the world of work through deeper engagement with Career Management Skills and a programme to track and monitor progress in these*

A supportive framework has been developed to assist schools in engaging with the employability and skills agenda. A particular focus has been on supporting those most at risk in managing the transition from school to the world of work and further learning.

We have developed a strategic framework and toolkit to support school senior managers in strategically planning; delivering and evaluating education for employability. A 16-plus framework which is robust and data-focused has been developed with school colleagues; Skills Development Scotland and DYW Tay Cities Board ready for implementation in June 2023.

> *Review the Quality Improvement Framework to include systematic approaches to planning, tracking and measuring improvement outcomes.*

Education officers and school management teams are trained in the use of Improvement methodology. Two cohorts of schools have undertaken Improving Writing work using Improvement Methodology with early indications of impact on quality of teaching and on individual pupil progress. Almost all senior school leaders have received training in data analysis for improvement. The new framework for planning was implemented in March 2023**.**

> *Review and update Literacy and Numeracy strategies in line with Raising Attainment Plan*

The Literacy and Numeracy Strategies have been reviewed to create frameworks to raise attainment based on current attainment data. These outline PKC expectations, recommendations, measures and approaches to the delivery of literacy and numeracy from 2-18, they are supported by a professional learning

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programme for school staff and will be shared with schools in advance of Session 2023-24.

> *Further develop approaches to learning, teaching and assessment with a focus on inclusive practice and raising attainment.*

The framework for Learning, Teaching, Moderation and Assessment has been refreshed. It provides teachers with guidance and approaches which ensure effective learning and teaching and sits alongside a professional learning programme for staff. This is designed to improve the quality and consistency of learning and teaching in all schools. It also contains key expectations in assessment and moderation for all schools which will support with improved confidence and accuracy of judgement of pupil attainment and achievement within Curriculum for Excellence.

> *Provide tutoring and mentoring opportunities to care experienced children*

The Volunteer Tutors Organisation has been commissioned to provide virtual tutoring to 40 Care Experienced children and young people across Perth and Kinross. The approach is relationship-based and aims to improve life chances and outcomes.

In the academic year 2021/22, 84 young people were supported by the MCR Pathways (Motivation, Commitment and Resilience) mentoring programme in Perth & Kinross, 40 of these young people have social work involvement and 44 experience continuous instability at home. For the academic year 2022/23 the number engaged is 115 young people, 43 of these young people have

social work involvement and 72 experience continuous instability at home.

Impact data is available for the 2021/22 cohort and evidence that of the MCR mentored care-experienced young people in the Senior phase, 66.7% (4/6) achieved 3+ qualifications at Level 5+; compared with 43.5% of care-experienced young people nationally and 31.2% of those in the local authority. Post-school destination levels are also positive with 85.7% (6/7) of the mentored of care-experienced young people engaged in the programme, leaving school for an MCR positive destination (college, university or employment). This compares with 63.65% (14/22) of care experienced young people in the local authority as a whole and 72.38% (773/1068) nationally.

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Health and Wellbeing

Our children and young people will be physically, mentally and emotionally healthy.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

Performance Summary Apr 2022 - Mar 2023

As ELC settings and schools recovered from the immediate impact of the pandemic, there was a drive to continue work supporting wellbeing. This includes a focus on Nurturing Relationships which led to the recruitment of a further 18 schools to the whole school programme. The programme, based on six national 'nurture principles' supports understanding and practice of attachment within relevant child development stages.

Building staff capacity has been a priority with all schools supported to lead staff through the 'Trauma Informed practice-informed' level training for all staff. Staff reported this increased their understanding of practice relevant to their job.

The refreshed Exclusion Strategy for Perth and Kinross ELC settings and schools was launched in August 2022. Work has been on-going to review and revise our approaches to tackling bullying. Work took place with Education Scotland to develop a PKC Nurturing Relationships Framework. There remains much to do in this area and this will remain a priority for development in the coming academic year.

Update on Priority Actions 2022-23

Work with practitioners to continue to develop quality experiences across ELC setting with a focus on emotional development and regulation

The majority of all ELC settings (both local authority and funded providers) have appointed an ELC Wellbeing Champion. A full day training event in February has resulted in staff being able to better support children's emotional development. Opportunities for collaborative conversations between staff help ensure best practice is shared and supports ongoing work in this area.

Continue with phase 2 of the implementation strategy for Nurturing Relationships

During this year 8 Primary schools and 2 Secondary schools implemented phase 2 of the Nurturing Relationships programme. Impact has included the development of a nurture garden as a safe space within school, review of a nurturing approach to form classes and a 'ready to learn' nurturing space in school. 18 schools were recruited for phase 3.

Develop a programme of social and emotional supports and training to ensure sustainable good practice across schools

Consultation was carried out with Headteachers around best evidence-based practice for social and emotional learning with work conducted across this session to analyse interventions and address any gaps. As a result, schools were offered new training opportunities in Circle of Friends and Peer Mediation. This will lead to the development of s social and emotional learning programmes in schools and the development of a PKC programme '*Connected*

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Circles'. This has been incorporated into the Relationships Framework to guide all related work on relationships and behaviour.

> Review and develop alternatives to exclusion and increase support to individuals and school communities for young people at risk of exclusion

The Exclusion Guidance, *Fostering Inclusion; Reducing Exclusion*, was revised and launched in August 2022. This has supported schools to have an increased focus on prevention of exclusions, including delivering alternative to exclusion options as a means of supporting children and young people in schools.

> Review and update the Health and Wellbeing Strategy in line with the Raising Attainment Plan

The findings from the Health and Wellbeing Census have been analysed to identify priorities for the revision and update of the Health and Wellbeing Strategy over 2023/24. Priorities emerging from the Census include mental health, substance use, relationships and sexual health, bullying and food poverty. Further analysis is required to develop a fuller understanding of the variations in the data in relation to poverty and gender, this will enable more effective targeting of interventions moving forward.

> Continue to support schools to further reduce incidents of distressed, challenging, violent or aggressive behaviour

A working group, involving ECS and professional association staff, was set up to identify ways to reduce incidents of distressed, challenging, violent or aggressive behaviour, review information from reports by staff and plan improvement actions to support schools in meeting the needs of children and young people who are involved in incidents. Tracking of data in the first six weeks of Term 3, for children who had had three or more incident reports in Term 1 identified that enhanced planning and support for these individual children reduced incidents for 87.5% of children, with 70% of the children having no incidents reported in this period.

> Develop and deliver a training programme to improve Trauma Informed Practice

All Headteachers were asked to lead a programme of training in *Trauma Informed Practice*. An additional coaching input was offered and taken up by over 30 schools in February 2023.

Most participants who returned evaluations reported that the training increased their understanding of trauma informed practice relevant to their job. There were many positive responses in relation to the training with one team saying they would commit "to open communication with other staff members in the individual cases of children who may be affected by trauma experiences.

> Review our Anti-Bullying Strategy and develop associated training and resources

Work has been underway throughout the year to review the Anti-Bullying Strategy. This includes working with an Anti-Bullying specialist who has led a series of workshops with Headteachers, Secondary Depute Headteachers, Parent Council Chairs and children, young people, parents and staff in Primary and Secondary schools. The outcomes of this engagement activity will shape the new strategy.

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> Provide additional support to pregnant women with perinatal mental health or substance use issues. Mental health support worker now in place with the CIAM team to support pregnant mums pre and post birth.

The appointment of a mental health worker in the Change is a Must (CIAM) Team has proved to be an invaluable addition to supporting pregnant women, pregnant people and expectant parents. As the mental health worker is a trained mental health nurse, she is able to provide a clinical perspective and work directly with the adult to improve their mental health and ensure they are receiving the right care.

The Team Leader for CIAM continues to be part of the Infant Mental Health group and to liaise with the Infant Mental Health lead in Child and Adolescent Mental Health Services (CAMHS). This continues to focus attention on the links between parental and infant mental health and the need to attend to both in the postnatal period.

Unfortunately, the Drug and Alcohol worker role for CIAM has not been consistently available over the last year due to staff sickness and staff shortages. It is important that a Drug and Alcohol worker is allocated this year to work closely with the CIAM team to support expectant parents who are using substances problematically.

> Continue to support the development of community mental health and emotional wellbeing resources

Significant progress has been made developing the Community Mental Health Programme (CMHP) for Children and Young People, based on the two key principles of creating or enhancing community-based services and supports which help reduce distress or promote positive mental wellbeing.

With over thirty projects in progress or being developed, the programme is varied from online self-help resources such as *Togetherall*, to in-person support delivered by professionals with relevant training. The programme's funding has also enabled The Lighthouse for Perth to offer support for the families of young people who are at risk of suicide or self-injury. From July – December 2022, 258 children and young people accessed a support or service funded via the CMHP.

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Care and Equity

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

We focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and postschool destinations.

We are committed to closing the various 'gaps', increasing accessibility and broadening opportunities.

Performance Summary Apr 2022 - Mar 2023

We continue to work in partnership to meet the needs of Looked After children, young people and care leavers. The majority of Looked After children and young people remain within the community, with only 7% requiring some sort of residential or secure placements.

The social and emotional impact of COVID-19 has had a major impact on risk taking behaviour amongst young people which has required increased use of residential placements. This situation is being monitored closely with emphasis on enabling the young people to return home.

We continue to support and promote the use of Kinship placements with family rather than formal fostering arrangements. Stability is also an important aspect of care arrangements, and performance has improved with only 19% of children and young people having more than one placement during the year.

Update on Priority Actions 2022-23

Brothers and sisters will live together. Where living with their parents is not possible, children must live with their brothers and sisters where safe to do so

It is a priority within Perth and Kinross to place brothers and sisters who require care, together whenever possible. We are working with the CREST team to develop a tool to be used by children and young people to identify their key relationships, and we are also involved in national work to develop an assessment which will help to identify where placing brothers and sisters together is safe and in their best interest. As of March 2023, 46% of brother and sister groups were all placed together, and a further 32% had two or more brothers and sisters in the same placement. There is recognition at a national level that it will not always be possible to place brothers and sisters in the same foster placement when they are from larger families. There is insufficient housing provision to cater for very large families and this has been highlighted in national discussion regarding the implementation of a key element of the Promise.

Develop policy to support and value positive relationships between staff and children they have previously supported, ensuring safety of staff, the young person and their family

To extend the use of Lifelong Links, a service to seek and promote meaningful connections for children and young people who are in permanent care in a planned and structured manner, the service has moved to deliver a pro-active engagement process, reaching out directly to young people with the aim of ensuring that all care experienced young people are offered the opportunity to engage with the service. 8 young people have completed the process, with

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a further 11 currently engaging. 7 young people are waiting for a co-ordinator to be allocated.

> Work with practitioners to continue to develop quality experiences across ELC setting with a focus on addressing the gender gap

Training was developed and delivered to practitioners and early years teachers which raised awareness and developed understanding of the difference in male and female brains, and the impact this can have on learning and development in the early stages. During this training, strategies were shared that take account of gender differences to support children's learning and development. Further training opportunities will be offered in the new academic session.

> Further develop learner participation with young people

A strategy for learner participation in schools has been developed with school staff and pupils. This will link to the Children's Services Youth forum strategy and outlines expectations and recommendations for ensuring that pupils make meaningful contributions to the life and work of the school.

> Continue to improve transitions for children and young people at key points

A review of data in respect of children and young people who will move from nursery to primary school, and from primary school to secondary school led to the development of more advanced planning for transition of a school placement. To support children and young people requiring an enhanced transition for August 2023, from Nursery to P1, and P7 to S1, a range of training and

guidance has been developed to support staff in the new settings to enable the transitions to be successful.

> Develop childcare offer for school age children across PKC, learning from Wrap Around Care pilot project and summer of play initiative, aligning with the Scottish Government plans to extend school age childcare for the most vulnerable

Kids Clubs supported 43 free childcare places, with lunch and snacks over holiday periods. The Childcare Strategy Team supported 253 children during holiday periods. This included a range of outdoor play opportunities, trips, forest kindergarten workshops, lunch and snacks. The Parenting and Family learning Team support 279 families during the holiday periods. All activities included a range of activities and a free lunch for the family. In addition, 271 families (562 children) received a Christmas food and activity hamper during the Christmas holidays.

> Further develop support for Gypsy/Traveller play based approaches at home by connecting with wider range of ELC settings

20 STEP Starter Sacks have been given to families across Perth & Kinross. This has helped develop trust and positive relationships between families and staff. 25% of families that received a Starter Sack now attend an evidenced based family learning programme. 90% of families have found the packs helpful in supporting their child's development through play. We have started discussions with families about supporting delivery of family learning on site.

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> Strengthen the child's voice and protect their rights in all our interactions. We will also create new ways for children, young people and families to be involved; provide feedback, design solutions and shape the future of Services for Children, Young People and Families (SCYPF)

Independent Advocacy Perth and Kinross has been commissioned to provide an 'opt-out' service to all children who are looked after and will offer to represent their views in Child/Young Person's planning processes. For those under 5 years of age the advocacy service will be offered to their parents.

> Expand our early help and support services for families when required

Developed a weekly Multi Agency Screening Group (MASH-UP) in the Child Protection Duty Team to broaden the range of support for families at the lower end of need. This has ensured improved partnership working with third sector services and earlier intervention for families.

> Develop our GIRFEC approaches to integrated assessment, planning and delivery of support to children and their families

Planning to establish a Multi-Agency GIRFEC Group has been undertaken. An action plan is in development for 2023-2024 to ensure that the PKC
GIRFEC guidance and training is updated to reflect the refreshed national guidance.

> An Outreach Team of support teachers will be established to provide targeted support for children with social, emotional, behavioural or communications needs in Primary Schools

An Outreach Team of support teachers has been operational since the start of Term 1 in 2022/23 to provide targeted support for children with social, emotional, behavioural or communications needs in Primary Schools. Each school term, teachers deliver an enhanced level of support to between 35 and 40 schools, supporting between 167 and 206 children individually or in groups. They have also supported 5 schools with the implementation of whole school development of universal approaches in line with CIRCLE.

> Work with schools and partners to further develop curricular programme for Anti-Racist Education

An education officer plus a member of teaching staff were part of Education Scotland's second cohort of the Building Racial Literacy professional learning programme. As a result, an action plan has been created to deliver a programme of anti-racist education across PKC. A growing network of staff are further developing their skills, confidence and resilience engaging in racial dialogue. This is supporting children and young people to engage in anti-racist learning as well as supporting the development of anti-racist resources and shaping our wider curriculum offer.

> Continue to support the Child Poverty Delivery Plan as part of the Raising Attainment Strategy

Education officers and the Attainment Advisor supported settings with effective planning for allocation of Pupil Equity Funding (PEF) through guidance, targeted visits and a range of professional

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learning opportunities. Evidence of good practice has been gathered and shared through development of case studies. The Closing the Gap Tool has now been rolled out to all settings with 94% of Primary schools and 100% of Secondary schools now using the tool to plan, record and evaluate the impact of their PEF interventions.

Cost of the School Day (COSD) guidance and training was delivered through the Equity Network and National COSD toolkit has been highlighted to all schools. A working group and delivery framework for 2023/24 is being developed.

Safe and Protected

Our children and young people will be safe and protected from harm at home, school and in the community. Our communities will be safe and we will act to prevent and reduce crime and anti-social behaviour.

Our approaches to protecting vulnerable children and young people are integrated and focused on early identification, and immediate and effective intervention to remove and reduce the risk of significant harm.

Through our Criminal Justice Social Work Service, we will work with partners to minimise the potential risks posed by the most serious offenders to keep communities safe, help reduce re-offending and support effective interventions for people in the justice system.

Performance Summary Apr 2022 - Mar 2023

Protecting children and young people from harm, abuse, neglect and exploitation and keeping them safe, is a core function of our service, and the pressure to deliver high quality services continues to rise, with increasing numbers of children and young people being reported as requiring support. Along with staffing pressures, this has resulted in some delays in meeting timelines for Case Conferences. However, children and young people continue to receive high quality support and care, and increasingly remain on the Child Protection Register for shorter periods, evidence of sustained progress and a greater likelihood that the changes made will lead to positive longer-term outcomes.

We continue to monitor the volume of Court reporting work in Criminal Justice Social Work, maintaining appropriate staffing levels through the extension of fixed term posts. The complexity of reporting has increased, along with new reporting for recently introduced Caledonian programme for domestic abuse offences. We are aware that a Court backlog remains and there is uncertainty around the projected volume and how this will be processed.

Update on Priority Actions 2022-23

Continue ECS wide suicide prevention and mental health audit and intervention planning

A suicide prevention survey was conducted with schools in April and May 2022 and has led to a 'Mental Health Delivery Group' being developed to drive improvements actions. As a result, guidance with a risk management framework has been created, a professional learning offer has been devised and two Secondary schools have been working with intensive support in this area.

Continue to train staff in Safe and Together which is designed to improve our practice and how we work together with families where there is domestic abuse and concerns about children

Multi-agency overview Safe and Together training was delivered to around 130 partners in November 2022 with a wide range of staff in attendance from across the partnership. The final cohort of 40 staff are due to undertake the Core Assessment Module in 2023. Unfortunately, it wasn't possible to fill all 40 spaces from social work teams due to staff shortages and the time commitment required so the offer was widened, with spaces offered to School Health Nursing and Health Visiting to increase awareness of the model and

a deeper understanding within their teams. The remaining unallocated places were given to Perthshire Women's Aid, Rape & Sexual Abuse Centre (RASAC) and Education Services, which will improve the quality of multi-agency working.

<div style="background:#c9d4e8; padding:4px">Train all staff to be trauma informed</div>

All staff in the Public Protection Team and the majority of prison-based staff have undertaken Enhanced Trauma Training. This training has also been completed by the Complex Needs Co-ordinator. A new Trauma Approach Co-ordinator is now in post within the Health and Social Care Partnership.

A new confidential clinical supervision service was made available to staff. Around 15 members of staff in the public protection and business support teams have benefitted, with 6 staff continuing to access this external service on a regular basis. The training was well received by attendees and has also recently been made available to prison-based social work staff. Four members of staff also completed the 'Safe and Together' training which is envisaged to help create more opportunities for collaborative working as it is now an integral part of the Violence Against Women Partnership (VAWP) framework supporting families to remain as a unit. Managers intend to continue offering the provision of these training services into next year.

Four members of staff participated in a new pilot relevant to male client supervision work (*Connecture*) and this programme will be evaluated with the aim of being introduced next year. In addition, to deliver this programme and cognisant of costs, over and above the purchase of the license, it may require staff to be trained in the programme delivery which will reduce ongoing costs.

<div style="background:#c9d4e8; padding:4px">Further development work to standardise bail supervision across all Local authorities</div>

All Local Authorities continue to be advised on the standardisation of Bail Supervision and a senior PKC staff representative maintains regular contact with a national working group on the completion of the new amalgamated Bail Supervision/Electronic Monitoring assessments. The process is proving to be lengthy and has been subject to change, with the Scottish Government continuing to review this at a national level.

<div style="background:#c9d4e8; padding:4px">Monitor and review the increased use of bail supervision and review the requirement to extend the fixed term post</div>

We continue to monitor and review the increased use of Bail Supervision. During the year ended March 2023, 63 Bail Supervision cases commenced at PKC (a significant increase from 16 cases during the prior year). The Scottish Government will be looking to review Electronic Bail Assessments and how funding is to be allocated across Local Authorities. To date, PKC has had 1 imposed and 3 assessments have been carried out. It is anticipated that we may see a further increases in Bail Supervision being given in a Court to reduce levels of those on remand. This is in recognition of the recent consultation exercise in respect of the Bail and Release Bill.

<div style="background:#c9d4e8; padding:4px">Monitor diversion from prosecution referrals and resources; required if significant increases in numbers</div>

Volumes of Diversion from Prosecution (DfP) referrals are also being closely monitored and we observed a 40% increase in these (68 referrals in 2021/22, and 95 in 2022/23). There has also been

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an increase in the number of complex referrals; sexual offences were 8.5% of total DfP referrals in 2022/23 compared to 1.5% of total referrals in 2021/22, and Schedule One offences went up from 0% to 9.6%.

A joint Diversion from Prosecution and Families Outside training session was delivered to Police and Community Justice Social Work staff in January 2023, following the completion of a Diversion from Prosecution Strategic Needs and Strengths Assessment. The training was inter-agency and well received, which resulted in further sessions Redesign of Drug and Alcohol Treatment options being made available to the Courts, in partnership with Drug and Alcohol Services.

Redesign Drug and Alcohol Treatment options available to the Court, in partnership with Drug and Alcohol Services

A two-year Test of Change commenced in January 2023, whereby two "Specified Workers" were employed by Criminal Justice Social Work (CJSW) and are based within the Integrated Drug & Alcohol Recovery Team (IDART). The workers assess a persons' suitability for a Drug and Alcohol Treatment Requirement and work directly with those who are subject to such a requirement when it is imposed and will be arranged for 2023-24.

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KEY PERFORMANCE INDICATORS

Best Start – Learning and Families Committee

Indicator	Performance			Target
	2020/21	2021/22	2022/23	2022/23
The proportion of children starting P1 who meet all expected development milestones	77%	82%	**82%**	**84%**

Over 4 out of 5 children completing Early Learning & Childcare and moving into P1 in 2022 met all of their developmental milestones; measures of development covering cognitive, physical, social and emotional skills.

There has been a steady increase in the number of children meeting all developmental milestones since the first data collection in 2016, with maintenance over the last year. This information is based on developmental milestone information developed for use in PKC. This is consistent with national data for early child development, which shows an impact from Covid-19 over the last two years, particularly in the 27–30 month assessment.

To mitigate against the ongoing impacts of Covid, all settings now have Language and Communication champions trained in approaches to develop children's vocabulary. New training and resources to support emotional and social development started in February. We continue to support the development of outdoor learning and will introduce an outdoor Nursery site for North Perth in the Summer term.

Learning and Achievement – Learning and Families Committee
Note that indicators in this section are based on the academic year from August to July and so are only available up to 2021/22.

Indicator	Performance			Target
	2019/20	2020/21	2021/22	2021/22
Percentage of pupils (P1, P4 & P7) achieving expected levels in:				
Literacy	*	74%	**78%**	**77%**
Numeracy	*	72%	**76%**	**75%**

The Achievement of Curriculum for Excellence levels for primary aged children has improved by 4 percentage points in both Literacy and Numeracy, with improvements particularly in the P7 cohort. It is now largely the highest seen in almost all curricular areas and stages, and above the average of our comparator authorities (Literacy: 77%, Numeracy: 75%) though it remains just below the national averages (Literacy: 79%, Numeracy: 78%).

* Achievement of Curriculum for Excellence levels was not measured in 2019/20 due to Covid-19

Learning and Achievement – Learning and Families Committee

Note that indicators in this section are based on the academic year from August to July and so are only available up to 2021/22.

Indicator	Performance			Target
	2019/20	**2020/21**	**2021/22**	**2021/22**
Percentage gap between pupils (P1, P4 & P7) achieving expected levels between ACORN 1 and ACORN 4/5:				
Literacy	*	19%	**20%**	Annual decrease
Numeracy	*	19%	**20%**	Annual decrease
The poverty-related attainment gaps for Literacy and Numeracy in Broad General Education remain. Whilst children from more disadvantaged backgrounds have performed more strongly than ever, those from less disadvantaged families have improved slightly more, essentially bouncing back more readily after the disruption from COVID-19. However, at P4 there has been improvement (reduction) in the equity gap across all areas. ** Achievement of Curriculum for Excellence levels was not measured in 2019/20 due to Covid-19*				
School leavers achieving 5 or more Scottish Qualifications Authority (SQA) subjects:				
at SCQF level 5	69%	71%	**68%**	69% (VC)
at SCQF level 6	43%	43%	**40%**	40% (VC)
Comparison with recent years results is problematic due to significant changes in assessment during the Covid-19 period. Performance for these breadth and depth measures remains close to our virtual comparator, and in line with the national averages of 68% at level 5 and 39% at level 6. These measures remain a focus of term visits by ECS officers to schools and schools closely monitor the proportion of young people achieving these measures, and act to intervene to support young people, where necessary.				
Tariff scores:				
Lowest 20%	154	160	**150**	162 (VC)
Middle 60%	968	1005	**941**	910 (VC)
Highest 20%	1974	2014	**2055**	1995 (VC)
Our middle 60% and highest 20 % of learners (80% of learners in total) are outperforming our virtual comparator. However, the attainment of our lowest 20% is static. Important lessons are being learned as part of the Validated Self-Evaluation process in respect of curriculum and learning and teaching for this cohort. Some of our schools have been successful in delivering skills academies and undertaking outreach work which has widened the curriculum offer and benefited the lowest 20% in particular. This practice is being shared and upscaled across all of our settings. The Virtual Campus offer has also been widened to include qualifications at Level 3 to further widen and support our lowest 20%.				

Learning and Achievement – Learning and Families Committee

Note that indicators in this section are based on the academic year from August to July and so are only available up to 2021/22.

Indicator	Performance			Target
	2019/20	2020/21	2021/22	2021/22
School leavers achieving Literacy and Numeracy at SCQF Level 4	88%	88%	**89%**	90% (VC)
Our literacy and numeracy levels have improved for school leavers at level 4 as a result of an increased tracking and monitoring focus as well as improved moderation. This enabled improved earlier intervention strategies. In literacy, school leavers' attainment is slightly below the virtual comparator (the short-term target) and approaching the stretch aim. In numeracy, further improvement is required to meet both of these aspirations. Comparison is difficult because of the alternative approaches in 2020 and 2021.				
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4 *(3 year rolling average)*	61%	45%	**50%**	71% (VC)
Our literacy and numeracy levels have improved and are now comparable to our virtual comparator and national figures after a targeted programme of intervention approaches. Care should be taken when interpreting measures for Looked After Children, as even with a 3-year average these figures are sensitive to the variation present in a small cohort (approximately 20 per year).This cohort of young people will be a focus of specific interventions overseen by the Raising Attainment Board to effect sustained improvement in this measure.				
% Attendance for Primary School pupils	94%	95%	**92%**	95.5%
% Attendance for Secondary School pupils	90%	91%	**88%**	91.5%
Exclusion incidents per 1,000 Primary pupils	6.7[*]	6	**3**	4
Exclusion incidents per 1,000 Secondary pupils	41[*]	23	**35**	22
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. There continues to be an overall long-term trajectory of reducing exclusion, although more were recorded at Secondary level last year than the previous year, the 2021/22 level was particularly low as a result of Covid. *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 20/21 but has increased to 35 in 21/22. However, the long-term trend is of reducing exclusion.* *[*]Exclusion rates for 2019/20 are a pro-rata estimate based on the shortened academic year due to Covid-19*				
% of school leavers moving onto positive destinations	94.2%	96.6%	**94.9%**	98%
We are aware of inconsistency across our schools and as a result we have refreshed our 16+ framework which will positively impact our partnership working. We are creating this framework in conjunction with Skill Development Scotland and Youth Services. Additional funding has been allocated through the Strategic Equity Fund to support and ensure consistency in settings through the provision of additional personnel allocated to each school to support those most at risk of not entering a positive destination.				

Learning and Achievement – Learning and Families Committee

Note that indicators in this section are based on the academic year from August to July and so are only available up to 2021/22.

Indicator	Performance			Target
	2019/20	2020/21	2021/22	2021/22
Participation measure for 16-19 year olds *(NOTE: FINANCIAL YEAR, NOT ACADEMIC)*	95%	94%	**94%**	**95%**

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 measure of positive outcomes. The measure shows a gradual improvement in the proportion of young people in education, training or employment. We are implementing a much more rigorous 16 plus framework in partnership with Skills Development Scotland to effect further improvement in this measure. Overall results remain higher than the national average (92%).

Learning and Achievement – Learning and Families Committee

Indicator	Performance			Target
	2020/21	2021/22	2022/23	2022/23
Number of young people achieving awards	324	657	**810**	**600**

For the Duke of Edinburgh's Award programme, 1249 participants achieved 426 full awards. (275 bronze, 102 silver and 49 gold) and a further 267 certificates of achievement were gained. (140 bronze, 79 silver and 42 gold). Included in this number are young people who required additional supports to complete their achievements - 214 young people were supported to complete 99 bronze certificates, 43 silver certificates, and 5 gold certificates along with 12 full bronze, 1 full silver and 5 full gold awards. Through our partnership working with our Universal Youthwork providers there also successful achievements of 4 Youth Achievement awards, 63 Dynamic Youth awards, 49 Saltire awards and 1 John Muir Award.

Care and Equity – Learning and Families Committee

Indicator	Performance			Target
	2020/21	**2021/22**	**2022/23**	**2022/23**
% Looked After Children with more than 1 placement in the last year (LGBF)	26%	20%	**19%** **(Mar 2023)**	**20%**
There were 276 Looked After Children on 31 Mar 2023, of whom 52 had more than one placement in the last year. A significant number of these moves are positive, with children and young people moving to be with their parents, with family members, or to permanent alternative care.				
% of looked after reviews (accommodated children) which are held within statutory timescales	84%	83%	**87%**	**95%**
During the 2022/2023 reporting year, 585 looked after children reviews took place. Most reviews took place on time (87%) however, 76 reviews were delayed.				
Balance of care for looked after children (LGBF)	96%	96%	**93%** **(Mar 2023)**	**90%**
Foster Care	*39%*	*37%*	*36%*	*-*
Kinship Care	*32%*	*34%*	*34%*	*-*
There were 276 Looked After Children on 31 Mar 2023, of whom 257 were in community placements, and 19 were in residential or secure care placements.				
Proportion of Activity Agreement participants progressing onto positive destinations	85%	82%	**82%**	**88%**
33 young people left Activity Agreements during the year, with 27 of them moving on to positive destinations including further education, employment or training. We are just below the target and have had some good outcomes for many young people, however, some young people left due to non-engagement. To improve outcomes, we are going to work more closely with schools through an early intervention model so that young people at risk of not having a positive destination are given the right support at the right time.				
% of Young People eligible for Aftercare in receipt of Aftercare services	52%	54%	**64%**	**60%**
As of 31 March 2023, 147 out of 231 young people who were eligible for Aftercare services were receiving services. The national level from 2021/22 was 51%. The remaining 36% (84) are those young people between the ages of 19 and 26 years who are still eligible for aftercare support but have chosen to leave the service and do not have an active worker.				
% of children/ young people in community placement beyond the age of 16	64%	45%	**92%**	*Annual improvement*

Care and Equity – Learning and Families Committee

Indicator	Performance			Target
	2020/21	2021/22	2022/23	2022/23

26 young people reached the age of 16 in a community placement during the reporting period. 2 of these young people ceased to be looked after, while the remaining 24 remained in care, either as Looked After or in a Continuing Care placement. There are currently 22 young people in Continuing Care.

Safe and Protected – Learning and Families Committee

Indicator	Performance			Target
	2020/21	2021/22	2022/23	2022/23
% of initial child protection case conferences (ICPCCs) within timescales	78%	75%	**64%**	**92%**
% of Unborn Baby Initial Case Conferences held within timescales	79%	68%	**35%**	**92%**
% of child protection review case conferences within agreed timescales	94%	88%	**86%**	**95%**

During the year, there were 36 ICPCCs for a total of 61 children and young people. The percentage of ICPCCs taking place within timescales has decreased slightly from last year. This is linked to recruitment issues; staff workload and increased complexity of the cases being referred into the Service.

Out of a total of 31 Unborn Baby Case Conferences, 11 were completed on time. This is again linked with staff workloads, late notifications of pregnancies and increased referrals into the Change is a Must Team. The team's case load has doubled over the last 4 years.

Out of a total of 111 review case conferences, 95 were completed on time.

To alleviate the pressures from an increased number of Initial and Unborn Baby Case Conferences required, Review CPCCs were rescheduled to allow more Initial and Unborn Baby CPCCs to take place, ensuring that immediate risk was addressed.

% of children on child protection register over 12 months	21%	8%	**4%**	**13%**

There were 51 children and young people on the register on 31 March 2023. Of these children and young people, only 2 (4%) have been on the register for over 12 months.

Proportion of Young Carers with a completed Young Carers Statement	65%	20%	**95%**	**90%**

Changes to the referral process now ensure that all Young Carers have a Young Carers Statement (YCS) when they begin receiving support. All 649 young carers registered with Perth & Kinross Association of Voluntary Service (PKAVS) have been offered a YCS, with almost all now having been completed.

Safe and Protected – Housing and Social Wellbeing Committee

Indicator	Performance			Target
	2020/21	2021/22	2022/23	2022/23
Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time	98%	96%	**95%**	**99%**

During 2022-23, 639 of 675 Criminal Justice Social Work reports were submitted to court on time. The target of 99% reports submitted to Court on time has not been met consistently during the year due to many factors including a higher-than-normal demand for reports during periods of high annual leave and vacant posts, and delays in receiving third party information which are out with our control. Delays also arise when clients have shown up late to be interviewed. Whilst this impacts these figures negatively, it is of benefit to the Court and our clients that we still can submit late reports as opposed to nil reports. However, we endeavour to address these issues as far as possible although acknowledge that some may be beyond our influence and control.

Indicator				
Unpaid Work hours completed	-	-	**16,701**	**20,000**

This indicator was introduced in 2022/23 to measure the efficiency of the Unpaid Work Team. Hours completed is an indicator of productivity; it reflects directly on the services provided for communities, clients and the court.

During 2022-23, 16,701 hours of UPW have been completed, against the annual target of 20,000 hrs. This measure will continue to be closely monitored in the next reporting period against other management performance indicators such as the number of hours imposed, the volume of clients and the backlog of UPW hours to ensure the staffing model remains appropriate.

Indicator				
Unpaid Work backlog (hours)	-	-	**8,699**	**14,000**

This indicator was introduced in 2022/23 to measure the performance of the Unpaid Work (UPW) Team in managing the backlog. The data was a national requirement to help Scottish Government understand the impact of COVID-19 on Justice. Local Managers recognise the value of this Indicator in managing their performance. The backlog is effectively a measure of capacity within Unpaid Work. If it gets too big, capacity is likely to overwhelm the Team's ability to manage it, too small and the Team will not be able to service its workload or plan its business. The target therefore should not be considered exact as it is the centre of a band with a reasonable tolerance on either side.

We continue to receive a steady flow of referrals from the court, and the backlog is considered manageable currently by the UPW team. The UPW Team will continue to develop its performance analysis in the next reporting period to ensure it is aligned with the business needs and to support business planning. The backlog is an important indicator of capacity. The 'target' of 14,000 remains relevant – If it was reached, the team would cope. However, if it was exceeded significantly and consistently, the business would need to consider increasing its staffing.

Safe and Protected – Housing and Social Wellbeing Committee

Indicator	Performance			Target
	2020/21	2021/22	2022/23	2022/23
Percentage of Parole reports submitted on time:				
HMP Castle Huntly	-	-	**93%**	**99%**
HMP Perth	-	-	**88%**	**99%**

New indicators introduced in 2022/23 to measure social work performance in the Parole process more clearly.

Late report submission can arise for a number of reasons including staff vacancies, sickness absence and increased demand for reports. During the months of August and September the Perth team had high levels of absence and social workers from other parts of the service helpfully stepped in to assist with report writing during those months. The team continues to be affected by staffing issues and are actively recruiting but remains committed to meeting our statutory responsibilities. Performance will continue to be monitored in 2023-24.

Organised to Deliver – Learning and Families Committee

Indicator	Performance			Target
	2020/21	**2021/22**	**2022/23**	**2022/23**
Uptake of Free School Meals (FSM)				
Primary	-	-	**65%**	Baselining
Secondary	-	-	**43%**	Baselining

The number of Primary Pupils entitled to a Free School Meal, including Universal entitlement in P1-P5) was 7,614 and the average annual uptake was 65%. The number of Secondary pupils entitled to a Free School Meal was 870 and the average uptake was 43%. Secondary Free School Meal uptake continues to be lower than anticipated although we see steady increases in meal uptake in all areas. Pupils who are not entitled to FSM also purchase paid meals, with uptake being 28% in Primary and 36% in Secondary. In total, approximately 7,700 meals are provided each day. Action plans are in place to improve all areas of meal uptake.

Indicator	Performance			Target
Proportion of pupils successfully accepted into school of choice outside of their catchment area				
Primary	62%	71%	**84%**	**77%**
Secondary	65%	85%	**94%**	**87%**

For families who wished their child to attend outside their catchment area, 269 placing requests were made for P1 places in primary schools, and 97 S1 placing requests were submitted, with 227 (84%) and 91 (94%) of these requests being granted. Overall, 96% of the P1 intake and 94% of the S1 intake were granted a place in their first choice of school.

Placing requests are considered and determined based on a number of factors including; capacity within schools, individual class sizes and class structures, intake levels of catchment pupils, staffing allocations and reserved places for catchment pupils. Some or all of these factors vary on an annual basis which directly impacts on the numbers of placing requests which can be granted each year in primary and secondary schools.

Indicator	Performance			Target
Proportion of schools with a Condition of Good or Satisfactory	90%	**90%**	-	**90%** *(2021/22)*

Condition is concerned with the current state of the fabric of the school and with safety and security. Condition has a direct impact on what goes on in the school. Appropriate forward planning and prudent, timely decisions on ongoing maintenance will best enable authorities to sustain the quality and asset value of their school buildings over the long term. Schools in good condition – irrespective of age or design – signal to all users (pupils, teachers, staff and the community) that learning is a valued activity, that the learning environment is a priority and often gives that all important 'feel-good factor'.

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Organised to Deliver – Learning and Families Committee				
Indicator	**Performance**			**Target**
	2020/21	**2021/22**	**2022/23**	**2022/23**
Proportion of contracts with an annual value in excess of £200k performing at a Satisfactory level or above.	100%	100%	95%	**100%**

A number of providers covered under the Early Years Partner Provider Contracts have under-performed during the reporting period, this has resulted in two providers being placed on Services Improvement Plans, two providers being placed on Support Plans and two providers have had their agreements terminated for poor performance and failing to meet the requirements of their Services Improvement Plans.

The School Catering contract did not meet its anticipated budget projections due to increased costs (pay award and inflation levels higher than budgeted) and lower than anticipated uptake post COVID-19. Uptake assumptions have been adjusted for 2023-24 to mitigate this and action plans have been put in place to improve uptake.

GLOSSARY

BGE	Broad General Education
CAMHS	Child and Adolescent Mental Health Services
CIAM	Change Is A Must (link)
CIRCLE	Child Inclusion Research into Curriculum Learning Education (link)
CJSW	Criminal Justice Social Work
CLPL	Career Long Professional Learning
CMHP	Community Mental Health Programme
CPDT	Child Protection Duty Team
COSD	Cost Of the School Day
CREST	Connecting Relationships Empowering Supporting Together (link)
DfP	Diversion from Prosecution
ECS	Education and Children's Services
ELC	Early Learning and Childcare
FGDM	Family Group Decision Making
FSM	Free School Meals
GIRFEC	Getting It Right For Every Child (link)
IDART	Integrated Drug & Alcohol Recovery Team
PKC	Perth and Kinross Council
QIO	Quality Improvement Officer

RASAC	Rape & Sexual Abuse Centre
SCYPF	Services for Children, Young People and Families
VAWP	Violence Against Women Partnership
YCS	Young Carers Statement

PERTH AND KINROSS COUNCIL

LEARNING AND FAMILIES COMMITTEE

23 AUGUST 2023

CARER STRATEGY 2023-2026 FOR YOUNG AND ADULT CARERS

Report by Executive Director (Education and Children's Services)
(Report No. 23/223)

1.   PURPOSE

1.1   This report seeks approval for the refreshed Joint Young Carers Strategy 2023 -2026. This Strategy replaces the Joint Young Carers Strategy 2019 - 2022 which was developed to allow us to respond to the new duties contained in the Carer (Scotland) Act 2016.

2.   RECOMMENDATION

2.1   It is recommended that the Committee:

- Approves the refreshed Carers Strategy for 2023-2026 for Young and Adult Carers.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

- Section 4: Background
- Section 5: Proposals
- Appendices

4.   BACKGROUND

4.1   Perth and Kinross Council first approved and implemented the Carers Strategy 2019-2022 for Young and Adult Carers (which will be referred to as the Carers Strategy in this report) on 6 November 2019. The Carer Strategy was underpinned by the Carers (Scotland) Act 2016 (the Act) which came into force on 1 April 2018. The Act introduced the right for unpaid carers who are able and willing to continue in their caring role to be better and more consistently supported to enjoy a life alongside caring. For young carers, the intention has been to ensure supports are in place to guarantee that children and young people have the opportunity to be children first and foremost and that any caring role they may have is secondary.

4.2   On 21 December 2022, the Scottish Government published the National Carers Strategy (NCS). The Strategic outcomes of the NCS are that:

- Young carers are supported and protected from inappropriate caring and negative impacts on their education, social lives and future opportunities.

- Young adult carers are supported when moving from education to training and work while balancing an ongoing caring role.

4.3 The Carers Strategy 2019-2022 set our vision and commitment to young carers in Perth and Kinross from school age to 18 years. Our vision is that children and young people will have the best start in life and will be supported to achieve their full potential irrespective of their caring responsibilities. This outcome is in keeping with the intentions outlined in the Scottish Government's NCS.

4.4 The refreshed Carer Strategy 2023-2026 was submitted to the Integrated Joint Board on 21 June 2023 for approval (Appendix 1). A draft of this Strategy was presented to the Children & Young People's Partnership on 16 June 2023 for noting. The refreshed Carer Strategy continues to promote our commitment to support young carers to achieve their life potential while caring for a loved one.

UPDATE

4.5 Since the implementation of the Carers Strategy in 2019, Education Services colleagues and Services for Children, Young People and Families (SCYP&F) officers have continued to work in partnership with the Health & Social Care Partnership (H&SCP), Perth and Kinross Association of Voluntary Services (PKAVS) and other third sector providers to ensure that the commitments made to carers in Perth and Kinross are on track and any identified issues are timeously addressed.

4.6 The Carer Strategy Group is a cross service, multi-agency group which continues to meet monthly to monitor progress in relation to identified outcomes, consider gaps in provision as well as identify potential service risks.

4.7 The funding for young carers' support in Perth and Kinross has varied across the spectrum of need from young carers to parent carers. Currently, this funding is used to purchase services from PKAVS Young Carers, Barnardo's, Aberlour and Perth Autism Support.

4.8 PKAVS young carers provide a range of short breaks for children and young people to promote and encourage 'time out' from their caring role. Barnardo's and Aberlour provide support to parent carers and to whole families. Perth Autism Support provides a range of services for parent carers and young carers which range from self-referrals for early support to intensive support via referrals from SCYP&F.

4.9 PKAVS Young Carers continue to provide the 'Vaughan Young Carer' space within the Carer Centre at Lewis Place, Perth. This is popular with some young people as it is a safe, fun place for them to meet peers, get support and/or just relax and play video games.

4.10 Staff within SCYP&F work very closely with the PKAVS Young Carer Service to ensure changing trends are identified and addressed timeously. Young carers outcomes are monitored by SCYP&F in partnership with PKAVS Young

Carers staff. These meetings take place six monthly and more often where required.

4.11 In 2022-2023, many complexities emerged, which are in part, linked to effects of the COVID-19 pandemic. All children and families have had to come to terms with the impact the pandemic has had on their lives while trying to return to some sort of normality. This has created a surge in demand for support across services. Our third sector providers supporting young carers, parent carers and whole families have also seen a surge in the demand for support, both in volume and complexity, and they have struggled to meet these needs in this changing landscape.

4.12 The increase in need has occurred simultaneously with recruitment issues across the care sector but specifically, our providers have struggled to recruit and retain staff and over the last year, have had to operate with a reduced staff group. To alleviate this pressure and improve recruitment and retention, third sector providers have had to re-think employment offers and working conditions to attract the staff they need. This will inevitably impact on budgets and on decisions about direct service provision.

4.13 The number of registered young carers with PKAVS Young Carer service has continued to increase over the last few years, and as of 31 March 2023, totalled 649. The number of young people identifying as young carers has increased substantially and this may also be linked with the COVID-19 pandemic.

4.14 The Carer Act (2018) places emphasis on the need for all young carers to have a Young Carer Statement (YCS). Previously, PKAVS Young Carer services struggled to keep up with the demand due to the increase in young carers coming forward for support. However, due to changes in process, this is no longer a pressing issue as there are no young carers on the waiting list.

4.15 Over the lifetime of the 2019-2022 Carers Strategy, mental health and wellbeing issues within this group of young people have become more apparent. Young carers identified that they wanted more access to support for their mental health. In response, young carers can now access emotional support via Mindspace, Relationship Scotland and the Lighthouse. Young carers can also access flexible respite options via an individual budget, they can use the Young Carer Hub in PKAVS Young Carers service, and they can be involved in organised respite options via PKAVS Young Carers.

In the last year, PKAVS has facilitated five residential experiences for young carers: a 5-day boat trip, 2-day young carer festival, 5 days in London, 4 days in Dalguise and 5 days at Hopscotch, Fort William. These events have all been well attended.

4.16 The needs of parent carers of children with additional needs have become more apparent throughout the lifetime of the previous Carers Strategy 2019-2022 and this has now been raised, nationally, via the NCS. The impact of the pandemic has exacerbated the difficulties in families already coping with complex family lives. Unfortunately, many families struggled because they could not access their regular breaks because of national lockdowns and the

staffing difficulties in the care sector. This group has been hit hard by financial issues linked to their caring responsibilities.

In response to this growing need, additional support has been made available to provide respite monies via PKAVS, access to parenting and young carer support via Perth Autism Support, Aberlour and Barnardo's family support. Families can access support services from Perth Autism Support via self-referrals, which means there is no delay in accessing support. Family support from both Barnardo's and Aberlour focuses on the higher level of need and is accessed via a social work referral.

4.17 The Children and Disability Team have one full-time Senior Social Care Officer (SSCO) and one full time social worker dedicated to carers. These posts provide support to both young carers and parent carers. The SSCO post involves both development work and support and that person works very closely with PKAVS Young Carers and schools to support those young carers whose needs are significant, and to help promote champions in schools. The social worker within this team primarily provides support to the parent carers whose dependent children have enduring additional care and support needs.

4.18 The Easy C project continues to be organised and facilitated by PKAVS Young Carers and provides education support to young carers who have disengaged from school or who are struggling to achieve their educational milestones. Easy C can support with homework/homework clubs, one to one tuition and group tuition. Easy C provides support for education to young carers from primary 6/7 upwards.

4.19 Currently, there are 109 young carers accessing this service and 15% of those are in Primary 6/7. The educational support provided by this project is popular and has seen a steady increase in demand since its inception.

4.20 Over the lifetime of the previous Carer Strategy services have evolved to meet our statutory requirements as delineated by the Carer Scotland Act 2018. As we progress towards the implementation of the refreshed Carer Strategy these services will need to continue to evolve and grow as we continue to plan to support the changing needs of young carers.

4.21 The outcomes in the refreshed Carer Strategy 2023-2026 for young carers have not changed and the continued relevance allows us to shape services according to need.

FUNDING

4.22 Funding from the Scottish Government to help support Perth and Kinross Council to meet commitments of the Carers (Scotland) Act 2016 has grown incrementally and now totals £606,631 for young carers in 2023/2024. The last uplift from the Scottish Government was in April 2022. The increased funding reflects the Scottish Government's recognition and commitment to the ongoing support needs of young carers.

4.23 The total service level agreement (SLA) with PKAVS Carer Services for Adult and Young Carers is £1,172.283. The section in the SLA specific to young

carers totals £250,475. The renewed agreement is currently being updated by the H&SCP contracts team.

5.   PROPOSALS

5.1   It is recommended that Committee:

(i)   Approves the refreshed Carers Strategy for 2023-2026 for Young and Adult Carers.

Author

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Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	24 July 2023

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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) and (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. (i) and (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
- Health and Wellbeing

2.   Resource Implications

Financial

2.1   Funding to support young carers totals £606,631. There is a Service Level Agreement with PKAVS for young and adult carers of £250,475 and the remaining funds (£356,156) are allocated to additional dedicated young carer support services.

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 **relevant** for the purposes of EqIA. The EqIA was also submitted to the IJB on 21 June 2023 with the refreshed Carers Strategy 2019-2022 for Young and Adult Carers. The EqIA is available as Appendix 2 in this report.

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 proposals have been considered under the Act 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.

<u>Sustainability</u>

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 N/A

<u>Legal and Governance</u>

3.4 N/A

3.5 N/A

<u>Risk</u>

3.6 N/A

4. Consultation

<u>Internal</u>

4.1 N/A

<u>External</u>

4.2 Ongoing external consultation with Carers Service on the content of the Strategy.

5. Communication

5.1 A communication and engagement plan for the Strategy is being led by the Health & Social Care Partnership.

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 – Carers Strategy 2023-2026 for Young and Adult Carers
Appendix 2 – Equality and Fairness Impact Assessment (EFIA) for Carers Strategy 2023-2026

CARERS STRATEGY

2023 - 2026

For Young and Adult Carers

A Life Alongside Caring

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Contents

CHAPTER 1: INTRODUCTION, OBJECTIVES AND LEGISLATIVE FRAMEWORK

1. Introduction

We are delighted to present our refreshed Joint Adult and Young Carer Strategy 2023 – 2026 underlining our continued commitments to **unpaid carers of all ages**. This strategy will continue to progress and embed the actions from the Joint Carers Strategy 2019-22, while reflecting on significant events of the previous 3 years, the impact of Covid-19 and the cost-of-living crisis on unpaid carers.

Our vision is to fully support all unpaid carers in Perth & Kinross to have a life alongside caring, ensuring that resources are used effectively to meet the gaps identified in support provision. Our vision for young carers is that they are supported to be children first and foremost, having similar opportunities as their peers.

Like our previous strategy, this strategy is shaped by carers, their families, service users, and staff from the Health & Social Care Partnership (Perth & Kinross Council, NHS Tayside, and Third and Independent Sector organisations). Views of young and adult carers and their representatives have been sought via consultation into their needs, challenges, hopes and concerns to ensure that this strategy is relevant and useful. We also listened to what carers told us about continued or new gaps in service provision, ideas for improvements and what works well for them. In Chapter 4 of this strategy, we outline the feedback we received and set out both our commitments and the outcomes we will deliver in response to that feedback.

The strategy will be reviewed annually, in addition to ongoing monitoring, to ensure that it remains robust and meaningful, and will be in place until 2026.

2. Policy Statement

We believe that unpaid carers of all ages play a vital role in the lives of the people they care for and in the wider community. We are committed to supporting carers to ensure they can continue to provide that care for as long as they wish. Our aim is to ensure that carers are recognised and valued as equal partners in care to plan the personalised support they need in their caring role; and to support carers to live in good health and wellbeing, allowing for a life of their own alongside caring, to the best of our ability.

3. The Legislative Framework

The strategy is underpinned by the Carers (Scotland) Act 2016, and Social Care (Self-Directed Support) (Scotland) Act 2013.

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Carers (Scotland) Act 2016

This legislation came into effect from 1 April 2018 and enhances the rights of carers in Scotland. The purpose of the Carers Act is to ensure that unpaid carers, who are able and willing to continue caring, are better and more consistently supported to have a life alongside caring. For young carers, the intention is to ensure that they are children first and foremost, and that any caring role they have is secondary.

This legislation gives carers a right to be offered, or to request, an Adult Carer Support Plan or Young Carer Statement, which supports the carer to identify the advice and support that is needed to reduce the impact of caring on their health and wellbeing and other aspects of their lives. Following the introduction of the Terminal Illness Regulations in July 2021, carers supporting someone with a terminal illness must be offered Adult Carer Support Plans which have to be completed within specific timelines.

The Carers Act also puts a duty on the Health and Social Care Partnership to set local eligibility criteria for supporting carers, to develop the adult carer support plan and young carer statement, to develop a Short Breaks Services Statement, to involve carers in carers' services and in hospital discharge planning, and to maintain advice and information services.

We have worked, and will continue to work, collaboratively with carers, their families and groups who represent carers to implement the changes required under this new law locally across Perth & Kinross.

Social Care (Self-Directed Support) (Scotland) Act 2013

Under this legislation, we will provide information and advice about Self-Directed Support (SDS) options. We have a duty to offer people who are eligible for social care, a range of choices over how they receive their social care and support. SDS allows people, their carers, and their families to make informed choices on what their support looks like and how it is delivered, making it possible to meet agreed personal outcomes.

SDS includes a range of options to ensure everyone can exercise choice and control. Carers have four options in relation to how their budget is controlled, which are:

➢ Choosing to receive a Direct Payment (also called a cash payment).

➢ Choosing to have the funding allocated to a service provider of their choice.

➢ Choosing to have Perth & Kinross Council to arrange a service for the carer.

➢ Choosing to have a mix of the above options for different types of support.

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Carers can use SDS in different ways; for instance, to support the carer to live in their own home. Outside of the home, it could support the carer to go to college/work or enjoy leisure pursuits. It could help the carer arrange for a personal assistant (PA) or be used to help to provide a short break or equipment for the carer.

4. Objectives and Strategic Framework

This Strategy reflects and supports the five commitments of the Strategic Commissioning Plan for the Health & Social Care Partnership (HSCP):

Working together with our communities

Prevention and early intervention

Person-centred health, care, and support

Reducing Inequalities and Unequal Health Outcomes and Promoting Healthy Living

Making Best Use of Available Facilities, People and Other Resources

To meet these goals, we want to provide more opportunities for people to achieve their potential at all life stages, using these themes which underpin the work of the Health and Social Care Partnership.

We will listen to and work with carers along with their families and friends in accordance with the Health and Social Care Standards (my support, my life):

1. I experience high quality care and support that is right for me

2. I am fully involved in all decisions about my care and support

3. I have confidence in the people who support and care for me

4. I have confidence in the organisation providing my care and support

5. I experience a high-quality environment if the organisation provides the premises

Using these standards, we will prioritise and respect people and their choices when they seek support.

The strategy embraces the National Health and Wellbeing Outcomes, in particular Health and Wellbeing Outcome 6: People who provide unpaid care are supported to look after their own health and wellbeing, including reducing any negative impact of their caring role on their own health and wellbeing.

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❖ In addition, the strategy embeds the Equal Partners in Care (EPiC) core principles:

❖ Carers are identified

❖ Carers are supported and empowered to manage their caring role

❖ Carers are enabled to have a life outside of caring

❖ Carers are free from disadvantage and discrimination related to their caring role

❖ Carers are fully engaged in the planning of services

❖ Carers are recognised and valued as equal partners in care

The strategy also reflects the Perth and Kinross vision that children and young people will have the best start in life and will be supported to achieve their potential. This is in line with our commitment: Getting it Right for Every Child (GIRFEC) and the ethos of the Carers (Scotland) Act 2016, which places emphasis on young carers being children first, carers second, ensuring that they are supported to achieve the best possible outcomes in life.

The strategy also takes account of the direction and considerations made by the National Carer Strategy and the Care Inspectorate Inquiry into Adult Carers' Experiences of Social Work and Social Care Services, both published in December 2022. We have used these to inform the action/delivery plan.

The Scottish Government published the National Carers Strategy in December 2022 which embeds 89 actions within 5 themes:

1. Living with Covid-19

2. Valuing, Recognising and Supporting Carers

3. Health and Social Care Support

4. Social and Financial Inclusion

5. Young Carers

The Care Inspectorate Inquiry into adult carers' experiences of social work and social care services, highlighting 8 considerations to support continuous improvement in the experience of carers. These are:

1. Develop and improve the accessibility and availability of short breaks available to support carers to continue to care.

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2. Promote awareness of the rights that carers, including 'hidden carers', have to an adult care support plan and the benefits of having one in place.

3. Improve carers' experiences of systems and processes including initial access, resource allocation and reviews.

4. Ensure there is refocus on prevention and early intervention, self-directed support, and outcomes-focused practice for carers.

5. Further support social work and social care staff to be more knowledgeable about the Carers (Scotland) Act 2016.

6. Further develop with carers engagement and consultation approaches including evaluation of these approaches and how best to feedback carers' views.

7. Ensure that local carer strategies, short-break services statements and eligibility criteria are up to date and are co-produced with carers and carers' organisations.

8. Ensure there is meaningful and representative inclusion of carers in planning and governance groups that impacts positively on service improvement.

5. Equalities

In accordance with the Public Sector Equality Duty (General Equality Duty), Perth & Kinross Health and Social Care Partnership, and Perth & Kinross Council Education and Children's Services) have a duty to eliminate unlawful discrimination, harassment, and victimisation and to advance equality of opportunity between people who share a protected characteristic. Protected characteristics, under equalities legislation, include age, race, sex, disability, colour, ethnic origin, religion or belief, sexual orientation, or gender re-assignment. Under the Fairer Scotland Duty, we must actively consider how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making strategic decisions. Although not named as having a protected characteristic, Carers are covered under Equalities legislation by their association to the person who they care for who may have one or more protected characteristic.

6. Monitoring, Reviewing and Reporting on the Strategy

The achievement towards meeting the outcomes on this Strategy will be monitored through the Carers Strategy Steering Group and the Carers Strategy Group. For adult carers, reporting is required to the Strategic Commissioning Board, HSCP Executive Management Team and the Integration Joint Board and Audit and Performance Committee and for Young Carers through Learning and Families Committee.

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7. Definition of Young and Adult Carers

The **Carers (Scotland) Act 2016** defines an unpaid carer as an **'individual who provides or intends to provide care for another individual (the 'cared for person')**.'

An unpaid carer can be a child or an adult who gives help and support to someone else who has a disability, illness, health condition, a mental health or substance misuse issue, and/or who is elderly or frail. The person being cared for may be a spouse, parent, child, sibling, a relative, neighbour or a friend of the carer.

Unpaid carers can also be parent carers or kinship carers who provide care to an ill or disabled child to a greater extent than would be expected in a parenting role. Unpaid carers may have paid or voluntary work other than their caring role, be in education, retired, or be unemployed. They may be in receipt of welfare benefits, pensions or be earning wages unrelated to their caring role.

All carers provide a vital contribution to their families and to society. They provide often unseen care and support to relatives within their household and the wider family, without acknowledging the impact on themselves. Additionally, they can often keep families together and reduce the need for organised and formal care services.

This strategy is for carers of all ages:

Young carers, who are under 18 or are 18 and are still at school, who live within Perth & Kinross, even if the cared-for person lives outside of this area.

Adult carers, who are 18 or over, who have left school and are caring for someone who lives within Perth & Kinross, even if the carer lives outside of this area.

8. Young Carers

8.1 The Impact of Caring on Young Carers

Being a carer can be a positive experience for a young person. The caring role can give a sense of responsibility and identity and can build self-confidence and esteem. By making an important and positive contribution to family life, the young carer can feel more valued and included and can enable them to develop important life skills. However, when young people are required to take on too many caring responsibilities, or conduct caring roles that are not appropriate, there can be limiting or adverse effects on their health and overall well-being. This can impact every area of their lives including school, health, community, and home:

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- It is important to support young carers to consistently attend school.

- Young carers may require support to complete homework on time and may require additional support in class.

- Without the right support their young carer role can potentially limit the young person's ability to achieve their full potential.

- Young carers often feel different from peers with an increased likelihood of being bullied – PKC Anti-Bullying Strategy.

- The demands of consistently providing intensive physical care for the cared for person can impact on a young carer's physical and emotional wellbeing over time.

- Taking on responsibilities that would normally be conducted by an adult can lead to a young person experiencing mental health and wellbeing issues, such as depression and stress.

- Young carers may not be looking after themselves as their focus is on the cared for person.

- They may be worrying about the cared for person and may have very little free time to socialise so their friendships can be limited. This could lead to increased isolation such as creating barriers to joining after school clubs and/or other groups which normally help build relationships.

- Some young carers may be reluctant to bring friends home due to their home environment and may also experience bullying within their community for being different.

- Financial constraints within the family home can limit the life opportunities of young carers. The effects of a cared for person's disability can add additional costs to the running of a home such as extra heating, specialised equipment or maintaining a special diet, therefore limiting available funds.

- Where there is a barrier to learning, under The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) schools have a responsibility to identify needs and keep these under review following the PKC staged intervention framework. For most young carers, their needs may be met at a universal level by the class teacher(s).

8.2 Working in Partnership

We recognise that meeting the needs of young carers cannot rest with one organisation alone and that it takes strong partnerships and effective joint working

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across a wide range of services, including the Third Sector, to support the varied needs of young carers and their families.

There will be occasions where there will be a need for partnership working across services for adults and children when assessing the needs of the young carer. The relevant professionals from across services will work together with the young carer and the person they give support to, to identify the necessary supports. This may involve drawing on appropriate resources from across services as necessary to meet the young carer and cared for person's needs to prevent breakdown and keep families together.

Zuhair's Story

Zuhair is a young carer for his 2 younger siblings both of whom were diagnosed with a form of ataxia 6 years ago. Ataxia is a progressive degenerative disease that affects balance, control, and eye movement. Caring for his siblings involves the whole family and this became harder following a car accident which left Zuhair's mother temporarily unable to walk.

Zuhair started to care more for his siblings to enable his father to keep working. Like so many young carers, this has at times left Zuhair feeling isolated and struggling with his mental health. Zuhair was referred into PKAVS young carers' service and started receiving support in May 2019. The support worker at PKAVS acts as a lifeline for Zuhair and his other sister Layan, also a young carer for the family. Zuhair and Layan have been offered support through accessing one to one support sessions, attending weekly respite groups during school term time, going on day trips, and having longer residential breaks away during school holiday periods.

Zuhair also attended private tuition lessons through the Educational Attainment Service that the young carers service offers (Easy-c), and his sister Layan will start to access that same service soon. Despite their caring roles at home, both Zuhair and Layan regularly attend PKAVS Young Carers Voice forum which meets regularly so the service is always well informed about the challenges young carers are facing. This commitment to making sure young carers' voices continued to be heard, despite everything else both Zuhair and Layan have going on in their lives, is typical of the caring nature of most young carers.

9. Young Adult Carers

When young carers reach 18 years and are no longer in school, they are entitled to an Adult Carer Support Plan (ACSP). The carer will be offered continued support with an ACSP. This will be completed with the Young Adult Carer Support Worker at PKAVS. It is vital that there is no gap in support for the young person.

Although the Carers Act does not give special definition for young adult carers, we commission services from PKAVS for young adult carers (aged 18 to 24) as we recognise the importance of supporting carers through the transition phase from child to adult.

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The impact of caring on a young adult carer can be a varying combination of the impacts on young carers and adult carers. There may be:

➢ Limited opportunities to socialise, to make or sustain friendships.

➢ Difficulties in meeting education demands at school, college, or university.

➢ Challenges in accessing work opportunities or maintaining jobs where employers lack awareness about carers.

➢ Feelings of guilt, anxiety, stress, worry and isolation.

➢ Concerns about moving away, leaving their family and the person who needs support.

According to the 2011 Census, young carers and young adult carers are twice as likely to report a mental health condition compared to those without caring responsibilities, and young adult carers are three times more likely to report a mental health condition compared to young carers. While the information throughout this strategy for young and adult carers is also applicable to young adult carers, it is vital to ensure that this age group of carers is also supported throughout this important transitioning stage of life from child to adult.

10. Adult Carers

10.1 The Impact of Caring on Adult Carers

Adult carers may give physical support, help with practical tasks, and provide emotional support such as reassurance and encouragement. Caring can be extremely demanding but also rewarding. Care may be provided throughout the day and night, seven days a week, or may fluctuate depending on the needs of the person they look after. Each carer, and their caring situation, is unique. As such, carers experience varying degrees of positive and negative impacts.

➢ Sometimes, a caring role can feel very challenging and can lead to:

➢ Social isolation due to not having time to develop or maintain relationships with friends or family members.

➢ Stress of coordinating care with wider family responsibilities.

➢ Having very limited or no opportunity to have 'time out' or a break to recharge.

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- Difficulties in maintaining education or employment, leading to the loss of opportunities and income.

- Increased financial pressures due to the caring role.

- Making long-term lifestyle changes.

- Health and wellbeing being impaired due to pressure and stress of the caring role.

10.2 Working in Partnership

The Health and Social Care Partnership works with the Third Sector and other providers to help carers get the support they need at the earliest opportunity.

Our main partners at the Carers Hub based in Perth is run by PKAVS. They provide ongoing support through the telephone befriending scheme, through Time for Me grants, carer peer support groups and other ongoing support.

We also work closely with Crossroads who provide Sitting Services, supporting the carer to take a break from their caring role along with other regulated services across all localities.

Tom's* Story

Tom has provided support for his partner for more than 5 years and is her main carer. Tom's partner has severe and enduring mental health issues and is currently being supported by the mental health team. Tom's partner has had admissions to hospital due to suicidal thoughts and a suicide attempt. Tom is 49 years old and lives in Perth & Kinross. He was a long-distance lorry driver but constantly worried about leaving his partner on her own. He was always on edge and phoned her several times a day to check she was ok. Tom stopped working to become a full-time carer as he found it difficult to provide the care needed by his partner whilst working.

Tom's partner's mental health has deteriorated recently, and he is really struggling. He was not getting any support for himself although he had been told that he seems to be managing.

Tom has two brothers but, as he does not have a good relationship with his family, he does not receive any support from them.

Tom spends all his time providing support to his partner including, helping with food and fluid intake, helping with medication, and offering her a lot of emotional support. Most of his time is spent caring for his partner, round the clock.

Tom said that his caring role changed his entire life. He is not able to see his old friends or have any kind of social life. His caring role leaves him isolated and lonely.

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Tom stated that in the last five years he has only been on holiday once with his partner. He thought that this was the best time of his life, and he really enjoyed it.

Until he discovered the Carers Hub, Tom had not received any support while caring for his partner. Without support he had become tired, stressed and quite lonely because of his commitments. Tom felt it difficult to find the right type of support for himself.

Tom would like to have more information regarding his partner's mental health condition to enable him to provide better support to his partner and help him understand more what his partner is going through.

Tom feels confident and supported due to input from the Support Worker at the Carers Hub and knows that he can contact him for support, advice, and information. Tom wants to engage and be an active part of future activities and groups as he feels this may help maintain his own mental health and help sustain his caring role and to have some respite.

Tom now knows he is not alone in his caring role, and he can get support from peers in a similar situation.

Karen's* Story

Around May 2022, Karen and her husband moved from a different local authority area to Crieff, to be nearer their daughter. Karen's husband had a head injury 24 years ago which meant Karen became an unpaid carer. Over the years Karen's husband's needs changed, and he has now been diagnosed with vascular dementia. He also has frontal lobe epilepsy and several other issues.

During Covid, Karen found lockdown a very isolating and worrying experience. The couple didn't have a social worker at that time, and Karen didn't have any support.

The week they moved to Crieff, Karen was told about the Carers Hub and the assessment process. They attended their first Carers Cafe where she met one of our Carer Support Workers and she became Karen's support worker. Her support and help have turned Karen's life around.

Karen hadn't ever asked for help for herself before and has had mental health issues. She didn't realise that she could have had a support worker for her own support.

In a very short time, with the Carer Support Worker's help and support, Karen now has respite for her husband at Parkdale Residential Home in Auchterarder. Karen has used this service 4 times, one of which was a funeral with very little notice. Karen noted that the friendly staff make Karen's husband very welcome which reduces her worry.

Karen also has a Crossroads carer for 3 hours a week while she attends a pottery class.

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Karen has made new friends through the Crieff Carers Café; and believes that peer support is very important. People who have knowledge of her situation and can offer a listening ear and support. She also has been given vouchers for complementary therapies from the Carers Hub.

The move to Crieff has been very positive and because of support from Social Work Services and the Carers Hub Karen feels valued as an unpaid carer.

* Names changed to protect anonymity.

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11. Carer Support in Perth & Kinross

At the time of writing, National Census for Scotland statistics have not yet been published. Link to Carer statistics on Carers Pages on pkc.gov.uk when available.

12. Identifying Carers

We estimate that approximately 2800 adult carers are registered across PKAVS, Perth & Kinross Health & Social Care Partnership and at the Perth & Kinross Carers Support Project at Change Mental Health (formerly Support in Mind), which is an increase since our last Strategy. This suggests that up to 80% of adult carers might be missing out on preventative support, information and advice that might assist them in reducing the impact of their caring role. Whilst this likely includes a proportion of carers who do not feel they need or want support, there is still a disparity between the number of carers in the 2011 census and the number of carers registered for support in Perth & Kinross. At the time of writing, we do not have information from the most recent National Census, but we anticipate that there will be a greater number of carers identified, not least following the Covid pandemic where many people took on caring roles or increased the amount of unpaid care they provided. Statistics will be available on the Supporting Unpaid Carers pages of pkc.gov.uk when published.

13. Timescales for Completing Young Carer Statements and Adult Carer Support Plans

When we receive a referral from a carer or third party on behalf of the carer to receive information, advice and/or support, we will consider the priority and urgency of each situation. When it is brought to our attention that urgent support is required, we will prioritise this. Demand for services is generally high and may be subject to external factors which are out of our control. However, we aim to provide carers with:

Young Carer Statements within 12 weeks of their request.

Adult Carer Support Plans within 10 weeks of their request.

These timelines will be kept under review to ensure that we are meeting needs appropriately.

14. Current Support Available in the Local Area

14.1 Short Breaks Services Statement

Perth & Kinross HSCP's Short Breaks Services Statement (viewable at https://bit.ly/2UOPewX) contains a more extensive list of the short break's services available for carers locally and nationally. This has been reviewed as part of the

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refresh of the Strategy. The list below provides information about support currently available to carers from commissioned services and other bodies.

Local Resources for Young and Adult Carers

PKAVS Carers Hub has three separate services to support carers from school age upwards. It provides a range of information, advice, and support to carers. Types of support include respite and activity groups for young and young-adult carers, social (massage) therapies, carer cafes, training opportunities, short breaks, day services for people with long term conditions or disabilities, telephone befriending service, 1-2-1 support from dedicated carer support workers, Self-Directed Support advice, and up-to-date information about different resources available in their local community. Information and support in completing emergency plans can also be provided, as well as peer support for unpaid carers whose role has changed due to bereavement or when the cared for person enters long-term residential care (the 'Bridge Project').

Crossroads primarily aims to provide respite care for carers in the community, with home-based respite and domiciliary care service for adults with any of the following: mental health issues, dementia, physical disabilities, learning disabilities, or other serious health conditions.

MECOPP (Minority Ethnic Carers of People Project) works with Gypsy/Traveller carers of any age across Perth & Kinross who live in housing, on sites and in roadside camps. The support includes outreach work, community-lead research, filmmaking, limited case work and training.

Change Mental Health is a Mental Health Organisation providing information and support for people who have mental health problems or mental illness and for their families and carers. It runs a Carer Support Project in Perth & Kinross, providing individual support, as well as a range of information and advice.

Alzheimer's Scotland is the local point of contact for people living with Dementia, family members, carers, and communities.

Independent Advocacy Perth & Kinross provides information and advocacy support when needed by carers.

There is also a range of universal services available such as leisure centres, libraries, support groups and emotional support.

14.2 Statutory Services Support for Young and Adult Carers

Perth & Kinross Health and Social Care Partnership can provide a range of services to meet the carer's identified needs in their Support Plans. Perth & Kinross Council's Education and Children's Services can support with access through the Carers Hub for young carers with a Young Carers Statement and access to appropriate services. These include arranging care for the cared-for person, day care services, short breaks/respite, telecare support, emergency carers card, and rapid response.

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Health Services will provide support at the point of diagnosis, along a health pathway, for the ongoing care and treatment and with discharge from hospital. Hospital discharge planning is also supported by a dedicated hospital link worker, social care officer and palliative carer support worker.

Social Prescribers offer signposting and support for people to access and use community-based activities, to help address influences which contribute to health problems, with the aim of improving health and wellbeing.

Perth & Kinross Council Welfare Rights Service offers advice and information on benefit entitlements when circumstances change, when carers are struggling financially or when they have been turned down for a benefit or are unhappy about a benefits decision. Under Carers (Scotland) Act, Carers have a right to information about income maximisation to ensure they receive the benefits they are entitled to. Carers may also find it helpful to speak to Citizens Advice who can help with form filling as well as providing advice on benefit entitlement and any other help they may be able to receive locally.

15. Progress Summary

15.1 External Context

COVID 19

Progress on our Carers Strategy 2019-22, which was approved by our Integration Joint Board and Lifelong Learning Committee on 6 November 2019 was soon impacted by the Covid 19 pandemic and the restrictions placed on all of us to reduce the spread of the virus.

These restrictions had an immediate effect on carers and the people they care for, from the reduction in availability of support for the people they care for, access for medical appointments, and the requirements around protective coverings. Many carers were rightly worried about the risks of introducing Covid 19 to the home of the person they care for and there continues to be concerns around this. Some people who had not been carers prior to the pandemic became carers as they looked to support more vulnerable members of their families, during the initial lockdowns when normal activities like shopping and moving outdoors were restricted.

In partnership with the Carers Hub, we initially responded by increasing the telephone contact with unpaid carers, following this, the Carers Hub was a point of contact for PPE (Personal Protective Equipment) for unpaid carers including deliveries to carers who could not travel. We also set up a short-term sitting service to enable carers to have a break from caring whilst their loved ones were looked after. This service ended in September 2020 as commissioned services were able to re-establish cover.

We appreciate that some carers remain concerned about Covid 19 as it continues to circulate in the wider community, and whilst most of the population have received

vaccination cover, vaccinations may not be available to all due to health conditions. Ongoing support is available to carers from Scottish Government and through Scottish National Health Service.

COST OF LIVING CRISIS

The cost-of-living crisis is an ongoing concern to many carers. Prior to this, carers were still subject to financial insecurity due to the costs associated with looking after someone with a disability, such as heating, power for equipment, special dietary needs etc. This may also have been exacerbated by restrictions on carers' earning if they are in receipt of Carer Allowance and the likelihood of them having to reduce hours of work or stopping work due to their caring responsibilities. Some of the costs have been mitigated by government interventions however, carers have recently reported taking out loans and getting into debt due to the increased costs of daily living. Scottish Government funds through Shared Care Scotland were made available through a hardship fund in early 2022 which was administered by the Carers Hub locally.

15.2 Progress on our Outcomes

Despite the challenges we faced due to the Covid-19 pandemic, and the many challenges faced by carers we were able to make good progress on our Joint Carers Strategy 2019-22.

Outcome 1: Provide clear, reliable, accessible information about local and national support which is available across a wide range of locations in Perth & Kinross.

We used a variety of methods to provide information to carers about the support that is available for them. The restrictions brought about by the pandemic made it necessary for us to provide information in new and innovative ways including online and hybrid presentations for Carers Connect and Carers Weeks. We also promoted support for carers with banners and advertising at the Vaccination Centres set up in Perth and Kinross throughout the pandemic. We used digital advertising, podcasts and had a takeover of the Perth & Kinross Council's Facebook page for Carers Weeks. We also revised our core information with assistance from Carers Voice to create a single booklet which we promoted across Perth & Kinross, working with Culture PK. We also worked with Perthshire Welfare Society to improve the support available to carers from the global ethnic majority. All this work is ongoing to ensure that as many carers from all backgrounds and communities as possible know how to access support to enable them to continue caring.

Outcome 2: Promote awareness about the Carers Act in the local community and workplaces to improve early identification and support of carers.

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We developed training materials for professionals about carers' rights and the support which is available which we commenced in November 2021, investing in a dedicated Learning and Development Officer in 2022 to embed and progress this training. Individual locality and community support teams and our volunteer support agencies are all carer champions.

We worked with Carer Positive to engage with employers in the area however, we were unable to increase the number of employers with Carer Positive accreditation. We will however continue to engage with local employer groups and individual employers to promote Carer Positive to ensure the early identification of working carers, and provide better support to working carers, in line with the Scottish Government's Fair Work agenda.

Outcome 3: Ensure Carers are listened to and have their opinions valued by professionals.

We have worked to provide support to carers looking after someone in hospital with our Hospital Link Worker and invested in a Palliative Carer Support Worker and Social Care Officer to improve the identification of carers to involve them in the discharge process and provide support to them. Our investment in a dedicated Palliative Carer Support Worker has enabled us to meet the timelines for carers who support people with a terminal diagnosis in accordance with the Terminal Illness Regulations, introduced in July 2021 to provide immediate support for the carer when facing a life-changing situation. Alongside our locality Carer Support Workers, we also have dedicated Carers Support Workers in I-Dart, Older People's Services and in the SCOPE team supporting families as young people with complex needs transition from school.

Training has been provided to Social Work professionals in both the Health and Social Care Partnership and Education and Children's Services to ensure that they involve carers as much as possible in planning the support for those who they care for. We will further develop this training to widen the scope and include healthcare professionals. We developed the Carer Experience Survey so that we can be sure that the health and wellbeing of carers is supported and to highlight areas for improvement.

Outcome 4: Provide opportunities for carers to participate as active partners to the planning and shaping of carers' services in their local areas including services for the people they care for.

We have listened to carers' suggestions on how to improve support for carers over the lifetime of the previous Strategy, involving carer representatives as equal strategic members in our Strategy Group, working groups, and in the Strategic Planning Group. Carer representatives are also non-voting members of the Integration Joint Board, ensuring carers' perspectives are represented across the Partnership. Carers and their representatives have been involved in the development of the refreshed Strategy.

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We were also part of the Carers Trust pilot training programme to give carers an insight in to how they can represent the views of carers in their area to improve services. We have identified Parent Carers as a care group who are often overlooked and have engaged with local Parent Carers as part of the Promoting Variety project to improve the support they use through co-production. We have listened to carers through consultations and working together alongside national initiatives through the lifetime of the Strategy, however we will continue to explore better ways of supporting carers.

Outcome 5: Develop wider carer networks to enrich peer support.

We have worked with Richmond Community in Crieff from June 2021 and Dementia Friendly Aberfeldy from February 2022 to establish local carer cafes and enable improved peer support. Our café in Blairgowrie in partnership with Elder Voice commenced in April 2023. We have continued to support PKAVS in developing online and offline peer support for carers across the area including the establishment of a Carers' Choir 'Gie it Laldy', which meets weekly at Perth Theatre and is open to carers and those they care for. We worked with Carers Voice to listen to the concerns of carers and to ensure those concerns are addressed with information and support.

Outcome 6: Improve provision of flexible and personalised support, to support the emotional/physical wellbeing of carers and to support them to have a life alongside caring.

The wellbeing of carers is supported through the Carers Hub which provides Social and Complementary therapies, Time for Me grants which enable carers to have a short break and the telephone befriending service in which we further invested in from 2021 to provide out of hours support. Training opportunities, which give carers the skills and tools to support themselves and those they care for, are provided through services commissioned from the Carers Hub and at New Rannoch Older People's services. These were delivered as in-person and online sessions to cover a wide range of topics including Legal Must-Dos and Power of Attorney, Adult Support and Protection, Moving and Handling, Self-directed Support and Technology Enabled Care. Self-directed Support is key to improving personalisation of support to carers and we have been working with other local authority areas to see how we can improve to make this easier for carers.

Based on feedback from carers we have supported the introduction of the Community Tipi – a large mobile Tepee with a wood-burning stove, which is available for use by community groups supporting carers. This will continue to be rolled out in the next few months. We are also seeking to establish volunteer befriending interventions to improve support where regulated services are, or are not involved.

Through the Carers Hub and our Social Prescribers, we are involved in supporting community groups to ensure that our services and support are sensitive to cultural differences. Through provision of support in the community we have reduced the percentage of admissions to long term care due to carer breakdown from 30% to 16%. We have reviewed current supports to assess their adequacy for support to

carers and we will continue to look for ways to improve the support for carers, particularly in rural areas, through the life of this strategy.

Outcome 7: Young carers will have the best start in life and will be supported to achieve their potential irrespective of their caring responsibilities.

As at March 2023 there are 613 registered Young Carers with the Young Carers Service. During 2022, 172 Young Carers Statements, which identify the Young Carers' needs outcomes, were completed for newly identified Young Carers, enabling us to signpost them to the appropriate agencies for support. There is, however, a backlog of Young Carers Statement Reviews as completion of Statements have had to be prioritised.

173 Young Carers accessed the Education Attainment Service, with tutors delivering 1231 individual tutoring sessions. There have been 30 weekly primary tutor groups with an average of 15 Young Carers in attendance and 30 weekly nurture groups provided.

All 11 secondary Schools and 48 feeder Primary Schools have a designated Young Carers champion who have quarterly meetings with PKAVS/Young Carers Social Worker to discuss issues, challenges, share information and best practice.

150 Young Carers have accessed alternative respite funds for respite opportunities within their communities and 50 Young Carers applied for Time4me funding for short breaks through Shared Care Scotland. We also supported day trips, drop-in sessions and outcome focussed groups. Over 250 young carers and their families attended the PKAVS Christmas Extravaganza.

Mental well-being support has been provided through partnership working with Mindspace, Saints in the Community and All-Strong Scotland.

Pre-school age young carers are the responsibility of the NHS for young carers support.

Young Carers Voice forum meets every 2 weeks to discuss challenges being faced by young carers and any additional support they may require. The Young Carers Voice Forum will be establishing a sub-group around mental health for young carers.

The Young Carers' Social Worker is available for advice and guidance to the Social Work teams and has attended Team Meetings to share information. More widely, the PKAVS Young Carers' Service is first point of contact for all agencies who have enquiries or wish to discuss referrals.

16. Carer Consultation and Feedback

Timeline of how the strategy was developed

Embracing our vision that carers should be equal partners in care and be involved in shaping the services that are designed to support them, the development of this strategy was undertaken through engagement and consultation with young and adult carers, their families, and the professionals who support them. Across Perth & Kinross, carers were able to provide their views through the survey and at direct events in the community. These gave us valuable opinions and insight into carers' experiences. We have based this new strategy on what carers have told us matters to them.

This was what the consultation process looked like:

From January 2019: Ongoing consultation and dialogue

Through strategy and programme board meetings, we have continued to seek the views and experiences of carers, including Carers Voice, professionals and our third sector partners, to inform and shape this strategy and the Action Plan.

March 2022 – May 2022: The consultation survey was created with carers

The consultation survey was developed through several discussions held with key stakeholders, including separate interest groups with adult carers, parent carers and young carers.

June 2022 - August 2022: The consultation

We consulted with carers using the finalised survey. This was done through social media, letter, email, focus groups, consultation stalls and events.

Consulting with professionals

Various professionals form within the HSCP and from our Third Sector and commissioned services were interviewed for their views about the support available for carers and the challenges they face.

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Consultation with Carer Representatives

We consulted with carer representatives and heard their views on the support that carers receive and their experience of being carer representatives with the Health and Social Care Partnership.

Risk events

In December 2022 and January 2023, we held two risk events to ensure that the risks to carers were identified. The purpose of the workshops were to ensure that the Health and Social Care Partnership, identifies actions to mitigate the risks and further inform our delivery plan going forward.

Summary of the results from the consultation – 207 respondents

Age groups of carers who responded
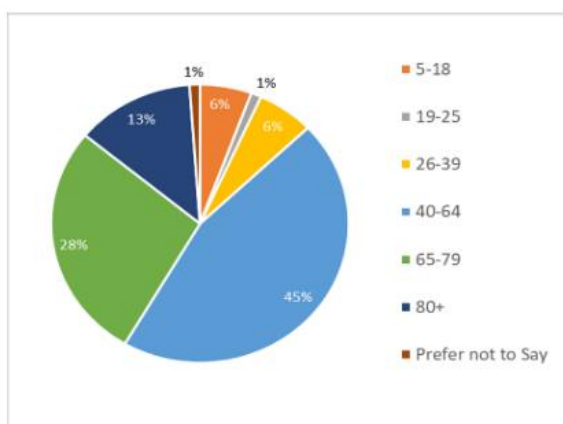
Where carers are from
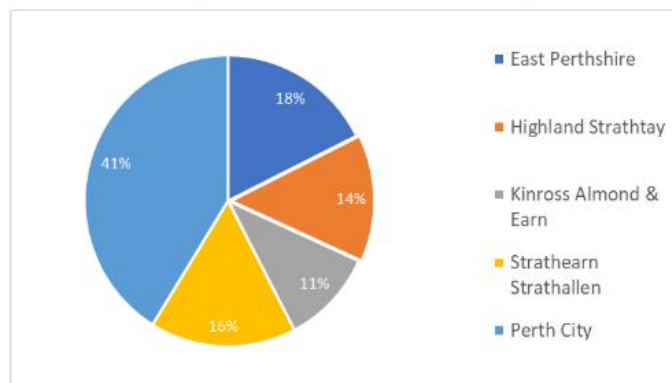
Type of care carers provide.

Carers provide a range of support to the people they care for; most said they kept the person they care for safe followed by providing emotional support. These responses are consistent with those we
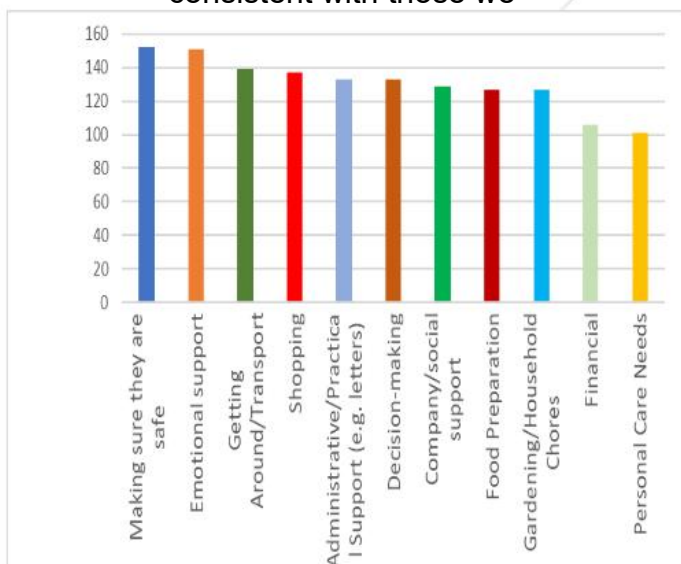
received from our previous Strategy.

Who do Carers Support?

The largest proportion of carers who responded provide care and support for parents, a spouse or partner followed by caring for their child.
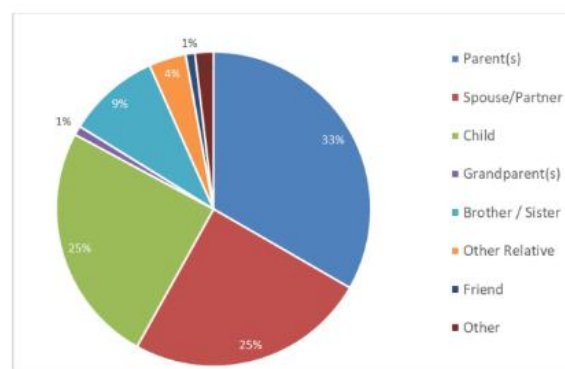
The impact of Caring

Carers reported the greatest impact on them to be with their health and wellbeing and their life balance.

Support Carers Use

Carers said the support they used the most came from friends and family followed by Information and advice.
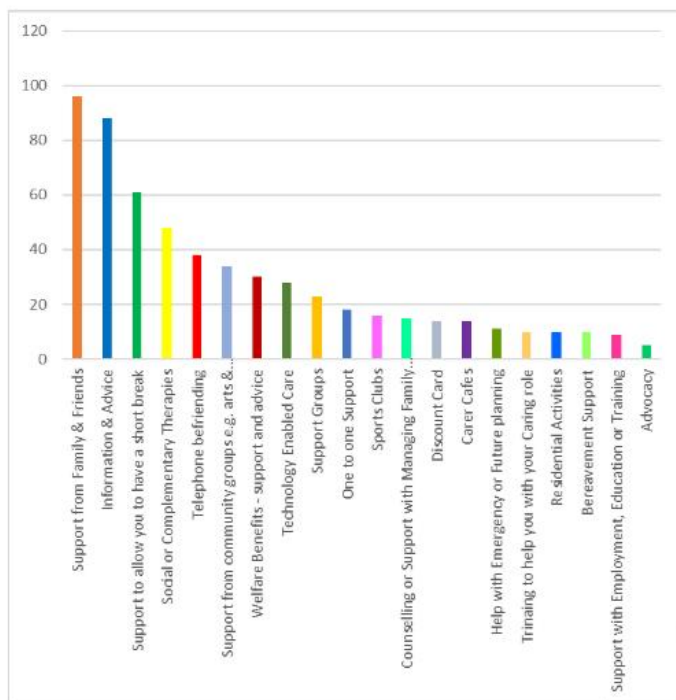
Support Carers would like to have.

The types of support carers said they would most like to have include, firstly a discount card, secondly support to enable them to have a break from caring, help with emergency and future planning and help with welfare benefits and advice.
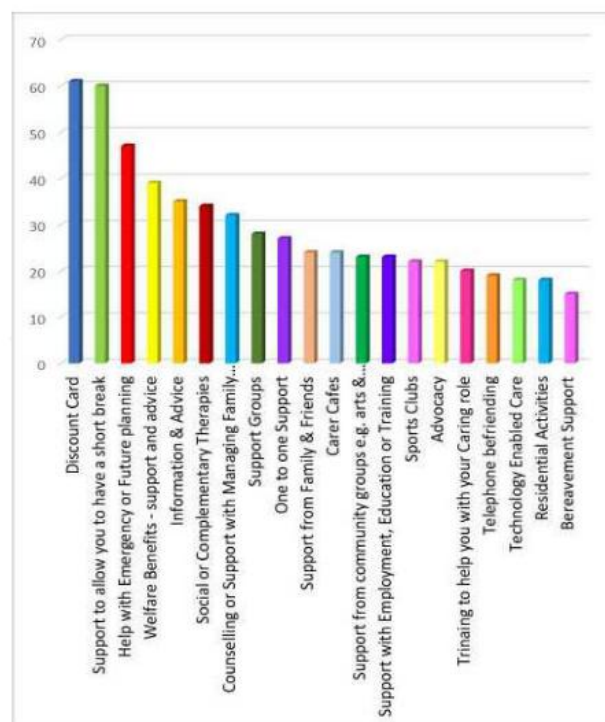
Work Education and Training

Whilst support for Education, training and employment did not score highly overall, carers of working age experienced the most impact on their work, education, and training.
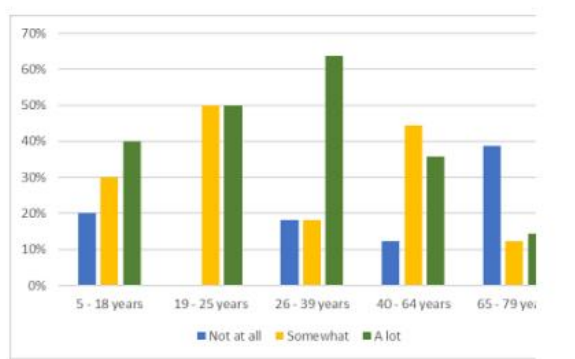
In addition, 32% of Carers who work said they did not feel supported by their employer.
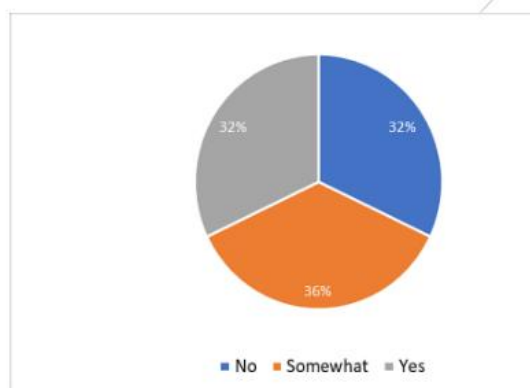
Parent Carers said they felt undervalued and were not often able to get support for themselves as their child may not meet the criteria for support.

44 carers who responded to our survey said that they were looking after their child. Most get support from Family and friends followed by PKAVS.
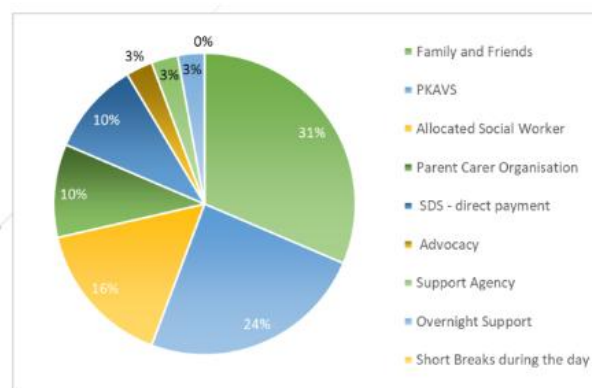
However, over 65% of carers generally said they are satisfied with the support they receive as carers.

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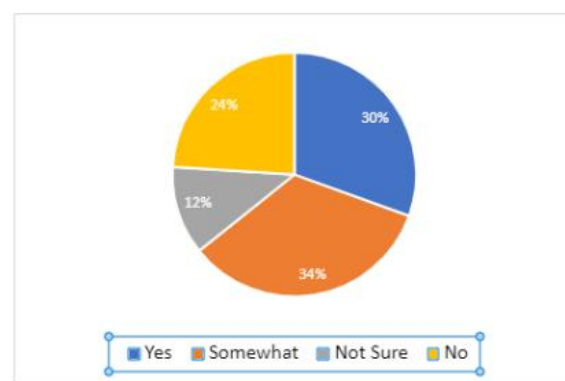
In addition, 76 Young Carers told us about the support they receive and the things they would like to have:

29% said they got enough breaks from their caring role but 71% said they did not.
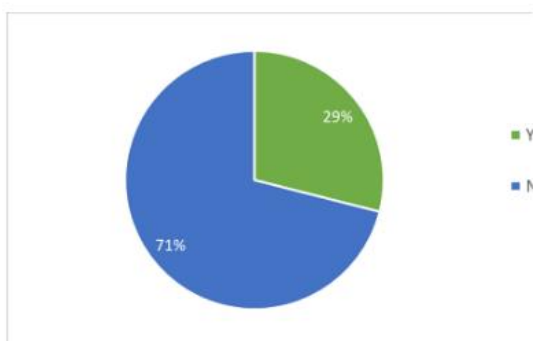
67% said they attended PKAVS Young Carers Service and 33% said they did not attend the service.

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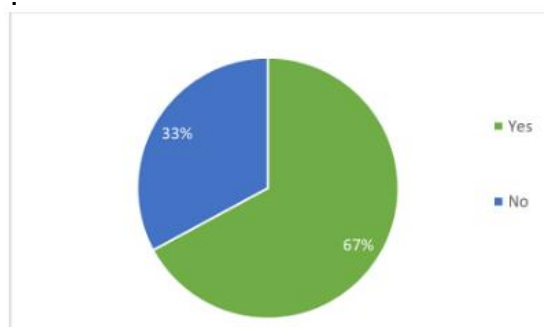
34% of Young Carers believed they have been offered a Young Carers Statement. However, 44% were unsure.

For those young carers who said they had a Young Carers Statement in place the benefits they identified included:

I'm listened to and supported with worries and have had education support.

I sometimes get some money to do something away from my carer role.

I get 1-1 support from someone that truly cares.

Better understanding from school. Increased opportunities for extra activities

37% of Young Carers felt they had enough support as a Young Carer, 29% were unsure and 34% said they did not.

43% of Young Carers said they felt supported as a young carer by their school or college and 57% said they did not.

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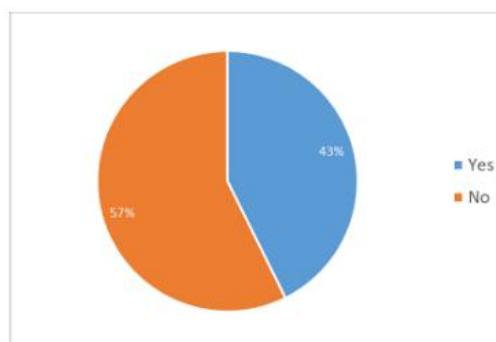
Examples of the kind of breaks that the young carers identified demonstrate the impact of caring on the young carers' lives and the need for them to be supported to be children first and foremost:

A break away from my caring duties. Relaxing, having fun.

Going to pictures or go karting.

A break away from being responsible for my family just being me would be great with no stress.

Doing no chores.

A day out at a museum or activity like horseback riding or laser tag.

Some time away from helping with my brother and having fun. Making new friends.

Basketball and a McDonalds.

Something distracting and interactive.

A day out somewhere.

Camping would be really fun.

Away from my sister. She's really hard work and I struggle sometimes.

Time away doing fun things with others.

Love being in a caravan. It's like an adventure.

Break away.

Museum in relation to transport and military in the UK.

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What Adult carers said matters most to them:

These are the key themes from the feedback of carers in the consultation, and what carers told us matters most to them:

➢ I want support for the person I care for and to be more involved in the discussions around their care.

➢ I want to be supported to have a break from caring.

➢ I want to be updated when there are changes that affect my support or the support for the person I care for.

➢ I want professionals to listen to me more.

➢ I want the process for my support to be simpler.

➢ I want there to be a variety of support options in rural areas of Perth & Kinross.

➢ I want more specialist support for the person I care for.

We used these to develop our key strategic outcomes (set out in Section 18) to support carers of Perth & Kinross over the next three years, which will be delivered by the Action Plan (set out in Section 19).

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17. Our Strategic Outcomes: What Carers Can Expect

Our response to the consultation feedback by carers, is that by 2026, <u>all unpaid carers</u> can expect:

Clear, reliable, accessible information about local and national support.

Promoted awareness about unpaid carers and their rights to improve early identification and support.

To be listened to and have their opinions valued.

To have opportunities to participate as active partners to the planning and shaping of carer services in their local areas.

The development of peer support opportunities across the area

Improved provision of flexible and personalised support, to support their emotional and physical health and wellbeing and to have a life alongside caring.

In addition, young carers will be supported to achieve their educational potential, to have similar opportunities as their peers, and to enjoy their childhood.

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Young Carers in particular can expect:

We will support the growth of local support for young carers.

We will work with young carers over the life of this strategy to make the service changes required to better meet their identified needs.

We will support young carers and their families to improve their lives where the caring role is impacting their wellbeing.

We will work across services to meet the needs of both the young carer and the cared-for person.

We will ensure support is in place to help identify and support young carers as early as possible. We have invested in a Young Carer Support Worker to work with our schools to raise awareness about the needs of young carers.

We will enhance resources to allow schools to work creatively to reduce the attainment gap. Expanding opportunities for young carers to achieve their full potential.

We will increase a variety of respite opportunities by making funds available for young carers to make choices about their own needs and interests.

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18. Our Commitments and Delivery Plan

Our commitments, which are based on the EPiC principles and developed with carers to support the delivery of our strategic outcomes (set out in the previous section and in our delivery plan below), are:

1. Carers will be supported with clear information about consistent and flexible support to empower them to manage their caring role.

2. Everyone will have the information, opportunities, and support to be identified as a carer.

3. Carers' voices will be critical to influencing the planning, development, and improvement of supports.

4. Carers will be supported to actively participate in developing a course of supports within the local community to enable them to have a life alongside their caring role.

5. Carers will be valued, listened to, and empowered to share their experiences.

6. We will provide specialist and person-centred support to avoid disadvantage to carers of all ages.

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Commitment: CARERS WILL BE SUPPORTED WITH CLEAR INFORMATION ABOUT, CONSISTENT AND FLEXIBLE SUPPORT TO EMPOWER THEM TO MANAGE THEIR CARING ROLE

Outcome 1: Carers can expect: Clear, reliable, accessible information about local and national support.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how well we are doing	National Health & Wellbeing Outcomes delivered
1. Maintain accurate reliable information across a range of digital and traditional media to ensure that carers have the information they need on a timely basis.	Continue to ensure that information is accurate and relevant. Carers pages on pkc.gov.uk will be updated and refreshed. PKAVS Carers Hub website updated with news regularly. Explore the potential for use of digital screens in medical and commercial settings and the use television advertising to inform carers about accessing support. Ongoing promotion in other community premises.	**Lead Professional: Service Manager Strategic Lead Carers** **Target date:** May 2023 with ongoing 6 monthly review **Target date:** March 2024 with ongoing 6 monthly review	• Number of carers supported by PKAVS and P&K HSCP. • Percentage of carers reporting they feel informed and able to access a range of information and advice. • Number of completed Adult Carer Support Plans/Young Carer Statements. • Percentage of ACSP outcomes met. • Number of responses to requests for information and advice.	People who work in Health & Social Care Services feel engaged with the work they do and are supported to continuously improve the information, support, care, and treatment they provide. Health & Social Care services contribute to reducing health inequalities.

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				People who provide unpaid care are supported to look after their own health and wellbeing, including reducing any negative impact of their caring role on their own health and wellbeing.
2. Provide information about anticipatory care planning/ emergency planning to every carer to increase the number of carers having emergency plans in place.	Continue to offer Emergency and Anticipatory Care Planning to Carers to ensure that carers and those they care for are supported through changes in circumstances,	**Lead Professional: SW South Locality Team Leader – Crieff** **Target date:** Currently implemented with ongoing quarterly review.	• Number of Emergency Care Plans completed. • Referrals for POA/Training sessions on Power of Attorney • Number of Carer Cards issued by HSCP	People can look after and improve their own health and wellbeing and live in good health for longer.
3. Work with partners to ensure there is relevant information about support for carers in minorities including (but not limited to) ethnic minorities, LGBT+.	Continue to work with local communities and partners to ensure that all carers are aware of their rights.	**Lead Professional: Carers Hub Manager:** **Target date:** September 2023 implemented with quarterly review.	• Number of carers from ethnic minority backgrounds and other, minority groups. engaging with our services. • Translations available	Health & Social Care services contribute to reducing health inequalities.

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Commitment: EVERYONE WILL HAVE THE INFORMATION, OPPORTUNITIES AND SUPPORT TO BE IDENTIFIED AS A CARER
OUTCOME 2: Carers can expect: promoted awareness about unpaid carers in the community and workplaces to improve early identification and support of carers.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how doing	National Health & Wellbeing Outcomes delivered
1. Develop information and guidance material to-support induction & training to health and social care and wider partners to better identify and support carers as well as to help carers to better self-identify and to seek support.	We will continue to roll out training to wider Health and Social Work professionals as well as external partners and carers.	**Lead Professional: Learning and Development Officer – Carers:** **Target date:** June 2023 and 6-month review	• Number of carers supported by PKAVS and P&K HSCP. • Percentage of carers who feel supported to continue in caring role. • Number of professionals completing training.	People who work in Health & Social Care Services feel engaged with the work they do and are supported to continuously improve the information, support, care, and treatment they provide.
2. Develop carer champions and networks to share knowledge about the support available to carers and the benefits of having an	We will promote the value that unpaid carers bring to our communities and the support available for carers through awareness raising	**Lead Professional: Learning and Development Officer – Carers:**	• Number of carer champions/networks within Perth & Kinross.	People who provide unpaid care are supported to look after their own health and wellbeing, including reduce any negative impact of their caring role on their own health and wellbeing.

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				Health & Social Care services are centred on helping to maintain or improve the quality of life of people who use those services.
adult carer support plan.	across Health and Social Care.	**Target date:** Commenced - Review date December 2023.		
3. Support employers in Perth & Kinross to recognise carers in the workplace and to gain Carer Positive accreditation.	We will continue to engage with local employer groups and individual employers to promote Carer Positive. We recognise that individual employers are supportive, but others are less so and carers report having to give up work to support those they care for.	**Lead Professional: Carers Hub Manager:** **Target date:** June 2023 and quarterly review	• Number of local businesses who have been awarded a 'Carer Positive' accreditation. • Percentage of carers who feel supported at work/college/university.	Health & Social Care services contribute to reducing health inequalities.
4. Consolidate and improve on the support available to unpaid carers working for the Partnership.	We will initially work with HR (Human Resources) departments and employers to explore ways to embed the support we give to our colleagues who are unpaid carers to support retention and recruitment.	**Lead Professional: Service Manager Strategic Lead Carers** **Target date:** December 2024 and 6-month review	• No. of carers working for partnership identified. • Percentage of those carers employed by partnership who feel supported by their employer. • Number of employees undertaking the e-learning modules on	

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			supporting unpaid carers at work.	
5. Work with GP practices and other health settings to improve the early identification of carers at the point of diagnosis.	We will continue to work with our Social Prescribers and health colleagues in GP surgeries and other settings to improve the early recognition of carers.	**Lead Professional: Senior Service Manager Health – Older People, Palliative and Urgent Care** **Target date:** April 2024	• Number of carers referred to PKAVS by GPs/Health professionals.	

Commitment: CARERS VOICES WILL BE CRITICAL TO INFLUENCING THE PLANNING, DEVELOPMENT, AND IMPROVEMENT OF SUPPORTS.
OUTCOME 3 Carers can expect: that they are listened to and have their opinions valued by professionals.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how well we are doing	National Health & Wellbeing Outcomes delivered
1. Review hospital discharge planning in relation to involving carers and raise awareness across professionals and carers to increase early identification and involvement of carers in discharge planning, as appropriate.	Work with HIS (Healthcare Improvement Scotland) to improve the discharge planning process, ensuring that carers are listened to involved in the discharge planning process of those who are cared for, as appropriate.	**Lead Professional: Interim Service Manager MFE** **Target Date:** October 2023 and quarterly review	• Percentage of carers involved in discharge planning. • Number of carers referred through hospital discharge.	People who use Health & Social Care services have positive experiences of those services, and have their dignity respected. People, including those with disabilities or long-term conditions, or who are frail, can live, as far as reasonably practicable independently and at home or in a homely setting in their community.
2. Work with Health, Social Work and Education professionals to ensure the involvement of carers in decisions about the support of the cared-for person, including (but not limited to) carers for	We will ensure that carers views are considered when planning the care of the people they care for, as far as we are able, with ongoing training.	**Lead Professional: Service Manager Social Care:** **Target Date:** March 2024 with quarterly review	• Percentage of carers who feel that local services are well coordinated for them and the person they look after.	People who work in Health & Social Care services feel

				Percentage of carers who feel they have a say in services provided for the cared-for person.	engaged with the work they do and are supported to continuously improve the information, support, care, and treatment they provide.
3.	Use carer feedback obtained from carer consultations, meetings, surveys, improving our consultation and engagement approaches to inclusion of wider communities of carers.	We have established a process to ensure the ongoing collection of the views of carers both for the experience survey and from April 2023 we will be taking views and responding to the views of carers about Services for Carers through Care Opinion.	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:** April 2024 with 6-month updates	• Percentage of carers who feel that local services are well coordinated for them and the person they look after. • Percentage of carers who have a positive experience of services designed to support them. • No of Carers using Care Opinion to feedback on Carers Services.	People who provide unpaid care are supported to look after their own health and wellbeing, including reduce any negative impact of their caring role on their own health and wellbeing.

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4. Review how to better support carers who are bereaved or where the care for person enters permanent residential care.	Provide a structured, immediate bereavement support service for carers and explore the potential for the development of a support service for those whose family members have been admitted for permanent care.	**Lead Professional: Team Leader Older Adult/ Learning Disability Services** **Target Date:** July 2024	• Number of bereaved carers supported. • Percentage of carers who have a positive experience of services designed to support them.
5. Ensure that there is a smooth transition of support for young adult carers.	We will work with PKAVS to ensure that young carers are fully supported as they leave school	**Lead Professional: Service Manager Children Young People & Families** **Target Date:** Jan 2025 and 6-monthly review	• Percentage of carers who have a positive experience of services designed to support them. • Percentage of carers who are satisfied with transition support.
6. Work with partners and carers to improve carers experience of systems and processes including	We will review our processes to ensure that a streamlined process is in place to support carers.	**Lead Professional: Policy Officer:**	• Percentage of carers who have a positive experience of services

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initial access and ongoing support.		**Target Date:** December 2024 and annual review	designed to support them.	
7. Ensure that carers looking after someone with a terminal illness receives support in accordance with the timescales of the Terminal Illness Regulations.	Working with our partners we will ensure the early identification of carers looking after someone with a Terminal Illness to listen to the carer and provide early support and to meet their outcomes.	**Lead Professional: Team Leader Older Adult/ Learning Disability Services** **Target Date:** Currently implemented subject to review from December 2023 and 6-month review.	• Percentage of carers looking after someone with a terminal illness who are offered and are provided with an Adult Carer Support Plan in accordance with the Terminal Illness Regulations. • Percentage of Adult Carers Support plan outcomes met.	

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Commitment: CARERS WILL BE SUPPORTED TO ACTIVELY PARTICIPATE IN DEVELOPING A COURSE OF SUPPORTS WITHIN THE LOCAL COMMUNITY TO ENABLE THEM TO HAVE A LIFE OUTWITH THEIR CARING ROLE.

OUTCOME 4 Carers can expect: opportunities for them to participate as active partners to the planning and shaping of carer services in their local areas including services for the people who are cared for.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how well we are doing	National Health & Wellbeing Outcomes delivered
1. Include carer representatives on relevant steering and working groups so that they can be active partners in the planning and shaping of carer services across Perth & Kinross. By ensuring there is meaningful and representative inclusion of carers in planning and governance groups and supporting carers through training to contribute and including carers with protected characteristics in plans, policies, and procedures	We will continue to embed the recommendations highlighted in the Carers – Equal, Expert & Valued report to embed good practice across all areas of planning support in the HSCP. We will work alongside Community Engagement to improve our collaboration with carers across the area including carers with protected	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:** January 2024 and subject to annual review across HSCP.	• Percentage of carers aware that there are opportunities to be involved in planning services. • No. of Strategic and working groups with carer representation. • Percentage of carers who feel that local services are well coordinated for them and the person they look after. • Percentage of carers who feel they have a say in services provided for the cared-for person.	People can look after and improve their own health and wellbeing and life in good health for longer. People who use Health and Social Care services have positive experiences of those services, and have their dignity respected. Health and Social Care services contribute to reducing health inequalities.

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to promote equality and inclusion.	characteristics in developing the support they can use to promote their health and wellbeing. We will also work with PKAVS to ensure surveys are consistent with strategic considerations.			Resources are used effectively and efficiently in the provision of Health & Social Care services. People who work in Health & Social Care services feel engaged with the work they do and are supported to continuously improve the information, support, care, and treatment they provide.
2. Review our carer satisfaction survey for carers to obtain information about the care they provide, and their experience of carers' services used, to review effectiveness and efficiency of resources used.	Review carer experience survey for carers to ensure it is fit for purpose. We will work with commissioned services to be part of the Care Opinion roll out.	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:** June 2023 (Experience Survey) April 2023 (Care Opinion)	• Percentage of carers who have a positive experience of services designed to support them. • Percentage of carers who feel supported to be able to continue in caring role. • Number of Carers using Care Opinion for stories about Carer Services.	
3. Support Parent Carers project in partnership with Promoting Variety, PKAVS, Parent Carers	We will support this project to understand the needs of Parent	**Lead Professional: Carers Hub Manager**	• Percentage of carers who have a positive experience of services	

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and their representatives to co-produce better consistent support for Parent Carers.	Carers and how their support can be improved.	**Target Date:** December 2023 and ongoing with 6-month review.	designed to support them. • Percentage of carers who feel supported to be able to continue in caring role.	

Commitment: CARERS WILL BE VALUED, LISTENED TO AND EMPOWERED TO SHARE THEIR EXPERIENCES.
OUTCOME 5: Carers can expect: more opportunities for carer peer support.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how well we are doing	National Health & Wellbeing Outcomes delivered
1. Work with communities to provide support in localities and within Care Groups to develop Carer Peer Support Groups to improve the provision of peer support amongst carers.	We will continue to identify local community groups as the basis for ensuring peer support groups can be developed organically within communities to improve the support that carers can share with one another.	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:** February 2024 and ongoing with 6-month review.	• Number of carers who attend carer cafes and other groups. • Increase in number of groups in localities that are regularly attended. • Percentage of carers who feel supported to be able to continue in caring role.	People can look after and improve their own health and wellbeing and life in good health for longer. Resources are used effectively and efficiently in the provision of health & social care services.
2. Support Carers Voice for Adult Carers.	We will continue to listen to the carers representatives who participate in Carers Voice and will implement the recommendations in the Equal, Expert	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:**	• Number of members attending Carers Voice • Percentage of carers aware that there are opportunities to be involved in planning services.	

	and Valued Report in our practice.	June 2023 and ongoing with annual review	• Percentage of carers who feel supported to be able to continue in caring role.	

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Commitment: WE WILL PROVIDE SPECIALIST AND PERSON-CENTRED SUPPORT TO AVOID DISADVANTAGE TO CARERS OF ALL AGES.

OUTCOME 6: Carers can expect: improved provision of flexible and personalised support, to support emotional/ physical wellbeing of carers and to enable them to have a life alongside caring.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how well we are doing	National Health & Wellbeing Outcomes delivered
1. Provide a wide range of training opportunities for carers to develop confidence and skills.	We will continue to roll out a programme of training to carers and in particular work with charities to give carers the training they identified to support the person they care for.	**Lead Professional: Learning and Development Officer – Carers** **Target Date:** June 2023 with programme under 6-month review.	• Number of carers who are accessing training opportunities. • Number of training opportunities made available.	Health and Social Care services are centred on helping to maintain or improve the quality of life of people who use those services. People who provide unpaid care are supported to look after their own health and wellbeing, including reduce any negative impact of their caring role on their own health and wellbeing.
2. Provide opportunities for carers to be active partners in planning and shaping supports that promotes better emotional/physical wellbeing and life balance.-	Support carers to be active partners in planning supports to enhance their health and wellbeing.	**Lead Professional: Wellbeing Support Team Coordinator** **Target Date:**	• Percentage of carers who are satisfied with opportunities to maintain or improve their health and wellbeing. • Percentage of carers who feel they have a good balance between caring	Health and Social Care services contribute to

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		December 2023 ongoing with annual review	and other things in their lives. • Percentage of carers who feel the support they received had a positive impact on their health & wellbeing.	reducing health inequalities.
3. Work with partners to recognise how to provide specific information and support to carers inclusive of different protected characteristics, cultural backgrounds, and communities.	We will continue to work alongside local community groups to ensure that culturally specific support for carers is available, as required	**Lead Professional: Carers Hub Manager:** **Target Date:** December 2023 and ongoing with annual review	Number of carers from minority backgrounds, etc. engaging with our services.	

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4. We will work on the learning from Promoting Variety programme to develop and improve accessibility and availability of short breaks to support carers to continue to care and to develop supply of locally available, tailored short breaks that meet the identified needs of carers. within Perth & Kinross. Build on our approach to self-directed support to enable carers to meet their outcomes (what matters to them).	We will also take learning from the programme for other projects completed across Scotland to identify proven successful new supports for carers.	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:** December 2023	• Projects taken forward from Promoting Variety
5. Explore further opportunities for social and financial inclusion	For Social Inclusion we will continue to support and develop with local community groups based on the feedback from our consultation we have identified Carers Card UK which provides a	**Lead Professional: Service Manager Strategic Lead Carers** **Target Date:** Social Inclusion February 2024 with 6-month review Financial Inclusion	• Number of carers referred to Welfare Rights. • Number of "Carer Positive" awards to local businesses. • Number of Carers accessing short breaks through Time 4 Me and respite.

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	multi-functional card for carers which provides online discounts and can be developed with discounts for local businesses.	December 2023 with annual review.	• Number of people with caring responsibilities who are supported by Citizen's Advice. • No of discount cards taken up by Carers (Carers UK)
6. TEC – Work to promote the TEC Strategy Outcomes and improve the wellbeing of carers through use of TEC through promotion and demonstration	We will continue to embed and enhance this activity to demonstrate the benefits of digital devices to support the needs of carers.	**Lead Professional: Team Leader TEC Strategy** **Target Date:** December 2023 and 6-month review	• No of presentations and roadshows • Visits to the Smart flat/room
7. Work alongside Suicide Prevention and Mental Health services and charities to reduce the impact of caring on carers' mental health and wellbeing.	We will work together with the Suicide Prevention Coordinator to reduce the impact of caring on carers' mental health to reinforce recommendations in the National Strategy.	**Lead Professional: Suicide Prevention Coordinator/ Senior Service Manager - Mental Health** **Target Date:** Plan to be in place by December 2023	• Percentage of carers who feel the support they received had a positive impact on their health & wellbeing. • Percentage of carers who feel supported to be able to continue in caring role.

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		with ongoing 6-month review		
8. Explore the development of a volunteer Befriending Service for Carers to support them when regulated care is not required.	We will explore the potential to use community volunteers to support carers.	**Lead Professional: Team Leader Older Adult/ Learning Disability** **Target Date:** March 2024	• Percentage of carers who feel the support they received had a positive impact on their health & wellbeing. • Percentage of carers who feel supported to be able to continue in caring role.	

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Commitment: WE WILL PROVIDE SPECIALIST AND PERSON-CENTRED SUPPORT TO AVOID DISADVANTAGE TO CARERS OF ALL AGES.

Outcome 7: Young Carers will have the best start in life and will be supported to achieve their potential, irrespective of their caring responsibilities.

How we will do this	What will we do	Responsibilities and timescales	How we will measure how well we are doing
1. Complete a young carers statement when requests are made by the young carer/parent and/or guardian or professional. These statements will be reviewed annually.	Allocation of Young Carers will continue to ensure that Young Carers Statements are completed timeously. A specific Young Carer Review Worker has been employed at PKAVS to work through the backlog of reviews.	**Lead Professional: PKAVS Young Carer Service/Young Carer Social Worker** **Target Date:** Throughout the period of the strategy. Nov 2023 review, review 6-month thereafter.	• Number of completed Young Carers Statements. • Number of Young Carers Statements offered. • Number of reviews completed.
2. Support young carers where their caring role is having an impact on their attainment, and work creatively with schools to reduce the attainment gap for young carers.	Individual and group tutoring will continue to be provided for Young Carers who wish to access this service. Early identification of Young Carers will continue to be a	**Lead Professional: PKAVS Young Carer Service/Young Carer Social Worker/ECS Inclusion** **Target Date:**	• Number of young carers supported through schools. • Number of young carers with improved outcomes at school.

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	priority of Young Carer Champions. The Young Carer Service will link with the Inclusion Service within ECS to ensure that all Young Carers are identified in schools and recorded on SEEMIS.	Throughout the period of the strategy. Nov 2023 review, review 6-month thereafter	• Number of young carers registered on SEEMIS • Number of young carers accessing PKAVS EASYC (Education Attainment Service for Young Carers) service. • Number of young carers champions in schools. • Number of young carer support groups delivered in schools. • Number of Childs Plans completed. • Number of young carers with improved attendance at school.
3. Provide a variety of community-based activities for young carers to make their own choices about their own needs and interests.	Links will be made with community partners and groups to identify as many local respite opportunities as possible. A full range of respite opportunities will continue to be provided.	**Lead Professional: PKAVS Young Carer Service/Young Carer Social Worker/Community Partnerships.** **Target Date:** Throughout the period of the strategy. Nov 2023	• Number of young carers accessing short breaks. • Number of young carers who feel they have a good balance between caring and other things in their lives. • Number of community links and other partnerships developed to deliver short break

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			review, review 6-month thereafter.	opportunities for young carers.
4.	Support young carers and their families to improve their lives where the caring role is impacting their mental health & wellbeing.	Links will continue to be made with third sector and community partnerships to offer issue-based supports to Young Carers.	**Lead Professional: PKAVS Young Carer Service.** **Target Date:** Throughout the period of the strategy. Nov 2023 review, review 6-month thereafter.	• Number of young carers/families signposted onto other services. • Number of young carers/families referred into other services.
5.	Support young carers pre-school age.	NHS Young Carer rep is yet to be identified. PKAVS will monitor the number of pre-5 referrals	**Lead Professional: PKAVS Young Carer Service/ NHS Rep.** **Target Date:** October 2023	• PKAVS will retain any referrals received for young carers aged under 5 years old until they become 5 and then action.
6.	There will be regular consultation with young carers & their families to ensure the services being provided best meet their needs.	Consultations with Young Carers will continue throughout the lifetime of this strategy. Gaps in service provision will be identified and highlighted for future service planning. Young Carers Voice forum to be supported to meet every 2 months.	**Lead Professional: PKAVS Young Carer Service/Young Carer Social Worker** **Target Date:** Throughout the period of the strategy. Nov 2023	• Number of responses to an annual overarching young carers consultation. • Young carers representative on the young carers' strategy monitoring group. • PKAVS to carry out 'targeted' consultations on

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		review, review 6-month thereafter.	specific areas of service delivery.
7. All professionals to be able to access training to raise awareness of young carers and the support services already in place to support them.	Training and development opportunities with all agencies to be explored and, where possible, delivered. Liaison between PKAVS and the P&K Council Workforce Development Team is taking place to offer shadowing/awareness sessions for newly qualified workers and students.	**Lead Professional: PKAVS Young Carer Service/ Young Carer Social Worker/ Workforce Development Team** **Target Date:** November 2023 and 6-month review thereafter	• Number of professionals completing the training. • Number of training sessions delivered

Equality and Fairness Impact Assessment (EFIA) Form and Guidance

If the *'policy or practice'** you are developing or going to develop is assessed as relevant after undertaking the online screening process (the Integrated Appraisal Toolkit) - that is, it will have an impact on people - you should complete an Equality and Fairness Impact Assessment (EFIA).

This form (which includes accompanying guidance) should be completed.

*see definition below on Page 5

EFIA – Guidance

The purpose of the EFIA is to ensure that decision makers are fully informed, at a formative stage in the decision-making process.

Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Under Part 1 of the Act 'The Fairer Scotland Duty', the Council is required to actively consider how it can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions.

The online Integrated Appraisal Toolkit (IAT) has been developed within the Council to assess all proposals against criteria for reducing poverty and socio-economic disadvantage, eliminating discrimination, advancing equality of opportunity, and fostering good relations between equality groups.

The IAT should first be used at the initial stages of proposal development to **screen** the proposal for any likely positive or negative effects in relation to equality, fairness and human rights. After completing the IAT, it should be evident if your proposal is likely (or not) to have significant implications for: reducing poverty and socio-economic advantage, eliminating discrimination, advancing equality of opportunity, and fostering good relations between equality groups. **If the screening process identifies that there are implications then this full Equality and Fairness Impact Assessment (EFIA) should be undertaken.**

When should I carry out an EFIA?

In order to fulfil our general duty it is critical that the all services conduct an EFIA in the following circumstances:

> **All** significant policies, strategies and projects* should have as a minimum an EFIA screening inbuilt as part of the risk assessment process.
> **All** budget options for the each financial year will require to be EFIA screened. (It is possible to group individual options if they relate to one particular service area)
> **All** Reports to Committee now require Equalities Impacts to be reported either as a screening or full EFIA. Significant service reforms **may** require a Full Report to be completed, or as a minimum, a justification in a Screening Report as to why the Full Report was unnecessary.

Equality and Fairness Impact Assessment Screening
A screening can be undertaken as part of a scoping exercise prior to a full report, or it can stand alone as final summary if no significant Equality and Fairness Impacts are identified or arise subsequently in the policy or plan implementation.
This is done using the online Integrated Appraisal Toolkit.

Equality and Fairness Impact Assessment Full Report
A full report (using this form) should be conducted where a Screening indicates an area or areas that require more detailed consideration.

*see full definition Page 5

Stage 1: Screening

As noted above, a screening should ideally be carried out at the outset of a policy, service reform, or budget proposal* in order to embed consideration of equalities and fairness at the earliest part of the project plan or process.

In order to complete screening please follow the guidance provided within the online Integrated Appraisal Toolkit

A Screening Report should be conducted prior to identifying if a Full Impact Assessment is required, and the findings of the report should inform the introduction to the assessment; and provide the context and background, to outline the purpose and direction of the Full Impact Assessment.

Stage 2: Full Impact Assessment

If there are any areas that arise as part of the screening process that require further investigation or highlight areas of concern with regard to likely impacts across any or all protected characteristics, then a Full Impact Assessment report be conducted.

*see full definition Page 5

EFIA Form

Complete this for all *relevant* policies
***'Relevant'* means it will have an impact on people**
***'Policy or Practice'* - see definition below**

Definition of policy or practice for the purposes of EFIA:
For the purposes of an EFIA the term 'policy or practice' covers Service delivery and Employment. This can include a Policy, a Plan, a Strategy, a Project, a Service Review, a function, practice or service activity or a Budget option.

Section 1: Policy Details *(see definition of 'Policy'or Practice' above)*

Name of Policy or Practice:

Carers Strategy 2023-26

Service and Division/Team:

Perth and Kinross Health and Social Care Partnership

Owner/Person Responsible *(include your Name and Position):*

Karyn Sharp, Strategic Lead

Impact Assessment Team *(include your Names and Positions).* This team can consist of two people or more as appropriate:

Alison Gallacher, Business Improvement Officer, Christine Tse, Policy and Commissioning Officer and David McPhee, Equalities Team Leader.

Is the *'policy' or practice'* being impact assessed new or existing? *Please tick the appropriate box below to indicate.*

☐ New   X Existing

What are the main aims of the policy or practice?

To provide improved support to Young and Adult Unpaid Carers living or caring in Perth & Kinross

Who are the main target groups/beneficiaries?

Unpaid Carers of all ages, and, indirectly, the people who they care for, which may include other family members.

What are the intended outcomes of the policy or practice?

That people who provide unpaid care are given support on a sustainable basis as long as they are able and willing to continue in that caring role. Support can be given to improve their health and wellbeing and other areas of their lives that are impacted, as well as to help them to be able to have a life alongside caring. Additionally, for Young Carers, they are supported to be a child first and foremost and have similar opportunities as their peers.

Section 2: Information Gathering

You should list here the sources of information used to assess the impact of the relevant policy or practice. This can include local sources such as reports, information and data, relevant partners' information, data and reports, other Council's relevant information, data and reports, national information, research outcomes, data profiles and any other evidence which has led to the development of this policy. You may wish to refer to Appendix 1 for reference when gathering information relating to Equality Monitoring Data,

Information/Evidence Gained and Used to Shape this Policy or Practice	List Details, Source and Date *(continue on a separate sheet if necessary – tick to indicate this has been done* ☐
Community consultation/involvement outcomes from earlier contacts - this usually includes formally arranged contact with individuals or community, voluntary sector and other relevant interest groups	Original consultation was held in October 2018 via social media, letters to registered carers, emails, focus groups with carers of all ages, consultation stalls and events. 324 responses were received. A follow-up consultation was carried out at the Carers Conference, Perth, which was open to all across Perth and Kinross, whereby 35 responses were received. Carer representatives are able to provide ongoing feedback on the draft consultation through the Carer Programme Board, Carers Strategic Group, Carers Voice and related subgroups. Further consultation for the strategy refresh was carried out in June - Aug 2022 via an online survey promoted across social media and attendance at meetings of carers in the community, their representatives and professionals who work to support carers. 255 responses were received.
Employee involvement/consultation feedback *(e.g. survey, focus groups)*	2019-22 strategy consultation survey was developed through: • Several meetings held with key stakeholders on 12th, 13th, 19th, 20th, and 26th September 2018, and • 2 focus groups: one with adult carers and the other with young carers, both held on 20/9/2018. • Draft consultation has ongoing feedback from key stakeholders across the Partnership and carers. For the strategy refresh, professionals who support unpaid carers were involved in the development of the survey from March 2022 and participated in the consultation through focus groups to provide their views on the support for carers.
Research and information list main sources	Census 2011, General Registrar of Scotland and Relevant legislation where applicable.
Officer knowledge and experience	Involvement from Strategic Lead for Health and Social Care Partnership, Christine Tse, Policy and Commissioning Officer and Alison Gallacher, Business Improvement Officer, David McPhee, Equalities Team Leader. All contributors have a vast range of experience and broad knowledge in this area.

Equality monitoring data	Cross referenced existing information in Appendix 1 and final draft will be shared with Equalities Strategic Forum.
Service user feedback (including customer contact, services and complaints)	Received through events outlined above.
Partner feedback	Received through events outlined above.
Other - this may be information gathered in another Council area, nationally or in partner organisations which is considered to have relevance	

Section 3: Consultation/Involvement

Consultation with key stakeholders can be undertaken throughout the whole of the equality and fairness impact assessment process. This section can include details of outcomes from current, earlier or ongoing consultation/involvement activities. This activity **can also** help to **reach people not previously involved** with these processes, but who will be affected by this policy or practice when it is implemented.

The Consultation/Involvement process can also help **identify or agree changes** that need to be made to ensure the policy or practice will be inclusive when implemented.

The Equalities Team Leader (equalities@pkc.gov.uk) may be able to provide advice relating to potential contact with consultees from equality protected characteristic groups via existing mechanisms such as the Community Equalities Advisory Group (CEAG) or Equalities Strategic Forum.

A summary of the replies received from individuals and stakeholders consulted/involved. Include any previous feedback or complaints relating to equality and diversity issues and the policy or practice currently being assessed.

Equality Protected Characteristic	Specific Characteristics	Date	Outcome of Consultation/Involvement *(continue on a separate sheet if necessary – tick to indicate this has been done* ☐
Age	Older People (65+)	September 2022	Approx 28% of 255 carers gave feedback on their experience of carer services locally which helped us to develop the themes and commitments of the strategy.
	Younger People (17-64)	September 2022	Approx 37% of 255 carers gave feedback on their experience of carer services locally which helped us to develop the themes and commitments of the strategy.
	Children (0-16)	September 2022	Approx 28% of 255 carers gave feedback on their experience of carer services locally which helped us to develop the themes and commitments of the strategy.
	Looked After Children (Corporate Parenting)		
Disability	Physical Disability		N/A – not particularly relevant due to our strategy relating to supporting carers who look after people with disabilities.
	Sensory Impairment		N/A – not particularly relevant due to our strategy relating to supporting carers who look after people with disabilities.
	Mental Health		N/A – not particularly relevant due to our strategy relating to supporting carers who look after people with disabilities.
	Learning Disability		N/A – not particularly relevant due to our strategy relating to supporting carers who look after people with disabilities.

Gender Reassignment	Male transitioning to female		Consultation opportunities offered through press/social media.
	Female transitioning to male		Consultation opportunities offered through press/social media.
Marriage/Civil Partnership	Women		Consultation opportunities offered through press/social media.
	Men		Consultation opportunities offered through press/social media.
	Same Sex Couple (Male)		Consultation opportunities offered through press/social media.
	Same Sex Couple (Female)		Consultation opportunities offered through press/social media.
Pregnancy / Maternity/Paternity	Women		Carer Positive Employer
	Men (Paternity)		Carer Positive Employer
Race	A list of categories used in the census is here		Consultation opportunities offered through PKAVS Minorities Hub and through press/social media.
Religion / Belief	A list of categories used in the census is here		Consultation opportunities offered through press/social media.
Sex	Female		Consultation opportunities offered through press/social media.
	Male		Consultation opportunities offered through press/social media.
	Other Gender Identity		Consultation opportunities offered through press/social media.
Sexual Orientation	Lesbian		Consultation opportunities offered through press/social media.
	Gay		Consultation opportunities offered through press/social media.
	Bisexual		Consultation opportunities offered through press/social media.
Socio-economic(fairness)	Options detailed in Appendix 2		Consultation opportunities offered through press/social media.

Key Questions to Address

The Assessment should highlight areas of interest covering the following:

> Positive and Negative impacts across all protected characteristics.
> Scale of the Impact: An indication of the degree of potential impact, and whether this is judged to have a High, Medium or Low impact potential.
> Anticipated duration of the impact if relevant
> Whether there is a specific differential impact to a particular protected characteristic or characteristics
> Or if the impact is more wide ranging and general in its effect.
> Whether any impacts identified would/could be mitigated by an amendment to the policy, practice budget decision or service reform proposal

This information will be indicated by activities at Section 2 and Section 3 above.

Equality Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit the group concerned)	Negative Impact (it could disadvantage the group concerned)	No Impact
Age	Older People (65+)	The Carers Strategy seeks to improve the lives of all carers regardless of age.		
	Younger People (16-64)	The Carers Strategy seeks to improve the lives of all carers regardless of age.		
	Children (0-16)	The Carers Strategy seeks to improve the lives of all carers regardless of age.		
	Looked After Children (Corporate Parenting)	The Carers Strategy seeks to improve the lives of all carers regardless of age.		
Disability	Physical Disability	The strategy intends to raise awareness of carer support and services to enable all carers to be supported in their caring role and to meet their own outcomes. Carer Support Workers or Social Workers are able to travel to any carers who may not be able to travel outside of their own homes.		

Sensory Impairment	The strategy intends to raise awareness of carer support and services to enable all carers to be supported in their caring role and to meet their own outcomes.	There may be an indirect impact on people with sensory impairment due to difficultly in receiving information (e.g. from posters advertising help and support). However, once they have contacted our service, we are able to make measures to support them in understanding information given to them. Links to existing strategies would be considered e.g. See Hear, British Sign Language, TEC Strategy.	
Mental Health	The strategy intends to raise awareness of carer support and services to enable all carers to be supported in their caring role and to meet their own outcomes	There may be an indirect impact on people with mental health problems and their carers due to perceived societal stigma in accessing services or support. Links to existing strategies would be considered e.g. Mental Health and Wellbeing Strategy.	

	Learning Disability	The strategy intends to raise awareness of carer support and services to enable all carers to be supported in their caring role and to meet their own outcomes	There may be an indirect impact on people with learning disability due to difficultly in receiving information (e.g. from posters advertising help and support). However, once they have contacted our service, we are able to make measures to support them in understanding information given to them. Links to existing strategies would be considered e.g. Keys to Life Strategy.	
Gender Reassignment	Male transitioning to female	This strategy is all-encompassing and does not differentiate carers or the cared-for by their gender. As carers are assessed only on the impact their caring role has on them using a published eligibility criteria, this ensures that there will be no discrimination against people on gender.		
	Female transitioning to male	This strategy is all-encompassing and does not differentiate carers or the cared-for by their gender. As carers are assessed only on the impact their caring role has on them using a published eligibility criteria, this ensures that there will be no discrimination against people on gender.		

Marriage/Civil Partnership	Women	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes		
	Men			There is no evidence of a prevalence which indicated that there would be a specific impact on the strategy at this stage.
	Same Sex Couple (Male)			There is no evidence of a prevalence which indicated that there would be a specific impact on the strategy at this stage.
	Same Sex Couple (Female)			There is no evidence of a prevalence which indicated that there would be a specific impact on the strategy at this stage.
Pregnancy / Maternity/Paternity	Women			There is no evidence of a prevalence which indicated that there would be a specific impact on the strategy at this stage.
	Men (Paternity)			There is no evidence of a prevalence which indicated that there would be a specific impact on the strategy at this stage.

Race	A list of categories used in the census is here	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	However, where there are language or culture barriers, this may indirectly mean that these people are negatively impacted due to lack of understanding (of published information etc.). Additionally, for example, carers from the gypsy/traveler community can find it difficult to access services or support and prefer dedicated workers who can develop a relationship with their community and provide information/support to them. Would work with existing organisations e.g. PKAVS and MECOPP who provide Ethnic Minority Support work. Work is also done by Social Prescribers and Perthshire Welfare Society to raise awareness and support BME carers. Practice is non-discriminatory and policies would support this throughout any commissioned services.	

Religion / Belief	A list of categories used in the census is here	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	However, where there are language or culture barriers, this may indirectly mean that these people are negatively impacted (due to difference in cultures which may prevent them from accessing support or certain types of support). Would work with existing organisations e.g. PKAVS and MECOPP who provide Ethnic Minority Support work. Work is also done by Social Prescribers and Perthshire Welfare Society to raise awareness and support BME carers. Practice is non-discriminatory and policies would support this throughout any commissioned services.	
Sex	Female	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	Some forms of support may appeal more to the other sex or there may not be a female equivalent, e.g. mens shed, certain leisure activities.	
	Male	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	Some forms of support may appeal more to the other sex, e.g. carer cafes, therapies, which may indirectly but negatively exclude male carers.	
	Other Gender Identity	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	Some forms of support may appeal more to the other sex, which may indirectly but negatively exclude these carers.	

Sexual Orientation	Lesbian	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	There may be feelings of societal stigma which may prevent some carers from accessing services. Otherwise, the strategy does not discriminate or promote one 'type' of carer over another.	
	Gay	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	There may be feelings of societal stigma which may prevent some carers from accessing services. Otherwise, the strategy does not discriminate or promote one 'type' of carer over another.	
	Bisexual	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes.	There may be feelings of societal stigma which may prevent some carers from accessing services. Otherwise, the strategy does not discriminate or promote one 'type' of carer over another.	
Socio-economic(fairness)	Options detailed in Appendix 2	The strategy seeks to improve the circumstances of each individual carer and enables them to meet their own individual outcomes and would consider the needs of those affected particularly by socio-economic disadvantage e.g. rurality, low income, substance misuse.		

Section 5: Recommendations and Actions

As a result of this equality impact assessment, please **clearly describe practical actions** you plan to take to:

❑   reduce or remove any identified **negative impact**
❑   promote any **positive impact** or
❑   **gather** further information/evidence

Equality Protected Characteristic	Specific Characteristics	Action	Who is responsible	Date for completion
Age	Older People (65+)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Younger People (16-64)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Children (0-16)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Looked After Children (Corporate Parenting)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Disability	Physical Disability	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Sensory Impairment	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Mental Health	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Learning Disability	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Gender Reassignment	Male transitioning to female	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	

	Female transitioning to male	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Marriage/Civil Partnership	Women	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Men	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Same Sex Couple (Male)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Same Sex Couple (Female)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Pregnancy / Maternity/Paternity	Women	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Men (Paternity)	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Race	A list of categories used in the census is here	Services have been commissioned through Minorities Community Hub and MECOPP to mitigate and support carers where there is a risk that carers may be indirectly disadvantaged due to race. An Ethnic Minority Support Worker is also funded as a frontline interface and support.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Religion / Belief	A list of categories used in the census is here	Services have been commissioned through Minorities Community Hub and MECOPP to mitigate and support carers where there is a risk that carers may be indirectly disadvantaged due to cultural and religious belief. An Ethnic Minority Support Worker is also funded as a frontline interface and support.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	

Sex	Female	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Male	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Other Gender Identity	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Sexual Orientation	Lesbian	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Gay	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
	Bisexual	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	
Socio-economic(fairness)	As detailed in Appendix 2	If an issue were to arise we would reduce or remove any identified negative impact.	The Strategic Planning Group and Carers Strategy Group through the Risk Mitigation Plan	

Section 6:Outcomes

When the evidence has been considered in relation to the proposed Policy, Practice, Project, Service Reform or Budget Option, it will be apparent what the likely impacts are. The type, scale, duration, and specificity of the likely impacts will inform the direction of the outcome of the EFIA.

There are four potential outcomes as follows:

1.   No major change required The Policy, Practice, Project, Service Reform or Budget Option is robust and can continue without amendment
2.   Continue the Policy, Practice, Project, Service Reform or Budget Option. A justification is required for continuing despite the potential for adverse impact
3.   Adjust or Amend the Policy, Practice, Project, Service Reform or Budget Option. Remove barriers, make changes to better advance equality or remove or mitigate negative impact
4.   Stop, or Remove the Policy, Practice Project, Service Reform or Budget Option if adverse effects cannot be justified and cannot be mitigated.

---

1.   No major change required The Policy, Practice, Project, Service Reform or Budget Option is robust and can continue without amendment

The successful implementation of the strategy including communication and engagement with all groups of carers and support to groups of carers who may be indirectly disadvantaged, will improve the lives of carers across Perth & Kinross.

Section 7: Authorising the Assessment

The following signatures are required:

Service Manager

Signed   K Sharp   Name   Karyn Sharp   Date

Quality Assured by PKC Equality and Fairness Impact Assessment Trained Officer (within service)

Signed   D McPhee   Name   David McPhee   Date

Section 8: Publishing the Assessment

The completed and authorised EFIA should be added to your Service pages on the internet.

Date Action Completed   Date for Review of EFIA

Section 9: Committee Reporting

Ensure your Committee **report** to accompany this policy **includes information** about any **actions** taken to reduce or remove **negative impacts** identified, or include any **positive impacts** expected when the policy is implemented.

Section 10: Review and Monitor

Note of Action required (from Section 5)

If any equalities issues are identified through consultation at the Equalities Strategic Forum or as part of our ongoing work we would refer to existing mechanisms for specialist advice as required. The Strategic Lead is a member of the NHS Tayside Equality and Diversity Forum and the Perth and Kinross Equality and Strategic Forum.

Date completed

August 2019

Note of Action required (from Section 5)

Date completed

Note of Action required (from Section 5)

Date completed

Note of Action required (from Section 5)

Date completed

Appendix 1 – Equality Monitoring Data Guidance

The Equality Protected Characteristics in Our Area

There are nine protected characteristics in the Equality Act and these are disability, sex, race, sexual orientation, gender reassignment, age, marriage and civil partnership, pregnancy and maternity and religion and belief.

The Scottish Government Equality Evidence Finder is updated twice a year with data surrounding equality evidence from a wide range of policy areas.   Some key local statistics should be noted:

Disability - 28% of the Perth & Kinross population consider themselves to have a long term physical or mental health condition, compared to 22% for Scotland overall. *(Scottish Household Survey 2016)*

Sex - 49% of the Perth & Kinross population identify as male, the same as Scotland overall. *(Scottish Household Survey 2016)*

Race - 98% of the Perth & Kinross adult population classify themselves as 'White', compared to 96% for Scotland as a whole *(Scottish Household Survey 2016)*

Sexual orientation - 99% of the Perth & Kinross adult population identify as Heterosexual, compared to 98% for Scotland overall*. (Scottish Household Survey 2016)*

Gender reassignment - The Registrar General for Scotland maintains a Gender Recognition Register in which the birth of a transgender person whose acquired gender has been legally recognised is registered showing any new name(s) and the acquired gender. This enables the transgender person to apply to the Registrar General for Scotland for a new birth certificate showing the new name(s) and the acquired gender. The Gender Recognition Register is not open to public scrutiny. Local information is not available. *(NRS Registration Division 2016)*

Age - Young people under 16 currently make up 16% of the population in Perth & Kinross, compared to the national average of 17%. People aged 65 and over account for 23% of the total population, higher than the national average of 19%. By 2039 this proportion is set to increase to 30%. *(ONS Population data)*

Marriage and civil partnership - 58% of the Perth & Kinross adult population are married or in a civil partnership, compared to 47% for Scotland as a whole. *(Scottish Household Survey 2016)*

Pregnancy and maternity - In 2016, the birth rate was 53.5 per 1000 women aged 15-44. In other words, broadly 5.4% of women of child bearing age were pregnant in 2016 in Perth and Kinross, compared to 5.2% for Scotland as a whole. *(NRS Vital events 2016)*

Religion and belief - 52% of the Perth & Kinross adult population consider themselves to have a religious belief, compared to 49% for Scotland as a whole. *(Scottish Household Survey 2016)*

National data sources have been used to provide this information but it should be noted that the Scottish Household Survey is only based on a sample of respondents so variations may not be statistically significant.

Appendix 2– Socio-economic (Fairness)

Socio-Economic Disadvantage:

-       Low Income – (in comparison to most others) – can be measured in a range of ways e.g. relative poverty (after housing costs) looks at number of individuals living in households with incomes below 60% of UK median income.   Statistics on absolute poverty (household living standards over time) and persistent poverty (where households live in poverty for 3 years out of 4) are also available. Poverty statistics can also be broken down by gender, disability, ethnicity, tenure and urban/rural.

-       Low/No Wealth – having access to wealth e.g. financial products, equity from housing and a pension, provides some protection from socio-economic disadvantage. Single adult households (including single parent households) have very high risks of low wealth; households with lower educational qualifications and in routine or manual occupations have significantly higher risks of low wealth.

-       Material deprivation – refers to households being unable to access basic goods and services and tends to focus on families with children.

-       Area deprivation - living in a deprived area can exacerbate negative outcomes for individuals and households already affected by issues of low income.

-       Socio-economic background – the structural disadvantage that can arise from parents' education, employment and income (i.e. social class) is more difficult to measure.

Inequalities of Outcome – any measurable differences for communities of interest or communities of place such as:

-       Poorer skills and attainment
-       Lower quality, less secure and lower paid work
-       Greater chance of being a victim of crime
-       Lower healthy life expectancy
-       Less chance of a dignified and respectful life

Communities of Place – refers to people who are bound together because of where they reside, work, visit or otherwise spend a continuous proportion of their time. Poverty is often hidden in smaller rural communities with issues such as cost of living and accessibility of transport, education and employment impacting more negatively.

Communities of Interest – refers to people who share an identity e.g. an equality protected characteristic. Consideration of the impact on those groups can help develop a deeper understanding of socio-economic impact, particularly by talking to people with lived experiences.

For further information refer to Fairer Scotland Duty -Interim Guidance for Public Bodies

Appendix 3– Human Rights Based Approach

A Human Rights approach should also be an embedded consideration in an EFIA.

In summary; we need to consider, where applicable, to what (if any) extent policies, practices, projects, Service Reforms, or Budget Options impact on three key strands of Human Rights:

Absolute rights:
>   the right to life,
>   the right to freedom from inhuman and degrading treatment

Limited rights:
>   the right to liberty,
>   the right to a fair trial

Qualified rights
>   the right to respect for private and family life, home and correspondence
>   the right to freedom of thought, conscience and religion
>   the right to freedom of assembly and association
>   the right to protection of property

Any restriction of Qualified Rights must be:
>   In accordance with the law: have a basis in domestic law, safeguards against arbitrary interference, foreseeable
>   In pursuit of a legitimate aim: including "the economic wellbeing of the country"; "the protection of health", "protection of the rights and freedoms of others"
>   Necessary
>   Proportionate
>   Not discriminatory

There is further guidance on integrating human rights into the equality impact assessment process available on the Scottish Human Rights Commission website following previous pilots with local authorities: http://eqhria.scottishhumanrights.com/

PERTH AND KINROSS COUNCIL

LEARNING AND FAMILIES COMMITTEE

23 AUGUST 2023

PERTH AND KINROSS EDUCATION IMPROVEMENT PLAN 2023/2024

Report by Executive Director (Education and Children's Services)
(Report No. 23/224)

1.   PURPOSE

1.1   The purpose of this report is to provide an update on progress against the Education Improvement Plan 2022-2023, and to provide detail on the priorities set within the Education Improvement Plan 2023-2024. The new Plan covers the academic year from August 2023 to June 2024 and requires to be submitted to the Scottish Government by 30 September 2023.

2.   RECOMMENDATION

2.1   It is recommended that the Committee:

- Approves the Education Improvement Plan 2023/2024; and

- Requests the Executive Director (Education and Children's Services) submit the Plan to the Scottish Government by 30 September 2023.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

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

4.   BACKGROUND

4.1   The statutory guidance 'Standards in Scotland's Schools etc Act 2000' (as amended 2016), states that education authorities must prepare and publish annual plans describing the steps they intend to take to enhance equity and support school improvement, with a view to achieving the strategic priorities of the National Improvement Framework (NIF).

4.2   It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year. The Plan for 2023-2024 must be submitted by 30 September 2023.

4.3   Guidance from the Scottish Government and Education Scotland identified that schools and local authorities should:

- Complete annual reporting as a record of progress towards meeting improvement priorities;
- Collaborate with stakeholders – learners, parents, carers, communities and partners including local learning communities, to inform self-evaluation and identify priorities;
- Consider local context and circumstances when identifying priorities, these might include:
  - Supporting pupil and staff health and wellbeing;
  - Transitions at all levels;
  - The impact of trauma in communities;
  - Identifying potential gaps in learning;
  - A renewed focus on closing the poverty related attainment gap and addressing any widening of inequalities of outcome experienced by children and young people; and
  - Any steps taken to make the provision of education more resilient and quickly adaptable to future crises.

4.4   Guidance also identifies that ambitious, locally identified stretch aims for 2025/26, as detailed in the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress, accompanied by an outline trajectory for progress should be embedded within the plan.

Progress towards previously agreed stretch aims will also be monitored and evaluated within the Plan.

The stretch aims for 2025/26 and the trajectory between now and then require consultation with stakeholders, in particular with Headteachers. This consultation will take place in August and September 2023 with submission to the Scottish Government by 30 September 2023.

4.5   The plan should also detail how Attainment Scotland Funding (Pupil Equity Funding, Strategic Equity Funding and the Care Experienced Children and Young People Fund) is contributing to meeting the identified stretch aims and the mission of the Scottish Attainment Challenge which is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.

Strategic Equity Funding is allocated to local authorities to undertake strategic approaches to achieve the mission of the Scottish Attainment Challenge, with a clear focus on delivering equity through improving outcomes for children and young people impacted by poverty.

Pupil Equity Funding is allocated directly to schools enabling Headteachers to achieve their ambitions of improving outcomes for children and young people impacted by poverty and closing the poverty-related attainment gap.

The Care Experienced Children and Young People Fund is a targeted resource allocated to local authorities to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve the educational outcomes for care

experienced children and young people, supported by the strategic goals of The Promise and the Scottish Attainment Challenge.

4.6 'The [Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023'](#) (NIF) was published in December 2022 and set out the key priorities for education in the year ahead. These are:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in literacy and numeracy.

5. PROPOSALS

5.1 The Education Improvement Plan 2023-2024 (Appendix 1) outlines the high-level areas for improvement for all Education services. It supports delivery of the five key priorities of the NIF 2023 and takes cognisance of key messages emerging through national reports published over the last year:

- There are no major changes to national priorities, but there will be more focus on a new learning for sustainability plan.
- Education reform will be phased in over time.
- Stretch aims for each local authority will now be over a three-year period, with progress reported on annually.
- Education Scotland will reduce variability of performance nationally through targeted and intensive support to local authorities.
- There is a greater focus nationally on a whole systems approach to implement actions relating to Additional Support Needs (ASN) and The Promise.
- Tackling inequity remains at the heart of everything we do.

5.2 Scottish Government guidance highlights that self-evaluations by schools and Early Learning and Childcare (ELC) settings and the views of stakeholders should inform the actions agreed.

5.3 The Perth and Kinross Council Education Service Improvement Plan also aligns with the Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan.

5.4 The improvement actions support the commitments contained in the Corporate Delivery Improvement Plan 2024-25 (CDIP).

5.5 The plan reflects our vision for our children and young people 'Improving Lives Together' and will be delivered in alignment with ECS core values of Ambition, Compassion and Integrity. It sets out the ambition of Perth and Kinross Council's (PKC) Education Service to improving attainment and achievement and reducing inequity by prioritising improvement in:

- Inclusive practice;
- Participation and partnerships; and
- Professional Learning and Leadership development.

5.6 The Education Improvement Plan articulates how the local authority will deliver national legislation, policy, strategic objectives and priorities for education.

5.7 Key achievements and performance against the commitments in the Education Improvement Plan 2022-2023 are outlined below. This includes:

- The use of improvement methodology in ELC settings and schools is showing evidence of improved outcomes in literacy and numeracy. The ELC maths project across 18 settings is being published by Education Scotland as national good practice.
- Early indications are that literacy stretch aims for primary has been exceeded by 1%, and writing has improved by 1% in P1 and P4. S3 literacy and numeracy at level 4 have improved across areas of literacy and numeracy.
- In 2022/2023, 99.6% of Pupil Equity Funding had been spent at the end of the financial year compared with 64% spent in 2021/2022.
- In conjunction with Education Scotland, a Relationships Framework group has taken forward the development to enhance targeted interventions on an authority wide approach to relationships and behaviour.

5.8 Priorities for improvement for the academic year 2023-2024 were developed following analysis of attainment performance, data on equity gaps, information from parents, pupils and staff, and evidence of impact against the actions set out in the 2022-2023 Plan. These are organised under the NIF priorities.

5.9 The overarching priority is to raise attainment and achievement and close the equity gap as set out in the Perth and Kinross Raising Attainment Strategy 2020-2023. Some of the actions required to achieve this are to:

- Continue to focus on supporting children's social and emotional development in early years.
- Further develop the Westbank Outdoor Learning project.
- Implement the refreshed frameworks for literacy, numeracy and learning teaching and assessment.
- Continue to build on the positive outcomes obtained through the introduction of early years family learning practitioners.
- Develop a refreshed senior phase curricular offer.
- Implement the professional learning programme for ASN support staff.

6.   FURTHER CONSIDERATIONS

6.1 Progress in delivery of the Education Improvement Plan 2023/2024 will be monitored quarterly by the Raising Attainment Board and by the ECS Senior Management Team.

Author

Name	Designation	Contact Details
Sharon Johnston	Head of Education and Learning	ECSCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	9 August 2023

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You can also send us a text message on 07824 498145.
All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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) and (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. (i) and (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 Any financial implications in taking forward the actions within the Education Improvement Plan will be met from the Education and Children's Services revenue budget.

Workforce

2.2 The Head of Human Resources has been consulted, and HR colleagues work with the service to deliver on the ambitions contained within the Plan.

Asset Management (land, property, IT)

2.3 The Head of Head of Corporate IT and Revenues/Chief Digital Officer has been consulted on any relevant IT Asset Management requirements.

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 Equality Impact Assessment undertaken in relation to this report can be viewed clicking **here**.

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

(iii)   Assessed as **relevant** and the following positive outcomes expected following implementation:

- Raise attainment and reduce equity gap.
- Improve health and wellbeing.
- Improve inclusion.
- Improve positive destinations.

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.

The proposals have been considered under the Act 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 N/A

Legal and Governance

3.4   N/A

3.5   N/A

Risk

3.6   A risk register is being compiled to support this Plan.

4.   Consultation

Internal

4.1   Consultation and engagement has taken place with Headteachers, trade unions and professional associations, parents and carers, over the course of the year. Their views have been sought on main aspects of the Plan. The full Plan will be shared with key stakeholders in Term 1 of the next academic session in August 2023.

External

4.2   This report will be shared with the Scottish Government for review.

This report will be shared with the Senior Regional Advisor from Education Scotland and the Tayside Regional Collaborative for peer review.

5.   Communication

5.1   A communication plan has been developed to support the engagement of key stakeholders and to communicate key messages to the wider public. This

Plan includes a mix of network and parent forums, sending out to all schools and settings, and the use of social media.

2. BACKGROUND PAPERS

2.1 The following 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:

- Change programme - The Promise

- Additional Support for Learning review action plan: second progress report - gov.scot (www.gov.scot)

- Delivering improvement - Education - Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023 - gov.scot (www.gov.scot)

- Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot (www.gov.scot)

- Realising the Ambition | Resources | National Improvement Hub (education.gov.scot)
- Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 - gov.scot (www.gov.scot)

- Cost of the School Day | CPAG
- Scottish Attainment Challenge Framework for Recovery and Accelerating Progress

- Care Experienced Children and Young People Fund: national operational guidance 2022 - gov.scot (www.gov.scot)

3. APPENDICES

3.1 Appendix 1 – Education Service Improvement Plan 2023-2024

Improving Lives Together
Ambition | Compassion | Integrity

PERTH & KINROSS COUNCIL

Education Service Improvement Plan

2023-2024

Contents

Introduction

The statutory guidance *Standards in Scotland's Schools etc Act 2000* (as amended 2016), states that education authorities must prepare and publish an annual plan for the year ahead taking account of the requirements of the current National Improvement Framework (NIF) and an annual report on the progress made against the previous year's plan. This Education Improvement Plan must describe the steps local authorities intend to take to enhance equity and support school improvement, during the year ahead:

- with a view to reducing inequalities of outcome experienced by pupils as a result of socio-economic disadvantage.
- to comply with the duties imposed on it to seek and have regard to the views of relevant stakeholders.
- in pursuance of the NIF for Scottish education.

It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers each year.

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Planning for 2023/2024

There is a well-established quality improvement process in Perth and Kinross schools. The quality improvement framework supports effective evaluation, planning and reporting at establishment and department level. There is a structured model of quality assurance activity which includes data analysis, self-evaluation, professional discussion and a planned programme of school visits.

Each school and ELC setting prepared and published their individual School or Centre Improvement Plan for 2023/2024 in collaboration with their children and young people, parents/carers, and partners. These school and establishment-level plans have informed this Annual Education Plan.

Perth and Kinross Council Planning 2023 – 2024

The 2023/2024 Education Service Improvement Plan outlines the high-level areas for improvement for all Education services and schools and is aligned to the Perth and Kinross Community and Corporate plans and the Tayside Regional Improvement Plan. The latter encompasses the Children's Services Plan for all three Tayside Local Authorities.

The Perth and Kinross Corporate Plan vision is for

> *"a Perth and Kinross where everyone can live life well, free from poverty and inequality."*

The Education Service Improvement Plan reflects this vision and the Council's core values of **Integrity, Compassion and Ambition**.

This plan sets out the ambition of Perth and Kinross Council Education Service to **improve attainment and achievement and reduce inequity** by prioritising improvement in:

- Inclusive Practice including Relationships and Behaviour
- Participation and Partnerships
- Leadership, Learning and Development

It focuses on supporting delivery of national legislation, policy, strategic priorities for education, including 'Support for Learning: all Our Children and all their potential', Getting it right for every child' (GIRFEC), and 'Best Start, Bright Future; tackling child poverty delivery plan'. The improvement actions have been organised under the key priorities of the National Improvement Framework.

The Education Service Improvement Plan uses our analysis of performance in delivery of attainment and achievement, considers data on equity gaps, information on future risks and pressures, and evidence of impact against the actions set out in the 2022/2023 Plan to identify areas for improvement. It has a focus on what needs to improve in both excellence and equity to deliver against the priorities in the National Improvement Framework, using self-evaluation activity drawn from across the service and schools, feedback from stakeholders, and learning from improvement processes, to inform the priorities for the year ahead.

This process has ensured that our plan reflects where our schools, ELC settings and stakeholders wish to see improvement; is based on evaluation of current performance and is focussed on building on our culture of empowerment and collaboration.

More detail on the strategic landscape that informs and supports delivery of the Education Service Improvement Plan is illustrated in the diagram on Appendix 1. The planning landscape includes the delivery role of individual nurseries, schools and services and will support each to secure improvement relevant to their context.

National Context

'The [National Improvement Framework for Scottish Education: Achieving Excellence and Equity' (NIF)](#) was published in December 2022 and set out the key priorities for Education in the year ahead. These are:

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

The NIF 2023 plan recognises that 'the whole education system is continuing to recover from the health, social and educational impacts of COVID-19' and that the system is undergoing extensive reforms. As a result, there is no significant change in the core aims of the plan to ensure that the refreshed focus becomes fully embedded.

The key messages to the NIF 2023 plan which impact on local authority planning are:

- There are no major changes to national priorities, but there will be more focus on a new learning for sustainability plan.
- Education reform will be phased in over time.
- Stretch aims for each local authority will now be over a three-year period, with progress reported on annually.
- Education Scotland will reduce variability of performance nationally through targeted and intensive support to local authorities.
- There is a greater focus nationally on a whole systems approach to implement actions relating to ASN and The Promise.
- Tackling inequity remains at the heart of everything we do.

The '[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)' published in May 2023 sets out the aims of the use of national funding to ensure equity in education and mitigate the impact of poverty on children and young people's outcomes and tackle the poverty related attainment gap. Stretch aims have been set over a three-year period, with annual targets to measure improvements in a range of key indicators.

The delivery of education in Perth and Kinross in 2023/2024 will be guided by these themes and by several recent reports. The most influential of these are listed below:

- [Additional Support for Learning review action plan: second progress report - gov.scot (www.gov.scot)](#)
- [Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 - gov.scot (www.gov.scot)](#)
- [Best Start - strategic early learning and school age childcare plan 2022 to 2026 - gov.scot (www.gov.scot)](#)
- [Change programme - The Promise](#)
- [Delivering improvement - Education - Achieving Excellence and Equity: National](#)
- [Getting it right for every child (GIRFEC): policy statement](#)
- [Improvement Framework and improvement plan 2023 - gov.scot (www.gov.scot)](#)
- [Scottish Attainment Challenge Framework for Recovery and Accelerating Progress](#)

Local Context Informing this Plan

About Perth and Kinross

Demographics

Perth and Kinross is home to approximately 30,000 children and young people up to the age of 18. Around 3,000 children attend publicly funded early learning and childcare settings (local authority, private, third sector and not for profit ELC providers and childminders),10,000 children are in Perth and Kinross Council (PKC) primary schools and nearly 8,000 young people attend PKC secondary schools. Around one third of these children and young people are in Perth City with the remainder distributed across small rural towns and a large rural area, the fifth largest in Scotland. Over 6,000 children and young people, 34% of all those in schools are recorded as having an additional support need. Sixty-five children and young people attend Fairview Special School, and 309 children and young people attend Intensive Support or Social, Emotional and Behavioural Needs (SEBN) Provisions (137 primary/172 Secondary).

At the point of the 2022 census 1419 FTE teachers were employed by Perth & Kinross Council and partners across all education sectors and the overall pupil to teacher ratio (schools) was 13.2:1, the same as the national figure.

Economy

In Perth and Kinross in 2022, Health and Social Care emerged as the largest employing industry type in the region accounting for 453,600 jobs, followed by Construction employing 201,500 people. Projections into 2032 for Perth and Kinross indicate that these sectors together with Tourism will be the highest employing sectors for the next nine years.

This equates to a higher percentage of part time workers in Perth and Kinross in comparison to national figures (28% compared to 25.4%). Proportionately Perth and Kinross will project fewer vacancies for Professional and technical occupations and more 'Unskilled' occupations in comparison to the rest of Scotland in the period to 2032.

Poverty

Around 10% of children and young people in Perth and Kinross are classified as being among the 30% most deprived in Scotland based on SIMD (Scottish Index of Multiple Deprivation) data. However, the SIMD does not always accurately represent deprivation in a rural setting. Therefore, PKC also uses ACORN data to understand the impact of poverty in the area. This indicates that over a third of school-age children and young people (6,000) are in households subject to some level of deprivation. Latest estimates indicate around 1 in 4 children live in poverty. In 2022, around 1,188 pupils (P6 and older) were registered for free school meals and by the end of 2022/2023, 2503 pupils received a clothing grant (around 13.3% of the roll and an increase of 253 (11%) on 2021/2022).

The 2020 estimate of the number of children (under 16) in relative low-income families was just over 4,000 (16.4%), compared to 2,900 in 2015 (11.9%). The ONS Annual Population Survey indicates around 6000 households in Perth and Kinross are workless, and for those in work, low pay remains an issue in some sectors of the local economy: service and hospitality/tourism.

The current 'cost of living' crisis is expected to last well into 2024. Inflation is forecast to remain high for this period and family budgets will continue to be impacted, especially around food, household energy and fuel for transport.

COVID-19 pandemic – impact on education

The Scottish Attainment Challenge report noted that there has been some progress in closing the poverty related attainment gap but' at a limited pace' during this period of recovery from Covid-19. The pandemic disrupted the learning of children and young people and affected the wellbeing of many; it is also evident there has been a disproportionate impact on children and young people affected by poverty. This national position is in parallel to the local picture in Perth and Kinross, where attainment across all areas was maintained or improved, but it improved less quickly for children who were most disadvantaged. Our performance data, stakeholder feedback and self-evaluation identify key areas of focus for us this year. In this period of recovery, a continued focus on health and wellbeing, school attendance, relationships and behaviour will be essential to ensure that all pupils are supported to achieve their potential and that the impact on overall attainment is mitigated. Those children and young people who are most disadvantaged by poverty, including those in key priority groups, will continue to require targeted support.

Data published in Public Health Scotland's Early Child Development Statistics in April 2023 indicates that there were increases in the proportion of children with a developmental concern assessed during the 13–15-month, 27-30 month, and 4–5-year child health reviews. Consideration is being given to what actions are required to mitigate the impact of these developmental concerns and to ensure that children are supported to achieve their potential.

Children and young people with additional support needs

Within Perth and Kinross Council ELC settings and schools, the numbers of children and young people with additional support needs have increased over recent years. At the time of the 2022 Pupil Census, 34% of all children and young people in schools had an additional support need. Between 2016 and 2022 there were significant increases in the number of children/young people with autism (21 to 29 children per 1000 pupils), communication support (7 to 13 children per 1000 pupils), mental health concerns (16 to 21 children per 1000 pupils) and family issues (33 to 44 children per 1000 pupils). Social, emotional or behavioural needs remains the most frequently recorded reason for support, (97 children per 1000 pupils).

To meet the growing level and complexity of need, schools are enhancing the skills of staff and strategies used to meet needs in all classrooms. Increasingly, a multi-agency GIRFEC approach is required to meet the needs of specific children and young people and their parents. This will be supported by a refresh of the local GIRFEC arrangements and the development of supports through the Whole Family Wellbeing Fund during 2023/2024.

The numbers of children and young people with English as an Additional Language has increased over the last six years to over 1,600 Perth and Kinross children and young people (9% of the school population). In total, 49 home languages are experienced by these children and young people, with Polish and Romanian the most common. Over the past year many Ukrainian families settled in Perth and Kinross which led to more than 125 children and young people joining our ELC settings and schools.

The number of care experienced children supported by PKC at census date in 2022 was 284. This is similar to the comparator local authority average rate and less than the Scotland average rate. This number includes 161 children and young people who access education in PKC ELC settings and schools.

The increasing levels and complexity of need outlined above is driving the review of policy, processes, resources, partnerships and built environment that will form the Additional Support Needs (ASN) Transformation Programme to be completed over the next five years.

Report on Progress 2022-2023

What does our data tell us?

A range of data and feedback is collated and analysed to review progress against our planned outcomes from last session, and to inform our actions for improvement for this academic session.

How well are we delivering high quality education provision?

Inspection Summary and Feedback from Care Inspectorate and Education Scotland

Overall, schools and ELC settings in PKC perform well and deliver high quality education. Inspection data shows that ELC settings and primary schools achieve evaluations above both comparator authorities and the national average.

Care Inspectorate inspection data show a similar picture, with PKC outperforming comparator and national benchmarks.

Twenty-four Care Inspectorate visits have taken place since August 2022 and this frequent external scrutiny of all Early Learning and Childcare funded providers shows that there is an improving picture in the quality of ELC provision across PKC with 93% meeting the national standard of good or better across all quality themes. 95%' How good is our care, play and learning?' 96% 'How good is our setting?' 95% 'How good is our leadership, 94% How good is our staff team?'

Four ELC, six primary and one secondary school (as an all through school) inspections were carried out during 2022-2023. Initial analysis from these has identified some common themes for improvement, including pace and challenge for children and young people, identifying progression of skills within digital technologies, and more robust assessment and moderation across the breadth of curriculum. This will be shared with all schools and action taken within this plan to address them.

Feedback from Education Scotland Attainment Advisor reports

Over the past academic session, Education Scotland have provided feedback to the education service on the following key themes:

- Implementation of the Scottish Attainment Challenge (SAC) programme
- Effective use of Data for Improvement in relation to the SAC programme
- Learning, Teaching and Assessment approaches

It was recognised that there is a clear governance structure for the SAC programme in PKC, and clear guidance for schools which reflects national guidance well. The PKC Closing the Gap tool provides an effective way of analysing interventions and has been shared as an example of good practice. It was noted that significant support has been provided to school leaders to develop capacity to analyse data for improvement. This was evaluated highly by participants and has led to widespread use of "data on a page".

In relation to learning and teaching, it was noted that new frameworks for these have been developed in collaboration with school leaders and practitioners, and that there is a comprehensive range of quality assurance activity undertaken. Pedagogical approaches for equity are supported effectively through the equity networks and professional development opportunities for staff. The Educational Psychology service provide a wide range of advice, guidance, and support to develop evidence-based interventions. It was noted that Developing Young Workforce is a key strength, with reference to "Academy 9" partnership which has been shared at national level.

Overall, Education Scotland noted that the education service has made considerable progress in several elements of the SAC refresh, and in other areas, there is room for improvement. Several stretch aims have not been met, although there are early indications of progress.

Work is underway to review the impact of the Care Experienced Children and Young People Fund and to segment the data relating to this group of children and young people to maximise the impact it can have through improved targeting. This will be further supported by enhanced partnerships between schools and wider agencies which support children and families. Feedback from the equity networks, Pupil Equity Fund (PEF) sampling visits and Validated Self-Evaluation (VSE) report suggests that further work is required to ensure that voices of children and young people are used effectively to improve outcomes.

Internal evaluation

There were over 200 quality improvement visits to ELC settings and Childminders to provide support and challenge. Visits are tailored to the settings' ability to meet the national standard and focus on their planned improvement. Themes from these visits show that in ELC almost all settings are effective in embedding the use of experiences and spaces resource and work to develop language and communication development and more improvement work is required in the analysis of tracking data.

Across session 2022/2023 there were 138 formal visits to primary schools undertaken during terms one and four There were also 4 learning and achievement visits carried out. 5 schools received targeted support. Areas for focus were attainment data and analysis, outcomes and measures within quality improvement plans, actions to improve pupil attendance, PEF interventions and approaches to self-evaluation.

There were 44 secondary formal term visits and a two-day Local Authority visit to one of our schools. Common themes addressed included: self-evaluation and planning for improvement; tracking and intervention re attainment; strategies to improve attendance and reduce exclusion; approaches to learning and teaching; digital learning; developing the young workforce and enhanced use of data to identify and intervene in pockets of low attainment.

In session 2022/2023 a validated self-evaluation of inclusive practice was undertaken in partnership with school leaders across our secondary schools. This process indicated a number of strengths across the system: good relationships effectively underpinning learning; a growing understanding of learner needs and effective systems to identify and meet those needs. Areas for improvement include the strengthening of leadership responsibilities for inclusive approaches at school level; development of the secondary curriculum to meet the needs of all learners and greater clarity around staged intervention approaches.

A quality assurance programme for Intensive Support Provisions (ISPs) and SEBN off-site settings was introduced last year with 36 formal visits to the 18 ISPs and settings completed. This programme has identified that key areas of strength are: positive working relationships, and increased confidence in using assessment. Future areas of development are: monitoring to effectively show progress; further enhancement of the use of digital technology and an environmental audit, to ensure all learning environments are accessible.

Fairview School has been supported by two formal quality improvement visits, where the following areas of strength were identified:

- The incorporation of EQUAL curriculum framework is supporting the development of progressive curricular pathways to support children and young people with profound and complex additional supports needs reach their full potential;
- Learning, teaching, and assessment aligning with a skills development framework, supporting improvements in independence, communication, and regulation of children and young people.

Self-evaluation feedback from Headteachers for the Educational Psychology Service had an average rating of 4.1 out of 5 for impact, with the quality of support a theme. Respondents noted that they benefited from wider development work which supported staff training. The average rating for how the service is valued was 4.5 out of 5, with working directly with children and families was mentioned frequently, including contributing to child's planning meetings and multi-agency 'Integrated Team Meetings'.

Parental Involvement, Engagement and Family Learning

In the period between April 2022 and March 2023, the Parenting and Family Learning Team received a total of 631 applications for parenting support and 505 applications to attend activities during school holiday periods. This is an increase of 25% (114 families). When combining this delivery and the new Early Years Family Learning Practitioners delivery, the support accessed by families has increased from 88 groups to 419 groups and from 8 individual support to 72 supported individually.

Notably there has been a 34% increase in the number of male carers receiving support, a 50% increase in the offer of evening and weekend delivery. This has included support for families covering a range of children's ages and a 32% increase in the number of EAL families accessing support and in the last year the team have facilitated five Family Learning Friday blocks at HMP Perth, offered to inmates of the prison and their families.

Parents and carers accessing support told us:

"Peep is a lovely chance to get bonding with your child. And I like how we get leaflets home on things we can do at home."

Schools and ELC settings continue to work to improve parental engagement and involvement and family learning post pandemic and 97% of schools and 96% of ELC settings consulted parents as part of their self-evaluation processes. The creation of a refreshed Parental Involvement and Engagement strategy will support improvement across Perth and Kinross schools and ELC settings. The Council's strategy for Parental Involvement and Engagement will be refreshed during 2023 and will support improvement across Perth and Kinross schools and ELC settings. Consultation on the draft Strategy and Action Plan was conducted with Headteachers and Parent Council Chairs and their wider forums. The majority of respondents to the survey felt that areas identified for improvement reflected their experience in Perth and Kinross. All respondents felt that the aims and principles in the draft strategy were appropriate.

One respondent said: *'…having families more involved in the decision making is critical for fostering good relationships and involvement from parents in their children's education. Improved communication is critical to make this process stress free for all'.*

School Leaders feedback

Discussions and consultations with Headteachers during development sessions provided the education service with useful feedback which has informed this plan. Themes such as how effective are our partnerships, how empowered are staff, children and young people to influence strategic decisions which affect them, and how well supported are schools and settings to secure improvements in their context has resulted in a number of changes to the structure of Headteacher development days, professional learning and quality improvement activity.

Through development session evaluations, headteachers indicate that they are well supported, and are proactive in developing new partnership arrangements in order to shape guidance, professional support and quality assurance. There was a strong view that increased levels of support are required to support positive relationships and behaviour, and to better support children with complex needs in mainstream schools.

School Level National Accreditation in Perth and Kinross

In Perth and Kinross, we continue to focus on sustainability and environment with 34 of our schools and ELC settings are accredited Eco Schools with green flag status with 121 establishments overall registered to work towards this.

Our focus on our digital strategy is enhanced through 21 schools having earned 'Digital School Awards' with a further 54 registered. All of our schools have "digital champions" in post to promote effective digital learning. One of our school leaders has achieved international recognition for his leadership of digital learning.

20 schools have achieved their Silver Rights Respecting School Awards with 13 attaining Gold Status. As part of our curricular enhancement, 9 secondary or all through schools are Scottish Credit and Qualification Framework (SCQF) partners. The Parenting and Family Learning Team won the national Parent and Family Engagement Award, sponsored by The National Parent Forum of Scotland, at the recent Scottish Education Awards 2023 in recognition of work to develop and enhance the family learning offer as part of the Early Learning and Childcare (ELC) expansion.

Participation in extracurricular sport activities continues to improve with a 25% participation rate in session 2022/2023 compared to 22% the previous year. Secondary girls' participation in extracurricular continues to be an area of focus. There was a relaunch of the Lead Sport Programme this year which supports young people in developing leadership skills. 60 young people participated in and completed the programme in 2022/2023. 180 secondary pupils supported the delivery of extracurricular activity in PKC schools and 86 of these young people gained a qualification in sports coaching or officiating.

The Art of Friendship project was undertaken by over 800 children and young people across 17 schools. This involved the creation of artwork which explored, represented or symbolised friendship and the positive impact it has on wellbeing. An online exhibition was created to share and celebrate the wide range of work including short films, drawings and a wall mural and had over 300 views when it was launched.

Other important sources of data

ELC and School Quality Improvement Plans

Scrutiny of all 99 ELC Funded Provider's Quality Improvement documentation illustrates common improvement themes as priorities for session 2023/2024, planning for children's progress, creating high quality learning environments, developing experiences to support language and communication and numeracy, extending family engagement and improving all quality assurance procedures.

Local authority and school quality improvement activity, school self-evaluation and improvement planning processes identified improvement priorities for session 2023/2024. The main improvement themes within quality improvement plans are in the areas of writing, numeracy, assessment and moderation, curriculum, inclusive practices, relationships and behaviour and digital technologies.

The main quality improvement themes from ELC settings and schools for 2023/2024 are highlighted in the image below.

Word Cloud created from Quality Improvement Plans 18 May 2023

Staff reporting of behaviours in schools

Statistics show that there has been an increased number of reports from staff who have managed incidents with children or young people who they felt were distressed, challenging, violent or aggressive in terms 3 and 4 of this session when compared with the previous 4 terms which had all remained relatively stable. Reports of incidents relate to 43 of the 70 Primary schools (includes ELC settings and ISPs), 10 of the 11 Secondary schools (includes ISPs), the Primary SEBN provision and Fairview Special school. The number of children and young people involved equates to just over 1% of the school population, 83% of the children and young people had additional support needs.

Primary sector staff most frequently report incidents and are more likely to experience an incident that they identify as a physical assault; whilst two-thirds of the incidents reported by Secondary school staff relate to verbal aggression, swearing or threatening behaviour.

Feedback from stakeholders on Priorities

Feedback from school leaders at Headteacher Development Days informed us of the key themes that require focused work to improve include approaches to learning and teaching, support with effective data analysis, assessment and moderation particularly in literacy and numeracy.

Engagement with school leaders around relationships and behaviour told us that on-going review and more professional learning is required in this area. Whilst taking forward relationships policies, including approaches to anti-bullying, schools would welcome a drive on supporting community understanding around relational approaches and on communities supporting their schools in their work to nurture responsible citizens. This feedback is informing the Strategic Equity Fund (SEF) action plan.

Throughout the year a series of Anti-Bullying Strategy workshops has informed the development of a revised Anti-bullying Strategy for Perth and Kinross. This involved participation of 9 school communities

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(including school staff, children, young people and parents and carers), staff groups such as Headteachers, Depute Headteachers, Guidance Teachers and Community Link Workers, and Parent Councils. It was further supported by a survey of all parents and carers.

The sessions helped to understand why the self-reported prevalence data on bullying gained from the Health and Wellbeing Census did not correlate with the levels being recorded within schools. The workshops completed with children and young people told us that from a young age children and young people risk assess the impact of reporting bullying and there are a range of reasons why they sometimes don't report concerns such as, their perception of the reactions by adults, a fear nothing will change or it will get worse as a result, or because they will get into trouble themselves. The information gained has shaped a Strategy for 2023 – 2026 which will be finalised after further consultation with school communities in the new academic year.

Health and wellbeing data summary

The Health and Wellbeing Census conducted during session 2021/2022 provided data that underwent a deeper analysis during session 2022/2023. Link to Committee Report. As a result of this, priorities for focussed work and improvement are food poverty, embedding self-harm and suicide prevention work, supporting pupil engagement and choice over learning, increasing levels of physical activity, continuing to enhance the design of PSE, continued substance misuse actions and a focus on raising resilience and wellbeing, listening to young people, particularly young women, from areas of deprivation. The SEF plan will encompass relevant aspects of this work.

Riverside Primary School which opened in June 2023

Key achievements and performance 2022-2023

Progress on Education Plan 2022/2023

Placing the human rights and needs of every child and young person at the centre of education.

Good progress has been made in improving our ability to ensure that children and young people actively participate and contribute to decisions that affect them in their learning. During 2022/2023 work has progressed on the development of a Participation Strategy 2-18. Consultation with stakeholders ensured appropriate child-friendly language was used. Supporting materials were created for schools to gain the views of children and young people across all settings. The strategy and supporting materials are now in place.

Progress in 2022-2023

Creative approaches have been implemented to ensure that children and young people's voices are heard. In Early Years, work has been undertaken on the use of Floorbooks to plan collaboratively with children and implemented as part of the Play Pedagogy in Primary training.

A pilot group of representative children and young people has been formed to plan participation for next session. Children and young people within pilot schools have used PKC designed resources to plan for areas of participation within their own schools.

Work will continue to develop a forum to support children and young people with additional support needs (ASN). During the past year, 24 children and young people with ASN from four schools are working together with support from Children in Scotland and Enquire to develop an Inclusion Ambassadors programme for Perth and Kinross.

Bold Girls Ken, an initiative led by girls from two Secondary schools and Perth College, with the support of NSPCC Scotland, the Young Women's Movement and Perth and Kinross Council, was launched in April 2023. The group are working to educate other young people about consent in relationships by giving them realistic information and ensuring they know where to find help and support.

Young people played a key role in the review of inclusive practice undertaken in secondary schools – their views were gathered through surveys; in focus groups and individual interactions throughout the process.

Leadership opportunities to increase participation of young people delivered by Active Schools resulted in 116 secondary-aged young people (42 with a qualification) supporting delivery of extra-curricular school sport sessions in Term 1 during 2022/2023. This compares to 69 young people (19 with a qualification) in Term 1, 2021/2022. By Term 2, the number with a qualification who had supported sessions had risen to 48.

There has been an increased focus on providing assistive technology support, ensuring that children and young people with complex communication needs can be met. This included Inservice training provided by CALL Scotland and the development of a resource bank to provide staff with tools to increase the ability of children and young people with specific communication needs to access the curriculum.

> As a result of the progress made in relation to this priority next steps will include:
> - Implement Learner Participation Strategy 2-18

Improvement in attainment, particularly literacy and numeracy

Initial achievement of a level data in the Broad General Education is indicating that this has at least maintained the improvements developed in 2022. National comparator data from 2022 saw Perth and Kinross performance improving to 77% overall at P1, P4 and P7 combined which was a 2% improvement on the previous year. Early indications are that this will be maintained or increased for session 2022/2023. S3 performance improved in 2022 from 83% to 91% with Perth and Kinross performing 2% above the national average. Senior Phase data for 2023 will not be published nationally until February 2024 but projected data indicates that continued progress is being made with schools making effective use of data to identify and address underperformance.

Progress in 2022-2023

Very good progress has been made on the planned actions against this national priority.

Early indications from ELC settings show that 80% of the 1380 children who will enter Primary 1 in 2023 have met all expected developmental milestones. For this cohort of children all 9 developmental milestones (Attention, Behaviour, Emotional Development, Fine Motor Skills, Gross Motor Skills, Hearing, Social Development, Speech and Language and Vision) have seen a drop in levels of achievement and overall, this represents a 1% decrease on the previous year's figure. Speech and language development and social and emotional development persist with the highest gap.

Literacy and numeracy levels in Broad General Education demonstrate improvements in all areas at P1, P4, P7 and S3 over time. The pace of these improvements has been variable with small percentage dips in some areas. Overall initial levels for P1, P4 and P7 are 77%. For young people in S1-3, attainment in S3 Literacy and Numeracy Curriculum for Excellence Level 3 improved from 83% in 2018 to 90.5% in 2023.

In S3 level 4 Numeracy improved from 48% in 2022 to 61% in 2023 while literacy improved at level 4 from 51% to 65%.

In the Senior Phase, S4-S6, the proportion of young people who left school in 2022 achieving Literacy at the Scottish Credit and Framework Qualifications (SCQF) Level 4, improved to 95% compared with 93% in 2021. The proportion of pupils who left school in 2022 achieving Numeracy at Level 4 improved to 93% compared with 90% in 2021. The proportion of school leavers achieving literacy and numeracy qualifications at SCQF Level 5 in 2022 is high at 84% and 73% an increase of 1% and 2% respectively on last year's figures. Additionally, the Numeracy SCQF Level 5 gap with the Virtual Comparator has decreased from 4% in 2021 to 1% in 2022.

In 2022, PKC outperformed Tayside, National and Virtual Comparators in Senior Phase tariff points for the middle 60% and Highest 20% of leavers. PKC outperforms Tayside for the lowest 20% of leavers. However, the data for this measure continues to lag behind our virtual comparator and remains a key priority.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Implement fully revised Quality Improvement Framework.

- Implement Literacy, Numeracy and Learning and Teaching Frameworks and Progression Pathways.

- Create self-evaluation toolkit to support Parental Involvement and Engagement.

- Implement revised attendance guidance.

- Establish new approaches for planning in ELC.

- Develop senior phase curriculum including virtual learning and online offer.

- Develop digital learning and infrastructure to support raising attainment.

Closing the attainment gap between the most and least disadvantaged children
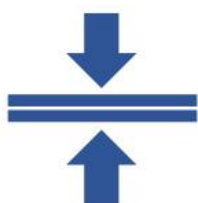
All schools have stretch aims for 2022/2023 in terms of reducing the gap between the attainment of the most and least deprived in our schools and for the gaps that are most relevant to them. A particular focus is on improving outcomes for care experienced children and young people and all schools have targets and aims for this group where initial signs of improvement is evident.

For children across ELC settings, the poverty related gap remains an issue with a 14% gap between the least and most deprived. Further breakdown of data shows that for boys it is 22%, girls 8% and for boys with ASN 13% and girls with ASN 15%. In the areas with the lowest attainment levels the gap is, speech and language 11%, social 9% and emotional 12%. Specific improvement work continues to focus on overall quality of provision, outdoor learning, and language development to mitigate against these gaps.

The overall gap in CfE attainment between the most and least deprived remains. Using Scottish Multiple Index of Deprivation (SIMD) as a measure in 2022 there was up to a 22% deprivation gap whilst there is up to a 13% gap at all stages when measuring using ACORN data. However, these gaps are much reduced by S3 with around 10% gap in terms of SIMD and 12% using Acorn data, indicating ongoing progress over time.

Progress in 2022-2023

Good progress has been made on the planned actions against this national priority.

Support to schools has ensured that 99.6% of schools had spent their Pupil Equity Funding (PEF) allocations at the end of the 2022/2023 financial year compared with 64% spent by this point in 2021/2022.

Work has been undertaken to develop an Interventions Mapping Tool which schools will use to select evidence-based interventions in literacy, numeracy and health and wellbeing to address identified gaps. This will support schools with planning, implementing and evaluating PEF-funded interventions.

As a result of additional practitioner support in Primary One classes, almost all children supported have progressed in their achievement of developmental milestones and shown increased engagement in learning.

The ELC Westbank Outdoor project is now established including provision of shelter. It provides outdoor learning for five ELC settings across North Perth, with the highest proportion of children in SIMD Q5. The site provides equity and opportunity for these children to experience nature without barriers and to have a positive impact on their wellbeing and development. Links are being made with the Parent and Family Learning Team to further develop the offer.

To reduce the impact of poverty on children and young people during school holiday periods, the Summer of Play and Fuelled for Fun received 82 funding applications from Summer 2022 to Easter 2023 to provide activities and food. In total there were 8,320 attendances at activities/childcare with 44,827 nutritious lunches and snacks provided.

In addition, 81 children in targeted families received funded places in PKC School Aged Childcare each holiday period, enabling the children to benefit from fun play and learning activities, trips, lunch and snack.

Termly visits by Quality Improvement Officers focus on gaps in attainment including learners affected by poverty.

Individual data profiles have been developed using 'data on a page' to ensure that schools organise their data in a clear and diagnostic way. Training has been delivered to almost all school leaders to ensure that the approach becomes embedded. This improves understanding of attainment gaps for key identified groups of children.

Specific training is also provided for PKC supported interventions targeted at learners affected by poverty.

Over the past year, 9 primary schools have taken part in the National Improving Writing project with the Scottish Government Children and Young Peoples Improvement Collaborative (CYPIC). All 9 schools have recorded significant improvements achieving a mean of 79% in Curriculum for Excellence first level writing at P4. Monitoring of progress demonstrates schools are on track to achieve the stretch aim of 73% in CfE first level writing. A further 20 schools are set to engage in the project in session 2023/24.

In secondary schools, significant focus is directed towards those at risk of leaving with no awards or positive destination. A revised 16+ Framework is in place to provide further support. Partnership working with the YMCA, as an example, facilitated Employability programmes that were delivered to 10 secondaries in 2023.

Focused input has improved level 4 attainment in literacy and numeracy for Care Experienced Children and Young People who left school in 2022 to 80% from 22% in 2021. Over the same period, level 5 outcomes improved from 6% to 20%.

Good progress is being made in reducing gaps of school leavers, participation measures and school leavers attaining Level 5 and 6 qualifications. However, the poverty-related attainment gap remains in most measures. A focus on curriculum review and a 16+ framework developed and delivered with partners is a priority.

To improve support for young carers, work has been undertaken with schools to raise awareness of their needs. This has led to all Secondary schools and 70% of Primary schools establishing Young Carer Champions and the number of Young Carers recorded on SEEMIS increasing by 100% to a total of 490.

Although some early planning has begun to scope the ASN transformation priorities, progress has been slower than hoped. Additional resource has now been secured to take this forward over the coming year.

A Staged Intervention Framework for PKC ELC settings and schools will be finalised early the new school year. This includes an Assessment Framework and revised Child/Young Person's Plan which was piloted over the last year.

The new Outreach Team launched in August 2022 and they provided support to 39 schools per term, across the year the number of children supported increased from 173 in term 1 to 223 children in term 4. There were a number of outcomes for children as a result including effectively reducing incidents of distressed and challenging behaviour.

Attainment of care experienced children and young people in PKC schools is improving overall; however, this progress is not consistent across all sub-sets of the care experienced group, with the attendance and attainment of those looked-after at home being lower than that of all looked-after children and young people and the school population as a whole. Over the next year, this group (approximately 50), will be the focus of the Raising Attainment Board Care Experienced Sub-group and the Promise Delivery Group.

A range of support has been implemented through the Care Experienced Children and Young People Fund. Activity in the coming year will include more targeted use of the Volunteer Mentoring Programme, targeted Youth Work support in secondary schools, Care Experienced Champions Boards, and social care support for families in primary schools. The potential introduction of a Virtual Headteacher is also being explored.

An ASN 3rd sector partnership forum has not yet progressed but will be supported through the refreshed Third Sector Interface arrangements for Perth and Kinross following the appointment of the new Chief Executive for PKAVS. In the interim, positive partnership working has progressed, supporting closer operational working with organisations such as Perth Autism Support, Parent to Parent and SHIP.

Parent Councils and 3rd sector parent's groups have supported the initiation of a network for parents of children and young people with additional support needs. This will increase opportunities for parents to be active partners in shaping service delivery and in building better support for parents of children and young people with additional support needs. The initial meeting of volunteers identified key themes for the initial activity, including support for parents at transition points, parent support in school communities and information for parents.

The implementation of the inclusive approach CIRCLE has continued, and over 50% of school leaders responding to a survey reported that 100% of teachers in their school had taken part in professional learning. 76% of leaders agreed that ownership of inclusion was being developed at class teacher level. 77% of primary teachers had used the Participation Scale and 76% had made adaptations to practice as a result.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Develop more robust analysis of attainment gap.
- Implement an intervention mapping toolkit.
- Deliver education actions in the Child Poverty Action Plan.
- Develop registered quality childcare during term time and in the school holidays.
- Further refine targeting of resources to improve attainment of care experienced children.
- Develop ASN Transformation Programme and implement year 1 actions.

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

Our 2022 school leavers positive destination figure currently sits at 94.8% compared to 93.5% across the country. Partnership working with Skills Development Scotland (SDS); the Developing Young Workforce (DYW) Tay Cities Board, local employers and UHI Perth has helped to direct targeted support where most needed and influence the local Perth and Kinross effort at a strategic level through the Local Employability Partnership.

Locally there are slightly more young people unemployed and not seeking employment compared to the Scottish average.

Progress in 2022-2023

Good progress has been made on the planned actions against this national priority.

The Annual Participation Measure of young people's participation has shown a slight increase to 93.7% of 16–19-year-olds participating in education, training, or employment in 2022. This compares with 93.6% in 2021 and 92.8% in 2015.

Schools continue to broaden their curriculum in response to young people's interests and the local labour market. This has influenced the School College Partnership with UHI Perth and our Virtual Campus resulting in a wider range of National Progression Awards; access to Foundation Apprenticeships, such as Financial Services in partnership with Aviva, certificate courses that schools aren't equipped to offer; and enhanced and varied work placements.

A framework for the leadership and implementation of Developing Young Workforce (DYW) priorities has been created to support these priorities in schools.

A 16+ framework for young people most at risk of a negative destination has been co-created with colleagues in SDS and the DYW Tay Cities Board and launched in June 2023. The 16+ Operational Group monitors schools' performance in ensuring young people have a planned positive destination and provides support to ensure this happens.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Improve post-school transitions and positive destination outcomes for all young people.

Improvement in children and young people's health and wellbeing

The health and wellbeing of children and young people has been impacted by Covid. This has led to a focus on implementing the Relationships Framework and therefore the Health and Wellbeing strategy has not yet been refreshed. The general decline in wellbeing in the Health and Wellbeing census and reported level of bullying remain concerns.

Further work is required to analyse and collate annual Health and Wellbeing statistics for Perth and Kinross. The mental health action plan has been collated but further work is required for full multi-agency engagement over jointly agreed gaps.

The work on mental health pathways is underway but not yet complete. Schools have been provided with suicide prevention management tools with staff reporting more confidence in this area. Similar progress has

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been made through education leading multi-agency collaboration to address self-harm, a project which, along with the suicide prevention work, has received national interest.

Progress in 2022-2023

Good progress has been made on the planned actions against this national priority.

Play programmes have been delivered in 23 schools on a weekly basis to 1,435 children which has supported their social and emotional development and readiness for learning.

Primary Physical Education Specialists have now completed the review of the Primary PE curriculum. PEPAS Officer has been working closely with Live Active Leisure staff in supporting primary teachers with sport specific content to enhance PE lessons. Local Management PEPAS groups have been re-established across all LMGs. Participation in extra-curricular activities continues to improve with a 25% participation rate in session 2022/2023 compared to 22% the previous year. Secondary girls' participation in extra-curricular continues to be an area of focus. There was a relaunch of the Lead Sport Programme this year which supports young people in developing leadership skills. 60 young people participated in and completed the programme in 2022/2023.

Over 200 people have attended cycle events such as the Canny Cycle, Woman and Cycling Confidence Classes, and Dr Bike sessions. Bikeability demand remains high in the schools delivering this with 111 pupils completing Level 1 and 1377 pupils Level 2.

The number of Community Link Workers trained by Sleep Scotland has increased; in addition, the Parent & Family Learning Team have staff trained in this. Together these teams are raising awareness of the importance of healthy sleep and providing practical support to children, young people and families.

Between August 2022 and March 2023, 41 Eat Well Play Well programmes were delivered to support implementation of the Child Healthy Weight Strategy. As a result, 85% of parents who participated report being more confident in providing healthy meals and snacks for their children, 89% reported being more aware of the portion size for the age of their child, with 70% reporting being more physically active as a family.

While incidence of smoking is reducing, the number of young people who vape is increasing. To tackle this, we have worked with NHS Tayside and PKC Trading Standards to develop inputs and resources for schools to increase awareness of vaping and deliver learning for children and young people. We will continue to develop this collaboration.

In conjunction with Education Scotland, an authority wide approach to relationships and behaviour is being developed. Guidance and a school level exemplar Relationships Policy, along with good practice examples collated from Headteachers, have been drafted. Consultation with Headteachers has informed the development of professional learning on 'Building Relationships in Practice'. This will lead into the development of a mentally flourishing schools programme which will now take place over session 2024/2025.

The physical intervention guidance is awaiting updated national guidance before being refreshed. Care experienced guidance is in a final draft form and going out for further consultation. Relationships work is being supported by the development of a web based 'interventions mapping' tool that will be finalised in August to support schools to find the PKC recommended programmes or interventions.

The PKC whole school Nurturing Relationships programme is part of the Relationships Framework and 28 schools are now engaged with the programme. During 2022/2023, a further 6 schools embarked on the whole school programme. There are 18 schools enrolled for phase 3 which has already commenced for 2023/2024. Outcomes have included the reinstatement of tutor time, the creation of a nurturing space and all staff being trained and coached in understanding behaviour.

The Mental Health Delivery Group has advanced suicide prevention awareness and is supporting the implementation of a risk management system for all secondary schools. Alongside this has been the multi-agency improvement work for self-harm, led by Educational Psychology. Two pilot secondaries were engaged in action research and are undertaking training and elements of parental engagement, following involvement of pupils. In 2023/2024 all schools will have access to newly developed online training and resources. The Counselling in Schools programme continues to embed with 658 children and young people accessing over 2022/2023 and meeting goals in the areas of anxiety, family issues and self-esteem.

To support implementation of the 'Connected Tayside' Emotional Wellbeing Strategy, a local mental health pathway resource has been designed for young people, families and all support agencies. This has been adopted as a prototype for Tayside and PKC is now leading a working group including Angus and Dundee Councils, supported by the PKC website team, to extend developments.

Although 2022/2023 exclusion levels have increased slightly on 2021/2022 it remains significantly lower than the levels in 2018/2019. Schools have been sharing best practice in the provision of alternatives to exclusion to support vulnerable children and young people.

Reducing distressed, challenging, violent or aggressive behaviour of children and young people in schools towards staff continues to be a priority. A working group including school leaders, health and safety and Union representatives have been meeting monthly to identify and monitor improvement actions to reduce the behaviours of children and young people that impact staff and improve staff support. As one of the actions taken, 21 staff from 12 provisions took part in the 'Self-regulation' action research programme to improve the emotional regulation of children and young people. The impact on pupils included: being more quickly settled and ready to learn in the morning, using the regulatory steps to work through difficulties, improvements in written and spoken work and improvements in attitude towards written work.

Primary attendance has remained steady, with figures of 92.4% in 2021/2022 and 92.5% in 2022/2023, however it remains 2.5% lower than pre-pandemic levels (95% in 2018/19). Secondary attendance was lower in academic year 2022/2023 (86.9%), compared with 2021/2022 (87.7%) which was in turn a significant drop from pre-pandemic levels (90.5% in 2018/19). Whilst final national data is not yet available, it is anticipated that these figures will be in line with national attendance patterns. Early indications show levels of attendance remain lower than the whole population for groups such as children and young people in more deprived areas, with additional support needs, those that are care experienced and Young Carers. Improving levels in both sectors and for groups most vulnerable to low attendance will continue to be a key improvement focus for 2023/2024.

Over the course of this year, funded through the Community Mental Health fund, a partnership project between PKC, NHS Tayside and the third sector has provided support for young people whose absence at school remains significantly low due to a mental health barrier.

Work is underway to deliver an Attendance Summit that will engage school staff in collaborative improvement activity with partner organisations to improve attendance.

The Strategic Equity Fund which will have a focus on attendance and relationships and behaviour. Multi-agency work to improve wellbeing, and support schools to identify specific gaps and the best interventions to address these will continue. Work to reduce incidents of violence and aggression in schools continues as a priority.

As a result of the analysis of data and progress made against last year's actions, next steps will include

- Implement the relationship and behaviour guidance, with the Building Relationships in Practice professional learning and related interventions.

- Support school to action improvement to address outcome of HWB census.

- Launch and support the Anti-bullying Strategy.

- Launch and support the Suicide prevention framework.

- Extend parent and family learning support for families with young people 11+.

- Embed work to support emotional development in ELC.

- Undertake targeted work to improve attendance.

Professional Learning and Development

Very good progress has been made on the planned actions in this area of work to support progress in all national priorities.

Progress in 2022-2023

Professional Learning and Leadership has continued to be a key priority. Improvements to The ECS Learning Hub website, the booking system and process of gathering evaluations have been made resulting in a consistent approach being used across Services to promote, access, and evaluate professional learning opportunities.

New processes have been put in place to ensure that the quality of our professional learning offer is reported to inform decision making and future developments.

Career progression pathways have continued to be developed. These support staff to identify national, Tayside Regional Improvement Collaborative and PKC professional learning opportunities to support career progression and inform professional discussions linked to the GTCS Standard for Full Registration through to Standard for Headship and SSSC standards.

This session, we have increased the number of offers available. 2234 teaching and support staff attended a total of 178 opportunities provided from August 2022- April 2023. A further 676 practitioners participated in a range of professional learning delivered during the November In-service days. Almost all participants rated the opportunities as good or excellent, with 97.6% of participants indicating that all training outcomes were met.

Support staff have engaged in a wide range of professional learning to enhance their knowledge and skills, including meeting statutory training requirements, raised awareness of meeting learner needs and supporting the delivery of universal and targeted interventions for children and young people with additional support needs.

Senior, middle, and aspiring middle leaders engaged in a range of opportunities to develop their leadership skills, with 33 signed up for national Education Scotland professional learning programmes. The regional Leadership and Development Induction Programme involved 15 newly appointed headteachers participating with colleagues in Dundee and Angus in professional development, with a further 105 leaders engaging in opportunities delivered by the central ECS team or external trainers.

Improvement methodology was introduced to most school senior/middle leaders in all sectors to ensure a shared understanding around how to secure improvement and to provide training and tools to support improvement activity. The majority of leaders attended professional learning in the effective use of data for improvement this session. Further training will be delivered in 2023/2024.

Headteachers received information regarding the professional learning offer for staff teams in 2023/24 and the proposed leadership opportunities in March 2023, to coincide with improvement planning support days. Feedback indicated that the timing of the offers will make a positive difference to planning for school and ELC improvement in 2023/2024.

As a result of the analysis of data and progress made against last year's actions, next steps will include:

- Strengthen the staff induction process.

- Improve systems to recognise and endorse staff achievement.

- Embed new PRD processes.

- Implement new forums with Headteachers to facilitate collaborative improvement.

Improvement Plan 2023/2024

We have identified the following key areas of focus for this improvement plan. These address the priorities identified above.

This outlines the intended outcomes and planned actions to support delivery of the NIF priorities in 2023/2024. In addition, the Education Service has identified a further local priority.

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National Priority

Placing the human rights and needs of every child and young person at the centre of education.

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

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Intended Outcome

All children and young people are supported to contribute to and be engaged in all aspects of school life.

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Planned Action

Support opportunities for children and young people to participate in the work of their schools and the local authority, including a pilot of the Inclusion Ambassadors programme, promotion of Care Experienced Champions and development of the Young Voice of Perth.

By when?

June 2024

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How will we know?

Contributions from children and young people in a range of representative groups will be evident in school and local authority development activity.

Feedback from children, young people and staff on the Inclusion Ambassadors pilot and Care Experience Champions programmes will support development of wider opportunities for children and young people to participate.

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Planned Action

Co-design resources with children and young people for use by schools and groups of children and young people and parents to highlight Children's Rights and support participation.

By when?

June 2024

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How will we know?

Children and young people involved will report the ways in which they have been heard and how they have influenced development of resources to promote participation for all.

Parental Involvement and engagement survey indicates parents are better informed on children's rights.

Staff supporting the groups will report increased confidence in producing accessible resources and opportunities for all children and young people.

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Intended Outcome

Gaelic Medium Education is recognised and valued by school communities with equal status.

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Planned Action

Increase profile of Gaelic Medium Education including providing language learning opportunities and celebrating achievement with all staff and families.

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How will we know?

Greater visibility of Gaelic Medium Education in relevant schools.

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Intended Outcome	Planned Action	How will we know?
	By when? June 2024	Increased demand for Gaelic Medium Education opportunities by children and families.
Intended Outcome Children and young people have increased opportunities to receive their entitlement to Learning for Sustainability.	**Planned Action** Schools to implement relevant actions from the PKC Climate Change Strategy Action Plan. Increase the number of schools engaging in Climate Change Accredited Learning Programmes e.g. Eco Schools Scotland and Climate Ready Classrooms. **By when?** June 2024	**How will we know?** 10% reduction in energy consumption across all schools. Small group of schools to engage in accredited learning programmes.

National Priority

Improvement in Attainment, particularly in Literacy and Numeracy

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

Intended Outcome	Planned Action	How will we know?
The quality of educational provision is improved in all schools and ELC settings.	Undertake planned quality improvement activity at a universal, tailored and intensive level using a risk-based approach. **By when?** May 2024	Increase in the number of 'good' or better evaluations of the 4 core quality indicators. 2022/2023 outcomes of the secondary VSE are effectively implemented in secondary schools.
Attainment in literacy is raised for all children and young people.	Support the implementation of the Literacy Framework 2-18 through a programme of professional learning. **By when?** May 2024	All schools and ELC settings will develop a literacy strategy relevant to their context. All schools make use of improvement methodologies and evidence-based interventions. Progress in all areas of literacy is effectively monitored by teachers and school leaders. Overall PKC attainment in literacy is increased by in line with our agreed stretch aim.
Attainment in numeracy is raised for all children and young people.	Support the implementation of the Numeracy Framework 2-18 through a programme of professional learning. **By when?** May 2024	All schools and ELC settings will develop a numeracy strategy relevant to their context. All schools make use of improvement methodologies and evidence-based interventions.

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Intended Outcome	Planned Action	How will we know?
		Progress in all areas of numeracy is effectively monitored by teachers and school leaders. Overall PKC attainment in numeracy is increased in line with our agreed stretch aim.
Intended Outcome Children and young people in Gaelic Medium Education experience a more coherent curricular pathway throughout the BGE and into the Senior Phase.	**Planned Action** Develop a framework to support an effective learning and teaching continuum in GME BGE to S3. **By when?** June 2024	**How will we know?** Stakeholders feed back a much-improved experience in which they have been fully involved, in its review and design.
	Planned Action Expand the achievement and attainment opportunities for certification and accreditation into the Senior Phase. **By when?** June 2024	**How will we know?** Young people have access to a greater number of certificated courses through Gaelic, and also work placements and employer engagement.
Intended Outcome Children and young people will benefit from their parents and carers being involved in the life and work of their school.	**Planned Action** Create a self-evaluation tool to support planning for parental engagement including case studies of highly effective practice. **By when?** May 2024	**How will we know?** Tool created and shared. Number of schools and ELC settings using tool to plan for improvement.
Intended Outcome Attainment and achievement are raised through improved quality of teaching and learning and a shared understanding of highly effective practice.	**Planned Action** Develop a framework to support effective learning and teaching and play pedagogy throughout the curriculum and provide a programme of professional learning. **By when?** June 2024	**How will we know?** An increased number of schools incorporating effective approaches to learning and teaching and play pedagogy into all stages and areas of the curriculum.
	Planned Action Support the implementation of the Learning and Teaching Framework through professional learning and resources, improving approaches to self-evaluation and practice in learning, teaching, assessment and moderation. **By when?** June 2024	**How will we know?** The number of schools and ELC settings who develop a learning and teaching policy in line with PKC expectations. Moderation of standards will take place at school and LMG level. Quality assurance activity will evidence areas of strength in learning and teaching. Analysis of prediction and ACEL data will demonstrate improvements in teacher professional judgements of pupil

		progress including CfE achievement of a level.
	Planned Action Establish an approach to planning for progression in learning within ELC and provide a programme of professional learning to support implementation. **By when?** June 2024	**How will we know?** Number of settings using agreed planning processes. Quality improvement activity will provide evidence that systems support practitioners to plan for individual needs and identify next steps to ensure progress in learning.
Intended Outcome	**Planned Action** Support implementation of PKC Progression Pathways for all curriculum areas in BGE, through a programme of professional learning. **By when?** January 2024	**How will we know?** Number of schools implementing pathways. Quality assurance activity will evidence areas of strength in implementing Progression Pathways.
Intended Outcome Young people experience a Senior Phase curriculum that is personalised and creative, and responsive to national and local demands.	**Planned Action** Create a refreshed PKC senior phase offer with every school developing their own rationale across the curriculum. **By when?** January 2024 **Planned Action** Respond to identified demand from young people in their senior phase certificate choices by increasing the PKC virtual learning and online offer. **By when?** April 2024	**How will we know?** Broader range of curricular opportunities for young people to access, more diverse range, and levels of, qualifications achieved. Achievement and attainment of young people is suited their needs and intended destinations. **How will we know?** A further 5 programmes of learning created. Increased numbers of young people accessing virtual and online learning.
Intended Outcome All children and young people have improved access to digital learning and technology.	**Planned Action** Collaborate with IT colleagues, schools and other key stakeholders to establish an infrastructure improvement plan to ensure readiness of the roll out of 1:1 devices. **By when?** November 2023	**How will we know?** A detailed plan is created involving all stakeholders. Uptake and evaluation of professional learning.
	Planned Action Provide a range of resources and professional learning to support staff to increase skills and knowledge in digital learning and technology.	**How will we know?** Increased number of Digital Schools Award by 10 schools. Quality assurance activity will evidence areas of strength in

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| | By when? | using digital technology to |
| | February 2024 | enhance learning and teaching. |

National Priority

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

Intended Outcome	Planned Action	How will we know?
The attainment gap is narrowed through effective identification of gaps and implementation of effective interventions.	Through improvement activity and professional learning, support school and ELC leaders to effectively analyse data to ensure identified cohorts children and young people make appropriate progress in learning. **By when?** June 2024 Support and monitor the delivery of the targeted National Improving Writing Programme **By when?** June 2024 Support and monitor the delivery of a range of appropriate interventions to support narrowing the poverty related attainment gap in literacy and numeracy. **By when?** June 2024	All schools have planned interventions using effective analysis of data including gender, care experienced, SIMD/ACORN where appropriate. 100% of schools will plan, record and track pupil progress via the Closing the Gap Tool. Improved attainment in all schools from cohorts 1 – 4 where a high number of pupils at P4 are not on track to achieve first level in writing or where P5 pupils did not achieve first level in P4. This will impact on overall PKC stretch aim of 73% for P4 writing.
	Planned Action Review the impact of the Care Experienced Children Pupil Equity Fund and consider evidence for further approaches to supporting attendance and improved attainment, with a specific focus on those looked after at home. **By when?** December 2023	**How will we know?** Report on best practice interventions on improving attainment for care experienced children and young people will be considered for our context. Pupil tracking of attendance and attainment will evidence improvement.
	Planned Action Implement PKC Intervention Mapping tool for evidence-based approaches through a programme	**How will we know?** Pupil attainment will be improved using evidence-based interventions which have been

	of professional learning and improvement activity. **By when?** May 2024	recommended within the Interventions Mapping Tool
Intended Outcome Children and young people whose households experience poverty do not face any barriers to participation associated with the Cost of the School Day.	**Planned Action** Support increased awareness of the Cost of the School Day Toolkit and support each school to take forward their own identified actions. **By when?** March 2024	**How will we know?** Quality Improvement activity details information regarding progress schools make. Increased number of most deprived children and young people accessing enhanced curriculum and other school activities.
Improve access and availability of registered, quality childcare.	The LA and partners (including third sector) will enhance the school holiday activity/childcare offer to parents.	Holiday activity evaluation report shows increase in offer.
	Expand school aged childcare through a review of Wraparound Care (WAC) Services. **By when?** June 2024	Increased number of families accessing WAC Services.
Narrow the wellbeing gap between least and most deprived S3 and S4 females.	Support schools to analyse their poverty related gaps in this area and devise plans to address. **By when?** June 2024	HWB census and school level data
Intended Outcome Children and young people with additional support needs are supported within their local communities and experience success in learning	**Planned Action** Develop Year 1 of the ASN transformation programme to establish a shared vision and understanding of the barriers and identify evidence to inform an agreed future delivery plan.	**How will we know?** Year one of the ASN transformation actions completed, including workstreams established with clear action plans to deliver improvements in inclusive policies and processes, learning environments, resources for the continuum of support and effective partnerships. Stakeholder consultation reports inform the planning and outcomes.
	Implement the revised staged intervention framework and accompanying guidance on assessment and Children and Young People's planning processes. **By when?** June 2024	Revised staged intervention framework and linked assessment and planning processes implemented effectively.
Intended Outcome All schools can evidence impact of CIRCLE at universal and additional levels.	**Planned Action** Develop materials for parents and carers on CIRCLE approaches.	**How will we know?** Consultation with parent groups and representatives and

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Intended Outcome	Planned Action	How will we know?
	By when? June 2024	development of material that meets their needs. Parents and carers report increased understanding of inclusive practice and the use of CIRCLE.
Intended Outcome All schools and settings have a positive culture, supported by a refreshed Inclusive Practice Policy Framework that supports children, young people and staff to feel safe and respected.	**Planned Action** A programme of professional learning for school leaders and practitioners will support schools to have a clear understanding of universal inclusive practice. Support for use of resources to help schools and practitioners to evaluate their inclusive practice and identify areas for improvement. **By when?** June 2024	**How will we know?** Schools using the PKC "Universal Springboard" resource to support CIRCLE implementation will evidence effective approaches to an inclusive physical environment. Schools will evidence use of CIRCLE audit tools and demonstrate improvements in practice and experiences for children and young people. Quality assurance processes will evidence increased consistency of inclusive practice that reflects the needs of children or young people in each classroom.

National Priority

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

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

Intended Outcome	Planned Action	How will we know?
The proportion of young people achieving a sustained positive destination is improved to achieve our stretch aim for this measure.	Support the implementation of 16+ Framework through partnership working and provide professional learning opportunities. **By when?** October 2024 Increase the proportion of pupils who take part in planned work experience placements. **By when?** June 2024	Stretch aim is achieved. Monitoring through term visits and the PKC 16+ strategy group including SDS, Services for Young People, UHI Perth and Schools-College Partnership. Data from *Workit* monthly and school level data.

National Priority

Improvement in children and young people's health and wellbeing.

NIF Drivers: School and ELC leadership; Teacher and practitioner professionalism; Parent/carer involvement and engagement; Curriculum and assessment; School and ELC improvement; Performance information

Intended Outcome	Planned Action	How will we know?
Children and Young People report improvements in their health and wellbeing.	Through the 'Strategic Equity Fund' plan, work with Headteachers to implement relationships and behaviour guidance, and supported by professional development in Building Relationships in Practice programme and Restorative Approaches. **By when?** June 2024	Relationships guidance is implemented, and schools report use in Standards and Quality reports. The 'Building Relationships in Practice' programme is implemented, with 90% of participating schools reporting positive impact. The Restorative Approaches professional development programme is implemented with 90% of participants reporting positive impact.
	Planned Action Devise Health and Wellbeing measures linked to stretch aims. **By when?** March 2024	**How will we know?** Annual collation of PKC health and wellbeing data from schools and central measures
	Planned Action Support schools to implement interventions based on outcomes of health and wellbeing census. **By when?** June 2024	**How will we know?** Monitoring through the Strategic Equity Fund plan evidences additional interventions and improvements in children and young people's wellbeing data
	Planned Action Complete phase 3 and launch phase 4 on the Nurturing Relationships whole school programme 4. **By when?** June 2024	**How will we know?** 18 Schools complete phase 3 of the programme and evidenced improvements in children and young people's wellbeing data. 20 schools recruited and engage in phase 4.
	Planned Action Extend the reach of the Solihull foundation training programme and facilitate year 1 roll out for school staff in the whole school Solihull approach. **By when?** June 2024	**How will we know?** Increased number of school staff undertake Solihull approach training programmes with positive evaluations. Increased staff confidence in engaging and providing family learning activities.

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	Planned Action	**How will we know?**
	Extend the parenting and family learning support including delivery of the Fear-less Teen Triple Programme for parents of 11+ age and Fear-less wellbeing workshop and family session for Primary 7 and S1.	Pre and post data analysis.
		Feedback form parents and young people.
	By when?	HWB census data
	February 2024	
Intended Outcome All schools have robust approaches to reducing bullying and improving relationships	**Planned Action** Launch and support implementation of the Anti-Bullying Strategy and Operational Guidance with related professional learning. **By when?** March 2024	**How will we know?** All schools effectively implement the strategy. Data recorded in SEEMiS will evidence effective reporting and action. All staff will report increased confidence in responding to and reporting bullying incidents, including racist incidents or those related to potential hate crime or gender-based violence. Planning to support all children and young people involved in an incident will comply with guidance.
Intended Outcome Schools report less challenging behaviour and improved relationships that support engagement in learning.	**Planned Action** Review and refresh the working group including trade unions, professional body, Health and Safety and staff representation, to identify and implement clear actions to reduce incidents. **By when?** March 2024	**How will we know?** Reduction in staff reports of violence and aggression, distressed and challenging behaviours. Evidence of effective interventions in place to manage challenging behaviour in schools and ELC settings.
Intended Outcome School attendance levels across all Perth and Kinross sectors are increased.	**Planned Action** An attendance summit will identify and agree on key themes for further 'test of change' improvement activity, planned into Strategic Equity Fund work. **By when?** December 2023 Ensure the implementation of the revised attendance procedures and all supporting frameworks and resources and a plan for further improvement actions. **By when?** May 2024	**How will we know?** Increase attendance will improve in line with agreed stretch aim. All schools are represented at the Attendance Summit and work together to identify tests of change to improve attendance. All stakeholders will implement the revised 'Staged Intervention Framework for Attendance' training and related materials.

	Collate learning from the 'Significant Emotionally Based Absence' project and agree next steps to support appropriate children and young people. **By when?** March 2024	The 'Significant Emotionally Based Absence' project will demonstrate improved outcomes for participant young people.
Intended Outcome Confidence of all staff involved in supporting mental health in schools is improved	**Planned Action** Implement suicide prevention risk management framework with related professional learning. **By when?** October 2023	**How will we know?** All schools use the risk management processes when required to produce enhanced data sets. Staff evaluations demonstrate improved confidence in suicide risk management.
Intended Outcome Children and young people have their needs identified, assessed and met by skilled and confident staff working in effective multi-agency collaboration.	**Planned Action** Refresh the local implementation of GIRFEC to reflect the revised national guidance. **By when?** June 2024	**How will we know?** Quality Improvement activity evidence that multi-agency assessment and planning processes learning are evident in school practice.
Intended Outcome The number of children and young people taking part in physical activity and sport is increased.	**Planned Action** Work with schools and local Physical Education, Physical Activity and Sport (PEPAS) groups to increase the number of volunteers delivering and number of children and young people accessing extra-curricular opportunities. **By when?** January 2024	**How will we know?** The number of children and young people from identified groups will be increased.
Intended Outcome The number of children achieving emotional development milestones is increased.	**Planned Action** Embed work to support emotional development in all ELC settings through a programme of professional learning. Provide professional learning and support for staff and children in 4 identified ELC settings. 'Embedding Wellbeing in Early Years' **By when?** June 2024	**How will we know?** Developmental milestone data. Quality Improvement activity evidence that all ELC settings effectively support emotional wellbeing.

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Local Priorities

In addition to the above planning aligned to NIF priorities, the Education Service has identified an additional Local Priority with key actions outlined below.

Local Priority

Leadership, Learning and Development - Staff will have access to a variety high quality learning and development opportunities suited to their role and career progression.

Intended Outcome	Planned Action	How will we know?
Career-long professional growth and development of collaborative leadership skills is supported at all levels of the system.	Strengthen the induction processes for all staff. Identify and implement processes to recognise staff achievements within professional learning pathways. Embed PKC Professional Review and Development (PRD) processes and approaches in line with reviewed guidance. **By when?** June 2024	Increased numbers of new staff complete online e-modules. Increased numbers of staff recognised, celebrated and/or accredited on new professional learning hub. Data analysis demonstrates increase in use of reviewed guidance.
Intended Outcome Children and young people's outcomes are improved through further development of the knowledge, understanding and skills of school leaders, teachers and practitioners.	Planned Action Review and improve professional learning for all education staff aligned to the career pathways including ASN and GME Implement new School Leaders Forums including Service Level Improvement Partnerships. Practitioners will have access to professional learning to support in developing parental involvement, engagement and family learning including ASN and GME. **By when?** June 2024	How will we know? Quarterly professional learning reports show improvements in evaluations. Minutes show effective collaboration and progress on year 1 plans for each group. Professional learning evaluations.

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Stretch Aims and Key Performance Indicators 2023/2024

[The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress](#) introduced a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap in the 2022/2023 academic year.

Stretch aims for 2025/2026 are being consulted upon currently and will be submitted to government by the end of September 2023.

Percentage of children meeting expected developmental milestones when entering primary school.

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	83%		83%		88%		5%	
Stretch aim for 2022/2023	85%		84%		88%		4%	
Improvement (percentage point)	2%		1%		0%		1%	
Current Level 2022/2023 vs 2021/2022	80%	⬇	70%	⬇	84%	⬇	14%	⬆
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Percentage of primary school pupils (P1, P4 & P7 combined) achieving expected levels in literacy.

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	68%		54%		75%		21%	
Stretch aim for 2022/2023	71%		57%		76%		19%	
Improvement (percentage point)	3%		3%		1%		2%	
Current Level 2022/2023 vs 2021/2022	70%	⬆	53%	⬇	78%	⬆	26%	⬆
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Percentage of primary school pupils (P1, P4 & P7 combined) achieving expected levels in numeracy

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	77%		65%		83%		18%	
Stretch aim for 2022/2023	79%		68%		84%		16%	
Improvement (percentage point)	2%		3%		1%		2%	
Current Level 2022/2023 vs 2021/2022	77%	↔	64%	⬇	84%	⬆	19%	⬆
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Proportion of School Leavers Attaining 1 or More Passes at SCQF Level 6

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	71%		41%		81%		40%	
Stretch aim for 2022/2023	73%		50%		85%		35%	
Improvement (percentage point)	2%		9%		4%		5%	
Current Level 2022 vs 2021	66%	⬇	44%	⬆	78%	⬇	35%	⬇
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Proportion of School Leavers Attaining 1 or More Passes at SCQF Level 5

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	89%		68%		96%		28%	
Stretch aim for 2022/2023	92%		75%		97%		22%	
Improvement (percentage point)	3%		7%		1%		-6%	
Current Level 2022 vs 2021	89%	↔	71%	⬆	95%	⬇	24%	⬇
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

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Proportion of 16-19 years olds participating in education, employment or training (%)

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	94%		86%		96%		10%	
Stretch aim for 2022/2023	96%		91%		97%		6%	
Improvement (percentage point)	2%		5%		1%		-4%	
Current Level 2022 vs 2021	94%	↔	89%	⬆	96%	↔	7%	⬇
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Health and wellbeing: Attendance Primary

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	92%		90%		94%		4%	
Stretch aim for 2022/2023	95%		93%		96%		3%	
Improvement (percentage point)	3%		3%		2%		-1%	
Current Level 2022/2023 vs 2021/2022	93%	⬆	89%	⬇	94%	↔	5%	⬆
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Health and wellbeing: Attendance Secondary

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	88%		83%		90%		7%	
Stretch aim for 2022/2023	92%		88%		94%		6%	
Improvement (percentage point)	4%		5%		3%		-1%	
Current Level 2022/2023 vs 2021/2022	87%	⬇	81%	⬇	89%	⬇	8%	⬆
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

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Health and wellbeing: Exclusion (Secondary) Exclusion incidents per 1,000 pupils

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	35		50		23		-27	
Stretch aim for 2022/2023	25		45		20		-25	
Improvement (numbers)	10		5		3		-2	
Current Level 2022/2023 vs 2021/2022	43	⬆️	57	⬆️	30	⬆️	-27	↔️
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Health and wellbeing: Exclusion (Primary) Exclusion incidents per 1,000 Primary pupils

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	3.2		4.6		0		4.6	
Stretch aim for 2022/2023	2		3		0		3	
Improvement (percentage point)	1.2		1.6		0		1.6	
Current Level 2022/2023 vs 2021/2022	3.6	⬆️	5.5	⬆️	0.9	⬆️	4.6	↔️
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2023/24								
Improvement (percentage point)								

S3 Attainment in Literacy and Numeracy combined at SCQF Level 3

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021/2022	91%		86%		94%		8%	
Stretch aim for 2022/2023	92%		88%		95%		7%	
Improvement (percentage point)	1%		2%		1%		1%	
Current Level 2022/2023 vs 2021/2022	90%	⬇️	83%	⬇️	93%	⬇️	10%	⬆️
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

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Average total tariff points

	Overall Levels		SIMD Q1		SIMD Q5		Gap (Q1-Q5)	
Level 2021	1039		614		1247		633	
Stretch aim for 2022/2023	1060		650		1280		630	
Improvement (tariff points)	21		36		33		-3	
Current Level 2022 vs 2021	1006	⬇	593	⬇	1263	⬆	670	⬆
Trajectory 2023/24								
Trajectory 2024/25								
Stretch aim to be achieved 2025/26								
Improvement (percentage point)								

Care Experienced Children and Young People

Total Tariff Points for Care Experienced School Leavers

	Overall Levels	
Level 2020/2021	304	
Stretch aim for 2022/2023	390	
Improvement (point)	86	
Current Level 2021/22 vs 2020/2021	290	⬇
Trajectory 2023/24		
Trajectory 2024/25		
Stretch aim to be achieved 2025/26		
Improvement		

Percentage of care-experienced primary school pupils (P1, P4 & P7 combined) achieving expected levels in numeracy

	Overall Levels	
Level 2021/2022	36%	
Stretch aim for 2022/2023	50%	
Improvement (percentage point)	14%	
Current Level 2022/23 vs 2021/2022	50%	⬆
Trajectory 2023/24		
Trajectory 2024/25		
Stretch aim to be achieved 2025/26		
Improvement		

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Percentage of care-experienced school leavers attaining 1 or more qualification at SCQF Level 4

	Overall Levels	
Level 2020/21	67%	
Stretch aim for 2022/2023		
Improvement (percentage point)		
Current Level	86%	⬆
Trajectory 2023/24		
Trajectory 2024/25		
Stretch aim to be achieved 2025/26		
Improvement		

Percentage of care-experienced school leavers attaining 1 or more qualification at SCQF Level 4

	Overall Levels	
Level 2020/21	67%	

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Appendix 1

Perth and Kinross Strategic Planning Framework

Perth and Kinross Community Plan

"for our area to be the best place in Scotland for everyone to live life well, free from poverty and inequality."

Perth and Kinross Council Corporate Plan

Working in partnership with communities

Tackling poverty

Tackling climate change & supporting sustainable places

Developing a resilient, stronger & greener economy

Enabling children & young people to achieve their full potential

Protecting and caring for our most vulnerable people

Supporting & promoting physical and mental wellbeing

Annual Education Improvement Plan

School Improvement Plans

Divisional/Team Plans

Education and Children's Services BMIP

Improving Lives Together

Ambition; Compassion; Integrity

Tayside Plan

Best start in life

Meaningful engagement with high quality learning

Healthy, confident and resilient

Improved life chances

Safe from harm

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Appendix 2

Education Service NIF Report 2022-2023

PERTH & KINROSS COUNCIL

Strategic Priorities

Placing the human rights and needs of every child and young person at the centre of education.	Improvement in attainment, particularly literacy and numeracy	Closing the attainment gap between the most and least disadvantaged children	Improvement in employability skills and positive school-leaver destinations for all young people.	Improvement in children and young people's health and wellbeing

Performance 2022/23

Inspection of ELC Settings
(Services rated as good or better)

93% All quality themes.
95% Care, play & learning
96% Setting
95% Leadership
94% Staff team

Developmental Milestones

80% — The proportion of children meeting developmental milestones when entering primary school.

Achievement of CfE Levels

Literacy and numeracy levels demonstrate improvement at P1, P4, P7 and S3 over time.

Relationships Framework   **Anti-bullying Strategy**   **Participation Strategy**   **Parental Involvement & Engagement Strategy**

Closing the Attainment Gap

The attainment gap between school leavers most/least affected by poverty has reduced, as has the gap in positive destinations.
Gaps persist elsewhere.

Participation Measure

93.7% of 16-19 year-olds participating in education, training, or employment in 2022.
This compares with 93.6% in 2021 and 92.8% in 2015.

Literacy and Numeracy

Attainment of school leavers is increasing in Literacy & Numeracy at SCQF Level 4.

93 (2021)   95 (2022)   90 (2021)   93 (2022)

Literacy Framework   **Numeracy Framework**   **16+ Framework**   **Learning & Teaching Framework**

H&WB: Attendance

Attendance levels in primary and secondary are significantly lower than pre-pandemic levels. Reflects national picture.

Care Experienced CYP

Attainment overall improving.

Attendance & attainment of looked after at home lower than all looked-after children and compared with wider peer groups.

Relationships and Bullying

General decline reported in overall wellbeing, particularly in S4 girls.

Concerns over reported levels of bullying and challenging behaviour.

Appendix 3

Education Service Improvement Plan 2023-2024

Strategic Priorities

Placing the human rights and needs of every child and young person at the centre of education.	Improvement in attainment, particularly literacy and numeracy	Closing the attainment gap between the most and least disadvantaged children	Improvement in employability skills and positive school-leaver destinations for all young people.	Improvement in children and young people's health and wellbeing

Plan 2023/24

Children and young people engaged in all aspects of school life.

Parents and other partners fully involved and engaged in supporting children and young people.

Literacy & numeracy outcomes improved for all children and young people.

Attainment & achievement raised through improved quality of learning and teaching.

Children and young people affected by poverty do not face any barriers associated with the Cost of the School Day.

Literacy Framework **Numeracy Framework** **16+ Framework** **Health & Wellbeing Framework**

Attainment and wellbeing gaps narrowed through identification of gaps and effective interventions.

Children and young people with ASN are supported and experience success in learning.

Access to registered, quality childcare is improved, supporting families into work.

Relationships Framework **Anti-bullying Strategy** **Participation Strategy** **Parental Involvement & Engagement Strategy**

Attendance levels across all sectors are increased.

Capacity of all staff to support attainment & wellbeing of children and young people improved through high quality professional learning.

Number of children achieving emotional development milestones is increased.

The proportion of young people achieving a sustained positive destination is improved.

The number of young people taking part in physical activity is increased.

Children and young people report improvements in their health and wellbeing.

Incidents of bullying are reduced and relationships improved

Appendix 4

Glossary of Terms

Acronym	Meaning
ACEL	Achievement of Curriculum for Excellence Levels
ASN	Additional Support Needs
BGE	Broad General Education
CECYP	Care-experienced Children and Young People
CfE	Curriculum for Excellence
CIRCLE	Child Inclusion: Research into Curriculum, Learning and Education
CYP	Children and Young People
CYPIC	Children and Young Peoples Improvement Collaborative
DYW	Developing the Young Workforce
EAL	English as an Additional Language
ELC	Early Learning and Childcare
FTE	Full-time Equivalent
GIRFEC	Getting it Right for Every Child
GME	Gaelic Medium Education
GTCS	General Teaching Council for Scotland
HWB	Health and Wellbeing
ISP	Intensive Support Provision
LMG	Local Management Group
NIF	National Improvement Framework
ONS	Office for National Statistics
PEF	Pupil Equity Fund
PEPAS	Physical Education, Physical Activity and Sport
PKAVS	Perth & Kinross Association of Voluntary Service Ltd
PRD	Professional Review and Development
QIO	Quality Improvement Officer
SAC	Scottish Attainment Challenge
SCQF	Scottish Credit and Qualification Framework
SEBN	Social, Emotional and Behavioural Needs
SEEMiS	Education Management Information System
SEF	Strategic Equity Fund
SIMD	Scottish Index of Multiple Deprivation
SSSC	Scottish Social Services Council
TRIC	Tayside Regional Improvement Collaborative
UHI	University of the Highlands and Islands
VC	Virtual Comparator
VSE	Validated Self-Evaluation
WAC	Wraparound Care
WFWF	Whole Family Wellbeing Fund

PERTH AND KINROSS COUNCIL

LEARNING AND FAMILIES COMMITTEE

23 AUGUST 2023

PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY (2023-2026)

Report by Executive Director (Education and Children's Services)
(Report No. 23/225)

1.   PURPOSE

1.1   This report presents for approval the Perth and Kinross Council (PKC) Parental Involvement and Engagement (PIE) Strategy and Three-Year Improvement Plan.

2.   RECOMMENDATION

2.1   It is recommended that the Committee:
   * Notes and comments on the contents of the Strategy;
   * Approves the Three-Year Implementation Plan to support the Strategy, for delivery from August 2023; and
   * Requests a report on progress prior to the introduction of a new Strategy, in August 2026.

3.   STRUCTURE OF REPORT

3.1   This report is structured over the following sections:

   * Section 4: Background
   * Section 5: Proposals
   * Section 6: Further Considerations
   * Appendices

4.   BACKGROUND

4.1   The Scottish Schools Parent Involvement Act (2006) sets out the requirement for all education authorities to prepare a strategy for parental involvement. In developing this strategy, the education authority must seek and take account of the views of parents every two years. The results of the latest PKC Survey of Parents (2022) have informed the PIE Strategy and Three-Year Improvement Plan (2023-2026).

        The PIE Strategy is also informed by the following policy drivers:

   * [Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021](#) sets out a vision for parental involvement and engagement and takes account of national and international evidence base as well as policy and practice expertise across the Scottish education system.

- [The Tayside Strategy for Parents 2019-2024](#) is a commitment from the partner organisations across Tayside that deliver services for children, young people and families, to work together with parents, to improve the information, services and community developments that support families to live positive lives.

  A working group was formed who worked to ensure that all recommendations from the aforementioned documents were embedded within the PKC PIE Strategy.

  Consultation on the draft Strategy was carried out via a Microsoft Form survey, and the views of parents were gathered.

  Feedback from parents on the draft Strategy was very positive, with all respondents agreeing that the identified areas for improvement reflect their experience in Perth and Kinross. All parents agreed that the identified aims and principles were appropriate, with one respondent taking the opportunity to emphasise the importance of improved communication to ensuring parental involvement in their child's education in a stress-free process for all. Feedback was considered by the working group and the PIE Strategy was reviewed to ensure the views of parents were meaningfully reflected throughout.

4.2   The PIE Strategy and Three-Year Improvement Plan (2023-2026) aims to:

- Ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school.
- Encourage and support collaborative partnerships between practitioners, parents and families.
- Provide the right support and information to enable parents to engage in their child's learning and understand children's rights.
- Improve information sharing about and expand access to family learning opportunities which meet the needs of children and families.
- Improve the efficiency of all communication between practitioners, staff, parents and families.
- Improve the skills and knowledge of leaders, front-line practitioners and support staff.

4.3   There are five essential features which underpin and are referred to throughout the Strategy's Three-Year Improvement Plan. These are:

- Recognition of Article 5 of the United Nations Convention on the Rights of the Child (UNCRC), which respects the responsibilities and rights of parents and families to guide their children.
- A nurturing ethos that embeds the strong supportive relationships between families, practitioners, and senior leaders.
- Effective communication with parents and across services.
- Collaborative, open, and honest working partnerships that ensures children and young people benefit from the support, skills and knowledge of their families and education professionals.

- Support which meets the needs of parents and families to engage with their children's education and addresses the barriers that prevent some parents accessing or feeling included in services.

5. PROPOSALS

5.1   The Strategy (Appendix 1) provides direction for all those involved in parental involvement, engagement, and family learning across the education authority. Through effective implementation, outcomes for the children and families of Perth and Kinross will be improved in the following ways:

- All Early Learning and Childcare (ELC) staff, and most primary and targeted secondary staff will be trained in the Solihull Approach to support a whole school approach.
- Volunteering opportunities for parents will be broadened in schools and ELC settings.
- Parents will be meaningfully involved and engaged in the life and work of their child's ELC setting or school.
- Practitioners will have a shared understanding of highly effective approaches to parental engagement, involvement and family learning.
- Families will have access to appropriate family learning experiences.
- Most parents indicate that they understand their children's rights.
- Parents will have access to an online resource containing useful information about how to help their child.
- Parents will have access to a panel (parent's panel or equivalent) and use the forum to use their voice to inform decisions, policy and practice relating to them and their children.

5.2   Monitoring and reporting will be undertaken on an annual basis via the PKC Education Service Education Report and Plan.

6. FURTHER CONSIDERATIONS

6.1   Progress in the delivery of the Strategy and Three-Year Improvement Plan 2023-2026 will be monitored annually by the Service Manager with responsibility for parental involvement and engagement, to assess the extent to which PKC are making good progress, where good practice can be shared and extended, and how PKC can address areas for improvement.

Author

Name	Designation	Contact Details
Bernadette Scott	Service Manager, Early Years and Childcare	ECSCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	14 August 2023

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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:

- Best Start

2. Resource Implications

Financial

2.1 No financial implications.

Workforce

2.2 There are no direct workforce implications arising from this report other than those reported within the body of the main report.

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 Equality Impact Assessment undertaken in relation to this report can be viewed by clicking **here**.

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

(iii)   Assessed as relevant and the following positive outcomes expected following implementation:

- Parents/carers will have increased confidence in their skills to support their children/young people's development and wellbeing.
- All children and young people's development and wellbeing will be promoted, including those with additional support needs.

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.

The proposals have been considered under the Act and pre-screening has identified that the PPS will have no or minimal environmental effects, it is

therefore exempt, and the SEA Gateway has been notified. The reason(s) for concluding that the PPS will have no, or minimal environmental effects is that there are no activities associated with this proposal that have a potential environmental impact.

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 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

4.1 Headteachers from across the local authority have been consulted with in relation to the content of the Strategy.

External

4.2 The Parent Council Forum has been consulted in relation to the content of the Strategy.

5. Communication

5.1 The proposals will be implemented by communicating with Headteachers and school and setting staff through existing networks. The proposals will be communicated to parents and carers through the Parent Council Forum.

2.   BACKGROUND PAPERS

2.1   The following 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:

- Education (Scotland) Act 2016
- Scottish Schools (Parental Involvement) Act 2006
- The National Improvement Framework
- Learning Together, the National Action Plan for Scotland (2018-2021)
- The Tayside Strategy for Parents (2029-2024)
- The Family Learning Framework (2021)
- Voice of the Infant, Best Practice Guidelines and Infant Pledge (2023)

3.   APPENDICES

3.1   Appendix 1 - Parental Involvement and Engagement Strategy 2023-2026
Appendix 2 - Equality and Fairness Impact Assessment (EFIA) for Parental Involvement and Engagement Strategy 2023-2026

Improving Lives Together
Ambition | Compassion | Integrity

Education Service

Parental Involvement and Engagement Strategy

2023-2026

Introduction

This strategy outlines Perth and Kinross Council (PKC) Education Service (ES) commitment to delivering the best possible outcomes for children and young people in partnership with parents as identified within **Education (Scotland) Act 2016**, **Scottish Schools (Parental Involvement) Act 2006**, and the **National Improvement Framework** .

This document is for all those who work with children and young people across Early Learning and Childcare (ELC), Primary and Secondary sectors and for other partners of Perth and Kinross Council. It should support partnership with parents to help to ensure that every child and young person achieves the best they can in ELC settings, at school and beyond.

Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 - 2021 sets out a vision for parental involvement and engagement and takes account of national and international evidence base as well as policy and practice expertise across the Scottish education system. It provides a national vision but allows for local and community innovation and flexibility. The guiding vision is that every parent and family should be supported to be involved and engaged in their child's education throughout their learning journey.

Tayside Strategy for Parents 2019-2024 identified the following four areas as improvement priorities to help to deliver the vision for parental involvement and engagement.
- Parents have access to good quality information that supports them make informed choices, plan for, and meet their family's needs.
- Communities are inclusive, understand children's needs and support families to thrive.
- Families have access to effective services that are delivered by a skilled and confident workforce that value the role of parents.
- Policies that affect family life are supportive and deliver positive outcomes.

This strategy also takes account of the PKC responses in the biannual parental involvement and engagement census May 2022. This is the parental engagement survey that is sent out every two years at the direction of the Scottish Government. This helps to support improvement at a local level and monitor progress at a national level.

Partnership working and collaboration with relevant services will be central to the successful implementation of the improvement plan, and key to delivering outcomes relating to Whole Family Wellbeing and The Voice of the Infant, National Practice Guidelines and Infant Pledge (2023).

Our Vision

Perth and Kinross (ES) values parents as partners in their child's learning and recognises that parental involvement and engagement should be embedded within policies, strategies, and practices in every setting.

"A Perth and Kinross where everyone can live life well, free from poverty and inequalities" (Perth and Kinross Council, Corporate Plan, 2022/23 to 2027/28).

Our Improvement Aims

Our aims take account of the Scottish vision in Learning Together for parental involvement and engagement, family learning and learning at home from pre-birth to age 18 with the aim to:

- ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school.
- encourage and support collaborative partnerships between practitioners, parents, and families.
- provide the right support and information to enable parents to engage in their child's learning and understand children's rights.
- improve information sharing about and expand access to family learning opportunities which meet the needs of children and families.
- improve the efficiency of all communication between practitioners, staff, parents, and families.
- improve the skills and knowledge of leaders, front-line practitioners, and support staff.

The key principles which inform effective parental involvement and engagement are guided by the needs and interests of children and their families. Parents are recognised as the primary educators of their children and so positive relationships built on mutual trust, respect and effective partnership are required to achieve positive outcomes. Parental responsibility also includes supporting the wellbeing of their child. This is reflected in the principles identified in Learning Together and the Tayside Strategy for Parents 2019-2024.

We aim to embed the following essential features of effective, high quality parental involvement and engagement in our improvement plan.

- Recognition of Article 5 of the United Nations Convention on the Rights of the Child, which respects the responsibilities and rights of parents and families to guide their children.
- A nurturing ethos that embeds the strong supportive relationships between families, practitioners, and senior leaders.
- Good communication with parents and across services.
- Collaborative, open, and honest working partnerships that ensures children and young people benefit from the support, skills and knowledge of their families and education professionals.
- Support which meets the needs of parents and families to engage with their children's education and addresses the barriers that prevent some parents accessing or feeling included in services, ensuring that we recognise the individual circumstances within families.

Parents as Partners

The Scottish Schools (Parental Involvement) Act 2006 gives parents the right to receive information about their children's learning, to be represented and have their views heard and expressed. It places a responsibility on local authorities to improve parental involvement in three ways - parental representation, home-school partnerships and learning at home.

Parental Involvement

Parental involvement describes the ways in which parents can get involved in the life and work of the setting. Parental involvement includes activities such as participation in the work of the parent council, parental representation in the development of the vision, policies or improvement plans of the setting and other key decisions. It also describes involvement of parents in recruitment of senior staff and opportunities for volunteering.

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Parental Engagement

Parental engagement is recognised in the National Improvement Framework as one of seven key drivers in achieving excellence and equity in Scottish education.

Parental engagement is about parents' and families' interaction with children's learning. Providing opportunities, supporting, and building capacity for parents to capitalise on children's learning experiences is key in raising attainment and closing the poverty related attainment gap. Parents have an important role to play in helping their child's learning and development at home but also in settings and the wider community.

Family Learning

Family learning encourages family members to learn together as a family with a focus on intergenerational learning. It is an approach to engaging families in learning that has an impact on the whole family. It recognises the important contribution of the extended family including the involvement of grandparents and of other significant adults in a child's or young person's life. Family learning activities can also be designed to enable parents to learn how to support their own child's learning.

Family Learning Framework is a tool which outlines the purpose and principles of family learning to support a consistent and structures approach to family learning provision in Scotland. It outlines the purpose and principles of family learning to support a consistent and structured approach to family learning provision in Scotland.

Learning at Home

This is the learning which happens in the home, outdoors or in the community when children and young people are not in settings or engaging remotely with education staff. Conventionally this has accounted for 85% of a child's time which offers a significant opportunity for learning. Learning at home can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities. Parents are entitled under the Parental Involvement Act (2006) to receive information and support to help develop their child's learning at home and in the community.

Coronavirus Pandemic

The coronavirus pandemic has had a significant impact on all aspects of Scottish education, and parental involvement and engagement is no different.

The infection control mitigations that were in place as children and young people returned to schools and ELC settings prevented parents from accessing buildings. This resulted in limited or no opportunities for parents to engage in activities that had previously been available such as in person meetings, volunteering, and visits to classrooms for shared learning experiences.

Practitioners, children and young people and families used creative ways to continue to communicate and learn with each other during this time. There is a need to ensure the benefits of using digital ways to connect with families is not lost and families continue to feel connected and confident engaging with settings and supporting their child's learning.

3

What we know about Current Good Practice

This strategy sets out a clear expectation and sense of direction for all settings in delivering high quality opportunities for parental engagement, involvement, and family learning. It recognises what is already working well in Perth and Kinross and sets out the key improvement themes for the next three years.

There are many examples of good practice in settings across Perth and Kinross that demonstrate the principles and overarching vision set out in this document. Some examples are detailed below.

Parental Involvement

- Every parent of a child in school in Perth and Kinross is a member of their school's Parent Forum. The Parent Council is made up of members of the Parent Forum and should represent parents' views. The Parent Council is a formal link between parents and the school's Leadership Team and the Local Authority. The Local Authority supports Parent Councils through consultation, training, funding, and advice.
- The Chairperson of each Parent Council is invited to meet the Executive Director of the Education Service and the Senior Management Team twice a year to represent parental views across the whole Authority.
- Representatives from Parent Councils are involved in the recruitment of Head Teachers.

Parental Engagement

- All schools and ELC settings have access to electronic platforms to share information with parents about their child's progress in learning. This has made information about children's learning more accessible for parents. A range of digital platforms are used to communicate information to parents including parent portal, virtual learning environments, and the Microsoft 365 suite.
- Education settings deliver induction meetings and workshops for parents to inform them about children's learning.
- Education settings are sensitive to family groupings to enable all parents to have the same access to information.

Family Learning

- Families have some opportunities to learn together at events and sessions organised by settings.
- Family learning practitioners provide support for family learning within ELC settings, primary schools, and communities.
- Community Link Workers and Community Learning Assistants support young people and families both in school and in the community to improve their lifestyle, health, and wellbeing. They work collaboratively with Local Authority services, identifying and responding to need through locality plans, school plans and research data.

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Parental Involvement and Engagement Census

The Parental Involvement and Engagement Census 2022 data highlighted the following, as areas that parents overall were satisfied with:

- school staff are approachable and can be contacted within school opening hours.
- school staff respond helpfully to questions and comments.
- parents are kept well informed about their child's learning.
- the cost of school activities is affordable.

What we need to do to improve

The Parental Involvement and Engagement Census 2022 data highlighted the following as areas where parents overall felt more could be done:

- involve parents in consultations about improvement priorities.
- provide feedback from parent council.
- increase opportunities for and information about family learning.
- improve information for parents about how to help their child learn at home.
- provide support for parents to understand children's rights.
- increase opportunities for helping or volunteering which has been limited over the past two years by infection control mitigations.

As a result, we will:

- Continue to build on and strengthen relationships between all families, practitioners, and senior leaders.
- Continue to support settings to be open and encourage the involvement of parents in the work they do.
- Continue to provide useful information for parents to ensure they are well informed including information about ways to help with their child's learning at home and to support parents' understanding of children's rights.
- Increase opportunities for family learning and improve the sharing of information about family learning opportunities with families and settings.
- Continue to identify and reduce barriers to parental involvement and engagement.

Measuring Success

Raising attainment and ensuring high aspirations will continue to be a priority to drive up standards, reduce inequity and close the attainment gap. We will have a consistent and sustained focus on improving partnerships with parents to secure positive outcomes for children, young people, and families.

We will regularly collate and analyse information and feedback from parents to assess the extent to which we are making good progress, where good practice can be shared and extended and how we can address areas for improvement. The three-year improvement plan detailed below will be reviewed annually and will consider responses of biannual parent survey in 2024.

Conclusion

Perth and Kinross Council, Education Service, is committed to improving outcomes for all children and families across the Authority. The PIE Strategy lays the foundations for the Service to work in meaningful partnership with parents/carers, school and setting leaders, and other key stakeholders to drive forward the identified improvements. Close monitoring

of the Strategy will ensure it continues to meet their needs of parents, carers, children, and young people.

The Improvement Plan that follows will underpin our work and it allows The Service to meet the expectations as laid out in Learning Together, The National Action Plan for Scotland (2023) and the outstanding actions from the Tayside Strategy for Parents (2019-2024).

Roles and Responsibilities

Schools and settings will
- Give due consideration to the PKC PIE Strategy over the next three years.
- Incorporate elements of the Strategy into their self-evaluation and improvement planning processes.
- Ensure parents and carers are made aware of the Strategy and are meaningfully involved in its implementation.

The Local Authority will
- Regularly monitor the implementation of the Strategy.
- Measure the impact of the actions within the Strategy on outcomes for children and their families.
- Make any required changes to the Improvement Plan during the implementation period of the Strategy to ensure it continues to remain fit for purpose.

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Improvement Plan 2023-2026

Essential Features referred to in Improvement Plan

1. Recognition of Article 5 of the United Nations Convention on the Rights of the Child, which respects the responsibilities and rights of parents and families to guide their children.
2. A nurturing ethos that embeds the strong supportive relationships between families, practitioners, and senior leaders.
3. Good communication with parents and across services.
4. Collaborative, open, and honest working partnerships that ensures children and young people benefit from the support, skills and knowledge of their families and education professionals.
5. Support which meets the needs of parents and families to engage with their children's education and addresses the barriers that prevent some parents accessing or feeling included in services.

What do we want to achieve?	Essential Feature	How will we get there?	Key personnel	Evidence and measures
ELC staff will be trained in Solihull approaches by Dec 2026 to support strong relationships.	2	Five new Solihull trainers in place. Deliver one Solihull training programme per month. Solihull training is a mandatory feature of induction for all new ELC staff.	Parenting and Family learning team lead Solihull Trainers	95% of ELC staff trained in Solihull approaches. Training evaluation data Register of completed trainees. New induction materials in place. Minute of meetings.
ELC staff will be confident in using the Solihull approach to support families.	2	Establish termly Solihull in practice networks.	Parenting and Family learning team lead Solihull Trainers	Ongoing evaluation and records of network meetings Ongoing evaluation from staff regarding confidence in using the Solihull approach.
Most primary school staff and targeted secondary staff will be trained in the whole	2	Design a four-year roll out programme to schools that have identified Solihull	Solihull trainers	Register of completed trainees.

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school approaches to Solihull.		training as a priority for improvement. Deliver whole school Solihull training as per programme. Five new Solihull trainers from schools will be in place.		Training evaluation data
Settings will broaden volunteering opportunities for families.	5	Share volunteering information and good practice, including national framework information, across settings. Settings will review volunteering arrangements to broaden experiences that have been constricted because of the pandemic.	Quality Improvement Team Officers supporting PIE Senior management in settings	Survey responses from schools and settings on volunteering opportunities. On-going self-evaluation by settings. Data from biannual survey indicates that 52% of parents agree that there are opportunities for them to help or volunteer in their child's school or setting. (2022 data 32%) Increased numbers of volunteers in schools and settings
Increase parental engagement across settings.	4	Gather baseline information on barriers to parental engagement. Gather and share case study examples of highly effective parental engagement. Schools and settings will meaningfully involve parents in ongoing self-evaluation and	Senior management in settings	By June 2026, 100% of schools and settings in Term 4 visit survey state that they involve parents in the self-evaluation process (2023 data 28%) 90% of parents in the 2026 biannual PIE survey state agree that the school or setting seeks their views and opinions on school policies. (2022 data 36%). 76% of parents in the 2026 biannual PIE survey agree that their views help the school or setting to decide on

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		improvement planning activities.		the priorities in their improvement plan. (2022 data 26%) Scrutiny of improvement paperwork from schools and settings.
Families will have access to appropriate family learning experiences.	2, 3, 4, 5	Create a directory of suggested family learning experiences including those that can be provided by the setting and those provided in partnership with others. Promote the directory and the importance of family learning in relevant documentation and through development sessions for managers. Encourage and support schools to plan and deliver family learning experiences.	Parenting & Family Learning Team	Directory of family learning is available for all settings. Setting self-evaluation returns. 38% of parents in the PIE biannual survey state that their child's school or setting offers a selection of family learning activities. (2022 data 18%) All schools and settings have an appropriate programme of family learning in place. Family learning feedback evaluations from parents and children.
Practitioners have access to professional learning to support them with parental involvement and engagement and family learning.	3,4,5	Share good practice across settings. Include case studies of effective practice in communications (newsletters and social media). Identify most relevant training for practitioners to	ES Learning and Development Team	Number of case studies gathered. Minutes of meetings. Training offer is publicised on the ES learning hub. Key themes from quality improvement activity collated and analysed.

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		support family learning. All lead trainers to consider barriers and adjustments for families as appropriate. Practitioners will access PIE and family learning professional learning opportunities as offered by national bodies.		Number of case studies shared. ES learning hub evidence, for example, site usage, training evaluations.
School and ELC settings have access to, are promoting and using an identified online resource for parents. Parents will have access to useful information about how to help their child.	3,5	Work with appropriate council services to create an online resource. Promote online resource to parents through settings' communications and wider social media.	Service Manager Information Officer	Monitor parent access to the online resource. Data in biannual survey shows 15% improved parent satisfaction in the information available to them about how they can help their children. (2022 data 50%)
Parents have access to a forum (parents panel or equivalent). The majority of parents use the forum to provide them with a voice which is helping to inform decisions, policy and practice relating to them and their children. Parent Councils use the forum to consult	3,4,5	Create an online tool that facilitates consultation with parents and carers. Promote the online tool to support parents to be regularly consulted regarding areas that are connected to education, children, and families.	Service Manager Information Officer Sector representatives ES - Research Analysis and Performance	Online tool is in place. School data shows improved parental engagement in consultation using the new forum. Data in biannual survey shows a 15% improvement in parent satisfaction around the school seeking their views and opinions on school policies. (2020 data 36%)

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and feedback to parents around the work of the parent council.				
An increasing number of parents indicate that they understand their children's rights.	1,3	Develop materials for promoting children's rights with parents across all sectors. Ensure material take account of ASN legislation. All schools and ELC settings will share information with parents about children's rights.	Quality Improvement Officer with remit for UNCRC	Materials developed and shared with schools and settings. Parent Council Chair Forum Data in biannual survey shows 10% improvement in parent satisfaction in the school helping them to understand their child's rights. (2022 data 40%)

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Equality and Fairness Impact Assessment (EFIA) Form and Guidance

If the *'policy or practice'** you are developing or going to develop is assessed as relevant after undertaking the online screening process (the Impact & Value Assessment) - that is, it will have an impact on people - you should complete an Equality and Fairness Impact Assessment (EFIA).

This form (which includes accompanying guidance) should be completed.

*see definition below on Page 5

EFIA – Guidance

The purpose of the EFIA is to ensure that decision makers are fully informed, at a formative stage in the decision-making process.

Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Under Part 1 of the Act 'The Fairer Scotland Duty', the Council is required to actively consider how it can reduce inequalities of outcome caused by socioeconomic disadvantage, when making strategic decisions.

The online Impact & Value Assessment (IVA) has been developed within the Council to assess all proposals against criteria for reducing poverty and socio-economic disadvantage, eliminating discrimination, advancing equality of opportunity, and fostering good relations between equality groups.

The IVA should first be used at the initial stages of proposal development to **screen** the proposal for any likely positive or negative effects in relation to equality, fairness and human rights. After completing the IVA, it should be evident if your proposal is likely (or not) to have significant implications for: reducing poverty and socio-economic advantage, eliminating discrimination, advancing equality of opportunity, and fostering good relations between equality groups. **If the screening process identifies that there are implications, the IVA will direct you to undertake a full Equality and Fairness Impact Assessment (EFIA).**

When should I carry out an EFIA?

In order to fulfil our general duty it is critical that the all services conduct an EFIA in the following circumstances:

> **All** significant policies, strategies and projects* should have as a minimum an EFIA screening inbuilt as part of the risk assessment process.
> **All** budget options for the each financial year will require to be EFIA screened. (It is possible to group individual options if they relate to one particular service area)
> **All** Reports to Committee now require Equalities Impacts to be reported either as a screening or full EFIA. Significant service reforms **may** require a Full Report to be completed, or as a minimum, a justification in a Screening Report as to why the Full Report was unnecessary.

Equality and Fairness Impact Assessment Screening

A screening can be undertaken as part of a scoping exercise prior to a full report, or it can stand alone as final summary if no significant Equality and Fairness Impacts are identified or arise subsequently in the policy or plan implementation.
This is done using the online Impact & Value Assessment.

Equality and Fairness Impact Assessment Full Report

A full report (using this form) should be conducted where a Screening indicates an area or areas that require more detailed consideration.

*see full definition Page 5

Equality and Fairness Impact Assessment Form (EFIA) August 2018

Stage 1: Screening

As noted above, a screening should ideally be carried out at the outset of a policy, service reform, or budget proposal* in order to embed consideration of equalities and fairness at the earliest part of the project plan or process.

In order to complete screening please follow the guidance provided within the online Impact & Value Assessment.

A Screening Report should be conducted prior to identifying if a Full Impact Assessment is required, and the findings of the report should inform the introduction to the assessment; and provide the context and background, to outline the purpose and direction of the Full Impact Assessment.

Stage 2: Full Impact Assessment

If there are any areas that arise as part of the screening process that require further investigation or highlight areas of concern with regard to likely impacts across any or all protected characteristics, then a Full Impact Assessment report be conducted.

*see full definition Page 5

EFIA Form

Complete this for all *relevant policies*
***'Relevant'* means it will have an impact on people**
***'Policy or Practice'* - see definition below**

Definition of policy or practice for the purposes of EFIA:
For the purposes of an EFIA the term 'policy or practice' covers Service delivery and Employment. This can include a Policy, a Plan, a Strategy, a Project, a Service Review, a function, practice or service activity or a Budget option.

Section 1: Policy Details *(see definition of 'Policy' or Practice' above)*

Name of Policy or Practice:

Parental Involvement and Engagement (PIE) Strategy and Three-Year Action Plan (2023-26)

Service and Division/Team:

Education and Children's Services

Owner/Person Responsible *(include your Name and Position):*

Bernadette Martin-Scott, Service Manager for Early Years and Childcare

Impact Assessment Team *(include your Names and Positions).* This team can consist of two people or more as appropriate:

Bernadette Martin-Scott, Service Manager for Early Years and Childcare
Catriona Roberts, Early Years Officer (EYO)

Is the *'policy' or practice'* being impact assessed new or existing? *Please tick the appropriate box below to indicate.*

☐ New   ☐ Existing

What are the main aims of the policy or practice?

Our aims take account of the Scottish vision in Learning Together for parental involvement and engagement, family learning and learning at home from pre-birth to age 18 with the aim to:

- ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school.
- encourage and support collaborative partnerships between practitioners, parents and families.
- provide the right support and information to enable parents to engage in their child's learning and understand children's rights.
- improve information sharing about and expand access to family learning opportunities which meet the needs of children and families.
- improve the efficiency of all communication between practitioners, staff, parents, and families.
- improve the skills and knowledge of leaders, front-line practitioners, and support staff.

Who are the main target groups/beneficiaries?

Children and Young People
Parents, carers, and families
School staff and Early Learning and Childcare Staff

What are the intended outcomes of the policy or practice?

- ELC staff will be trained in Solihull approaches by Dec 2026 to support strong relationships.
- ELC staff will be confident in using the Solihull approach to support families.
- Most primary school staff and targeted secondary staff will be trained in the whole school approaches to Solihull.
- Settings will broaden volunteering opportunities for families.
- Parental engagement will be increased across settings.
- Families will have access to appropriate family learning experiences.
- Practitioners have access to professional learning to support them with parental involvement and engagement and family learning.
- School and ELC settings have access to, are promoting and using an identified online resource for parents.
- Parents will have access to useful information about how to help their child.
- Parents have access to a forum (parents panel or equivalent).
- The majority of parents use the forum to provide them with a voice which is helping to inform decisions, policy and practice relating to them and their children.
- Parent Councils use the forum to consult and feedback to parents around the work of the parent council.
- An increasing number of parents indicate that they understand their children's rights.

Section 2: Information Gathering

You should list here the sources of information used to assess the impact of the relevant policy or practice. This can include local sources such as reports, information and data, relevant partners' information, data and reports, other Council's relevant information, data and reports, national information, research outcomes, data profiles and any other evidence which has led to the development of this policy. You may wish to refer to Appendix 1 for reference when gathering information relating to Equality Monitoring Data,

Information/Evidence Gained and Used to Shape this Policy or Practice	List Details, Source and Date *(continue on a separate sheet if necessary – tick to indicate this has been done* ☐
Community consultation/involvement outcomes from earlier contacts - this usually includes formally arranged contact with individuals or community, voluntary sector and other relevant interest groups	Data from 2022 Biannual Survey of parents/carers used to inform the contents of the Strategy. Consultation with Parent Council Forum, including bespoke Parent Council Survey on the proposed aims and outcomes of the Strategy, and attendance at Parent Council Forum meetings.

Employee involvement/consultation feedback *(e.g. survey, focus groups)*	Head Teachers from across the Local Authority have been consulted with in relation to the content of the Strategy.
Research and information list main sources	Education (Scotland) Act 2016 Scottish Schools (Parental Involvement) Act 2006 The National Improvement Framework Learning Together, the National Action Plan for Scotland (2023-2026) The Family Learning Framework (2021)
Officer knowledge and experience	
Equality monitoring data	
Service user feedback (including customer contact, services and complaints)	Parent Council Forum survey on the Strategy in 2023. Biannual Parent Survey (2022)
Partner feedback	
Other - this may be information gathered in another Council area, nationally or in partner organisations which is considered to have relevance.	The Tayside Strategy for Parents (2019-2024)

Section 3: Consultation/Involvement

Consultation with key stakeholders can be undertaken throughout the whole of the equality and fairness impact assessment process. This section can include details of outcomes from current, earlier or ongoing consultation/involvement activities. This activity **can also** help to **reach people not previously involved** with these processes, but who will be affected by this policy or practice when it is implemented.

The Consultation/Involvement process can also help **identify or agree changes** that need to be made to ensure the policy or practice will be inclusive when implemented.

The Equalities Team Leader (equalities@pkc.gov.uk) may be able to provide advice relating to potential contact with consultees from equality protected characteristic groups via existing mechanisms such as the Community Equalities Advisory Group (CEAG) or Equalities Strategic Forum.

A summary of the replies received from individuals and stakeholders consulted/involved. Include any previous feedback or complaints relating to equality and diversity issues and the policy or practice currently being assessed.

Equality Protected Characteristic	Specific Characteristics	Date	Outcome of Consultation/Involvement *(continue on a separate sheet if necessary – tick to indicate this has been done* ☐
Age	Older People (65+)	April 2023	Positive feedback to the proposals in the Strategy in Parent Forum survey.
	Younger People (16-64)	April 2023	Positive feedback to the proposals in the Strategy in Parent Forum survey.
	Children (0-16)		
	Looked After Children (Corporate Parenting)		
Disability	Physical Disability		
	Sensory Impairment		
	Mental Health		
	Learning Disability		
Gender Reassignment	Male transitioning to female		

	Female transitioning to male		
Marriage/Civil Partnership	Women		
	Men		
	Same Sex Couple (Male)		
	Same Sex Couple (Female)		
Pregnancy / Maternity/Paternity	Women		
	Men (Paternity)		
Race	A list of categories used in the census is here		
Religion / Belief	A list of categories used in the census is here		
Sex	Female		
	Male		
	Other Gender Identity		
Sexual Orientation	Lesbian		
	Gay		
	Bisexual		
Socio-economic(fairness)	Options detailed in Appendix 2		

Section 4: Detail the Positive and/or Negative Impacts or Tick to Indicate No Impact

Key Questions to Address

The Assessment should highlight areas of interest covering the following:

>   Positive and Negative impacts across all protected characteristics.
>   Scale of the Impact: An indication of the degree of potential impact, and whether this is judged to have a High, Medium or Low impact potential.
>   Anticipated duration of the impact if relevant
>   Whether there is a specific differential impact to a particular protected characteristic or characteristics
>   Or if the impact is more wide ranging and general in its effect.
>   Whether any impacts identified would/could be mitigated by an amendment to the policy, practice budget decision or service reform proposal

This information will be indicated by activities at Section 2 and Section 3 above.

Equality Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit the group concerned)	Negative Impact (it could disadvantage the group concerned)	) No Impact
Age	Older People (65+)	Increased confidence in skills to support children and young people's development and wellbeing		
	Younger People (16-64)	Increased confidence in skills to support children and young people's development and wellbeing		
	Children (0-16)	Positive impact on development and wellbeing.		
	Looked After Children (Corporate Parenting)	Positive impact on development and wellbeing.		
Disability	Physical Disability	Positive impact on development and wellbeing.		
	Sensory Impairment	Positive impact on development and wellbeing.		
	Mental Health	Positive impact on development and wellbeing.		
	Learning Disability	Positive impact on development and wellbeing.		

Gender Reassignment	Male transitioning to female			No impact
	Female transitioning to male			No impact
Marriage/Civil Partnership	Women			No impact
	Men			No impact
	Same Sex Couple (Male)			No impact
	Same Sex Couple (Female)			No impact
Pregnancy / Maternity/Paternity	Women			No impact
	Men (Paternity)			No impact
Race	A list of categories used in the census is here			No impact
Religion / Belief	A list of categories used in the census is here			No impact
Sex	Female			No impact
	Male			No impact
	Other Gender Identity			No impact
Sexual Orientation	Lesbian			No impact
	Gay			No impact

	Bisexual			No impact
Socio-economic(fairness)	Options detailed in Appendix 2			No impact

Section 5: Recommendations and Actions

As a result of this equality impact assessment, please **clearly describe practical actions** you plan to take to:

❑   reduce or remove any identified **negative impact**
❑   promote any **positive impact** or
❑   **gather** further information/evidence

Equality Protected Characteristic	Specific Characteristics	Action	Who is responsible	Date for completion
Age	Older People (65+)	Biannual survey of the views of parents/carers Increase volunteering opportunities in schools and settings. Schools and settings will meaningfully involve parents/carers in self-evaluation and improvement planning activities. Provide high-quality family learning for parents/carers.	Service Manager with responsibility for PIE	August 2026
	Younger People (16-64)	Biannual survey of the views of parents/carers Increase volunteering opportunities in schools and settings Schools and settings will meaningfully involve parents/carers in self-evaluation and improvement planning activities Provide high-quality family learning for parents/carers	Service Manager with responsibility for PIE	August 2026

	Children (0-16)	ELC staff and relevant school staff will be trained in, and confident in using the Solihull approach with children and families	Service Manager with responsibility for PIE	August 2026
	Looked After Children (Corporate Parenting)	ELC staff and relevant school staff will be trained in, and confident in using the Solihull approach with children and families	Service Manager with responsibility for PIE	August 2026
Disability	Physical Disability	ELC staff and relevant school staff will be trained in, and confident in using the Solihull approach with children and families	Service Manager with responsibility for PIE	August 2026
	Sensory Impairment	ELC staff and relevant school staff will be trained in, and confident in using the Solihull approach with children and families	Service Manager with responsibility for PIE	August 2026
	Mental Health	ELC staff and relevant school staff will be trained in, and confident in using the Solihull approach with children and families	Service Manager with responsibility for PIE	August 2026
	Learning Disability	ELC staff and relevant school staff will be trained in, and confident in using the Solihull approach with children and families. Schools and settings will meaningfully involve all parents/carers in self-evaluation and improvement planning activities by ensuring approaches are accessible to all.	Service Manager with responsibility for PIE	August 2026
Gender Reassignment	Male transitioning to female			
	Female transitioning to male			
Marriage/Civil Partnership	Women			

	Men		
	Same Sex Couple (Male)		
	Same Sex Couple (Female)		
Pregnancy / Maternity/Paternity	Women		
	Men (Paternity)		
Race	A list of categories used in the census is here		
Religion / Belief	A list of categories used in the census is here		
Sex	Female		
	Male		
	Other Gender Identity		
Sexual Orientation	Lesbian		
	Gay		
	Bisexual		
Socio-economic(fairness)	As detailed in Appendix 2		

Section 6: Outcomes

When the evidence has been considered in relation to the proposed Policy, Practice, Project, Service Reform or Budget Option, it will be apparent what the likely impacts are. The type, scale, duration, and specificity of the likely impacts will inform the direction of the outcome of the EFIA.

There are four potential outcomes as follows:

1.   No major change required The Policy, Practice, Project, Service Reform or Budget Option is robust and can continue without amendment
2.   Continue the Policy, Practice, Project, Service Reform or Budget Option. A justification is required for continuing despite the potential for adverse impact
3.   Adjust or Amend the Policy, Practice, Project, Service Reform or Budget Option. Remove barriers, make changes to better advance equality or remove or mitigate negative impact
4.   Stop, or Remove the Policy, Practice Project, Service Reform or Budget Option if adverse effects cannot be justified and cannot be mitigated.

> 1.No major change required The Policy, Practice, Project, Service Reform or Budget Option is robust and can continue without amendment.

Section 7: Authorising the Assessment

The following signatures are required:

Service Manager

Signed   Bernadette Martin-Scott   Name   Bernadette Martin-Scott   Date   09/08/23

Quality Assured by PKC Equality and Fairness Impact Assessment Trained Officer (within service)

Signed   Name   Date

Section 8: Publishing the Assessment

The completed and authorised EFIA should be added to your Service pages on the internet.

Date Action Completed   09/08/23   Date for Review of EFIA

Section 9: Committee Reporting

Ensure your Committee **report** to accompany this policy **includes information** about any **actions** taken to reduce or remove **negative impacts** identified, or include any **positive impacts** expected when the policy is implemented.

Section 10: Review and Monitor

Note of Action required (from Section 5)

Date completed

Note of Action required (from Section 5)

Date completed

Note of Action required (from Section 5)

Date completed

Note of Action required (from Section 5)

Date completed

Appendix 1 – Equality Monitoring Data Guidance

The Equality Protected Characteristics in Our Area

There are nine protected characteristics in the Equality Act and these are disability, sex, race, sexual orientation, gender reassignment, age, marriage and civil partnership, pregnancy and maternity and religion and belief.

The Scottish Government Equality Evidence Finder is updated twice a year with data surrounding equality evidence from a wide range of policy areas.   Some key local statistics should be noted:

Disability - 28% of the Perth & Kinross population consider themselves to have a long term physical or mental health condition, compared to 22% for Scotland overall. *(Scottish Household Survey 2016)*

Sex - 49% of the Perth & Kinross population identify as male, the same as Scotland overall. *(Scottish Household Survey 2016)*

Race - 98% of the Perth & Kinross adult population classify themselves as 'White', compared to 96% for Scotland as a whole *(Scottish Household Survey 2016)*

Sexual orientation - 99% of the Perth & Kinross adult population identify as Heterosexual, compared to 98% for Scotland overall. *(Scottish Household Survey 2016)*

Gender reassignment - The Registrar General for Scotland maintains a Gender Recognition Register in which the birth of a transgender person whose acquired gender has been legally recognised is registered showing any new name(s) and the acquired gender. This enables the transgender person to apply to the Registrar General for Scotland for a new birth certificate showing the new name(s) and the acquired gender. The Gender Recognition Register is not open to public scrutiny. Local information is not available. *(NRS Registration Division 2016)*

Age - Young people under 16 currently make up 16% of the population in Perth & Kinross, compared to the national average of 17%. People aged 65 and over account for 23% of the total population, higher than the national average of 19%. By 2039 this proportion is set to increase to 30%. *(ONS Population data)*

Marriage and civil partnership - 58% of the Perth & Kinross adult population are married or in a civil partnership, compared to 47% for Scotland as a whole. *(Scottish Household Survey 2016)*

Pregnancy and maternity - In 2016, the birth rate was 53.5 per 1000 women aged 15-44. In other words, broadly 5.4% of women of child bearing age were pregnant in 2016 in Perth and Kinross, compared to 5.2% for Scotland as a whole. *(NRS Vital events 2016)*

Religion and belief - 52% of the Perth & Kinross adult population consider themselves to have a religious belief, compared to 49% for Scotland as a whole. *(Scottish Household Survey 2016)*

National data sources have been used to provide this information but it should be noted that the Scottish Household Survey is only based on a sample of respondents so variations may not be

statistically significant.

Appendix 2– Socio-economic (Fairness)

Socio-Economic Disadvantage:

- Low Income – (in comparison to most others) – can be measured in a range of ways e.g. relative poverty (after housing costs) looks at number of individuals living in households with incomes below 60% of UK median income.   Statistics on absolute poverty (household living standards over time) and persistent poverty (where households live in poverty for 3 years out of 4) are also available. Poverty statistics can also be broken down by gender, disability, ethnicity, tenure and urban/rural.

- Low/No Wealth – having access to wealth e.g. financial products, equity from housing and a pension, provides some protection from socio-economic disadvantage. Single adult households (including single parent households) have very high risks of low wealth; households with lower educational qualifications and in routine or manual occupations have significantly higher risks of low wealth.

- Material deprivation – refers to households being unable to access basic goods and services and tends to focus on families with children.

- Area deprivation - living in a deprived area can exacerbate negative outcomes for individuals and households already affected by issues of low income.

- Socio-economic background – the structural disadvantage that can arise from parents' education, employment and income (i.e. social class) is more difficult to measure.

Inequalities of Outcome – any measurable differences for communities of interest or communities of place such as:

- Poorer skills and attainment
- Lower quality, less secure and lower paid work
- Greater chance of being a victim of crime
- Lower healthy life expectancy
- Less chance of a dignified and respectful life

Communities of Place – refers to people who are bound together because of where they reside, work, visit or otherwise spend a continuous proportion of their time. Poverty is often hidden in smaller rural communities with issues such as cost of living and accessibility of transport, education and employment impacting more negatively.

Communities of Interest – refers to people who share an identity e.g. an equality protected characteristic. Consideration of the impact on those groups can help develop a deeper understanding of socio-economic impact, particularly by talking to people with lived experiences.

For further information refer to Fairer Scotland Duty -Interim Guidance for Public Bodies

Appendix 3– Human Rights Based Approach

A Human Rights approach should also be an embedded consideration in an EFIA.

In summary; we need to consider, where applicable, to what (if any) extent policies, practices, projects, Service Reforms, or Budget Options impact on three key strands of Human Rights:

Absolute rights:
> the right to life,
> the right to freedom from inhuman and degrading treatment

Limited rights:
> the right to liberty,
> the right to a fair trial

Qualified rights
> the right to respect for private and family life, home and correspondence
> the right to freedom of thought, conscience and religion
> the right to freedom of assembly and association
> the right to protection of property

Any restriction of Qualified Rights must be:
> In accordance with the law: have a basis in domestic law, safeguards against arbitrary interference, foreseeable
> In pursuit of a legitimate aim: including "the economic wellbeing of the country"; "the protection of health", "protection of the rights and freedoms of others"
> Necessary
> Proportionate
> Not discriminatory

There is further guidance on integrating human rights into the equality impact assessment process available on the Scottish Human Rights Commission website following previous pilots with local authorities:
http://eqhria.scottishhumanrights.com/