



Children's Services Plan 2020-2023



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“Our commitment to Aberdeenshire’s children and young people, is to provide them with the right support, in the right place, at the right time. in helping them reach individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up”

Executive Forward

On behalf of Aberdeenshire's Chief Officers, we are delighted to share the 2020 – 2023 Children's Services Plan with you. Aberdeenshire's Executive Group for Public Protection (EGPP) has a key leadership role to play in safeguarding, supporting and promoting children and young people's wellbeing in Aberdeenshire. Our Children's Services Plan builds on the strengths and successes of our partnership and the outcomes achieved during the lifecycle of the last plan from 2017 – 2020.

Whilst we are building on strong foundations, there is absolutely no room for complacency as we move our children's services planning arrangements forward. The financial context, climate change, the UK's exit from the European Union and the impact of the Covid-19 pandemic are all contributing to an uncertain and volatile landscape putting significant pressure on services and the availability of services. During uncertain times those who are vulnerable and most in need of support often face the greatest challenges. As such, partnership working is more important than ever to ensure we meet the needs of children, young people and families through the provision of joined-up, high quality services where and when they are needed most. We aspire to achieve this in Aberdeenshire through an unwavering commitment at all levels, led by Chief Officers, senior leaders, service managers and frontline practitioners.

Our young people should be front and centre of everything we do and we should be proud of them. We have some great examples in Aberdeenshire of where young people have shown great leadership, determination and courage, both individually and collectively. From the highs of Year of Young People 2018, developing the Aberdeenshire Children and Young People's Charter, through to the campaigning of Young People's Organising and Campaigning Group (YPOC) and the work of Aberdeenshire's Youth Council, as well as countless other examples where young people have shown us adults just how amazing and talented they are!

This Children's Services Plan is based on a thorough self-evaluation of our 2017 – 2020 plan and the assessment of data and intelligence from our various workstreams. The development of this plan has involved public services, Third Sector organisations and Funded Providers, so it truly is a partnership effort from Team Aberdeenshire!

We would like to express my sincere thanks to all who have contributed to the creation of this plan and all who will work hard to realise the ambitions we have for our children, young people and families as continually strive to Get it Right for Every Child in Aberdeenshire. We have a real sense more than ever that we are all "in this together" as strive to realise our vision.

On behalf of the EGPP, we would like to thank everyone involved in the creation of this plan and look forward to seeing our partnership continue to go from strength to strength over the years ahead.



Jim Savege
CEO
Aberdeenshire
Council



George Macdonald
Chief
Superintendent



Caroline Hiscox,
CEO
NHS Grampian

Introduction

Aberdeenshire’s fifth Children’s Services Plan is based on requirements set out in the Children and Young People (Scotland) Act 2014 and built upon the Getting It Right for Every Child (GIRFEC) philosophy. It and builds on progress and themes reflected in previous Plans and The Scottish Government’s overall aim to:

‘Safeguard, support and promote the Wellbeing of children and young people’

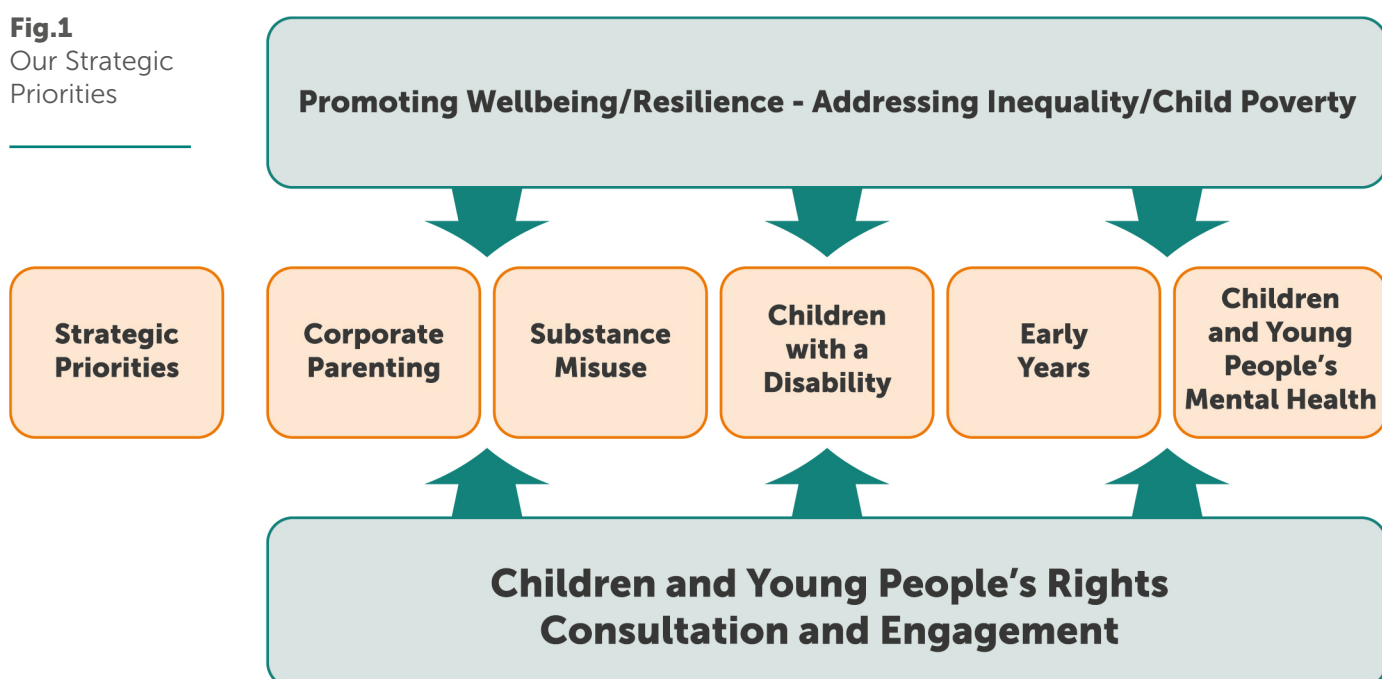
Aberdeenshire’s ambitious Plan sets out our shared vision, values and priorities over the next three years. The Plan and our strategic priorities have been developed considering, the views and experiences of children, young people, parents and carers, feedback from frontline workers and partner agencies.

Our approach places Children and Young People’s Rights at the heart of everything that we do, and bases service planning and delivery in Aberdeenshire around Wellbeing, connecting it to the United Nations Convention on Rights of the Child (UNCRC) Articles throughout.

Our new Children’s Services Plan for 2020-2023 tells our story by providing our third annual update pertaining to our 2017-2020 Children’s Services Plan. It is not a description of everything that we have done or will do going forward but a summary of how our services fulfill both primary prevention, early intervention and targeted support across all aspects of wellbeing.

Our story captures the progress made across our strategic priorities alongside multi-agency and single agency contributions to the Plan. This story alongside ongoing consultation with our communities and partners has enabled us to shape our Children’s Services Plan for 2020-2023. Appendix 1 sets out our improvement plans in line with our ongoing strategic priorities.

Fig.1
Our Strategic
Priorities



Our Vision for Children, Young People & Families

‘Our commitment to Aberdeenshire’s children and young people, is to provide them with the right support, in the right place, at the right time. In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up’

This vision reflects a shared commitment to GIRFEC at the highest level across the Community Planning Partnership. Our determined approach to children’s services planning, supports continued provision of high quality, inclusive services which promote resilience and wellbeing, and mitigate against the impact of inequality, poverty and disadvantage.

National Context – Getting It Right for Every Child

The Scottish Government’s ambition is for Scotland to be ‘the best place to grow up and bring up children’. In order to achieve this, all public bodies and areas of governance that work with, or for, children and young people are required to uphold and embed the Articles of the [United Nations Convention on the Rights of the Child](#) (UNCRC) at every level of service.

[The Getting It Right for Every Child](#) (GIRFEC) approach was developed by the Scottish Government to embed these principles into practice and to ensure that work related to children and their families fully embraces the UNCRC. GIRFEC outlines 8 key wellbeing indicators which link directly with the UNCRC articles, and which are considered necessary to ensure that children and young people get the right help from the right people at the right time.

The Children & Young People (Scotland) Act 2014 now enshrines these responsibilities in law. As part of this legislation, each Local Authority and related Health Board (in this case Aberdeenshire Council and NHS Grampian) has a statutory responsibility to develop a 3-year plan outlining the measures they will take to ensure that every child and young person gets the best possible start in life.

The plan has also been informed by other policies which help drive the shift towards prevention and greater integration of services. This includes the [Scottish National Performance Framework](#) and the [National Improvement Framework](#), which aim for a range of outcomes such as children and young people having the best start in life, being better educated and more skilled. They include targets which span the child and young person’s journey through childhood and into early adulthood. A full list of key policies is attached at Appendix 3.

The successful implementation of these policies will have a major impact on community and family wellbeing. We are committed to implementing them together in an integrated,

coherent manner and this Plan represents the **joint framework from which all partners will work together to focus on agreed priorities**. We believe that if we consistently apply the same shared approach over time, we are much more likely to achieve and sustain long-term positive outcomes.

Our Approach to Planning and Delivering Services

The Strategic Landscape

The Aberdeenshire Community Planning Partnership (CPP) is responsible for delivering positive changes for the communities of Aberdeenshire, with a specific focus on reducing socio-economic inequality, primarily through the priorities identified in [Aberdeenshire's Local Outcome Improvement Plan 2017-2027](#)

- *Reducing Child Poverty in Aberdeenshire*
- *Changing Aberdeenshire's Relationship with alcohol*
- *Connected and Cohesive Communities*

Whilst Children's Services Planning is delegated to the Chief Officers, **Executive Group for Public Protection** and the GIRFEC Strategic Group, priorities of Aberdeenshire's Children's Services Plan mutually reinforce those of the LOIP, with specific actions contributing to the LOIP and vice versa.

The GIRFEC Partnership

The GIRFEC Partnership involves a range of public authorities, strategic partnerships and individual agencies who work with children, young people, parents and carers across Aberdeenshire:

- Aberdeenshire Council
- NHS Grampian
- Scottish Children's Reporter Administration
- Police Scotland
- Aberdeenshire Voluntary Action
- Grampian Fire & Rescue Service
- Aberdeenshire Community Planning Partnership

As partners, we are acutely aware of the economic climate and associated financial constraints in the development and delivery of services. We also recognise the significant contributions of the Third Sector and Health and Social Care Partnerships across Aberdeenshire.

We have planned and will deliver our services in the most integrated way, based on a **shared understanding of the key needs of children, young people, their parents or carers and the communities in which they live**. We are committed to using evidence to identify and respond to needs and to working alongside local communities and service users to help design, develop, deliver, evaluate and continuously improve services and build assets. We will

maintain effective services and adapt or develop services which are more likely to achieve positive outcomes. Children’s Rights will be at the heart of everything we do. In doing so, we will demonstrate our commitment to the four aims of Children’s Services Plans:

1. **Early Intervention & Primary Prevention** - Any action needed is taken at the earliest opportunity, and in many cases prevents need arising
2. **Integration** - Action is coordinated from the point of view and experiences of children and their families
3. **Best Value** - Services ensure best use of available resources through jointly assessing need
4. **Wellbeing** - Related Services, such as those supporting parents, carry out their work in a manner which also safeguards, supports and promotes child wellbeing

Our Local Children’s Services Planning arrangements (Fig 2) act to provide robust mechanisms of governance, quality assurance and scrutiny, with services delivered by a dedicated and motivated workforce united in pursuit of our common goal: To improve outcomes and Get It Right for every child and young person in Aberdeenshire.

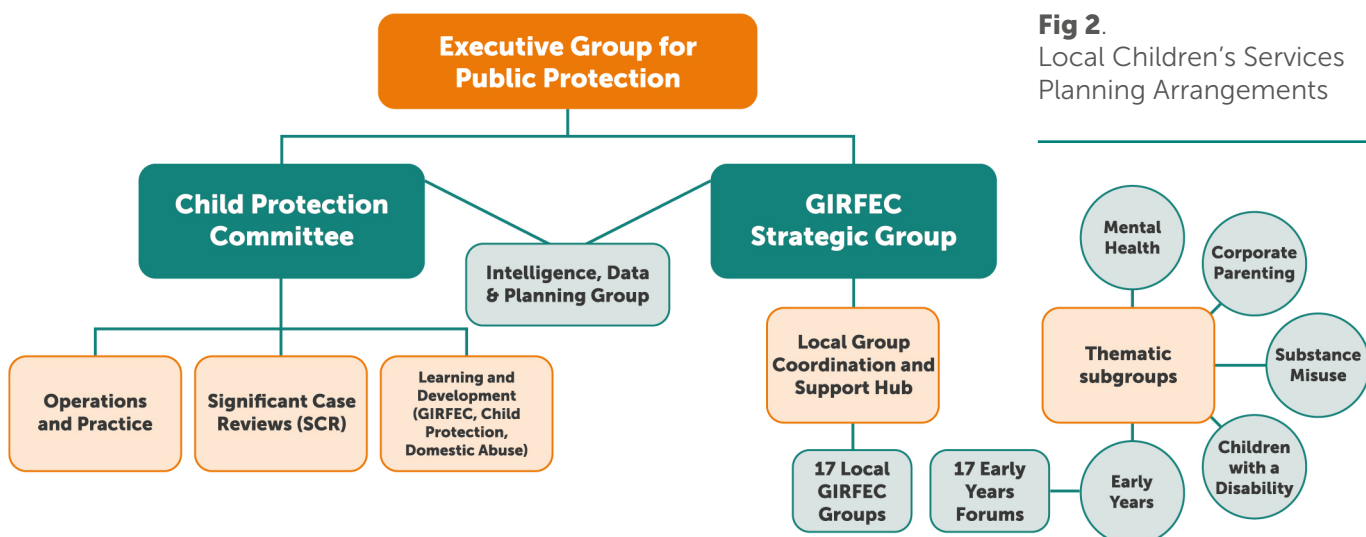


Fig 2. Local Children’s Services Planning Arrangements

Each group has representation from key public authorities, strategic partnerships, and Third Sector organisations, with each making a unique contribution to local partnership arrangements.

Over Year the past 3 years of the Plan, progress continues to be made in relation to:

- Establishing processes which embed the Joint Strategic Planning Framework using performance information
- Implementing and promoting the collective vision of the Children’s Services Plan across Aberdeenshire
- Embedding a cycle of joint self- evaluation which demonstrates commitment to continuous improvement in maintaining effective GIRFEC practice.

This has included utilising a cycle of intelligence and structured performance reporting and annual reporting on group activity which comprises both quantitative and qualitative data including direct feedback from children, young people and families in evaluating the impact

of different services. We have created a data suite of high-level trends/outcome measures to help us understand local need and review what impact we have each year, on improving outcomes for Aberdeenshire's children and young people. A few examples are used throughout this report to illustrate how well we understand the profile of our population and the impact activity is having. A fuller picture of this data is available at **Appendix 2**.

Review of our GIRFEC Arrangements 2017-2020

In 2019, we embarked on a review of our GIRFEC Arrangements with a view to asking ourselves whether our collaborative approach to delivering the aims of the Children's Services Plan was effective and supported GIRFEC practice for individual children, young people and their families.

In concluding, the Review recognised the strong foundations and commitment between partners to embed GIRFEC and work collaboratively to improve outcomes for children and families and made several recommendations to improve this further including:

- Providing further clarity of purpose by reviewing the Terms of Reference for each of the groups in the GIRFEC arrangement to support a task centered approach to delivering on the priorities of the Plan and our collaborative approach to improving outcomes through GIRFEC practice.
- Strengthening accountability and reporting on tasks across all the groups in the Children's Services Planning Partnership
- Reinforcing Service commitment in terms of attendance and contribution to workstreams
- Supporting Local GIRFEC Group Self-Evaluation to inform improvement activity around GIRFEC key processes and ultimately improve outcomes for children, young people and their families.

Key to understanding what we do well and where improvement activity is required, is data. We have therefore strengthened the role of our Intelligence, Data & Planning Group to improve joint collation and analysis of partnership information, ensuring individual service data is utilised to best effect by partners by continuing to refine robust and meaningful progress measures.

Children and Young People's Rights

In Aberdeenshire we aim to embrace fully the Scottish Government vision where children's human rights are embedded in all aspects of society; a Scotland where policy, law and decision making takes account of children's rights and where all children have a voice and are empowered to be human rights defenders. The vision and ambition to help children and young people experience their rights has been set out for the whole of Scotland within the ['Progressing the human rights of children in Scotland: 2018-2021 Action Plan'](#).

In Aberdeenshire, our approach places children's rights at the heart of everything we do and bases services planning and delivery around wellbeing linked to the UNCR articles.

Examples of how we have demonstrated our commitment to championing children's rights over the last three years include:

- Strong commitment to children & people's **participation and engagement** leading to tangible improvement activity as outlined in the Participation and Engagement section of this report.
- The creation and embedding of our [Aberdeenshire's Children & Young People's Charter](#)
- Development of the Children and Young People's Section of the GIRFEC Website this year includes resources on the **UNCRC**, local **youth participation opportunities**, Aberdeenshire Children & Young People's Charter, and information on how to **access your Rights**
- Aberdeenshire's Gypsy/Traveller representative on Aberdeenshire Youth Council
- Ongoing engagement in the **Rights Respecting Schools Programme** which develops the principles of equality, dignity, respect, non-discrimination and participation. Schools who participate have reported a positive impact on school ethos, improved relationships and well-being leading to better learning and behaviour. Young people have learned new skills in how to respect themselves and others and how to actively participate in the life of their school, their community and in global action.
- **Children's Rights** are embedded in our strategic priority Action Plans and annual reports which detail what steps have been taken through the work of Thematic Subgroups, to capture the views and experiences of children and young people. Each Aim is linked to specific UNCRC Articles and shows explicitly the ways in which better effect has been given to Children's Rights.

A Committed and Confident Workforce

Key to our planning and delivery of Services is our commitment to developing a competent and confident workforce. Multi-agency training supports practitioners and volunteers across the partner services to work together to achieve best outcomes for children and young people.

Over the last two years multi-agency learning and development opportunities relating to the wellbeing and safety of children have been delivered locally through two training streams; the GIRFEC Modules and the Child Protection Training Calendar. Courses have been attended by a cross section of the workforce from the Local Authority, NHS, Police Scotland, Voluntary and Private Sectors.

A dedicated section of the Aberdeenshire GIRFEC Website remains the key partnership resource on Children's Services Planning, with a wide range of information and resources available to children and young people, families, practitioners, and the general public.

What we know about Children, Young people and Families living in Aberdeenshire

We have created a data suite of high-level trends/outcome measures to help us understand local need and review what impact we have each year, on improving outcomes for Aberdeenshire's children and young people. Below, are a few examples used to illustrate how well we understand the profile of our population. A fuller picture of each of this data is available at Appendix 2.

Population Overview

In 2018, Aberdeenshire had a population of 262,190 which is predicted to rise by 7.1% in the next ten years. There were 111,156 households, the sixth highest out of 32 local authorities in Scotland.

Aberdeenshire's child population is above Scotland's average and has grown steadily with a predicted further 13.8% rise over the next 25 years.

Using data for the financial years of 2017/18 - 2019/20, the birth rate in Aberdeenshire in this three year period been consistently higher than in Scotland as a whole. Although the standardised birth rate of 9% in 2019/20 is slightly above the Scottish average of 8.9% in the same period, with 2359 births there was a reduction of 1.2% from the year before.

The most common age group of mothers in Aberdeenshire was 30 to 34 (943 births), a change from the 25 to 29 age group in 1998. The least common age group of mothers in Aberdeenshire was 0 to 19 (47 births), which is a change from the 40 and over age group in 1998.

Child Poverty

The Aberdeenshire [Child Poverty Local Action Report](#) highlights that in 2018/19, 7,023 children were living in poverty, 2,803 households earn less than 60% of the median household income and 2,556 children were in receipt of free school meals.

A range of issues impact on the number of children and young people who live in poverty in Aberdeenshire. This includes welfare reform, zero hour contracts, fuel poverty, rising costs in housing, childcare and transport, rising unemployment, debt, and associated mental health issues. Aberdeenshire has the lowest percentage of Child Poverty in Scotland however the areas that have the highest proportion of income deprivation are found typically, but not exclusively, in North Aberdeenshire.

The Child Poverty Action Plan, designed to tackle the issues identified in the Local Action Report, has been developed alongside Community Planning partners, most noticeably with NHS Grampian, which has the joint statutory duty with Aberdeenshire Council to produce the Action Plan. In May 2019, the Action Plan was confirmed by the Community Planning Partnership Board as the delivery plan for the LOIP priority which continues the partnership focus on reducing child poverty in Aberdeenshire. Led through the Aberdeenshire Tackling Poverty & Inequalities Strategic Group, the action plan is prioritising:

- Preventing children/people falling into poverty
- Enabling children to live poverty free in adult life
- Improve the wellbeing of people living in poverty

How are we responding to this? - Best Practice Examples of Prevention and Early Intervention.

Free School Meals

Improvement activity to increase the take up of free school meals resulted in a pilot project being developed and delivered to 557 pupils who were entitled to free school meals within the six northern Academies. An additional £1.20 was placed on pupils' cards to allow them to access a breakfast deal. The project increased attendance, reduced lateness, increased the uptake of free school meals and helped pupils to be more ready to learn from the start of the day.

One parent noted that "I suffer from depression & anxiety. Knowing that my children are getting breakfast and lunch really gives me a sense of relief, thank you".

Community Kitchen

Families have been supported to access food provision out with the school term through Community Kitchens: The Community Kitchen has provided family cooking and play sessions in Inverurie, Port Elphinstone, Kemnay and Inch and in North Aberdeenshire in Peterhead, Central School. Further sessions are planned over the next three years.

"I can see the benefit of meal planning and how this could save me money over the week, I am going to write my shopping list from now on after I have planned my meals for the week."

-Garioch Community Kitchen

Financial Support for Families

Financial support has also been made available for eligible families in Aberdeenshire who have had a baby admitted to the Neonatal Unit, at the time of starting early years learning and primary one to support families with the associated costs.

Best Start Grant and Best Start Foods also provide financial support to lower income families, pregnant women and young children, to promote nutritious and healthy diet and engagement in early learning.

Homestart North East offers support and advice to families in need who may have been impacted by separation/divorce, children and/or parents with mental/physical disabilities, isolation, multiple births, bereavement, poor family support and families living in temporary accommodation or inadequate housing. This project has reduced child poverty by providing a service to 151 families living in the Buchan area.

Learning & Education

Across Aberdeenshire, around 40,000 children were supported in Pre-school, Primary and Secondary education over 2019/20.

This was delivered through:

- **17** School Clusters (a Secondary School together with its feeder Primary Schools)
- **167** Early Learning and Childcare providers (90 local authority, 77 Third Sector/Funded Providers) with **5,148** children registered
- **150** Primary Schools with **20,983** children enrolled
- **17** Secondary Schools with **14,736** young people enrolled
- **4** Special Schools with **213** children and young people enrolled.

In 2019:

- 96.4% of young people secured positive post-school destinations in employment, training, volunteering, or further/higher education (3rd highest in Scotland)
- 55.2% of young people achieved 5+ awards at SCQF level 5 by S4
- 44.5% of young people achieved 3+ awards at SCQF level 6 by S5
- 34.1% of young people achieved 5+ awards at SCQF level 6 by S6

Our attendance rates for 2018/19 indicates that high levels of attendance have been broadly maintained across Aberdeenshire as a whole, remaining at over 94%, and above national attendance levels experienced across Scotland. Unauthorised absence rates sit at 1.5% for Aberdeenshire which is lower than the national picture for Scotland.

Attendance figures for Aberdeenshire care experienced young people lower than their peers and slightly lower than those reported nationally for all children and young people in 2018/19 (90.1% compared with 93.0%).

Levels of attendance, absence and exclusion continue to be subject to close and regular scrutiny with an emphasis on reducing exclusions particularly for care experienced children and young people, those affected by substance misuse and children with a disability.

At the beginning of 2020, records indicate that 717 children and young people had assessed need recorded as disabled across all Aberdeenshire schools and 976 children and young people were recorded as having Additional Support Needs where the need type was recorded as autism.

Themes emerging from focus groups with parents of children with autism whilst identifying strengths within our service provision would also be consistent with findings in the national research paper "[Not Included, Not Engaged, Not Involved](#)". As part of our ongoing improvement journey, Aberdeenshire Council undertook work with the authors of this national paper in November 2019. They are also in the process of carrying out focus groups with parents of children with additional support needs throughout Aberdeenshire, in order to ensure their views are central to our improvement work. Improving outcomes for children with disabilities is also one of our strategic priorities.

Best Practice Examples of Prevention, Early Intervention & Targeted Support

Forest schools, adopted in Aberdeenshire, is the concept of an outdoors learning environment where adults and children can access and learn about nature, lead their own learning, take risks in a controlled environment, and benefit from the advantages outdoors activity has on physical and mental wellbeing. Children learn skills such as building and lighting a fire, shelter construction using natural materials, and cooking food. Adult helpers at Forest School facilitate parental involvement with their children's learning and draws on local knowledge and expertise available from members of the community.

'Our Forest School presents a great opportunity for, pupils, staff and parents to collaborate and engage with the curriculum in an outdoor setting. It's fantastic to have access to such an exciting and versatile resource, that stimulates the children's imagination and interest in the natural world. Pupils develop their ability to assess risk, solve problems, work together and gain valuable skills for life every time they visit the forest.' Mr McMillan, Head Teacher Dunnecht Primary School.

Foundation Apprenticeships (FA) are a Skills Development Scotland (SDS) initiative, providing new, work-based learning opportunities for learners in their senior phase of secondary education. It enables them to complete elements of a Modern Apprenticeship while still at school and demonstrates collaborative working between education and industry sectors to improve outcomes.

Learners work towards a Foundation Apprenticeship alongside their other subjects – their National 5 and Highers and will spend part of the school week with a learning provider and with a local employer. They will work towards industry-recognised qualifications while developing skills and experience in the workplace.

The first cohort consisted of 207 students studying for FA in Accountancy, Business Skills, Creative and Digital Media, Engineering, IT Software Development, Scientific Technologies, Social Services Children & Young People and Social Services and Healthcare. A further 111 students studied for their FA via NESCOL. This new approach is anticipated to have a positive impact on school leaver destinations.

Activity Agreements

As part of our No-one Left Behind agenda (encompassing Opportunities for All), the Community Learning & Development Service – Working with Young People Team manages and co-ordinates Activity Agreements (AA) in Aberdeenshire, delivered using across-service, cross-partnership approach.

These are individualised employability programmes (Stage 1-2). They provide an additional support for young people aged 16-19 years of age, who require extra assistance in progressing onto positive post-school pathways and sustaining their positive destination. Priority Groups include those with disabilities or additional support needs and care experienced young people, updated annually to reflect emerging needs. In the last few years, referrals from young people with mental health and anxiety issues have increased, which has led to increased partnership working with Social Work and Third Sector Agencies supporting young people whilst in School.

During 2019-20, 33 young people completed their Activity Agreement with 75.8% moving into a positive destination including further education, Stage 2 Employability Fund Provision

and employment. All young people are offered transitional support up to 6 months post-Activity Agreement, to ensure young people sustain their positive pathway. Soft skills development including raising confidence and wellbeing is also recorded by use of 'Outcome' Stars Youth and Work Star to assist the young person to visualise their own personal development journey

Addressing barriers to Learning and life

Approaches to addressing barriers to learning in Aberdeenshire are fundamental to achieving against the national improvement framework and to meeting our goal of making Aberdeenshire the best place to live, learn and work.

Best Practice Examples of Early Intervention and Prevention

Gypsy/Traveller education

Gypsy/Traveller young people across Aberdeenshire access mainstream education but there are a number who choose not to transition to secondary school for many reasons. We have been working hard, along with the Gypsy/Traveller Liaison Officer (GTLO) to identify and plan for the needs of all Gypsy/Traveller young people. For example, during 2019/20 we have:

- Developed learning resource boxes for use by Gypsy/Traveller teachers and GTLO across various sites.
- Participated in an Early Years pilot at the Clinterty site for under 5's and their parents/wider family. The sessions have been well received and have shown very positive outcomes both educational and with engagement.
- Supported Inverurie Academy's Rights Respecting Schools Group to present to the Councillors' Gypsy/Traveller sub-committee in how they could include Gypsy/Traveller culture in their planning
- Supported young people in a more flexible way of learning

Working to meet the needs of New Scots (refugees)

In Central Aberdeenshire young New Scots have been well supported by the CLD Work with Young People Team and partners to improve their understanding of English language and life in Scotland – including the impact of the war and leaving their home country which they may not have been able to discuss with their parents or school staff. Specific New Scots Girls and Women's nights created an arena which brought great health and well-being benefits as well as the development of organisational skills. The young people involved in this work gained Hi-5 Awards, Dynamic Youth Awards and the Prince's Trust personal development SCQF level 4 certificate as they settled into the new communities they have joined.

Through our work in English as an Additional Language (EAL) we have done a lot of work to empower schools and to build confidence in use of interpreting and translation services, particularly telephone interpreting, to ensure that communication barriers are overcome and that we fully embrace diversity in our schools and communities.

In addition to the process of resettling New Scots' (refugees) families into Aberdeenshire, we focus on individual and community capacity building, to ensure barriers to learning and integration are removed. In 2019, new Scots' women raised concerns that early years' professionals didn't fully understand their needs or the impact of resettlement and war and

war experiences. They co-produced the New Scots' Early Years' Seminar and presented to over 100 early years professionals. They told their stories and produced a video showing the different experiences of pregnancy and childbirth in the Middle East and Scotland and appealed directly to staff to support them with early years processes and integration. As result of the conference, a new Mum and Baby Group was formed and a collaborative Guide to Pregnancy & Birth produced in Arabic. All have noted a marked improvement in communication and relationships between professionals and the new Scots' community since the event.

<https://syrianrefugeesaberdeenshire.wordpress.com/2019/07/01/aberdeenshire-new-scots-early-years-seminar-summary-of-table-discussions/>

The PeterDeen Scholarship

Delivering Excellence and Equity in Aberdeenshire means recognising that some young people require educational experiences which are different to the usual curricular delivery model. This ethos has led to the development of the PeterDeen Scholarship, aimed initially at young people who were struggling to remain engaged with mainstream education at Peterhead Academy but now also including Fraserburgh Academy.

The Scholarship is an example of an innovative and aspirational education programme offered to students starting from S3. It is a unique and bespoke partnership between Aberdeenshire Council's Education & Children's Services Directorate (primarily Peterhead and Fraserburgh Academies and the Community Learning & Development Service), Live Life Aberdeenshire, North East Scotland College, Aberdeen Football Club's award-winning Community Trust and Peterhead Football Club and supported by Peterhead Area Community Trust.

Attendance rates from participating pupils have gone from below 40% to beyond 90%. The alternative curriculum specially devised for them includes coaching sessions and the opportunity to focus on skills for life as well as continuing to work on core subjects such as English and Maths.

To date, 44 S3 and S4 pupils are currently taking part in the scholarship programme to develop their skills for learning, life and work in a way they might not otherwise achieve.

Key outcomes sought and currently being positively met are:

- To improve attainment and achievement and achievement at significant stages of the curriculum
- To deliver motivating, innovative and inspirational learning experiences
- To enable professional and wider stakeholders to collaborate effectively towards outcomes

PeterDeen provides exceptional levels of pastoral support to students, through daily opportunities for young people to review and reflect on progress, and to consider the information, advice and guidance being offered to them.

<https://www.afccommunitytrust.org/2019/05/24/peterdeen-project-wins-national-award/>

Health & Wellbeing

The importance of promoting health and wellbeing to give children the best start in life, remains a key priority in Aberdeenshire. Supporting parents to develop the knowledge, skills and confidence to enable their families to live well is central to this.

Early Years

Support to families in a child's early years, is recognised as vital to give children in Aberdeenshire the best start in life.

- 9.1 % of eligible children are identified as having 1 or more concerns at the 27-30-month review between 2017 and 2018
- The estimated uptake of Early Learning & Childcare places for 3, 4- and 5-year olds increased from 96% in 2018 to 97.3% in 2019.
- The estimated uptake of Early Learning & Childcare places for eligible 2-year olds increased from 44.5% in 2018 to 48.2% in 2019.

Our **Early Years Childcare** provision aims to improve outcomes through quality childcare and learning opportunities in the crucial early years. Across Aberdeenshire, we have been recruiting Early Years Senior Practitioners to our 70 settings to support both the day to day operational management of the nursery and to promote family learning and nurture.

*'Our setting values having a Nurturing Approach with our children, families and wider community. While there are numerous experiences, resources and offers of support that can be tailored to meet individual needs, the key to Family Nurture is **positive relationships**. We have found that by really getting to know not just the child but the whole family, we are able to have a positive impact on the quality of learning experiences offered, parenting, mental health and life in general for the whole family. If I could suggest anything to support and nurture children and families, it would be to get to know them as individuals and become someone they know and trust.'* Laura Burr, Early Years Senior Practitioner, Inch Nursery.

Supporting our youngest children (0 – 8 years old) to have the best start in life and achieve their full potential is one of our **strategic priorities**.

Childhood Health Weight

Having a healthy weight is important to all people, especially children and young people, to optimise wellbeing. It helps their self-esteem and confidence, improves participation in sport or active play and reduces the risk of developing physical health problems as they move into adulthood and older age. It can therefore have long-term implications on their lives. We know that in the school year 2018-19:

- 77.5% of Aberdeenshire children had a healthy weight (showing a 0.8 increase over 3 years)
- 12.8% of Aberdeenshire children were at risk of being overweight
- 9% of children were at risk of being obese.

Eating Well – The Scottish Government published standards for child weight management services in 2019, requiring Health Boards to implement weight management services for children. In Grampian this has been taken forward in provision of the Tier 3 **'Eat Play, Grow Well'** for children who are clinically obese and/or with underlying health conditions.

Dental Health

In this 2019 survey, 20% of P7 children in Scotland had obvious decay experience in their permanent teeth. For those children, the mean number of affected teeth was 2.09. This ranged across the Boards from 1.77 in children in NHS Orkney to 2.29 in children in NHS Western Isles. The number of teeth affected in an individual child varied from one tooth to 14 teeth.

In Grampian, we have seen a significant increase of the number of children with zero dental decay/cavities from 70.2% in 2016 to 82.8% in 2019.

The most recent National Dental Inspection Programme (NDIP) report shows that the proportion of Primary 1 children presenting with no dental caries has reached 77.2% in Aberdeenshire - this is the highest since the start of the programme in 2009

*The **Childsmile programme** has been introduced into community resource hub schools in Aberdeenshire where daily Toothbrushing is supported and Fluoride Varnish applications are offered twice annually by dentists and extended duties dental nurses. Currently the service works with 123 nurseries (tooth brushing only) with 45 nurseries and 54 primaries offered Toothbrushing and Fluoride varnish to over 6000 children.*

Best Practice Examples of Prevention and Early Intervention

***Breastfeeding** is one of the best ways to enable children to have the best start in life and a network of breastfeeding peer support volunteers have been trained to support mums in community venues or at local breastfeeding groups. There are now 37 volunteers active across Aberdeenshire supporting 14 breastfeeding groups. This year Aberdeenshire Health & Social Care Partnership (HSCP) achieved.*

Specialist Breastfeeding support sessions trial commenced in June 2019. This service will complement existing peer support groups and aims to support women with complex feeding issues.

***UNICEF Baby Friendly Initiative (BFI)** re-accreditation ensuring women get the best support and advice on infant feeding. Aberdeenshire HSCP has also made a commitment to roll out 'Breastfeeding Friendly Scotland' across all HSCP sites. We are currently focussed on rolling out the scheme in GP practices, Community Hospitals and Dental Practices to make them breastfeeding friendly.*

The Grow Well Choices toolkits

NHS Grampian resources are available for Early Years establishments and Primary Schools across Aberdeenshire to support children to adopt healthy lifestyles and to maintain a healthy weight. In 2018/19 a total of 28 settings have received training in Grow Well Choices. This includes private and school nurseries, playgroups and childminders. More training is planned for the forthcoming years.

***Healthy Start Vitamins** are provided to every pregnant mum in Aberdeenshire during pregnancy and when leaving hospital/home birth as well as breastfeeding women. As of March 2020, the children's vitamins will be handed out to all children from birth to age 3.*

Teenage Pregnancy & Sexual Health

Teenage pregnancy rates are at the lowest level in Scotland since reporting began in 1994,

with rates decreasing for the tenth consecutive year. Overall teenage pregnancy rates have decreased from 31.7 per 1,000 women in 2016 to 30.2 in 2017.

NHS Grampian had the lowest overall teenage pregnancy rate at 23.8 per 1,000 women

Sexual Health Services are delivered on a Pan-Grampian basis including drop-in sessions for young people under 18 and in rural areas young people can access the sexual health services through 'attend anywhere', a video conferencing facility.

Access to free condoms is through approximately 80 condom distributors across Aberdeenshire, including pharmacies, surgeries and school nurses.

Mental health and wellbeing

National research by the Scottish Association for Mental Health (SAMH) suggest that in Scotland, half of mental health problems in adulthood begin before the age of 14 and by the time they reach 16, roughly 3 children in every class will have experienced a mental health problem.

Scotland's Year of Young People #YOYP2018 identified six key themes developed by young people. One of the themes was Health and Wellbeing with an aim of making sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience.

Best Practice Examples of Prevention and Early Intervention

School counsellors in line with the Government's ambition to ensure all secondary pupils have access to professional counselling services, have begun to be recruited to support our 17 Academies. This Service will be available to all children over the age of 10 in primary and special schools and in communities and will be available during school holidays, to ensure continued support to young people.

Adverse Childhood Experiences (ACEs)

Aberdeenshire Multi-Agency Guidance on Adverse Childhood Experiences (ACEs) was developed by the GIRFEC Mental Health and Early Years Thematic Groups in February 2020, in consultation with the GIRFEC Corporate Parenting and Substance Misuse Groups. The Guidance provides a summary of the ACEs research and its application, outlines some cautions about the interpretation of the research, and sets out some helpful principles for how the research should be viewed. The Guidance received support from Senior Leaders across Education and Children's Services, NHS Grampian, Police Scotland and the Third Sector.

The Guidance was launched in February 2020 during a multi-agency event in Peterhead, which saw the screening of the film, "Resilience: The Biology of Stress and The Science of Hope". The aim of the event was to provide a catalyst for focused multi-agency improvement work around preventing and tackling ACEs at the Local GIRFEC Group level. Similar events will be offered to each locality across Aberdeenshire.

Mental health and wellbeing is one of our **strategic priorities**.

Substance Misuse

Children and young people are affected both by their own substance use and by parental

substance misuse. Although there has been a decrease in young people using alcohol and drugs reported by SALSUS*, the early initiation of substance use remains a significant issue affecting children and young people.

Alcohol

- 42% of 13-year olds reported they had had an alcoholic drink (a 'proper alcoholic drink –a whole drink, not just a sip')
- 77% of 15-year olds reported they had had an alcoholic drink (a 'proper alcoholic drink –a whole drink, not just a sip')
- 5% of 13-year olds reported they had been drunk more than 10 times
- 20% of 15-year olds reported they had been drunk more than 10 times

Drugs

- 10% of 15-year olds reported using drugs in the last month
- 16% of 15-year olds reported that they had used drugs in the last year
- 24 % of 13-year olds reported they had been offered drugs
- 43% of 15-year olds reported they had been offered drugs
- 7% of 15-year olds felt they needed to get help because of their drug use
- 44% of 15-year olds would like to stop taking drugs

*Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2018 – Local Summary based on 1,069 pupils (20% of all eligible pupils) participating via the selected sample.

Our young people have told us that Drugs is the top issue for them and their communities which has led to this being one of our **Strategic Priorities**.

Child Protection

Child Protection Registrations as of 31 March 2020 currently sit at 1.7 per 1000 population in Aberdeenshire which is lower than the national rate for Scotland which sits at 2.8 per 1000 population.

The most common concerns contributing to risk of significant harm to children and young people are:

- Domestic abuse – whereby the controlling, coercive and/or violent behaviour from the usually male partner towards the female has an adverse effect on the welfare and development of the child
- Neglect - whereby the parent(s)/carer(s) persistently fail to meet a child's physical and/or emotional needs which is likely to result in the serious impairment of the child's health or development.
- Emotional Abuse – whereby parents/carers persistently fail to meet a child's emotional needs which is likely to result in the serious impairment of the child's health or development.

- Physical Abuse – whereby physical injury is inflicted upon the child with cruel and/or malicious intent by a parent/carer.

In Aberdeenshire, children and young people are also experiencing new risks relating to their use of and exposure to the internet and other technologies, such as websites, social networking sites and mobile phones. This includes risks from known and unknown adults and their peers involving, for instance, child sexual exploitation and bullying. They can often use these technologies without being aware of the potentially harmful consequences to themselves or others.

Case Study

Louise was born with a significant disability and required a high level of care from her parents to have all her needs met which was becoming difficult for the family. A Children's Services Social Worker worked with the family to identify what additional support was needed to ensure Louise and her family had the right support to enable Louise to fulfil her potential. A Self-Directed Support package was facilitated to support Louise's care. Louise's younger sister, Sarah was also assessed as being developmentally delayed and social work, health and education worked together to create a child's plan to support the family to ensure both Louise and Sarah enjoyed appropriate stimulation and care alongside supporting the family to manage routines.

As we got to know the family, it became apparent that despite support, Louise and Sarah's needs were still not being fully met. They were living with domestic abuse and their parents were using a significant amount of cannabis which led to the girls' names being placed on the Child Protection Register and a Child Protection Plan being agreed. The Plan detailed how services including social work, education colleagues, school nurse, Occupational Therapy and Speech & Language Therapy would work together with the parents to support Louise and Sarah.

The girls' names were removed from the register 6 months later following the family being supported to make and sustain significant changes to their parenting and lifestyle. Advocacy was also vital to supporting the girl's parents to have a better understanding of the processes they were involved in and enabled their voice to be heard clearly.

The work of the Child Protection Committee in page 35 provides further detail on how data and intelligence has informed improvement activity.

Looked After Children

On 31 March 2020, we had 420 children and young people who are Looked After at home or away from home. Children who are Looked After at home remain with their families and are subject of compulsory measures of care through the Children's Hearing. Children can be Looked After away from home and placed in alternative care such as Kinship Care, Foster Care or Residential Care for a variety of reasons.

Break down of where children are:

17% are looked after at home

20% are with friends or relatives known as Kinship Care

42% are with foster carers

18% are in a residential care/school

0.5% are in secure accommodation.

Annual data from the Scottish Children's Reporters Administration indicates that over the last three years 574 children have been referred to the Reporter on non-offence grounds, the main reason being 'Lack of Parental Care. Whereas 225 children have been referred on offence grounds. Whilst we saw a spike in offence grounds in quarter 4, 2018/19, it has since dropped and correlates with the strengthening of our Whole Systems Approach focusing on early intervention to support changed behaviour and improved outcomes.

It is well evidenced that the outcomes for children and young people who are or have been Looked After are not as good as their peers. For instance, they are more likely to be excluded from school; less likely to attain literacy and numeracy standards; less likely to enter and sustain positive destinations after leaving school and more likely to become involved in the criminal justice system as adults. Longer term, a disproportionate number are serving or have served prison sentences.

Our [Young Person's Organising and Campaigning Group](#) ensures the voice of care experienced young people are at the centre of improvement planning and service design.

Our commitment to address these inequalities is reflected in the identification of Corporate Parenting as one of our 5 **Strategic Priorities**.

Case Study

Stacey came to live with her foster carer at 13 years of age following a family breakdown. She was supported to continue her education and her local school and successfully completed her National 5 curriculum. Stacey returned home for a period just prior to her 16th birthday which unfortunately did not work out in the longer terms. Stacey now lives with an Aberdeenshire Supported Lodging Carer and is attending college. She wants to be a nurse and through Our Family Firm secured work experience in a local hospital impressing both staff and patients. Stacey continues to be supported by the Through Care Team and is making tremendous strides towards fulfilling her ambition with the right support.

Young Carers

Young Carers are children and young people with caring responsibilities who provide a vital source of support to their families who may, through illness or disability, be finding it difficult to cope. They may be providing this support to parents, grandparents or siblings, sometimes at the expense of their own educational, health or wellbeing needs.

We are therefore committed to identifying and supporting Young Carers. We know there are likely to be many more than is presently known, with self-reported figures showing that the numbers of carers may be around 2000 in Aberdeenshire.

Quarriers' Aberdeenshire Young Carer Support Service was supporting 281 young carers at the end of December 2019, but actively supports at least 200 young carers at any given time.

Since April 2018, 138 new young carers have been referred to the service and 95 of those are still actively involved with the service.

Case Study

Lisa is a young carer who provides daily support to her brother who has autism. Lisa often says that family life revolves around what her brother will do and places he will go, with trips often being brought to an end if her brother is just not managing. Lisa gets very little one to one time with either of her parents. An individual budget via self-directed support has been put in place to provide a Live Life Aberdeenshire family membership which provides opportunities for Lisa to spend time with her friends, or have one to one time with a parent and is helping to strengthen the relationship Lisa has with her brother as they are able to do fun things together.

Lisa's physical and mental health are benefiting from regular exercise and fun and Lisa says it provides her with some "me" time away from my caring role.

Further details pertaining to the work of the Young Carers Strategy Group can be found on page 38.

Views of Children & Families.

It is impossible to generalise about the views and aspirations of all children and young people across Aberdeenshire, but we know through surveys that they report a number of common themes.

2401 young people (16% of all Aberdeenshire Academy pupils) completed the Aberdeenshire Youth Forum survey on '**Young People's Views on their Communities in Aberdeenshire**' giving us an insight into: what they like; what they are concerned about; and their interest in working with others to improve their communities.

The top things that young people like about their community are:

- Green Spaces
- Community Facilities
- Opportunities for Young People
- Schools

The top issues for young people in their communities are:

1. Drugs
2. Bullying and Alcohol (Joint second)
3. Transport
4. Internet Access

The survey findings are broken down into the 17 learning communities and number 1 issue in 16 of the 17 learning communities is **drugs**.

Significantly 75% of young people who responded think it is important to work together with adults to improve the community.

Our Strategic Priorities

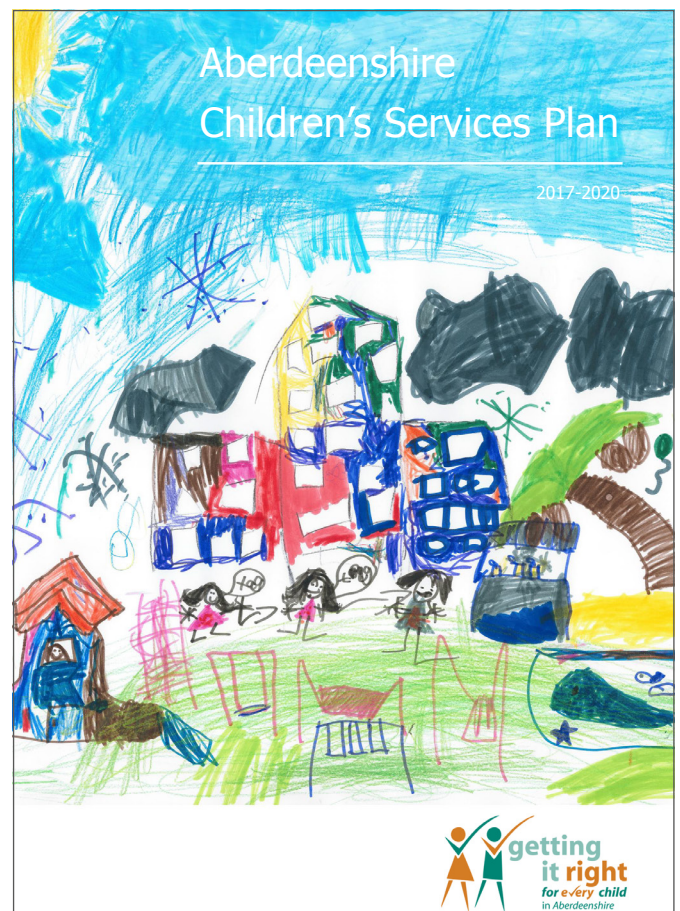
Five key priorities were identified for our 2017-2020 Plan and it is our intention to maintain these same priorities for the next three years. This is based on expertise and knowledge from partner organisations, front line practitioners, service feedback and most importantly the views of children, young people and families as part of a formal consultation process.

For each priority, a multi-agency action plan set out specific actions and provided a framework for measuring progress. These Plans have now evolved to form our Strategic Plans for 2020-2023 (Appendix 1)

The 5 Priorities are:

- #1.** Providing help for care experienced children & young people (Corporate Parenting)
- #2.** Drive early intervention and prevention to support children and young people affected by their own, or someone else's drug or alcohol use.
- #3.** Supporting children with a disability and their families
- #4.** Making sure children get the best start in life by giving the best support to families in the early years (children aged 0 to 8 years old)
- #5.** Helping children & young people enjoy great mental health and wellbeing.

Multi- agency thematic groups lead the work around the priority area and are required to publish an annual report on their progress. Links to the annual reports are included within each priority below.



Providing help for care experienced children & young people (called Corporate Parenting)

Our looked after young people told us that a good corporate parent is:



When Aberdeenshire Council and people who work there act as our parent and takes responsibility for doing everything that a good parent should do, for looked after children and care leavers



The work of the Corporate Parenting Leads group has focussed on the following 5 priorities.

Care Experienced Children and Young People:

1. Are at the heart of decision making in relation to all aspects of their lives and are supported to make their views and wishes heard.
2. Are supported to feel safe and secure in their placements and involved in their wider communities.
3. Have access to good health and wellbeing services and are enabled to become responsible for their own health and wellbeing. They will know their health history, in particular when leaving care.
4. Have the best opportunities to fulfil their potential, and that we have high aspirations for their futures, with the right support being offered, at the right time.
5. will be prepared for further education, employment and independent living, ensuring they have suitable accommodation, and are able to live independently with limited but accessible and appropriate support, and experience greater stability.

Our annual reports [2017/18](#), [2018/19](#) & [2019/20](#) highlight what we have achieved over the last 3 years including:

- We have celebrated the successes of CEYP individually and as part of a bespoke 'Celebrating Success Event' which will be repeated every three years
- We have recruited a Virtual Head Teacher to support attainment in education for CEYP
- CEYP have been consistently involved in

#1

service improvement, recruitment and training.

- Young people's voices are heard individually in relation to their own lives and collectively in relation to service planning and improvement
- No young people at the point of leaving care have been placed in a B&B accommodation
- We have supported an increased number of care leavers to sustain their own tenancies and increased choice for care leavers through a suite of supportive accommodation for care leavers
- We have worked with our care leavers to support a return to the Service at times they most need support and have seen an increased up take in this offer.
- We have increased the number of young people being supported to remain in their placements under continuing care beyond 18 years of age
- We have provided bespoke work experience opportunities for CEYP to increase their confidence and skills in the workplace
- We have developed training for anyone working with CEYP to enable a better understanding of the challenges they face and how we work together to support and improve outcomes
- We have invested in mentoring for CEYP through MCR Pathways with positive feedback on direct impact on wellbeing.
- We are prioritising mental health screening and support for CEYP when first accommodated resulting in earlier intervention and support

Next Steps

Whilst we have made significant strides to improve outcomes for Care Experienced Young People, our young people tell us alongside the [Care Review](#) which published its findings in February 2019, that we are not there yet and further work is required. Our next plan will be built on the 5 foundations of the Care Review:

Voice - Children must be listened to and meaningfully and appropriately involved in decision-making about their care

Family - Where children are safe in their families and feel loved they must stay – and families must be given support together to nurture that love and overcome the difficulties which get in the way.

Care - Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so and belong to a loving home, staying there for as long as needed.

People - The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.

Scaffolding - Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

Drive early intervention and prevention to support children and young people affected by their own, or someone else's drug or alcohol use

The work of the Substance Misuse Thematic Group has focussed on the following three priorities:

- Improving information and supports available to children, young people, and families
- Supporting collaboration between adult and children's services to address the impact of substance use on families
- Addressing workforce development needs in relation to supporting children, young people and families in relation to substance use.

Our annual reports [2017/18](#), [2018/19](#) & [2019/20](#) highlight what we have achieved over the last 3 years including:

- A range of public health resources and local information on alcohol and substance has been produced and is available to frontline staff to signpost and/or refer parents to drug and alcohol services
- Aberdeenshire Young people have been supported to create what their own social media messages about the risks associated with drugs and alcohol are
- Police Scotland are delivering SLIDE in schools to raise awareness of the risks of drug use and involvement in Serious and Organised Crime.
- Use of the Fearless helpline is being promoted amongst school pupils and parents.
- In collaboration with Crew 2000, Police Scotland School Liaison Officers co-produced materials which reflect the new drugs available to young people to be delivered across all schools in Aberdeenshire.
- Drug awareness training and intervention workshops were delivered in Peterhead Academy and are due to be rolled out to six further schools.
- Further local delivery of drug awareness/information events have taken place in schools across Aberdeenshire to support parents and communities understand, signpost and tackle drug and alcohol related issues.
- A Corra Foundation funded project has been established in Inverurie Academy to work directly with young people as an early intervention initiative.
- Aberdeenshire Alcohol and Drug Partnership has funded a Diversionary Project delivered by Police Scotland in Central

Aberdeenshire for young people who are at risk of school exclusion or have been excluded from school and are known to be at risk due to drug and alcohol issues.

- A multi-agency represented Operational and Strategic Oversight Group has been established in relation to the impact of Serious Organised Crime relating to drug supply and associated risks to children, young people, vulnerable adults and our communities in Aberdeenshire.
- Targeted joint social and police early intervention and prevention initiatives at annual summer Games and Shows providing direct intervention and in some situations follow on provision of support to young people seen to be affected by drugs and alcohol.

Next Steps:

Whilst we have made significant strides to improve our approach to supporting children, young people, families, schools and communities to be safe places, free from the impact of drug and alcohol harm, we are not there yet, and further work is required.

Our next three-year plan will build on the foundation work described above to develop locally informed practice and more effective ways of working with our children, young people and families including:

- Workforce Wide Training Needs Analysis to inform the development of a tiered learning and development suite of resources to support the increased knowledge and skills of our workforce.
- A Children's and Young Persons Needs Analysis inform what our children and young people require at each stage in their development and growth to be safe from the impact of drugs and alcohol.
- Support the continuation and expansion of the Police Scotland Diversionary Project to locations in North Aberdeenshire.
- Support the continuation and expansion of the ADA Early Intervention Initiative in targeted Secondary School locations.
- Using the public health approach to support six pilot schools to be safe places, free from the impact of drug harms through a series of workshops and training events delivered by Crew 2000 to teachers, young people and parents.
- School resources and lessons plans to be developed in collaboration with Crew 2000 and our young people to reflect Aberdeenshire trends and to replace the out of date "PSE" model.
- Develop networks of peer educators to work in their school localities
- Roll out all of the above across the whole schools system in Aberdeenshire in the next three years.

Supporting children with a disability and their families

The work of the children with a Disability Thematic Subgroup has a focus on actively seeking, promoting and supporting high quality outcomes for disabled children and young people in Aberdeenshire.

In particular, the group has focussed on the following three priorities:

- Child Protection and Disability
- Multi-agency Pathways and processes for Autism Spectrum Condition (ASC)
- Post-School Transitions for Young People with Disabilities

Our annual reports [2017/18](#), [2018/19](#) & [2019/20](#) highlight what we have achieved over the last 3 years including:

- The Wrap-Around Care Model is implemented in 6 of the 9 areas of Aberdeenshire. This has improved the range of support available to young people with complex needs in a safe environment.
- The number of children supported through a Self-Directed Support package has continued to grow, providing flexibility in the way in which families are empowered to access a range of support which meets individual need
- Development of a range of ALDO Online Learning and Development Modules including 'Understanding Sensory Behaviours (4 modules); Autism for Pupil Support Assistants and; Health and Social Care courses on Autism'
- Strengthened our commitment to 'autism friendly schools.'
- Children's Services to Adult Services Framework and Post-16 Transitions Framework in 2017
- Promotion of the use of the Autism Toolbox and the suite of guidance available for schools. These include support strategies for children and young people, supported by online learning and face-to-face training.

Next Steps

The service representatives of the Children with a Disability group have worked hard to achieve the aims which have been reported on over the past three years. The group is committed to further promoting and supporting high quality outcomes for disabled children and young people in Aberdeenshire.

Whilst we have made significant strides to improve outcomes for children with disabilities, we are not there yet, and further work is required: Our next plan will focus on:

- Improving outcomes for individuals with autism and to contributing to the promotion and implementation of the future Aberdeenshire Autism strategy post 2021.
- We will also strive to improve outcomes for children and young people with a disability in the transition to adulthood.

To do this we will:

- Ensure the views of the child is at the heart of service design and planning
- Ensure the workstream has appropriate representation from key partners
- Continue to develop evidence-based resources around autism and anxiety
- Evaluate our online ALDO Sensory Training to assess its impact on practice

Supporting our youngest children (0 – 8 years old) to have the best start in life and achieve their full potential.

The Early Years Strategy Group (EYSG) supports a multi-agency approach, working in partnership to build resilience, promote wellbeing and meet the needs of children and families. The group aims to provide guidance and support to staff working directly with 0 – 8s to ensure that they have high expectations for all children and facilitate early interventions which have maximum impact on outcomes and improve life chances.

The EYSG aims to support continuous improvement and transformational change to positively impact on outcomes for children. In the last 3 years the agreed priorities have been:

- Develop and support early years forums
- Support language and communication skills in early years prior to starting school
- Community connectiveness to promote child's wellbeing and lifelong learning
- Parenting Support
- Play

Our annual reports [2017/18](#), [2018/19](#) & [2019/20](#) highlight what we have achieved over the last 3 years including:

- A celebration event was hosted in Summer 2018, which shared good practice across the Early years Forums.
- The Northern Alliance as a whole has reported a closing of the gap in children's average Phonological Awareness scores between children living in the most deprived areas compared with children living in the medium and least deprived areas by the end of the P1 school year.
- The average "gaps" in children's tripod grasp and pencil control skills, which are foundations of handwriting, have been eliminated.
- 82 early years practitioners from 8 schools have been trained and supported to use Talk Boost.
- This is a targeted intervention that narrows the gap in identified children with language delay and their peers
- The Scottish Book Trust's Bookbug Programme continues to be maintained and developed across Aberdeenshire.
- From April 2018 to March 2019, a total of 4779 Bookbug Baby (and 14 Gaelic Baby), 4990 Toddler (and 4 Gaelic Toddler) and 3074 Explorer (2 Gaelic Explorer) bags were gifted to children in Aberdeenshire.

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- As a result of work with Aberdeenshire, development of *Aberdeenshire Family Information Service* (AFIS) and ALISS (A Local Information System for Scotland) has been progressed to newly include Children & Families Services.
 - Early Years Strategy Group has overseen provision of training for Early Years practitioners and delivery of specific parenting programmes, namely Triple P, PEEP and Infant Massage.
 - 15 Early Years practitioners have been trained on North East Scotland Outdoor Learning Group's (NESOLG) Early Years in Nature course over 2018/2019.
 - Pop up Play sessions have been provided by partners during school holiday times
 - Aberdeenshire PoPP continues to deliver high quality parenting support to families with children with behavioural issues. Improvements reported by Aberdeenshire families are better than the national average.
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Next Steps

Whilst we have made significant strides to support resilience in families and promote wellbeing, further work is required on improving early intervention to address the impact of inequality which remains a priority for Children's Services Planning.

Our next 3-year plan will focus on:

- Measuring whole-system impact on early intervention and support for children and their families to reduce inequalities and narrow the gap in educational attainment
- Further developing the professional learning opportunities to determine a consistent and collaborative approach to achieving early interventions for children and families, across the multi-agency workforce
- Continuing to build capacity within the multi-agency workforce to provide interventions that improve outcomes for children and families
- Increasing accessibility of information which promotes improved health and wellbeing, to our multi-agency workforce, children and their families

Helping children & young people enjoy great mental health and wellbeing.

The vision of the Mental Health Group is that Aberdeenshire's Children and Young people are mentally flourishing. The broad aims of the group are to:

- Improve outcomes in all children and young people's mental health and wellbeing (with particular consideration of the most vulnerable, such as care experienced children)
- Ensure children and young people's voices are listened to when planning services
- Support increased confidence in the multi-agency workforce, parents and carers, in promoting positive mental health and wellbeing, and when supporting children and young people experiencing difficulties
- Improve awareness of mental health and wellbeing provision for children and young people, and how to access this
- Remove and overcome any barriers and stigma encountered by children and young people who experience mental health problems
- Ensure lifelong learning, and engagement at key stages, supports children and young people's development of skills and knowledge, with increased capacity to face the challenges of life which can impact mental health

Our annual reports [2017/18](#), [2018/19](#) & [2019/20](#) highlight what we have achieved over the last 3 years including:

- Senior pupils from Inverurie Academy played a key role in the creation of a film that aims to highlight the importance of **Leadership in improving mental health outcomes**. The film will be promoted across Aberdeenshire during 2019/2020.
- Young people from Mearns Youth Forum co-produced a Year of Young People #YOYP218 Signature Event with a theme of Mental Health and Wellbeing Awareness.
- Development of the multi-agency professional learning matrix, which identifies minimum levels of mental health training for all adults who come into contact with children and young people as part of their jobs
- A presentation on *Aberdeenshire's Health and Wellbeing Strategy* was delivered to approximately 250 cross-service managers and leaders to raise awareness of the Strategy, the tool, and the wider work of the Mental Health and Wellbeing Thematic Subgroup.
- Piloting the Let's Introduce Anxiety Management (LIAM) Project across 5 Aberdeenshire Localities supporting children and young people who are experiencing anxiety that does not meet the criteria for a CAMHS referral, by using a Cognitive Behaviour Therapy (CBT) informed approach.

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Next Steps

Whilst we have made progress in building capacity to improve mental health and wellbeing outcomes for children and young people in Aberdeenshire, further work is required, and Mental Health and Wellbeing remains a priority for Children's Services Planning.

Our next 3-year plan will focus on:

- Measuring whole-system impact on children & young people's mental health
- Further developing the professional learning matrix which sets out core mental health professional learning recommendations for the multi-agency workforce
- Continuing to build capacity within the multi-agency workforce to support children and young people who are experiencing anxiety
- Developing a trauma-informed and responsive multi-agency workforce, which is capable of recognising where people are affected by trauma and adversity, that can respond in ways that prevent further harm and support recovery, and that can address inequalities and improve life chances
- Increasing accessibility of information about supporting children and young people's mental health and wellbeing



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Summary of Multi-agency contributions to the ambition of the Children's Services Plan

This section of our Plan provides examples of how partnerships are working together to achieve our ambition to safeguard, support and promote wellbeing in children and young people. Examples demonstrate how our understanding of data and intelligence has informed planning to facilitate the shift of resources towards preventative and early intervention options.



Aberdeenshire Voluntary Action (AVA) is Aberdeenshire's Third Sector Interface (TSI) and is viewed by the Scottish Government as the local connector and supporter of the Third Sector.

The Third Sector (comprising community groups, voluntary organisations, charities, social enterprises, co-operatives and individual volunteers) delivers a range of services in Aberdeenshire for children, young people, parents and carers. Universal and targeted services range from early intervention and prevention, to ongoing and crisis support.

AVA is responsible for connecting the voice of these organisations at strategic (Local Authority) level, and for supporting them to be better governed, better funded, and more visible. Demand for development and strategic operations support continues, along with raising awareness of policy and practice in the sector, and signposting to funding streams, often via AVA's funding officer.

Operationally, AVA's 'Children and Vulnerable People' Forum allows organisations to engage in consultation and exchange of information and knowledge; the forum aims to enable participating organisations to work together to build third sector capacity and influence strategic decision-making.

Additionally, specific one-to-one support has been requested by organisations, as well as facilitation of sessions around measuring impact, which AVA has provided and continues to develop.

In a changing policy and legislative environment, with increasing demand and expectations on services, and budgetary pressures on both public and third sector organisations; the importance of collaborative partnership working and third sector service delivery is required more than ever to meet the needs of Aberdeenshire's children & families.



Aberdeenshire Council is an active member of the Regional Improvement Collaborative – [The Northern Alliance](#). The Regional Improvement Collaborative brings together eight local authorities across the North and West of Scotland with a shared vision to improve the educational and life chances of our children and young people

The Northern Alliance works to develop a culture of collaboration, sharing expertise and creating local and

regional networks. Equity in educational outcomes, with a focus on poverty related attainment continues to feature centrally in the work of the collaborative

Over the past three years the Northern Alliance has made progress in many areas from which Aberdeenshire benefits as a member including;

- Development of an Emerging Literacy in Early Learning and Childcare (ELC) Online Professional Learning Toolkit. This is designed to support ELC settings through self-facilitated professional learning in taking a developmental approach to Emerging Literacy.
- A Community Learning and Development (CLD) Family Learning pack distributed across all 8 authorities creating coherent approaches.
- e-Learning initiatives across the Northern Alliance attracting attention from throughout Scotland, and from educationalists from places such as Japan, Australia, America, Wales, Ireland and the Channel Isles, with delivery of 28 certificated subjects across the authorities.
- Opening of the Northern Alliance Learning Hub in conjunction with the University of Aberdeen creating access to professional learning across geographic boundaries
- GLOW SharePoint developments increasing access to professional learning and resources
- A Youth Conference attracting almost 90 young people from across the region strengthening youth voice and informing regional planning



The collective responsibilities for the [Aberdeenshire Child Protection Committee \(CPC\)](#), are described as the functions of a Committee, and are identified in the National Guidance for Child Protection in Scotland (2014) as:

- Continuous Improvement
- Strategic Planning
- Public Information and Communication

The CPC has a key role to play in the continuous improvement of child protection policy and practice in Aberdeenshire. Over the past three years, the CPC has focused improvement activity around the following areas:

- Initial Referral Discussions (IRD) - the provision of a consistent child protection response
- Domestic Abuse and the Protection of Children
- Child Sexual Exploitation
- Child Protection Practice with regard to children with disabilities
- Learning and Evaluating our joint responses with regard to the Toxic Trio*
- Learning from Case Reviews particularly in relation to neglect
- Child Protection Case Conference processes
- CPC Self-Evaluation

Our annual reports [2017 & 2018 - 20](#) highlight what we have achieved over the last 3 years including:

- Creation and implementation of a [Child Protection Improvement Plan](#) to inform and provide scrutiny to improvement activity based on prevention, early intervention and response.
- Creation and implementation of [Quality Assurance Strategy](#) and [Action Plan](#) to embed a quality assurance cycle as fundamental to our core business
- Improved our use of data to inform service delivery and improvement activity as part of the National Minimum Data Set launched by Celcis in 2019.
- Embedded monthly quality assurance of 5 Initial Referral Discussions (IRDs) to inform multi-agency improvement activity resulting in an improved process, information sharing, and timescales.
- Multi-agency co-production of [Domestic Abuse and the Protection of Children Multi-Agency Guidance - July 2018](#) to support our ambition whereby the workforce understands the impact of domestic abuse on children and non-abusing parents/carer's when carrying out an assessment to determine risk
- Created a wide range of practitioner resources for use by all statutory and partner services specific to children with disabilities
- Incorporated disability awareness into Joint Investigative Interview Training (JIIT) for Child Protection Investigations.
- A North Aberdeenshire Early Years Self-Evaluation was undertaken to understand 'how well do our key processes to protect very young children' which highlighted key strengths around children being referred to Children's Services Social Work timeously where any of the toxic trio* factors were present. The evaluation evidenced that children were safer as a result of the interventions.
- Co-production of a new Home Conditions Assessment Tool and subsequent workshops delivered following learning from two Initial Case Reviews undertaken in Aberdeenshire (February 2017, November 2018) which identified that there was no universal tool in Aberdeenshire to assess and monitor home conditions

*The term 'Toxic Trio' has been used to describe the issues of domestic abuse, mental ill-health and substance misuse which have been identified as common features of families where harm to children and adults has occurred.

Next Steps

Aberdeenshire CPC is committed to continuous improvement through quality assurance and self-evaluation and continually strives for excellence which will directly improve the experience, support and outcomes for children and families across Aberdeenshire. This will be achieved by further developing the risk register and improvement plan in response to learning through our quality assurance processes. In particular the CPC is strengthening the response to neglect through the development of a neglect working group and toolkit. The work of the CPC will be progressed through five sub groups:

- Data & self-evaluation
- Operations & Practice
- Childhood Sexual Exploitation
- Learning & Development
- Neglect

Whole Systems Approach/Youth Justice

The ambition of the Whole Systems Approach/Youth Justice Multi- Agency Workstream is to reduce offending through diversionary and early and effective intervention activities and target individual offending by advancing the Whole Systems Approach (WSA) and improving life chances.

The Key Aims of the workstream are:

- To work with youth justice partners to raise awareness and support staff skills around WSA, wellbeing and preventative approaches to youth justice in line with the national strategy for Community Justice and early effective intervention to children and young people involved with or at risk of offending behaviour.
- To keep children and young people out of the criminal justice system where possible.
- Increase positive destinations post-school for young people involved in youth offending.
- Continued implementation and advancement of the Whole System Approach in Aberdeenshire to reduce reoffending
- Increase opportunities for children & young people to express views on service planning and provision

Our Annual Reports [2017/18](#), [2018/19](#) & [2019/20](#) provide further detail but in summary, over the last 3 years we have achieved the following:

- Training has focussed on upskilling staff to work with teenagers through the delivery of specific sessions including: 'Improving Practice for Girls,' 'Engaging Young People in Change' and ASSET training (youth offending assessment), and Care and Risk Management (CARM) workshops
- A refresh of Whole Systems Approach, and Care and Risk Management (CARM) practice Guidance was completed.
- Contribution to Aberdeenshire Child Protection Committee's *Working with Children and Young People Displaying Harmful Sexual Behaviours: Practice Guide*. Leaflets have also been developed to provide information to parents and young people involved with the CARM process.
- Ongoing commitment to the delivery of the 'Mentors for Violence Prevention Programme', - a peer-education programme training young people to increase awareness of bullying and gender-based violence. Mentors are supported to deliver sessions in PSE classes within Academies, and this is delivered in partnership with school colleagues.
- Aberdeenshire's Criminal Justice Social Work Service has reconfigured over 2018/19 to enable workers to specifically work with young people and increase their knowledge of the needs and issues experienced for that age-group of young people, as well as enabling good connections with other relevant services.

- Data indicates a positive impact of multi-agency activity resulting in a year on year reduction in the number of children and young people committing offences.
- Scottish Government funding to support regeneration and expansion of the Whole Systems Approach in Scotland enabled the recruitment of a Strategic Development Officer to lead on this work which has led to the multi-agency development of the three new workstreams outlined below.

Our [Action Plan](#) outlines our next steps which include:

- Creation of wrap around, sustained and intensive work with children and families before crisis and who are likely to be demonstrating early indicators of being in need of support.
- Creation of wrap around, sustained and intensive work with children and young people 12 – 25 who are either in care, on the edge of care or edging to care, or have recently moved to supported or independent accommodation, who are at risk of offending or who have started to offend.
- Work with partners locally, CYCJ and national organisations to help influence a change in the Lord Advocates guidelines which currently catapults 16 plus years into the adult criminal justice system.

Young Carers

The ambition of the Young Carers Multi-Agency workstream is to ensure that young carers are valued as children as well as carers and are helped to realise their potential.

The Young Carer Service was recently out to tender due to the current contract coming to an end on 31 March 2020. It was agreed that Aberdeenshire benefits from having one provider for both adult and young carers, therefore the tender specification was designed to have one provider for all unpaid carers.

Quarriers was successful in their bid to provide the Aberdeenshire Carer Service from 01 April 2020 and will be the provider for four years.

The Key Aims of the workstream are:

- To ensure that young carers are identified in universal services using the process outlined in the GIRFEC Guidance and Young Carers Toolkit
- To ensure that young carers can access appropriate support
- To ensure that systems for gathering and collating information about young carers in Aberdeenshire are in place
- To provide leadership to support services
- To review the Strategy for Young Carers

Our Annual Reports [2017/18](#), [2018/19](#) & [2019/20](#) provide further detail but in summary, over the last 3 years we have achieved the following:

- We have successfully promoted awareness of young carers and seen a rise in the number of young carers being supported by Quarriers Aberdeenshire Young Carer Support Service.
- The Service has supported young carers to engage with the Young Scot Team to explore what discounts could be added to the Young Scot Card
- Over 130 Aberdeenshire young carers have participated in more than 160 learning opportunities or events facilitated by Quarriers Young Carer Service.

- A group of young carers have been involved with Aberdeenshire's Learning and Development Online team to create a video which highlights the roles and tasks undertaken by young carers
- A group of young carers from Mackie Academy are currently working with Foyer Creative Design to produce a range of materials for young carers, education and social work staff and members of the public to increase awareness of young carers and the support that is available to them.

Our [Action Plan](#) outlines our next steps which include:

- To review and refresh the Young Carers Strategy for 2020 – 2023 alongside young carers
- Relaunch of the refreshed Young Carer Toolkit within Education
- All schools to appoint a young carer champion
- Peer support groups will be developed within schools and the Quarriers Carer Support Service where there is an identified need

Child Sexual Exploitation Partnership Group

A multi-agency Child Sexual Exploitation (CSE) working group has been developed to support an analysis and understanding of Child Sexual Exploitation in Aberdeenshire and drive improvement Activity. The CSE Working group workplan is underpinned by the "Child Sexual Exploitation: Core Components checklist for Child Protection Committees" (2017) where early intervention and prevention are key.

The achievements of the CSE work working over the past three years include:

- The development and promotion of the 'Aberdeenshire CSE Easy Read Practitioner Guide of Recognise, Report, Record' has assisted in raising awareness and professional understanding of CSE.
- The Green Light Project and Barnardo's CSE worker have provided sessions and guidance for communities and services across Aberdeenshire.
- The Grampian Rape Crisis Sexual Prevention Worker has undertaken raising awareness sessions in schools across Aberdeenshire through sessions with children and young people, including consent and relationships.
- School sessions have been under delivered by Police School Liaison Officers deliver sessions in schools; linking with school nurses to ensure awareness of any issues following the sessions.
- SHARE (sexual health awareness and relationship) modules are delivered across secondary schools across Aberdeenshire.
- The Mentors against Violence peer scheme has been put in place across 12 Academies in Aberdeenshire.
- A Self-evaluation activity was undertaken with a South Aberdeenshire parent council on their awareness and understanding of CSE. This has helped to inform future work on learning and awareness raising. One of the main discussion points was that parents and carers will use internet search engines to find out more information on what CSE is and where to get help.
- CSE is a standing item for team meetings, for our Aberdeenshire Council children and young people's residential units

- In partnership with Community Learning and Development, work continues in North Aberdeenshire re exploitation and cuckooing. This includes Police, Criminal Justice Social Work, Health and Education and Children’s services. This has raised awareness of the link between exploitation in its widest sense (including criminal, labour and sexual) and trafficking.
- The Facebook multi-agency live chat event in March 2018 attracted 44,000 views.
- Night watch cards – these were distributed through adult service and licencing colleagues at the summer agricultural shows and town centre patrols. Anecdotal evidence highlighted large numbers of young people attending the shows and ensuring awareness of staff in safety and well-being of young people. This also highlighted the challenge of our rural setting and getting to events and home safely is a key factor for all our young people living in Aberdeenshire.

Key to the success of this work is the engagement of young people who have responded well to social media events and to small group sessions in residential units.

Next Steps

Our CSE Strategy was developed in 2017 and therefore in line with children’s services planning and in line with a new lead for the group, namely Police Scotland, we are reflecting on and refreshing our CSE Strategy and action plan.



The Aberdeenshire Violence Against Women Partnership (VAWP) brings together a range of statutory and voluntary agencies in Aberdeenshire with the aim of improving agency responses to women, children and young people who have experienced violence from a male perpetrator.

The Partnership is the multi-agency mechanism to deliver on *Equally Safe: Scotland’s strategy for preventing and eradicating violence against women and girls* at a local strategic level

Equally Safe has four key priorities:

1. Scottish society embraces equality and mutual respect and rejects all forms of violence against women and girls.
2. Women and girls thrive as equal citizens: socially, culturally, economically and politically.
3. Interventions are early and effective, preventing violence and maximising the safety and wellbeing of women, children and young people.
4. Men desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response.

In January 2020, the Partnership launched and published an [Action Plan](#) with a view to reporting annually on progress made. Early intervention and prevention are core to improving outcomes.

Summary of Single Service Contributions to the ambitions of the Children's Services Plan

Collaborative working is vital to improving wellbeing for children, young people and families. No service works in isolation. However, each service has a unique role to contribute to the bigger picture and this section of the report provides a summary of the unique contribution of key partners to the aims of the Plan: Early Intervention & Prevention, Integration, Best Value and Wellbeing.

Education

Core educational provision is delivered through Curriculum for Excellence providing broad general education up to S3 with the senior phase running for S4-6. Achievement is celebrated in its broadest sense, beyond formally assessed learning to include participation in activities such as volunteering and participation in arts, sport and community programmes to overall inequality by raising attainment for all and closing the attainment gap.

Schools work in a way which supports parents and carers in their vital role of helping children and young people's learning, choices and life chances through a firm commitment to parental engagement and participation and GIRFEC. Head Teachers and Guidance Teachers provide the Named Person role and are committed to the key principles of the GIRFEC approach.

Parental Engagement

Both globally and nationally, it is recognised that parents are the single most important influence on their children's development, learning and achievement. The involvement and engagement of parents in their children's learning is identified as a key element in raising attainment through support, help and encouragement given at home and whilst at school.

Parental engagement is one of the six drivers in Scotland's National Improvement Framework. The framework recognises that parental and family engagement is a key factor in helping all children achieve the positive outcomes whilst reducing inequity and narrowing the attainment gap.

Best Practice Examples of Prevention and Early Intervention

The Parental Engagement Support Hub Aberdeenshire (PESHA) was formed at the end of 2017 and has ensured that the views of schools, Parent Councils and parents have been considered in the creation and implementation of the Parental Involvement and Engagement action plan. Schools, Parent Councils and the wider parent group have positively engaged in the process using the underpinning principles of engagement and family learning through effective partnership working based on mutual respect and empowerment to raise aspirations and attainment of children and young people.

In 2018, the *Learning Together in Aberdeenshire: Parental Involvement and Engagement Strategy and Action Plan (2018-2021)* developed by the PESHA Team recognised the fundamental role family plays in supporting a child's education.

The work of the PESHA team has ensured that the views of schools, Parent Councils and parents have been considered in the creation and implementation of the Parental

Involvement and Engagement action plan.

Aberdeenshire's parents and carers participated in a national Parental Involvement and Engagement Census in June 2019. The response rate in Aberdeenshire was 8% in keeping with the national average. Schools have been given their own school data with the relevant sector data at an Aberdeenshire level of primary, secondary or special school to allow them to use as part of the school improvement planning process.

Further examples of Best Practice can be found in the section 'Learning & Education.'

NHS Grampian – Children's Health Services

In Aberdeenshire local Health and Wellbeing interventions are based on key public health priorities set out in the [Aberdeenshire Health Improvement plan 2019-20](#) which includes information on interventions with families/children.

Within Aberdeenshire services for children's health are delivered by a range of NHS Grampian practitioners and services, to support children from birth into adulthood at each stage of a child's life. The Aberdeenshire Health & Social Care Partnership (AHSCP) retains responsibility for some aspects of children services including Health visiting and School Nursing with clinical services overseen by the Child Health and Maternal Planning Group (CHAMP). This provides assurance to the NHS Board on a number of key Child Health themes and includes consideration of the effective delivery and performance reporting on the Aberdeenshire Children's Services Plans.

The Grampian Child Health Commissioner maintains an overview of children services relevant to Aberdeenshire and co-leads on a number of priority pieces of work across the Health & Social Care Partnership/Community Planning Partnerships (CPP), to offer services for early years, parenting support programmes and child poverty.

Child Health Services include:

A range of local **maternity service** provision is available to Aberdeenshire's children and families, in line with the principles of *The Best Start 5 year plan for maternity and neonatal services*. <https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland/>



Community Midwifery Unit (CMU) in Peterhead and Inverurie support women to receive antenatal, intra partum and post-natal care. This includes breast feeding support. This means continuity of care is a positive factor in supporting women and their families. Parent education classes are held twice per week, which pregnant women and their partners are encouraged to attend.

Health Visitor teams include community nurses and nursery nurses who support the health visitors deliver a core home visiting programme for all families. The Universal Health Visitor Pathway commenced across Scotland end 2016/ January 2017. This consists of 11 home visits, starting at 32 weeks during pregnancy and includes child health reviews to all families up to the child's first day at school. The Universal Pathway has been implemented incrementally in Aberdeenshire and the 27-month review assessment started in April (2019). Health Visitors provide the Named Person role and share key principles of the GIRFEC approach. Immunisations in Aberdeenshire presently remain

with health visiting and school nursing which includes new **immunisations** such as the HPV vaccine for boys, introduced in January 2020.

Aberdeenshire Health Visitors continue to support local Early Years Forums and GIRFEC groups; two team leaders chair GIRFEC groups. Team leaders support a range of local initiatives including Gender Based Violence, Bookbug, the Community Nursery Nurse Forum, Mental Health and Wellbeing, Infant Feeding groups and the School Nurse Forum are some examples.

An NHSG audit of Parents/Carers experiences of Health Visiting reported on in February 19 showed that 97% of parents/carers stated their Health Visitor was supportive and 97% stated they would contact their Health Visitor for advice.

School nurses focus on working with children, young people and families in a number of priority areas; care experienced children, mental health and wellbeing, substance misuse, domestic abuse, youth justice, young carers, homelessness, transitions, sexual health and child protection.

School nurses also promote wellbeing and early identification for school aged population, vulnerable children/families and those at risk of significant harm. They are key to reducing Adverse Childhood Experiences (ACEs) minimising the impact of health inequalities and promoting the health and wellbeing of Aberdeenshire's children and young people.

The **Speech and Language Therapy Service** is available to give advice and support to families and all those working with children and young people. Anyone with concerns can directly contact their local speech and language therapist for advice or to request support. Early intervention plays a key role in supporting play, speech, language and communication skills and can support a child reach their potential in daily activities.

Special posts include the **Public Protection Midwife supports staff** and promotes training and awareness raising around alcohol and pregnancy and the **Specialist Nurse for Child Protection**, provides support to Aberdeenshire staff involved in child protection, offering one to one support and supervision to health visitor/school nurse team leaders and others in relation to complex child protection issues.

Best Practice Examples of Early Intervention, Prevention & Targeted Support

Development of **Health Visiting Facebook Pages** across each of the six Aberdeenshire teams provides health information and locally available support Groups for families in the area. Banff has a Responsive Parenting group where the Health Visitors designed an evening workshop that is incorporated into the antenatal class programme for mums and dads to encourage more responsive parenting. This is associated with developing the social, emotional and cognitive skills and behaviors to promote the wellbeing of babies and children.



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The **UNITY Pregnancy Support Team** provides a safe, and individualised person-centred care for vulnerable women and their families where there are overlapping concerns relating to perinatal mental health, public protection and substance misuse.

The Grampian **Perinatal Mental Health Team** (PMH) provides assessment and advice on complex mental health needs, for women with a history of current or previous serious mental health illness. Women are currently referred to the community mental health team via their GP and the PMH specialist midwife.

The role of the specialist midwife helps to integrate mental health and maternity services as key within early intervention supports. Outreach specialist midwife support is available through health services to women in Aberdeenshire through clinics in Inverurie, Ellon, Peterhead, Buckie, Elgin, and Aberdeen.

The Family Nurse Partnership provides a behavioural change programme delivered through intensive home-visiting to young first-time mothers, by nurses trained in Motivational Interviewing techniques, using a strengths-based approach. A North Family Nurse Partnership team was setup in 2018 and all family nurse caseloads now only cross 1 local authority boundary with 2 nurses covering Aberdeenshire and Morayshire. A total of 119 families were enrolled between May 2015 and end of March 2019 with 69 families in Aberdeenshire recorded in May 2019.

Children's Services Social Work

At any one time the Children's Social Work Service provides support to around 2500 children and young people across Aberdeenshire with the ambition of safeguarding and promoting the wellbeing of children, young people and their families

The service comprises of twelve local Children & Families Teams, four residential Children's Homes, a Throughcare and Aftercare service, a Crises and Youth Services Team, an Out of Hours emergency service, as well as Family Placement Teams consisting of Adoption, Kinship and Fostering Services. The Wellbeing Team was added to the service in 2018, as a part of our commitment to prioritise young people's mental health.

The Service contributes to the Chief Social Work Officer [annual report](#) which provides an overview of the delivery of social work services across the council and community planning area.

The service has a strong commitment to listening and working together with families and partner providers/services, to enable sustained change that improves outcomes for children, young people and their families in need of support.

Summary of Improvement activities include:

- Supporting transitions from Children's Services to Adult Social Work for children with disabilities
- Engaging with families to promote and support change
- Promoting best practice in the representation of children and young people's views in assessment and planning
- Expansion of Wrap Around Care and Care at Home to support children and young people with additional support needs are now able to access social opportunities within their local communities.

- Promotion of Self-Directed Support and the introduction of pre-paid cards to families
- The development and implementation of a Quality Assurance Framework and Future Delivery Plan

Best Practice Examples of Early Intervention, Prevention & Targeted Support

Improving outcomes for Young People

Two teams in separate localities ran targeted programmes for groups of young people who were at risk of being placed in care due to their risk taking behaviours. Both groups had an emphasis on relationship building and mentoring through an activity-based approach and were facilitated in partnership with the Youth Services Team. One of the programmes included an educational element and served as a part of the Young Peoples' Flexible Learning Pathway. Outcomes from both groups were very positive with the young people engaging well. There was a significant reduction in the levels of offending in one area, and in both localities the young people were able to remain living with their families within their communities.

Another initiative involved one of the teams being able to locate funding and make links with a local beauty salon. This resulted in a group of young people who were not engaging with education to access work experience opportunities relating to the beauty industry providing them with an opportunity to build employability skills alongside increasing their sense of confidence and achievement.

Parents Support Group

Another Children & Families Team established a support group for parents attending supervised contact. The aim was to increase parents' knowledge regarding the purpose and importance of supervised contact, and to support their understanding of how it informs assessment and recommendations. Whilst the group was small, the feedback was positive, with attendees reporting that the group was valuable to them.

Active cooking Group.

This active cooking group has been developed to support a group of young people in developing relationships, new skills and learning around budgeting, meal planning and healthy eating. Unfortunately, the ten weekly sessions could not all be completed due to the Covid-19 pandemic. During the lockdown restrictions however, other creative ways have been utilised to engage children and young people in activities, including the facilitation of bake-off sessions through social media.

Drop-in Support

A drop-in support group for parents managing challenging behaviours or dealing with either their own or other household members mental health issues has been facilitated on an ongoing basis during term time by a local Children & Families Team. The feedback has been very positive, with some attendees stating that it is the only place they could turn to in times of need.

Lego Group

This programme set-up for a group of young people who with Autistic Spectrum Disorder, who had outgrown some of the other group activities available to them in their localities.

This was a very structured group where the young people were involved in agreeing the rules and boundaries and particular attention was given to continuity of staff. The young people received certificates for their achievements, and feedback from them and their parents was very positive.

Police Scotland, North East Division

Aberdeenshire's Local Policing Plan (2017-2020) is reflective of issues that are most important to our communities. Priorities of this plan include:

- Antisocial Behaviour, Violence and Disorder
- Road Safety and Road Crime
- Acquisitive Crime
- Protecting People at Risk of Harm

Excessive consumption of alcohol has a link with antisocial and violent crimes, and Police Scotland work in close alignment with Aberdeenshire Alcohol and Drugs Partnership, Community Safety Partnership and the Community Justice Partnership in action taken to address the LOIP Priority 'Changing Aberdeenshire's Relationship with Alcohol' and are key partners in addressing the 'Substance Misuse' strategic priority of Aberdeenshire's Children's Services Plan.

School Liaison/Based Officers.

Aberdeenshire has three school Liaison Officers covering North, South and Central Aberdeenshire. These officers are responsible for all secondary and their primary feeding schools and as required deliver input into schools on a specific topic which may be relevant to a particular school and community at a particular time.

In 2019, a School Based Officer was introduced to work at Peterhead Academy. This officer has proved incredibly worthwhile developing working relationships with teachers, parents and pupils

Best Practice Examples of Early Intervention, Prevention & Targeted Support

Some examples of work the School Based Officers have been involved include:

- Supporting the Peter Deen initiative run in partnership between Aberdeenshire Council and Aberdeen Football Club Community Trust.
- Engagement with young people during holiday periods by plain clothed Officers to break down any perceived barriers
- Working with pupils with behavioural issues in school where discussions are facilitated about the pressures of substance misuse and other topical issues.
- Promoting Police Scotland and holding events for those keen to be involved with the organisation once they leave Academy.
- Drug Box talks to raise awareness of what young people could be exposed to in the community/school and general discussion of legislation/police powers, myths and harm reduction (first aid).

- General Class Inputs covering hate crime, domestic violence, keeping safe and online safety and security.
- Park Smart is currently being introduced at two schools in Fraserburgh to educate and address illegal parking around schools. This will also be rolled out in Peterhead.
- The SLIDE, a drugs education program is currently being delivered by School Liaison officers and Community Beat Officers to academy pupils in line with ADP and substance misuse programmes. This year over 700 pupils have received this input in the Mintlaw/Peterhead area.

Police Scotland Youth Volunteers (PSYV)

PSYV is a uniformed youth organisation which develops positive interaction between the police, young people, and the rest of the community.

Youth Volunteers are aged 13 - 18 years old and take part in an extensive training and education programme. It is a requirement of each group that at least 25% of its youth volunteers have experience of one or more of a broad range of vulnerabilities. The aim of the programme is to develop the key skills of self-confidence, communication, team working and leadership.

In 2019 PSYV North Aberdeenshire volunteered 2000 hours over 41 events which included events at Aden Park, Fun Runs, leaflet drops, the Solheim cup and many other local and national events.

In August 2019, PSYV North Aberdeenshire attended the National PSYV Sports Competition at Tulliallan which saw 32 groups throughout Scotland compete in a series of sporting events. At the end of the grueling weekend PSYV North Aberdeenshire were crowned champions winning the overall competition.

Educational Psychology Service

[Aberdeenshire Educational Psychology Services](#) (EPS) has a vision of psychology being at the heart of learning, teaching and wellbeing, enabling all children and young people to develop the skills, confidence and resilience to flourish throughout life.

During 2019/20, Aberdeenshire's Educational Psychology Service (EPS) improvement activity has had a continued focus on contributing to three key outcomes:

- Improved attainment
- Equity for all
- Improvements in mental health outcomes for children and young people

In 2019 the Educational Psychology Service was awarded Customer Service Excellence re-accreditation by SGS. The service was described as having a deep understanding of, and commitment to, Customer Service Excellence at all levels of the organisation. Staff were commended for their insight into customer needs, and their enthusiasm and commitment to continuous improvement. The professionalism, politeness and friendliness of the team was noted to be consistently high.

Best Practice Examples of Early intervention, Prevention & Targeted Support

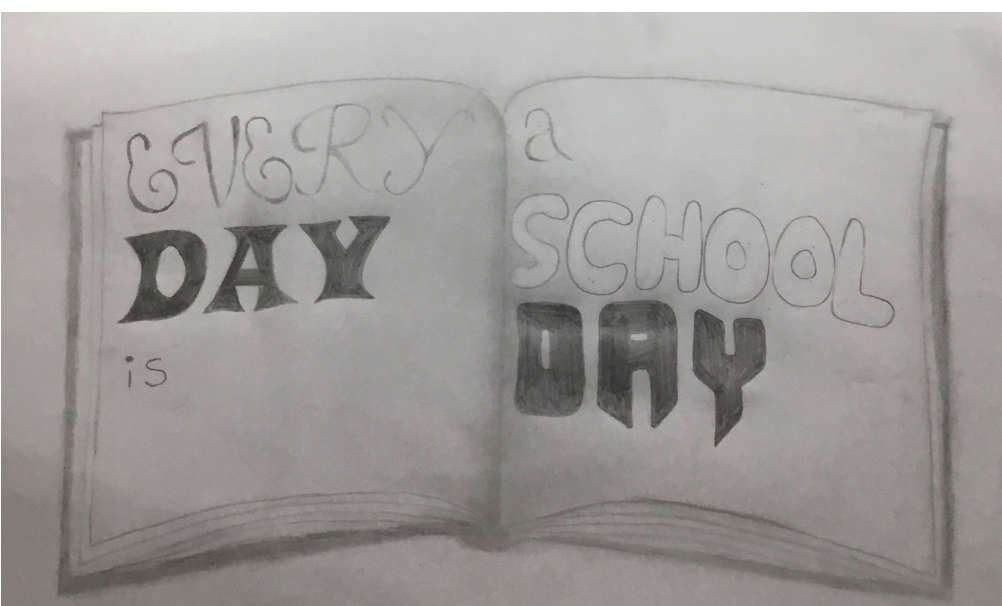
Informal consultation is a professional dialogue between an EP and another professional

with the aim of supporting reflective practice and identifying strategies that the member of staff can use to bring about positive change and improve outcomes. A small-scale sampling exercise suggested that other professionals find informal consultations useful: On a scale of 1 (not at all useful) to 10 (extremely useful), the mean rating given by school staff was 8.4.

Formal consultation explores and assesses concerns with the people who know a child or situation best, with a view to creating a shared understanding of the child or young person's needs and jointly creating a support plan. 562 formal consultations were carried out for individual children and young people last. A survey of Secondary DHTs indicated that 9/10 respondents valued Educational Psychology involvement in casework. In a telephone survey, all parents reported being satisfied with the Educational Psychology Service, and 80% felt that the Educational Psychologist had helped move on their child's learning and wellbeing.

The EPS provides **Career Long Professional Learning** (CLPL) opportunities to schools on a wide range of topics which contribute to Aberdeenshire strategic priorities:

- ECS Promoting Inclusion through Positive Relationships Strategy identifies Nurture, Solution-Oriented Practice, Restorative Practice and Resilience-building approaches as the foundations of universal inclusive practice. The EPS offers CLPL to schools on Universal Nurture, and Solution-Oriented Approaches, and continues to support the roll out of Restorative Practice training.
- ECS Enhanced Provision Model sets out the vision that all schools will be Dyslexia Friendly, Autism Friendly and Nurturing. The EPS offers CLPL to schools on Universal and Targeted Nurture. Following a previous focus on dyslexia, the current focus is now on improving autism friendly practices in schools.
- Raising attainment: Last year a Practitioner Enquiry approach was used to support School Leaders to encourage reflection on aspects of learning and teaching practice in their own context, implement practices which have an established evidence-base in relation to raising attainment, and to use data to evaluate the impact on their learners and inform next steps for their school.



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Live Life Aberdeenshire

Live Life Aberdeenshire (LLA) is Aberdeenshire Council's vehicle for delivery of culture and sport. LLA offers easily accessible high-quality experiences delivering improved health and wellbeing, fun and learning for everyone living in, working in or visiting Aberdeenshire. Programmes and activities are designed based on local knowledge and data opening up opportunities for participation in arts, heritage, learning and physical activities. LLA aims of delivering health and wellbeing and developing a sense of belonging to place and community sit well with the priorities for Children' Services.

Live Life Aberdeenshire includes Libraries, Museums, Heritage, Arts, Sports, Community Halls, Library and Information Services, and Macduff Aquarium. This provides opportunities and encouragement which support families to live active lifestyles and directly contributes to improved outcomes for children and young people in a number of ways, such as tackling childhood obesity, and improving mental health and wellbeing. Sport and culture are also recognised as playing a key role in raising levels of attainment and achievement for local children and young people.

Active Schools

Live Life Aberdeenshire's Active Schools Team works across primary and secondary schools, to coordinate activities which encourage children and young people to build physical activity into their daily lives and take part in a sport. Active Schools is funded jointly by SportScotland and Aberdeenshire Council with the main aim of getting children more active through physical activities in extra curriculum time. Active Schools give school-aged children the tools, motivation and opportunities to be more active throughout their school years and into adulthood.

Some important achievements through Active Schools are:

- 94% of directly delivered sessions - in 2019/20 are now undertaken by volunteers (5% higher than nationally).
- In 2019/20, there were 700 distinct deliverers running sessions through Active Schools.
- In 2019/20, 28% of the Aberdeenshire school-age population were taking part in Active Schools activities – although lower than nationally there has been a renewed focus on getting those not participating and the number is expected to increase.
- Equalities – there have been 341 children from low income families participating, 138 participants from Scottish Index of Multiple Deprivation (SIMD) quintile one and two, 2041 children with a defined disability, 1522 with ASN and 71 looked after children participating in Active Schools activities.
- School Sport Award – Aberdeenshire has 5 schools at Gold, 4 at Silver and 4 at Bronze which is an increase from 2018-19

Sports and physical activity making a difference to wellbeing

As part of Aberdeenshire Council's commitment towards the fulfilment of its key priorities and forming part of a wider Live Life Aberdeenshire strategy to encourage active lifestyles, Swim Aberdeenshire aims to establish the foundations for a lifetime of participation in aquatic activities. Swim Aberdeenshire has recorded over 368,000 attendances to children and young people in 2019/20 in 13 venues across Aberdeenshire. These include:

- 41,896 Adult & Child: For children aged 3+ months. These classes provide parents and carer with the skills to help develop water confidence and basic techniques to encourage independent visits to swimming pools.
- 44,525 Pre-school: The progressive step beyond adult and child, these classes introduce the child to learning in the water without their parent/carer.
- 268,460 Learn to swim: For school-age children delivered during term-time with additional intensive week-long courses during the school holidays.
- 8679 Rookie Lifesavers: For children aged 8-12years. These progressive lessons introduce learners to survival and basic rescue skills providing the initial step towards a potential career within our facilities.
- 800 1:1 or 1:2 These lessons are offered to participants who have struggled to progress or have specific additional needs in order that the learner can re-engage with wider group lessons.
- 3976 Holiday programmes: Activities for children and young people delivered at sports facilities during the Easter, Summer, and October holidays.

Museums Heritage and Arts – making an impact on wellbeing

High quality cultural activities for children, young people and their families are accessed through Aberdeenshire museums, theatres, schools, town halls and libraries. Some examples of successful interaction with the key services of Live Life Aberdeenshire are highlighted below.

The Performance and Event's programme in 2019/20 included 19 activities and four performances specifically linked to learning (critical thinking, skills development, problem solving, science, literacy and numeracy), in which @1130 children and their families participated. In addition, eight performances and six participatory activities provided entertainment for @1450 children and families.

Two exhibitions at the Arbuthnot Museum in Peterhead were specifically geared towards children and families; Vintage Toys and Timeless Treasures – the first attracting a total of 1,689 visitors, of which 825 (almost 50%) were children and the second over 1,600 visitors.

In 2019/20, 2700 young people collectively took part in Aberdeenshire's Youth Music Initiative (YMI) projects - young people who may not otherwise have opportunities to take part in quality music making. Young people in ASN schools and hubs have benefitted from specialist music input, allowing those with complex needs to enjoy creating music. Young people across Aberdeenshire have connected with their cultural heritage, learned new and old songs, composed and recorded music, learned and played instruments, worked together, discovered new talents, developed skills for work, grown in confidence and, most importantly, had fun in learning.

LLA's Media Unit supported four young people with work experience one apprentice placement, and delivered training for 30 National Progression Award (NPA) Film and Media students at Inverurie Academy, giving them experience of working with a camera and microphone to record shots for script to fulfil the Basic Video Camera Operations SCQF level 5. As part of LLA's second Across the Grain festival, celebrating local Doric culture and language and the north east's musical roots, The Royal Conservatoire of Scotland worked with 122 young people as part of 'Aabody Dance' in which professional choreographers, musicians and a filmmaker led sessions with playgroups and primary schools.

Housing

Aberdeenshire's Housing Service is proactively involved with Children's Services planning partners concerning the needs of local young people at risk of homelessness. A range of preventative, early intervention and crisis response action is being considered on a multi-agency basis.

Best Practice Examples of Early Intervention, Prevention & Targeted Support

The Youth Housing Forum meets regularly to discuss accommodation needs of young people leaving care and ensure that they do not come through a homeless route and to identify support for young people who have tenancies but are struggling to maintain. This has had a positive impact on ensuring our care leavers are offered the right support and the right type of accommodation at the right time and no care leavers have been placed in B&B accommodation directly from care as a result over the past two years.

Our ambition is to reduce the number of homeless presentations by 16/17 year-olds by 50% and develop a specialist mediation Service for young people and their families by working with young people at risk of homeless.

Supporting Young People to remain in their local communities

Two taster flats have been made available to support care leavers begin to build independent living skills enabling a young person to spend time in the flat practicing budgeting, cooking, cleaning and managing college or employment. Young people have found this immensely supportive and enabled partners to target support to the young person's needs.

A further resource has been identified to support teenagers on the edge of care. The accommodation will enable wrap around, intensive support for the young person and their family to reduce the likelihood of the young person becoming accommodated.

Grampian Fire & Rescue Service

As a statutory partner, the Scottish Fire and Rescue Service is committed to continued collaboration within the Community Planning Partnership to support the delivery of Local Outcome Improvement Plans and Locality Plans. Notwithstanding a lead role within Aberdeenshire Community Safety Partnership.

A key aim for us is to work together with communities to target our resources to where the need is greatest. It is fundamental that we invest in preventing the problems of the future through a strong commitment to early intervention and focus on "Place".

Best Practice Example of Early Intervention, Prevention & Targeted Support

The Fire Skills and our Youth Volunteer scheme programs are designed to be proactive in the communities. They deliver a high-quality learning experience to young people from a wide range of backgrounds including care experienced and young people finding engaging with education difficult. The young people on the course are nominated by either their school or programs they are attending e.g. PeterDeen, FraserDeen projects.

With inspirational leaders/instructors we strive towards an inclusive and exceptional learning experience that supports discipline, teamwork and success in our young people. To date we have completed 2 courses in Peterhead with a total of 22 students graduating and further programmes planned.

Engagement & Participation - Youth Voice

The participation and ongoing engagement of children and young people in matters that concern them is a fundamental children's rights and essential to children's services planning. It is vital that this process is ongoing and evidences our commitment to make full use of our young people's ideas, suggestions and asks.

The Community Learning and Development Service (CLD) works through adult and family learning, youth work and community development to change lives and strengthen communities in conjunction with partners and in line with strategic priorities.

CLD work with young people has particularly strengthened youth voice and representation, provided valuable support through learning, increased accreditation, opened doors to employment, addressed barriers and underpinned greater engagement of individuals, families and groups with other services and opportunities. There is a positive and developing [infrastructure](#) to youth voice and participation in Aberdeenshire.

Best Practice examples include:

During Year of Young People **52 Youth Voices** provided a platform for young people to share their hopes and aspirations and to tell the world what matters most to them – one every week for the year. Listen to [their voices](#) as they tell us what it is like to live and grow up in Aberdeenshire

Aberdeenshire Youth Council

A representative group of young people drawn from Aberdeenshire Youth Forum and supported by the Work with Young People Team who aim to inform and influence developments on a range of matters which are important to their peers. Matters discussed and raised have included transport issues, children's rights and the legacy from the highly successful Year of Young People. Their role in producing a Youth Charter for Aberdeenshire has led directly to full council endorsement, young people's involvement in budget setting and a role in informing decision making in council meetings and in community planning. The Charter featured as one of the top 20 pages accessed on the GIRFEC Website in 2018/19.

Aberdeenshire Youth Forum

Around 30 young people aged 12-21 years, who represent communities, schools, equality and specific interest groups conducted a survey in order to identify key issues affecting their peers. 16% of all Aberdeenshire secondary pupils responded (2401 young people). 3 key areas to be addressed were Drugs and alcohol, Bullying and Transport. These findings have been widely shared with agencies and organisations and are informing planning in schools and beyond.

Members of the Scottish Youth Parliament

CLD staff currently support 7 young people to perform an important role in communicating locality issues to the formal structure of the Scottish Youth Parliament. They are formally elected and link into a number of relevant bodies taking youth perspectives with them. They work hard and represent young people from across their constituencies ensuring local to national connections.

Community Youth Platforms

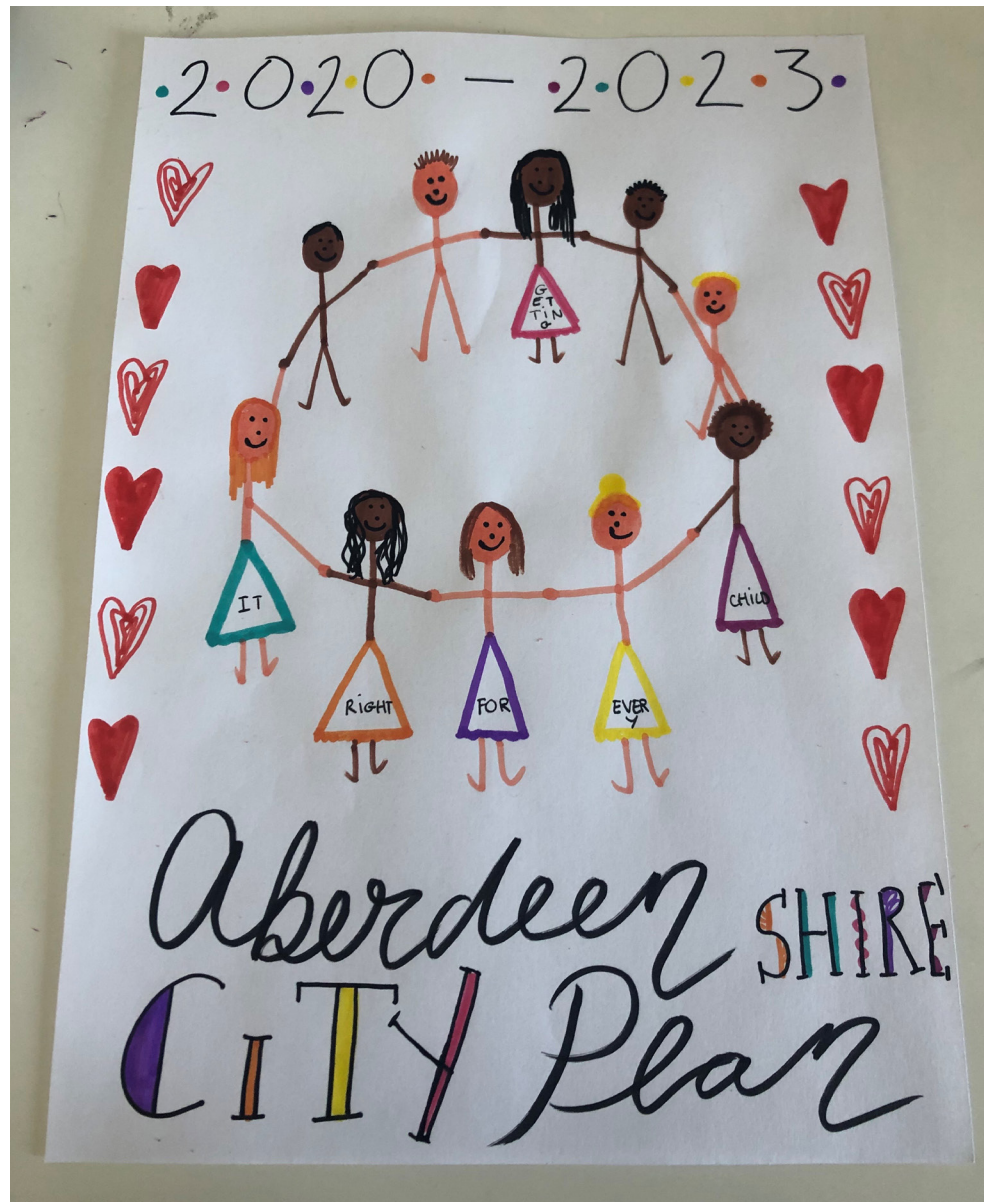
18 community youth platforms are now established across Aberdeenshire providing young people opportunities to discuss issues which matter to them in their local community and empowering them to take action. Examples include:

- Alford Youth Forum have developed a mental health resource pack to be used by young people struggling in classes. They have also been involved in setting up a group of young free runners to strengthen health and wellbeing
- Kemnay Youth Voice Matters have worked hard with members of Greener Kemnay to raise money and build a shed in community Garden which is in use for outdoor learning
- Mearns Youth Forum planned and delivered a Mental Health and Wellbeing Campaign

Youth Bank

The involvement of young people in developing and managing the Youth Bank, supported by CLD staff, has led to increased skills such as money management, decision making and project planning as well as ensuring best spend for resources in youth work settings across Aberdeenshire. Youth Bank has distributed and monitored funds to LGBT projects, youth work provision, a local skatepark, uniformed organisations, community gardens and volunteer events.

All of these groups played important roles in the **2018 Year of Young People** which raised the profile of young people across Aberdeenshire, brought together innovative and energetic ideas and action created a huge level of engagement and opportunity leaving a strong platform of legacy going forward. Young people are at the heart of planning around this.



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Pupil Participation Forum (PPF)

The PPF is a group of 68 young people, represented by 4 young people per secondary school. Young people choose to get involved and range from S1 to S6. They meet regularly to discuss issues of concern to them and are often used as a consultative mechanism for council departments, universities and other organisations such as the NHS. The PPF creates a platform which empowers young people in schools to:

- identify important issues in education to work on
- take action and make positive and credible change for young people and local communities
- demonstrate that young people can make a difference

Our Young Peoples Achievements Include:

- Co-ordinating and running the Health and Wellbeing Young Leaders programme which enables young people in schools to work with public health co-ordinators to identify local projects and interventions they can develop and run with the potential for some funding.
- Creating Entrepreneurship film and support materials for schools which promote Entrepreneurship as a career pathway. This should be ready to launch for school session 2020-21.
- Creating a wellbeing resource made by young people. Using data from a survey of secondary pupils the following themes were identified: time management, self-esteem, social media, resilience and coping with stress. PPF members have been working on populating this resource and have consulted with the NHS and our Educational Psychology Service for support and advice.
- Consultation with the NHS on materials for young people on vaping, drugs and cigarettes, engaged in a budget discussion with Aberdeenshire Councillors and engaged in a discussion on their understanding of the One Aberdeenshire principles with the Head of Education.

Summary and Next Steps

Over the past three years, the active commitment of partner agencies working collaboratively towards the ambitions of the Children's Services Plan has gone from strength to strength. Each year we have published our annual report indicating our progress towards our vision.

Throughout the annual reporting cycle, we have demonstrated multi-agency scrutiny and ensured that children's rights and the voice and experience of children, young people and their families have been at the centre of our improvement planning and service design and delivery.

Our annual reports highlight the progress against our 5 strategic priorities alongside the work of partners and multi-agency forums which contribute to the ambition of the Children's Services Plan. The analysis of both quantitative and qualitative data and intelligence has then been used to inform our future planning.

Year 1 Highlights - [CSP Annual Report 2017/18](#),

- [The Children's Charter](#) created by Aberdeenshire's children and young people, for Aberdeenshire's children and young people.
- The beginning of '[Year Young People 2018](#)' celebrating participation, engagement, children's rights and the successes and achievements of Aberdeenshire's children and young people.
- #ABZYAP - Youth Participation & Engagement Event (August 2017)
- 60% increase in use of GIRFEC Website

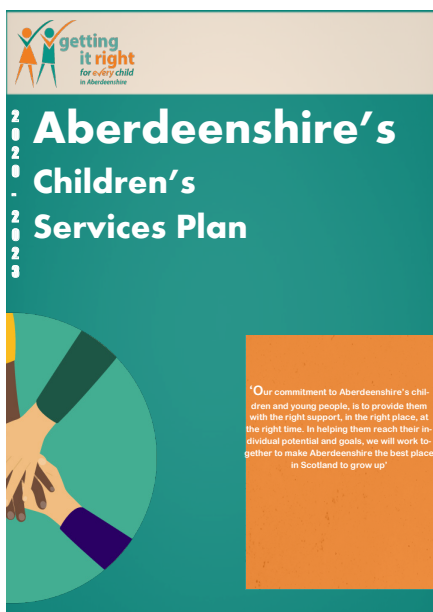
Year 2 Highlights

[CSP Annual Report 2018/19 Part A](#) & [CSP Annual Report 2018/19 Part B](#),

- The development of wellbeing measures to help us identify what we are doing well and where services which support children and families require to be targeted.
- 'Tackling Child Poverty in Aberdeenshire; Lessons from Local Voices' published in April 2018
- Strong professional commitment to learning through attendance at GIRFEC Training modules
- Ongoing celebration of participation, engagement, children's rights and the successes and achievements of Aberdeenshire's children and young people as part of Year Young People 2018

Year 3 Highlights

- The PeterDeen programme won the SPFL (Scottish Professional Football League) Trust's Community Project of the Year Award
- We have strengthened and embedded an infrastructure for engagement with young people to inform planning and service delivery.
- Strong emphasis on family learning and nurture across Early Years Childcare provision contributing to family support.



By Connor Black

- Launch of Aberdeenshire Multi-Agency Guidance on Adverse Childhood Experiences (ACEs) and showing of the Resilience Film as a catalyst for focused multi-agency improvement work around preventing and tackling ACEs

Going forward into our 2020-2023 Plan, partners within our GIRFEC arrangements have consulted

across services/partner agencies, Aberdeenshire residents and children and young people to inform the key strategic priorities for the next iteration of our Children's Services Plan. Our strategic priority

actions plans are ambitious and the improvement activity, strongly endorsed by partners and our community will take us even further in terms of improving outcomes for children, young people and their families.

As Year 3 comes to an end and we enter the beginning of our new Children's Services Plan for 2020-2023, we are committed to embedding data within the annual reporting cycle to support monitoring of current trends and identification of emergent needs which informs our Strategic Needs Assessment going forward.

We are ambitious in our commitment to focusing on non-stigmatising holistic family support which is normalised and fully aligned and integrated with GIRFEC practice which supports children, young people and families. Our whole systems approach will help us learn from tests of change, identify a model co-produced by partners and communities and begin to implement change which will help us shift further from crises intervention to early intervention, prevention and support. This will be a major step towards realigning children's services budgets and planning.

We see the plan as a continuum of improvement activity to safeguard, support and promote the wellbeing of our children and young people and so whilst our strategic priorities have not changed, the action plans have changed to reflect our challenges and successes and to build on these further for better outcomes for our children and young people.

Within the 2020-2023 Plan we remain committed to our values:

- Families in Aberdeenshire are supported to live in safe, nurturing homes, and vibrant communities, free from any prejudice and discrimination.



By N Stuart



By Liam Aiken

- All children, young people, parents and carers, are supported to access the services they require, with support based on need.
- Early intervention and prevention will promote wellbeing and help manage risk.
- Children and young people are equal partners and are supported to actively participate and engage in the development of Children's Services Planning.
- The views of our children, young people, parents and carers will be actively sought, listened to, and kept at the centre of decisions which affect them.
- We will promote equality and inclusion, and increase opportunities for participation in education, employment, community and leisure activities.

And in demonstrating these values we will take a **Rights-Based approach** to Children's Services Planning, reporting annually on our progress, and showing how services have consulted, engaged and raised awareness of Children's Rights.

In March 2019, our world changed dramatically with the Covid 19 Pandemic and the number of unprecedented restrictions impacting our communities. At the time of co-producing this plan, the impact is not yet fully realised. We are however expecting to see a rise in the number of families experiencing poverty, the number of children, young people and families impacted by poor mental health, an increase in alcohol and substance use, a rise in referrals pertaining to neglect, domestic abuse and child protection concerns all of which is likely to impact our most vulnerable children, young people and families including children with disabilities and care experienced young people.

The Scottish Youth Parliament, YouthLink Scotland and Young Scot partnered recently to deliver [LockdownLowdown](#) – a survey of nearly 2,500 young people from across Scotland on their concerns about COVID-19. Some of the main themes identified by young people related to worries about their education, employment, financial situation and their physical and mental wellbeing.

Our Plan therefore needs to be flexible and able to adjust as new needs emerge. We will continue to review this work from within our GIRFEC arrangements and by ensuring that we ask and listen carefully to those with lived experience.

Aberdeenshire's Children's Services Plan 2020 - 2023



By Gregor Philip

Appendix 1 – Strategic Priority Action Plans 2020-2023

Corporate Parenting

Substance Misuse

Children with Disabilities

Early Years

Mental Health & Wellbeing

Corporate Parenting Action Plan 2020 – 2023

Voice and Family – Care Review Foundations							
Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles	
1.	Care experienced young people will be able to access mental health support at a time they need it.	<ul style="list-style-type: none"> a) Identify barriers to accessing support. b) Identify opportunities for early intervention to prevent young people having to wait for a diagnosis prior to accessing a service. c) Map out services currently available. d) Identify gaps and develop an improvement activity through a scoping paper. e) Staff working with care experienced young people will receive appropriate training (e.g. Mental Health First Aid) 	<ul style="list-style-type: none"> a) An action plan will be devised with a timescale to progress recommendations from Scoping paper. b) Care experienced young people will be supported with promoting their positive mental health. c) Mental Health training opportunities for staff working with will exist and be attended. d) Where young people are to be supported by Adult Services, transition planning will be timely to ensure care experienced young people feel supported and safe. 	Partnership Working Group, starting in with Mental Health and Well-Being Thematic Group.	Ongoing through lifespan of this action plan.	Healthy	18, 24 & 25
2.	Live Life Aberdeenshire to offer a universal, community-based learning experience that will support and enhance the learning of our care experienced young people within a pilot area initially.	Community resources in a pilot town will be used as a venue and as a learning point to engage children and families to participate in literacy and well-being activities.	<ul style="list-style-type: none"> a) Attendance will be monitored, and care experienced young people and their families will be the target audience. b) Evaluation and feedback will be sought throughout and inform of future planning and possible roll out to other areas. 	Live Life Aberdeenshire/ Emma Allen, Virtual School head Teacher.	End of Year 1	Achieving, Nurtured, Active, Included	27,29, & 31

Voice and Family – Care Review Foundations

<p>3.</p>	<p>Contribute to Work Stream 1- Whole Systems Approach: Create the opportunity for intensive wrap around and sustained work with children and families before crisis but displaying early flags of vulnerability</p>	<p>a) Identify the pilot site b) Bring together the key partners to work as one team around the child and the family. c) Identify children and families who fit the criteria (families who are not currently involved with social work and will work with families who have children up to age 16) d) Work with children and families to build a relationship of trust and respect. e) Take a strengths-based approach to help build the resilience and capability of the family to act on the circumstances that are creating their vulnerabilities. f) Measure impact and outcomes for the family</p>	<p>a) Pilot site agreed b) Team established with governance in place c) Assessment criteria and process in place with a cohort of families in the system d) Measures in place to demonstrate the quality of relationships e) Measures in place to demonstrate improvement f) Evaluation framework in place</p>	<p>Corporate Parenting Group, Education, Children’s Services & Workstream 1 Steering Group and Operations team</p>	<p>a) August 2020 to June 2021 then begin roll out 20to 2023</p>	<p>Safe Healthy Achieving Included Nurtured Active Respected</p>	<p>1, 2, 3, 5, 6, 9, 17,18, 37, 40, 42</p>
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Voice and Family – Care Review Foundations

4.	<p>Contribute to Work Stream 2 – whole Systems Approach:</p> <p>Create the opportunity for wrap around, sustained and intensive work with children and young people (12 – 26) in care, on the edge of care or edging to care or have recently moved to supported or independent accommodation, including those who have offended or are at risk of offending.</p>	<ul style="list-style-type: none"> a) Identify the pilot site b) Bring partners and resources together as one team around the child and family c) Identify children and families who fit the criteria - families who are currently involved with social work. in care, leaving care or on the edge of care and/ or at risk of offending d) Work with children and their families to build relationships of trust and respect. e) Take a strengths-based approach to help build the resilience and capability of the child and family to act on the circumstances that are creating their vulnerabilities f) Develop a robust multi agency risk assessment process to enable us to work with children and young people and keep them within their communities. g) Measure impact and outcomes for the family and children over time 	<ul style="list-style-type: none"> a) Pilot site agreed b) Team and resources established with governance in place c) Assessment criteria and process in place with a cohort of children in the system d) Measures in place to demonstrate the quality of relationships d) Measures in place to demonstrate improvement a) Risk framework and process agreed and in operation b) Evaluation Framework in place. 	<p>Corporate Parenting Group, Children and Families SW, Criminal Justice SW &</p> <p>Workstream 2 Steering Group and Operations team</p>	<p>June 2020 to June 2021 then begin roll out to 2023</p>	<p>Safe</p> <p>Healthy</p> <p>Achieving</p> <p>Included</p> <p>Nurtured</p> <p>Active</p> <p>Respected</p>	<p>1, 2, 3, 5, 6, 9, 17,18, 37, 40, 42</p>
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Voice and Family – Care Review Foundations

<p>5.</p>	<p>Young people will be cared for by competent, confident, skilled carers who are able to meet their needs.</p>	<p>a) Monitor young people’s views from plans, meetings and other platforms of collection.</p> <p>b) Views to be actively listened to when decisions are being made and for this to happen on a continual basis.</p> <p>c) Social workers and other people to follow the “Guide to Meetings” and “Coming into Care/Moving Placements”, written by our care experienced young people.</p> <p>d) Our young people should be involved with the recruitment of the workforce who care and make decisions about them and will continue to be trained to meet the needs of our young people.</p>	<p>Care experienced young people’s views will demonstrate they have been listened to and reflected in decision making around their care.</p> <p>The workforce, (including Foster carers), better understand our young people’s wants and needs and promote good practice across the service</p>	<p>Children’s Services Social Work</p>	<p>In Place</p>	<p>Safe Healthy Achieving Nurtured Active Respected Responsible Included</p>	<p>12, 20 & 39</p>
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Voice and Family – Care Review Foundations

6.	Actively promote brother and sister relationships where children are placed together and /or apart.	<ul style="list-style-type: none"> a) Consult with our care experienced young people. b) Undertake an audit of brothers and sisters who have been accommodate and track planning and relationships. c) Use the audit to inform recommendations to improve practice. <ul style="list-style-type: none"> - Develop guidance for staff and Foster Carers. - Promote time spent with brothers and sisters, e.g. use of Skype/social media. 	<p>A plan for brothers and sisters to spend time with each other to be established before placements begin.</p> <p>A Child's Plan will contain actions outlining the time brothers and sisters spend together.</p>	Children's Services Social work supported by partner agencies		Nurtured Respected Included	12 & 20
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Voice and Family – Care Review Foundations

7.	We will celebrate the success our care experienced young people achieve and continually seek ways to ensure our young people are listened to, loved and allowed to thrive and flourish	With the young people's views and ideas at the heart of decision making, we will find methods and ways of sharing information, collecting and celebrating success via development of digital tools.	Our care experienced young people will have co-designed and created a digital platform that enables them to share their voice, their views and their success. It will also be a point of communication and information specific to our care experienced young people.	Emma Allen – Virtual School Head Teacher/ Aberdeenshire Council	Begin 01/06/20	Respected Responsible Included	12,13,15
8.	No child will leave care without a passport and a bank account	Prior to turning 16, a young person's care plan should identify this as an action and who will take it forward. Pathway assessment paperwork to be updated to reflect this change.	Young people will have ID which will be confirmed at transfer to Pathway Planning.	Sue Willing/Kirsty Theodoreson	31/10/20	Nurtured Respected Included	7 & 8

Voice and Family – Care Review Foundations

9.	<p>Transitions: When coming into care or moving placements, the young people’s views are actively listened to.</p>	<p>Coming into Care/Moving Placements document to be shared with the workforce.</p> <p>A plan in place that everyone is clear about, young people, family, education and social workers all involved.</p> <p>Where possible and safe to do so, protect relationships.</p> <p>Clear communication between old and new placements and schools, this communication must happen quickly if accommodated in a crisis.</p> <p>Supportive guidance to be developed for the workforce.</p> <p>Videos or photobook for all foster placements and residential placements</p>	<p>a) Key relationships are maintained between young people, families and key workers.</p> <p>b) The young person knows and understands their plan and has a say in the decisions being made for them. This is evidenced in their feedback.</p> <p>c) When a young person moves school/placement, information is shared that enables the workforce to understand the needs of the young person, their role in this process and able to plan their successful entry into a new school and/or placement.</p>	<p>Children’s Rights Officers, Children’s Services/Education.</p> <p>Emma Allen, Virtual School Head Teacher.</p>		<p>Safe</p> <p>Healthy</p> <p>Nurtured</p> <p>Respected</p> <p>Included</p>	<p>12, 20 & 28</p>
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Voice and Family – Care Review Foundations

<p>10.</p>	<p>Key information is prepared and shared at times of transition between schools for all care experienced young people</p>	<p>a) A checklist of key information to be developed and used by education professionals at transition points.</p> <p>b) Care will be taken to ensure that moves of school are only put in place where that is in the child's best interests.</p> <p>c) Emergency transitions require education to share quality information quickly with new schools. The checklist will be used to aid conversations in these situations.</p> <p>d) Plan of induction specific to care experienced young people to be developed with young people's views and</p>	<p>Improved confidence across all schools in relation to understanding and meeting the needs of their new pupils and reducing barriers to learning.</p>	<p>Emma Allen – Virtual School Head Teacher and Education.</p>		<p>Safe Healthy Achieving Nurtured Active Respected Responsible Included</p>	<p>28 & 29</p>
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Voice and Family – Care Review Foundations

<p>11.</p>	<p>To know where our care experienced young people are educationally and make plans to support them to improve their attainment and outcomes.</p>	<p>a) Continue to develop a tracking system that records and reports on the educational progress, attainment, well-being and other appropriate indicators.</p> <p>b) The workforce will use this information to inform them of how to provide better support to the young people in their education setting.</p>	<p>a) Improvement of attainment data from P1 up to senior phase.</p> <p>b) Other indicators will show improvement:</p> <ul style="list-style-type: none"> - Well-Being - Attendance - Reduction in exclusions <p>Data will show the impact of interventions and resources put in place to improve attainment.</p>	<p>Emma Allen – Virtual School Head Teacher/Education</p>	<p>01/12/20 continuous</p>	<p>Achieving Active Respected Responsible Included</p>	<p>28 & 29</p>
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Voice and Family – Care Review Foundations

12.	Active Schools will facilitate training opportunities for our care experienced young people to develop their confidence, self-esteem and new skills which will lead to enhanced employability opportunities	Aimed at academy aged children to begin with, training courses will be provided that will develop leadership, leading play, coaching skills, resilience and growth mindset.	Sign up to be monitored as will continued attendance. Evaluation for courses and progression to becoming an Active Schools volunteer and/or related employment will be recorded and reported.	Active Schools/ Tracy Siwek	start 01/06/20	Safe Healthy Active	29 & 31
13.	Public, private and third sector organisations will endorse and support workplace opportunities throughout Aberdeenshire and beyond.	<p>a) Increase and broaden the range of opportunities available.</p> <p>b) Develop partnerships across Aberdeenshire Council community areas and continue ongoing partnerships with the Employability Partnership, Developing the Young Workforce and Skills Development Scotland.</p> <p>c) Ensure care experienced young people can access work placements in their area of interest and can develop employability skills through training, informal visits and social projects.</p>	<p>a) The number of and range of opportunities developed/increased.</p> <p>b) The development of employability skills will be evidenced through ongoing feedback from a variety of media sources including feedback forms</p>	J Dinnes	Ongoing through lifespan of this action plan.	Achieving Respected Responsible Included	29 & 39

Voice and Family – Care Review Foundations

14.	<p>Our care experienced young people will be supported to access and sustain learning opportunities in Higher education and succeed in their ambitions</p>	<p>Year 1</p> <p>a) In 2020-2021, Aberdeenshire Council, HE Learning Establishments and key partners will review care experience young people’s dataset, involving the young people, School Pupils and existing HE Students, to analysis reasons for non-participation and feedback on access/support model in Higher Education.</p> <p>b) Explore data-sharing including analysis & review in relation to Care Experienced Young People and Higher Education.</p> <p>c) Enhanced communication model between HE Establishments and professionals supporting care experienced young people to ensure they are aware of the full range of support and initiatives available to young people to access Higher Education.</p> <p style="text-align: right;">cont.</p>	<p>Year 1</p> <p>a) Recommendations from Care Experienced Young People & Higher Education Research Report.</p> <p>b) Recommendations and outcomes from data-sharing review (will inform Year 2 & 3).</p> <p>c) Professionals supporting young people feel better informed regarding Higher Education support and initiatives.</p> <p>Year 2 – 3</p> <p>After Year 1 review, Year 2-3 to be set.</p>	<p>Chris Sojka, University of Aberdeen, Lead Access and Articulation Officer</p> <p>Professor Alison Jenkinson, University of Aberdeen, Dean for Widening Access, Outreach and Articulation</p> <p>Miranda Aitken, Aberdeenshire Council, Opportunities for All Officer</p> <p>Sue Willing/Lynn Whyte Review Manager / TCAC Team Leader</p> <p>Children’s Rights Officers</p>	<p>Ongoing through lifespan of this action plan.</p>	<p>Achieving Respected Responsible Included</p>	<p>29 & 39</p>
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Voice and Family – Care Review Foundations

		<p>Year 1-3</p> <p>Improve disclosure of care experienced status and any additional support required by young person to ensure appropriate support and opportunities can be provided.</p> <p>d) HE Learning Establishments along with Social work (If appropriate), will ensure care experienced young people will be aware, understand and have access to a range of supports, help and advice open to them in order to succeed in sustaining and completing University courses .</p> <p>e) HE Learning Establishments along with key services/ partners, will provide support to those Students who do not sustain/ withdraw from courses to access appropriate alternative opportunities.</p>					
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Voice and Family – Care Review Foundations

15.	<p>Our care experienced young people will be supported to access and sustain learning opportunities in Further education and succeed in their ambitions</p>	<p>Year 1</p> <p>a) All Services/Partners to jointly analysis & review key 2019-20 Care experienced young people dataset to inform future actions required</p> <p>Year 1-3</p> <p>b) Aberdeenshire Council, FE Learning Establishments, SDS and key partners will actively seek to remove barriers for care experienced young people to enable appropriate accessibility to courses and learning opportunities.</p> <p>c) Aberdeenshire Council, FE Learning Venues, SDS and key partners will ensure care experienced young people will be aware, understand and have access to a range of supports, help and advice open to them in order to succeed in sustaining and finishing FE courses.</p> <p>d) FE Establishments and SDS along with key services/ partners, will provide support to those Students who do not sustain/ withdraw from courses to access appropriate alternative opportunities.</p>	<p>a) Increase in % of care experienced young people and related course outcomes is recorded and monitored</p> <p>b) Improvement of data collation, analysis and review</p> <p>c) Range of indicators will demonstrate improvement.</p>	<p>Lead Group Members: Miranda Aitken, Opportunities for All Officer, Aberdeenshire Council</p> <p>Alesia du Plessis Director of Learning, NESCOL</p> <p>Suzie Ross, SDS Team Leader</p> <p>Sue Willing/Lynn Whyte Review Manager / TCAC Team Leader</p>	<p>Ongoing through lifespan of this action plan.</p>	<p>Achieving Respected Responsible Included</p>	<p>29 & 39</p>
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Voice and Family – Care Review Foundations

16.	Key corporate parents will build positive, consistent relationships with care experienced young people	<ul style="list-style-type: none"> a) Guidance to be provided to help corporate parents feel supported and empowered to maintain appropriate relationships beyond care. (Relationships Charter) b) Children’s Services/ Social Work to continue to promote relationship-based practice 	<ul style="list-style-type: none"> a) Every care experienced young person will know how to contact their key corporate parents. b) Our young people will feel valued and listened to. 	Aberdeenshire Council All key corporate parents to be aware/ included.	Guidance by 01/12/20. Ongoing work.	Safe Healthy Nurtured	3 & 4
17.	Children’s Home staff are equipped to promote positive mental health and well-being when with young people and their families.	<ul style="list-style-type: none"> a) Specific training will be identified to strengthen skills and knowledge of residential social workers in mental health. b) This training will enable the workforce to improve the mental health and well-being of our young people in their homes. 	<ul style="list-style-type: none"> a) Number of staff trained across Children’s Services and key education roles. b) Positive impact of training upon young people, families and workforce in terms of mental health and associated benefits of improvements e.g. positive rehabilitation to family, fewer placement breakdowns/ emergency moves. 	Wilma Sickle	Training to be identified by 01/06/20 and to take place over the lifespan of this plan.	Safe Healthy Nurtured Included	24,25 & 39
18.	Continue to embed Twilight Sessions where care experienced young people and corporate parents come together to discuss, listen, consult and act to improve service delivery and outcomes for care experienced young people.	<ul style="list-style-type: none"> a) Dates to be set a year in advance. b) Young people to be supported to attend and take part. c) Young people to be involved in the planning of the sessions. 	<ul style="list-style-type: none"> a) Care experienced young people will inform service planning and delivery. b) Young people will feel listened to and valued. 	Emma Allen – Virtual School Head Teacher/J Dinnes – Our Family Firm	Continuous across the lifespan of this plan.	Nurtured Respected Responsible Included	13 & 14

Voice and Scaffolding

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
<p>19. Children’s information is presented in a positive and strength-based manner.</p>	<ul style="list-style-type: none"> a) Children’s Services will develop a new reporting format to ensure children and young people are at the centre of the report. b) Key aspect: Expectations will be clear in the Child’s Plan around the frequency of time spent with family (contact). c) Multi-agency training to be developed to support report writers on how information is recorded about young people. d) Jargon buster guidance to be developed by care experienced young people. 	<ul style="list-style-type: none"> a) Young people need to feedback on report formats and suggestions must be listened to. b) Reports will contain a young person’s views. c) Support to practitioners about how to engage and communicate with children and young people of all ages and stages of development in gaining their views. d) With support, our care experienced young people will produce guidance to be used across Aberdeenshire to communicate how we talk about our young people and their life stories. 	<p>Children’s Services.</p> <p>Communicating with children – Laura Stewart</p>	<p>Jargon Buster guidance to be ready by 01/12/20.</p>	<p>Respected Included</p>	<p>3, 12 & 13</p>

Voice and Family – Care Review Foundations

20.	Explore alternative approaches to support our care experienced young people to be able to provide their views.	<ul style="list-style-type: none"> a) Children’s Hearings Scotland to explore options for our young people to share their views at a Children’s Hearing. b) Children’s Services to explore current participation mechanisms, review how effective these are and identify improvement taking the young people’s views into account. c) Education colleagues to share good practice of care experienced young people giving their views and taking part in planning and improving their educational outcomes. 	<ul style="list-style-type: none"> a) Children’s Hearing System strategy in place and informed by care experienced young people. b) Young people will take an active role in making decisions in their education and learning. c) Feedback from young people will evidence their participation in the support they receive. 	<p>Angela Allan- Children’s Hearings Scotland.</p> <p>Emma Allen – Virtual School Head Teacher.</p>		Achieving Respected Included	3, 13, 29
21.	To improve the experience for children and their families attending children’s hearings in Aberdeenshire before, during and after their hearings.	<ul style="list-style-type: none"> a) Review, implement and monitor the Aberdeenshire Better Hearings Action Plan on a multiagency basis. b) Engage with the national Better Hearings actions and Children’s Hearings Improvement Partnership to further develop and implement local improvement actions. 	<ul style="list-style-type: none"> a) Performance measures for individual actions in the Action Plan. b) Rates of deferred children’s hearings. c) Feedback from children and families about their experience before, during and after a hearing. 	<p>Scottish Children’s Reporter Administration, Jillian Richards</p> <p>Children’s Hearings Scotland, Angela Allan</p>	Starting December 2020	Respected Responsible Included	3, 4 & 40

Voice and Family – Care Review Foundations

22.	Regular planning takes place for care experienced young people to determine whether a Co-ordinated Support Plan is required and ensure that their educational needs are being met.	Clear guidance and examples of best practice to be circulated to all schools regarding the responsibility of planning at an individual level to meet the needs of care experienced young people	% of care experienced young people who have a Single or Multi Agency planning, Individual Education Plans, Flexible Learning Pathways, Co-ordinated support plans or any other planning documents which are valid, appropriate and recorded on tracking documents.	Emma Allen – Virtual School Head Teacher/K Timney Additional Support Needs Education Officer	Twice Yearly Updates.	Safe Healthy Achieving Nurtured Active Respected Responsible Included	18, 23, 24 & 28
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Substance Misuse Action Plan 2020 – 2023

	Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
4.	Ensure ADP commissioned services ensure a balance between Prevention/ Early Intervention and support and recovery, compatible with GIRFEC and the Children's Services Plan.	<p>a) Scope a further review outlining drug and alcohol services commissioned by the ADP for GIRFEC Strategic Group consideration and mandate - Includes services who support children and young people (aged 16-18 and beyond in some circumstances)</p> <p>b) Incorporate requirements of GIRFEC/Children's Services Plan into the specifications of ADP commissioned services to ensure best value.</p> <p>c) Update the current ADP service monitoring template to reflect GIRFEC/ Children's Services Plan interests.</p> <p>d) In consultation with the Chair of the GIRFEC Strategic Group, ensure that the ADP is appropriately represented in various elements of Aberdeenshire's GIRFEC arrangements. (inc local groups)</p>	<p>Review of commissioned provision to GIRFEC Strategic Group for consideration</p> <p>GIRFEC Strategic Group to approve relevant parts of any future specification</p> <p>Monitoring template has been updated</p> <p>Proposal has been brought to GIRFEC Strategic Group</p>	<p>ADP Commissioning, Performance and Finance Group (CPF), Contracts Monitoring Framework</p> <p>Commissioning and Contracts Team, GIRFEC Substance Misuse Thematic Group</p> <p>Contracts Monitoring Framework</p> <p>GIRFEC Substance Misuse Thematic Group</p>	<p>Year 1, 2, 3</p> <p>Year 1, 2, 3</p> <p>Year 1, 2, 3</p> <p>Year 1, 2, 3</p>	<p>Safe</p> <p>Healthy</p> <p>Achieving</p> <p>Nurtured</p> <p>Active</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	<p>3,5,6,18</p> <p>19,24</p> <p>27,31</p> <p>33,34</p>

	Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
5.	<p>Ensure staff possess the knowledge and skills required to work addressing the effects of parental* substance misuse, and children and young people’s use of substances.</p> <p>(NB: In line with the CYP Act, this includes consideration of Parents/ Carers and other significant adults, who may be non-resident, but whose substance misuse has potential impact on a child or young person’s Wellbeing)</p>	<p>a) The learning and development needs of Named Persons, Universal and Targeted children’s services staff in relation to drug and alcohol awareness and interventions will be assessed through a Training Needs Analysis.</p> <p>b) The learning and development needs of Addictions Service staff in ADP commissioned services will be assessed to inform and enable access to appropriate opportunities re GIRFEC and addressing Wellbeing issues.</p> <p>c) CPC Learning and Development Subgroup & ADP Strategic Development Officer to liaise and agree Addictions Service contribution to Aberdeenshire Multi-Agency Training Modules.</p> <p>d) Key relevant updates/ resources shared through GIRFEC/ADP networks.</p>	<p>Training Needs.</p> <p>Analysis findings published for GIRFEC Strategic Group</p> <p>Training Needs Analysis findings published for GIRFEC Strategic Group.</p> <p>Attendance records at GIRFEC training modules and tiered drug and alcohol training modules.</p> <p>Learning and Development Subgroup agenda reflects drug and alcohol contribution.</p> <p>Attendance records and feedback of tiered drug and alcohol training modules.</p> <p>Staff Feedback.</p> <p>Annual Review of Information</p>	<p>GIRFEC Substance Misuse Thematic Group</p> <p>GIRFEC Substance Misuse Thematic Group, Contracts Maintenance Framework.</p> <p>CPC Learning and Development Group, GIRFEC Substance Misuse Thematic Group</p> <p>GIRFEC Substance Misuse Thematic Group</p>	<p>Year 1</p> <p>Year 1, 2, 3</p> <p>Year 1, 2, 3</p> <p>Year 1, 2, 3</p>	<p>Safe</p> <p>Healthy</p> <p>Achieving</p> <p>Nurtured</p> <p>Active</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	<p>3,5,6,18</p> <p>19,24</p> <p>27,31</p> <p>33,34</p>

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
6. Improve outcomes for Children and Young People whose Wellbeing is affected by alcohol or other drug use by ensuring access to services and interventions designed to support and divert them from harm.	a) Conduct a review of existing provision of support for children and young people at risk of substance use which	Proposal for Children and Young Persons Needs Assessment approved by GIRFEC Strategic Group.	GIRFEC Substance Misuse Thematic Group, Children's Services	Year 1	Safe	3,5,6,18
	b) Identifies best practice approaches in Early Intervention/Prevention and Targeted Support and identify any gaps in service provision or staff practice.	Findings and recommendations to be submitted to GIRFEC Strategic Group for consideration Evaluation of Banff Family Centre Pilot Project	GIRFEC Substance Misuse Thematic Group, Children's Services, Adult Services	Year 1	Healthy Achieving Nurtured Active Respected Responsible Included	19,24 27,31 33,34
	c) Undertake a review of the impact of agreed interventions through evaluation.	Feedback from staff, parents, children/young people on services and interventions. Review/Audit of % of Child's Plan with agreed interventions in place	GIRFEC Substance Misuse Thematic Group, Children's Services, Adults Services, Aberdeenshire Youth Forum.	Year 1,2,3		
		Reduction in number of referrals to SCRA/school exclusions for children/young people where drug and alcohol feature as a risk to wellbeing.	GIRFEC Substance Misuse Thematic Group, Children's Services	Year 1,2,3		
			ECS/SCRA/GIRFEC Substance Misuse Thematic Group	Year 1,2,3		

	Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
7.	Ensure Parents/ Carers have access to contemporary evidence-based guidance on how to keep their children safe from alcohol and other drugs	<p>a) Promote and support plausible parental strategies in responding to young people involved with alcohol and other drug use.</p> <p>b) Review and update the range of information offered to parents and carers.</p> <p>c) Guidance and information is readily available to enable Children's and other services staff to signpost and/or refer parents to drug and alcohol services.</p>	<p>Evaluation of Drugs in Schools "Just Say Know" Programme</p> <p>Review and update School Policy and gather feedback from education, parents, pupils</p> <p>Launch of Social Media project and monitoring of access on agreed GIRFEC/multi service sites</p> <p>Review and update Education resources and gather feedback from education, pupils, parents</p> <p>Review and update content of Police Scotland School Liaison Officer resources and gather feedback</p> <p>Feedback from training workshops delivered through the drugs in schools programme/ tiered drug and alcohol training modules. Increased representation of drug and alcohol services across local GIRFEC groups.</p>	<p>Girfec Substance Misuse Thematic Group, Crew Scotland 2000, Youth Forum, Pupil Participation and ECS</p> <p>Education, Crew Scotland 2000</p> <p>GIRFEC Substance Misuse Thematic Group, NHS Grampian, Pupil Participation, Youth Forum, CLD</p> <p>GIRFEC Substance Misuse Thematic Group, Crew Scotland 2000, Education</p> <p>GIRFEC Substance Misuse Thematic Group, Crew Scotland 2000, Police Scotland</p>	<p>Year 1, 2</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p>	<p>Safe</p> <p>Healthy</p> <p>Achieving</p> <p>Nurtured</p> <p>Active</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	<p>3,4,5,6</p> <p>8,24,33</p>

	Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
8.	<p>Ensure family inclusive approaches by substance misuse services, identify and minimise risk to children and young people by always considering/ assessing potential Wellbeing needs</p> <p>(NB: In line with the CYP Act, this includes consideration of Parents/ Carers and other significant adults who may be non-resident, but whose substance misuse has potential impact on a child or young person's Wellbeing)</p>	<p>a) Guided by Child Protection Committee Audit, a random sample of min 10 case files to assess quality and consistency will be drawn from ADP Commissioned Substance Misuse Services, to gain assurance that Children and Young People's Wellbeing needs are considered in every case.</p> <p>b) We will review the effectiveness of contraception advice and provision to female substance misuse service users.</p> <p>c) We will review the provision of antenatal and postnatal support to women using alcohol or drugs to ensure baby gets the best start in life.</p> <p>d) Following the introduction of the DAISy (Drug & Alcohol Information System) system, an annual report on the rate of improved outcomes for the Recovery Outcome 'Children' will be provided.</p>	<p>File Audit Completed and report to CPC and GIRFEC Strategic Group</p> <p>Review through public health intelligence data and direct feedback from women</p> <p>Referral rates and analysis of circumstances through midwifery, clinical SMS and Children's Services.</p> <p>Annual Reporting analysis of outcomes around parenting/ children using existing assessment and review tools (DAISy not in place)</p>	<p>GIRFEC Substance misuse Thematic Group, Multi agency partners, CPC</p> <p>Midwifery, Public Health Intelligence, GIRFEC Substance Misuse Thematic group</p> <p>NHS Grampian, Midwifery, HSCP, Clinical SMS.</p> <p>HSCP SMS services, third sector commissioned services.</p>	<p>Complete</p> <p>Year 2, 3</p> <p>Year 1, 2, 3</p> <p>Year 1, 2, 3</p>	<p>Safe</p> <p>Healthy</p> <p>Nurtured</p> <p>Active</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>	<p>2,3,5,6,1</p> <p>8,19,24,27</p> <p>31,33,34</p>

Children with Disability Action Plan 2020 – 2023

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles	
1.	<p>Improve outcomes for individuals with autism in order for them to feel respected, accepted and valued by their communities and have confidence in services to treat them fairly, so that they are able to have meaningful and satisfying lives</p> <p>(The Scottish Strategy for Autism 2011)</p>	<p>a) To contribute to the review and refresh of current Aberdeenshire Autism strategy</p> <p>b) To contribute to future Aberdeenshire Autism strategy post 2021.</p> <p>c) To implement and promote Aberdeenshire Autism strategy post 2021</p>	<p>Review and refresh of current Aberdeenshire Autism strategy completed</p> <p>Aberdeenshire Autism Strategy post 2021 in place</p> <p>There will be evidence of improved outcomes for individuals with autism</p>	<p>Education Children’s Services</p> <p>Health and Social Care Partnership</p> <p>NHS Grampian</p>	<p>Y1</p> <p>Y1 - Y2</p> <p>Y2 - 3</p>	<p>Healthy</p> <p>Achieving</p> <p>Nurtured</p> <p>Respected</p> <p>Included</p>	<p>2, 3, 4, 5, 6, 12, 13, 14, 17, 18, 23, 24, 26, 28, 29,</p>
2.	<p>Increase positive destinations post school for disabled young people</p>	<p>a) Contribute to implementation of proposed Bill to improve outcomes for children and young people with a disability in the transition to</p>	<p>Number of disabled young people in positive destinations post school</p>	<p>Education Children’s Services</p> <p>Health and Social Care Partnership</p> <p>NHS Grampian</p>	<p>Y1 – Y3</p>	<p>Healthy</p> <p>Achieving</p> <p>Nurtured</p> <p>Respected</p> <p>Included</p>	<p>2, 3, 4, 5, 6, 12, 13, 14, 16, 17, 18, 23, 24, 26, 27, 28, 29, 31</p>

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles	
3.	Measure whole-system impact on children and young people with a disability	(a) Establish data dashboard to capture Aberdeenshire-wide trends in children and young people with a disability (b) Support measurement and monitoring of children and young people with a disability at locality level	Minimum data set for children and young people with a disability	Education Children's Services Health and Social Care Partnership NHS Grampian	Y1 Y2 – Y3	Healthy Achieving Nurtured Respected Included	2, 3, 4, 23, 24, 26, 28, 29

Early Years Strategy Group Action Plan 2020 – 2023

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
Ensure there is an effective multi-agency approach to the delivery of the early years priorities	Review Early Years Strategy group's capacity and resources Complete a review of the early years forum model and its effectiveness and appropriateness in relation to the GIRFEC group structure.	Review completed and revise accordingly Review completed and recommendations implemented Improved clarity for shared outcomes. Focus/aims strengthened	EYSG Chair Joint EYSG Chairs	End September 2020 December 2020	Nurtured Achieving Healthy Active Included	3,5,18,24,31

<p>Reduce inequalities and narrow the gap in educational attainment</p>	<p>Measure whole-system impact on early intervention and support for children and their families by</p> <p>gather and using data about educational attainment and inequalities to focus interventions most effectively and to have the greatest impact</p>	<p>All staff have a clear picture of the range of interventions that can be delivered or accessed, to support children and their families</p> <p>A multi-agency approach/ understanding of the referral process for a range of interventions and expected outcomes of these.</p> <p>Increased accessibility of information which promotes improved health and wellbeing, inclusion and outcomes to our multi agency workforce, children and families</p> <p>Impact of interventions on children's attainment and outcomes for families is understood</p> <p>Database is accessible to all staff working with children and families – feedback from agencies about impact on practice</p> <p>Staff use the database to find appropriate interventions for their families (records for referrals)</p> <p>Practitioners and professionals (across all agencies) understand how to refer children and families (Audit/feedback from users and providers)</p> <p>Agencies/parents access local community resources – audit</p>	<p>EYSG</p>	<p>December 2020 and ongoing</p>	<p>Nurtured Achieving Active Healthy. Included</p>	<p>3,5,18,24,31</p>
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Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
<p>Ensure that the workforce dealing with 0-8's understand the importance of inclusion, effective transitions and early intervention in achieving the best outcomes for children and families across all multi-agency remits</p>	<p>Continuing to build capacity through professional learning within the multi-agency workforce</p>	<p>All staff have a deep understanding of the needs of children and families and provide interventions that reflect this</p> <p>Number of staff trained to deliver interventions, audit of delivery.</p> <p>Number of staff trained in the importance of early intervention/ inclusion and working effectively with an understanding of the boundaries each agency works within. All children welcomed in settings.</p> <p>Use of toolkit is embedded.</p> <p>Transitions are recognised as highly pivotal points for children and families with good practice examples are collated and shared. Impact of this is measured through case studies and readiness for school.</p> <p>Training delivered to multi agency groups and feedback about the engagement of children and families as they undertake transitions – case studies and feedback from practitioners and professionals.</p>	<p>EYSG</p>	<p>July 2021 and ongoing review</p>	<p>Nurtured Achieving Active Healthy. Included</p>	<p>3,5,18,24,31</p>

Mental Health Action Plan 2020 – 2023

	Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
1.	Measure whole-system impact on children & young people's mental health	(c) Establish data dashboard to capture Aberdeenshire-wide trends in children & young people's mental health (d) Support measurement and monitoring of children & young people's mental health at locality level	Minimum data set for children and young people's mental health	Carron Douglas	Y1-3	Healthy	3,6,36,39
2.	Establish a professional learning matrix which sets out core mental health professional learning recommendations for the multi-agency workforce	(a) Launch category 1 online training module (b) Develop category 2 online training modules on a variety of topics (c) Delivery of Scottish Mental Health First Aid (SMHFA) training on a rolling basis (e) Identify and assess other appropriate training for inclusion in PL matrix	Number of people who have completed each online course across agencies Number of people who have completed SMHFA Training across agencies Evaluation of impact of training on practice across the PL matrix demonstrating increased staff awareness and confidence	Kat Burke Carron Douglas Emma Cameron Kat Burke Calvin Little Kat Burke Calvin Little Kandarp Joshi	Y1-3	Healthy, Achieving, Nurtured	3,6,36,39

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
3.	Build capacity within the multi-agency workforce to support children and young people who are experiencing anxiety	(a) Develop category 1 online training module on anxiety (b) Support roll-out of LIAM project across all Local GIRFEC Group (category 3) Number of people who have completed the online anxiety module across agencies Follow-up evaluation survey demonstrating increased staff awareness and confidence Number of LGGs with practitioners trained in LIAM Number of young people directly supported through LIAM NES evaluation data indicating reduced levels of anxiety for young	Carron Douglas Kat Burke Kat Burke Carron Douglas	Y1 Y1-3	Healthy, Achieving, Nurtured Healthy, Achieving, Nurtured	3,6,36,39

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles
<p>4. To achieve a trauma-informed and responsive Aberdeenshire workforce, one that is capable of recognising where people are affected by trauma and adversity, that can respond in ways that prevent further harm and support recovery, and that can address inequalities and improve life chances</p>	<p>(a) Awareness raising of Aberdeenshire multi-agency position statement on Adverse Childhood Experiences</p> <p>(b) Screenings of "Resilience: The Biology of Stress and the Science of Hope" to multi-agency workforce across 17 localities</p> <p>(f) Link with Regional plans to develop, commission and embed the use of high-quality trauma training based on the NES "Transforming Psychological Trauma. A knowledge and skills framework for the Scottish Workforce" and the associated "Scottish Psychological Trauma and Adversity Training Plan"</p>	<p>Number of people who have attended "Resilience" Film screenings</p> <p>Screening exit passes indicating impact of "Resilience" Film screening and Aberdeenshire ACEs position statement</p> <p>Levels of multi-agency trauma training embedded within PL matrix. Number of people who have completed each level of training. Evaluation of impact on practice.</p>	<p>Carron Douglas Kat Burke Jackie Ashcroft</p> <p>Carron Douglas</p>	<p>Y1-3</p>	<p>Safe, Healthy, Achieving, Nurtured</p>	<p>3,6,36,39</p>

Aim	Actions	Performance Measures	Lead	Timescale	Wellbeing Indicators	UNRC Articles	
5.	Increase accessibility of information about supporting children and young people's mental health and wellbeing	(a) Work in partnership with ALISS, Local GIRFEC Groups and service providers to raise awareness of ALISS as a source of information for families and professionals about local services which support children and young people's mental health and wellbeing (g) Develop Aberdeenshire GIRFEC Website Mental Health section	Number of local services registered with ALISS Increased awareness of ALISS at the LGG level Number of website hits	Emma Cameron Jackie Ashcroft Philip Boath Kat Burke	Y1-3	Healthy, Achieving, Nurtured	13, 15
6.	Availability of independent advocacy services for children and young people with mental illness, learning disability, and related conditions	(a) Commission independent advocacy services a) Raise awareness of advocacy services amongst children, young people, families and professional stakeholders	Number of young people who access advocacy service	Carron Douglas	Y1-3	Respected,	12

Appendix 2 – Summary of High Level Wellbeing Indicators

Fact File for Children's Services Plan: Indicators of Wellbeing
Children in combined material deprivation
In Aberdeenshire 2018/19 the % of children in combined material deprivation and low income after housing costs is 14% which is below the national average of 24%. Low income is defined as 60% below UK median income. This is a 3% decrease from 2016/17 after housing costs which could indicate there have been more affordable houses made available to low income families. The range across Aberdeenshire Wards is from lowest 8% to highest 22% which indicates local variation.
Education
Overall percentage attendance in Aberdeenshire (all sectors) has remained at 94.4% in 2017/18 and 2018/19.
Overall percentage attendance in Primary schools has remained at 95.7% in 2017/18 and 2018/19.
Overall percentage attendance in Secondary schools has remained almost the same at 92.6% in 2017/18 and 92.5% in 2018/19.
Overall percentage attendance in Special schools has remained almost the same at 92.4% in 2017/18 and 92.3% in 2018/19.
The percentage of P4-P7, secondary and special school pupils entitled to free school meals has remained constant at 7.7% from 2018 to 2019.
The number of exclusion incidents decreased from 846 in 2016/17 to 772 in 2017/18 and increased to 927 in 2018/19.
The number of young people excluded from schools decreased from 518 in 2016/17 to 498 in 2017/18 and increased to 591 in 2018/19.
The percentage of children achieving Early Level Literacy by the end of P1 increased from 74% in 2018 to 75% in 2019. The gap in the percentages achieving Early Level in Literacy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have widened between 2018 and 2019 (small numbers of pupils in quintile 1 in Aberdeenshire which can cause large variation from year to year.)
The percentage of children achieving Early Level Numeracy by the end of P1 remained at 86% in 2018 and 2019. The gap in the percentages achieving Early Level in Numeracy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have widened slightly between 2018 and 2019 although there were increases in the percentage of pupils achieving Level 1 in Numeracy in both quintile 1 and quintile 5 (small numbers of pupils in quintile 1 in Aberdeenshire can cause large variation from year to year).
The percentage of children achieving First Level Literacy by the end of P4 increased from 66% in 2018 to 68% in 2019. The gap in the percentages achieving First Level in Literacy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have narrowed slightly between 2018 and 2019 although there are small numbers of pupils in quintile 1 in Aberdeenshire which can cause large variation from year to year.

The percentage of children achieving First Level Numeracy by the end of P4 increased from 74% in 2018 to 78% in 2019. The gap in the percentages achieving First Level in Numeracy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have narrowed between 2018 and 2019 and there were increases in the percentage of pupils achieving Level 1 in Numeracy in both quintile 1 and quintile 5 (small numbers of pupils in quintile 1 in Aberdeenshire can cause large variation from year to year).

The percentage of children achieving Second Level Literacy by the end of P7 remained at 69% in 2018 and 2019. The gap in the percentages achieving Second Level in Literacy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) has appears to have narrowed between 2018 and 2019 due to an increase from 49% in 2018 to 65% in 2019 in quintile 1 (small numbers of pupils in quintile 1 in Aberdeenshire which can cause large variation from year to year).

The percentage of children achieving Second Level Numeracy by the end of P7 remained at 76% in 2018 and 2019. The gap in the percentages achieving Second Level in Numeracy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have narrowed slightly between 2018 and 2019 as there was an increase in the percentage of pupils achieving Second Level in Numeracy in 1 (small numbers of pupils in quintile 1 in Aberdeenshire can cause large variation from year to year).

The percentage of children achieving Third Level Literacy by the end of S3 decreased from 83% in 2018 to 82% 2019. The gap in the percentages achieving Third Level in Literacy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have narrowed between 2018 and 2019 due to an increase from 18% in 2018 to 40% in 2019 in quintile 1 (small numbers of pupils in quintile 1 in Aberdeenshire which can cause large variation from year to year).

The percentage of children achieving Third Level Numeracy by the end of S3 increased from 91% in 2018 to 92% 2019. The gap in the percentages achieving Third Level in Numeracy in SIMD quintiles 1 (most deprived) and quintile 5 (least deprived) appears to have narrowed between 2018 and 2019 as there was an increase in the percentage of pupils achieving Third Level in Numeracy in quintile 1 from 73% in 2018 to 82% in 2019 (small numbers of pupils in quintile 1 in Aberdeenshire can cause large variation from year to year).

The percentage of Primary schools achieving satisfactory or better at the most recent full Education Scotland inspection was 66% (4 out of 6 inspections) in the 2018/19 school session and 100% (3 out of 3) in the 2019/20 school session.

The percentage of school leavers in a positive destination remained almost the same at 96.3% in 2018 and 96.4% in 2019. The gap between the percentage of school leavers in a positive destination in SIMD quintiles 1 and 5 appears to have widened due to a decrease in quintile 1 from 91.4% in 2018 to 82.6% in 2019 (small number in quintile 1 in Aberdeenshire which can cause large variation from year to year).

There has been a decrease in the number of schools registered with UNICEF Rights Respecting Schools Awards of 91 in 2017/18 to 88 in 2018/19 and increase slightly again to 89 in 2019/20. This can be as schools move from registration to Bronze Award.

There has been a decrease in the number of schools with UNICEF Rights Respecting Schools Bronze Award of 38 in 2017/18 to 34 in 2018/19 and 33 in 2019/20. This can be as schools move from bronze to silver awards.

There has been a slight decrease in the number of schools with UNICEF Rights Respecting Schools Gold Award of 14 in 2017/18 to 13 in 2018/19 and 13 in 2019/20.

<p>There has been an increase in the number of schools with UNICEF Rights Respecting Schools Silver Award of 24 in 2017/18 to 26 in 2018/19 and 27 in 2019/20.</p>
<p>There have been increases in the percentage of pupils achieving 5+ awards at SCQF level 5 by S4 from 50.1% in 2017 to 53.5% in 2018 and 55.2% in 2019. The percentage of pupils in quintile 1 achieving 5+ awards at SCQF level 5 by S4 has been variable (small number of pupils in quintile 1 in Aberdeenshire) and has increased from 57.4% in 2018 to 62.5% in 2018 and 66.1% in 2019 in quintile 5.</p>
<p>There were no full Education Scotland inspections in 2018/19 and one full inspection in 2019/20, which was graded as satisfactory or better.</p>
<p>Between August 2019 and March 2020, Police Scotland delivered a total of 613 lessons on various topics including substance misuse, community safety and crime prevention across all schools and year groups.</p>
<p>2325 young people across Aberdeenshire engaged in Safe Drive Stay Alive SFRS Event.</p>
<p>Extended and flexible work placements for 2019 2020 were interrupted due to the COVID 19 restrictions. 19 extended and flexible placements were cancelled, although 696 of all types were successfully completed. If all had gone ahead there would have been a total of 715 flexible and extended placements which is an increase of 65 from last year.</p>
<p>Weeklong work placements for 2019 2020 were interrupted due to the COVID 19 restrictions. 969 weeklong placements were cancelled, although 881 were successfully completed. If all had gone ahead there would have been a total of 1850 week long placements which is a decrease of 56 from last year.</p>
<p>Early Years</p>
<p>The estimated uptake of ELC places for 3, 4- and 5-year olds increased from 96% in 2018 to 97.3% in 2019.</p>
<p>The estimated uptake of ELC places for eligible 2-year olds increased from 44.5% in 2018 to 48.2% in 2019.</p>
<p>The percentage of ELC Settings achieving satisfactory or better at the most recent full Education Scotland inspection was 66% (4 out of 6 inspections) in the 2018/19 school session and 100% (3 out of 3) in the 2019/20 school session.</p>
<p>Live Life Aberdeenshire</p>
<p>2019 has seen an increase in Active Schools activity participation across all priority groups. Children from low income families increasing from 14% to 17% and looked after children increasing from 16% to nearly 22%. Participation by children with a disability has increased from 21% to nearly 24%. There has been a slight increase in the number of care experienced young people engaging in volunteering activities.</p>
<p>Health</p>
<p>In 2018 38.9% of children were exclusively breastfed at 6-8 weeks old</p>
<p>Between 2018 and 2019 Childsmile Daily Supervised Brushing engaged 5792 children in 131 preschool settings and a further 2077 children in 36 primary schools</p>
<p>Between 2017 and 2018 77% of children in Primary one stage had no obvious dental decay at their basic inspection</p>
<p>77% of children in primary one stage were a healthy weight between 2017 and 2018</p>
<p>Concerns: 9.1 % of eligible children identified as having 1 or more concerns at the 27-30 month review between 2017 and 2018</p>

Waiting time 2017/18: 35-45% fluctuation rate against the NHS Grampian CAMHS Performance 18 week waiting time target.

14 per 1000 maternities affected by drug use in 2017/18

40 per 100,000, drug-related hospital stays for 11-25 year old in 2016/17

Appendix 3 – Glossary of Terms

Adverse Childhood Experiences (ACEs):

Is a term used to describe a broad range of experiences in a child's life that can cause them trauma and distress, and have implications for their development and life chances.

Aberdeenshire Learning and Development Online (ALDO):

Online learning and development resource providing material on a wide range of topics, relevant to practitioners, volunteers, groups within particular Services, and wider partner agencies.

Care and Risk Management Meeting (CARM):

A procedure designed to support children and young people and their families to manage the serious risk of harm that their behaviour presents.

Child Sexual Exploitation (CSE) -

A form of child sexual abuse which occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Children's Hearings System:

Scotland's unique care and justice system for children and young people which aims to ensure their safety and wellbeing. Decisions are made by a lay-persons tribunal called the Children's Panel, who agree whether legal measures are required for the child's care and protection (for example a Compulsory Supervision Order).

Corporate Parenting:

The role and responsibilities undertaken by public bodies in relation to promoting outcomes for children and young people who are Looked After.

Executive Group for Public Protection (EGPP):

The group consists of Chief Officers who have accountability for scrutiny and reassurance that services deliver support in line with statutory responsibilities. The EGPP have oversight of the work of Aberdeenshire Child Protection Committee, Children's Services Planning arrangements, Adult and Public Protection. This makes sure there is connectivity at the highest strategic and organisational level.

Initial Referral Discussion (IRD):

A joint process that Social Work, Police, Health and Education staff must follow when they are responding to a child protection referral.

Local Outcome Improvement Plan (LOIP):

This is a name for a plan that is commonly used in Community Planning to identify actions required for improvement.

Self-Directed Support (SDS):

SDS comes from the Social Care (Self-directed Support) (Scotland) Act 2013 which places a duty on local authorities to offer people who are eligible for social care a range of choice and control over how they receive their social care support.

Third Sector Organisations:

Service providers which are not public authorities (i.e. voluntary, charitable or community based organisations).

Throughcare/Aftercare Services:

A range and continuum of services to assist the varying needs of young people leaving care, to enable them to achieve a successful transition from being Looked After by the local authority, to independent life in the community as young adults.

Whole Systems Approach (WSA):

Scottish Government initiative introduced in 2011 underpinned by the principles of Getting it Right for Every Child. The focus is on early effective interventions to address the needs of young people who offend, in order to improve outcomes and divert them away from the criminal justice system.

Wrap-Around Care:

A way of providing flexible supports and services to families with children with disabilities to help them meet the needs of their children in their own communities.

Appendix 4 – Key Policies for Children and Young People

Getting it Right for Every Child (Scottish Government)

Guidance in Part 1, S2 (Duties of Public Authorities in relation to UNCRC), CYP (Scotland) Act 2014

Guidance on Part 3 (Children’s Services Planning), CYP (Scotland) Act 2014

Progressing the Human Rights of Children in Scotland: An Action Plan 2018-2021

Adoption and Children (Scotland) Act 2007

Children and Young People (Scotland) Act 2014

Children’s Hearing (Scotland) Act 2011

Child Poverty Strategy for Scotland (2011)

Every Child, Every Chance: Tackling Child Poverty Delivery Plan 2018-2022

Local Child Poverty Action Report: Guidance 2018

The Child Poverty (Scotland) Act 2017

Curriculum for Excellence 2010

Domestic Abuse (Scotland) Act 2018

Early Years Framework (Scottish Government 2009)

Framework for Standards

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Scotland) Act 2016

Independent Care Review 2020

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

The Children’s Charter

UN Conventions on the Rights of the Child 1989

National Guidance for Child Protection in Scotland 2014

National Improvement Framework (Scottish Government ???)

National Framework for Child Protection Learning and Development in Scotland

National Framework to Support the Assessment of Children and Young People

Our Family Firm (Scottish Government 2011)

Preventing Offending: Getting it Right for Children and Young People (Youth Justice Strategy

for Scotland 2015-2020) Scottish Government
Scottish National Performance Framework (Scottish Government 2019)
These are Our Bairns (Scottish Government 2008)
The Standards in Scotland's Schools etc. Act (2000)
The Whole System Approach to Young People who Offend (Scottish Government)
Community Justice (Scotland) Act 2016

Guidance for Local Partners in the New Model for Community Justice

Carers (Scotland) Act 2016

Requirements for CLD (Scotland) Regulations 2013: Guidance for Local Authorities

Local Strategies and Policies

Aberdeenshire Children and Young People's Charter
Aberdeenshire Child Poverty Action Plan 2018 –2022
Aberdeenshire Child Protection Action Plan
Aberdeenshire's Framework for Supporting Children with Significant and Complex Needs
Aberdeenshire Health Improvement Plan 2019 – 2020
Aberdeenshire's Health and Wellbeing Strategy
Aberdeenshire's Local Outcome Improvement Plan 2017 – 2027
Corporate Parenting Action Plan 2020 - 2023
Learning Together in Aberdeenshire: Parental Involvement and Engagement Strategy and Action Plan 2018 – 2021