



Tayside
Regional
Improvement Collaborative

Children's Rights in Tayside

2017 – 2020 Summary Report

Foreword

It is an exciting time to be presenting this report on Children's Rights in Tayside for the period April 2017 to March 2020. This report shows some of the work we have been doing across the [Tayside Improvement Collaborative](#) to further children's rights.

This is our first report on Children's Rights in line with the reporting requirements set out in Part 1 of the Children and Young People (Scotland) Act 2014. We have taken a view that working together across all 3 community planning areas in Tayside to assess and report our work in this important area provides enhanced opportunities to learn from each other, to identify areas where we can work together to achieve improvements and to ensure that the work taking place to deliver the Tayside Plan for Children, Young People and Families is firmly rooted in children's rights.

The ever-increasing focus on children's rights underpins our work across our 5 priorities in the Collaborative. As Scotland progresses with the incorporation of the United Nations Conventions on the Rights of the Child (UNCRC) through the UNCRC (Incorporation) (Scotland) Bill we are assessing our readiness to act, reflecting on the work we are doing across a range of partners and using this to inform our next plan to deliver services to children and young people across the Tayside Region, up to 2023.

It has been a challenge to produce this report in that there is so much work happening across all services, at local and regional level, to improve education and knowledge, participation, protection and provision of children's rights. This report provides an overview and highlights good practice

examples we intend to learn from as we progress our work as a collaborative over the next 3 years.

Sheena Devlin

Chair of the Directors Group for the Tayside Collaborative

PART 1 INTRODUCTION

Children's Rights in Scotland

“Our vision is a Scotland where children's human rights are embedded in all aspects of society. A Scotland where policy, law and decision making takes account of children's rights and where all children have a voice and are empowered to be human rights defenders.

Parents, local and national governments and organisations which work with children and families can help children experience their rights.



We are taking steps to ensure that children enjoy their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC).

These include:

- implementing the UNCRC and incorporating it into Scots law
- an action plan to help children and young people experience their rights
- using the Child Rights and Wellbeing Impact Assessment (CRWIA) to ensure that our policies and legislation protect and promote the rights and wellbeing of children and young people
- reporting on our progress to parliament”

Scottish Government; [Human Rights Policy](#)

The United Nations on the Convention of the Rights of the Child

The UK Government ratified the UNCRC in 1991. The UNCRC is an international treaty that sets out specific human rights for children up to the age of 18 years old. It reflects the particular needs, vulnerabilities and potential of children and includes a broad range of rights from the right to play, the right to be listened to and take part in decisions, through to the right not to be separated from their parents unless it is in a child's best interests. The UNCRC is clear that all children should be able to exercise all of their rights without discrimination on grounds such as disability, sex, ethnicity, age, religion or sexual orientation.

In ratifying the UNCRC, the UK committed all areas of government to do all they can to fulfil children's human rights. This includes UK and Scottish Governments through to public bodies including local authorities, health services, justice institutions and schools.

The [Convention](#) has 54 articles in total.

Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights.

A summary of the articles in youth-friendly language is included on the next page.

This report is written with reference to [State of Children's Rights in Scotland 2019](#) published by [Together Scotland](#)



"I'VE GOT RIGHTS!"

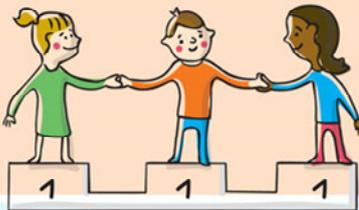


SOS CHILDREN'S VILLAGES

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD In Youth-Friendly Language

1 Everyone under 18 has these rights.

2 ALL CHILDREN have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.



3 When adults make decisions, they should think about how their decisions will affect children.

4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

6 You have the right to be alive.

7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

8 You have the right to an identity – an official record of who you are. No one should take this away from you.



9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a **FAMILY** that cares for you.

10 If you live in a different country than your parents do, you have the right to be together in the same place.

11 You have the right to be protected from kidnapping.



12 You have the right to give your opinion, and for adults to listen and take it seriously.

13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

16 You have the right to privacy.

17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

18 You have the right to be raised by your parent(s) if possible.

19 You have the right to be protected from being hurt and mistreated, in body or mind.

20 You have the right to special care and help if you cannot live with your parents.



21 You have the right to care and protection if you are adopted or in foster care.

22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



24 You have the right to the best **HEALTH** care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.



26 You have the right to **HELP** from the government if you are poor or in need.

27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



29 Your **EDUCATION** should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

31 You have the right to play and rest.



32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

33 You have the right to protection from harmful drugs and from the drug trade.

34 You have the right to be free from sexual abuse.

35 No one is allowed to kidnap or sell you.

36 You have the right to protection from any kind of exploitation (being taken advantage of).

37 No one is allowed to punish you in a cruel or harmful way.

38 You have the right to **PROTECTION** and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

39 You have the right to help if you've been hurt, neglected or badly treated.

40 You have the right to legal help and fair treatment in the justice system that respects your rights.

41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.



42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



43 to 54 These articles explain how governments and international organizations like SOS Children's Villages and UNICEF will work to ensure children are protected.

SOS Children's Villages thanks UNICEF for kindly permitting the use of their youth-friendly text for this educational poster.



For more information visit
www.sos-childrensvillages.org



SOS CHILDREN'S VILLAGES

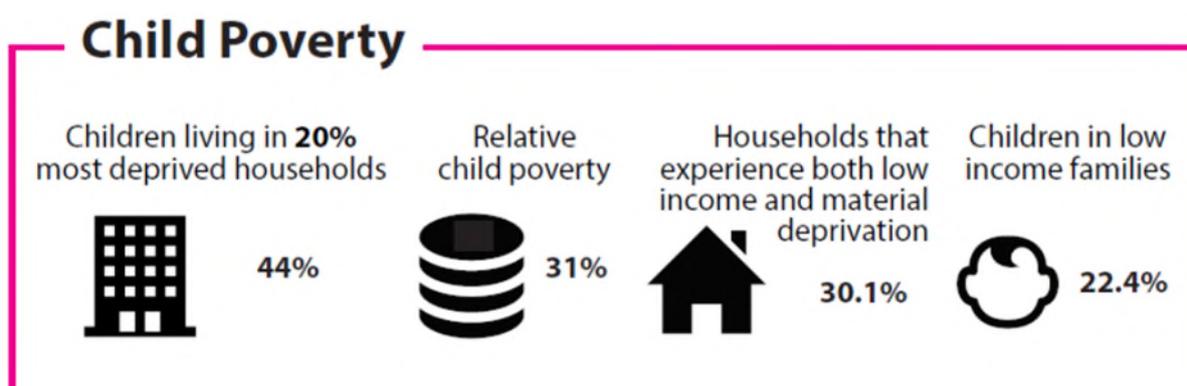
Children and Young People (Scotland) Act 2014

Part 1 of the Children and Young People (Scotland) Act 2014 ('the 2014 Act') enshrined the UNCRC into Scots law for the first time, albeit on a non-binding basis. It places a number of duties on Scottish Ministers to strengthen the approach taken to the implementation of the UNCRC, including promoting awareness and understanding. It also includes reporting requirements designed to support increased scrutiny of the approach to implementation taken by the Scottish Government and broader public bodies in the form of duties to report on the steps they have taken to better secure, or give further effect to, the 'requirements' under the UNCRC. Public bodies are due to publish their first progress reports as required by the 2014 Act as soon as is practicable after 1st April 2020.

Tayside Plan for Children, Young People and Families 2017 – 2020

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up"

As partners we are fully committed to the United Nations Convention on the Rights of the Child (UNCRC) and we will continue to ensure this is reflected in our actions; we will hold each other to account and offer support and challenge to ensure we embed a children's rights perspective across all of our policy and practice decisions. This report is a very welcome summary of the actions and future plans we have in Tayside to give full effect to the UNCRC. We know we can only realise our vision by fully embedding a children's rights perspective in all we do.



"Poverty is neither inevitable nor acceptable and Dundee must do more to challenge it and prevent it in the first place. We must speak out to tell the truth about the causes and effects of poverty on our children, our families and our communities"

One of the findings of the first Dundee Fairness Commission in May 2016 was that; “Good quality education is the essential first step towards a future in which horizons are lifted for children. This is currently undermined by the burdensome consequences of the cost of the school day.” Following on from the report, in October 2018 Dundee City Council made four pledges of intent to help tackle poverty related issues in primary and secondary schools. These are;

- No child or young person in Dundee will start school without a breakfast
- No child in Dundee will miss out on their Primary 7 residential trip due to cost
- All schools will develop a Cost of the School Day action plan by the end of session 2018/19
- All children and young people in Dundee schools will have access to an affordable school uniform

What Matters to You (WMTY) is a community based systems change initiative working alongside families in two communities in Dundee and East Ayrshire. It focuses on shifting public resources to offer early support to enable children to flourish in their own families. WMTY is a family support model. Alongside this, facilitation from Columba 1400 supports leaders and professionals to listen, reflect and learn together, creating a culture of trust and collaboration. Dundee leaders are engaging in regular Reflective Spaces with Columba 1400, with the aim of bringing the voices of the parents together with the Leaders to co-design future service delivery and supports. The WMTY approach is a participative approach to asking families what they need to make a difference and moves away from assessment and professionals defining the needs of families.

In Dundee we recognise that strength lies in our community and what has been evident is the number of positive collaborative conversations taking place with other organisations about what our families and communities want at a local level. These ongoing conversations are important and create important space for Leaders to reflect on their learning. One of the key messages from the Independent Care Review is that “we should hold the hands of those who are holding the hands of children”.

In Dundee City overall 31% of children in 2018 were in poverty according to the Child Poverty Action Group in comparison to 28% in 2017. Child poverty exists in all areas across the City, over a quarter of children are in poverty (after housing costs) in seven of the eight electoral wards in Dundee City.

In Perth & Kinross after housing costs there are 4,628, 18% of children are living in poverty 2017 the highest number of children living in Perth City centre 625 children 25,21%.

We recognise that we face significant challenges within Perth and Kinross, partly due to the diversity of our landscape. The majority of the area is rural, with 12 towns and over 100 smaller settlements of differing sizes. Within these settings, people can find it difficult to access services, due to availability, digital problems, transport and distance, and in some cases are unaware of what they are entitled to or what is available.

Tackling child poverty in Perth and Kinross will require action, ownership, commitment, and culture change by all stakeholders including our communities. We understand that one of the biggest challenges is addressing stigmas associated with child poverty while helping everyone to understand the issues faced by people in poverty. The Perth and Kinross Offer is driven by the need to change the way we do things, co-creating a more equal partnership between the Council, our citizens, partners and our communities. It is ultimately about redefining these relationships to continue to make a real difference to people's lives.

As we develop the Perth and Kinross Offer with our communities we will:

- undertake a planned programme of child poverty awareness raising - consult, engage and raise awareness of the impacting factors on child poverty by working with all stakeholders, communities and influencers.
- capture lived experiences and learn from these experiences by increasing our focus to work with communities.
- support our communities and Local Action Partnerships to play an equal and active role in addressing child poverty in their localities.
- use the Place Standard and placed based approaches to better understand and address the needs in specific localities to tackle poverty and enhance local opportunities for economic development.

Across Tayside we are all looking for ways to reduce child poverty the challenge is to increase engagement with the most vulnerable members of our communities to break the long-term cycle of disadvantage, disengagement and poverty, providing intensive support to reduce barriers, improve skills, access training and qualifications and support young people to reach positive destinations. The work highlighted under poverty will support children's rights to services which support their growth and development.

Education

Articles 28 and 29 focuses on the right of all children to have a right to an education that will help them achieve their potential without discrimination. Education should be child centred and empowering and strengthen their capacity to enjoy the full range of children's human rights including their right to express their views and participate in all aspects of their education. Article 29 entitles children to a broad curriculum. Article 31 states that children have a right to play, recreational activities, rest and leisure and to take part in cultural life. Articles include:

- the right to education: Article 28
- the goals of education: Article 29
- children of minorities/indigenous groups: Article 30
- leisure, play and culture: Article 31

The UNCRC requirements of children's rights to Education, protection from violence and to Play have all been considered within reviews across local and Tayside strategies over the last 3 years.

The Play Strategy for Dundee is based upon a child's right to play and has been implemented across school communities, increasing the range of opportunities children have to play both within and out with the school day and buildings. It is aligned to the council's strategy on healthy weight and reducing obesity.

Within Dundee schools we have revised our policy on de-escalation and physical Intervention to be explicit about children's rights to liberty and protected from violence.

In Dundee a child's right to education is fundamental to our delivery of the curriculum in all sectors, and careful monitoring of attendance and exclusion data is in place, particularly for those most at risk, including looked after children and those with additional support needs (ASN). Regarding the latter, we have developed guidance for school staff, children and families on the rights which were extended under the ASL legislation, namely the right to request assessment of ASN; to request whether they should have a Coordinated Support Plan (CSP); and for their views to be heard and responded to.

In August 2019 Dundee appointed eight Pupil Support Workers (PSW) specifically tasked with supporting our care-experienced pupils in primary and secondary schools. We know that care-experienced pupils tend not to achieve as well as those not in care, the PSWs are enabling school attendance

and engagement. Currently, in four of the eight secondary schools, supported by Carolina Trust, the PSWs have encouraged the looked after pupils to form school Champions Boards giving them a safe space to raise their concerns and a voice to help improve their outcomes. It is hoped that the other secondary schools will have a Champions Boards by the end of session 20/21.

The Addressing Neglect and Emotional Wellbeing (ANEW) Project, supported by CELCIS, is developing a model where pupils are heard throughout the Team Around the Child process. Children 1st have trained volunteer staff in three Primary Schools and one Early Years setting as Buddies for pupils. These Buddies either support the pupil in a meeting or will act as their voice in a meeting ensuring that the child is always heard. We hope, to ensure a sustainable model, as the programme is rolled out across the city, with Children 1st training some Buddies as trainers.

The Praise Team (Primary Raising Attainment and Inclusion Education)

In Perth and Kinross the PRAISE team was set up in January 2020 tasked with raising attainment for primary school aged care experienced children. This is the group of children looked after at home and subject to a compulsory supervision order. They are evidently the group of care experienced children that attain the lowest levels within education. As a result, they are less likely to have a positive post school destination.

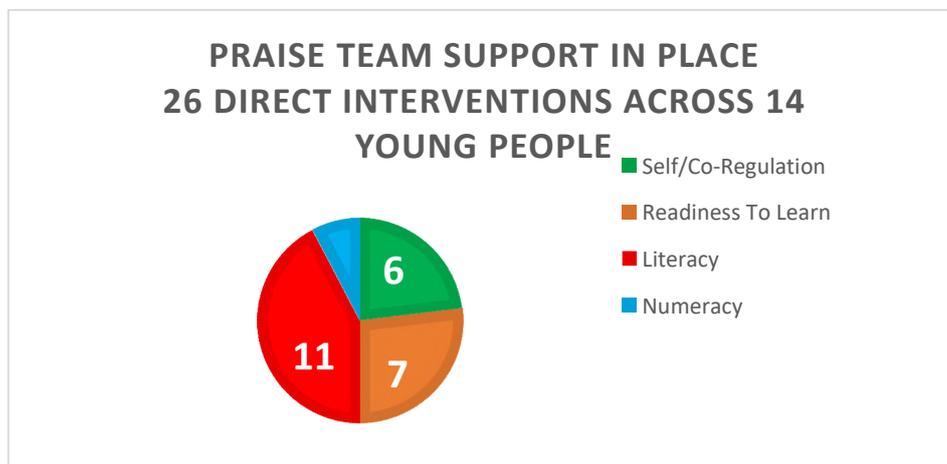
Data collected from CCM (Child Case Management) reports was used to identify children from the identified group living within Perth and Kinross. Initially, agreed criteria was gathered using both CCM and SEEMIS to help prioritise children in greatest need of support. Social workers and headteachers of each individual child were then contacted, followed by class teachers, to enable the gathering of both quantitative and qualitative information. Appropriate assessment was undertaken by the PRAISE Team leading to allocation of PRAISE Team staff. Planning for intervention, which may include consultation, direct school interventions or working alongside families, was written and time was allocated in collaboration with schools. Individual methods to measure impact were agreed for each child dependent on agreed intervention. As some of the children from the identified group may experience barriers to learning affecting their confidence and achievements the PRAISE team was set up to work in collaboration with home, school staff, social work and other agencies to support the children to attend and participate within the school setting. Furthermore, as a result of the research, training and preparation undertaken by the team the impact of trauma on the lives of children in the identified

group was apparent and an area that required a strong focus moving forward. Taking this into account the team worked alongside identified partners to enable them to recognise difficulties, plan to address these with practical support and review the impact of any interventions.

Currently there are 13 schools accessing support from the PRAISE team across Perth and Kinross.

Through to work of the PRAISE team PKC demonstrate a strong commitment to the realisation of Article 5 – a child's family has a responsibility to help their child exercise their rights and make sure they are protected. As the PRAISE Team take a collaborative approach to supporting children including the family this ensures parents are involved in the processes which will support their child to thrive.

Additionally, the PRAISE team reinforces PKC's commitment to Article 28 – a child's right to a good quality education. As the team uses data to identify children who are struggling to attend school and put supports in place to address the barriers this demonstrates their commitment to using innovative practice to ensure children access their education and raise their level of attainment. Furthermore, the PRAISE team demonstrates PKC's commitment to Article 39 – a child's right to help if they have been hurt or badly treated. Through the research undertaken by the team the impact of trauma on the identified group of children was evident as was the impact this can have on a child's ability to attend and engage in school. The PRAISE team works to allocate resources accordingly so that children who have experienced trauma are supported to overcome this so that they can reengage and be fully present in school increasing their chances to achieve post school positive destinations.



Rights Respecting Schools Award (RRSA) In Perth and Kinross increased efforts have been made to develop the knowledge of the UNCRC and further develop a culture of participation amongst children and young people in their schools and communities. RRSA (Rights Respecting Schools Award) is an accreditation delivered by UNICEF which is awarded to schools across the UK who can demonstrate that that children's rights are at the heart of their policy and practice across their immediate and wider school community. Schools are required to consider, implement and promote the UNCRC across all areas of the curriculum and life of the school so that a language and culture of rights is developed.

RRSA is recognised as an effective way to work with and support schools to consider their current mechanisms for pupil voice, learner participation and individual advocacy and how these might be strengthened. PKC have a service level agreement with UNICEF which enables schools to access reduced registration costs, mentoring and complete assessments free of charge. While schools can submit paper-based evidence as part of the assessment process, the impact on children based on conversations between the pupils and the assessor give most weight to the award. In PKC the Children's Rights Officer (CRO) has worked alongside a professional advisor from UNICEF to coordinate and deliver Achieving Silver and Achieving Gold training for participating schools. Additionally, the CRO has arranged assessment visits, undergone assessor training and attended strategic lead meetings for national updates, support and training.

In Perth and Kinross Council since April 2019

Eight schools have achieved Bronze: Rights Committed

- Two schools have achieved Silver: Rights Aware
- One school has achieved Gold: Rights Respecting
- Three school have been reaccredited as Gold: Rights Respecting
- And a further 21 schools have registered for RRSA and have assessments scheduled

A commitment to promoting rights respecting practice in education which reinforces PKC's commitment to Article 42 children and young people have the right to know about their rights and adults have a duty to know about them and uphold them. Furthermore, as the award focusses the development of participation and collective action this demonstrates PKC's commitment to Article 12 the right to be listened to and taken seriously regarding all matters which effect children.

In Perth and Kinross the Community Link Work Team is based in each Secondary School Cluster and provides a range of support to children, young people and their parents and carers. Their aim is to realise the best possible life chances for the children they work with focussing on their health and wellbeing and reducing the attainment gap in order to tackle inequalities in their respective localities.

Over the reporting period the team have delivered provisions under the themes of Parenting support, holiday activities, wider achievement and social emotional and behavioural difficulties in schools and community settings. This has taken the form of 1:1 work, group work and evidence-based programmes.

In the first six months of 2020 469 young people were supported by the Community Link work Team and 1910 young people, parents and families have participated in group work across the service.

Individual referrals reflected a diverse range of need. However, anxiety and vulnerability, low self-confidence, mental health concerns and low school attendance accounted for a high proportion of the referrals made. Data captured across individual and group work has reflected significant increases in pupil participation within school, improved self-regulation, improved peer relationships within school and a better understanding of 'theirs' and 'others' feelings.

In Angus a number of secondary schools have Lesbian, Gay, Bisexual and Transgender (LGBT) inclusion groups. For example, Montrose Academy achieved their LGBT Charter Mark several years ago. Webster's High School is a Rights Respecting School and is working towards achieving the Silver Award.

Progress so far in Angus includes:

- We have set up a Rights Respecting School Action group
- We have already achieved the Bronze level of the award and are currently working towards Silver
- We have created an action plan with our next steps
- Pupils and staff have received presentations on the award

Good Practice Example Equality Group Webster's High School, Kirriemuir



The Equality Group has been running at Webster's High School for almost four years and the group meets once a week. The purpose of the group is to provide a safe space for LGBT+ pupils and is open to all pupils to join. Currently just over 10 pupils attend regularly, and others use the group as a drop-in service when required.

The group meetings are used for pupils to bring any worries or concerns in their personal life, understanding that this is a safe space to discuss their sexuality/gender identity with peers and school staff. The group has also been improving LGBT+ inclusion in the school, the first improvement the pupils made was to include more LGBT books in the school library. The pupils also took part in a consultation over four sessions to discuss LGBT rights within the school and as a result the school provided staff with the opportunity to take part in a LGBT Inclusion Training session.

Angus Schools Anti-Bullying Policy was developed in partnership with parents/carers, children, young people and partner agencies. The policy took into consideration the 12 recommendations of the 'ThinkB4you type' anti-bullying campaign. This campaign was developed in partnership between Angus Council, RespectMe and NSPCC Scotland and was led by 16 young people across Angus. These young people engaged with peers, parents/carers, practitioners, and local councillors in renewed efforts to address online bullying helping to contribute to positive relationships, behaviour change and build a culture of respect in their communities. (Articles 4 & 12)

Schools in Angus encourage children and young people to report incidences of bullying. Mentors in Violence (MVP) is a programme which aims to challenge the attitudes, values and beliefs that underpin gender-based violence and bullying behaviour. The focus is on young people developing healthy relationships that will support their learning in a safe and nurturing environment. Five of our secondary schools successfully run this peer education programme in Angus. The remaining schools are in the process of commencing training. There are also five trainers in Angus to support sustainability (Article 39).

Support for Parents

The Tayside Parenting Strategy 2019-2024 aims to improve information and support so that all parents are as equipped as possible to support their child or young person to grow up as happy, healthy, attaining and achieving as possible. The name was changed from Parenting Strategy to the Tayside Strategy for Parents, reflecting parental ownership and partnership in its design and delivery. Through consultation parents identified four priorities:

- Access to good quality information
- Communities are inclusive, understand children's needs and support families to thrive
- Access to effective services that are delivered by a skilled and confident workforce that value the role of parents
- Policies that affect family life are supportive and deliver positive outcomes for Families

The progress on the Tayside Strategy for Parents will be reported to the public annually. The Health and Wellbeing Priority Group that supports delivery of the Tayside Plan for Children, Young People and Families 2017-2020 will have a key role in monitoring how implementation is progressing. Progress will also be reported through the relevant partnership groups in each of the three areas of Tayside.



Mental and Emotional Health and Wellbeing

Mental health and wellbeing are a significant priority across Tayside and is identified as priority three of five in the Tayside Plan for Children, Young People and Families.

NHS Tayside CAMHS has for the past 18 months been actively engaged in a whole service improvement programme, which embeds children's rights throughout the assessment and treatment process. The Journey of the Child is at the centre of the service improvement, from first point of contact through assessment, treatment and onward journey following discharge. Children and their families have been actively consulted on a number of change ideas thought this 18-month period, from physical layout of the building to website redesign. The new website will include advocacy, children's rights and meaningful signposting as part of its design. There is ongoing improvement to the pathways by which children and their families access the service to ensure children receive timely, age appropriate support, which meets their needs.

Once in the service, children now have far more options around how they are seen; face to face, telephone and Near Me (virtual appts) are routinely offered with the aim of ensuring children have access to a platform through which they feel able to engage; by meeting in a place they feel most comfortable. These changes have had the knock-on effect of removing additional barriers associated with time and distance normally difficulties associated with meeting in clinic. Throughout their journey, children and young people's consent is consistently sought; not simply around their consent to the service but also around those they want to attend with them, or not, what they hope to achieve by engaging, their right to confidentiality is upheld and explained (within child protection guidelines), information is shared in a transparent way with them, treatment options explored with them and their opinions actively influence any decision making. All the improvement work undertaken by CAMHS fits with the new NHS National Specification.

Example of how Ninewells Hospital's Paediatric Unit are ensuring children's preferences are known by those involved in their care and shared appropriately.



My Theatre Ticket



My Full name is

My friends and family call me

I am _____ years old.

I am allergic to _____

I normally take medicines. They are:

I have a wobbly tooth? YES/NO

I would like to bring my toy to theatre. His/her name

is _____

What matters to ME
and my family during my
stay in hospital...



A whole system approach to child healthy weight strategy (2020-2030)

This strategy prepared by a working group on behalf of the Tayside Regional Improvement Collaborative, sets out a vision where our children and young people can grow up in a community and an environment that supports them to feel great and ready to learn, so that they can flourish to the best of their abilities. The Strategy aims to ensure that children, young people and their families can eat well, drink well, be active, enjoy playing outdoors, and have a healthy weight. The strategy outlines five ambitions and calls to action what we need to achieve if we are to achieve our healthy weight aspirations for children. Obesity is complex and has a number of genetic, environmental, cultural, lifestyle and economic factors implicated in its development. No single organisation has all the solutions or all the responsibility to tackle the issue. Rather, the strategy takes a whole systems approach which supports the rights of every child to the best possible health (Article 24); a standard of living which meets their physical and social needs and supports their development (Article 27).

The Community Engagement Directorate's Tayside engagement office has recently been supporting NHS Tayside's Public Health Team with the Tayside Plan for Children, Young People and Families. Staff were invited to join the Tayside Healthy Weight Strategy Group to provide advice and guidance to support a three-month public consultation on child healthy weight in Tayside. A range of tools including stakeholder mapping, methods of engagement, development of a survey and other consultation materials, and also facilitated engagement sessions with young people (including through St Paul's

Academy and Strathmore Centre for Youth Development) and parents. Feedback received from young people during the consultation is currently informing the development of a new Child Healthy Weight Strategy for Tayside and will detail the necessary steps to be taken by all partners, including the NHS, local authorities, health and social care partnerships, the third sector, and the community.

Inclusion - Families, Schools and Communities

Dundee's Physical Activity Strategy was launched in May 2018; Dundee became the first place in Scotland to launch a physical activity strategy. It aims to help everyone connected to the city lead healthier and more active lives. The event was led by young people.

Dundee Housing Protocols. Housing and Children and Families Services have an established agreed Care Leavers Policy, currently under review. The aim of the Care Leavers Policy is to ensure a coordinated response to the accommodation needs of care leavers. It outlines the legal and operational framework agreed between the Departments for providing assessment, planning and appropriate accommodation for young people leaving care. It also provides for care leavers who have found themselves unexpectedly homeless or in significant housing difficulty.

Action for Children work in partnership with Dundee City Council Housing & Neighbourhood Services Departments to deliver the Family Sustainment Support Service. The Family Sustainment Service supported 59 Families during April 2019 to March 2020. These families had 150 children in total that have been supported by their family receiving this support service to maximise income including benefit claims such as DLA/PIP.

Angus Housing Strategy has developed a Rapid Rehousing Transition Plan - the principle aim of the RRTP is to ensure, where homelessness cannot be prevented, the negative impacts of homelessness on families and their children are reduced and those who experience homelessness reach a settled housing outcome as quickly as possible. The Homeless Persons (Unsuitable Accommodation (Scotland) Order 2014, which prevents anyone from being in unsuitable accommodation for longer than seven days, previously only covered households with pregnant women and children, has now been extended to cover all households from 5 May 2020. Covid-19 has placed additional pressures on housing stock; since 2018, there have been less than 5 households with children placed in B&B accommodation; one of these placements in 2018 lasted longer than 7 days; housing priority continues to be

given to those leaving care and fleeing violence. Our key priorities are about upholding the rights of children and young people to have suitable and settled accommodation.

The Housing Options protocol for young people leaving care in Angus was agreed between the Children and Families and Housing services in 2013. This partnership has continued to mature and develop, and we now see positive results for our young people with a significant decrease in numbers registering as homeless.

In Angus £649,500 was awarded in 2019/20 to support vulnerable families through the extension of the **Glen Isla project**. The new **Glen Clova project** has allowed us to target early support to some of our most vulnerable women improving their life chances and improving the outcomes of their children by addressing issues of inequalities as a result of poverty, parental mental ill health, parental substance use and offending behaviour. This trauma informed service supports the child's right to an adequate standard of living under ICESCR, CRPD, UNCRC (Article 5 parental guidance and a child's evolving capacity and Article 18 parental responsibility and state assistance)

Angus Inclusion project Local and national data highlights the poor attainment outcomes for some care experienced young people and the importance of offering additional support and opportunities to young people looked after both at home and away from home. The project includes an Education Psychologist working with a small team of three dedicated inclusion support workers, residential staff and the young person and their family to focus on improving young people's educational outcomes. The team link closely with Skills Development Scotland, Angus Works, 16Plus and Voluntary Action Angus to create a network of opportunities to enhance inclusion and ensure care experienced children are provided with their right to education that meets their needs and supports attainment.

In Perth and Kinross, the **Community Link Work Team** is based in each Secondary School Cluster and provides a range of support to children, young people and their parents and carers. Their aim is to realise the best possible life chances for the children they work with focussing on their health and wellbeing and reducing the attainment gap in order to tackle inequalities in their respective localities. Over the reporting period the team have delivered provisions under the themes of Parenting support, holiday activities, wider achievement and social emotional and behavioural difficulties in schools and

community settings. This has taken the form of 1:1 work, group work and evidence-based programmes.

In the first six months of 2020, 469 young people were supported by the Community Link work Team and 1,910 young people, parents and families have participated in group work across the service. Individual referrals reflected a diverse range of need. However, anxiety and vulnerability, low self-confidence, mental health concerns and low school attendance accounted for a high proportion of the referrals made. Data captured across individual and group work has reflected significant increases in pupil participation within school, improved self regulation, improved peer relationships within school and a better understanding of 'theirs' and 'others' feelings.

Perth and Kinross Council's **Services for Young People** is a non-statutory youth work service which provides a focussed and holistic early intervention and prevention provision for young people through a range of projects, activities and achievement awards. The service includes both full and part time qualified and experienced Community Learning and Development practitioners, working in a flexible manner across the localities of Perth and Kinross, schools and in the facility @Scott Street.

Community Learning and Development is the approach which is used as this enables the young people to identify their own individual and collective goals, to engage in learning and act to bring about change for themselves and their communities. Services for young people have used a range of formal and informal methods of learning and social development with individuals and groups in their communities. The programmes and activities have been developed in dialogue with participants, working particularly with those excluded from participation in the decisions and processes that shape their lives.

Staff focus on providing alternative engagement to young people deemed to be vulnerable or at risk to themselves or to others, or who may be offending or disengaged from formal education. Through referrals, staff will work with young people aged 12-26 years of age supporting them through a learning process to increase their knowledge and skills, reduce risks and work towards more positive destinations.

Over the course of the last 12 months 124 young people have been supported on a 1:1 basis by the team and following this, when appropriate have

engaged in project work delivered to develop their skills and meet their individual needs.

Project work has included:

- Community Cafes
- 16+ work
- 16+ UASC
- Tall Ships –
- Future Thinking
- Young Mum's Post Natal Group
- John Muir Award
- Fake Away to Take Away (to reduce holiday hunger)
- Drive Forward (to explore offending behaviours and promote consequential thinking)
- Young Peoples CSE Advisory Group
- Health and Wellbeing groups

LAC Attainment Pupil Equity Funding (PEF) every child has a right to an 'adequate and efficient' school education that aims to develop their 'personality, talents and mental and physical abilities...to their fullest potential'.

Dundee schools have used the learning from the Scottish Attainment Challenge to influence their decisions about PEF spending. They have used the same 5 impact measures to monitor progress in raising attainment and closing the gap that exists in their schools. These are as follows:

- Inclusion/reduced exclusion
- Attendance
- Participation
- Engagement
- Attainment

Preventing and Managing School Exclusion for school leaders is designed to ensure a consistent approach across Angus that is in line with the Scottish Government's guidance; 'Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)'. Schools with a positive ethos promote participation, encourage achievement, celebrate success and have high expectations of every learner. Our policy states that exclusion from school should only be used as a last resort and where there is no alternative. It is vital that the purpose of exclusion and the impact on the learners are considered, including long term impact on life chances. (Article 4 & 6)

Kinship care services and developments

Across Tayside our work with looked after children continues to focus on maintaining stability for children either at home, within their extended family or within their care placement with a range of supports targeted towards our young people whose placement is unstable minimising the risk of breakdown and importantly disruption for young people. Kinship care support services across Tayside support the rights of the child to be provided with alternative care that is continuous and respects the child's culture, language and religion Article 20 alongside Article 5 and 18 parental guidance and a child's evolving capacities and parental responsibilities and state assistance

The importance of supporting the growing number of kinship carers across Tayside has led to us looking at how we deploy resources to meet this growing and important need. Improving support to kinship carers will enable us to improve outcomes for children in kinship care.

Resources within Angus have been redeployed to create a new Kinship team ensuring that kinship assessments and kinship support is prioritised, supporting children to be loved and cared for by people with whom they already have a connection. Improved outcomes for children and young people in kinship placements has been achieved through advice, guidance and practical support provided through the Kinship team established in April 2019. The Kinship team have had a very successful first year and are looking to develop their role further as link workers to kinship carers in order to ensure that work around support and/or training needs identified at the panel are provided longer term. A kinship support group was formed in August 2019 with as many as 16 carers attending fortnightly support sessions, feedback from carers has been very positive. Through the provision of these services we are supporting children to remain within their families receiving the stability, love and nurture they need. As of 31 March 2019, in Angus 89% of young people being cared for were within a family setting reflecting our commitment to support our looked after children to be cared for in a family setting where appropriate.

In Angus the need for a flexible, responsive resource to meet the needs of children, young people at risk of becoming accommodated or those already looked after, at risk of placement breakdown was highlighted as critical to supporting stability for children. The Enhance Team was formed in April 2019 following the restructure of Children Families and Justice Service. During the first

twelve months a total of 51 children and young people and their families have received support. The service aims to reduce the numbers of children or young person being accommodated away from home; support a child returning home or to their community; support a child where their placement is at risk of breakdown. Supporting children and their care givers promotes a child's right to a stable, nurturing home respecting Article 5 parental guidance and a child's evolving capacities and Article 18 parental responsibilities and state assistance.

Unaccompanied Asylum Seekers coordination and support

Across Tayside we:

- assess the numbers and situation of children and young people and their families who are asylum seeking and are migrants in order to provide them with services and support. (Article 22)
- ensure that children and young people at risk of sexual exploitation or drug use have access to the child protection and specialist support and services they require. (Articles 33 and 34)
- provide support to children and young people in response to their needs so that they do not enter the criminal justice system, as far as possible. (Articles 37 and 40)
- ensure that children and young people who enter the criminal justice system have the right to legal representation and fair treatment. (Article 40).

Perth and Kinross have extended the contract of a full time temporary Social Worker for a further year to work directly to manage support and develop our increasing supports to unaccompanied asylum-seeking young people. This has allowed for increased networking, direct case management and the development of the service which is now in the position to reach the target number of providing placements and supports to 20 Young People as approved by Perth and Kinross Committee. PKC's commitment to supporting UASC young people has seen an increase in the number of cases from 8 to 12 with a long-term plan to support a further 8 Young People. In order to best meet the needs of UASC the service continues to keep cases on VSO (section 25 status) until they reach 18yrs. This then ensures that additional protection and support capabilities are available to the young people but will continue to have an impact on the formal reviewing system and subsequently the levels of reporting required from within the team. This reinforces PKC's commitment to the realisation of Article 22 special help and protection if you have been forced to leave your country, Article 25 regular reviewing of situation if living away from home, Article 26 receiving help from the government if required.

REACH – Resilient, Engaged, Achieving, Confident and Healthy

In Perth and Kinross, the REACH Team (Resilient, Engaged, Achieving, Confident and Healthy) is a multi-disciplinary team who work directly with young people on the edge of care. In Perth and Kinross, the proportion of children and young people looked after in a community setting was 96%. This reflects the impact of the range of approaches to expand family based care options and the introduction of REACH as an intensive 24/7 child and family support service to ensure children remain within their families and communities when they are identified as being on the “edges of care” (at risk of becoming accommodated). As the team has developed over the past few years they have provided training and support to help parents, kinship carers, foster carers and school staff better understand the young people they work with and the best approaches to help repair and strengthen relationships. While 13% of the young people REACH work with are supported solely by social work the majority of the young people are supported by staff in the team with other specialist skills including a speech and language therapist, clinical psychologist and an outreach teacher.

From the 1st April 2019 the REACH team has

- worked with 59 young people.
- The outreach teacher worked with 16 young people, 11 of whom achieved positive outcomes. School attendance for these young people also increased.
- 34 Young people were supported by the clinical psychologist.
- 21 young people have been identified as having speech, language and communication needs and there are outcomes available for 15 of the young people who have completed their SCLN work.

REACH reinforces PKC's commitment to the realisation of Article 18 – the child's right to live with their parents if possible. As the team supports and strengthens the relationships between the young people they work with and their families, the young people are enabled to remain at home as opposed to being accommodated elsewhere under a legal order. Additionally, REACH works to promote Article 23 - the child's right to special education and care if the child has a disability. Employing a speech and language therapist and a clinical psychologist enables the team to provide a more holistic package of support to the young people. Furthermore, the REACH team work so that children and young people realise Article 28 – a child's right to a good quality education. As the team has an outreach teacher, young people who struggle to access

mainstream education full time have an alternative arrangement while the team works with school staff to prepare for the young person's return.

Young Carers

Within Dundee every Primary and Secondary School now has a designated Young Carer Co-ordinator and the Carers Centre has named a key worker for every school. young carers can access informal support through these workers, details of whom are publicised within the schools. To help transitions, which can prove to be problematic for some pupils, a test of change on information sharing involving some primary and secondary schools has also been introduced and will be extended across the city.

Other approaches towards involving and supporting young carers include a Young Carers Voice Group of 14-18-year olds. This group were invited to attend the Youth Scotland Big Skills weekend at University of Stirling in June 2019 and took a lead in the First Minister's launch of the national Young Carers benefits through YoungScot. In schools, young carers can also become Ambassadors to be involved in planning, awareness raising, training and support. There are currently 11 Young Carer Ambassadors in 6 of our 8 secondary schools. Throughout lockdown young carers have continued to meet in virtual groups and more Young Carer Ambassadors have been trained which means as schools return in August 2020 all 8 schools will be represented.

Angus has a flexible learning approach as a principle of its Young Carers' Schools Policy and use of Young Carers' ID Cards within its school. Teachers are more aware of the child's caring responsibilities and are able to negotiate timescales for work to be completed to consider individual circumstances. The use of creative and adaptable learning opportunities assists the child to balance their caring responsibilities with their learning. All children and young people who identify as having caring responsibilities are considered for a Young Carers Statement (Article 28 and 31).

2. Protection

Protection stands for the right to be shielded from certain acts and practices (social and individual misuses). A study of child protection (Fisher et al, 1986) proposed "All parenting is shared between the family and the wider kinship and friendship network, and between this system and state provision". These rights protect children against exploitation and abuse and allow intervention when either occurs.

These are the rights that ensure children are protected from acts of exploitation or abuse, in the main by adults or institutions, that threaten their dignity, their survival or their development; for example:

- protection from abuse and neglect (Article 19)
- the regulation of child labour (Article 32)
- protection and care in the best interests of the child (Article 3).

Case study Angus Council



PREpare – Participate, Relationships, Equity

PREpare is a test of change to improve children and parental engagement in the child protection planning and decision-making process, to ensure the young person has a voice and the family are encouraged and enabled to be part of the safety planning for their children where there are child protection concerns.

The pilot ran from October 2019 to April 2020 with significant results for the families and children who participated. Strength based family discussions before the Case Conference together with individual work with the children being considered was found to greatly improve both the experience of the family and the quality of the relationship and engagement in the child protection plan. Feedback suggests the model is empowering for children and their families promoting their right to freedom of opinion and expression (ICCPR, UNCRC) and to parent their children with support of agencies around them.

In Dundee our Child Protection Guidance and training has been refreshed to ensure all practitioners are aware of their responsibilities to ensure children's safety and protection, including those with disabilities.

Whole System Approach

In Perth and Kinross from 2019 the provision of Bail Supervision and the implementation of the 'Whole System's Approach' commenced. 44 requests have been received from the court for bail supervision and of these 36 were male and 8 were female. 15 bail supervision cases commenced. Of the 15 people placed on a Bail Supervision Order 14 successfully completed this order

one was remanded and later received a custodial sentence. Positive outcomes include various young people receiving a community-based disposal rather than a custodial one. This has mostly involved the young person being given unpaid hours of work to carry out.

The Whole System Approach (WSA) is Dundee's process for addressing the needs of young people involved in offending. It is underpinned by Getting it Right for Every Child, which aims to ensure that support for children and young people puts their and their family's needs first and takes a "rights based" approach to this.

Practitioners work together to support families and take early action at the first signs of any difficulty. This ensures that they're not getting involved after a situation has already reached crisis point. WSA highlights the importance of different organisations and professions working together to support children and young people. It offers tailored support and management based on individual needs and considers differing backgrounds and demographics. This doesn't mean that crimes committed by children and young people go unpunished. Children and young people can still be prosecuted if the offence is serious enough to be dealt with at court, if they are over 12. We take an approach that means that all young people have the same rights, regardless of their behaviour or actions. Prevention is not just about direct intervention or singling out those young people we deem to be at risk. In our approach, we are focused on helping all young people to stay safe and changing social norms.

Care and Risk Management procedures are in place in Dundee to ensure that any young person involved in significant harmful behaviour has an assessment and intervention that focuses on their needs as well as any risk posed.

Dundee take a Safer Lives approach to harmful sexual behaviour. The Safer Lives programme was introduced in 2008 in Scotland. The programme (officially titled 'Intervention and Planning using the Good Lives Model) was developed by the G-MAP Service in Manchester. It is a programme written in manual form, for individual work with children and young people under the age of 18 involved with harmful sexual behaviour or sexual offending behaviour based on the strengths based Good Lives Model (Ward, 2002).

Concerns about Child Exploitation, Criminal Exploitation, Serious and Organised Crime and Human Trafficking are co-ordinated through Dundee's Vulnerable Adolescent Partnership. The multi-agency partnership has oversight

of policies, procedures and practice in these areas reporting to Dundee's Child Protection Committee and Community Safety Partnership.

In Angus concerns regarding all forms of child exploitation, including criminal exploitation, child sexual exploitation, and child trafficking, are fully investigated by police and the social work investigation team. Where health visitors have concerns or suspicion regarding the trafficking of children on their caseload health visitors are linking with Border Control, social work and police where concerns can be investigated, and children protected (Article 35). Angus Child Protection Committee has oversight of policies and guidance related to keeping children safe and works in partnership with other protecting people partnerships and our wider Tayside colleagues to ensure children and young people are protected.

Violence Against Woman Partnerships

Angus Violence Against Woman Partnership (AVAWP) established a Children and Young People Subgroup in 2019 to support improvement in gender stereotyping and negative gendered roles. The group has developed an action plan working in partnership across all agencies in Angus to influence equality. One area of work is modelling 'Gender Friendly Nurseries where staff and families are not limited by the social expectations placed upon them because of their gender, and where everyone can be protected from the many limiting negative consequences of gender inequality and discrimination'. The programme is based on an established Gender Friendly Nursery scheme from Greater Glasgow and consists of the equivalent of 1 full day's training for staff and self-evaluation exercises to measure the shift in gender knowledge, understanding and practice within the early year's setting. The work will be taken forward later this year and into 2021 using the learning to influence practice across Angus.

Domestic abuse

Safe and Together is child centred model which is used in Angus and Dundee. The model derives its name from the concept that children are best served when professionals work in partnership to keep them safe and together with the non-offending parent. The internationally recognised model provides a framework for partnering with domestic violence survivors and intervening with domestic violence perpetrators in order to enhance the safety and wellbeing of children.

The Safe and Together approach is promoted in Angus and Dundee to tackle domestic abuse and improving outcomes for children impacted by domestic abuse. The three main principles of the approach are:

1. Keeping the child safe and together with the non-offending parent
2. Partnering with the non-offending parent as a default position
3. Intervening with the perpetrator to reduce risk and harm to the child

Women experiencing gender-based violence in Perth & Kinross are able to access to a wide range of services where staff understand the dynamics of power and control and strive to deliver trauma informed services. Third sector services are well organised and hugely committed to providing the most comprehensive support possible.

There is evidence that the approach taken - proactive response, coordinated support, raising awareness - is effective. In incidents of domestic abuse recorded by the police by local authority area per 10,000 population, 79 were recorded in Perth & Kinross which compares favourably with a high in Scotland of 157 per 10,000 and a Scottish average of 112. A result of this relative success, however, is a significant increase in demand for practical help and emotional support with unprecedented numbers of women and children now having to wait for services.

The aim of the national **Equally Safe Strategy** is;

“To work collaboratively with key partners in the public, private and third sectors to prevent and eradicate all forms of violence against women and girls”

Perth & Kinross Violence Against Women Partnership is totally allied to these aims and priorities and has developed its own strategy, objectives and workplan, with detailed actions and activities, to reflect Equally Safe and to guide and measure its progress.

Whole family Approach

Since 2017 a “Whole Family Approach” has been used to describe working together within Perth & Kinross to produce better outcomes for children, adults and families. Throughout this time there has been a real effort from the ADP (Alcohol Drug Partnership), Violence Against Women Partnership (VAWP) and local Services for Children, Young People and Families to promote this way of working. The overall ambition of the “Whole Family Approach” is central to the ethos and practise of the work undertaken with children and their families.

To support this approach, it requires the development of a shared language and common approach with a shift in culture towards meeting the needs of families affected by substance use, mental health and wellbeing and domestic abuse amongst other disadvantages. The journey towards systemic change has begun, through the establishment of a Whole Family Approach working group; looking to promote, strengthen and build links between our statutory workers for both children and adult and our key third sector partners.

Motivational Interviewing techniques are a recognised and proven way to engage with individuals and assist with the change process. Moving forward in a world that looks very different, following the COVID-19 global pandemic and ongoing requirement to socially distance, traditional face to face interventions, will in many situations, be less possible and new means of communication and engagement require to be implemented. Recognising a 'whole system' and whole family approach to supporting individuals, practitioners in Perth and Kinross propose to produce a sustained, meaningful and significant systemic change in practise with families. Motivational Interviewing (MI) has a clear evidence base in substance use work and in Child Protection. It is anticipated that training staff in MI will provide opportunities to bridge the distance between services and support the realisation of a Whole Family Approach in Perth & Kinross, which centres the family at the heart of practice. This initiative has been specifically supported by the ADP and funding has been made available to deliver MI.

3. Participation

Participation stands for the right to do things, express oneself and have an effective voice as an individual child and as a larger group. This group of articles grant children the right to take part in decisions that involve or affect them. Participation rights also include the right to have an independent opinion. These are the rights that provide children with the means by which they can engage in those processes of change that will bring about the realisation of their rights and prepare them for an active part in society. They include:

- the right to express their views and to be heard in legal proceedings (Article 12)
- freedom of expression and the right to information (Article 13)

Dundee Youth Voice, Citywide Pupil Voice (CWPV) is a long-standing forum which is committed to giving Dundee school pupils a voice on issues that concerns them. This group has recently been refreshed with a change of name and momentum. A member of the CWPV attends the Children and Families Committee and there is direct links with Dundee Youth Voice. Decision makers such as Audrey May the Chief Education Office regularly attends the meeting to ensure services reflect the needs of pupils and wider young people. Representatives of the CWPV recently attended a Head Teachers meeting to speak about the importance of pupil engagement. This has resulted in a consistent approach to engaging young people across secondary schools. Prior to then, when Education Scotland held their conference in Dundee CWPV representatives were invited to attend to ask questions of delegates. CWPV

are currently involved in ensuring that young people and children's voices are included in the school estate consultation.

As part of a legacy of the Year of the Young Person Innovation Lab 2018 the CWPV took over the ownership by building on its success by planning, delivering and evaluating a further event. The result was a very successful Youth Voice Event in October 2019 in partnership with Abertay University. All secondary schools were represented resulting in up to 100 senior pupils engaging in debates on topical issues such as Mental Health and Wellbeing and Raising Attainment in peer led workshops. Young people were asked to come up with actions and solutions which were feed back to the wider group and the CWPV took ownership of a manifesto for change.

In Angus we also wanted to ensure that there was a legacy beyond 2018 Year of Young People it was agreed through the Community Planning Partnership that a youth engagement strategy would be codesigned with young people aimed at ensuring young people have a voice in decisions that are important to them and to support the positive contribution they make in their communities. Over the course of 2018, young people worked with a range of youth work partners from Angus Council and the third sector to look at the different aspects of youth engagement from consultation to codesign. From this work a strategy was developed and launched in June 2018.

As part of the Youth Engagement Strategy work, a commitment was also given to the young codesign group that partners from the Community Planning Partnership will come together each year to describe how they have implemented the strategy in their day-to-day work and to work with young people to continue to improve how young people can influence services.

The Scottish Youth Parliament is made up of democratically elected young people from across Scotland, providing young people with a platform to come together, share ideas and discuss issues that affect young people from across Scotland. Each year young people vote on a series of campaigns and projects which provide a national voice on issues that they feel are important to young people. As well as working on some of their current campaigns such as the Pack it up Pack it in, which aims to reduce pollution, the SYP have also been working with Youthlink Scotland and Young Scot to carry out surveys with young people around their worries during Covid-19 pandemic. The results of this ongoing work are being fed directly to various stakeholders to ensure the voice of young people is heard during this time and is reflected in emerging policies. Angus has three Scottish Youth Parliament members.

Advocacy

REAP (Rights Engagement Advocacy and Participation)

Perth and Kinross council are developing a strategy in order to acknowledge the value of involving children and young people in service delivery and to reinforce the PKCs commitment to listening to their views and to influence practice.

Highlighted in the strategy is the role to the Children's Rights Officer which involved the promoting of the UNCRC across the authority via training and engagement. Additionally, the CRO has an advocacy role which involves representing the views of children and young people at child protection case conferences and associated meetings when required.

Who Cares Scotland have a 16 hour a week contract with PKC to provide independent advocacy for care experienced young people. Currently the service focusses on supporting children and young people who reside in external fostering placements and residential care provisions.

Furthermore, Independent Advocacy Perth and Kinross provide 21 hours of advocacy per week to children and young people who are looked after at home or involved in children's services.

To further promote their commitment to the realisation of Article 12 – the child's right to be listened to and have their views taken seriously, PKC have purchased an app and training and support package called Mind of My Own. This enables children from the age 8 upwards to express their views digitally at any time meaning their views can still be shared at meetings should they choose not to attend or work with an advocate.

REAP also serves to promote the participation of young people on a collective basis via 'Youth Voice'; a group of young people age 12 plus who meet to discuss issues which affect them. So as to ensure that the group consults with as many young people as possible there is representation all geographical areas, MSYPs and youth groups. Youth Voice raise issues which affect them in addition to acting as a consultation group for local authority policy and practice.

Corporate Parenting

Dundee established a Champions Board in 2013 with a Young Peoples Participation Group and the more recently created 4Change (care leavers participation group) in 2018. The Champions Board now routinely agrees

actions to be taken forward by Corporate Parents based on feedback from care experienced members. In order to broaden representation, a new social media application is being piloted which enables Looked After and Care Experienced children and young people to provide comments and suggestions in their own time.

In PKC the Corporate Parenting Youth Worker works across the local authority with young people, staff and partners to raise awareness of the issues faced by care experienced young people and to promote relationship-based practice. All the work carried out by the Corporate Parenting Youth Worker is done in consultation with FYI (Fun Young Individuals); a group of care experienced young people who come together weekly and work to improve the care system and service delivery.

Engagement with stakeholders over the past year has taken place via workshops locally and nationally which have been coproduced and delivered by young people, 1:1 meetings, consultation with a strong focus on the Care Review and more recently through the distribution of a Corporate Parenting Kit designed in collaboration with a student at Perth College. Participatory work such as the young people's contribution to the care review and the development and delivery of staff workshops reinforces PKC's commitment to the realisation of Article 12; the right to be listened to and taken seriously. Additionally, work around awareness raising of being care experienced and how this affects young people reinforces PKC's commitment to Article 4 – the government's duty to protect the rights of children through staff development and the improvement of services.

The commitment of the Corporate Parenting Board and the Lead Officers Group in Angus continues to provide a strong base to deliver the vision for looked after young people as laid out in our pledge. Corporate parenting representatives of the Corporate Parenting Board have been working with some of our young people to ensure we continue to build on the connections and communication which have been established through our engagement events in 2018 and 2019. We are committed to keeping the pledge to care experienced young people to be available to hear what young people have to say and importantly using the corporate parent's knowledge and understanding of the issues to advocate and support positive change. Some of the things we have heard from young people is the desire to feel 'normal'; to feel 'cared for', 'valued' and 'included'.

Angus previously operated a young person led 'corporate parenting board'. This was disbanded in 2016 as the model was not effective for young people who felt that one approach was not working well for them and limited the numbers of young people participating. Since 2017 we have made changes to improve our engagement with children and young people.

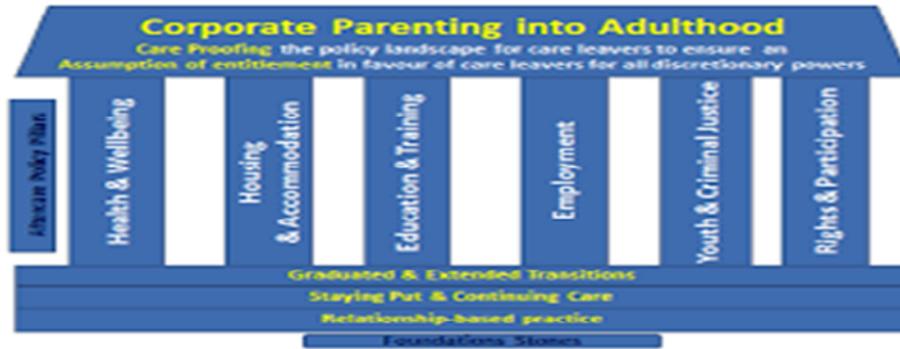
My Views digital App



Young people alongside Angus Council Digital Enablement Team and Children's Service developed and tested in partnership with staff and young people throughout 2019 an App which allows care experienced young people to share their views with professionals in a way and at a time that suits them. The My Views App was launched in April 2020 as one of many options for children and young people to get their views heard ensuring they influence decision making that impacts on them directly in line with Article 12 respect for the views of the child and have that view given due weight.

The work of the YPPG and 4Change influences both policy and practice relating to Looked After Children and Care Leavers in Dundee. The work of these groups was central to Dundee City Council's decision to become signatories to the Scottish Care Leavers Covenant in January 2019, when 4Change members attended the Children and Families Committee and spoke with the elected members.

The Scottish Care Leavers Covenant provides an agenda for change that is both aspirational and rooted in practice, drawing on research evidence, practice wisdom and the voices of young people. The Covenant was co-produced by a cross-sector alliance of organisations and outlines 6 pillars of support considered to be essential to enable care experienced young people to make a positive transition into adulthood.



Dundee Case Study - 4Change produced and launched a short film entitled Grit in 2019. Grit offers a unique insight into the challenges young people can face in making the transition to independence. Giving a first-hand about what has been helpful and made a difference in supporting young people to move forward with their lives in a positive way.

The film was produced in partnership between young people in Dundee with care experience, Dundee City Council's Throughcare and Aftercare Team, The Corner and Life Changes Trust. In the film you hear from 10 young people living in Dundee who were previously looked after and are now making their transition towards adulthood.

The film offers a unique insight into the challenges young people can face in making the transition to independence. You also hear first-hand about what has been helpful and made a difference in supporting young people to move forward with their lives in a positive way. The film has been seen by over 1100 staff across a range of professionals and has allowed learning from young people who have lived experience of care and has created an environment to collectively improve outcomes for young people moving on.



Conclusion

We have made significant progress to “secure better or further effect the requirements of the United Nations Convention on the Rights of the Child (UNCRC)” over the reporting period but there are areas that require further focus and attention over the next three years. The areas of priority will largely be driven through close partnership working with our community planning partners and specific actions identified and led through each of our 5 priority groups which support the Tayside Plan for Children, Young People and Families. Working towards The Promise

By implementing the Bill in Scotland, it will support us to build on our strengths and successes, embedding children’s rights across Tayside. We will be required to take proactive steps to ensure compliance with children’s rights in our decision making and service delivery. The structures within which we make decisions will need to enable children and young people to have a voice and take an active role in shaping the decisions which affect their own lives and communities. The Bill replaces the reporting requirement in section 2 of the Children and Young People (Scotland) Act 2014 on authorities and requires us to report every three years on the steps they have taken to fulfil the compatibility duty on the Rights of the Child.

Dundee, Angus and Perth and Kinross are committed to embedding the Rights of Children in all that we do individually and collectively. This report is a sample of some of the work taking place across Tayside as we continue to build on our commitment in the Tayside plan for Children, young People and Families 2017 – 2020 **“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up”**. The progress reports from the five priority groups on the delivery of the respective action plans will provide us with the opportunity to consider the impact and progress of embedding the Rights of the Child in Tayside.