

Shetland Children's Partnership

Building a Brighter Future Together for Shetland's Children and Young People

Annual Report 2020-21

This Report is presented to fulfil the requirements of Section 13 of the Children and Young Persons (Scotland) Act 2014.

Unless otherwise specified, 'children' means all people aged 0-17 years and 'young people' includes 18-24 year olds.

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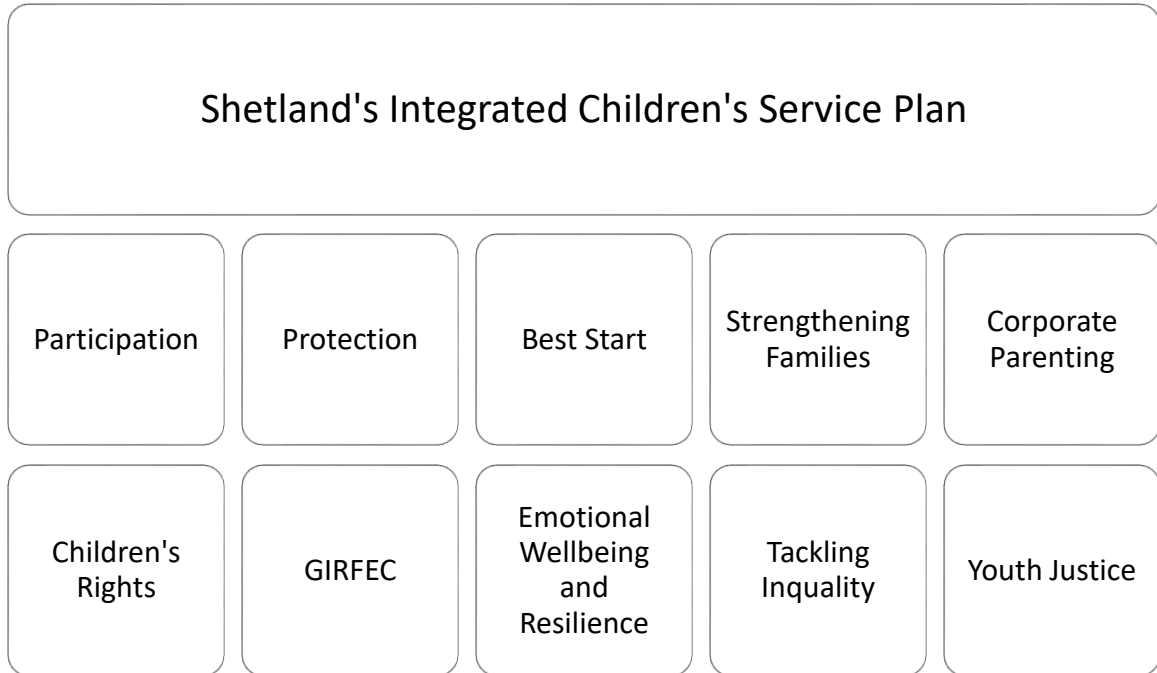
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Purpose of Report

In this Annual Report, we will report on themes, specific service areas and priority projects, as set out below.



Our focus is on 'what difference we made' in our approach to supporting children, and their families and carers, to reach their full potential; what is referred to as an Outcomes Based Approach.

We feel that this is best supported by 'telling the story' of what we do using Case Studies, with input from children, families, carers, staff, community and voluntary groups to explain 'what difference we made' in their lives.

The Plan

The purpose of the Integrated Children’s Service Plan is set out in the Children and Young People (Scotland) Act 2014, to: “articulate how various services will work together to best safeguard, support and promote the wellbeing of all children in the area concerned; have a local workforce that is trauma-informed; ensure that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising; be most integrated from the point of view of recipients; and constitute the best use of available resources”.

Shetland’s Integrated Children’s Services Plan sets out some key aims for the partners to deliver.

The aim of our collaborative approach is to promote the social and emotional resilience of our children and young people so that we can help them be happy and content members of our community.

We will endeavour to provide our children and young people with a healthy, safe and memorable childhood, to afford them positive learning opportunities to enable them to move forward into adulthood with the skills, abilities and ambitions necessary to serve them and their communities well in the future.

Tackling inequality for our children and young people is a particular challenge over the lifetime of the Plan.

We will ensure that our attention and resources are focused on the task of safeguarding and promoting the wellbeing of our most vulnerable, including looked after children and young people, and care leavers.

We are committed to ensuring that every child has the best possible start in life. We will ensure that the early stages in a child’s life, from before they are born until they begin primary school, are as positive as they can be.

We will work together to improve the experiences of our children and young people of school age, as we seek to understand the fundamental barriers to attainment and achieving positive destinations in adulthood.

We will work closely with all our partners including Third Sector and adult services in the area of mental health, domestic abuse and alcohol and substance recovery services to understand the issues affecting families, and to reduce the impact of these.

We will listen to the needs, fears and wishes of children and young people, and be proactive and determined in our collective efforts to address these.

Executive Summary

Welcome to the fourth Annual Report for Shetland's Integrated Children's Service Plan. This Report covers the period from April 2020 to March 2021 and describes our approach to 'build a brighter future together for Shetland's children and young people'.

For most of our children and young people, Shetland provides a safe and nurturing environment within which they can grow and flourish. We have high standards of educational and health provision, with strong community resources and a rich heritage and culture. However, Shetland is not immune to a raft of social, economic and environmental factors which may cause our young people not to get the best start in life, and not to reach their full potential. We recognise that. As partners, we are committed to working together to improve the outcomes for our children, and their families, where our services and interventions can help and support them. Keeping our young people safe from harm will always be our number one priority.

It is important to reference the impact of Covid-19 on children and young people in our community. There are positives to take from the crisis. We worked well together, as partners and with the community, and we were able to introduce new services where they were needed and change existing service models, as required. We focused on looking after our most vulnerable children and families. We did that quickly and responsively; things which in normal circumstances may have taken months to plan and deliver were agreed and implemented with immediate effect.

Last year, we committed to progressing the following activity and actions:

- Support the Child Protection Committee Improvement Plan.
- Deliver the Implementation Plan for the Emotional Wellbeing Project.
- Support the Anchor: Early Action Systems Change Project.
- Support the Annual Child Poverty Action Plan.
- Continue to develop the activity to improve the outcomes for our Looked After Children.
- Develop and implement the Youth Participation Pathway.
- Implement the development programme for youth offending.

I am pleased to say that we have made significant progress across all these headings, as you will see in the detail of this Report.

However, there are worrying aspects around Covid-19 that we need to respond to. Maintaining normal levels of service will be challenging in these unprecedented times, and there are emerging disparities in the social and economic fabric of our community from changes to jobs in specific sectors and areas. Tackling Inequality will need to remain a priority, in line with the work of the Shetland Partnership Plan.

We work hard at delivering the best possible services for the community but there is still plenty of work to do. I hope you enjoy reading about our work.

Helen Budge

Director of Children's Services for Shetland
Islands Council

Chair of the Shetland Children's Partnership



Celebrating Key Achievements

In response to a growing evidence of domestic abuse and gender based violence, guidance for all staff was updated.

Training in Child Protection was converted to online and a hybrid model, to ensure coverage and quality

Schools supported their pupils to participate in RespectMe workshops, to explore the important of celebrating differences.

Young People participating in the update of a local health strategy and identified mental wellbeing and isolation as key issues.

Through Getting It Right for Every Child, staff responded exceptionally well during the pandemic to support vulnerable children and families.

The Pupil Equity Funding and the Care Experienced Children and Young People's Fund is demonstrating:

- A strong commitment to ensuring equity at both school and authority level
- Approaches increasingly informed by qualitative and quantitative data.

An Outcomes-Based Approach

An outcomes-based approach encourages us to focus on the difference that we make and not just the inputs or processes over which we have control. Success is about **impact** and our plans should be clear about how we intend to make tangible improvements to the lives of our children and young people.

We will focus activity and spend on achieving real and lasting benefits for people and minimise the time and expense on tasks which do not support this purpose. We aim to create the conditions to release innovation and creativity to deliver better outcomes.

This section pulls together the outcomes for children, and their families, that we are working to improve.

Shetland Partnership Plan

Indicator	2018 Baseline	2021 Target	Latest Value
Children living in low income families	5.7% of children in Shetland live in low income families	No more than 5% of children in Shetland live in low income families	No data post 2019
Child protection cases involving alcohol and drug misuse	The proportion of child protection cases involving parental alcohol and drugs misuse is 3 times the national average	The proportion of child protection cases involving parental alcohol and drugs misuse will have reduced by at least a third	July 2019 Snapshot = 13%, Scotland = 10.3%
Children who are not a healthy weight in Primary 1	17.4% of children in Primary 1 are not a healthy weight	The proportion of children in Primary 1 who are not a healthy weight will have reduced to no more than 12.5%	Total not healthy weight 14.7% Figure reduced, but not to target. Small numbers mean variation from year to year.
Positive destinations for school leavers	96.1% participation	At least 97% participation	96.8% participation Fractionally under target, however still the highest participation levels in Scotland for the year.

Indicator	2018 Baseline	2021 Target	Latest Value
People in Shetland who feel part of their community	88% of people feel that they are part of their community	At least 90% of people will feel part of their community	90% (SHS 2020)
Foodbank usage	45 food parcels on average distributed per month	No more than 34 food parcels on average distributed per month (25% reduction)	835 parcels distributed by Shetland food bank (69 parcels per month)
Fuel poverty	53% of households in Shetland are in fuel poverty	No more than 35% of households in Shetland are in fuel poverty	31% according to summary published Feb 21. Scottish average 24%. Measure still appears to be improved (up on 2019/20 figure of 27%) Target not reflective of the new definition of fuel poverty being used, and measure does not accurately reflect the local reality.
Households in Shetland who do not earn enough to have an acceptable standard of living	49% of households in Shetland do not earn enough to have an acceptable standard of living	No more than 35% of households in Shetland do not earn enough to have an acceptable standard of living	47% based on 120% benchmark income and CACI data for 2020 Figure fractionally reduced, but not to any significance
People drinking at harmful levels	20% of people are drinking at harmful levels	No more than 18% of people are drinking at harmful levels	No data available since 2016
People engaging in physical activity	77% of people engage in some form of sport and physical activity	At least 80% of people engage in some form of sport and physical activity	Current figure (2020) 82% Above Target

During 2019, Shetland Children’s Partnership developed its own planning and performance framework, to focus on improvements around the key priorities in the Plan. The arrangements are shown diagrammatically below.

The data comes with a ‘health warning’ due to the relatively small numbers being reported on. The Partnership looks at trends over a period to show sustained improvement, rather than a one-year snapshot in time.

The response to the Covid-19 emergency has meant some delays with the recording and analysis of data for the reporting period to March 2020 so this Report has used the latest available published data.

Vision	We live longer Healthy Lives: Individuals and families thrive and reach their full potential					
Outcomes	We respect, protect and fulfil human rights and live free from discrimination	We are creative and our vibrant and diverse cultures are expressed and enjoyed widely	We are healthy and active	We are well educated, skilled and able to contribute to society	We grow up safe and respected so that we realise our full potential	(shared) We tackle poverty by sharing opportunities, wealth and power more equally
Indicators	Care Experienced Young People	Participation Participation of those who may be excluded	Tooth Decay Physical Activity Levels Child Health Data	Attendance / Exclusions Attainment Sustained Positive Destinations	Child Protection Youth Offending Child Development Alcohol and Drug Misuse	Children Living in Poverty / Families on Low Income

Needs Assessment

A needs assessment is an important step in planning and commissioning services. It helps us to understand the needs of the population and the type and distribution of services that will bring the greatest benefit.

Needs assessments can be done at different levels – for example, a Joint Strategic Needs Assessment could be done by a partnership to support the development of a strategic plan. This would look at the needs of the whole population served by the partnership and identify gaps or inequity in service provision.

Alternatively, health needs assessment could be done for a specific community or sub-group of the population, such as homeless people or people with learning disabilities, to understand what health and social care services are needed to meet their needs.

A useful definition of need is ‘the capacity to benefit from services’. This definition keeps the focus of needs assessment on interventions that can produce real benefits, and on identifying people who could benefit from receiving those interventions.

We also need to understand the underlying causes of health inequalities.

A needs assessment should tell us:

- the level of need for public services
- the extent of unmet need
- the pattern of supply and effectiveness of current services
- how to work towards meeting a need
- how to use resources in the most effective and efficient way.

The Children’s Partnership is aiming for a rolling programme of needs assessment. The first element, the collection of data, is nearing completion, and some of this is captured on pages 9-10 of this report. Appendix 1 provides more detail.

Children's Rights

In November 2019, the Scottish Government announced their intention to embed the United Nations Convention on the Rights of the Child ('UNCRC') ['Children's Rights'] into Scots Law. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

There is a requirement under Part 1, Section 2 (Duties of Public Authorities in relation to the UNCRC) of the Children and Young People (Scotland) Act 2014 to prepare and publish reports, to provide evidence of the contribution to ensuring that children's rights are respected, protected, enabled and fulfilled.

Shetland Children's Partnership has chosen to include a section on Children's Rights in this Annual Report, to place it in the context of the overall work programme for children and young people. This summary of key issues is set out below.

What we said we would do:

The promotion of UNCRC for young people and school staff will be facilitated by both the Rights Respecting School Award and through Youth Work engagement in schools.

To maximise promotion of the UNCRC Bill, Shetland Islands Council's Youth and Employability Service have added a stand-alone session as part of their Youth Work Offer to Schools. This has been created through material from Scotland's Commissioner of Children and Young People. This can complement work done towards RRS accreditation or be completely separate depending on what schools decide.

Other workshops on offer to school for this session that are related to rights include:

- 'RespectMe' (exploring the importance of celebrating difference).
- 'What is Sexuality & What is Gender' (two sessions based on making schools more accepting and inclusive and having a gender-based conversation).
- 'Climate Change' (a workshop aimed at helping young people turning their concerns about the environment into action).

We will also:

- further progress the Youth Participation Pathway to make sure that decisions about how to make services better at the design, commissioning and delivery stage are made with children and young people;
- create 'child-friendly' public services across all sectors - health, education, arts and culture, leisure and social spaces – to welcome and support children and young people.

- Provide schools and other services working with children and young people with self-evaluation materials and guidance, INCLUDE, to support the rights of those children and young people with protected characteristics. These materials, commissioned by the Northern Alliance Equalities Group, have been produced by young people and were launched in May 2021. They will be disseminated to all services working with children and young people on 16th August 2021 as the new academic year begins.

What we've done:

Shetland Islands Council retained its service level agreement with UNICEF to support the **Rights Respecting Schools Award** across schools. This Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. Shetland currently has eight schools engaged in this award with Cullivoe Primary looking to renew their '*Gold*' status in 2021.

Promotion of UNCRC in schools through Youth Work was delivered this year by the Youth and Employability Service in a number of ways. Working with national and international partners, workshop and materials were produced and delivered to young people in Shetland schools throughout the year. The following workshops and resources were delivered for the first time:

- An Introduction to UNCRC workshop (in partnership with the Children and Young People's Commission and UNICEF) delivered to 231 secondary pupils across Shetland schools. This is an introduction to the principles behind UNCRC and raises awareness of young people's rights – getting them to think about when rights are being upheld or infringed.
- As part of Youth Work delivery during the pandemic, 93 young people were supported to engage in LGBTi support chat groups. As part of LGBT History month, Youth Development Workers delivered 46 support packs for young people.
- A standalone PSE workshop created by RespectMe on prejudice was also delivered by Youth Development staff to over 120 pupils in schools. The workshop explores the importance of celebrating difference, and to increase awareness of prejudice, stereotypes and racism in society.

Shetland Schools and Youth & Employability Staff have now attended **Train the Trainer** sessions, nationally, on introducing the Scottish implementation Bill for UNCRC and have presented to Head teachers on the same theme. This will be rolled out to other areas of the authority and to more school staff next year.

A forum for Youth Participation in Shetland (**Shetland Youth Voice**) is being developed and a staff member to coordinate this has just been recruited for the Youth and Employability Service (August 2021). They will work with a range of partners in and out the authority to create a forum for gaining young people's views and training local public bodies in how they listen and take the views of young people seriously as well as raising awareness in Children's Rights.

The **Case Study** on Changing Tides/Making Waves Conference 2020 provides an example of the ambition of our young people to take part and influence change (Appendix 2).

Participation

The partners agree that participation is a fundamental right.

Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.

What We Said We'd Do

Young people will continue to have the opportunity to work towards a wide range of accreditation including: Saltire Awards; Participative Democracy Certificate; and the Duke of Edinburgh 'Volunteering' Sectional.

We will continue to find ways to promote, support and sustain the implementation of the Youth Participation Pathway, across all services.

We will further develop our approach to ensuring that 'voices for the lived experience' become an integral part of our approach to hearing the views of our service users, when designing and delivering services.

What we've done:

As mentioned above, Shetland young people have engaged in a number of accredited activities linked to participation. These have included –

Saltire Awards: 130 young people from 24 different volunteering groups achieved Saltire Awards through this year. The Saltire Awards are a nationally recognised certification recognising the achievement of young people who volunteer their own time in their communities. It is coordinated locally by Volunteer Action Shetland working in partnership with various other groups.

Participative Democracy Certificate (PDC) – 21 pupils in Shetland schools (AHS) achieved this award through work in their pupil councils. This recognises how they have planned, researched, presented and collaborated with their school management on issues around their school in order to try and solve problems they see. PDC is a method of recognising and rewarding young people's involvement in decision making. It is specifically aimed at the youth work sector and offers 2 credits at SCQF level 5 for participants. Currently three Shetland secondary schools are now signed up to this programme.

Young Islanders Network – Shetland pupils from upper primary and lower secondary took part in this project alongside Youth Scotland and the Scottish Government to pilot the setting up of a Young Islanders Network. This network will give young people from across Scotland's Islands the chance to come together, discuss their lives and challenges and help to shape what

Island life like might be like for young people. From the engagement sessions, 112 pupils took part in this process from Shetland schools.

National Listening/Engagement Events:

Over a hundred young people, locally took part in the LockdownLowdown research partnership between YouthLink Scotland, Young Scot and Official Scottish Youth Parliament, exploring the long-term impact of Covid-19 restrictions on young people in Scotland. The latest findings shows:

- Employment and finances are a leading concern among young people – with more than a third of those in employment placed on furlough
- Access to information continues to be an issue, with two-thirds of respondents admitting to not knowing how to access information on financial support and two in five are still not confident about accessing information on mental health and wellbeing
- Two in five young people are worried about their mental health – an improvement compared to April
- Following the reopening of schools and learning environments, over three quarters of young people have returned to in-person education – with more than two thirds happy to be back. However, respondents admitted they would like more information on the future of schools and exam procedures. For more details - <https://bit.ly/2VNZxo5>.

Youth and Employability Service ran a series of listening events on behalf of NHS Shetland this year as they were in the middle of reviewing local policy. Focus groups of secondary school age and non-school age young people were questioned on health and wellbeing in the isles. Strong responses focused on mental health provision concerns and social isolation during pandemic/lockdown, also provision of social and recreational facilities in remote areas of isles. The report is currently being completed by NHS Shetland. A similar series of events ran in autumn 2020 on behalf of the Scottish Renewal Advisory Board to secondary age and older pupils – this was on the themes of community responses to lockdown.

There has also been Shetland representation as part of the Scottish Education Recovery Youth Panel, a group of approximately 15 young learners, aged 9 to 18 years old (primary 5 – secondary 6) from across Scotland. The Panel will help shape the Scottish Government's COVID-19 education recovery work, ensuring young people from a range of backgrounds and experiences are included in the Coronavirus (COVID-19) recovery plans for education.

Shetland MSYP, Jonathan Dorrat has also been part of the Children and Young People's Commission Scotland as a 'Young Advisor' consulting on policy and practice for Children's Rights in Scotland.

A forum for Youth Participation in Shetland (Shetland Youth Voice) is being developed and a staff member to coordinate this has just been recruited for the Youth and Employability Service (August 2021). They will work with a range of partners in and out of the authority to create a forum for gaining young people's views and training local public bodies in how they listen and take the views of young people seriously, as well as raising awareness in Children's Rights.

The **Case Study** at Appendix 3 shows the commitment to participation through formal learning routes called the Participation Democracy Certificate.

Child Protection

We want our children and young people to be safe from harm and all forms of abuse.

Responsibility for child protection functions are undertaken by the Shetland Public Protection Committee (SPPC), a multi-agency partnership which was established in March 2019 and is chaired by an independent chair.

The work programme for child protection is aligned with, and a core element of, the Integrated Children's Services Plan. It is important to ensure that child protection is an integral part of the work on each priority and programme area. We do this by building strong relationships across partnerships, ensuring effective quality assurance and training is in place and taking a community-based approach to taking responsibility and raising awareness.

This report covers the financial year 1 April 2020 to 31 March 2021 and more detail will be included in the Public Protection Annual Report for those dates. A summary of the key issues is outlined below.

What We Said We'd Do

In 2020-21, the Shetland Public Protection Committee will:

- Develop the vision of public protection in Shetland informed by all stakeholders, building on the participation of young people and finding ways to involve adults.
- Raise the profile of public protection with the wider community in Shetland.
- Prepare for inspections, including the Joint Inspections of services for children in need of care and protection.
- Continue with priority projects.
- Ensure any work missed or delayed due to Covid-19 is picked up.
- Improve the collection and analysis of child and adult protection data.
- Establish programmes to work more effectively on cross cutting issues.

What we've done:

The Work of Shetland Public Protection committee was affected substantially by the pandemic and lockdowns in 2020/21. However some strategic work was prioritised and the day to day work of protecting children continued. The following was put in place

- Emergency Child Protection Procedures were issued and updated that allowed Children's Social Work, Police Scotland and NHS Shetland to continue to respond to child protection referrals and child protection cases. This was very much business as usual.
- Preparation for Joint Inspection of Services for Children Looked after and at Risk continued. Of note is that with the Care Inspectorate's support and training, a team

of 10 local file readers read 50 case files in May 2021. The Care Inspectorate requested that we look specifically at how services responded during lockdown especially during the periods of remote learning. The data is currently being analysed, but what has already been noted is the very good level of support provided by schools, social work and health services in child protection cases that continued through the pandemic.

- All child protection training was adapted to being delivered online and the e-learning was made accessible to all through the www.safersheland.com website.
- Work on cross cutting issues progressed and has resulted in Shetland Domestic Abuse Partnership becoming a subcommittee of SPPC with plans in place to support work about gender-based violence much more comprehensively.
- Developing the participation of young people in the work of SPPC has faced some difficulties. Using online meetings, this continued well until December 2020 when “zoom fatigue” set in and young people struggled to be part of this. However, plans are in place to pick this up and move forward again in August 2021.

Case Study

- The Case Study provided at Appendix 4 describes how Shetland Public Protection Committee provided support to parents and young people in keeping safe online during the lockdown and periods of remote learning.

Getting It Right for Every Child (and Family)

GIRFEC in Shetland

'Getting it right for every child' (GIRFEC) aims to improve outcomes for all children and young people. It is a multi-agency practice model that puts the wellbeing of children and young people at the centre. A common coordinated framework for holistic assessment, planning and action across all agencies is used to address needs, including the development of a Child's Plan. GIRFEC recognises that children, young people and their parents/carers have the right to be consulted about decisions that affect them.

It promotes a shared approach that:

- builds solutions with and around children and families;
- enables children to get the help they need when they need it;
- supports a positive shift in culture, systems and practice; and
- involves working together to make things better.

Getting it right for every child is the foundation for our work with all children and young people, including adult services where parents and carers are involved.

What We Said We'd Do

- Continue to develop the quality assurance arrangements to ensure safe and effective practice;
- Continue to develop a cluster model to support training and improved experience for children, families and staff regarding interventions requiring a Child's Plan;
- Work at improving leadership to reinforce a common and shared narrative for services across professional disciplines and with children and families;
- Using GIRFEC as the practice model, we will continue to develop transitional pathways for young people with complex needs moving into adult services including mental health.

What we've done:

Due to the Covid 19 pandemic, some of our work was not able to continue as planned. However, our staff have responded exceptionally well to supporting children and families through the phases of the pandemic. Staff in a variety of services have reached out to families, maintaining and in some cases establishing relationships with parents and carers, and maintaining contact with children. Responses and ways of working to meet many needs in constantly changing regulations have been rapid and creative.

The cluster model was not pursued as it was felt that this was not the right time to pursue this improvement work.

A multiagency group continued the work on leadership and a shared narrative for services across professional disciplines, producing a new 'Shetland Practice Framework'. This will be published in the new school year.

A new version of the Child's Plan (including integrated chronology), has been shared with staff. This has received very positive feedback from practitioners.

A working group is in place regarding transition to adult services.

Delivering the Best Start for Children and Families

The health, development, social, and economic consequences of childbirth and the early weeks of life are profound; the impact, both positive and negative, is felt by individual families and communities as well as across the whole of society. Therefore, high quality maternity and neonatal care and services are vitally important to the health and wellbeing of Scotland's people. The importance of this is reflected in the Scottish Government 'Best Start: Five Year Forward Plan to improve maternity and neonatal care'¹, which was published in January 2017.

The 'Best Start' plan focuses on developing models to support continuity of care, locally delivered services, person centredness and keeping families together, thus recognising the relationship between these factors and the impact on positive health and socio-economic outcomes for women, their babies and the wider family.

What We Said We'd Do

Working Collaboratively with Others. Work on developing a North of Scotland regional review of children's health services took place in July 2020 (as a digital workshop). NHS Shetland, along with the other Boards in the North Region, helped to refine local priorities and examples of where taking a regional approach to service planning and/or delivery would improve outcomes for children and families, which will also reflect the learning from the Covid-19 pandemic. The group will be reviewing areas of collaboration that can provide greatest benefit in a shortened timescale.

Responding to Inequality. Through the Annual Child Poverty Action Report (ACPAR), some targeted activity will be progressed to develop skills, knowledge and services in the early years, including:

- supporting health visitors and school nurses to be aware of the opportunities to signpost people to the Citizen's Advice Bureau, to help with financial advice and benefits applications, with a view to maximising family income;
- providing free vitamins for breastfeeding mothers and infants through Health Visitors; and
- Growing the Health Visitor Team with a trainee Health Visitor.

¹ <https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland/>

Developing the Role of the Child Health Commissioner. The Development Days of the Shetland Children’s Partnership allowed time to explore the role of the Child Health Commissioner. The Child Health Commissioner is the professional adviser to providers of children’s services via the Partnership structure and Health Board structure. The key priorities for the next stage of the work of the Partnership will be:

- Influencing the culture – creating the right environment, taking personal responsibility and supporting trauma informed approaches in practice;
- Using the role as an opportunity to influence policy decision making, regional and local planning for service provision;
- Leading on the quality improvement agenda from a health perspective – e.g. pathways, understanding health needs, benchmarking and developing a ‘dashboard’ to assist in providing assurance.

The Local Priorities will include:

- the Best Start Plan;
- supporting children with exceptional care needs, and their families;
- sustaining safe models of care, e.g. the obstetric and paediatric services;
- supporting the work of the CAMHS team (the Child and Adolescent Mental Health Services) and learning disabilities, with a particular focus on the transition period into adult services;
- supporting vulnerable children and families (including care experienced young people);
- contributing to the wider agenda of supporting the wellbeing of children and families through this partnership and the broader Shetland Partnership Plan; and
- embedding safety and safeguarding in all services.

What we’ve done:

Working collaboratively with others: We worked with the North of Scotland groups on mental health services for Children and Young People and on Child Healthy Weight, in addition to learning from the Covid19 pandemic. We continue to use pathways developed from this project and work more collaboratively with colleagues across the North of Scotland.

Responding to inequalities: CAB continue to attend departmental meetings to update team members of resources available to help maximise income and to encourage signposting to CAB services, and health visitors continue to supply mothers and babies with Vitamin D for free. We currently have 2 trainee health visitors, one will qualify in autumn this year and the other in autumn next year.

Developing the role of the Child Health Commissioner: the trauma-informed approach is being developed throughout the Child Health department, and work is underway to develop new pathways and guidelines to support practice. The Scottish Government has not yet

developed a series of measures for health visiting and school nursing practice, but we continue to monitor and improvement standards of care against existing measures.

The maternity unit are implementing Best Start.

Service redesign in the CAMHS team focuses on transitions into adult services. Safety and safeguarding is firmly embedded into NHS services, supported by the protection team.

Case Studies

- The Case Studies (Appendix 5) describe how services needed to respond and work differently during the emergency pandemic, to continue to provide access to services in a range of different ways in the:
 - o Child Health Team – moving to telephone and video based appointment systems, which enabled the staff team to maintain contact with all families and carers of young children and undertake assessments.
 - o Referrals to CAMHS – responding to increased demand as a result of the pandemic by employing agency staff to reduce the waiting list and meet the 18 week target limit for wait times. This enabled a local focus to be maintained on those who were seriously unwell, to help them to recover.
- The Perinatal and Infant Mental Health project is a project funded by the Scottish Government for 2 years, starting April 2020, in which we employed a health visitor, a midwife and an adult community psychiatric nurse to deliver pathways for parents and infants experiencing mental health difficulties. We hope to reduce the impact of maternal mental health difficulties for those individuals, and therefore improved maternal / infant bonding and attachment leading to more resilient children, and hopefully reducing the rates of mental illness in future generations

Emotional Wellbeing and Resilience

We are committed to improving the emotional wellbeing and mental health of our children and young people. The Emotional Wellbeing and Resilience project is tasked with managing the strategic approach in this area and will co-ordinate activity to drive improvement.

Historically, we have not always met the needs of children who have experienced adverse childhood experiences (ACEs), emotional trauma and stress. This project will look at how we support children, young people and families to identify and address the impact of ACEs, trauma and stress on themselves, their children, their future children and the people around them.

The Vision, Aims and Outcomes for the project are set out below.

Vision:

To give children and young people the relationships and connections they need to build their resilience and emotional wellbeing by bringing services and community together to address the impacts of childhood adversity/trauma.

To:

- ensure that our children and young people feel loved;
- support the Rights of the Child (for this project pre-birth - 26 years old);
- build on existing strengths within: families; communities; and services;
- make a difference to children and young people's emotional wellbeing so they can reach their full potential;
- overcome barriers and stigma and help change the culture in Shetland; and
- provide a collective, Shetland wide strategy.

What We Said We'd Do

The **Emotional Wellbeing and Resilience project's** work programme includes:

- Continue to work in different ways to explore the complex, interconnected issues around the subject area.
- Work to ensure that leaders are fully engaged in the aims of delivering trauma informed, and trauma responsive, organisations and community.
- Continue to ensure that children and young people are informing, and where possible, coproducing appropriate activities and tasks for the project. These are expected to now move beyond consultation with other children and young people and move into the sphere of collaboration on new ways of working and service redesign. Supporting services to listen and "...have an expectation that what they

hear will form the basis of their decisions” and “there must be a compassionate and caring decision making culture focussed on children and those they trust” as set out in The Promise from the Independent Care Review².

- The Emotional Wellbeing and Resilience Young Workers will continue to deliver their research workshop, adapting to an online model where necessary. Planning is underway to deliver this to the remaining secondary schools.
- The Emotional Wellbeing and Resilience Young Workers will carry out survey research.
- An information document to support mental wellbeing for young people during the Covid-19 lockdown has been created.
- For child, young people and family services, the project will lead on and co-ordinate the roll out of the trauma informed practice training, including development of online learning and facilitated online workshops, across the public sector in Shetland in order to move towards a trauma informed, nurturing community.
- Support the resourcing and management of the ‘Pre-birth to 5 years family support’ improvement project, partnering with NHS Shetland Midwifery and Health Visiting services, Young Workers and the Council’s Early Learning and Childcare service.
- Identify and support one school to become a ‘trauma informed and responsive school’ working with our local Scottish Attainment Adviser.

The Nurture in Schools programme will continue to deliver and develop the approach adopted in response to the Covid-19 emergency pandemic, as set out in the Local Phasing Delivery Plan, to respond to the needs of pupils and staff on an ongoing basis.

What we’ve done:

- Nurture: Reconnection, Recovery, Resilience guidance was created by Educational Psychology and Education Outreach teams in preparation for the return of all children and young people to in-school education in August 2000 and was updated and reissued in March 2021 for the return to in-school education after the second period of lockdown. This guidance was linked to programmes available for schools such as Seasons for Growth, a support for children and young people experiencing loss or change.
- To support the implementation of this guidance, a training session was offered to all school staff on a number of occasions with over 400 staff attending, and also delivered to probationer teachers and to Parent Council Chairs or representatives. Three pupil presentations were also developed for face to face delivery by school staff on the return to in-school learning, along with information letters for all parents.
- Resilient Kids and Resilience for Life training (Train the Trainers) was delivered across services (schools, social work and child health) in June 2021. Materials, resources

² <https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf>

and training will be delivered by this multi-agency group to other staff working with children and young people from 3 years to 19 over the next academic year. The programme aims to support children and young people to develop strategies to deal with socially emotional and difficult situations as a universal approach to emotional well-being.

- Zones of Regulation, a programme to support children and young people with emotional wellbeing and self-regulation has been implemented across school and children's social care settings, as a more targeted approach for some who need support in this area.
- The Emotional Wellbeing and Resilience Project is now part of the newly formed Shetland Early Action Project, providing multi-agency governance and clear links to other relevant projects that make up the Shetland Early Action Programme.
- Three Trauma Champions are now in place. Good attendance at two Scottish Trauma Informed Leadership (STILT) national training workshops, followed by a local STILT workshop supported by NHS Education Scotland (see case study below).
- Support and collaboration is offered to services who are taking a 'Trauma Informed LENS' to their team or service area. Taking a 'Trauma Informed LENS' approach requires inclusion of experts by experience. One service is carrying this out as a small test for sharing with our STILT workshop team.
- The Emotional Wellbeing and Resilience Young Workers carried out workshops in schools when permitted during the pandemic, raising awareness of resilience and gathering valuable information.
- The Emotional Wellbeing and Resilience Young Workers started to plan the focus groups for exploring themes that were identified from their survey work.
- An information document to support mental wellbeing for young people during the Covid-19 lockdown was created and shared.
- For child, young people and family services, the project has delivered two Introduction to Trauma Informed Practice online modules. A Trauma Training Pathway has been created and shared which directs staff to their training content for Trauma Informed and Trauma Skilled practice levels. Reflective Practice workshops have been created, facilitated by a Clinical Psychologist, and offered to staff who have completed the Trauma Skilled practice levels.
- Two improvement projects have been resourced by the project. One in partnership with NHS Shetland Midwifery and Health Visiting services and one with a local Primary School Management Team.
- Work has begun on investigating the current landscape regarding universal services approach to resilience in services.


Case Study

- The Case Study (Appendix 6) provided shows how the Emotional Wellbeing and Resilience project has facilitated progress in developing leaders around trauma informed and trauma responsive practice. Engagement from local partners in the Scottish Trauma informed Leadership Training (STILT) programme and our subsequent local STILT workshops is promoting integrated working, supporting the participation of experts by experience in the improvement of services and working to trauma informed service delivery.

The **Story Board** below explains the Zones of Regulation in practice.

What impact does teaching self-regulation and emotional control have in a mainstream primary school class?

Gillian Isbister, Teacher, Shetland Islands Council

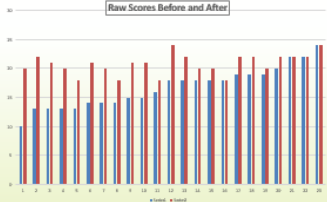


What did you do?

I decided to implement 'The Zones of Regulation', by Leah Kuypers with an upper stages class. The original programme consists primarily of 18 lessons but as a busy, part-time classroom teacher with pressures of other curricular areas, I felt this was too time-consuming and I devised a more 'condensed' version with 8 lessons, choosing the most relevant topics for the class. I prepared lesson plans and Powerpoint presentations, linked closely to the original programme, focusing on * The 4 coloured 'zones' and what these look and feel like * Physiological cues * Triggers * Calming tools * Size of the problem * Positive/Negative self-talk. This linked closely to other positive behaviour strategies being used in the class, and the school as a whole, e.g. mindfulness, a nurturing approach and restorative practice. Each pupil made their own personalized 'toolbox' with useful strategies for self-regulation. I measured data before and after implementing the 8 lessons.

"We are all in the red zone sometimes but we work better together in the green zone."

Raw Scores Before and After



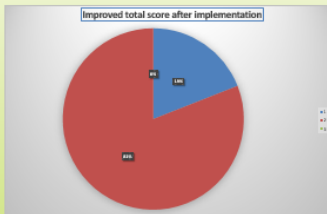
Why did you do it?

Dr. Ross Greene says, 'Children do well if they can'. (The Explosive Child, 2005). I believe that when we teach children the skills and tools to consciously regulate their actions, it will help them to make better decisions for themselves, their school, community and ultimately their own futures.

What has happened?

- Pre- and post- questionnaires were carried out to measure improvement where pupils were asked to give themselves a rating on different aspects of self-regulation. Overall results showed that 83% of pupils achieved a higher total score after the programme, 17% achieved the same score and 0% scored less.
- After the programme:
 - 70% of the pupils felt more confident in using 'tools' to help regulate themselves
 - 65% of the pupils felt more able to read their own physiological cues and were also more able to identify the 'triggers' that affect their behaviour and how they feel
 - 52% of pupils felt more able to identify their emotions.
 - 48% of pupils were more able to understand how their behaviour affects others and also how to problem solve a solution to problems.
 - Pupils regularly utilise their own 'Toolbox' during the day which is used as a personal check-in to consider how they are feeling and also as a reminder of the tools they can use in each zone.
 - Parents were given written guidance about self-regulation and encouraged to use the vocabulary and strategies at home. Several have reported that they are incorporating some of these into their homes, with good results and improved relationships.
 - With support from staff to co-regulate initially, several pupils are displaying more effective use of self-regulation strategies, having a positive effect on their own well-being and self-esteem as well as the general classroom ethos and environment.

Improved total score after implementation



"Now I know when I am in the red or the yellow zone, so I take deep breaths to help me get back to the green zone. It really helps me."

What are the next steps for the project?

To develop whole-school approaches incorporating some of these strategies.

References:

Greene, R. W. (2005) *The explosive child*. New York, NY: HarperCollins Publishers.

Kuypers, L. M. (2011) *The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control*. CA: Think Social Publishing, Inc.

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Strengthening Families

There are several factors which contribute to poor outcomes for children in Shetland, including poverty, social exclusion, anti-social behaviour, domestic violence, substance misuse and physical or mental health issues. Shetland is committed to strengthening families to reduce the impact of these factors on our children, young people and their families and in shifting the balance of care and support towards preventative and effective early intervention to build resilience within families.

We signed up to a set of principles:

- we take account of the needs of the whole family, as well as the children at the centre;
- we focus on prevention and early intervention, building on the strengths and assets of families to reduce risk;
- we make every contact count;
- where required, the role of lead professional is clearly defined, robust, and the family knows who their lead professional is; and
- we monitor and evaluate our work, listening to the child and their family to ensure outcomes are achieved.

We will work with partners to reduce the impact of Domestic Abuse and substance misuse on our children and young people.

What We Said We'd Do

- Anchor: Early Action Systems Change project is led by the Shetland Partnership. However, many of the services and resources fall within the remit of the Integrated Children's Services Plan so it is appropriate to record this Partnership's ongoing commitment and support in the next stage of the project.
- We will continue to support and develop an early intervention and prevention service, across all areas of Shetland, and build on that approach by the introduction of further services, skills and information, as our understanding of the need develops and evolves.
- A recent national report on Improving Family Support was published in June 2020, which set out the role of holistic family support in promoting family wellbeing and the importance of normalising support to families who may be struggling. Shetland Children's Partnership will be invited to consider how it wishes to Improve Family Support, in line with the ambitions of the Integrated Children's Plan.

What we've done:

- The Anchor Early Action Project continued to operate during 2020-21. In response to the pandemic, we put in place an 'Early Help Team' to provide support and assistance to children and families who may have been affected by lockdown, furlough etc.
- Shetland was successful in a bid for funding of £140,000 from The Promise Partnership to support the implementation of the findings of The Promise (Scotland's independent review of the care system). This work will be carried out during 2021-22.
- During the COVID-19 pandemic, the Shetland Family Centre adapted their parent programmes to be delivered online. The Incredible Years Programme has been delivered online to two cohorts of parents while we were unable to meet face-to-face due to the COVID19 protective measures. We secured some devices for parents who needed support to get online through 'Connecting Scotland' or loaning devices from the Council's adult learning service.
- With support from NHS Education Scotland (NES), we were also able to offer free places on the Triple P online programme, with coaching support provided by the Shetland Family Centre. The Scottish Government also made the Solihull online resources free for parents throughout Scotland. There are four programmes covering different developmental stages, and there are additional modules for parents of children with additional needs, and relating to mental health and wellbeing. The courses are available <https://inourplace.heiapply.com/online-learning/> and the access code is 'tartan.'

"I didn't know about Anchor until a friend told me about it. At the time, I felt that I needed to talk to someone so I went to see Lynsey and Sandra and found them really nice and friendly. I talked to them about what I was going through and they listened and gave me advice. They also helped me get the job I'm in just now by giving me some support with my CV and to fill in the application. No one should feel scared to ask for help. People are there to listen to you and if you need help, just ask. You can talk about anything – personal problems, help with a CV and job applications etc".

Feedback from Participant in Early Action Programme

Tackling Inequalities

The detail of our approach to Tackling Inequality is included in the Annual Child Poverty Action Plan/Report and the key issues are highlighted below.

We are committed to reducing poverty and inequality within Shetland.

Childhood inequality can happen when certain children are more disadvantaged and do not have access to the same opportunities as many of their peers. When children are faced with inequality, evidence would show that this can impact across all aspects of their lives.

The Shetland Inequalities Commission³ asks partners to reduce the number of families who are struggling to thrive, and lower the percentage of households in poverty by 2030.

Taking a whole school and community approach, we are committed to improving outcomes for our disadvantaged and vulnerable children and young people.

We want to identify those pupils in our schools who are facing multiple disadvantages, whilst recognising that any improvements will benefit all our children.

We will strive to use evidence and practice-based experience to consider actions or initiatives we could take in our schools that will help those at risk of not fulfilling their academic potential.

What We Said We'd Do

As part of the **Shetland Partnership** arrangements, services to children and young people will:

- Contribute to the Shetland Partnership projects on:
 - Money Proofing Policies, to ensure all of Shetland's strategic plans are aligned and delivered to support households to maximise their income and minimise their outgoings;
 - Right Information or Support, at the right time, to ensure Shetland's workforce has the knowledge, skills and confidence to routinely refer people to income maximisation and employability support services, as required;
 - Fair Food, to move Shetland towards being an Equitable Food community.

- Support staff to appropriately signpost and refer families to the Financial Health, Energy Advice and Employability services, to contribute to the Children's Plan priorities.

³ https://www.shetland.gov.uk/communityplanning/documents/OnDaLevel_Report_2016_000.pdf

- Participate in a Shetland wide approach to tackling stigma experienced by individuals and families within our communities
- Support the development and implementation of the Nutrition and Healthy Weight programme.

Specifically, for the **Integrated Children's Services Plan**, we will:

- evaluate the impact on outcomes from the Free School Meals pilot;
- implement the Pupil Equity Funding Improvement Programme;
- support the development and implementation of the Nutrition and Healthy Weight programme; and
- develop the concept of the 'Cost of the School Day'.

What we've done:

Child Healthy Weight

For child healthy weight, the following work has been done:

- Implemented the SCOTT programme which are structured Tier 3 child weight management programmes that are family based and aim to support children and young people (up to 16 years).
- started the Healthy Families: Right from the Start (HENRY) programme for early years.
- gap analysis of child and adult healthy weight services
- continue to implement the type 2 diabetes framework which is aiming for weight services for people at risk/diagnosed with type 2 diabetes.

Cost of the School Day

The Cost of the School Day presentations have been delivered to all Head Teachers and Parent Council Chairs, across Shetland.

We continue to raise awareness around national and local benefits available:

- More of our staff are aware of benefits available, and how to support families to access them. The Money Worries training is having an impact on our staffs' skills and confidence in having conversations about money.
- We very quickly put in place a means of making direct payments to families eligible for Free School Meals, when our school buildings closed, a week earlier than across the country, for the first lock-down. Although we haven't yet joined up access to benefits, across the Council, the services involved are working collaboratively, assisted by the pandemic.
- Food Larders were established through schools in response to feedback from families at the start of the pandemic. Many were struggling to pay for everyday items due to their financial circumstances; some had been furloughed, some made

redundant, others felt more able to ask for help. The Early Help Team contacted schools and asked for them to speak to families who were receiving Free School Meals (FSM) to see if they were interested in having a food parcel or needed some clothes.

Free School Meals

Local authorities were awarded money to support low-income households and Shetland Islands Council decided to use a proportion of this funding to make direct payments to those households in receipt of Free School Meals (FSM) and School Clothing Grants. There was a subsequent increased uptake in Free School Meals and Clothing Grant, by 15.5% and 10% respectively over the year, due to a change in circumstance, or not applying before, as well as creating a new route to support families to apply for other benefits.

- A pilot project to provide a meal to children and young people in receipt of Free School Meals took place in October holiday period 2019 in two areas of Shetland (Unst and Lerwick). Families were posted tokens for a local supermarket that could be exchanged for items for children's meals. Receipts from the supermarket were requested once the tokens had been used. After this, feedback from families was sought.
- The feedback suggested that tokens and the return of receipts to show the type of expenditure was both stigmatising and not the most cost effective due to the lack of flexibility with regard to shopping local as opposed to travel to Lerwick. The system was changed and instead, cash payments were made directly into family bank accounts for the next pilot period, Christmas holidays 2019. Feedback from families was very positive with most appreciating the changes that had been made to the payment method.
- Unfortunately, all schools were closed to children and young people prior to the next holiday period as the nation went into the first period of lockdown. However, the progress of the pilot meant that Children's Services finance staff were ready to make direct free school meals payments to families whilst schools delivered remote learning.
- Since the pilots took place, payments for free school meals during holiday periods for eligible children has become Scottish Government policy as 'holiday hunger' has been recognised as an issue facing many families on low incomes.
- During the period from March 2020 to March 2021, free school meal applications have increased from 313 children (163 families) to 362 children (191 families). Staff credit some of this increase to the introduction of payments during the school closure periods, particularly where families who were eligible for payments were previously providing their children with a packed lunch whilst at school.

- Work will continue across services to support parents and carers who may be eligible for these payments, to apply.
- Due to the changes to attendance in school and through remote learning, the impact of the Covid-19 pandemic, and assessment arrangements as well as the soon anticipated publication of school attainment data, an evaluation of the impact of free school meals payments on attendance and attainment has not been possible. Many competing and unexpected variables have had an impact during this period thus negating the potential of linkage between the pilot and improvements sought.
- Data regarding the Closing of the Poverty Related Attainment Gap will be collected in August from the Alternative Certification Model results and teacher's professional judgement data (again, yet to be published for 2020/21) which will identify where this attainment gap is closing and any areas for future work.
- Attainment: In some year groups and subjects such as Primary 7 literacy, there is evidence that for pupils identified through the Shetland Vulnerability Criteria, the attainment gap has significantly reduced and has almost closed by Secondary 3. For pupils in receipt of school meals, there is good progress in closing the gap in almost all stages in literacy. A similar positive picture is emerging for numeracy in primary with some progress in closing the poverty related gap in secondary.
- Since 2016, there has been a slight dip of approximately 2% in attendance of pupils in receipt of free school meals and there is a gap of around 5% between pupils receiving free school meals and all pupils. Our attendance is consistently above the national average but schools continue to focus on supporting the small number of children and young people who have difficulties with attendance through a variety of targeted interventions.
- There is no trend in exclusions for children experiencing poverty, with the overall number of exclusions across Shetland remaining very low.

Scottish Attainment Challenge – Pupil Equity Funding (PEF)

A report on Shetland's progress as part of the Scottish Attainment Challenge programme since 2017 was recently published reflecting on the impact of the £951,356 received through Pupil Equity Funding and the Care Experienced Children and Young People's Fund over the last 4 years. Highlights include:

- A strong commitment to ensuring equity at both school and authority level;
- Approaches increasingly informed by qualitative and quantitative data;
- Development of Shetland Vulnerability Criteria to better understand the equity gaps in a small island authority;

- Clear commitment to involve children and young people in planning for improvement;
- Improved understanding of the barriers and the impacts of poverty on the lives and learning of children and young people;
- A strong commitment to continuous improvement.

There were a number of improvements that have been actioned over the last year, these include:

- an update to local PEF guidance and further support to school leadership staff to develop appropriate, impactful and measurable outcomes;
- changes to school improvement planning requirements to ensure clearer outcomes for learners and the measurement of impact directly relating to PEF and to closing the attainment gap in each school;
- Agreement of alternative uses of PEF during periods of lockdown and remote learning to better support those requiring it;
- Improved scrutiny of planning and impact on learners.

The report outlines two areas for further improvement:

- Further sharing of interventions between schools, clusters and outwith the authority
- Analysis and understanding of data to become embedded in practice through further professional learning opportunities.

The **Case Study** (Appendix 7) describes the use of the Pupil Equity Fund (PEF) in Ollaberry School during lockdown to support outdoor learning for all and a focus on STEM (science, technology, engineering and maths) subjects.

Another **Case Study** (Appendix 8) demonstrates the use of the Pupil Equity Funding (PEF) in Bell's Brae Primary School to improve attendance and engagement at school by removing the barrier of getting to school on time.

The Scottish Attainment Challenge Equity Audit deepens the understanding of the impact COVID-19 and school closures had on children and young people from socio--economically disadvantaged backgrounds.

Two sketchnotes have also been produced to help share some of the key findings of the Equity Audit. The first focuses on the impact school building closures has had on children and young people. This is organised in three areas:

- Health and wellbeing
- Education and learner experiences
- Educational attainment

The IMPACT of the pandemic, AND IN PARTICULAR school building closures, ON CHILDREN FROM DISADVANTAGED BACKGROUNDS

1 HEALTH and WELLBEING

- DEPENDENT ON CHANGES:** For all learners in terms of their daily life, routines and learning.
- MENTAL HEALTH:** Most school staff and parents noted increased mental health concerns in young people. Emerging evidence indicates evidence of impact of closures on children.
- PHYSICAL HEALTH:** Children and young people's physical wellbeing was reported to suffer during remote learning.
- MISSING FRIENDS:** Children and young people missed the social aspect of school. Staff and parents cited significant issues with feelings of isolation.
- DEVELOPMENTAL ASPECTS and TRANSITIONS:** Almost all teachers highlighted the impact on children and young people of the lack of the 'normal' transition into the next stage of learning.

2 Education and learner EXPERIENCES

- ACCESS TO LEARNING:** Considerable differences in teaching time and time spent 'home learning'.
- RURALITY:** DIGITAL CONNECTIVITY is a particular issue.
- DIGITAL ACCESS VARIED:** *Learner *Connect with peers.
- ECONOMIC and FOOD POVERTY:** is an emerging issue.
- LEARNER MOTIVATION AND ENGAGEMENT:** *Connection and peer interaction is missing. *Loss of face-to-face contact felt by almost all. *Digital communication supportive when connectivity allows.
- INTERSECTIONAL DISADVANTAGE NEEDS TO BE CONSIDERED:** For children with additional vulnerable characteristics – e.g. young carers, those with ASN or who speak English as an additional language.

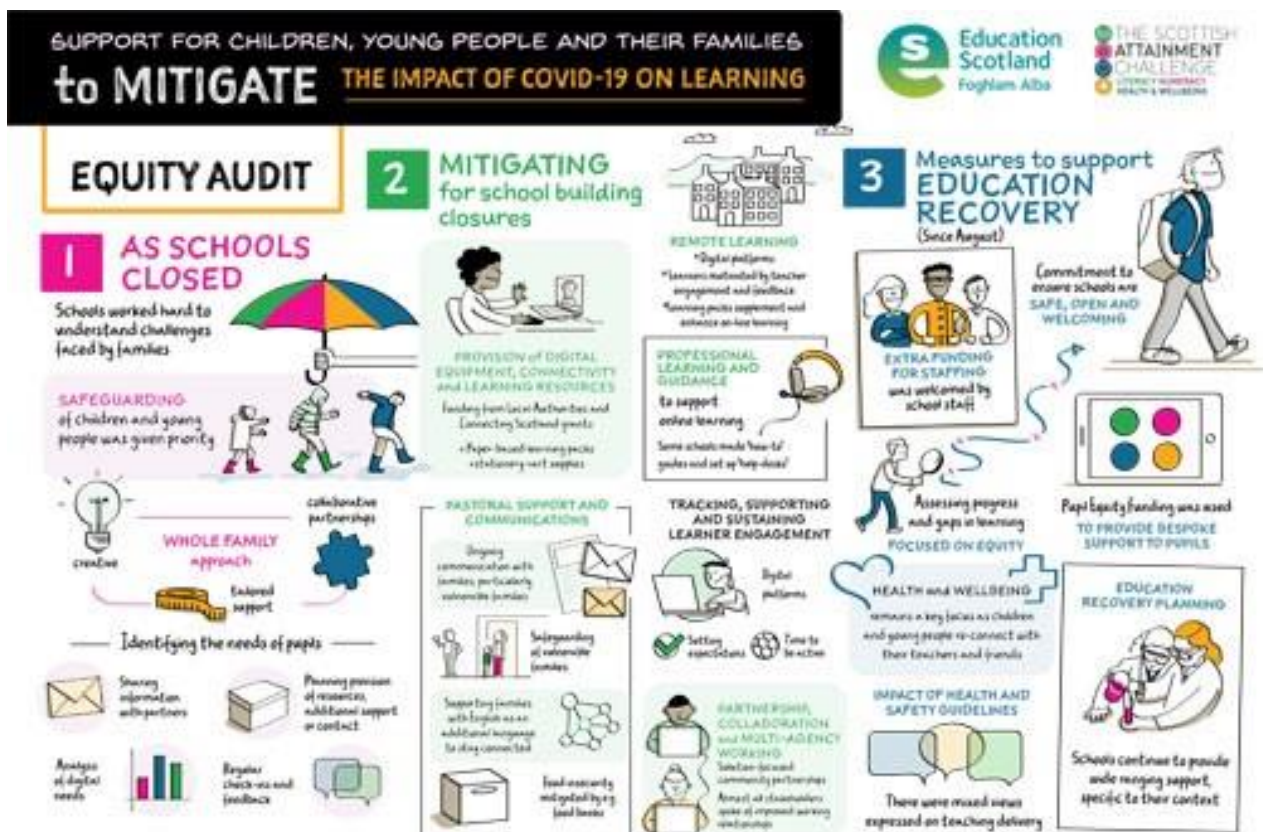
3 EDUCATIONAL ATTAINMENT

- SCHOOL CLOSED:** SCHOOL BUILDING CLOSURES had a negative effect on pupil progress and attainment.
- POVERTY:** Pups who were most negatively impacted are those affected by POVERTY.
- CHILDREN in the EARLY YEARS of PRIMARY:** In these starting secondary schools were most likely to be negatively impacted.
- TECHNICAL SKILLS:** In a few cases, pupils reported they had found it easier to learn in a remote setting. Specifically where they reported they had good digital skills and parental support.

Logos: Education Scotland, Foghlam Alba, THE SCOTTISH ATTAINMENT CHALLENGE, LITERACY NUMERACY HEALTH & WELLBEING.

The second sketchnote illustrates the support available for children, young people and their families to mitigate the impact of COVID-19. The support is described in three ways:

- Support provided as schools closed
- Mitigating for school building closures
- Measures to support education recovery since August



Corporate Parenting

The community planning partners, the Shetland Partnership, are committed, as corporate parents, to ensure that our Looked After Children, "... feel safe, loved, supported and cared for. We will respect and listen to you and involve you wherever possible".

It is acknowledged that children and young people who are care experienced or who are looked after have the poorest outcomes of all children and young people in Scotland. Evidence, for across Scotland, suggests that:

- 50% of the adult prison population were looked after at some time;
- 30% of looked after children become homeless;
- 50% of looked after children have a mental health issue; and
- 4% of care leavers go onto higher education.

Corporate Parenting exists to try and improve these outcomes, and to improve the level of respect people have for the rights of care leavers and looked after children and young people.

The partners are committed to undertake the necessary actions, to uphold the rights and safeguard the wellbeing of (our) looked after children and care leavers, and through which physical, emotional, spiritual, social and educational development is promoted.

The agreed priorities are that Looked After Children and Care Leavers:

- are healthy and experience positive mental health and wellbeing;
- gain a stable home;
- have access to responsive education and training that prepare them for the workplace;
- have access to a range of employment opportunities;
- are supported to stay out of the Criminal Justice System; and
- rights are promoted and protected, and their views considered on matters affecting them.

What We Said We'd Do

In February 2020, the Independent Care Review published seven reports. *The Promise* laid out five foundations and over 80 calls to action. The Scottish Parliament has pledged to "Keep The Promise", by ensuring that the voices of children who often suffer the greatest hardship in times of crisis are heard and they are loved, safe and respected. The Shetland Partnership will be invited to consider how we respond and embed the principles around family support, ensuring young people feel loved and are supported to improve their life chances. This work will address all of the recommendations of the 'Who Cares? Scotland' reports, as well as the 'Stop: Go' proposals and the local priorities which have been identified.

What we've done:

Shetland hosted the second Festival of Care from 19th – 23rd February 2021. The theme this year was 'Being the Light'.

"Care Experienced young people know more than many about the isolation, fear and loss that have become familiar to all of us over the last months. The Festival gives us an opportunity to reflect on how we change that, how we can be brighter beacons, how we can support them to shine brightly. More than anything it is about our Care Experienced young people illuminating the way, bringing a bit of light to us all. It's all about our young people and the bright stars they are. The Festival creates powerful opportunities to engage, explore and connect with care experience from a young person's perspective through words, film, art, and interactive experience."

Extract from Festival Programme

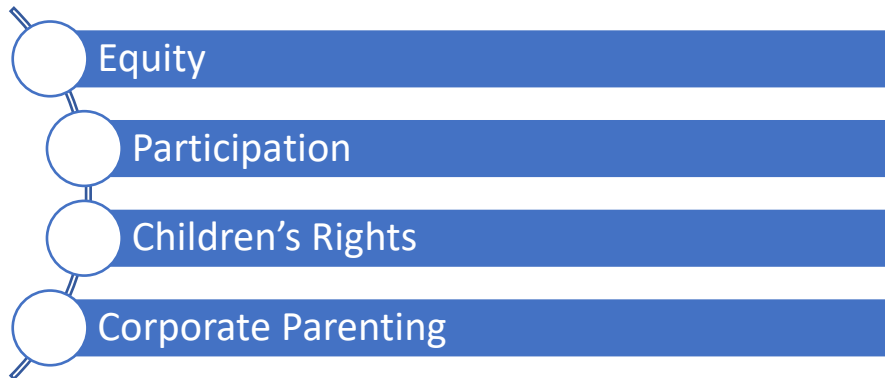
The Corporate Parent Board has been reviewed/reinvigorated, and the Chief Executive of Shetland Islands Council has taken on role of Chair for the Corporate Parent Board.

The Corporate Parenting Strategy has been reviewed and we have included corporate parenting as a key priority within the Integrated Children's Services Plan.

We secured funding to support us with implementing The Promise. In addition to the £140,000 we secured from the Diagnostic Fund, Children's Social Work were also successful in a bid for an additional £50,000 of funding from the Promise Partnership's 'Open Call' Fund.

Our Plans for 2021-22 and Beyond

We have recently consolidated our approach and our Plans for 2021-22 have been developed under the four key themes of:



The Partnership will hold a series of workshops over the spring and summer of 2021 to determine the detailed work streams which will be needed to improve our outcomes around these four key themes.

Our Plan on a Page - throughout all our work we will listen to children and families and act on what they are telling us

Building a Brighter Future Together for Shetland's Children and Young People				
<p>Working with you</p> <p>Participation is embedded in all interactions with children and families to ensure that they are meaningfully involved in all decisions about their lives. We will listen to children and families and act on what they are telling us.</p>	<p>Equity - distribute resources fairly and equitably, make sure that people have equal access to services and promote targeted interventions to reduce any real, or potential, risks factors.</p>	<p>GIRFEC promotes a shared approach that:</p> <ul style="list-style-type: none"> - builds solutions with and around children and families; - enables children to get the help they need when they need it; - supports a positive shift in culture, systems and practice; and - involves working together to make things better. 	<p>Children's Rights - we will uphold and champion the rights of our children and young people.</p>	<p>Working Together</p> <p>Working much more closely in partnership, to integrate service provision and improve outcomes</p>
	<p>Participation - provide a range of opportunities for voices to be represented, heard and influence how services are delivered through a co-production approach</p>		<p>Corporate Parenting – we will fulfil our corporate parenting duties and commit to delivering on 'Keep The Promise'</p>	
<p>Shetland's residents: access early support; receive strengths-based support; and find no door is the wrong door when seeking support.</p>				

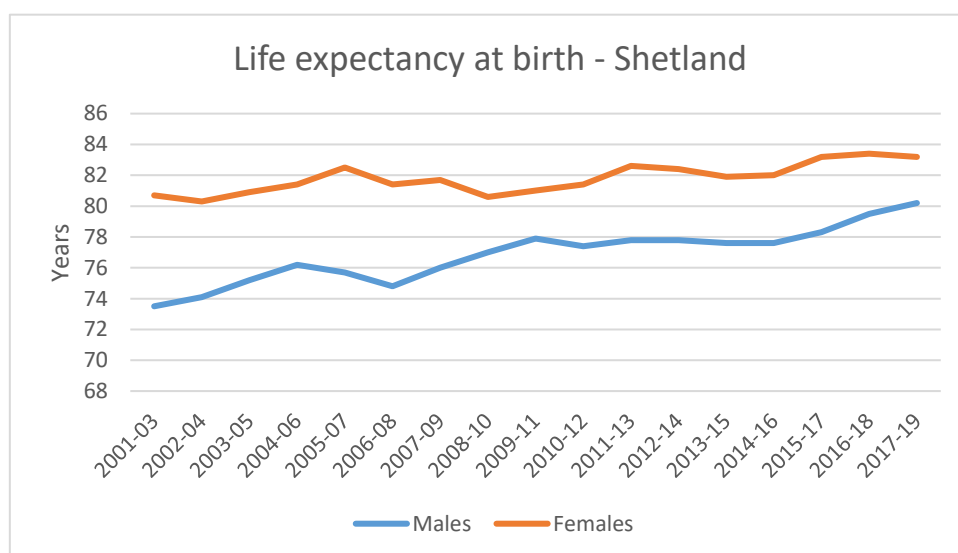
Life expectancy¹

In Shetland Islands, life expectancy at birth was higher for females (83.2 years) than for males (80.2 years) in 2017-19 and it is higher than at Scotland level for both females and males.

Between 2001-03 and 2017-19, female life expectancy at birth in Shetland Islands has risen by 3.1% while male life expectancy at birth has risen by 9.1%.

 **Male life expectancy at birth**
80.2 years

 **Female life expectancy at birth**
83.2 years



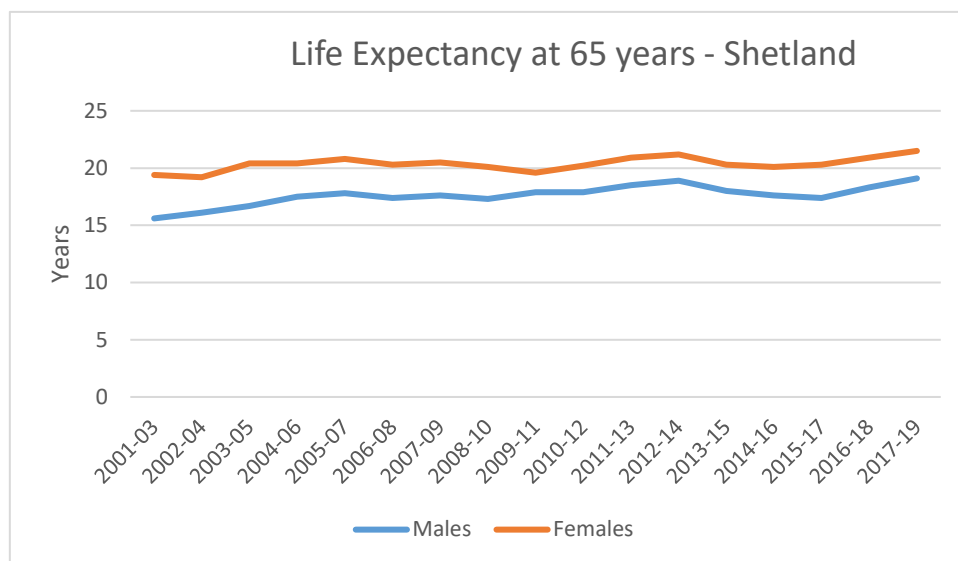
In Shetland Islands, life expectancy at age 65-69 was higher for females (21.5 years) than for males (19.1 years) in 2017-19 and it is higher than at Scotland level for both females and males.

Between 2001-03 and 2017-19, female life expectancy at age 65-69 in Shetland Islands has risen by 11.3% while male life expectancy at age 65-69 in Shetland Islands has risen by 22.2%.

 **Male life expectancy at 65 years**
19.1 years

 **Female life expectancy at 65 years**
21.5 years

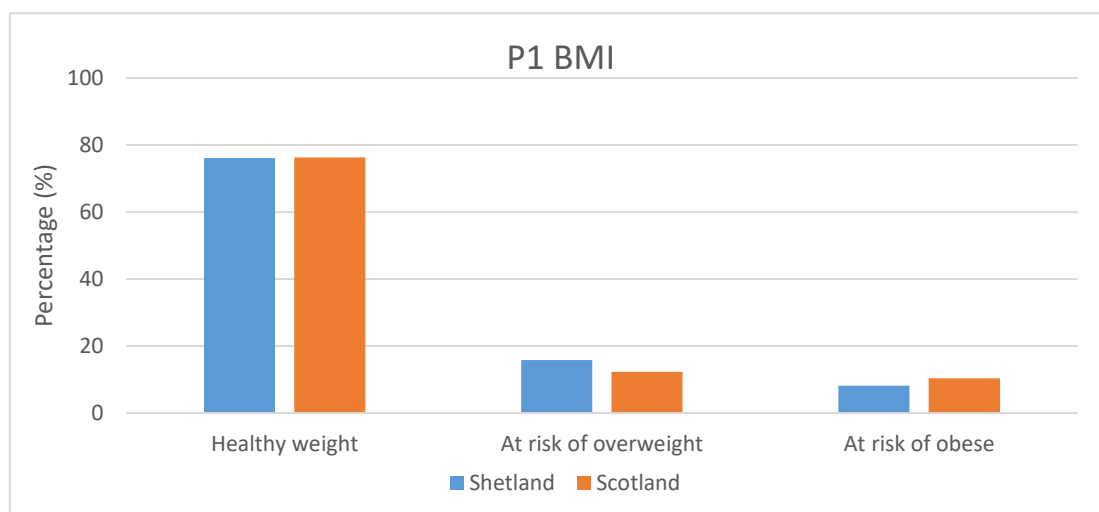
¹ Life Expectancy in Scotland, 2017-2019, National Records of Scotland



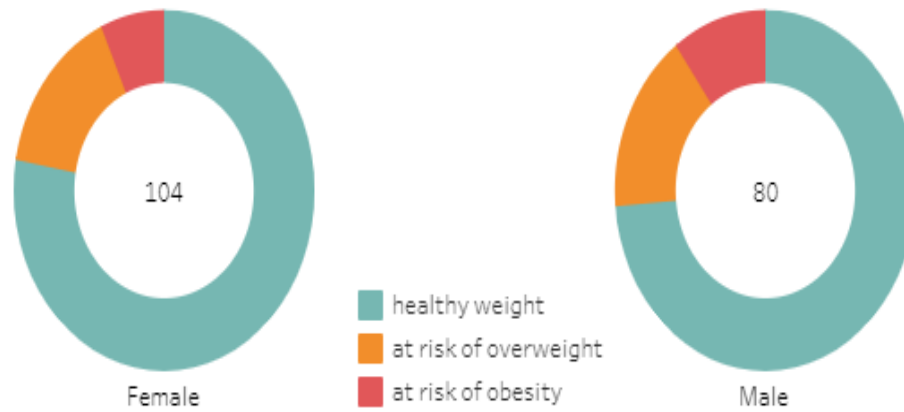
P1 BMI²

The coverage of P1 BMI reviews in Shetland in 2019/20 was higher than the national average – with 76.7% of P1 children receiving their review.

In 2019/20 the percentage of Primary 1 children were deemed to be at risk of being overweight was the 2nd highest in Scotland (with the Western Isles being the only other area with a higher rate). In Shetland there was a higher proportion of boys who were deemed to be at risk of being overweight and/or obese, which is a similar picture to what is seen nationally.



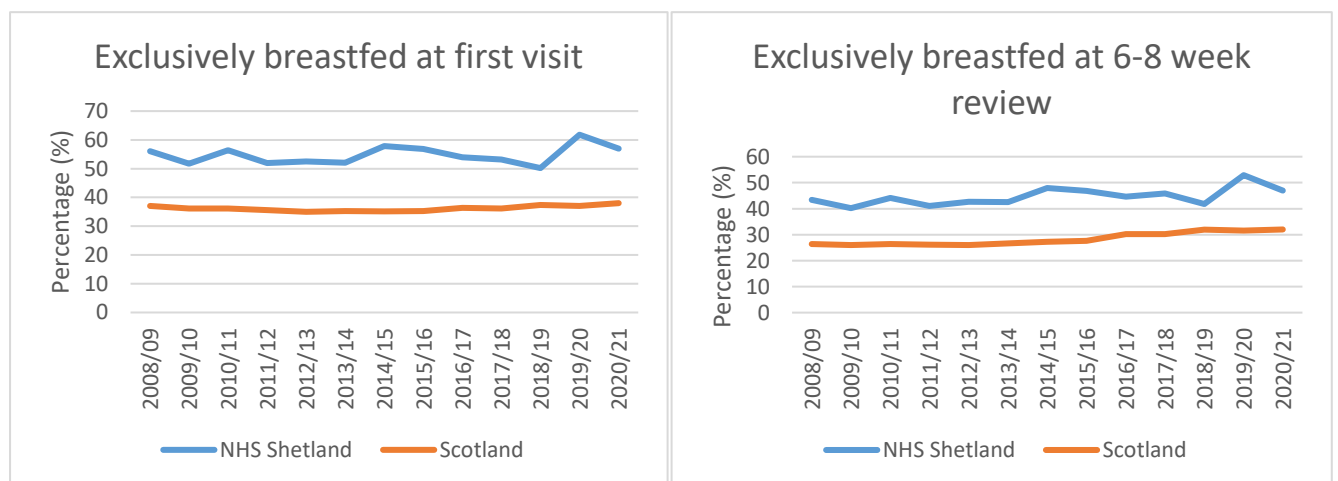
² Primary 1 Body Mass Index (BMI) statistics Scotland, School year 2019 to 2020, Public Health Scotland



In the 12 year period between 2008/09 and 2019/20 the rate of children who are outwith the health BMI range in Shetland has been fluctuating with those deemed to be at risk of being overweight ranging from 9.3% to 15.8% and those deemed to be at risk of being obese ranging from 8.5% to 14.3%.

Infant feeding³⁴

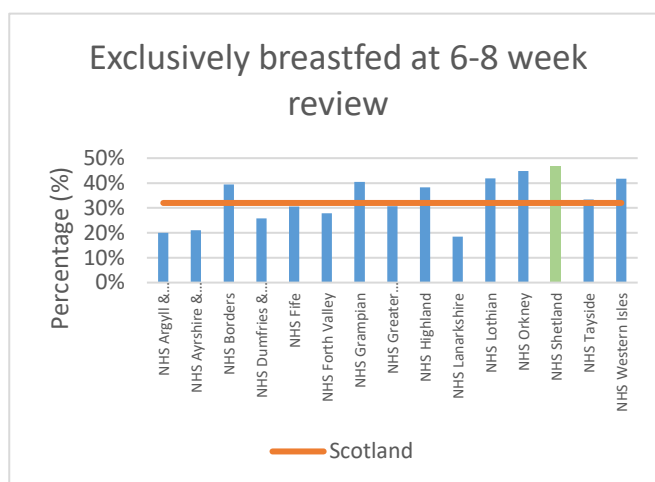
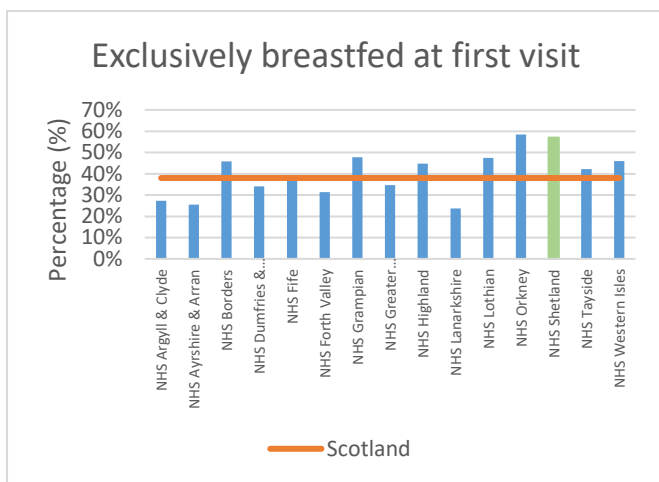
Shetland has historically had a high breastfeeding uptake rate, with consistently more than 50% of babies being exclusively breastfed at the time of the health visitor first visit and more than 40% at the time of the 6-8 week review.



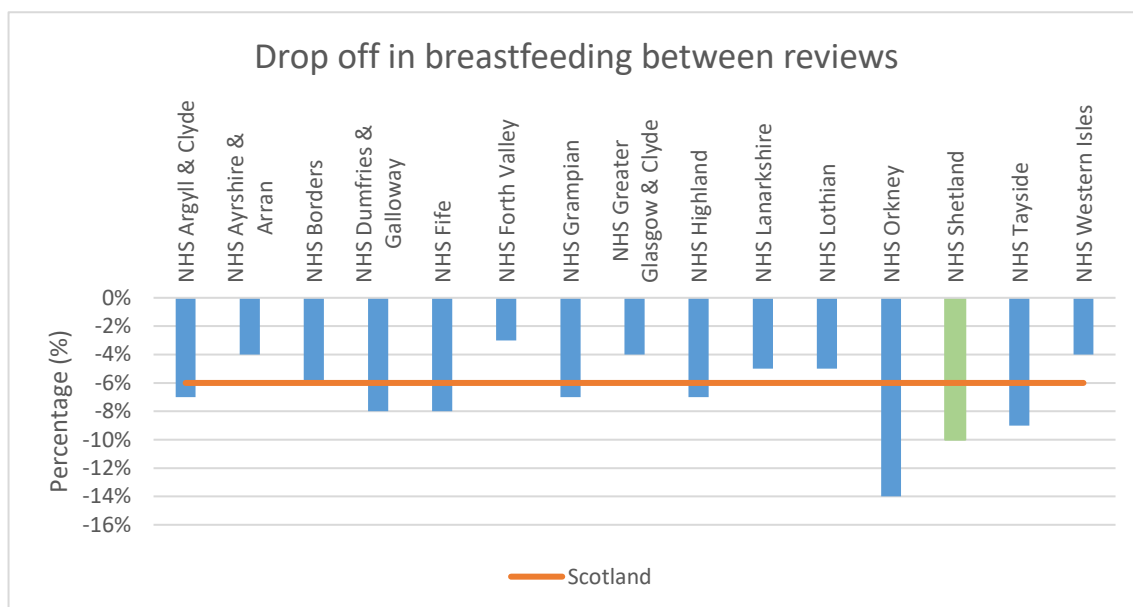
In 2020/21, Shetland has the 2nd highest breastfeeding rate at health visitor first visit – 57%, with Orkney being the only other board that had a higher rate – 58%. However, at the time of 6-8 week review Shetland had the highest rate of babies being exclusively breastfed (47%).

³ Infant feeding statistics, Financial year 2019 to 2020, Public Health Scotland

⁴ 2020/21 data is from Public Health Scotland COVID-19 wider impacts on the health care system Dashboard



While Shetland has a high rate of breastfeeding, there is also a higher than average drop off rate between health visitor first visit and 6-8 week review. In 2020/21 the national drop off rate was 6%, however in Shetland that was 10% - this was the 2nd highest drop off rate across NHS boards.



Early child development⁵⁶

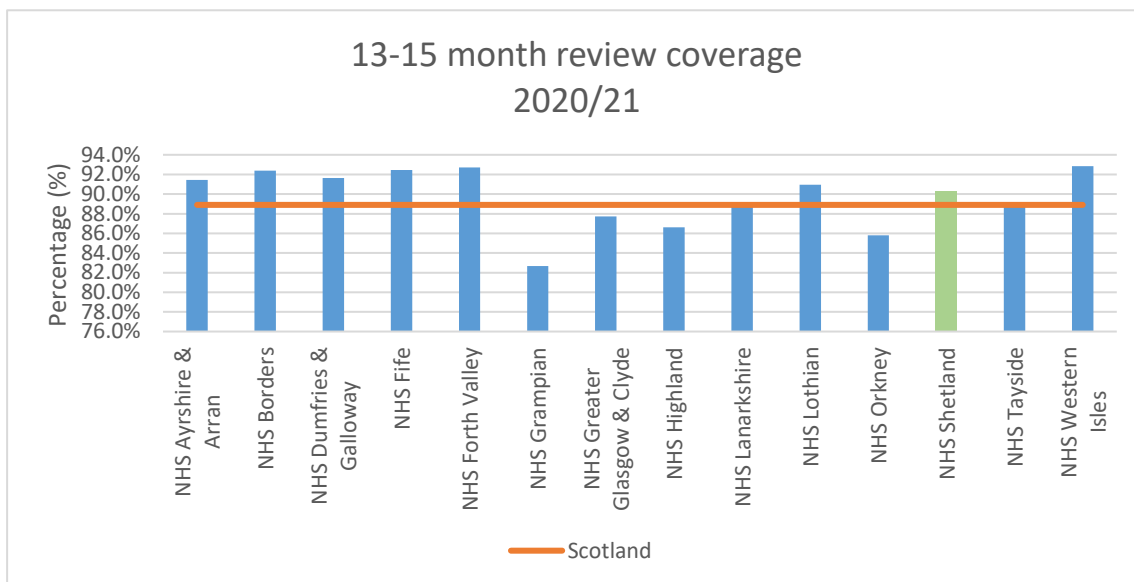
All children in Scotland are offered the child health programme which includes a series of child health reviews, including an assessment of children’s development at 13-15 months, 27-30 months and 4-5 years. These reviews involve asking parents about their child’s progress, carefully observing the child, and supporting parents to complete a structured questionnaire about the child’s development. At the end of the review Health Visitors record whether they have any concerns about each area of the child’s development.

⁵ Early child development, Scotland 2019/20, Public Health Scotland

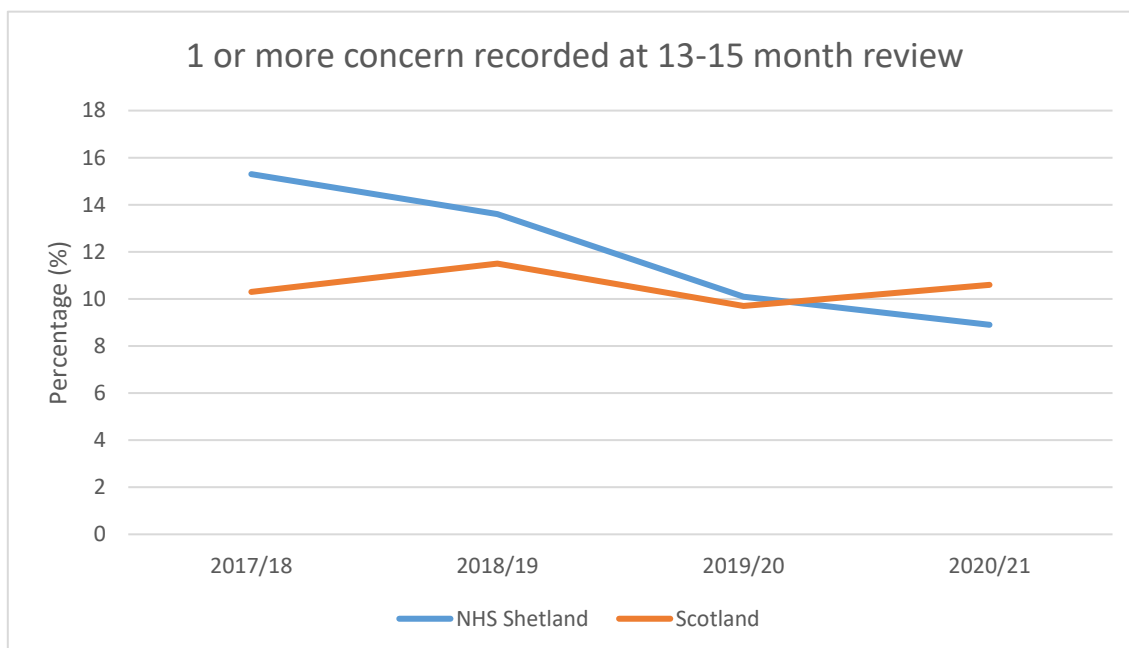
⁶ 2020/21 data is from Public Health Scotland COVID-19 wider impacts on the health care system Dashboard

13 -15 month reviews

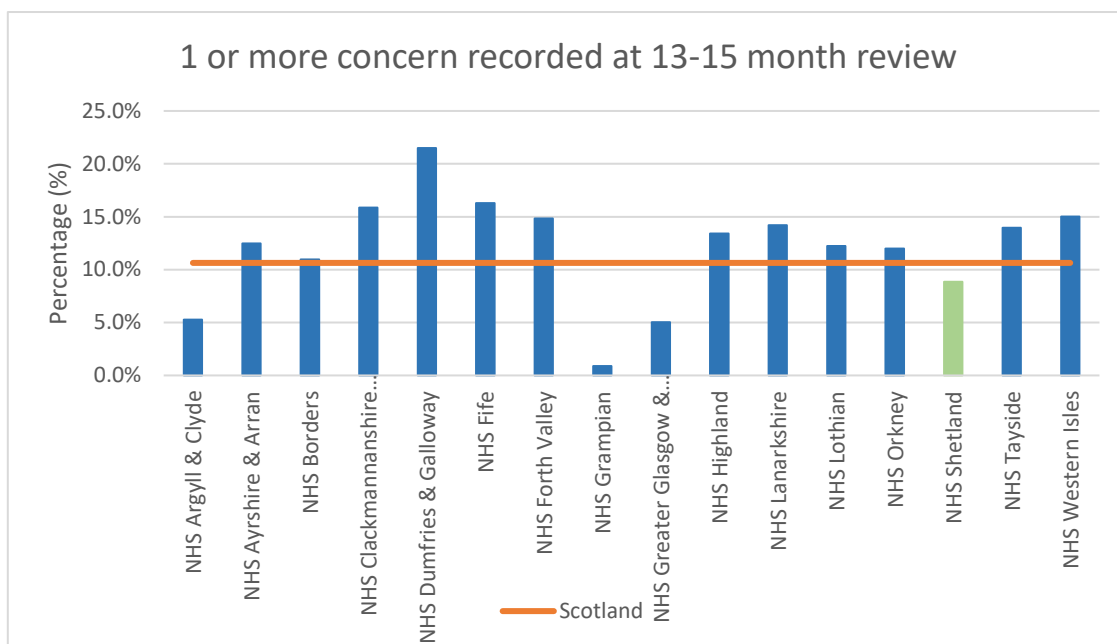
The coverage of 13-15 month reviews in Shetland in 2020/21 was higher than the national average – with 90.3% of children receiving their review. Coverage within Shetland had always been above the national level, with over 90% of children consistently having a 13-15 month review recorded.



Over recent years the proportion of children in Shetland with 1 or more concern recorded at their 13-15 month review has fallen from 15.3% to 8.9%, and until 2020/21 had been higher than the Scottish rate.

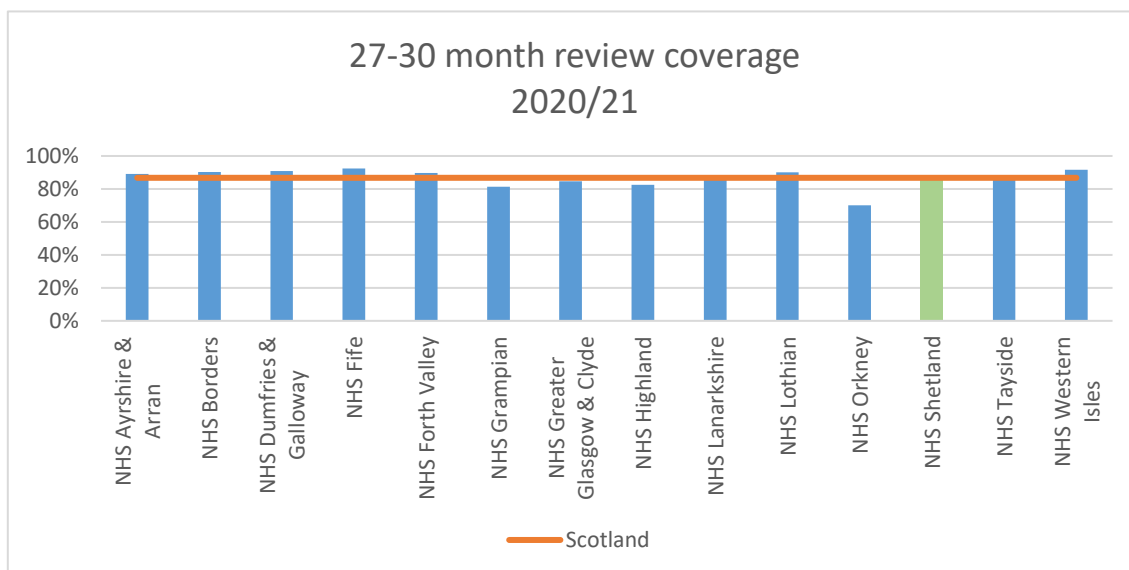


In 2020/21, 8.9% of children undergoing a 13-15 month review in Shetland had a concern recorded about at least one area of their development. This was one of the lowest rates recorded across all NHS boards, with only Argyll & Clyde, Grampian and Greater Glasgow & Clyde having lower rates.

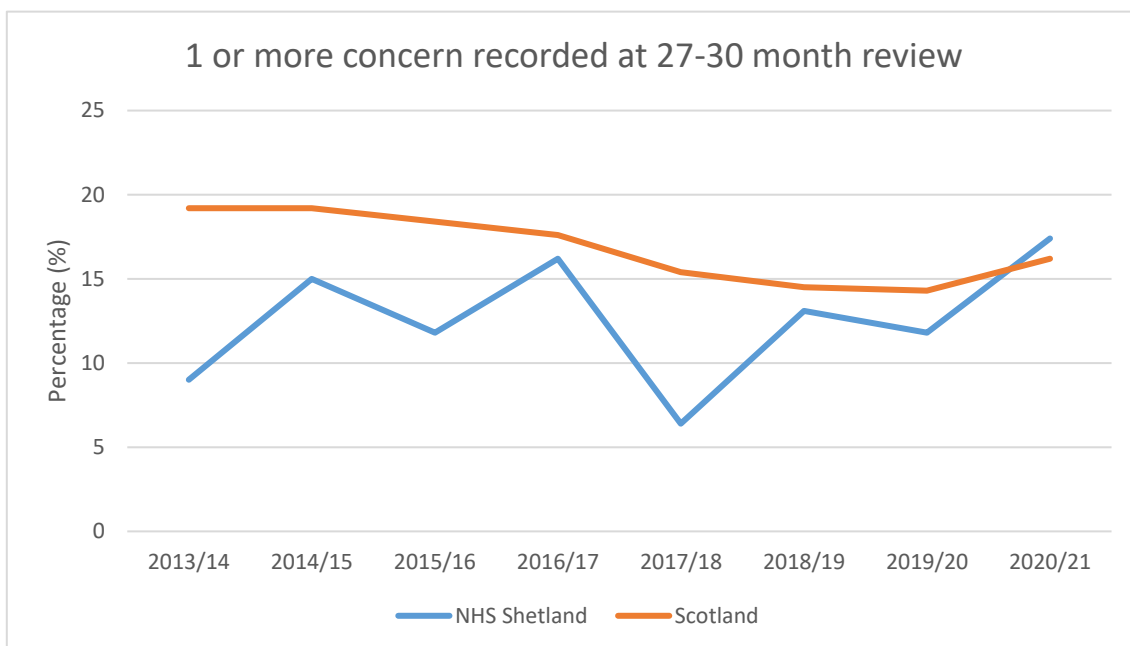


27-30 month reviews

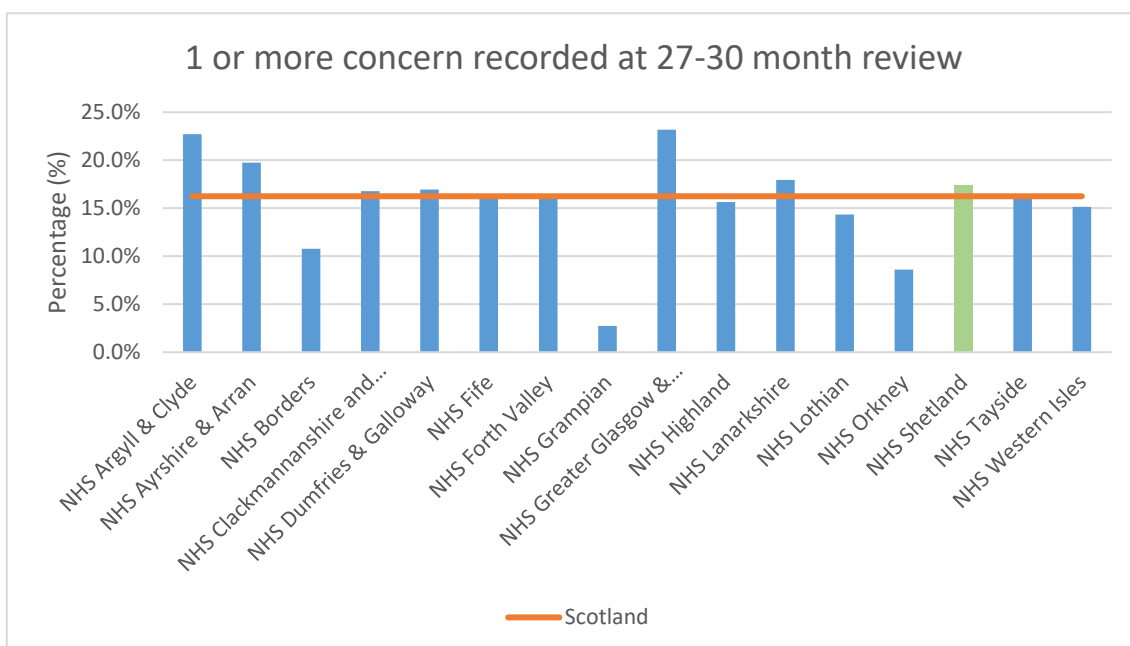
The coverage of 27-30 month reviews in Shetland in 2020/21 was slightly higher than the national average – with 87.1% of children receiving their review. Coverage within Shetland had always been above the national level, with over 90% of children consistently having a 27-30 month review recorded, until 2019/20 where this fell to 87.7%



Over recent years the proportion of children in Shetland with 1 or more concern recorded at their 27-30 month review has ranged from 6.4% to 17.4%, and until 2020/21 had been lower than the Scottish rate.



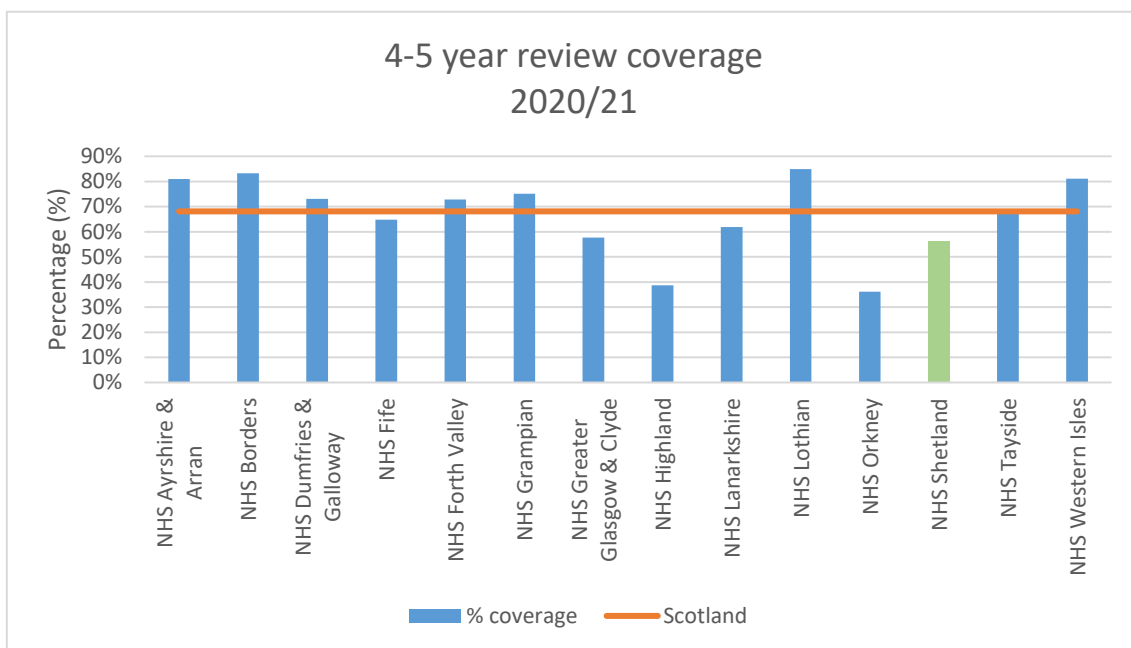
In 2020/21, 17.4% of children undergoing a 27-30 month review in Shetland had a concern recorded about at least one area of their development. This was above the national rate of 16.2% and one of the highest rates recorded across all NHS boards, with only Argyll & Clyde, Ayrshire & Arran, Grampian and Lanarkshire having higher rates.



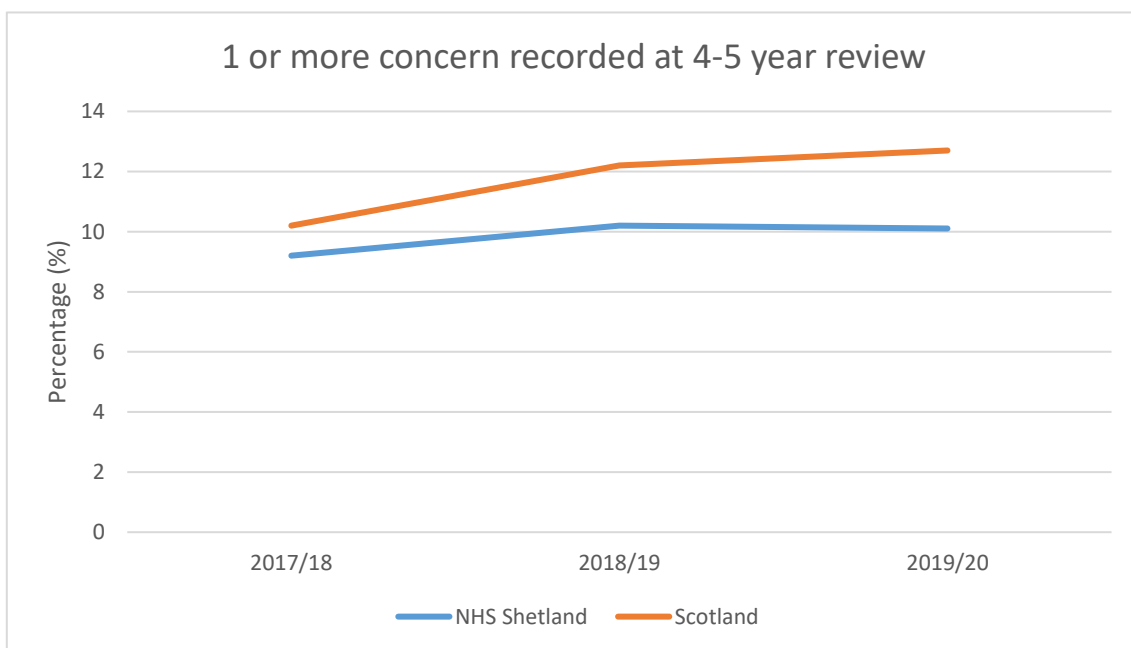
4-5 year reviews⁷

The coverage of 4-5 year reviews in Shetland in 2020/21 was lower than the national average – with 56.5% of children receiving their review. Coverage within Shetland had always been above the national level, with over 75% of children consistently having a 4-5 year review recorded.

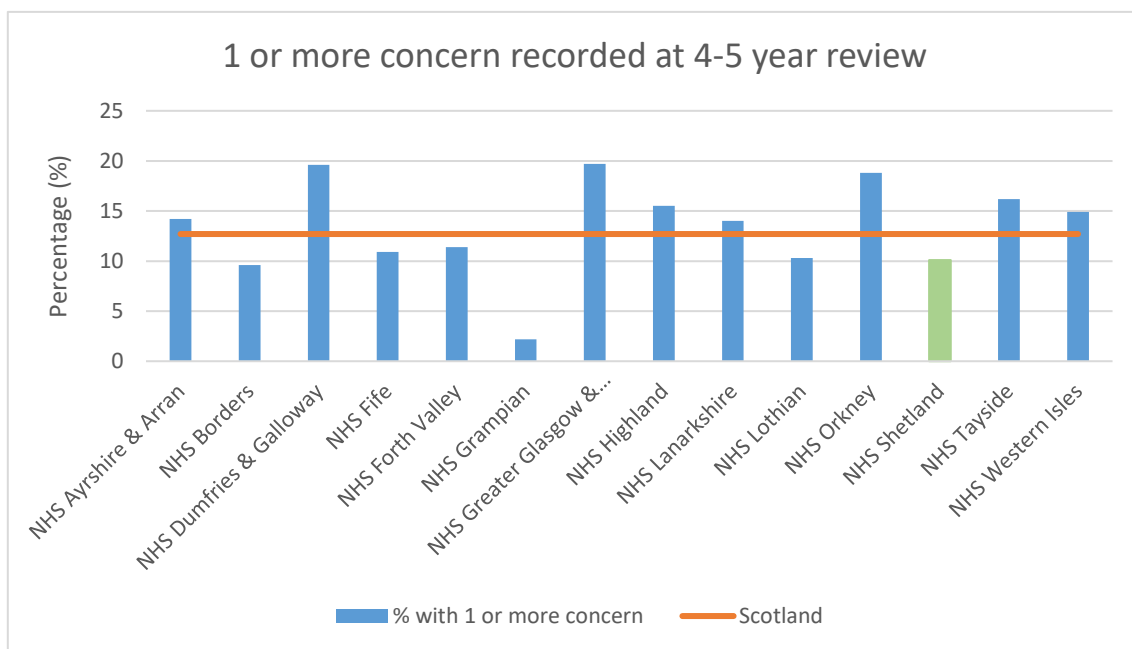
⁷ Date on 4-5 year reviews is only available up to 2019/20



Over the last three years the proportion of children in Shetland with 1 or more concern recorded at their 4-5 year review has ranged from 9.2% to 10.2%, however it has always been lower than the Scottish rate.

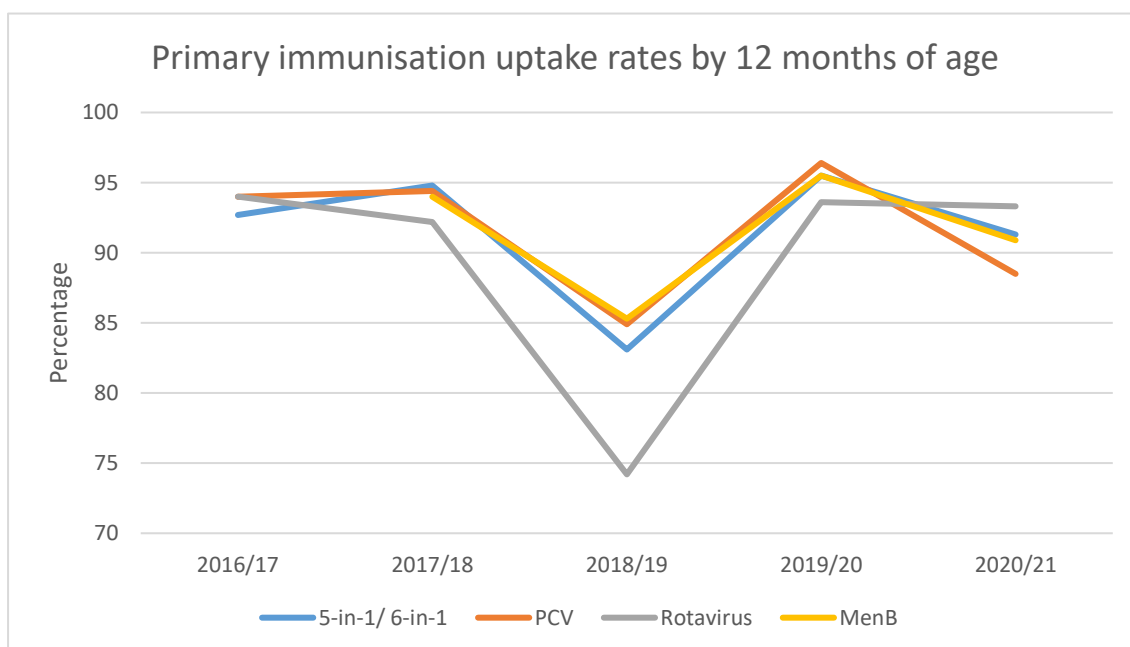


In 2019/20, 10.1% of children undergoing a 4-5 year review in Shetland had a concern recorded about at least one area of their development. This was below the national rate of 12.7% and one of the lowest rates recorded across all NHS boards, with only Borders and Grampian having lower rates.



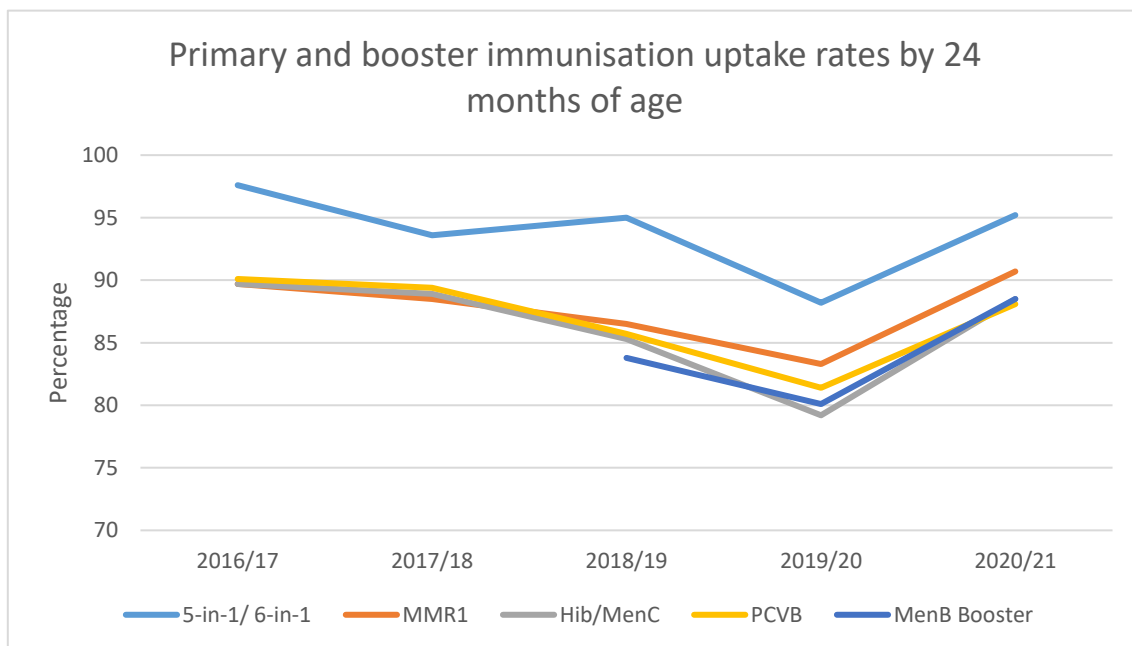
Immunisations⁸

The most recent immunisation rates for babies and young children show uptake for the year 2020/21 had fallen compared to last year for one year olds. Uptake for this cohort of the different primary vaccines was between 88.5% and 93.3%.

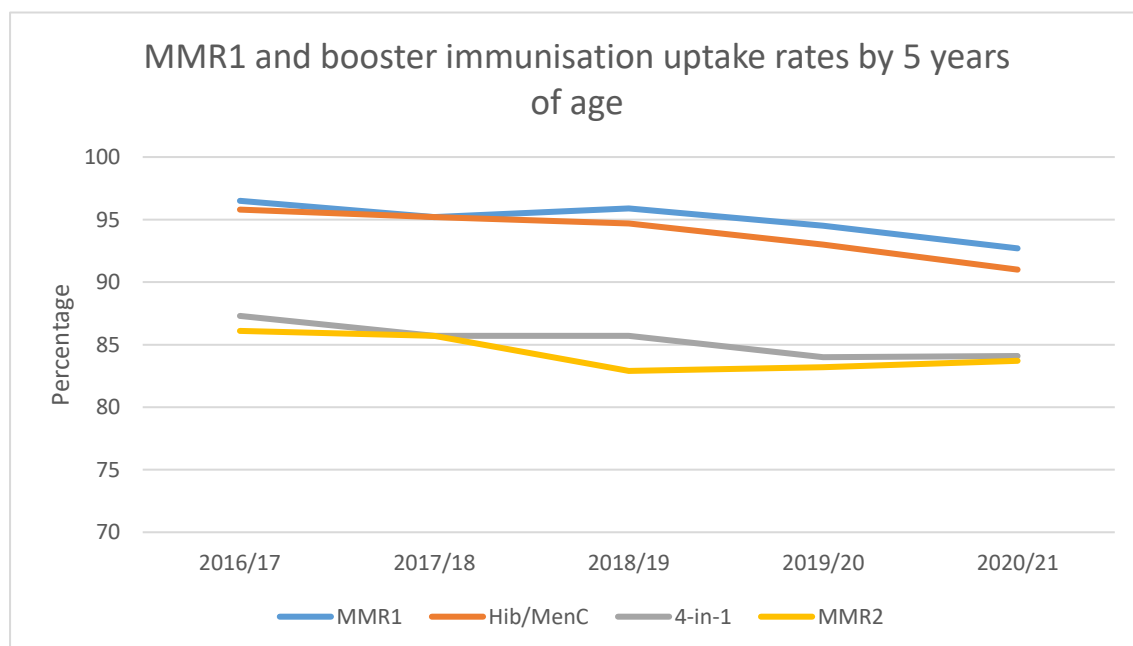


⁸ Childhood immunisation statistics Scotland, Public Health Scotland

For those reaching the age of two, uptake was higher, between 88.1% and 95.2%, and saw an increase in the most recent year.



Uptake of the pre-school booster measured at age 5 years has been low for a number of years, and remains the same.



Uptake of all immunisation across these three age cohorts is lower in Shetland than the national average, particularly the 2nd dose of MMR. In Shetland uptake by 5 years of age was 83.7% compared to the national uptake rate of 92.3%.

Teenage boosters⁹

By the end of the 2019/20 school year uptake of Teenage Td/IPV Booster and MenACWY Immunisation in Shetland was lower than the national rate and was the lowest of all NHS boards. However it is important to note that the 2019/20 teenage booster immunisation programmes in NHS Shetland were not fully completed.

Td/IPV booster uptake**80.2%****MenACWY uptake****80.6%**

⁹ Teenage booster immunisation statistics Scotland, School year 2019/20, Public Health Scotland

Children's Rights Case Study Template for Completion

<p>Your work and its Aims</p> <p>Describe the service(s), projects, activities and ways of working you would like to focus on - and the aim of any improvement, change or development work</p>	<p>Changing Tides and Making Waves was the first CPMR North Sea Commission and Northern Alliance Joint Youth Conference held on Saturday 14th November 2020.</p> <p>In the midst of the Covid-19 pandemic both organisations were forced to think creatively about engaging with young people in their areas. With a large overlap in geography, the two organisations collaborated on a joint virtual event.</p> <p>The event aimed to engage young people from different regions and countries in the issues of Childrens Rights, Participation, Sustainability and Activism and the outcomes from this event would then be acted on by officers and organisers for future plans.</p>
<p>Participation</p> <p>How have you involved your target audience in designing the idea / project / service?</p> <p>What other services and organisations have you worked with?</p> <p>How do / did you know what you're doing is what people want?</p>	<p>The event was co-organised between Northern Alliance staff (Highland, Aberdeenshire and Shetland) and CPMR North Sea Commission's Youth Convenor (representing young people from 31 member regions from the following countries – Belgium, Denmark, Germany, Norway Sweden, The Netherlands, Scotland and England). Similar events had been held in person before but due to the pandemic this was the first time a virtual conference had been held. Conclusions from previous events informed some of the themes as well as ideas from the Youth Convenor, who had engaged with young people from all areas in the build up to planning.</p> <p>The planning group agreed to host a virtual conference using the Events Management App "Whova" and "Zoom" video-conferencing. The programme was kept short and quick-moving with a focus on the themes of both the CPMR North Sea Commission and Northern Alliance with an element of content choice.</p> <p>There was input on the day from various organisations that offered workshops, keynote addresses, presentations and/or spoke on the conference panel. These included Scottish Youth Parliament, Children and Young People's Commissioner for Scotland, Young Feminist Europe, Time for Inclusive</p>

	Education (TIE), LessWasteLaura, Maree Todd MSP (Minister for Children and Young People, MSP for the Highlands and Islands) and SIC Director, Helen Budge.
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<p>Impact</p> <p>What's the [anticipated] impact, and how have you/will you measure this? How do you know this will help / has helped your target audience?</p>	<p>Evaluation results from the conference were done by a large number of participants within a week of the conference closing.</p> <p>Of the ones who took part in evaluation –</p> <p>96% enjoyed the conference</p> <p>91% are of participants were more aware of ways young people can be involved in influencing things that are important to them</p> <p>The outcome of this conference (and previous work done by Northern Alliance CLD staff and young people) is that there is now a Northern Alliance working group made from school and CLD staff tasked with meeting the participation needs of young people and to make sure their rights to be listened to and are embedded in NA communities. The following aims were decide by young people -</p> <ul style="list-style-type: none"> - Ensuring all NA communities have a Youth Charter that embeds principles of UNCRC (or a joint NA one) - Ensuring a pupil voice group/mechanism in each secondary school in NA authorities - Ensuring young people representing all NA communities can come together to make their views heard as part of a NA forum.
<p>Case Study</p> <p>Note a real-life example that shows your project, idea or initiative working, including quotes, where appropriate</p>	<p>Quotes from evaluation revealed an increase in appetite and inspiration to take part and influence change. These included:</p> <p>“I'm going to bring the information back to my youth forum and create discussions on how we can become more involved in issues facing us locally and increase youth voice around our area”</p> <p>“I will see if my council would look at allowing youth members for the local council ward areas”</p>

<p>Reflections</p> <p>What went well?</p> <p>What might you do differently next time?</p>	<p>In terms of content and themes, the conference feedback was excellent however many young people wanted more of these events and as a local service we would want to engage more young Shetlanders in these opportunities.</p> <p>Not only is virtual engagement on this scale possible, but it works well and is effective. Although social interaction is very limited, there are many other advantages, such as reduced costs and reaching more people across a larger geographical area.</p> <p>In hindsight, the main improvement would be having more time to work on with. Sessions would be longer and less rushed and more social interaction would be built in. Introducing more buffer time between sessions would give more flexibility.</p> <p>We could improve by incorporating more social and cultural exchanges, and interactive sessions, as well as the formal itinerary and workshops.</p>

Case Study Participation Democracy Certification

<p>Your work and its Aims</p> <p>Describe the service(s), projects, activities and ways of working you would like to focus on - and the aim of any improvement, change or development work</p>	<p>Participative Democracy Certification (PDC) in Shetland Schools. Providing accreditation for secondary pupils participating in representative roles in their school communities such as pupil councils (or equivalents).</p> <p>PDC is a method of recognising and rewarding young people's involvement in decision-making. It is specifically aimed at the youth work sector and offers 2 credits at SCQF level 5 for participants.</p> <p>It provides a useful structure for meaningful participation for young people in their schools, getting them to research issues affecting them, consult peers and present to school senior management on their findings.</p>
<p>Participation</p> <p>How have you involved your target audience in designing the idea / project / service?</p> <p>What other services and organisations have you worked with?</p> <p>How do / did you know what you're doing is what people want?</p>	<p>Three Shetland schools committed to signing up for the programme in 2020-21 after being presented the idea by the Youth and Employability Service last year.</p> <p>The PDC programme had been endorsed by national youth work agency, Youthlink Scotland.</p> <p>The award is internally checked and moderated by the organisation submitting a portfolio, it is then externally quality assured by YouthLink Scotland. Fife College are the Credit Rating Body for the PDC.</p>

	<p>Young people have told us that it is important that the volunteering and extra curriculum activities they participate in can be formally recognised in the school and post school destinations. Therefore we use a variety of accreditation to achieve this.</p> <p>This has been reconfirmed within the Northern Alliance, at both national youth conferences during 2019 and 2020. Young people told us that they want to see pupil councils have a stronger voice and that there needs to be minimum standards in how they operate across the LAs within the alliance.</p> <p>Furthermore Jonathan Dorrat, MSYP for Shetland lodged a motion within the Scottish Youth Parliament that stated, 'The Scottish Youth Parliament believes that every school in Scotland should have a pupil council, which is democratically elected, youth-led and adequately supported by school management.' This was supported in a vote by 86% of those within the Youth Parliament.</p>
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<p>Impact</p> <p>What's the [anticipated] impact, and how have you/will you measure this? How do you know this will help / has helped your target audience?</p>	<p>Despite the pandemic measures, 21 pupils achieved PDC accreditation in 2019-20 from the Anderson High School.</p>
<p>Case Study</p> <p>Note a real-life example that shows your project, idea or initiative working, including quotes, where appropriate</p>	<p>Within one setting the research phase completed by the young people within the pupil council demonstrated the need to challenge viewpoints and opinions held by their peers around sexuality / gender / race. Therefore it was agreed that the school would work towards their LGBT Charter Mark. Throughout 2020-21 the setting has been making progress to their silver award. The outstanding element to be completed is school wide training, due to COVID.</p> <p>Moving forward into 2021-22 the school will develop work to challenge discrimination around race.</p>
<p>Reflections</p> <p>What went well? What might you do differently next time?</p>	<p>COVID19 presented challenges with delivery of this award as much of the content is around group work and research. Due to other priorities in the school for both young people and staff it was decided to park the accreditation and pick it back up in 2021-22.</p>

Case Study: Public Protection Committee Online Safety

Shetland Public Protection Committee wanted to offer support to parents and young people in keeping safe online during the lockdown and closure of schools.

Raising awareness messages were posted on the safershetland newsfeed regularly as well as Online Safety Tips linking through to NSPCC and Thinkuknow toolkits for parents.

Emails were circulated to all Head Teachers during lockdown with Thinkuknow Home Activity packs which were updated every fortnight giving parents resources and short activities to carry out with their children about keeping safe online.

Online safety messages and activities for schools were made available to celebrate Safer Internet Day 2020 and 2021.

SPPC supported the Scottish Government Campaigns on Child Sexual Exploitation / Keeping Kids Safe Online and For Kids Sake Child Protection Scotland Committees Campaign ahead of the Summer holidays with Newsletters, Press Releases and news feeds.

It's Everyones Job Level 1 Basic Adult and Child Protection E Learning was made available on the safershetland website from April 2020 which gave a wider access to third sector and any other practitioners to have a basic level of training. Letters were sent out to approximately 70 Private Practitioners within Shetland highlighting the training.

Child Exploitation and Online Protection (CEOP) Train the Trainer training was delivered to 23 staff including school nurses, youth workers, school counsellors who can now deliver online safety training to their clients/groups.

Mini Virtually Safe Virtually Sound sessions were delivered to S2 pupils at Anderson High School and S2 pupils at Sandwick Junior High School.

The Digital Safety Committee helped Peer Educators to develop OPEN about Grooming workshop which is being piloted in schools.


Case Studies: Delivering the Best Start for Children and Families

1. Child Health Team during the pandemic had to change our mode of service delivery. Some patients were still receiving face to face home visits, but the majority were offered telephone consultations and assessments or remotely using computer software. The children and their families were individually asked which they would prefer, or given the option to defer until after the pandemic. This enabled us to maintain the service for those who required it and for them to access support. One example would be a child who was attending CAMHS did not like remote appointments so chose to wait until after the initial lockdown to complete their therapy in a face to face situation, once it was safe for them to come into the department again for appointments. On reflection, some people were really happy with remote appointments but some were not comfortable with these at all and I think we were correct in offering the choice to children and their families. However, health visitors always give a questionnaire to parents for their child's developmental assessments, particularly at age 27-30 month, as well as seeing them to undertake an assessment of their growth and development. The Scottish Government gave guidance during the lockdown that the 27-30 month assessment should be done remotely, so posting the questionnaires to parents and speaking to them over the telephone, but not seeing the child. Nationally, it has been noted that fewer children were noted to need additional support at their 27-30 month developmental assessment, and the assumption is that the parents have not spotted difficulties that a health visitor would have noticed, had we been able to see the child at the time. Although we could not override the government guidance, if we have another global pandemic we would make sure that we saw those children as soon after lockdown eased as possible to exclude any issues not noticed by the parents.
2. Perinatal and Infant Mental Health project is a project funded by the Scottish Government for 2 years, starting April 2020, in which we employed a health visitor, a midwife and an adult community psychiatric nurse to deliver pathways for parents and infants experience mental health difficulties. An electronic survey for service users (parents of infants) to participate in designing the service. We hope to reduce the impact of maternal mental health difficulties for those individuals, and therefore improved maternal/ infant bonding and attachment leading to more resilient children, and hopefully reducing the rates of mental illness in future generations. This has been difficult to arrange during the pandemic but we have managed with remote meetings and are making good progress. A pathway is currently being written and should be ready for general release in the autumn.
3. CAMHS responding to the pandemic. After lockdown, CAMHS experienced a significant increase in the number of referrals to the service, mostly around anxiety but an unprecedented number of seriously ill children with suicidal thoughts and eating disorders. This put a strain on the service which resulted in some children waiting longer than the target of 18 weeks to be assessed. To rectify this situation, we employed 2 agency CPNs to assess and treat children as quickly as we could. This reduced the waiting list significantly so that all children were seen well within the 18 week limit for the waiting list, whilst also allowing the rest of the CAMHS team to

concentrate on the urgent and seriously ill children to help them recover. On reflection, we would have spotted the trend in the increase on referrals earlier and employed additional staff to help the team cope with the level of service required at the time.

Appendix NN Emotional Wellbeing and Resilience Priority

<p>Your work and its Aims</p> <p>Describe the service(s), projects, activities and ways of working you would like to focus on - and the aim of any improvement, change or development work</p>	<div data-bbox="638 347 931 466" data-label="Image"> </div> <div data-bbox="595 475 976 504" data-label="Text"> <p>Emotional Wellbeing & Resilience</p> </div> <ul data-bbox="645 592 1688 743" style="list-style-type: none"> - Emotional Wellbeing and Resilience Priority - Developing an integrated way of working (eg multi-disciplinary teams); - Improving services. - Service delivery; <p data-bbox="595 826 1680 858">The aims of the Scottish Trauma Informed Leaders Training programme are:</p> <ul data-bbox="595 906 1769 1153" style="list-style-type: none"> • What are the key principles of a trauma informed system or service • Why do we need trauma informed systems • How to take a trauma informed lens to your organisation • Next Steps and commitments: Key drivers that can support and maintain change. <p data-bbox="595 1193 2042 1297">Our local follow up group will target those who are enthusiastic about pursuing these aims in Shetland and will lead in the application of the principles and applying the trauma informed lens to their areas of front line service delivery.</p>
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	<p>NHS Education for Scotland</p> <p>Key drivers for trauma informed systems:</p>  <p>The diagram consists of five blue circles arranged in a semi-circular pattern, each containing text about a key driver for trauma-informed systems:</p> <ul style="list-style-type: none"> Leadership and Management: Commitment to personally embodying trauma informed principles, creating necessary environments + multi agency links Workforce Wellbeing: Structures in place for monitoring and maintaining staff wellbeing including supervision Workforce Knowledge and Skills: Staff trained and skilled to appropriate level in line with TPT framework Experts by Experience: People affected by trauma involved in continuous feedback and service development and change Data and Information: Routine evaluation of impact on meaningful outcomes. Feedback loop to maintain momentum.
<p>Participation</p> <p>How have you involved your target audience in designing the idea / project / service?</p> <p>What other services and organisations have you worked with?</p> <p>How do / did you know what you’re doing is what people want?</p>	<p>An open invitation to management structures across the Shetland Partnership involved in delivering services to children, young people and their families.</p> <ul style="list-style-type: none"> • Chief Officer Group (Shetland Islands Council, NHS Shetland, Police Area Command) • Shetland Childrens Partnership (Multi agency group including Third Sector, Directors, Executive Directors and staff at Team Leader level) • Head Teachers, Social Workers, Youth Work seniors, Practitioners, Education staff • Trustees of voluntary organisations <p>People in Shetland, public and public sector staff responded with interest and drive to the Resilience documentary which was about the Adverse Childhood Event study and subsequent work in the USA. The Shetland Islands Council has invested a significant amount of money from it’s Spend to Save budget in the Emotional Wellbeing & Resilience project. NHS Shetland has funding and commitment to the NHS National Trauma Training Programme.</p>

	<p>Our local Trauma Champions noted that we want to identify people who could take this forward from a position of interest and enthusiasm for the subject.</p> <p>We did not want to spend time re-inventing the wheel and therefore the Emotional Wellbeing & Resilience project linked up the NHS Education Scotland TPTIC Network (Transforming Psychological Trauma Implementation Coordinators). STILT is part of the national programme created and tested by NHS Education Scotland. This was seen as the best way to identify our target group and to bring them up to speed with the national direction at the same time.</p>
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<p>Impact</p> <p>What’s the [anticipated] impact, and how have you/will you measure this? How do you know this will help / has helped your target audience?</p>	<p>Some services will become trauma responsive in a holistic way, i.e. from first contact to overarching policy. They will have engaged experts by experience, in an appropriate way for their context, in redesigning or improving the experience of service users. Staff will be confident in recognising and responding to service users impacted by trauma. Staff will be working in a service which meets their self care needs.</p> <p>We will measure this through the use of Trauma Informed Organisational Assessments, which already exist.</p> <p><i>“Lots of people keen to promote this practice and see it makes a difference. Need to ensure community is kept informed and support their understanding so we have a trauma informed community.”</i></p> <p><i>“Most interesting and inspiring was hearing how engaging with lived experience can support changed practice.”</i></p> <p><i>“I plan to put this on our school improvement plan and make sure all staff undertake some training. We have done a lot of work on nurture but I feel this needs refreshed and the trauma informed practice needs to be made more explicit through our setting. I want to look at our environment through a trauma lense and make improvements.”</i></p> <p><i>“This webinar has highlighted that TIP needs to be at the heart of what we do, not just with the people we support but also with our colleagues and in all our interactions with others and has brought a renewed focus and light on how I can be part of enabling this to happen.”</i></p>
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<p>Case Study</p> <p>Note a real-life example that shows your project, idea or initiative working, including quotes, where appropriate</p>	<p>The Criminal Justice Team are applying the Trauma Informed Lens tool to their service.</p> <p>The Anderson High School Principal Teacher Social and Emotional Support Base are moving ahead with their work to ensure their department are trauma informed.</p> <p>Bell’s Brae Primary School are in the process of recruiting an Emotional Support Officer as part of their Emotional Wellbeing and Resilience improvement project.</p> <p>Head Teacher quote <i>“I can’t believe the wave of positive feedback from the community and staff and applicants. This is why we are doing this, people know there is a need.”</i></p>
<p>Reflections</p> <p>What went well?</p> <p>What might you do differently next time?</p>	<p>The follow up local workshop went very well. High degree of engagement and open discussion. Commitment to take work forward.</p> <p>Agree the priorities for Shetland in the shifting landscape of the pandemic. Focus on individual areas of action that each area can take forward. Use their experiences to build on and think about engaging experts by experience. This is much easier in some areas than others depending on type of engagement with clients/patients/service users/pupils.</p>

Ollaberry Primary School

<p>Your work and its Aims</p> <p>Describe the service(s), projects, activities and ways of working you would like to focus on - and the aim of any improvement, change or development work</p>	<p>Ollaberry Primary School – inventive use of PEF to promote Health and Wellbeing, Outdoor Learning and engagement in STEM (science, technology, engineering and maths) subjects.</p> <p>The project involved a cross-curricular approach to impact on all pupils within the school community. The aim was to offer real life age appropriate experiences to support the health and wellbeing of all the children and explore approaches to using outdoor education as a means to facilitate development of STEM skills. Activities included the design and building of bridges, stiles and mini outdoor areas to support mindfulness activities in and around the school grounds. This work then provided opportunities for identified children to access outdoor experiences through the development of a cross-country run.</p> <p>It is hoped that the skills and experiences acquired through this project will carry over in to the pupils' activities and experiences outside of school.</p> <p>PEF budget was utilised for building materials and for outdoor/run clothing for pupils</p>
<p>Participation</p> <p>How have you involved your target audience in designing the idea / project / service?</p> <p>What other services and organisations have you worked with?</p>	<p>The pupils and staff worked with a number of partners to develop the cross-country run, to include STEM opportunities through designing and building bridges/stiles.</p> <p>The school worked with parents, STEM ambassadors, active schools and the P.E specialist to plan and implement opportunities for pupils to take part in a cross-country run. They were also able to make this a cross curricular project by including STEM in the designing and building of bridges and stiles.</p> <p>By involving a number of stakeholders in the planning and implementation of the project, the school ensured that a wide range of viewpoints and ideas were included.</p>

<p>How do / did you know what you're doing is what people want?</p>	
<p>Impact</p> <p>What's the [anticipated] impact, and how have you/will you measure this? How do you know this will help / has helped your target audience?</p>	<p>The anticipated impact is that all learners will have the opportunity to take part in activities that will support their health and wellbeing. They will also be able to develop skills in STEM in a real life context and for the purpose of supporting the cross country running (bridges and stiles).</p> <p>The impact could be measured by using these transferable STEM skills when building and developing outdoor areas in future projects.</p> <p>By providing outdoor clothing and all necessary resources, no pupil was disadvantaged by not being equipped for these activities.</p>
<p>Case Study</p> <p>Note a real-life example that shows your project, idea or initiative working, including quotes, where appropriate</p>	
<p>Reflections</p> <p>What went well? What might you do differently next time?</p>	<p>The legacy of the project is the improvement to the outdoor learning environment and the participation of all the children in what can now be termed a community resource. This project could help to build ideas for how outdoor education and STEM can be linked. The design and building skills developed could be extended further to other outdoor areas within the school, and the learning shared with other schools to support development of these areas of the curriculum for all.</p>

Bell's Brae Primary School: Use of Pupil Equity Funding to improve attendance

<p>Your work and its Aims</p> <p>Describe the service(s), projects, activities and ways of working you would like to focus on - and the aim of any improvement, change or development work</p>	<p>Through monitoring attendance on a regular basis the school became more aware of the levels of attendance and punctuality in arrival to school for a number of pupils. Following detailed discussion with some of these families it became obvious that they were struggling to get their children up and out in the mornings and that this was causing them significant distress. It was decided that through using PEF the school could support families to improve this by offering lifts to school in the school car (with escort). The aim of this project was to improve attendance and engagement at school by removing the barrier to getting in to school on time. We worked closely with those families in our school community whose children were identified as having concerning levels of attendance and/or punctuality to provide support required.</p>
<p>Participation</p> <p>How have you involved your target audience in designing the idea / project / service?</p> <p>What other services and organisations have you worked with?</p> <p>How do / did you know what you're doing is what people want?</p>	<p>The school made contact with those families for whom attendance and/or punctuality had been an issue, as identified through monitoring. The offer of transport to school in the school car with an escort was accepted by two families.</p> <p>School staff worked closely with colleagues in Social Work to identify families that may benefit from this level of support.</p> <p>Engagement from families identified and the acceptance of the offer of transport being taken up to improve attendance and increase punctuality showed this to be a support that was appropriate and welcome by the families involved.</p>

<p>Impact</p> <p>What's the [anticipated] impact, and how have you/will you measure this? How do you know this will help / has helped your target audience?</p>	<p>The anticipated impact is that the numbers of pupils with concerning attendance or punctuality will decrease. This will hopefully have a positive impact on progress and engagement in school. This will be measured by continuing to monitor attendance levels, tracking learning, pupils' work and through teacher judgement). Through further engagement with families and pupils who have taken part in the project, we will be able to gather information about the impact that this project has had in a holistic way.</p> <p>Another anticipated benefit is enhanced relationships with key families and a better understanding of the challenges that they faced.</p>
<p>Case Study</p> <p>Note a real-life example that shows your project, idea or initiative working, including quotes, where appropriate</p>	<p>The two families that took up the offer of transport and an escort to school were extremely grateful of this offer. One parent stated that 'this took the stress out of mornings and made mornings more manageable'.</p> <p>One of the children who was collected on a daily basis told the escort that 'he got excited when he saw her coming as he knew he was going to school'.</p>
<p>Reflections</p> <p>What went well? What might you do differently next time?</p>	<p>Attendance and punctuality levels improved and Early Learning and Childcare pupils that had previously not attended were supported to attend the setting.</p> <p>Implement PEF plans which will include more family learning. This could foster greater links between families and school and link to the transport provided as a way of encouraging families to value education and increase attendance.</p> <p>Bell's Brae no longer has a school car and so may think of offering a 'walking escort'. The Head Teacher states they will 'most definitely continue to have non-judgemental conversations with families to try and better understand the barriers to good attendance and punctuality.'</p>