



Children's Services Annual Report

2021-22

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Fife
Children's
Services
Annual
Report
2021-22

Introduction

Fife's Children's Services Partnership involves a range of partners that provide services for children and young people working together, in order to promote, support and safeguard the wellbeing of all of our children and young people.

The Children's Services Plan sets out how partners in Fife are working together to achieve this aim. A copy of the current plan can be found at: www.fife.gov.uk/fifeCSplan.

This Annual Report provides an update on our progress in delivering the *Fife Children's Services Plan 2021-23*. It summarises the actions that we have taken over the past year to address our improvement priorities and the impact of our work to date. It also highlights any challenges that we may have encountered and outlines our next steps for the year ahead.

The Annual Report describes a wide range of work involving staff and services across the Fife Children's Services Partnership, which we believe is helping us to work better together to achieve our vision: **"making Fife a place where every child and young person matters"**.



Carrie Lindsay

Chair, Children in Fife

Executive Director, Education & Children's Services, Fife Council



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Review of Our Approach to Partnership Working

Overview

The Fife Children's Services Partnership is currently undertaking a systemic review of the arrangements that we have in place to support service delivery and ensure improvement for children, young people and families in Fife.

The review is primarily focussed on the work of the partnership itself and has included a review of the main strategic groups for delivering the Fife Children's Services Plan. However, there are close connections between the work of the *Children in Fife* (the governance group for children's services in Fife, which oversees development and delivery of the Children's Services Plan) and:

- The work of the *Child Protection Committee* and *Corporate Parenting Board*.
- Arrangements across the wider *Fife Partnership* to tackle poverty and prevent family / household crisis. This encompasses our approach to *Local Child Poverty Action Reporting*.
- The importance of promoting Children's Rights in the work undertaken across all aspects of children's services. This encompasses *Children's Rights Reporting*.

The review has provided an opportunity to better align the work of strategic groups across Fife Children's Services Partnership. The revised arrangements are being informed by learning about alternative ways of working, arising from experience gained during the Covid-19 pandemic.

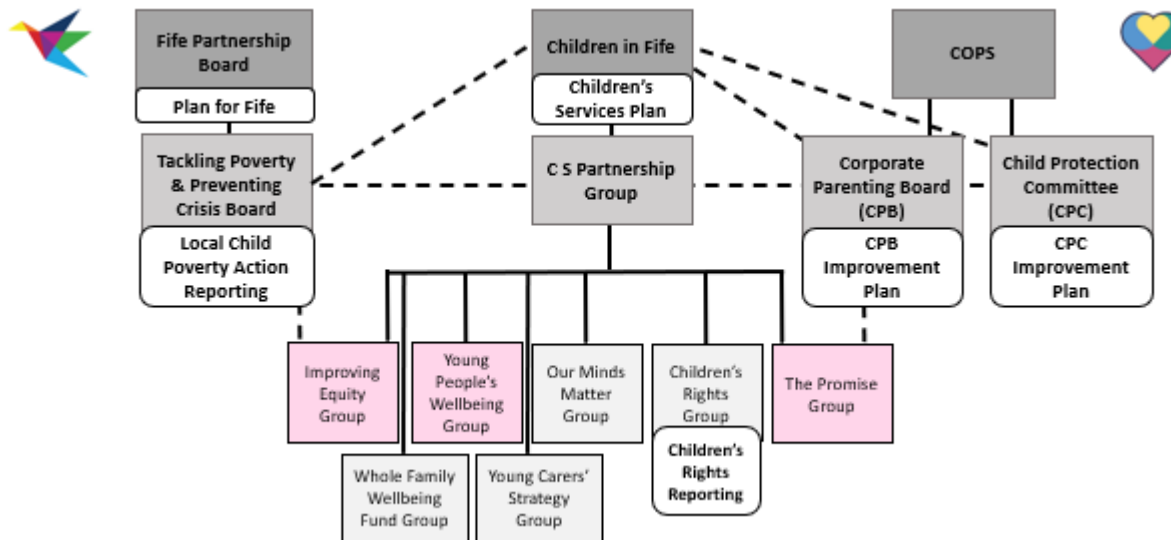
The following pages provide an update on the progress that has been made with this review over the course of the past year.

Revised governance and reporting arrangements

Over the course of the past year, the Children’s Services Partnership has reviewed the purpose, remit and membership of key strategic groups. This has included: *Children in Fife* (the governance group for children’s services); and the *Children’s Services Partnership Group* (which oversees the development and delivery of Fife’s Children’s Services Plan).

Strategic groups that report to the Children’s Services Partnership group include:

- Strategic groups overseeing key actions to address our improvement priorities: the *Our Minds Matter Group* and the *Young People’s Wellbeing Group* (Supporting Wellbeing); the *Promise Group*; *Children’s Rights Group* (Promoting Children’s Rights); and *Improving Equity Group* (Closing the Equity Gap).
- Groups providing a cross-cutting view across strategic actions: the *Whole Family Wellbeing Fund group*; and *Young Carers’ Strategy Group*.
- The diagram below illustrates key partnership groups involved in strategic planning for children’s services in Fife, following the review work undertaken this year. The diagram also identifies oversight for the development of key strategic plans affecting children, young people and families.



Key to figure

Solid lines represent formal reporting lines.

Dashed lines represent links made via joint membership of groups, etc, to ensure a holistic approach to planning across all strategic plans.

Review work is ongoing for strategic groups shown in pink. This will be concluded during the coming year.

Revised arrangements for Quality Improvement & Performance Management

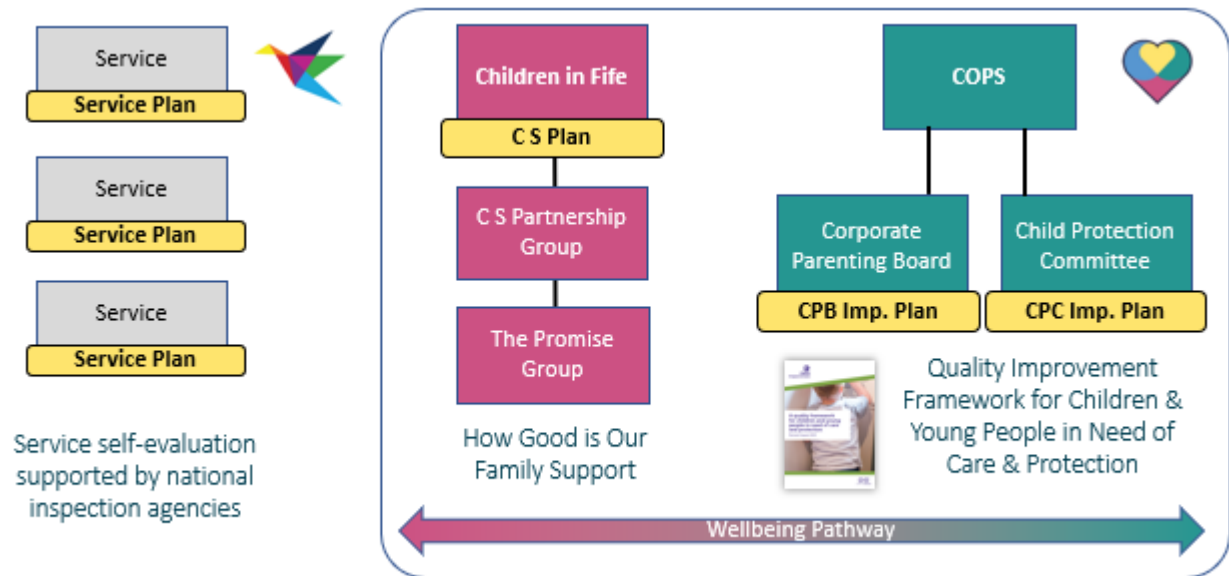
Work is also ongoing to develop a more integrated approach to our use of data and arrangements for quality improvement across children’s services in Fife. Our aim is to ensure a holistic approach to gathering and using data across all aspects of children’s services. This will encompass key statutory demands for data – arising from the main strategic plans for children and families, as well as key aspects of preventative working – such as whole family support.

The diagram on the right provides an outline of our approach to implementing the *Quality Improvement Framework for Children and Young People in Need of Care and Protection*, together with other, complementary frameworks for self-evaluation.

This approach will be more fully developed over the coming year. It will provide the basis for self-evaluation of partnership working across children’s services and for any future joint inspection of Children’s Services planning in Fife.

The *Children’s Services Data Group* will have a key role in designing and implementing our approach to data, ensuring that the partnership has the evidence to:

- Develop a *Joint Strategic Needs Assessment* for Children’s Services by November 2022, to inform development of an updated Children’s Services Plan for 2023-26 by the end of March 2023.
- Work to improve arrangements for tracking and monitoring of key data on children’s services, including performance measures for *Children’s Services Plan* priorities.
- Provide data support for the development of a partnership approach to implement the *Quality Improvement Framework for Children and Young People in Need of Care and Protection*.



Ongoing work to improve the voice of the child

Listening to, and responding to, the voice of the child is affirmed as a fundamental principle in the *UN Convention on the Rights of the Child (UNCRC)* and is a key element of the Promise. It is an essential part of ensuring that children in Scotland grow up loved, safe and respected and are able to realise their full potential. It is a common theme running through Scottish legislation and policy for children and young people.

In Fife, the voice of the child is integral to all of our strategic and local plans. A range of work has recently been undertaken by the partnership to hear the voices of our children and to enable their participation, including:

- During the pandemic there were a series of Microsoft Team surveys that were aimed at hearing from children, young people and families about their experiences of services – what was working and what could be better.
- The introduction of the *Mind of My Own* app in Children & Families Social Work is in the early stages of implementation but will support a relationship-based approach and participation in meetings.
- The *Reviewing Service* in Children and Families Social Work, continues to seek feedback and is refreshing its performance framework to ensure views are central to care planning and decision making.
- A programme of partnership improvement work, supported by use of Franklin Covey's 4DX methodology, offered an opportunity to obtain feedback on experiences of services. It confirmed the importance of children's voices in the planning, development and delivery of services, avoiding jargon and use of over professionalised language in respect to children & young people.

Ongoing work to improve family support

In Fife, a whole family approach has been a key component in the delivery of family support and commissioning activity for some time.

Learning from the pandemic affirmed the importance of a flexible and responsive approach across the whole system. We are building on this learning through work at a local, area level, coordinated by locality *People & Place Groups*, which have collectively identified priorities for improvement.

The next stage is the development of a co-production approach to improve family support, from prevention through to intensive family support, available to families when they need it. The *Whole Family Wellbeing Fund* will support this programme of work, whilst use of the *How Good is Our Family Support* toolkit will provide a basis for assessing its impact.

Our priorities for improvement

The Priorities for the Fife Children's Services Plan provide a shared focus for improvement across the Children's Services Partnership.

The Priorities for the 2021-23 Plan were chosen to support recovery from the Covid pandemic, with a particular focus on Fife's most disadvantaged and vulnerable children and young people. They are:

- **Delivering the Promise**
- **Supporting Wellbeing**
- **Closing the Equity Gap**
- **Promoting Children's Rights**

The following pages provide an overview of actions taken and progress made in addressing these priorities over the past year.

Progress with
our strategic
actions for
improvement

Our Progress in Delivering the Promise

Context

Quantitative measures of outcomes for care experienced children and young people show a significant gap in outcomes in comparison with their peers. Qualitative feedback also highlights the lack of child-centred and systemic support for children as they encounter services, leading to a negative experience for many individuals.

We will work collectively to deliver the Promise, improving the experiences and outcomes of: those who experience care, those who may be described as on the 'edge of care', and those who have a requirement for additional services to support them to live safely at home.



Our focus for improvement	Our actions and progress
<p>We will work together to ensure early & effective intervention through better single-agency planning and assessment to support improving outcomes through the Child Wellbeing Pathway.</p>	<p>Work is being progressed to review the Child Wellbeing Pathway as a partnership, through engagement with operational practitioners across children's services.</p> <p>Work is ongoing in relation to improving the quality of assessment and planning practices within respective services.</p> <p>There is an identified need for a multi-agency practice development model to be re-instated to support:</p> <ul style="list-style-type: none"> • the implementation of revised guidance. • professional learning with colleagues from partner services. • shared understandings of single and multi-agency processes and practices. • stronger and more constructive relationships between practitioners from different services. <p>A multi-agency workshop for operational managers and frontline practitioners across children's services is taking place in June 2022 to inform the revision of the Child Wellbeing Pathway.</p> <p>Ongoing work to review the Child Wellbeing Pathway will recognise the requirements and implications of The Promise, new National Child Protection guidance, and the review of GIRFEC national policy.</p>
<p>We will work together, supported by the use of 4DX, to ensure early and effective intervention at the</p>	<p>During 2021-22 the Children's Services Partnership undertook a collective programme of improvement, with a goal to "increase the proportion of children with a multi-agency child's plan who can be supported to live "safely at home".</p>

<p>additional stage to ensure scaffolding is in place to maintain children safely at home.</p>	<p>The programme aimed to strengthen partnership, preventative working to enable more children with a multi-agency child's plan to live at home with parents or in a kinship placement. The programme led to an increase in the proportion of such children living "safely at home" from 70% to 72.5%, and to a reduction by 110 in the number of children looked after by the local authority.</p> <p>The collective work around 4DX has led to a greater understanding across the partnership of areas of strength related to planning for families, as well as specific areas where there could be improved communication and targeting of support.</p>
<p>We will develop shared minimum datasets, to evaluate our approach to additional support.</p>	<p>The model of a minimum data set – as used by Child Protection Committees across Scotland – is being used as a blueprint to improve the use of data by the wider children's services partnership in Fife. The aims are: to ensure greater clarity for agencies in relation to reporting for data which is helpful for understanding current service delivery and future planning; to develop challenge questions that help to identify significant trends in key data and suggest further steps for improvement.</p>
<p>We will work together to support the principles and values of the Belonging to Fife Strategy to ensure dynamic multi-agency planning for all children looked after away from home where permanence planning has not been concluded</p>	<p>The Belonging to Fife Strategy has been successful in reducing the number of children in residential care and the number of children looked after away from their birth parents. The Strategy embodies the principles of GIRFEC and The Promise:</p> <ul style="list-style-type: none"> • Recognising that the whole of the team around the child is needed to keep the child safely at home (including additional supports, scaffolding, family strengths). • Keeping the needs of children at the centre of all planning. • Ensuring a whole partnership understanding that children have a right to live within their own communities, with their siblings and where possible within their own family. • Using outcomes focused/strength-based planning, which reflects the strengths and capacities of the young person and their family while recognising and managing any risks. • Whole system approach is required as keeping children in Fife and keeping The Promise necessitates a commitment from all services: Education, Social Work, Health, Housing and Communities, Police Scotland and third sector providers. <p>The Belonging to Fife Strategy has helped to ensure a significant improvement in the balance of care over recent years, with a significant increase in the number of kinship placements and a significant reduction in the need for high cost residential placements.</p> <p>Qualitative analysis of the work has also allowed opportunities to identify areas for further progress to be made across the partnership.</p>
<p>We will develop a routine questionnaire to gather feedback on</p>	<p>The work of 4DX allowed an opportunity to test out a routine questionnaire for families attending a Child Wellbeing Meeting. The programme led to a limited success, but further highlighted aspects of</p>

<p>family experience of wellbeing meetings, to evaluate their impact and value.</p>	<p>the Child Wellbeing Pathway where improvements are needed, including: improved information for children and families, and better focused guidance and resources for staff.</p> <p>One aim of the ongoing review of the Child Wellbeing Pathway will be to identify more robust processes to ensure a greater consistency in offering early and effective intervention for families and consistency in when a multi-agency meeting may be required recognising, respecting and responding to the views of families.</p>
<p>We will work together, using a 4DX approach: (i) to improve the school attendance of looked after children, enabling better attainment; and (ii) to improve the attendance of children in key decision making meetings.</p>	<p>(i) The 4DX work to improve attendance of looked after children was supported by a number of teams working at local area level, linking together staff from schools, Children & Families Social Work and the wider partnership. The work helped to improve understanding about the range of issues underlying poor school attendance, and the roles of professionals in helping to address these issues.</p> <p>(ii) Since June 2021, a pilot program has been running in Fife to improve children’s attendance at their Children’s Hearings. With its foundations firmly rooted in the Promise, this joint venture between SCRA and Fife Council Children and Family Social Work Service is the first pilot project of its kind in Scotland. Fife’s dedicated Participation Officer contacts all children aged over 6 prior to their Hearings reinforcing the invitation to attend and provides practical support to children who wish to do so. Data has been collected on a weekly basis and, as at wc 02.05.22, 308 children had been contacted. Over the period, 77 more children attended their Hearings than would have without the support of the Participation Officer. The success of the project has resulted in the secondment being extended to May 2023.</p>
<p>N.B. The previous section (<i>Reviewing Of Our Approach to Partnership Working</i>) provides an update on the work undertaken to review the way that groups supporting the work of the Child Protection Committee, Children’s Services Partnership Group and Corporate Parenting Board function – both independently and together – in order to improve planning and reduce duplication.</p>	

Our Progress in Supporting Wellbeing

Context

Emotional wellbeing and mental health were a significant concern for young people before the pandemic, as was the negative impact of work-related stress on staff. The pandemic has further increased the stresses on young people and staff. The pandemic has also had a negative impact on the opportunities for children and young people to play and be physically active.

Supporting the emotional and physical wellbeing of children, young people, families and staff is a priority for the recovery period.

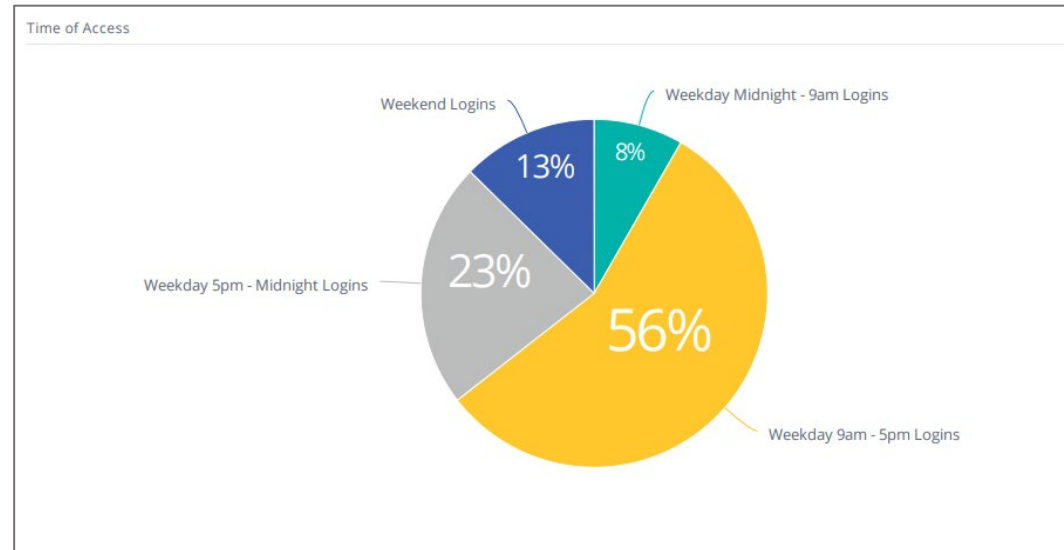
Our focus for improvement	Our actions and progress
We will work collectively to support child development, to give all children the best start in life.	<p>27-30 month review of child development</p> <p>There was a decrease in children identified with having 1 or more developmental concerns at 27 months, with Fife now slightly below the national average. However, there were more children with not all domains assessed, compared with both the previous year and national picture, which may be a contributory factor.</p> <p>The poorer completion in all domains may be due to the fact that some of the 27 month visits during 20/21 were done by Nursery Nurses rather than Health Visitors with some having to be done remotely both due to Covid restrictions and staff capacity. Not all domains can be assessed remotely.</p> <p>Next steps include:</p> <ul style="list-style-type: none">• Guidance for staff on returning to face to face for visits and completing all domains.• Setting bench marks from previous 5 years data and identify stretch aims on this basis.• Reviewing data from ASQ scores at 13 - 15 months and compare against emerging concerns between these visits etc. <p>Child development</p> <p>The Family Nurse Partnership (FNP) is a licensed, voluntary, evidence based early intervention programme offered to all eligible first time mothers aged 19 years and under. The programme has a high uptake rate of over 80%, with two thirds of families living in the most deprived areas in Fife. Based on human ecology, self efficacy and attachment theories, Family Nurses provide approximately fortnightly home visits from early pregnancy up to the child's second birthday. Home visits include the use of Partners in Parenting Education (PIPE). PIPE is designed to increase the emotional availability</p>

	<p>and relationship building skills of parents with young children and helps to boost confidence to scaffold their infant’s learning and development. Research has shown that infants of young parents and those living in areas of deprivation are at greater risk of developmental delay however the “FNP Scotland 10 Year Analysis Report” (May 2022) found that the majority of infants of FNP clients have no developmental delay at 24 months of age.</p> <p>Education Early Years (EY) Service</p> <p>During the past year the Early Years Training team has worked collaboratively with Fife Speech and Language Therapy Service to continue to build on the development of training packages to support Practitioners to improve their knowledge and skills at supporting children’s early language development. This on-line training package will be available to all Practitioners offering funded Early Learning and Childcare across the sector.</p> <p>The EHV Service and CDC teams have worked together to develop, trial and review updated triage processes to enable acceptance for individual referrals onto the Pre-School Community Team caseload, thereby improving the management of waiting lists.</p> <p>The Early Years service has worked jointly with the NHS Health Promotion team to successfully gain grant funding to support a cohort of NHS/EY staff to engage in a Train the Trainer programme for the HENRY approach. This will support a joint training approach for staff from both the NHS and Early Years across Fife over the next two years, and to develop their skills at supporting parents/carers to review family lifestyle habits and provide a healthy start for their children.</p>
<p>We will improve the range of data we gather and examine. This will enable us to ensure we respond appropriately to the wellbeing needs of children, young people and staff, which may be especially diverse and changeable due to the impacts of the Covid context.</p>	<p>This priority is heavily centred upon the implementation of Scotland’s new National Health and Wellbeing Census, which has not progressed as anticipated. A decision has been taken to postpone the participation with the census to allow for further reflection upon its content and suitability of design prior to any decision being made on its adoption in Fife. Continued discussion involving elected members is planned for later this year</p> <p>In the meantime, work has been progressed to run the SHINE Wellbeing survey. This survey was carried out across Fife in 2021 with Primary Seven, S2 and S4 secondary pupils. Although it was anticipated that this survey would have been overtaken by implementation of the census, in its absence the decision has been taken to rerun it with the same cohort of children and young people who took part last year – who are now in S1, S3 and S5. This will provide updated data on Fife young people’s mental wellbeing, albeit without the breadth of health and wellbeing content of the census.</p> <p>Work will continue to progress this priority whilst waiting for a decision on whether the national census will be applied in Fife. Initially this will be lead through:</p>

<p>For young people this will centre on the implementation of the new National Health & Wellbeing Census, which will gather data on a breadth of wellbeing aspects.</p>	<ul style="list-style-type: none"> • The <i>Our Minds Matter</i> Steering Group’s work to develop a Minimum Data set approach to collating and examining data relating to Fife young people’s Mental wellbeing • The proposed creation of a new partnership group, the <i>Young People’s Wellbeing Group</i>, which would provide a forum for data analysis, evaluation and action for physical and sexual health. <p>It is likely that themes and priorities will emerge which will include;</p> <ul style="list-style-type: none"> • The need for collation of local data, consultations and research on young people’s sexual health and use of substances. • Knowledge and understanding of the needs of children and young people in relation to prevention of harm and early intervention when issues and problems first come to notice (for example in universal services). • Configuration and performance of specialist sexual health and alcohol and drugs service services in relation to children and young people. • Understanding the prevalence of early sexual activity and substance use and its relationship with outcomes, for example unplanned pregnancy, sexually transmitted infections, overdose or severe intoxication. <p>The young people’s wellbeing group will quickly establish the existing data sources to build a picture of the known information about young people use of, and attitudes to sexual health and wellbeing and alcohol and drugs. They will examine the gaps that exist in the data and consider ways that these gaps can be filled if the census is not taken forward</p>
<p>We will extend and enhance the range of services available to young people aged 5-26 to support them with a) distress and b) support for positive mental health and wellbeing.</p>	<p>Since the introduction of this plan the range of these services available to young people has been significantly extended through a range of new developments such as a) investment in the implementation of Fife’s Community Mental Health and Wellbeing Supports and Services Framework action plan, b) extension of the Schools’ Counselling Service and c) investment in additional training to provide targeted emotional wellbeing supports for young people.</p> <p>a) Funds associated with the Community Mental Health & Wellbeing Framework includes new grant awards for Barnardo’s and Includem which commenced in January 2022 to deliver a core service across Fife. The aim of this provision is to offer Fife-wide supports to young people and their families to support mental health through the development and delivery of 1:1 and group work programmes. This is part of an early intervention approach working collaboratively with other agencies and specialist services.</p> <p>In addition, Barnardo’s and Includem will also lead capacity-building within each of the seven localities They are working with young people, families and community groups to help to increase knowledge and understanding about mental health and sources of supports. Work is also underway in partnership</p>

with local community leads through 'People' groups to identify and respond to each locality's themes for mental wellbeing of children, young people and families.

The *Togetherall* resource has been procured and is being promoted as a support for young people aged between 16 and 26. This digital resource provides a safe, anonymous online community to support young people's mental health. We hope that this will provide helpful additional support for this age group which is available 24 hours a day, seven days a week, with Fife young people currently accessing support at a variety of times (see figure at right).



b) Investment in the Schools' Counselling Service has been extended. A Digital Drop-in service has been introduced across Fife, This has helped to provide additional, easy access by school pupils aged ten and above to a trained counselling professional. The Schools' Digital Drop offers up to 3 sessions with connection methods being via email, online face to face platform or via telephone. Core outcomes are:

- Direct access to a professional counsellor out-with the wellbeing pathway route.
- To empower pupils to informally connect remotely & Increase young people's capacity to "drop in" for support, gain information and connect as and when needed out-with the main counselling service provision.

In April 2022 additional investment was allocated to Fife Schools' Counselling Service. This increased the number of counsellors available to deliver 1:1 counselling to meet the needs of school-aged young people aged 10 and above.

	<p>c) In response to the Covid Pandemic’s impacts, and taking account of past evidence of success in supporting young people’s wellbeing needs, Seasons for Growth training has been extended – across schools and into a wider community offer. This will increase the offer of support to young people experiencing bereavement and loss. Further information on impacts of this training in terms of increased bereavement and loss support groups for young people will be reported later in the year.</p>
<p>We will work in consultation with young people and families to devise and introduce actions and interventions, designed to address the needs identified from the themed health minimum data sets.</p>	<p>Since the Our Minds Matter (OMM) Framework was introduced in 2017, our understanding of the context for supporting young people’s mental wellbeing in Fife has developed. Supporting the emotional wellbeing of young people, families and staff continues as a key challenge for us in continued recovery from the impacts of the Covid-19 Pandemic.</p> <p>We are in the process of refreshing the Framework, taking into consideration the introduction of the UNCRC Bill, and the Community Mental Health & Wellbeing Framework which extends the age of young people beyond school age up to the age of 26 whilst also broadening our vision beyond supports centred around schools more to community and out of hours supports.</p> <p>The refreshed framework will centre on a partnership approach and focus heavily on early intervention and prevention. We plan to consult with young people, parents and carers and partner services through the development of three focus groups to enable us to provide a straightforward, shared language centred around the principles of GIRFEC where all partners can recognise their place and role within the framework. We also plan to refresh the OMM website to create stronger links between the messages online and within the updated framework.</p> <p>As described above it is a priority to establish a Supporting Young People’s Wellbeing (Physical and Sexual Health) group whose aim will be to establish a partnership forum where children and young peoples’ health and well-being needs can be understood and responded to, with particular focus on prevention of harm from early and significant exposure to substance use (their own or significant others) and promotion of good relationships, sexual health, general wellbeing and parenting. This group will lead in consulting with young people in relation to the identified themes and involving young people in the outcomes that are developed</p>
<p>We will extend and enhance the range of supports available and accessible to staff to ensure we support everyone through this period of recovery</p>	<p>The Education and Children’s Services Directorate’s (ECSD) first staff wellbeing strategy was commissioned in recognition that in order to promote and support the physical and emotional wellbeing of children, young people and families there is a need to have a focus on the wellbeing of staff. This priority outlines the importance of supporting both staff members’ and one another’s wellbeing, but it is also underpinned by the feedback received from staff, through various staff consultation activities.</p>

ECSD's key approach to gathering staff feedback is the Staffwise survey, which enables all employees to share their thoughts and feelings about what it is like to work in the Directorate. Staffwise data allows identification of key emerging themes across the Directorate but also enables the monitoring of establishment level responses, which we be used to inform local plans to support staff more effectively.

The 2022 Staffwise results will enable review of the project areas in the directorate's Staff Wellbeing strategy. This data, alongside the wider organisation's Heartbeat survey results, will guide strategic approaches to supporting staff, and this will be shared with colleagues through a refreshed strategy publication.

In addition, schools and teams will be supported to use their own settings data to form improvement priorities that address their own data's key emerging themes.

A wide range of support has been made available to staff across the Health and Social Care partnership including: access therapies web site; National Wellbeing Hub; Chaplaincy Services; and intranet pages which provide details and access to a number of resources including mindfulness resources, peer support and stress support and resources

Our Progress in Closing the Equity Gap

Context

Pre-Covid, there were significant differences in outcomes for the most and least disadvantaged children across Scotland. These equity gaps had closed in Fife for a range of measures before the pandemic, but evidence suggests that many have widened again as a result of the pandemic.

Fife Partnership works collectively to tackle poverty across Fife's Communities. The Fife Child Poverty Action Report provides a focus for our collective action to address the immediate impact of poverty on Fife families, by: improving income from employment; reducing barriers caused by the cost of living; and increasing income from social security and benefits in kind. The Children's Services Plan supports this work, with a focus on improving opportunities and life chances of children and young people living in poverty, by reducing the equity gap in outcomes for our most disadvantaged, particularly those facing multiple forms of disadvantage.

Our focus for improvement	Our actions and progress
We will develop a framework for measuring and monitoring the outcomes of children and young people facing significant and multiple forms of disadvantage.	<p>Fife is currently working with partners within the South East Improvement Collaborative for schools (SEIC) to improve the use of inclusion and equity data. An initial audit has been undertaken of data relating to children with a need for additional support with learning (ASL). The data derived from this audit will enable benchmarking across the five SEIC local authorities.</p> <p>The Fife data will be used to support improvement activity for a range of learners with ASL needs, and to develop a framework for monitoring their outcomes relative to their peers.</p> <p>The Children's Services Data Group will also review this data and consider further steps to improve the availability and use of data in inclusion and equity across wider children's services.</p>
We will work together, using quality improvement approaches including Model for Improvement, to improve the attendance at school of children	<p>Fife Children's Services Partnership has significant experience working with a range of improvement methodologies, including use of the Model for Improvement, supported by the Scottish Government's Children and Young People's Improvement Collaborative (CYPIC). A key focus for current collaborative work with CYPIC and other improvement partners (including Education Scotland, the SEIC improvement collaborative, and ADES) is on improving school attendance. This work includes:</p>

<p>and young people facing disadvantage, enabling better attainment and achievement for them.</p>	<ul style="list-style-type: none"> • <i>SEIC Intensive Quality Improvement Programme (IQIP2)</i>. The aim of the Intensive Quality Improvement Programme (IQIP) was to equip school teams with confidence to undertake quality improvement projects within their school community. The programme was based on a practice development model with the focus improving attendance and engagement, with an overarching principle of addressing issues of equity, and involved two High School communities in Fife. Improvement activity undertaken included: supporting learners or cope with anxiety, which prevents them from engaging with the mainstream curriculum; identifying new learning opportunities relating to personal interests, to support engagement with learning; and to improve the support provided to learners with additional needs. • <i>ADES Quality Improvement Programme to Improve Attendance and Engagement</i>. The aim of the programme was to apply QI concepts to improve school attendance and engagement in learning of children. The Programme was delivered across five months and provided participating teams practical support to develop their improvement knowledge and skills. Small teams worked together to apply Improvement Methodology to improve the level of engagement in learning of identified children. The Fife teams included local schools and the Making it Work for Families team. • <i>Tayside Regional Improvement Collaborative (TRIC)</i>. Two Fife schools are currently participating in Quality Improvement Training through the TRIC to improve pupil attendance. Approaches include the use of breakfast check ins at a Nurture Hub to help children to ‘get through the door’ in the mornings. <p>Next steps are to create a Fife strategic theory of change for Attendance, change bundle and spread plan. Build on multiagency partnership of the Fife CYPIC to offer local QI training to support multiagency teams to improve Attendance.</p>
<p>We will work together as Children’s Services Partnership and with wider partners, to improve the opportunities and post-school destinations of school leavers facing disadvantage.</p>	<p>There are a variety of partnership approaches in place to support employability and post school destinations for those in danger of not attaining a sustainable destination. A range of partners are involved, sharing data, collaborative approaches and accountability. Approaches include:</p> <ul style="list-style-type: none"> • The <i>Youth Employability Delivery Group</i> is a multiagency approach to review at risk leavers, including winter leavers and those within identified risk groups. A data driven approach is used to identify actions and a range of offers for young people to support positive destinations and increase opportunity. • The <i>No One Left Behind</i> Government initiative for Fife includes a bid for those young people most disengaged through the Employability Access Support for Young People (EASYP) approach to link the 16+ keyworker team, Apex, College, Community Learning and Development and Supported Employment Services.

	<ul style="list-style-type: none"> • The <i>School College Partnership</i> with Fife College provides a wide Fife curricular offer from SCQF level 2-7 and also has developed bespoke courses for specific localities and cohorts, this includes Hospitality in Dunfermline area and Construction in mid-Fife. • <i>Developing the Young Workforce (DYW)</i> has incorporated more collaborative working with a DYW coordinator in place for those most at risk, including Care Experienced young people and young people with the Pupil Support Service. There is also a focus on work experience to support attendance and engagement in some schools and also to extend work related learning to ensure young people emerge as “work ready”; this is further supported by CR Smith Handpicked programme, Career Ready apprenticeship family groupings.
<p>N.B. The previous section (<i>Reviewing Of Our Approach to Partnership Working</i>) provides an update on the work undertaken to review the way that groups supporting Child Poverty Action Reporting and Children’s Services Planning in Fife work together, to ensure that their work is aligned and supports effective working across all areas.</p>	

Our Progress in Promoting Children's Rights

Context

Respect for the rights of children is integral to ensuring that they are able to participate meaningfully and appropriately in the services and support they receive, enabling them to develop their potential to the full.

We will continue to embed the UNCRC in our collective work, to ensure best practice is evident across the Children's Services Partnership and to give effect to Children's Rights. We will ensure full consideration is given to the readiness for commencement of the UNCRC Implementation Scotland Bill across the wider Fife Partnership.







The actions that we will take	How we will monitor & report our success
<p>We will work to embed the use of Child Rights and Wellbeing Impact Assessments (CRWIAs) to plan for the meaningful involvement of children and young people in the design and delivery of all services across the Fife Partnership.</p>	<p>Scottish Government has refreshed the Child Rights and Wellbeing Impact Assessments (CRWIAs). Advice is now available on the implementation of CRWIAs and awareness raising for staff. Whilst CRWIAs are not mandatory, it is recognised that these support good practice and ensure a rights based approach.</p> <p>The process for completing Equality Impact Assessments by key partners (including Fife Council, and NHS Fife) now includes specific reference to CRWIAs to ensure due consideration is given to children's rights.</p> <p>A mechanism to record and report on planned and implemented CRWIAs now needs to be implemented in order to ensure there is a refreshed focus on this process and to ensure the Children's Rights Group have an overview. This will allow for good practice to be recognised and shared.</p>
<p>We will provide professional learning and awareness raising through a variety of approaches to ensure all staff across services are aware of the implications of</p>	<p>We have carried out a survey which has provided baseline data and also identified groups that need further support. Materials are being produced to support this.</p> <p>Education central teams have had training on the UNCRC and plans are in place to train staff in each cluster who can then roll out this training to all staff.</p>

<p>the UNCRC in their own context.</p>	<p>Council staff are working with the Scottish Government to produce support materials which can be more widely shared across the partnership; and to identify areas of good practice and area that require further support. Information is being shared via the national 'Knowledge Hub'.</p> <p>Work is currently underway at a national level to support self evaluation of practice, drawing on current resources and approaches across authorities and more widely.</p>
<p>Further develop an inclusive approach to communication with all children and young people, to ensure that their rights are being considered and upheld.</p>	<p>Partners across the children's services partnership have longstanding strategies to support participation and engagement of children, young people and families. These continue to be refreshed and updated, with an increasing focus on ensuring that resources accessible for all. Recent work has included the development of an animation that can be shared with children and young people explaining their rights.</p> <p>All schools have the opportunity to register and become accredited through the UNICEF Rights Respecting Schools programme. Professional learning is available to support all schools within this scheme.</p> <p>The work of 4DX has supported a further focus on ensuring the voice of children and young people are listened to and learning from this will support further development.</p>
<p>We will develop our approach to engagement of children and young people in a systematic and meaningful way, in order to evaluate and monitor our progress in developing best practice and giving effect to Children's Rights.</p>	<p>A proposal paper has been presented to Children in Fife regarding the setting up of a <i>Children and Young People's Engagement Panel</i>. A small group of professionals have formed a sub group to progress this work.</p> <p>The Children's Rights group are mapping out existing groups and the range of engagement mechanisms that exist for specific groups of young people. The <i>Children and Young People's Engagement Panel</i> will draw members from these groups.</p>
<p>N.B. The previous section (<i>Reviewing Of Our Approach to Partnership Working</i>) provides an update on the work undertaken to review the way that groups supporting Children's Rights Reporting and Children's Services Planning in Fife work together, to ensure that their work is both aligned and supports effective working across all areas.</p>	

Our Progress to Date





The table below sets out the progress made against the Plan **scorecard measures** in 2021/22:

Outcome measure	Fife Current Performance	Benchmark Current Performance	Fife Baseline Performance	Benchmark Baseline Performance	Fife Trend	Fife Current vs Benchmark	Improvement goal
Delivering the Promise							
Proportion of Fife children with a multi-agency child's plan who are supported safely at home/with family	72.5% March 2022	N/A <i>Local Fife Data</i>	70.0% March 2021	N/A <i>Local Fife Data</i>	+2.5% 	N/A <i>Local Fife Data</i>	74% (By March 2022)
Attendance of looked after children at school (see notes 1, below)	85.4% March 2022	N/A <i>Local Fife Data</i>	86.0% March 2021	N/A <i>Local Fife Data</i>	+0.6% 	N/A <i>Local Fife Data</i>	90% (By March 2022)
Attendance of children in key decision making meetings (see note 2 below)	49% March 2022	N/A <i>Local Fife Data</i>	39% March 2021	N/A <i>Local Fife Data</i>	+10% 	N/A <i>Local Fife Data</i>	60% (By March 2022)
Supporting Wellbeing							
Percentage of children with any developmental concern recorded at their 27-30 month review	14.6% 2020/21 Fife	14.9% 2020/21 Scotland	15.7% 2019/20 Fife	14.3% 2019/20 Scotland	-1.1% 	0.3% Lower than Scotland	Reduce to match Scotland

Notes:

1. Data for school attendance within 4DX was calculated using a series of live snapshots from partner MIS systems.
2. Data was captured from attendance at Children's Hearings and Looked After Children Review meetings.

Our Progress to Date

Outcome measure	Fife Current Performance	Benchmark Current Performance	Fife Baseline Performance	Benchmark Baseline Performance	Fife Trend	Fife Current vs Benchmark	Improvement goal
Closing the equity gap							
Percentage attendance of children living in SIMD Q1	89.6% 2020/21 Fife SIMD Q1	92.8% 2020/21 Fife All pupils	88.0% 2019/20 Fife SIMD Q1	91.3% 2019/20 Fife All pupils	+1.6% 	3.2% Lower than all Fife pupils	Increase to match benchmark (All Pupils)
Percentage of P1/P4/P7 children living in SIMD Q1 achieving expected level in the curriculum: literacy	52.6% 2020/21 Fife SIMD Q1	56.0% 2020/21 Scotland SIMD Q1	50.4% 2019/20 Fife SIMD Q1	Data was not collected nationally in 2019/20	+1.7% 	3.4% Lower than Scotland	Improve by 6.9% p.a. to 85% by 2024/25
Percentage of P1/P4/P7 children living in SIMD Q1 achieving expected level in the curriculum: numeracy	59.9% 2020/21 Fife SIMD Q1	65.0% 2020/21 Scotland SIMD Q1	57.8% 2019/20 Fife SIMD Q1	Data was not collected nationally in 2019/20	+1.8% 	5.1% Lower than Scotland	Improve by 5.4% p.a. to 85% by 2024/25
Percentage of leavers living in SIMD Q1 who enter a positive destination from school	90.7% 2020/21 Fife SIMD Q1	92.8% 2020/21 Scotland SIMD Q1	86.6% 2019/20 Fife SIMD Q1	90.0% 2019/20 Scotland SIMD Q1	+1.8% 	2.1% Lower than Scotland	Increase to match Scotland

Scottish Index of Multiple Deprivation (SIMD)

The Scottish Index of Multiple Deprivation is the Scottish Government's standard approach to measuring relative levels of disadvantage across Scotland. It provides information about a range of resources and opportunities available to communities at a local level. These relate to: income, employment, education, health, access to services, crime and housing.

SIMD is calculated for defined local, geographical areas called data zones. There are 6,976 datazones across Scotland.

Each of these datazones fall within five families, called quintiles, according to the overall level of multiple deprivation recorded by SIMD for that area. SIMD Quintile 1 (often abbreviated to **SIMD Q1**) refers to the most deprived areas, as measured by SIMD.

Further information can be found at: <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>



United Nations on the Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (**UNCRC**) is the global “gold standard” for children’s rights and sets out the fundamental rights of all children.

In Scotland, the UNCRC is already used to provide a framework to ensure that children's rights are considered whenever decisions are taken, and to help provide every child with a good start in life and a safe, healthy and happy childhood. It forms the basis of Scotland’s national approach for supporting children, called Getting it right for every child (**GIRFEC**).

Further information can be found at: <https://www.gov.scot/policies/human-rights/childrens-rights/>



Child Rights and Wellbeing Impact Assessment (CRWIA)

The Child Rights and Wellbeing Impact Assessment (**CRWIA**) is the approach that officials use to provide evidence that proper consideration has been given to the impact that any policy or strategy will have on children and young people up to the age of 18.

Further information can be found at: <https://www.gov.scot/collections/childrens-rights-and-wellbeing-impact-assessments-guidance/>

GIRFEC

Scotland's national approach for supporting children, is called Getting it right for every child (**GIRFEC**). It supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.



GIRFEC helps the different agencies, services and teams who form part of the Fife Children's Services Partnership work better together.

Further information can be found at: <https://www.gov.scot/policies/girfec/>

The Promise

In 2017, the Scottish Government launched an Independent Review of Scotland's Care System (Children and Young People) to help Scotland deliver the 'world's best care system'.

The Promise is responsible for driving the work of change demanded by the findings of the Independent Care Review, following their publication in 2020. It works with all kinds of organisations to support shifts in policy, practice and culture so Scotland can *#KeepThePromise* it made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential.



Further information can be found at: <https://thepromise.scot/>

HENRY

HENRY is a charity with a mission to support a healthy, happy start for children and lay the foundations for a brighter future.

HENRY provides a wide range of support for families from pregnancy to age 12 including workshops, programmes, resources and online help. They work with parents to help them gain the confidence, knowledge and skills they need to help the whole family adopt a healthier, happier lifestyle and to give their children a great start in life.

They also work with health, early years, and family support practitioners, helping them develop the skills to support families make real and lasting changes.

Further information can be found at: <https://www.henry.org.uk/>

SHINE (Schools Health and Wellbeing Improvement Research Network)

SHINE aims to help transform health and wellbeing outcomes for young people in Scotland through high quality, school-based health improvement research and data-driven innovation.

SHINE works with schools to support an evidence-based, whole-school approach to mental health and wellbeing, using high-quality data and providing an infrastructure for all stakeholders to share good practice. The SHINE model aligns closely with Scottish educational policy and practice.

Further information can be found at: <https://shine.sphsu.gla.ac.uk/>



Fife's Community Planning Partners: Fife Council • NHS Fife • Fife's Voluntary Sector • Police Scotland • Scottish Fire & Rescue Service
• Fife College • Scottish Enterprise • St Andrews University • SEStran • Skills Development Scotland • Scottish Government
Working together to deliver our Community Plan and strengthen Fife's future www.fifedirect.org.uk/communityplanning