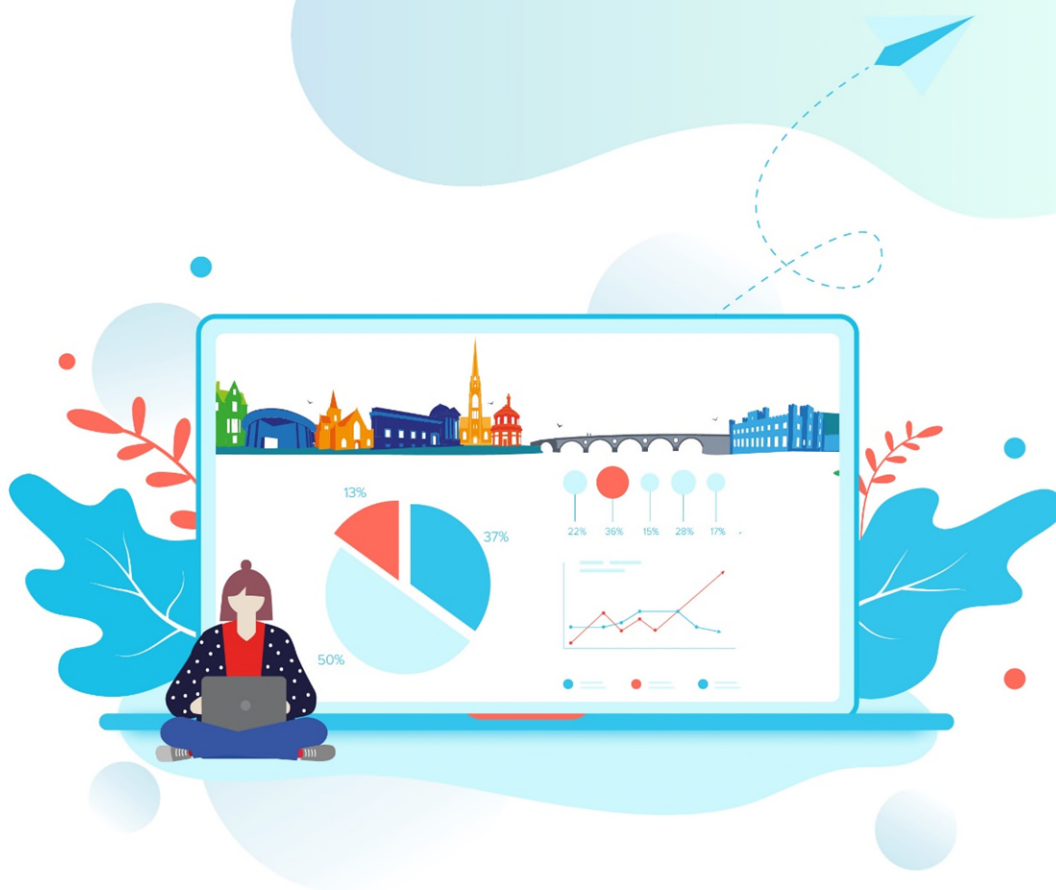


# Education & Children's Services



Joint Business Management and Improvement Plan 2021/22  
& Service Annual Performance Report 2020/21

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# 1. INTRODUCTION

This report presents a summary of the work we have undertaken over the past year to ensure better outcomes for everyone in Perth and Kinross and contribute to the delivery of the Council's strategic objectives. It allows us an opportunity to reflect on the progress we have made in the last year and report on our performance against identified performance indicators.

This has been a year of significant challenge, dominated by a global pandemic, requiring tremendous effort and dedication from our staff across the service. It has been humbling to see the outstanding commitment, creativity, perseverance, resilience, and service shown by teams across ECS, much of which still continues.

Improving outcomes for children, young people, families and for people in the justice system remains the core business of Education and Children's Services. Our focus is to ensure that children, young people and their families receive appropriate experiences and support to best meet their wellbeing and learning needs and achieve positive outcomes. A key focus for our work is early intervention and prevention, raising attainment for all and closing equality gaps, delivering equity and enabling inclusion in all of our services.

We remain committed to GIRFEC and ensuring that children and young people are 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, and their families, to help break the cycle of reoffending. We will continue to ensure that our services are responsive to the needs of people and communities. In line with the Perth and Kinross Offer, we will ensure that the views of the children and people who use our services are at the heart of our work, and we will focus on personal and collective wellbeing so that everyone can make a positive contribution to our communities.

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, supported by a workforce committed to delivering better outcomes and continuous improvement.

While current circumstances require us to plan for a process of recovery, it also provides an opportunity to evaluate our services with fresh eyes, and to learn valuable lessons from circumstances that have been forced upon us, to see what has worked well, and to make informed decisions about the best use of the resources at our disposal.

Thanks to all staff and partners for the contributions they have made in the most challenging circumstances of their careers and for their continuing efforts and commitment to delivering positive outcomes and improved services.

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

**Jacquie Pepper**  
**Depute Director and Chief Social Work Officer**

## 2. VISION, STRATEGIC OBJECTIVES AND SERVICE PRIORITIES

### Our Vision

We support the Vision of the Community Planning Partnership, for our area:

*“Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here.”*

This Plan aims to translate this vision into an agenda for Education and Children’s Services to deliver positive outcomes for our citizens and communities.

### Perth and Kinross Council’s (PKC) Strategic Objectives

The vision is reflected in the Council’s five strategic objectives, outlined in the [Corporate Plan](#) and these inform decisions about policy direction and budget spending:

The vision and strategic objectives support the delivery of the [Community Plan](#) and the Council’s Corporate Plan.

The Perth and Kinross Offer is about **working together so everyone in Perth and Kinross can live life well**. The Council will build new relationships with communities and design services around the people who live and work in them. The Perth and Kinross Offer supports the corporate objectives and our service priorities. In line with the Offer, Education and Children’s Services will involve children, young people, and adults who receive our services to evaluate how well we are doing; as well as when we design new services or when we make changes.

Examples include:

- Extensive, large-scale consultation in the design and delivery of Early Learning and Childcare.
- Specific participation and involvement of Young Carers in the creation of a Young Carers Strategy.
- Direct involvement in the design of a new service for men in the Justice System called EVOLVE.

### Education and Children’s Services Strategic Framework

Education & Children’s Services developed a service Vision and Values, a concise and focused statement of the overall aim of our service, and an expression of the drivers of our behaviours as an organisation and as individuals.

|                    |                                 |                   |                  |
|--------------------|---------------------------------|-------------------|------------------|
| <b>Our Vision:</b> | <b>Improving Lives Together</b> |                   |                  |
| <b>Our Values:</b> | <b>Ambition</b>                 | <b>Compassion</b> | <b>Integrity</b> |

Alongside this are the service strategic priorities, which draw from the [Tayside Plan for Children, Young People and Families](#), and the Community Justice Outcome Improvement Plan, and are aligned with the Council’s strategic objectives.

| ECS Key Priorities                        |  |                    |   |                    |
|---|--|--------------------|---|--------------------|
| Best Start                                | Learning & Achievement                                 | Health & Wellbeing | Care and Equity   | Safe and Protected |
| Corporate and Community Planning          |  |                    |   |                    |
| Giving Every Child the Best Start in Life | Developing educated, Responsible and informed citizens |                    | Supporting people to lead independent, healthy and active lives |                    |

The strategic direction of our service is underpinned, influenced and shaped by a range of key national legislation and strategic policies. This is a time of significant change and development, and the following are identified as key drivers over the next 3 years:

**The Promise**

The Promise is a national body responsible for driving and monitoring the implementation of system changes demanded by the findings of the [Independent Care Review](#). The Promise Team will support shifts in policy, practice and culture so Scotland's care experienced infants, children and young people grow up loved, safe and respected, and able to realise their full potential. The Promise Plan 2021-2024 (March 2021) and Change Programme ONE (May 2021) outline five priority areas of change and associated actions.

**The Morgan Review**

Published in June 2020, *Support for Learning: All our Children and All their Potential* is the final report of the review headed by Angela Morgan, addressing the effectiveness of the Education (Additional Support for Learning) (Scotland) Act 2004 in ensuring the availability and quality of additional support for learning across Scotland. The review made a number of recommendations for improvement throughout the education system.

**United Nations Convention on the Rights of the Child (UNCRC)**

The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Scotland is set to become the first country in the UK to incorporate the UNCRC into domestic law with specific duties for public bodies across all of their work and the right for children and young people to enforce their UNCRC rights and seek remedy if they are not met.

**Children (Scotland) Act 2020**

The Act amends statutes concerning children, including the Children (Scotland) Act 1995, the Adoption and Children (Scotland) Act 2007 and the Children’s Hearings (Scotland) Act 2011. New statutory responsibilities come into force on 26 July 2021 to support care experienced brothers’ and sisters’ relationships and ensure that brothers and sisters views are considered when care decisions are taken.

### **Age of Criminal Responsibility (Scotland) Act 2019**

Services for Children Young People and Families (SCYPF) will need to develop and implement processes in line with the Age of Criminal Responsibility (Scotland) Act 2019 which comes into effect in October 2021. This includes identifying Places of Safety and providing specific training for social workers to conduct interviews of children involved in high-risk behaviours.

### **The Carers (Scotland) Act 2016, Statutory Guidance - Timescales for Adult Carer Support Plans and Young Carer Statements etc. Regulations and Directions 2021**

The amendment to the above regulation outlines the need for SCYPF to respond swiftly, and within specific timescales, to the needs of young carers where the cared for person is terminally ill.

### **Child Protection**

Following extensive consultation, the 2014 National Guidance for Child Protection has been revised and is due for publication over the summer of 2021. This will require ECS, along with Child Protection Committee partners to review and update local practice and procedures in preventing and responding to the risk of harm.

The Programme for Government includes an aim for all children and young people in Scotland in touch with child protection services to be supported through a Barnahus model of support. This will have implications for the premises we use and the way our services are provided.

### **Getting It Right for Every Child**

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe, and respected so that they can realise their full potential. The Scottish Government has announced a refresh of the GIRFEC policy in 2021 and ECS will need to engage in reinvigorating our internal processes and approach, along with partners.

# 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, ensuring that children and families get the help they need, when they need it, by further strengthening our GIRFEC approach.

## Performance Summary for 2020/21

To support vital work in handling the emerging COVID-19 pandemic, Education and Children's Services delivered critical childcare for essential workers and vulnerable children for two school closure periods, and over summer 2020. As circumstances allowed through each stage of restrictions, we also supported a phased and full time return to Early Learning and Childcare, registered childcare, and in-school learning.

Virtual approaches to multi-agency meetings were developed for Child's Plan meetings and for child and public protection processes during lockdown. This improved participation of all plan partners and has provided a model for new ways of working for the future. Staff in Services for Children, Young People and Families (SCYPF) supported parents and carers with the practicalities, and they have welcomed this development.

The expansion of Early Learning and Childcare (ELC) provision to 1140 hours for every child continued this year. From February 2021, 100% of eligible children in Perth and Kinross could access their 1140 hours entitlement. ELC Settings have enhanced their high-quality learning environments to provide more nurturing spaces and a range of age-appropriate experiences both indoors and outdoors.

SCYPF continued to provide essential services for children and families, with a focus on those at risk of abuse and on the edges of care. Additional COVID resources were used to prioritise preventative work and support families to cope with restrictions. Social Workers adapted their ways of working to ensure that these children were seen face to face during lockdown and between 95-100% of children in were visited each week. This has promoted positive and trusting relationships.

## Priorities for 2021/22

- SCYPF will work with parents to identify their communication needs and provide appropriate and accessible support to ensure that they can engage fully with help and advice.
- ELC practitioners will work in partnership with Speech and Language Therapy to increase the number of children meeting their developmental milestones in language and communication.
- Play across the curriculum at early level and playgrounds will be developed further, building on staff knowledge and confidence to plan for, and deliver, meaningful play experiences.

- A clear vision for high quality outdoor learning across the Early Level Curriculum will be developed.
- Early Years Family Support Workers will work with families in their own locality/ELC Community providing access to a wide range of evidence-based family learning opportunities for targeted families 0-16 years of age.
- SCYPF will increase the range and level of preventative support to families by:
  - commissioning additional community-based family support
  - making the provision of family support outside of traditional working hours a permanent feature of the social work offer.
- Supported by budget motion monies, a community development approach and a model of co-production will be used to test new models of family support within a locality.
- Increase links with the University of the Highlands and Islands to further develop parent pathways into accredited learning opportunities.
- Ensure that practitioners at all levels are aware of their responsibilities in respect of the United Nations Convention on the Rights of the Child (UNCRC) on their work.



# 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 for 2020/21

Since March 2020, approaches to effective, quality, learning and teaching, have required to be continually reviewed and adapted to respond to COVID-19 requirements. Throughout the year, learning and teaching was either delivered remotely online to all pupils or delivered in school, with health and safety measures and adaptations in place. Approaches to communication with parents were reviewed and adapted to improve daily contact, progress reporting and parent engagement sessions. Delivery of remote learning saw increased levels of engagement and higher quality learning experiences for young people during the second closure period.

To help improve equity in learning, SCYPF enhanced support to young people by offering a range of supports including one to one tutoring by the [Volunteer Tutor Organisation](#) and [Perth & Kinross Association of Voluntary Service \(PKAVS\) Young Carers Hub](#); mentoring provided by [MCR Pathways](#), and through the PRAISE team which is dedicated to improving educational outcomes for children who are looked after at home.

All parents and pupils were invited to take part in a 'Learning in Lockdown' survey to inform the development of any future remote learning offers. The feedback was thematically analysed, then shared at an authority wide and school basis. Data was used to highlight and share good practice and identify areas for further development or targeted intervention. Data highlighted a need for further focus on increased support for learning, and lead to expanded staff training and support around digital technologies and accessibility. In parallel, additional devices and IT support was provided to learners and families. Feedback also led to increased individualised support being put in place at all school stages and further informed the focus on health and wellbeing activities, particularly to support a sense of connection.

Play-based approaches to teaching and learning in early level primary is continuing to improve in Perth & Kinross. 60% of schools in PKC have participated in the Learning through Play action research programme, with additional schools starting Phase 4 in June 2021. As a result, class teacher skills and confidence in the application of learning through play moved from an average confidence of 40% at the start of the programme to 70% confidence mid-way through the programme. All Phase 3 schools reported a smoother transition on return from the first and second lockdowns due to play-based approaches impacting positively on children's mental health. This highlighted a positive impact on the play-based environment due to the award of the Learning through Play Grant.

Implementation of literacy and numeracy strategies have supported continuous professional development opportunities for teachers and leaders, leading to improvements in classroom practice in schools. The Inspiring Schools programme involved over 80 classroom practitioners in improving learner engagement, feedback, moderation, and support and challenge.

A range of online resources and supports were developed for teachers and parents during the periods of remote learning. The online teacher professional learning community was accessed over 44,000 times in the course of the year.

To support work on closing the attainment gap, primary and secondary school staff attended Self-regulation in Action sessions to enable them to better support the development of pupils' self-regulation. Staff reported positive impact on pupil ability to engage and persist in their learning, understand emotions, seek support, and a greater sense of autonomy.

The PKC Digital Learning Strategy was progressed and overtaken by the PKC and Tayside Regional Improvement Collaborative virtual campuses that were established. There was a successful migration of entire aspects of our Instrumental Music Service to digital learning for the entire session in response to government guidance. The implementation phase of the Highland Perthshire Learning Partnership was successfully completed.

One of our key achievements was successful implementation of the SQA Alternative Certification Model. This led to reinvigorated approaches to moderation in secondary schools. Work has been undertaken in secondary schools to use neuroscience to support effective learning and reduce assessment anxiety for young people.

## **Priorities for 2021/22**

- Raise attainment & achievement for all and closing the attainment gap: implement the Action Plan 2021-2022.
- Develop the Corporate Parenting Plan in line with the Promise and to reflect the particular needs of care experienced children and the educational challenges they face.
- Work with partners to support recovery, through implementation of evidence-based approaches to target literacy, numeracy and health and wellbeing outcomes.
- In partnership with Education Scotland, develop a toolkit to support self-evaluation of support for learning and complete a Validated Self-Evaluation with the secondary sector.
- Complete Curriculum Reviews and implement recommendations for improvement to Broad General Education and Senior Phase in secondary schools.
- Ensure that there is a coherent, universal, and targeted approach to the “Young Person`s Guarantee” in partnership with all stakeholders.
- Build the digital capacity in our system to maximise learning opportunities for our young people as part of our wider curricular review and refresh.

- Complete Parental Involvement and Engagement survey and enhance parental participation in learning.
- Eliminate charging for all elements of core curriculum and implement free access to instrumental music.
- Further develop approaches to enhance Learner Participation in accordance with UNCRC.

## 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 for 2020/21

The health and wellbeing of children young people and staff were prioritised throughout 2020/21, giving a prominence to social connections and resilience. Active Schools Co-ordinators provided a flexible approach to supporting schools throughout the pandemic. They offered online support through recorded engagement sessions to deliver 'household' activities, weekly social media activity newsletter promoting daily activity, remote support for school staff leading physical activity sessions and online motor skills sessions for targeted groups of learners. The Perth & Kinross Active Schools Primary Sports leadership programme to P6/7 children continued online along with sports and dance leadership programmes.

Recovery was supported through a suite of materials for children and young people to support anxiety-based responses, through universal messages and video vignettes distributed through corporate communications and bespoke inputs for school communities to use with their parents. Health and wellbeing work in schools is supported through curriculum leaders, who were trained in newly developed resources. A pilot was carried out with schools to evaluate the use of nationally available tools to support the measurement of health and wellbeing.

A staff wellbeing framework was developed, matched to the themes arising from schools. With the introduction of Scottish Government funding, Place 2 Be was commissioned to set up 'Resilient Connections' reflective support sessions involving Headteachers. In response to feedback from Headteachers, 'Time to Pause – Mindfulness and Self-care' workshops were introduced, raising awareness of wellbeing and personal indicators and an individual wellbeing toolkit. Leadership Learning Sets were also introduced, covering the themes of 'Punctuating the Positives' and 'Recovery or Regrowth'. Feedback from these opportunities has been overwhelmingly positive.

During 2020/21, the Counselling in Schools programme moved from the pilot phase to full implementation, achieved through working to a Tayside wide procurement framework, based on collaboratively produced principles. Contracts were awarded to every Local Management Group (LMG) and counsellors took up post across the authority from December 2020. The Tayside Emotional and Mental Wellbeing Strategy Connected Tayside was finalised and agreed for implementation in all three Tayside local authorities.

The independent enquiry into mental health services in Tayside produced a report on its findings entitled "Trust and Respect". In response, an inclusive and collaborative approach was taken to co-create Living Life Well, a ground-breaking strategy for mental health and wellbeing in Tayside. This sets out collective ambitions for building mental health services that meet the lifelong needs of the population and to deliver a thriving and flourishing workforce to improve the lives of people across Tayside. The mental health and wellbeing of children and young people is a clear and significant priority in the strategic development of Tayside's mental health services.

Over the course of the year, the Mitie and Tayside Contracts Facilities Management Services have adapted to the additional Scottish Government and Health Protection requirements for cleaning, to provide a COVID-19 safe environment. This has meant changes to cleaning processes with greater emphasis on disinfection, the introduction of daytime cleaning and the completion of emergency cleans following a suspected or positive COVID-19 case. The Facilities teams have also assisted in the reopening of school outdoor spaces for community use and monitoring users to ensure that COVID-19 guidelines are being adhered to.

Tayside Contracts Catering Service provided support to Key Worker Children's Activity Centres during the initial stages of the pandemic. Following the return of pupils to in-school learning, the service has provided meals for all pupils attending in a COVID-19 safe way. This has included a bagged meal service in primary schools, allowing individual class bubbles to be maintained, and grab-and-go and pre-order services in secondary schools to reduce cross contact between different pupil groups. For pupils unable to attend due to COVID-19 isolation requirements, direct payments have been made for those entitled to Free School Meals.

## **Priorities for 2021/22**

- Supporting young people who have been most impacted by the pandemic through enhanced support for wellbeing and employability opportunities via Services for Young People, as directed by the young people themselves.
- Develop and implement a Perth and Kinross action plan to deliver the new Tayside Emotional and Mental Wellbeing Strategy Connected Tayside and launch the Perth and Kinross local mental health pathway.
- Work with partners to support implementation of the Community Mental Health fund.
- Support implementation of the Tayside Child Healthy Weight Strategy and expand provision of free school meals across primary stages.
- Develop Health and Wellbeing Progression Pathways, establish stretch aims for the delivery of health and wellbeing in schools.
- Develop and roll out an 'Attendance Framework' with associated materials to support good practice in preventing absence from school, including emotionally based absence.
- Support services to proactively identify opportunities as a result of, and be compliant with the incorporation of, United Nations Convention on the Rights of the Child in Scots law.
- Deliver the national Health and Wellbeing Census for pupils from P5 to S6.

## 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 post-school destinations. We are committed to closing the various 'gaps', increasing accessibility and broadening opportunities.

### Performance Summary for 2020/21

Throughout the pandemic, there has been a co-ordinated approach to ensuring that those children and young people who are considered to be most vulnerable have been offered appropriate support either at home or in school-based services. A range of resources, both virtual and physical, have been provided to alleviate inequalities and disadvantage. This has been enhanced by the direct support being provided to young people in evenings and at weekends.

The [Corporate Parenting Plan 2018 - 2021](#) outlines our commitment to ensuring that all looked after children and young people benefit from stable and nurturing care. We aim to ensure that they receive this within their own extended family wherever possible, or within high quality family-based care in their own communities. High performance has been maintained in the balance of care for children being looked after within the community at 95.8% in 2019/20 and we were ranked second nationally. Children and young people looked after away from home have been more settled in placement and increased support has been available on a flexible and adaptable basis, including garden visits and outside meetings. Young people facing more isolation, such as those living independently, have benefited from increased contact, often meeting outside, to help support their emotional wellbeing and mental health.

Collaboration with the third sector secured Youth Work in Education Recovery funding to contract eight third sector organisations to work with secondary schools to support young people to re-engage with education.

A new service of community childminders has been piloted to provide a blend of home and nursery ELC provision for children for whom full time provision in nursery is not suitable. It is intended that these places will be provided for children with a range of additional support needs.

Parenting and family learning have been adapted to continue to support parents in new ways. 77 virtual groups were offered, with 316 parents/carers attending at least one session and 241 completing a full programme. Bitesize sessions were introduced this year on themes such as fussy eaters and predictable routines. Through these supports, 54% of parents participating reported they found their stress/anxiety levels as a parent had reduced.

CIRCLE is a universal skills programme evidenced to improve inclusive practice in schools. Materials for all establishments have been developed and shared to support implementation, including training videos and reflective questions. A survey was conducted to evaluate implementation so far. Positive feedback was received from Headteachers about the resource itself and the supporting training materials.

## Priorities for 2021/22

- Develop an action plan to implement and embed the principles of the UNCRC.
- Incorporate changes to the Children (Scotland) 2020 Act and recommendations in the Promise into our practices, increasing support to help keep the bond between brothers and sisters.
- Update the Corporate Parenting Plan 2018-2021 and prepare a local “Promise Plan” to realise the commitment of Scotland’s Promise Plan 2021-24.
- Further enhance capacity to undertake Family Group Decision Making (FDGM) keeping children out of care and retained within their wider family whenever possible. FDGM is currently offered to families where there is a risk of children becoming accommodated and it empowers families to develop their own solutions and to make decisions. FDGM promotes partnership working between the family and professionals
- Trial an approach using the Self-Directed Support ethos to enable children, young people and families more choice and control over decisions about how their mental health needs are best met.
- Respond appropriately to changes within the UK National Transfer Scheme to accommodate Unaccompanied Asylum-Seeking Children.
- Establish pathways that support transition for all children and young people with additional support needs (ASN) at the key points throughout their education and care.
- Improve inclusive practice in all schools and ELC settings to increase attendance, engagement and participation of all children in learning and the life of the school, addressing the recommendations of the national Additional Support for Learning Review.
- Develop an ASN Parents Forum.
- Complete the review of Nurture, develop outreach capacity that supports primary schools to meet a range of additional support needs and begin the implementation of whole-school nurturing approaches

## 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 for 2020/21

Over the course of the year, social work staff adapted quickly to using new technology to ensure that statutory responsibilities were met. Children, young people and families most at risk were prioritised, supported and cared for. Social work functions, such as looked after reviews and child protection case conferences, continued using new ways of working which families welcomed. Social workers have continued to see families face-to-face ensuring that 95-100% of children whose names are on the Child Protection Register are visited in person every week.

Multi-disciplinary Safe and Together training was provided to 95 people across the Community Planning Partnership to work differently with victims of domestic violence.

Criminal Justice Social Work (CJSW) continued as an essential service throughout the pandemic with staff keeping in contact with service users via telephone and virtual means wherever possible. Face to face contact was maintained for priority groups including domestic violence perpetrators; people at high risk of harm and re-offending; people being released from prison; and vulnerable people. Changes were made to working practices to enable people to complete community sentences as much as possible. The early release of prisoners was managed effectively through a multi-agency approach ensuring maximum support to people on release and the continued safety of communities. The new Men's Service has been renamed by participants and is now called EVOLVE. The first cohort of men are now engaged with individual and group activities at the Neuk.

CJSW performance during the COVID-19 period, in comparison to recent previous years, shows some considerable differences. This is because of the reduction in Court activity and reflects the national picture. The most significant change in the performance indicators is the drop in Orders such as Community Payback Orders. These are down from 215 in both 2018-19 and 2019-20 to 71 in 2020-21. Similarly, the number of Court Reports that have been submitted have gone from 515 in 2018-19 and 535 in 2019-20 to 235 in 2020-21.

In December 2020, the Scottish Government announced the arrangements for writing off categories community payback orders and unpaid work hours along with funding to assist local authorities to address the backlog via the third sector. This additional funding was used to fund St Johnstone Community Trust (Saints in the Community) a community project providing outdoor furniture for schools, community centres and care homes etc.



In April 2020, the Cabinet Secretary for Justice announced that short-term prisoners nearing the end of their sentence in custody were to be released early. This was designed to help tackle the COVID-19 outbreak and the pressures on this Scottish Prison Service. A multi-agency process assisted 13 people to return to the community successfully.

Unpaid work was suspended in line with national policy between April and July 2020 and for a second time between January and April 2021. Initially, project supervisors were placed on the re-deployment list and assisted with emergency painting and repair work for vulnerable people. The Westbank site is now an authorised provider of training for the Department for Work and Pensions and has attracted a training budget through the European Social Fund.

Perth and Kinross Council has delivered the Caledonian System since April 2019, initially funded for three years, and extended for a further year. The Caledonian System is an integrated intervention which aims to directly address men's domestically abusive behaviour and to improve the safety and wellbeing of women and children. This is achieved through its' Men's, Women's, and Children's Services with CJSW staff working in partnership with a range of statutory and third-sector services and agreed information-sharing processes.

The *Getting it Right...Keeping Your Child Safe* event was designed to support parents, carers and professionals by providing information and advice from nationally recognised experts around a wide variety of topics related to online safety, digital resilience and cyber security. The seminars take place annually, most recently in March 2021, where it was successfully moved online and attracted around 600 attendees. The event has been nationally recognised in a number of ways and the 2020 event was nominated for, and won, the Scottish Business Resilience Centre Outstanding Cyber Community Event 2021.

Staff across all agencies were offered the opportunity to participate in The Marie Collins Foundation [Click: Path to Protection training](#), a programme of professional development and specialist training for those working with children and young people harmed, or at risk of harm, through the internet and related offline abuse.

## **Priorities for 2021/22**

Work with the Child Protection Committee to ensure continuous improvement across children protection services and to review and update local practice and procedures to ensure compliance with the National Child Protection Guidance.

Implement actions and learning from Significant Case Reviews and adopt the Priorities for Practice to ensure continuous practice development across the ECS workforce.

Implement plans to enhance the CJSW team to meet the anticipated additional demands arising from an increase in community disposals by the Courts.

Further develop the "Evolve" service for men in the justice system and use the learning to devise changes across the service.

Due to the pandemic, there is a significant backlog of cases before the Courts which could not be brought to trial in 2020/21. Additional Court capacity is planned to be introduced from September 2021 and as such, these disposals will need resourced both in community and custodial settings. Additional funding for CJSW, is focused on reducing the remand

population by offering Electronic Monitoring, Bail Supervision and Diversion from prosecution.

## 3. ORGANISED TO DELIVER

### Governance and Management Structure of the Service

Education & Children's Services Senior Management Team (SMT) is responsible for providing strategic leadership and direction for the work of Education and Children's Services. SMT comprises of:

- Sheena Devlin, Executive Director (Education and Children's Services)
- Jacquie Pepper, Depute Director & Chief Social Work Officer
- Sharon Johnston, Head of Education & Learning
- Hazel Robertson, Head of Services for Children, Young People & Families
- Greg Boland, Head of Business and Resources

The service management structure is detailed on the PKC website. Over the course of the past year, this structure has been re-shaped to bring together support services, improve support to schools and enhance quality improvement in education and learning.

### Customer Focus and Community Engagement

Stakeholder consultation has been important throughout the year, to understand the effects of COVID-19 related and other changes to services, and to inform ongoing improvement and adaptation.

Some of the larger scale examples include:

- Developed IT skills and provided hardware for families to allow them to access technology and participate in statutory meetings, access education resources and family contact.
- Biennial consultation on ELC Provision across the area.
- Learning from lockdown consultation of parents and pupils which informed the priorities for return to schools in academic year 2020/21.
- Staff consultation on new ways of working during the first lockdown period.

We will:

- Develop and support the delivery of plans to ensure effective and meaningful learner participation in their learning and in the wider school community.
- Develop a new Learning Estate Strategy and Learning Estate Management Plan.
- Complete an options appraisal for the creation of a catchment for a new primary school to accommodate pupils from housebuilding at sites to the North West of Perth.
- Progress with projects to replace Perth High School, Blairgowrie Recreation Centre and North Muirton Primary School/Balhousesie Primary School.
- Extend Free School meal provision to all Primary pupils.
- Finalise and implement parental involvement and Engagement strategy, including a specific focus on parents with a child with additional support needs.
- Undertake internal customer surveys to ensure support services understand the evolving needs of frontline services.

- Support all areas of the service to understand how services work for children, young people and their families, using a robust approach to evidence and data, to drive improvement and improve outcomes. Provide effective support for financial management and transformational change/improvement.
- Further modernise our schools, establishments and central services with effective online tools and services that are effective for users and bring efficiencies to our activities. Expand the rollout of parentsportal.scot to meet expanding expectations of parents to engage digitally with their school.
- Research the implications of the roll-out of the Barnahus model for child protection services and assess options for future service provision.

## **Preparing our People for the Future**

Staff wellbeing has been a focus and actions delivered include:

- Headteacher workshops and staff wellbeing leaflet provided by Educational Psychology Service (EPS).
- Team-specific wellbeing work, directed staff to online resources to support their health and wellbeing, introduced flexible working for staff to help those with caring responsibilities.
- Refreshed Health and Safety policies and procedures to allow for statutory functions to continue whilst keeping staff safe.
- The online reporting of incidents of distressed and challenging behaviour has shifted to provide a greater wellbeing focus.
- Place 2 Think sessions to support positive mental health and PKC level wellbeing support.
- Building on the Corporate Workforce Strategy, develop a SCYPF Workforce Strategy to meet service demands and future needs.

In addition, workforce development activity has also been supported including:

- Development opportunities have been delivered for staff, including Speech and Language Training, Wave 3, High 5 and Numeracy Webinars.
- Inclusive Practice Leadership sessions and workforce development opportunities delivered.
- Increased number of LMG sessions with Headteachers and senior officers to support regular communication and feedback opportunities.
- Virtual senior leader's development days were delivered to support strategic planning and communication on national developments.
- A wide range of virtual learning modules and resources developed or made available to ensure opportunities for staff development continue to be accessible irrespective of work location.

- Training on digital skills to support delivery of remote learning, as well as widespread uptake of digital skills development opportunities to maximise the benefit of the new systems introduced and a greater reliance on efficient digital working practices.
- Child Protection Officer training offered to all schools and ELC establishments.
- The GLOW SharePoint was developed further to improve access to resources.
- Safe and Together training and continued development of multi-agency learning opportunities via the Child Protection Committee.

We will:

- Improve leadership, teacher professionalism and skills and confidence of support staff to better support all learners.
- Establish new Education CLPL Framework Group has been formed to establish a co-ordinated programme of cross service training for 2021/22.
- Develop a high-quality professional learning system for staff at all levels.
- Develop clear pathways for professional learning and development for all levels.
- Adopt the Priorities for Practice to ensure continuous practice development across the ECS workforce.

## Partnership Working

Working closely with a group of third sector partners (Youth Work providers, Perth Autism Support and Young Carers), a collective bid for Youth Work in Education Recovery funding was successful and has enabled these organisations to work with schools to extend the resources available to support children and young people.

The Service will continue to work in partnership with the third sector to provide digital access and ensuring equity for young carers and other young people who may be at risk of being left behind.

A working group, created with colleagues from Dundee and Angus, established a co-ordinated response to the [SQA Alternative Certification Model](#).

Scottish Government funded *Developing the Young Workforce* (DYW) co-ordinators are now in place in all schools and jointly managed by the DYW Board and ECS colleagues to achieve joint KPIs.

There is a co-ordinated response to the [Young Person`s Guarantee](#) with a range of stakeholders involved including Skills Development Scotland; DYW Board and Perth College (UHI). This encourages employers to recruit young people aged 16-24 into sustainable employment, including Modern Apprenticeships, by providing employers with a financial contribution to the additional costs of recruiting and sustaining a person in employment. It can be utilised in a number of ways including additional supervisory costs, training, initial travel to work costs or wages.

A Self-Directed Support (SDS) Strategy was developed which empowers families to have more choice and control over how their assessed needs are met. Throughout the year, we supported 147 children and families to access SDS, using a range of options including purchasing their own support, specifying a resource to access, or support arranged by Services for Children Young People and Families.

We will:

- Strengthen our partnerships with third sector and other agencies who work with children and young people with additional support needs.
- Further develop the School/College partnership plan.
- Transition to new SEEMiS Early Years systems across all ELC providers, including training and support to make best use of its features. Further prepare for introduction of new cloud-based SEEMiS Schools system in 2022, as well as influence the major programme to replace the social work case management system.
- Continue to contribute to the public protection partnerships through membership of strategic groups and the Protecting People Coordinating Group.

## **Performance, Self-Evaluation and Risk Management**

The service has reinvigorated its Performance Framework to ensure that relevant performance information is scrutinised by service and senior management in a timely manner to drive improvement. ECS is well prepared for and welcomes the anticipated introduction of modernised performance reporting systems across the organisation. This will enable us to further embed performance management principles and practice throughout the service.

We will:

- Develop a programme of self-evaluation across all service areas to further drive improvement.
- Complete the review of the education service improvement framework in partnership with headteachers and ELC leaders.
- Ensure our services, facilities, staff and learners address the critical agendas of sustainability and climate change.

Education and Children's Services strategic risks are summarised below.

| Strategic Objective     | Service Risk   | Residual Risk |              |            |                    |
|-------------------------|--|---------------|--------------|------------|--------------------|
|                         |  | Impact        | Probability  | Score      |                    |
| All objectives          | The pace, scale and expectations of <b>change</b> become increasingly outwith our control.   | 4             | 4            | 16         |                    |
| All objectives          | The responsibility for leading on <b>partnership working</b> and commissioned services is not equally shared.  | 4             | 3            | 12         |                    |
| All objectives          | <b>Systems, information and data</b> are not fit for purpose to support modern working practices.  | 3             | 3            | 9          |                    |
| All objectives          | <b>Additional legislative responsibilities</b> are underfunded.  | 4             | 3            | 12         |                    |
| All objectives          | We fail to deliver on expected <b>budget savings</b> .   | 4             | 3            | 12         |                    |
| All objectives          | We fail to fulfil all <b>statutory duties</b> (current and new).   | 3             | 3            | 9          |                    |
| Learning and Attainment | We fail to meet the requirements of the <b>National Improvement Framework</b> for education  | 4             | 3            | 12         |                    |
| All objectives          | <b>Vulnerable young people</b> , including those with additional support needs, have an increased risk of not having learning, social and emotional needs met. | 4             | 4            | 16         |                    |
| <b>KEY</b>              |  |               |              |            |                    |
| <b>Impact:</b>          | 1 – Insignificant  | 2 – Minor     | 3 – Moderate | 4 – Major  | 5 – Critical       |
| <b>Probability:</b>     | 1 – Rare   | 2 – Unlikely  | 3 – Possible | 4 – Likely | 5 – Almost Certain |

## 4. KEY PERFORMANCE INDICATORS

The following section provides a performance update on key performance indicators for 2020/21. The data provided covers the year to 31 March 2021.

| Best Start  |             |         |         |         |         |         |         |
|---|-------------|---------|---------|---------|---------|---------|---------|
| Indicator   | Performance |         |         | Targets |         |         |         |
|   | 2018/19     | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| The proportion of children starting P1 who meet all expected development milestones   | 81%         | 81%     | 77%     | 85%     | +2%     | +2%     | +2%     |
| Due to the lockdown, children were last seen in ELC settings in March and therefore professional judgement around development will have been for a part and not full year. 2020/21 figures should be seen as unique and not necessarily part of the series of data collected since 2016. The target of 85% is being met in the least deprived cohorts, however, there is still work to do, by all partners, in supporting children and families experiencing more deprivation, where one or more milestones are not being met. Provisional figures for 2021/22 indicate an improvement in this measure (above the 81% previously seen). |             |         |         |         |         |         |         |

Note that indicators in the Learning and Attainment section are based on the academic year from August to July and so are only available up to 2019/20.

**Important note.** For 2020, the absence of external assessment information, and the award of estimated grades, led to a different pattern of attainment than in previous years.

The results for 2020 should not be directly compared to those in previous years or future years.

| Learning and Attainment   |             |         |         |         |                                  |         |         |
|---|-------------|---------|---------|---------|----------------------------------|---------|---------|
| Indicator   | Performance |         |         | Targets |                                  |         |         |
|   | 2017/18     | 2018/19 | 2019/20 | 2019/20 | 2020/21                          | 2021/22 | 2022/23 |
| <b>Percentage of pupils (P1, P4 &amp; P7) achieving expected levels in Literacy and Numeracy:</b>         |             |         |         |         |                                  |         |         |
| <b>Percentage gap between pupils achieving expected levels between ACORN<sup>1</sup> 1 and ACORN 4/5:</b> |             |         |         |         |                                  |         |         |
| These results were not collected in 2019/20 due to the COVID-19 outbreak.                                 |             |         |         |         |                                  |         |         |
| School leavers achieving 5 or more SQA subjects at SCQF level 5   | 66%         | 64%     | 69%     | 71%     | <i>Exceed virtual comparator</i> |         |         |
| School leavers achieving 5 or more SQA subjects at SCQF level 6   | 36%         | 37%     | 43%     | 43%     | <i>Exceed virtual comparator</i> |         |         |
| <b>Tariff scores:</b>   |             |         |         |         |                                  |         |         |
| Lowest 20%  | 173         | 161     | 154     | 174     | <i>Exceed virtual comparator</i> |         |         |

<sup>1</sup> ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.



## Learning and Attainment

| Indicator  | Performance   |         |              | Targets      |                                  |         |         |
|--|---|---------|--------------|--------------|----------------------------------|---------|---------|
|  | 2017/18   | 2018/19 | 2019/20      | 2019/20      | 2020/21                          | 2021/22 | 2022/23 |
| Middle 60%   | 892   | 853     | <b>968</b>   | <b>949</b>   | <i>Exceed virtual comparator</i> |         |         |
| Highest 20%  | 1921  | 1916    | <b>1974</b>  | <b>1974</b>  | <i>Exceed virtual comparator</i> |         |         |
| Overall the average tariff points have remained relatively steady, and are generally higher than the authority's virtual comparator, with the exception of the lowest 20% performers.  |   |         |              |              |                                  |         |         |
| School leavers achieving Literacy and Numeracy at SCQF Level 4 <sup>#</sup>  | 90%   | 89%     | <b>88%</b>   | <b>91%</b>   | <i>Exceed virtual comparator</i> |         |         |
| Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4 <sup>#</sup>   | 75%   | 63%     | <b>50%</b>   | <b>69%</b>   | <i>Exceed virtual comparator</i> |         |         |
| Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Performance is lower than the whole leavers cohort, but in line with and slightly above the virtual comparator.                                     |   |         |              |              |                                  |         |         |
| % Attendance for primary school pupils   | 95%   | 95%     | <b>94%</b>   | <b>95%</b>   | 95%                              | 95.5%   | 96%     |
| % Attendance for secondary school pupils   | 91%   | 91%     | <b>90%</b>   | <b>92%</b>   | 92%                              | 92.5%   | 93%     |
| Exclusion incidents per 1,000 primary pupils   | 5.8   | 7.6     | <b>6.7</b>   | <b>TBC</b>   | TBC                              | TBC     | TBC     |
| Exclusion incidents per 1,000 secondary pupils   | 44.9  | 55.4    | <b>41.0</b>  | <b>TBC</b>   | TBC                              | TBC     | TBC     |
| Overall attendance in secondary is steady, although primary attendance has fallen slightly over recent years. As the Academic Session 2019/20 finished on 20 March 2020, the reported exclusions are based on an annualised estimate for comparison.             |   |         |              |              |                                  |         |         |
| % of school leavers moving onto positive destinations <sup>#</sup>   | 96.2%   | 97.5%   | <b>94.2%</b> | <b>97%</b>   | 97%                              | 97%     | 98%     |
| The latest reported year has shown a slight decrease in positive initial destinations, although the PKC picture remains favourable compared to the national figure and of comparators.   |   |         |              |              |                                  |         |         |
| Participation measure for 16–19-year-olds (NOTE: FINANCIAL YEAR, NOT ACADEMIC)   | 94%   | 93%     | <b>95%</b>   | <b>93.5%</b> | 94%                              | 94.5%   | 95%     |
| The participation measure reports on the activity of the wider 16–19-year-old cohort, including those at school. Once again, Perth and Kinross are performing above the national average (92%) and is doing so in every individual age group as well as overall. |   |         |              |              |                                  |         |         |
| Condition, suitability and efficiency of the school estate   | New indicator for 2021/22 which will monitor the provision of a quality, appropriate learning environment across the service. Baselineing             |         |              |              |                                  |         |         |
| Proportion of pupils successfully accepted into school of choice   | New indicator for 2021/22 to monitor the effectiveness of the service in meeting the placement requests of pupils across Perth & Kinross. Baselineing |         |              |              |                                  |         |         |

## Learning and Attainment

| Indicator   | Performance |         |            | Targets    |         |         |         |
|---|-------------|---------|------------|------------|---------|---------|---------|
|   | 2017/18     | 2018/19 | 2019/20    | 2019/20    | 2020/21 | 2021/22 | 2022/23 |
|   |             |         |            |            |         |         |         |
| Indicator   | Performance |         |            | Targets    |         |         |         |
|   | 2018/19     | 2019/20 | 2020/21    | 2020/21    | 2021/22 | 2022/23 | 2023/24 |
| Number of young people achieving awards   | 471         | 442     | <b>324</b> | <b>600</b> | 600     | 600     | 600     |
| <ul style="list-style-type: none"> <li>• <i>Duke of Edinburgh</i>: 1405 participants achieving 71 full awards and 180 certificates of achievement</li> <li>• <i>Youth Achievement</i>: 3 awards</li> <li>• <i>John Muir</i>: 18 awards</li> <li>• <i>Dynamic Youth</i>: 12 awards</li> <li>• <i>Hi5</i>: 21 awards</li> <li>• <i>ASDAN</i>: 19 awards.</li> </ul> <p>Since Scotland went in to first lockdown in March 2020, the delivery of awards has followed youthwork guidelines released by Youthlink Scotland. The reduced opportunity for Duke of Edinburgh participants to complete their expedition section has impacted on the numbers being able to complete their full award. Due to this the introduction of a certificate of achievement was implemented which recognizes participants commitment to completing three sections of the award. Over the past quarter, 107 people have been registered to undertake awards supported by partners across Perth &amp; Kinross. Lockdown has provided us with an opportunity to deliver more training to partners for future award delivery.</p> |             |         |            |            |         |         |         |

## Health and Wellbeing

| Indicator  | Performance   |         |         | Targets |         |         |         |
|--|---|---------|---------|---------|---------|---------|---------|
|  | 2018/19   | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| Uptake of School Meals   | New indicator for 2021/22 which will monitor the uptake of meals offered to all pupils across all schools (including universal and non-universal free meals). Baselineing |         |         |         |         |         |         |
| Proportion of contracts with an annual value in excess of £200k performing at a satisfactory level or above. | New indicator for 2021/22 which will monitor the provision of quality contracted services. Baselineing  |         |         |         |         |         |         |

## Care and Equity

| Indicator   | Performance |            |                          | Targets                   |         |         |         |
|---|-------------|------------|--------------------------|---------------------------|---------|---------|---------|
|   | 2018/19     | 2019/20    | 2020/21                  | 2020/21                   | 2021/22 | 2022/23 | 2023/24 |
| % Looked After Children with more than 1 placement in the last year (Aug-July)  | 31%         | 23%        | <b>22%</b><br>(Mar 2021) | <b>20%</b>                | 20%     | 20%     | 20%     |
| Out of 281 children and young people who were looked after and accommodated on 31 March 2021, 63 had more than one placement in the previous year.  |             |            |                          |                           |         |         |         |
| % of looked after reviews (accommodated children) which are held within statutory timescales  | 87%         | 82%        | <b>84%</b>               | <b>95%</b>                | 95%     | 95%     | 95%     |
| During the 2020/2021 reporting year, 434 looked after children reviews took place. Most reviews took place on time (84%) however, 71 reviews were delayed.  |             |            |                          |                           |         |         |         |
| Balance of care for looked after children (LGBF) #  | <b>96%</b>  | <b>96%</b> | <b>96%</b><br>(Mar 2021) | <b>90%</b>                | 90%     | 90%     | 90%     |
| <i>Foster Care</i>  | 37%         | 39%        | 38%                      | -                         | -       | -       | -       |
| <i>Kinship Care</i>   | 27%         | 32%        | 33%                      | -                         | -       | -       | -       |
| On the 31 March 2021, a total of 271 children and young people were accommodated in Community Placements, with only 12 in other placements.   |             |            |                          |                           |         |         |         |
| Proportion of Activity Agreement participants progressing onto positive destinations  | 88%         | 84%        | <b>85%</b>               | <b>88%</b>                | 88%     | 88%     | 88%     |
| <p>47 young people left Activity Agreements with 40 going onto positive destinations. COVID-19 has limited the opportunity for young people to engage in 16+ activities. Opportunities for employment have been limited due to hospitality, retail and other industries being closed. Some support agencies had to furlough staff, which had an impact on provision.</p> <p>Provision has been predominantly moved online due to COVID-19, which has been a positive for some young people but others have struggled.</p> <p>We have been preparing for the young person's guarantee to start on 1st April 2021. We have 3 new positions to support delivery of the Young Person's Guarantee across Perth &amp; Kinross; this will enable us to be more targeted around our most vulnerable young people, including care experienced, young offenders/risk of offending and Additional Support Needs.</p> |             |            |                          |                           |         |         |         |
| % of Young People eligible for Aftercare in receipt of Aftercare services   | 53%         | 44%        | -                        | -                         |         |         |         |
| As of 31 July 2020, 86 out of 195 young people who were eligible for Aftercare services were receiving services. The national level was 57%.  |             |            |                          |                           |         |         |         |
| % of children/ young people in community placement beyond the age of 16   | -           | -          | <b>100%</b>              | <i>Annual improvement</i> |         |         |         |

## Care and Equity

| Indicator  | Performance |         |         | Targets |         |         |         |
|--|-------------|---------|---------|---------|---------|---------|---------|
|  | 2018/19     | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| <i>Looked After</i>  | -           | -       | 13      |         |         |         |         |
| <i>Continuing Care</i>   | -           | -       | 0       |         |         |         |         |
| <p>There were 13 young people who reached the age of 16 while being Looked After this year, and all chose to continue with their Looked After placement. There are a range of choices for young people to take at age 16, such as Independent Living, Supported Lodgings etc. Critically, all Young People are fully informed of their rights to remain in care settings and supported to make the best choice for themselves.</p> |             |         |         |         |         |         |         |
| % of young people referred to Services for Young People and who engaged with the service   | 88%         | 88%     | 83%     |         |         |         |         |
| <p>The aim of the indicator is to show how the service is engaging with young people.</p>  |             |         |         |         |         |         |         |

## Deleted Indicators

| Indicator  | Performance |         |         | Reason for Deletion  |
|--|-------------|---------|---------|--|
|  | 2018/19     | 2019/20 | 2020/21 |  |
| % of children with an approved permanence plan within 4 months of the decision to recommend for permanence | 56%         | 39%     | 50%     | Numbers are very small with large variations, heavily influenced by family groups.   |
| % of children approved for permanence and who have been accommodated less than 12 months                   | 67%         | 61%     | 25%     | Numbers are very small with large variations, heavily influenced by family groups.   |
| % of Care Leavers in touch with Aftercare services between the ages of 16-25                               | 84%         | 84%     | 83%     | This has been replaced by a more relevant indicator, focused on those in receipt of services, in line with national reporting. |

## Safe and Protected

| Indicator  | Performance |         |            | Targets    |            |            |            |
|--|-------------|---------|------------|------------|------------|------------|------------|
|  | 2018/19     | 2019/20 | 2020/21    | 2020/21    | 2021/22    | 2022/23    | 2023/24    |
| % of initial child protection case conferences (ICPCCs) within timescales  | 45%         | 71%     | <b>78%</b> | <b>90%</b> | 91%        | 92%        | 92%        |
| <p>During the reporting time period there have been 37 ICPCCs for a total of 73 children and young people. The percentage of ICPCCs taking place within timescales has increased from 45% in 2018/19 to 78% in 2020/21. The majority of ICPCCs now take place within timescales however the target of 90% is yet to be achieved.</p> <p>Of the eight ICPCCs which were outwith timescales, four of them took place in the first quarter and were impacted by the first COVID-19 lockdown.</p> <p>ICPCCs have been prioritised to ensure multi-agency planning is timeous and robust.</p> |             |         |            |            |            |            |            |
| % of Unborn Baby Initial Case Conferences held within timescales   | 71%         | 67%     | <b>79%</b> | <b>90%</b> | 92%        | 92%        | 92%        |
| <p>Out of a total of 24 Unborn Baby Case Conferences, 19 were completed on time. Social work receiving late notification of pregnancy resulted in some UBCCs being held outwith timescales.</p>  |             |         |            |            |            |            |            |
| % of child protection review case conferences within agreed timescales   | 89%         | 92%     | <b>94%</b> | <b>95%</b> | 95%        | 95%        | 95%        |
| <p>Out of a total of 132 review case conferences, 124 were completed on time. This shows steady improvement over the last 3 years.</p>   |             |         |            |            |            |            |            |
| % of children on child protection register over 12 months  | 8%          | 12%     | <b>21%</b> | <b>13%</b> | <b>13%</b> | <b>13%</b> | <b>13%</b> |
| <p>There were 77 children and young people on the register at 31 March 2021.</p> <p>Of the 77 children and young people, 16 (21%) have been on the register for over 12 months. This is an increase on the percentage last year (12%).</p> <p>Large family groups and the impact of COVID-19 has resulted in an increase of the percentage of children on the register for over 12 months.</p>   |             |         |            |            |            |            |            |
| Proportion of Young Carers with a completed Young Carers Statement   | -           | 30%     | <b>65%</b> | <b>80%</b> | 85%        | 90%        | 90%        |
| <p>The Young Carers Statement (YCS) is an individual assessment of need to determine if support is required and at what level. The YCS should adequately reflect the Young Carers support needs as children first and ensure that Young Carers have the same access to opportunities which will enhance their ability to achieve their potential in line with their peers. At the 31 March 2021, we had 229 of 350 registered young have a statement. 109 new statements were completed during the year, some new referrals and some the outcome of reviews.</p>                         |             |         |            |            |            |            |            |

## Safe and Protected

| Indicator   | Performance |         |            | Targets    |         |         |         |
|---|-------------|---------|------------|------------|---------|---------|---------|
|   | 2018/19     | 2019/20 | 2020/21    | 2020/21    | 2021/22 | 2022/23 | 2023/24 |
| Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time   | 98%         | 97%     | <b>98%</b> | <b>99%</b> | 99%     | 99%     | 99%     |
| <p>361 out of 368 Criminal Justice Social Work reports were submitted to court by 12pm the day before the case was due to heard as per Criminal Justice Social Work National Standards. 7 reports were submitted after 12pm, but all were submitted before 4pm on the day before court.</p> <p>The number of reports required by the Court reduced by 49% when compared with the previous year. This is a direct result of the COVID-19 situation which resulted in the closure of Perth Sheriff Court and the suspension of a significant amount of court business nationally during the initial stages of the pandemic.</p>   |             |         |            |            |         |         |         |
| Number of new Community Payback Orders  | 322         | 347     | <b>142</b> | <b>175</b> | 450     | 400     | 400     |
| <p>When compared with the previous year, this is a decrease of 59%. This is a direct result of the COVID-19 situation which resulted in the closure of Perth Sheriff Court and the suspension of a significant amount of court business nationally during the initial stages of the pandemic.</p>   |             |         |            |            |         |         |         |
| <b>Percentage of Community Payback Order clients with improving:</b>  |             |         |            |            |         |         |         |
| Employment / training / education situation   | 64%         | 62%     | -          | <b>61%</b> | 65%     | 65%     |         |
| Views on offending  | 68%         | 65%     | -          | <b>75%</b> | 75%     | 75%     |         |
| Attitudes concerning desistance / stopping offending  | 91%         | 89%     | -          | <b>90%</b> | 90%     | 90%     |         |
| Engagement with services  | 91%         | 91%     | -          | <b>90%</b> | 90%     | 90%     |         |
| <p>The downturn in new CPOs, coupled with a move by social work staff to telephone contact with clients has resulted in a lack of meaningful questionnaire data being collated during 2020-21.</p>  |             |         |            |            |         |         |         |
| Number of job requests for the unpaid work team   | 380         | 355     | <b>72</b>  | <b>150</b> | 350     | 350     | 350     |
| <p>The figure of 72 requests made to the Unpaid Work (UPW) Team for work to be done in communities throughout Perth and Kinross in 2020-21 is 80% below the figure for the previous year.</p> <p>The UPW Team was unable to work during the first Quarter of 2020-21. Therefore, the referral process was suspended. A limited amount of work commenced in Quarter 2 and continued into Quarter 3. However, this was subject to COVID-19 restrictions meaning that only certain types of jobs could be undertaken and with a limited number of UPW clients. UPW was suspended nationally in January 2021 and had not restarted by the end of March, therefore, no referrals for work to be undertaken were accepted during this time.</p> |             |         |            |            |         |         |         |

## Safe and Protected

| Indicator   | Performance |         |         | Targets |         |         |         |
|---|-------------|---------|---------|---------|---------|---------|---------|
|   | 2018/19     | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| <b>Average weekly hours worked by clients to complete the unpaid work requirement of Community Payback Orders:</b>  |             |         |         |         |         |         |         |
| Level 1 (up to 100 hours)   | 4.8         | 4.6     | 2.1     | 2.6     | 5.5     | 5.5     | 5.5     |
| Level 2 (101 up to 300 hours)   | 6.4         | 6.2     | 2.4     | 3.4     | 7.0     | 7.0     | 7.0     |
| <p>As a direct result of lockdown, no Unpaid Work Requirements were completed in Quarter 1. Unpaid Work restarted in a limited form during Quarters 2 and 3, during which only 21 Requirements were able to be completed, and work was suspended throughout the whole of Quarter 4. Despite this, 24 UPW Requirements were completed. This was a result of the Scottish Governments decision to reduce the number of outstanding hours by 35% for certain categories of offences.</p> <p>All current Unpaid Work Requirements have been extended by 12 months following the implementation of the Coronavirus Act 2020 in order to afford more time for completion.</p> |             |         |         |         |         |         |         |
| Prisoners receiving a social work induction within 5 days of allocation   | 60%         | TBC     | 100%    | 62%     | 65%     | 65%     | 65%     |
| Statutory case closures signed off with 5 working days of release   | 50%         | TBC     | 22%     | 44%     | 85%     | 85%     | 85%     |
| <p>All 71 prisoners who required an induction received this within 5 working days of allocation.</p> <p>Of the 63 files received for sign-off prior to closure, 14 were signed off within 5 working days. Under Tier 3 and 4 lockdown working arrangements, staff are only required to attend for essential work- mainly statutory work relating to risk assessment, parole and risk management. This had a direct impact in relation to physical file closures and sign off from seniors, as file closure is not seen as "essential work" during lockdown arrangements.</p>  |             |         |         |         |         |         |         |

## 6. GLOSSARY

|               |  |
|---------------|--|
| <b>ACORN</b>  | A Classification of Residential Neighbourhoods                 |
| <b>ASD</b>    | Autism spectrum disorder                                       |
| <b>ASN</b>    | Additional Support Needs                                       |
| <b>CfE</b>    | Curriculum for Excellence                                      |
| <b>CJSW</b>   | Criminal Justice Social Work                                   |
| <b>CLPL</b>   | Career-long Professional Learning                              |
| <b>CPO</b>    | Community Payback Order  |
| <b>CYPIC</b>  | Children & Young People Improvement Collaborative              |
| <b>EAL</b>    | English as an Additional Language                              |
| <b>ECC</b>    | Early Childhood Centres  |
| <b>ECP</b>    | Early Childhood Practitioner                                   |
| <b>ECS</b>    | Education and Children's Services                              |
| <b>ELC</b>    | Early Learning and Childcare                                   |
| <b>FIHP</b>   | Food Insecurity during Holiday Periods                         |
| <b>GLOW</b>   | Scotland's national digital learning portal                    |
| <b>HSCP</b>   | Health and Social Care Partnership                             |
| <b>LGBF</b>   | Local Government Benchmarking Framework                        |
| <b>MAPPA</b>  | Multi-agency public protection arrangements                    |
| <b>LMG</b>    | Local Management Group   |
| <b>PEF</b>    | Pupil Equity Fund  |
| <b>PKAVS</b>  | Perth & Kinross Association of Voluntary Service               |
| <b>PKC</b>    | Perth & Kinross Council  |
| <b>PRAISE</b> | Primary Raising Attainment and Inclusion, Supporting Education |
| <b>REACH</b>  | Resilient, Engaged, Achieving, Confident, Healthy              |
| <b>SCQF</b>   | Scottish Credit and Qualifications Framework                   |
| <b>SCYPF</b>  | Services for Children, Young People and Families               |
| <b>SDS</b>    | Self-Directed Support  |
| <b>SIMD</b>   | Scottish Index of Multiple Deprivation                         |
| <b>SMT</b>    | Senior Management Team   |
| <b>SQA</b>    | Scottish Qualification Authority                               |
| <b>UNCRC</b>  | United Nations Convention on the Rights of the Child           |
| <b>VTO</b>    | Volunteer Tutoring Organisation                                |