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**Report to:**           **Audit and Scrutiny Committee**

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**Date of Meeting:**  **25 August 2022**

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**Subject: People Directorate Business Report 2021/22 and Business Plan 2022/23**

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**Report by: Catriona Scott, Senior Manager**

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## **1.0 Purpose**

1.1 This report presents the People Business Report 2021/22 (**Appendix 1**) and the People Business Plan 2022/23 (**Appendix 2**).

## **2.0 Recommendations**

2.1 It is recommended that the Audit and Scrutiny Committee:

2.1.2 note and provide comment on the People Business Report 21/22;

2.1.3 note and provide comment on the People Business Plan 22/23

2.1.4 note the results of the Education and Social Work Staff Survey results at **Appendices 3 and 4**.

## **3.0 Considerations**

3.1 The Business Report 21/22 includes detailed progress against the actions agreed in last year's plan. In particular, progress in the following areas should be highlighted:

3.1.1 Educational establishments and all teams implemented identified actions to reduce the impact of poverty on families, utilising the 'Cost of the School Day Toolkit' to ensure any barriers were removed in their own context.

3.1.2 Recovery plans were implemented to address the impact of Covid learning loss and to ensure improvements in attainment, across health and wellbeing, literacy and numeracy and reducing the equity gap. Local Authority Pupil Equity Funding Guidance was developed in

collaboration with our Education Scotland Attainment Advisor, to support establishments to effectively plan targeted interventions.

**3.1.3** STRIVE (Safeguarding through Rapid Intervention) has been fully operational throughout 2022/22 and has gathered and co-ordinated information to provide support from a multi-agency team to families at risk and vulnerable people. There has been significant positive impact reported by core agencies represented and reduction in referrals have been noted in Social Work.

**3.1.4** A Network Group has been established to facilitate and support the Icelandic Prevention Model Survey Results across all secondary educational establishments. Young people have been educated about substance misuse and early intervention models and supports are in place in accordance with local and national strategies to reduce incidence and impact.

**3.2** The People Business Plan 22/23 is focused on supporting continued response and recovery to COVID, as well as transformation and in particular the key themes of 'Be the Future' programme :

- Sustainable Inclusive Growth
- Empowering Families and Communities
- Health and Wellbeing

**3.3** The Directorate is committed to progressing workforce development and leadership plans to support the transformation of services and in particular the Family Wellbeing Partnership with significant numbers of staff from across centre teams, schools and early learning, having the opportunity to take part in Columba 1400 Values Based Leadership experiences.

**3.3** The results of the most recent staff survey for both Education and Social Services (**Appendices 3 and 4**) will be taken in to consideration in both the People Redesign and in Transformation work.

**3.4** **Area of Focus** – A fully integrated People Directorate is well underway driving forward improved ways of working with and for families and communities. Across the Directorate, there is clear focus on empowering staff to take forward ideas and plans to work differently, including with partners, other third sector organisations both national and local, and reflecting the views of individuals and communities. Integrated workstreams are already showing progress, namely, The Promise, Family Wellbeing Partnership, STRIVE and Mental Health Transformation.

## **4.0 Sustainability Implications**

**4.1** None

## 5.0 Resource Implications

### 5.1 *Financial Details*

5.2 None

### 5.3 *Staffing*

5.4 There are no implications for staffing arising from this report

## 6.0 Exempt Reports

6.1 Is the report exempt? No

## 7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

(2) **Council Policies** (Please detail)

## 8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations? No.

## 9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers. Yes.

## 10.0 Appendices

Appendix 1 People Business Report 2021/22

Appendix 2 People Business Plan 2022/23

Appendix 3 People Staff Survey Education

Appendix 4 People Staff Survey Social Services

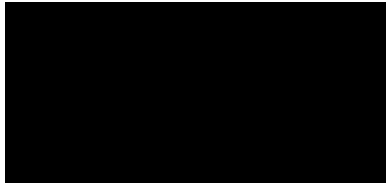
## 11.0 Background Papers

11.1 Have you used other documents to compile your report? No.

### Author(s)






NAME	DESIGNATION	TEL NO / EXTENSION
Catriona Scott	Senior Manager	2469

### Approved by


NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	


## Business Plan 2021-22 Actions Progress Report


**Priority - We will take steps to tackle poverty and inequality. We aim to maximize the opportunities for local people and businesses through our improved economic performance. We will also establish standards, delivery models and strategies which allow Clackmannanshire to play a leading role in meeting the climate challenge and protecting our built and natural environment.**

Code	INDICATOR	2020/21		2021/22	Latest Note	Lead
		Value	Long Trend	Target		
SCH ATT P6a	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Literacy, Primaries 1, 4 & 7 combined	59.6%			21-Mar-2022 Despite being on an improving trajectory prior to COVID, our overall CfE achievement levels have fallen. Support to learners has been enhanced with small group interventions. and cluster working. Attainment at Primary 4 saw the greatest fall and small group intervention work is ongoing in all Clackmannanshire Primary Schools for Literacy and Numeracy.	Strategic Director - People
SCH ATT P6b	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Numeracy, Primaries 1, 4 & 7 combined	68.6%			21-Mar-2022 Despite being on an improving trajectory prior to COVID, our overall CfE achievement levels have fallen. Support to learners has been enhanced with small group interventions. and cluster working. Attainment at Primary 4 saw the greatest fall and small group intervention work is ongoing in all Clackmannanshire Primary Schools for Literacy and Numeracy.	Strategic Director - People
SCH ATT P7a	Literacy Attainment Gap - percentage point gap between P1, 4 & 7 pupils from least and most deprived areas	20.7pp			18-Mar-2022 Despite the overall fall in achievement, the gap is narrowing with the increased focus on our most vulnerable. During lockdown periods, digital learning has helped to support learners, with increased centre support. The gap has narrowed for both Literacy and Numeracy and Quality Improvement Officers continue to support schools to maintain.	Strategic Director - People
SCH ATT P7b	Numeracy Attainment Gap - percentage point gap between P1, 4 & 7 pupils from least and most deprived areas	13.0pp			18-Mar-2022 Despite the overall fall in achievement above, the gap is narrowing with the increased focus on our most vulnerable. During lockdown periods, digital learning has helped to support learners, with increased centre support. The gap has narrowed for both Literacy and Numeracy and Quality Improvement Officers continue to support schools to maintain.	Strategic Director - People
SCH ATT S3a	Pupils gaining SCQF Levels 4, 5 & 6 in Literacy & Numeracy	No combined			Overall all three levels are reporting a yearly increase in 2020/21 in Literacy; Only Level 4 & Level 5 are reporting a yearly increase in 2020/21	Strategic Director - People

Code	INDICATOR	2020/21		2021/22	Latest Note	Lead
		Value	Long Trend	Target		
		data			in Numeracy with the largest increase being at Level 4	
YTH LVR 01a	School leavers going into employment, education or training	90%		92.2%	Work continues to improve the sustained leavers destination rate and to close the gap with the initial destination rate. Aspiring to achieve Scottish rate.	Strategic Director - People


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 01	Educational establishments and all teams are supported to implement identified actions to reduce the impact of poverty on families including food poverty.	31-Aug-2022	100%		<p>During Challenge Poverty Week (5th-11th October 2021) all educational establishments raised awareness of key poverty issues as part of the themed days within the week. Through targeted curricular inputs, parent learning/sharing, events and focused inputs, feedback highlighted an increased awareness and support for solutions to poverty to reduce the stigma of living on a low income.</p> <p>Almost all establishments shared their focus through Twitter, Class Dojo and Facebook, raising a unified voice around poverty and its impact on children young people and families.</p> <p>Some establishments refreshed their approaches to tackling poverty using the Cost of the School Day Toolkit reviewing their process of making changes and further discussing the issues around school costs for their own context.</p> <p>All establishments shared information with parents and from local organisations such as Citizen's Advice, Social Security Scotland, Clackmannanshire's Third Sector Interface to ensure that there was access to up- to -date, relevant and locality based support and advice. Educators attended a Regional Improvement Collaborative and Seminar led by the Child Poverty Action Group highlighting the impact of poverty and giving advice on how to Poverty Poof their establishments.</p> <p>The Period Products (free provision) (Scotland) Bill became</p>	Chief Education Officer; Partnership & Inclusion Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>an Act in January 2021 and states that everyone in Scotland who menstruates should have reasonably convenient access to period products, free of charge, as and when they are required. Discussions with colleagues in the Third Sector is ensuring that we are able to extend the provision to ensure our most vulnerable community members are able to access the products. The Scottish Government has commissioned the production of a Period Products App, showing the location of free period products throughout Scotland. This App is now "live" (November 2021) across Clackmannanshire and is increasing awareness and access to products across Clackmannanshire communities. Analysis of its use will be available early in 2022.</p> <p>Information regarding all access to period products is now available on Clacksweb.  <a href="https://www.clacks.gov.uk/community/sanitaryproducts">https://www.clacks.gov.uk/community/sanitaryproducts</a></p> <p>A Period Poverty Working Group has been established to ensure that approaches and engagement will be refined to enhance and tailor central support to meet identified needs. A representative from the Working Group attends the National Network to ensure that we continue to support the development, implementation and delivery of the policy as it relates to wider settings. and continues to build on partnership with the Third Sector and the Tackling Poverty Partnership as a means of consulting with the local community over product/location, etc., to ensure a high standard of service delivery is available across Clackmannanshire and that those most in need of the service are supported.</p>	
PPL 21 02	Children's Services are supported to implement identified actions to reduce the impact of poverty on our care experienced children and young people	31-Aug-2022	30%		The national care review identified that care experienced young people are more likely to be impacted by poverty. Research shows that in comparison to their peers, care experienced young people are less likely to achieve educational qualifications, gain employment and have access to internet. Care experienced young people are also comparatively more likely to experience poor health, homelessness, and have financial difficulties.	Service Manager - Permanence

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>This action is a strategic aim which is too broad to measure and requires to be broken down a number of actions which would collectively contribute towards achieving this goal which is multifaceted.</p> <p>An overview of current work aimed at mitigating poverty for care experienced young people includes:</p> <ol style="list-style-type: none"> <li>1. Provision of MCR pathways mentoring scheme for care experienced young people who attend high schools in Clackmannanshire. The aim of this is to support attainment and pathways towards education, training, and employment opportunities.</li> <li>2. The Throughcare and Aftercare Team are full staffed and working with 76 care experienced young people. This includes emotional and practical support as well as financial support.</li> </ol> <p>Clackmannanshire's Promise Implementation Plan is currently being drafted. This plan will provide a breakdown of detailed measurable actions relating to specific drivers that link to why care experienced young people are more likely to experience poverty.</p>	
PPL 21 03	All learners have equitable access to digital devices to support their learning, prioritizing those with greatest need. They are supported to keep themselves safe online and reduce digital harms.	31-Aug-2022	100%		<p>Work is underway to ensure Year 2 (2022-2023) of the 10 year Digital Deployment Programme is in place during Term 1, from August 2022. This will see the devices rolled out to all Primary 5 to S1 learners. Initial learning observations regarding the use of digital devices in schools report positively on their impact, particularly around differentiation and home learning. Parent Council Chairs have also confirmed their satisfaction with the programme.</p> <p>Work has been progressed to ensure that children and families know how to stay safe online. Measures are in place to ensure all young people know the importance of responsible digital citizenship, which is addressed as part of classroom management procedures and in Personal and Social Education classes and Digital Literacy courses. Sample questionnaires issued to young people demonstrate positive impact of the use of chromebooks and I-pads, e.g.</p>	Chief Education Officer; Education Senior Manager (Secondary)



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>"Being given my own learning tasks means teachers give me individual feedback and I can continue or finish my learning at home."</p> <p>"I can work at my own pace, I can continue or finish my learning at home and I can access materials on Google Classroom."</p>	
PPL 21 04	DYW school coordinator programmes are developed and implemented in 4 secondary schools.	31-Aug-2022	80%		<p>Two Developing the Young Workforce (DYW) coordinators are well established in their roles and are now based in the Academies and line managed by the Depute Headteachers with responsibility for positive destinations. Since being in post, they have built relationships with various service providers and third sector organisations, charities and employers within Clackmannanshire who are offering volunteering, apprenticeships and job opportunities for young people. The DYW coordinators are part of the newly formed Clackmannanshire Service Providers Network and attend Positive Destination Meetings in schools.</p> <p>There has been an increase in the number of teachers engaging with the DYW coordinators directly and asking for support with their DYW activity. Partnership Stakeholder meetings have taken place and there is regular communication with all partners, including Skills Development Scotland, MCR Pathways and DYW staff within schools.</p> <p>Working closely with partners who include Pupil support teachers, SDS Advisors, MCR Pathways and wellbeing staff enables the DYW coordinators to share and have access to current opportunities, government training schemes, No-one Left Behind training providers and funding initiatives available to young people in Clackmannanshire.</p> <p>Regular information on the various DYW and employer engagement activities and resources is shared, including SDS Marketplace, Founder4schools, and Speakersforschools, DYW Scot and DYW LIVE and various employer offers throughout the year.</p> <p>A pilot <b>Employability Platform</b> has been created for the senior pupils in Alva Academy (which goes live in</p>	Chief Education Officer; Education Senior Manager (Secondary)



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>September 2022). This resource signposts the various routes and pathways available to young people and information and guidance are offered, to enable their transition from secondary school. Opportunities and news from DYW is posted on the Seniors Google Classroom.</p> <p>DYW coordinators support school staff and young people with the continued implementation of the Career Education Standard.</p>	
PPL 21 05	Working with housing partners, the school estate is reviewed to ensure that there are sufficient school places to match the number of new houses being built.	31-Aug-2022	<div style="width: 100%;"><div style="width: 100%; background-color: #4F81BD; color: white; text-align: center;">100%</div></div>		Condition and suitability surveys completed on all school and nursery buildings.	Improving Outcomes Business Manager; Chief Education Officer
PPL 21 06	A Learning for Sustainability Action Plan is developed, setting out how Clackmannanshire will implement the recommendations of the Vision 2030+ report (2016) over the next 3-5 years.	31-Aug-2022	<div style="width: 60%;"><div style="width: 60%; background-color: #4F81BD; color: white; text-align: center;">60%</div></div>		<p>Work on Learning for Sustainability (Lfs) has continued across the Regional Improvement Collaborative, with drop-in workshops offered, to focus on Lfs within the context of Educational Reform. Resources/ideas/signposts/links have been added to an Lfs Teams channel, for wider use.</p> <p>Lfs/STEM audit has been undertaken with all ELC settings, primary and secondary schools.</p> <p>Information has been collated regarding key factors such as awareness of the 17 United Nations Sustainable Development Goals; how Lfs features in their curriculum; Lfs/STEM contacts for each school; Lfs/STEM partnerships; Eco-Schools Green Flag Award; Examples of good practice; Names for a Local Authority Working Group. This information has been shared across the Regional Improvement Collaborative.</p> <p>Initial discussion progressed with 'On the Verge', which is a voluntary, environmental organisation based in Stirling, to facilitate pollinator patches. A spreadsheet using information from our Lfs audit has been shared with 'On the Verge' and work is continuing in this area</p> <p>Our twelve Young Pathfinders from across Clackmannanshire (Alloa, Alva, Lornhill and Dollar Academies) including two young people who are Care</p>	Chief Education Officer; Education Senior Manager (Secondary)



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					Experienced and five who are from SIMD 1-3, have continued to work in partnership with Scotland's International Environment Centre (SIEC) and the University of Stirling, organising and presenting the voice of young people in our community. Scotland's International Environment Centre (SIEC) is working towards the creation of an 'innovation community' in the Forth Valley, headquartered in Alloa that will drive the creation of a net zero regional economy and stand as a global exemplar. This aligns with the City Region Deal outcomes of: inclusive economic growth; higher value jobs; shared prosperity and an inclusive skills eco system. As part of their work engaging in and helping shape the work of SIEC, the Young Pathfinders completed a project in partnership with the university, which culminated in a presentation in May 2022, where each school outlined their ideas for sustainable growth and climate protection as part of an inter-schools competition, with Alva Academy being declared the overall winners.	
PPL 21 07	The lead Director for the Regional Improvement Collaborative maximises the opportunities for inclusive growth across Clackmannanshire	31-Aug-2022	<input type="text" value="33%"/>		<p>30-Nov-2021 A self-evaluation report on our Regional Improvement Collaborative (RIC) has just been completed and will be considered by the Programme Board on the 3rd December. This report along with a national review of RICs across the country will help to inform our new strategic plan for 2022-24.</p> <p>Our RIC is currently focusing on 'Equity' which is one of our three key values. Our RIC has been collecting and sharing examples across the four Local Authorities of how schools and establishments have been supporting young people and families at this difficult time. Examples highlighted in Clackmannanshire include; Alva Academy's pop up shop, and Alloa Academy's advice and support service allowing families to access unclaimed benefits. This theme will culminate with the RIC Heads of Establishments meeting on the 14th January, which will be entirely focused on equity with nine workshops designed to allow for the sharing of ideas and practice.</p> <p>Stage Two of our RIC inspiration Hub <a href="https://theinspirationhub.co.uk/">https://theinspirationhub.co.uk/</a> will be launched on the</p>	RIC Development Officer


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>17th December. This will be a qualifications directory which will put qualifications available to schools from a wide range of providers in the one place for the first time. Potential qualification providers include e.g. SQA (Scottish Qualification Authority), SCQF (Scottish Qualifications Framework), City and Guilds, Duke of Edinburgh etc. This directory will initially include qualifications available in the Senior Phase of Secondary schools, but will be rapidly expanded early in the New Year to include qualifications available at all levels from Early Years upwards. This directory will assist our schools in three ways:-</p> <ul style="list-style-type: none"> <li>• It will allow schools to see what qualifications are available that will best meet the needs of our children and young people.</li> <li>• It will allow our schools to identify what extra qualifications our young people can achieve without having to radically alter or modify current learning in the classroom.</li> <li>• This will allow for an increase in the attainment of our young people and improve the performance of our schools.</li> </ul> <p>The directory will not only list the qualifications, but will also include the contact details of establishments which are currently delivering these qualifications. This will allow schools to learn from each other's experiences and introduce new qualifications more smoothly.</p> <p>Our Numeracy and Literacy Teams are supporting practitioners in Clackmannanshire to raise attainment and reduced the poverty related attainment gap through: - "Numeracy - Delivering Number Sense" training for all primary probationers as part of Clacks' probationer support programme. Running monthly Numeracy Drop-ins for primary probationers. We are delivering a CLPL programme on 'Effective Pedagogy: Fractions, Decimals Fractions and Percentages' - two Clacks schools are involved. We are delivering a CLPL programme on 'The CPA Approach and the Effective Use of Tools to teach Numeracy' - 4 Clacks practitioners signed up. We are supporting the Moderation Leadership programme which has a numeracy focus.</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					Literacy activities include:- <ul style="list-style-type: none"> <li>• Colourful Semantics programme - 8 settings - 15 practitioners.</li> <li>• Pedagogy of Writing - 11 settings - 28 practitioners.</li> <li>• Recount Writing programme - 10 settings - 19 practitioners.</li> <li>• Screen Scotland Film Literacy - 3 settings - 4 practitioners.</li> <li>• Screen Scotland Christmas Animation - 2 settings - 4 practitioners.</li> <li>• Play session One - 14 settings - 21 practitioners.</li> <li>• Reciprocal Reading - 7 establishments.</li> </ul>	

**Priority - We will place people at the heart of service delivery. We aim to prioritise service users, family and community participation and leadership in developing and delivering solutions. We will work in partnership to build individual, family and community skills in support of social and financial independence.**


Code	INDICATOR	2020/21		2021/22	Latest Note	Lead
		Value	Long Trend	Target		
SCH ATD A1a	Half days attended as percentage of possible attendances, per 100 pupils - all pupils	92.9%			04-Mar-2022 School attendance data was impacted by Covid.Attendance Data is already reported on in the KPIs for EDU-BGE-O3.	Chief Education Officer
SCH ATD A1b	Half days attended by Looked After Children as percentage of possible attendances, per 100 Looked After Children				18-Mar-2022 Attendance of LAC pupils is closely monitored. Education staff have continued to promote and encourage attendance throughout the pandemic and despite a fall, the rate remains on target and higher than the national average.	Chief Education Officer
SCH ATD A1c	Half days attended by pupils from deprived areas (SIMD quintile 1) as percentage of possible attendances, per 100 pupils				28-Jan-2020 Attendance for pupils who live in our most deprived areas (SIMD Quintile 1) is higher than the Scottish average for 2018/19. Focus on attendance is an 'obsession' within Education with support provided to pupils with low attendance. Attendance is also a priority for all schools with a recent initiative "Attend Today, Achieve Tomorrow" being successfully implemented. This initiative included the use of banners and social media.	Chief Education Officer
SCH ATD B1a	Percentage of half days attended by pupils in primary schools				LGBF	
SCH ATD B1b	School attendance of Primary School pupils on the Child Protection Register				LGBF	
SCH ATD B2a	Percentage of half days attended by pupils in secondary schools				LGBF	Strategic Director - People
SCH ATD B2b	School attendance of Secondary School pupils on the Child Protection Register				LGBF	
SCH ATD B3a	Half days attended as percentage of possible attendances, per 100 pupils - all pupils				LGBF	Strategic Director - People
CHC LAC 18a	% of children looked after away from home with 3 or more placements within a year					Child Care Service Manager; Chief Social Work Officer

Code	INDICATOR	2020/21		2021/22	Latest Note	Lead
		Value	Long Trend	Target		
CHC LAC 19b	% Looked after children who remain at home or in kinship placement	66%				Child Care Service Manager; Chief Social Work Officer
CHC LAC B4a	Percentage of Looked After Children with More than 1 Placement Within the Last Year	16.7%				Chief Social Work Officer


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 08	Recruitment of local carers and community / family based placements is maximized to ensure children remain connected to their communities wherever possible. Support and training for kinship and foster carers is delivered through development of supportive local, community-based services.	31-Aug-2022	<div style="width: 80%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 80%		<p>The context to this objective is the need to develop more local care provision to ensure that children in Clackmannanshire can be looked after within their own communities either with family, or in foster care. Currently the council relies heavily on the use of purchased foster care placements, often out of authority. Within this broader objective the following tasks are being undertaken:</p> <ol style="list-style-type: none"> <li>1. A foster carer recruitment campaign was launched in June 2022. The impact of this is not yet measurable. The use of internal and external foster care placements remains heavily weighted to external provision (around 70/30). The campaign is in its early stages, and the nature of foster carer recruitment is that the benefits are not immediate. Skills to foster 'training for trainers' is taking place in July 22 to ensure that prospective foster carers can access this preparatory training to prevent any delay in their assessment.</li> <li>2. Engagement event with existing foster carers, development of a foster carer news letter, and reestablishment of a foster carer support group. A foster carer training plan and personal training passports have been developed.</li> <li>3. The process has begun to register and develop a Supported Lodgings Service offering support for young people age 16-25 transitioning from foster/residential care</li> </ol>	Service Manager - Permanence

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>towards independence.</p> <p>4. An engagement event took place with Kinship carers in June, and a member of staff has been identified to progress the development of a support group and two kinship workers are now in post providing support to kinship carers and undertaking new assessments. This compliments the work of the Family Group Decision Making Team who are involved in supporting families to identify family support and kinship options at an earlier stage.</p> <p>Next steps are to continue to develop to work on the provision of kinship support, and tasks associated with foster carer and supported lodgings recruitment.</p>	
PPL 21 09	People Service, as part of Clackmannanshire Council, ensure the rights of the child under UNCRC legislation are understood, embedded in practice and complied with in accordance to the Scottish Government's UNCRC Incorporation Bill Engagement in UNCRC is part of the principles and practices across the Performance and Place Directorate	31-Aug-2022	80%		<p>The Deputy First Minister gave a statement to Parliament on the 24 May 2022 outlining the following updates:</p> <ul style="list-style-type: none"> <li>• United Nations Convention on the Rights of the Child (UNCRC) Bill will not become law in the form originally passed, because amendments are required, which will then lead to a reconsideration period (i.e. MSPs will vote on changes)</li> <li>• a three week consultation period will take place with children, young people and COSLA ( an opportunity to raise issues for consideration during the reconsideration stage)</li> <li>• no timeline has been produced yet for the reconsideration stage and UNCRC work can and should continue.</li> <li>• Scottish Government is keen to move at pace but amendments need sufficient time for Parliamentary scrutiny.</li> </ul> <p>The work we are taking forward as part of the Regional Improvement Collaborative (RIC) work stream on the implementation of the UNCRC Scotland Bill is continuing, with the caveat that the Scottish Government still has to address the decision of the UK Supreme Court in October 2021 that the Bill lies out with the legislative powers of the Scottish Parliament. The work of the RIC has continued because the expectation is that the UNCRC Bill will be</p>	Chief Education Officer; Education Senior Manager (Secondary)





Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>adopted, with prescribed amendments.</p> <p>Children's Parliament Project Workers have been working with children in Banchory and St Serf's primary schools in Tullibody, in partnership with Clackmannanshire Council, on a project aimed at supporting the implementation of UNCRC while it is incorporated into Scots law. They produced a range of practical resources for adults to use to make children's rights real in their jobs, and to provide practical tips on gathering children's views. These online interactive resources were officially launched by the Members of the Children's Parliament (MCPs) at an event at Tullibody Civic Centre on 4 May 2022. This event was attended by the Strategic Director of People at Clackmannanshire Council, alongside officers of the council, parents, carers and citizens in the wider community. The children presented their resources, including a short film they had made about UNCRC. They went on to share their experiences of participation and the co-production process. All these resources have now been shared across the People Directorate.</p>	
PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.	31-Aug-2022	45%		<p>Implementation of The Promise (Plan 21-24) is a three year plan, and therefore the broader objectives of this will not be met within the timescale of the 20/21 People's Business Plan but will roll over several future Business Plans.</p> <p>Current activity which is being progressed to #KeepThePromise includes:</p> <p>A review of local care provision with particular emphasis on residential provision, and support and accommodation for care experienced young people who require an enhanced level of support to live independently. A Supported Lodgings Service is currently being developed to offer more options for care experienced young people transitioning towards independence.</p> <p>The launch of a Foster Carer Recruitment Campaign in June 2021 with a focus on the role of communities and foster carers in caring for our local children.</p>	Service Manager - Permanence


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>A Participation Network has been formed shaped by the principles of the Scottish Approach to Service Redesign. Participants have also had the opportunity to attend Values Based Leadership events hosted by Columba 1400. The network comprises of a Keeping The Promise Clacks (Lived Experience) forum as well as a mobilisation Team comprising of partner agencies and third sector organisations in Clackmannanshire. Early work has focused on reframing the language around care. We have used Corra Funding, learning from The Promise Design School, support from The Promise Scotland Implementation Team and collaborative discussions with a number of different partners across Scotland to support the development of the Participation Network to improve the current collaboration and participatory opportunities for care experienced children and young people and their families and carers to support Keeping The Promise across Clackmannanshire. The network aims to support how we can better listen, strengthen and connect the voices of care experienced children and young people across all our schools, partners and other networks such as MCR Pathways.</p> <p>The work undertaken so far has been focused in the 'Discover' and 'Define' Phases of the Scottish Approach to Service Design. Key milestones to date include:</p> <ul style="list-style-type: none"> <li>• Work is ongoing to develop a fair and transparent policy for remunerating individuals involved in co-designing and co-producing aspects of service design. A successful bid was made to The Lens for funding to support the development of a prototype for remuneration.</li> <li>• Keeping the Promise Clacks (Participation Forum) have highlighted the need for further avenues of support and advocacy as well as participation to ensure that Clackmannanshire Council are taking a holistic approach to ensuring the Voice foundation of the Promise is upheld. Our Assistant Educational Psychologist is working alongside colleagues in Social Work to ensure delivery of high-quality support groups to ensure foster carers, kinship carers and young people have regular access to support. Senior managers and colleagues at the Promise are working</li> </ul>	



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>together to develop a clear restorative pathway.</p> <ul style="list-style-type: none"> <li>• Reframing Language Survey was released in June 2022 and shared with members of the Participation Network. This will close on the 31st July.</li> <li>• Connecting with Community Learning and Development team to ensure we are connecting the voices of Children and Young People across Clacks through youth voice opportunities.</li> </ul> <p>A Promise Implementation Plan is currently being developed and is in draft format. A Promise subgroup will report on the progress of this plan at more strategic levels.</p> <p>Delivering on The Promise is a strategic aim which requires to be broken down into defined measurable tasks aligned with timescales that are consistent with the future 21/22 People's Business Plan, and will be aligned to the Council's Promise Implementation Plan.</p>	
PPL 21 11	Recovery plans are in place to address the impact of Covid learning loss and to ensure improvements in attainment across health and wellbeing, literacy and numeracy, reducing the equity gap, promoting resilience, and readiness to learn. Data is used to drive improvement.	31-Aug-2022	100%		<p>Raising attainment in literacy and numeracy continues to be an area of focus and a key priority for all of our establishments. Professional dialogue sessions between SLTs in schools and QIOs focusing on a variety of data at Local Authority and Establishment level, for example attainment at and within BGE, SIMD, pupil ASN, school context, EAL, etc. for each session and comparison of trends over time has resulted in greater awareness and shared understanding of the barriers to attainment for learners across Clackmannanshire schools. There is a high level of shared professional commitment to affect change and improvement. In response, plans are in place to establish collaborative working groups next session focusing on key areas such as; raising attainment, learning, teaching and assessment, closing the poverty related attainment gap, quality assurance and curriculum.</p> <p>In collaboration with our attainment advisor Local Authority PEF Guidance was developed to support establishments effectively plan targeted interventions. 100% of establishments report that their improvement planning</p>	Education Senior Manager ELC & Primary

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>clearly outlines how Attainment Scotland Funding (PEF, SAC, and CE) is used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap.</p> <p>Targeted support to raise attainment for children and young people impacted by poverty continues to be a priority within all of our establishments. Scottish Attainment funding has provided Learning Assistant additionality to 12/18 primary establishments to enhance the implementation of small group interventions at first level. However, due to the challenges of Covid and resultant issues with recruitment, there was a delay in the planned appointment of a number of Learning Assistants. This has had implications on the timescales and delivery of the plan. Plans to continue this model will continue in session 22/23 with 5/18 of our primary establishments receiving learning assistant additionality.</p> <p>To address the 'dip' at first level, evidenced in 20/21 ACEL data, bespoke literacy (Write On) and numeracy (Building Blocks) small group intervention programmes were developed. Almost all of our establishments have implemented either one or both of these programmes to support learners at first level.</p> <p>Assessment evidence indicates that the <b>Write On</b> programme is having a direct impact on the quality and content of children's writing. On average intervention groups are scoring an additional 2 'assessment marking criteria' points compared to non-intervention groups.</p> <p>To monitor progress and measure the effectiveness of the <b>Building Blocks</b> intervention programme the Sandwell Early Numeracy Test has been used with individual pupils, pre, mid and post assessment, to identify mathematical age equivalent scores. Analysis of data indicates that those participating in the programme made an average number gain of 10 months in only 3 months – over 3 times the expected progress.</p> <p>Although new attainment data is not yet available (ACEL data will be published in December 2022) post evaluation</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>questionnaires suggest that the programme has been successful.</p> <ul style="list-style-type: none"> <li>• 89% report that Building Blocks 4 has had a positive impact on children's learning in numeracy.</li> <li>• 69% report that Building Blocks 4 has had a positive impact on children's confidence in numeracy.</li> <li>• 80% report that Building Blocks 4 has had a positive impact on children's learning in writing.</li> <li>• 100% report that Write On has had a positive impact on children's confidence in writing.</li> </ul>	
PPL 21 12	The Clackmannanshire Policy to support: Included, Engaged and Involved, A Positive Approach to the Promotion and Management of Attendance in Scottish Schools is embedded across all establishments	31-Aug-2022	100%		<p>A review of Standard and Quality Reports and School Improvement Planning for 2021-2022 has highlighted a significant number of establishments focussing on attendance and late-coming as a priority area, particularly for vulnerable and at risk children and young people. As part of their planned response, schools are using Pupil Equity Funding to provide additional home-school support and employ staff for wider family engagement.</p> <p>While there were no school closures during 2022, pupil absence due to Covid as well as pupils who were self isolating or pupils whose parents chose to keep them away from school as a precaution have impacted on rates. These rates correlate to the wider prevalence of the virus across Clackmannanshire</p> <p>Attendance rates across the authority are tracked as part of the Key Priority Indicators. Overall trends can be found in this section of the Report</p>	Education Senior Manager ELC & Primary
PPL 21 13	Educational establishments, working in partnership with the relevant agencies and supported by centre-based staff, support and empower parents, carers and families to engage with and improve their child's learning.	31-Aug-2022	100%		<p>Clackmannanshire's ambitions for improving parental involvement and engagement (PIE) in children's learning are contained in the PIE Strategy 2021-24 published in August 2021.</p> <p><b>Equal Parents</b> – There were concerns that non-resident parents were not getting information about their child's education that they were entitled to. A series of information leaflets for staff and parents were produced to clarify what rights parents have. Schools have already used</p>	Chief Education Officer; Partnership & Inclusion Manager; IO Team Leader

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>these leaflets to change practice and when issues have arisen from parents requesting information.</p> <p><b>Increasing involvement of dads</b> – Fathers Network Scotland has produced a toolkit for schools which shows the benefits to children of having dad actively involved in their child's education and how this can be practically achieved.</p> <p>A Dad-Friendly School Audit has been carried out as a pilot with Banchory PS – which generated some ideas they implemented this current session. Staff from Banchory PS and four other settings attended Fathers Network Scotland workshop on "Understanding Dads" in January 2022. More schools will be invited to carry out the Dad Friendly School Audit in 2022.</p> <p><b>Parental Involvement in School Improvement Planning</b> - Existing legislation imposes requirements around the involvement and engagement of parents in school improvement planning and it is a key aim to ensure that Clackmannanshire schools are fulfilling their legal duty when producing their School Improvement Plan (SIP).</p> <p>An audit of 2021/22 SIPs was carried out in October 2021. The majority of schools outlined in their plan an intention to increase Family Learning, amongst other parental involvement and engagement aims. Support will be offered to schools when developing the SIP for next year and the SIP audit will be repeated next session to measure improvement.</p> <p><b>Family Learning</b> – The PIE Census carried out in January 2022 showed that Family Learning had decreased – in large part due to the pandemic when parents could not enter their child's school. Schools, whose data showed they had particular challenges, received a support visit to discuss their data and plans and how improvement could be made.</p> <p>Some schools have continued Family Learning online and been very successful using that approach. Other schools have had outdoor Family Learning events and attracted</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>parents and families to participate. Many schools are restarting their Family Learning programmes and planning for activities in the new session in collaboration with other teams and partners.</p> <p>Family Learning will be a continued focus next session when it is hoped that more face to face sessions with families can take place in schools and that parental satisfaction with Family Learning will increase as a result.</p>	
PPL 21 14	<p>Early Learning, Primary and Secondary school curricula continue to be developed and implemented. Robust quality assurance is enhanced and improvement activity is in place.</p>	31-Aug-2022	100%		<p>Ensuring high-quality learning experiences for all children and young people continues to be an area of focus and a key priority for all of our establishments. The majority of schools evidenced QI 2.3 Learning, Teaching and Assessment as good or better through self-evaluation. Our aim next session, through targeted support and challenge in identified establishments is for most establishments to evidence QI 2.3 Learning, Teaching and Assessment as good or above through self-evaluation.</p> <p>An <i>Assessment and Moderation</i> model of improvement, involving Clackmannanshire Council Education Services working in collaboration with Education Scotland, offering professional learning to upskill staff to be able to lead moderation in their setting and support wider moderation processes across the local authority and beyond has been implemented. Year 1 of this model has supported establishments to develop a better understanding of standards, share good practice and support effective assessment and moderation within their own establishments.</p> <p>Feedback indicates that professional learning has helped develop a greater knowledge of how to make use of learner evidence to inform professional judgements. 57% of establishments rate themselves as good or better at having an agreed approach to this across their establishment.</p> <p>However, post evaluation feedback reports that only 39% of establishments rate themselves as good or better at having regular opportunities to moderate learner evidence to ensure consistency and a shared understanding of standards. This will be addressed in Year 2 of the model.</p>	Education Senior Manager ELC & Primary


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					In session 22/23, those staff who attended the programme will continue, where possible, to lead moderation within their settings and attend termly sessions delivered by Education Scotland. Establishments without moderation leads will be able to access the National QAMSO offer. This includes a series of virtual national training opportunities led by Education beginning in September 2022.	
PPL 21 15	The Clackmannanshire LIFT programme supports all children and families to improve their engagement and communication to close the vocabulary gap	31-Aug-2022	100%		<p>The Language is fun together (LIFT) programme was developed in partnership with speech and language colleagues and funded via the Attainment Scotland Fund to support communication and vocabulary development within ELC settings. ELC settings, working in partnership with Speech and language colleagues, deliver experiences designed to increase children's communication and vocabulary. During this time Clackmannanshire have also delivered, ahead of schedule, 1140hrs for eligible 2, 3 and 4 year old children.</p> <p>An audit of current practice was completed in May 2022. Key findings have informed the design of a new sustainable model (not reliant on funding) which has been co-created by education and speech and language. The new model will be implemented 2022/23 and is based on the success of the previous 'Language is fun together' (LIFT) programme. In Tulach ELC, where language and communication is embedded within the curriculum, pre and post intervention vocabulary was assessed. This showed an increase from 39% to 51% of children with age appropriate vocabulary, a decrease from 25% to 18% of children with moderately delayed vocabulary and a further decrease from 23% to 16% of children with severely delayed vocabulary between September 2021 and June 2022. Tracking of improvements will continue into session 2022/23 with a focus on children living in least advantaged areas.</p>	Education Senior Manager ELC & Primary
PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.	31-Aug-2022	60%		<p>07-Jul-2022 Covid19 has continued to impact the delivery of services during academic session 21/22. Several establishments moved to reduced service /remote learning for periods of time due to COVID related absence.</p> <p><b>Contact Tracing</b></p>	Chief Education Officer; Education Senior Manager ELC & Primary




Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Contact tracing in schools/ELCs was taken over mid session by NHS Test and Protect. Establishments continued to report positive cases to Clackmannanshire Emergency Planning who shared the data with NHS Public Health. Senior Managers in Education continued to be on call over weekends to liaise with Public Health should the need arise. Revised Scottish government guidance has removed the need for contact tracing.</p> <p><b><u>Contingency Arrangements</u></b> All education establishments continue to use contingency arrangements for any periods of remote learning. These arrangements cover plans for any families who are vulnerable and plans for remote digital learning. Details of education recovery in learning and the use of digital devices are covered elsewhere. Contingency arrangements continue to form part of Business Continuity planning.</p> <p><b><u>Third Sector Provision</u></b> In addition, the Third Sector agencies commissioned by Children’s services adapted their approaches to ensure that vulnerable children and families were supported. This included provision of food parcels and access to activities over summer months.</p> <p><b><u>Children with Disabilities</u></b> Additional COVID funding was provided to support families to utilise SDS payments and one off grants to enable families of children with disabilities to utilise funds creatively to ensure their children had the opportunity to access outside space and wherever possible carers could have a break in care.</p> <p><b><u>Strive</u></b> Strive has also been instrumental in supporting families in the Covid recovery period. This “whole-systems” approach is a team of multi-service professionals working together from the earliest opportunity to improve the existing system of safeguarding vulnerable individuals. STRIVE is made up of core partners from Clackmannanshire Council Housing Service, Money Advice, Children and Families, Education, Health and Social Care Partnership and Alloa</p>	Social Work


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Police Services</p> <p>The team aims to share information relating to vulnerable individuals and families in the hope to “join the dots” This leads to a rapid package of support and interventions to be agreed upon to support vulnerable adults and children in the most efficient way avoiding duplication. Analysis identified STRIVE customers’ most prevalent needs to be:</p> <ul style="list-style-type: none"> <li>•44% of customers had immediate financial concerns</li> <li>•43% of customers required support for mental wellbeing</li> <li>•30% of customers were at risk of homelessness; and</li> <li>•30% of customers had drug and/or alcohol addictions.</li> </ul> <p>Outcomes Achieved: The interventions put in place for customers were wide and varied including;</p> <ul style="list-style-type: none"> <li>• preventing homelessness;</li> <li>• arranging food;</li> <li>• arranging heating for the home;</li> <li>• providing essential furniture;</li> <li>• assisting with support to reduce drug/alcohol use;</li> <li>• reducing the threat of harm;</li> <li>• keeping families together;</li> <li>• providing a home;</li> <li>• providing urgent financial assistance ;</li> <li>• supporting those fleeing domestic violence;</li> <li>• getting people with mental health and wellbeing</li> </ul>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>needs the support they needed;</p> <ul style="list-style-type: none"> <li>• carrying out essential repairs;</li> <li>• arranging bereavement counselling; and</li> <li>• arranging support to undertake household tasks.</li> </ul> <p><b>Early Help</b> There has been a significant increase nationally in referrals. This has been reflected in the rate of VPDs arriving with Social Work. The Early Intervention Team have been instrumental in screening these referrals and ensuring that early support has been offered.</p> <p>56% of referrals have been screened and offered initial assessment by the Early Help Team. Of these 39% were supported sufficiently at this early stage to avoid allocation within social work. Wherever possible they have been connected with the appropriate support agency in the community.</p> <p><b>Support for Children and Young People</b> Successful partnership working has enabled the creation of a flexible and agile system of support for children and families (Child STRIVE) to be developed. Referrals for children and young people are considered by the multi agency group to provide tailored support using the approach of 'Tell us once'. Developments continue to link in with STRIVE for wider family support.</p> <p>The Flexible Learning Independent Pathways (FLIP) Plus Locality Model at Lornshill Academy is funded through the COVID-specific mental health grant funding. Thus far 22 pupils supported by two keyworkers have attended this enhanced service, known as the Alternative Support Programme (ASP). Pupils on the programme have made some positive progress but still continue to present with high levels of need and require continued access to a range of flexible support options over a much longer period of time, therefore carry forward Scottish Government funds will allow the continuation of ASP until March 2023, thereafter the school will continue to fund the project from</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>April to June 2023.</p> <p><b>Funding</b>            Scottish Government has provided additional funding of £50m to "INCREASE TEACHER NUMBERS BY 1,000 AND PUPIL SUPPORT ASSISTANTS BY 500" Clackmannanshire Council's share of this was £468,000. It also provided £60 million to local government in 2021-22 (Clackmannanshire Council's share of this was £590,000) to further support education recovery which was intended to employ a variety of school staff to meet the needs of children and young people in their local areas and ensure that levels of teaching and support staff in schools can be maintained in the 2021-22 academic year. This may include, for example, teachers, classroom support staff, facilities management staff, staff to support any wider rollout of testing initiatives to promote safety in school.</p> <p>Clackmannanshire increased teacher numbers by 18 between 2020-21 and 2021-22 and also employed additional cleaning staff to provide an enhanced cleaning service in schools and to provide one off additional cleaning during significant COVID outbreaks. For 2022-23 this funding will provide additional teachers and support staff for children who need additional support in smaller group settings.</p>	
PPL 21 17	The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.	31-Aug-2022	10%		<p>The early intervention team leader has been appointed. The Family Group Decision Making Service has been realigned to early intervention. 2.5 Family Support Workers are now assigned to the Early Intervention Team.</p> <p>Alongside this activity the Early intervention team leader has been working closely with colleagues in Strive, the Third Sector, Education and Health to establish where the gaps are in terms of service provision in Early intervention.</p> <p>The provision of the early help service has already had a significant impact on the number of VPDs being passed to the duty team for follow up. The Early Help team have dealt with 40% of initial referrals to the social work service.</p> <p>In relation to commissioned family support services, a Strategic Needs Analysis is underway.</p>	Service Manager – Early Intervention


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>A Stakeholder workshop has taken place to identify key priorities and a provider's workshop is arranged for the 3rd of August.</p> <p>Thereafter current providers will be reviewed against the agreed priorities and decisions will be made regarding the type of commissioning to be undertaken and the services to be provided.</p> <p>By the end of the calendar year 2022, the commissioning priorities and plan will be agreed and services will be commissioned by the end of the financial year with a view to provision starting on 1.4.23.</p> <p>This provision will sit alongside an enhanced Early intervention service which will work to prevent escalation of difficulties</p>	
PPL 21 18	ELC Provision is shaped according to the needs of our community e.g. sufficient 0-2 places for children of care experienced parents and relevant parenting programmes on offer across Clackmannanshire.	31-Aug-2022	100%		<p>All eligible children aged 2-5 can access 1140 hours of funded Early Learning and Childcare (ELC) in Local Authority settings, partner nurseries or partner childminders. Families can access the care they need under Funding follows the Child. This includes blended care where children attend more than one setting i.e. childminder and nursery.</p> <p>Eligible 2 year old places for ELC are available to families on certain benefits, care experienced children, children of care experienced parents and those families working with the Family Nurse Partnership. All local authority ELC establishments in Clackmannanshire with the exception of two settings are registered with the Care Inspectorate to offer eligible 2 year old places. Families can also choose to use all or part of their eligible 2s funding at one of the partner nurseries or partner childminder</p> <p>Officers have worked closely with Family Nurse Partnership, Health Visitors and Third Sector to ensure effective communication around eligibility. Clackmannanshire has provided places for 93% of the eligible 2s population in session 21/22. This is an increase from April 21 where 111 eligible 2s took up places, which</p>	Chief Education Officer; Education Senior Manager ELC & Primary

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>was 75% of the estimated eligible 2's population.</p> <p>Further work will be completed next session to develop a discretionary policy to allow placements for children with additional support needs who may not meet the eligible 2s criteria as well as closer working with social work colleagues.</p> <p>In order to maximise uptake of ELC for eligible two-year olds, the UK government published draft Regulations in June 22 which would allow data sharing for the purposes of targeting information to households with an eligible two-year-old. Scottish Government will continue to work with the Department of Work &amp; Pensions (DWP) and Her Majesty's Revenue &amp; Customs (HMRC) to ensure a suitable mechanism for sharing the data is in place as soon as possible after the legal gateway is in place.</p> <p>One Local Authority ELC, Tulach ELC, is registered to take a small number of children under 2 years. This capacity is used to offer placements for children who have been identified as being in need of a placement.</p> <p>All settings are required to meet the National Standards. Currently three settings, two partner nurseries and one Local Authority setting have Care inspectorate grading's below the required standard. Support is being provided by the Local Authority and Care Inspectorate to enable the settings to improve their grading's.</p> <p>Scottish Government COVID guidance now allows families to access settings. Parenting programmes are being reintroduced; however no impact data is available at this early stage.</p> <p>In order to support parents/carers into employment through placements in ELC settings officers will continue to work alongside Parental Employability Support staff.</p> <p>Attainment data for Early Level (up to the end of Primary One) shows that Clackmannanshire is performing well against national data. Work continues with the Improvement Advisor to ensure that quality assurance</p>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					processes for Early Level attainment data is robust. In order to ensure consistency of high quality ELC provision across local authority and partner providers, officers and Heads of establishment are further developing the local authority quality assurance processes.	
PPL 21 19	ASN provision, systems and processes are reviewed in the light of the ASN Strategy and support for improvement and new developments is provided to establishments and teams.	31-Aug-2022	100%		<p>An Additional Support Needs (ASN) Mobilisation Team consisting of ASN Managers, specialist provision head teachers and cross sector representation from all three Learning Communities was established to drive forward the ASN Strategy. Initially, ASN data for the whole authority was gathered and discussed, and then data at learning community level was considered to identify potential gaps in provision as well as area of good practice. There were three additional sub groups established to consider potential ASN models, CLPL and what the consultation process will look like.</p> <p>The model approved by education SMT was to establish flexible learning spaces in identified establishments. These we identified through analysis of the need within each. These spaces will means children/young people who are experiencing difficulty accessing their class on a full time basis will have the opportunity to have a bespoke timetable and support arrangement to ensure they can continue to learn within their own school remaining within their community. The Outreach model will continue to be adapted</p> <p>There has been progress in reviewing systems and processes; the Vulnerable Children's Panel (VCP) has now been redesigned and aligned to Strive, and renamed CStrive. Membership of the group has been expanded to include third sector colleagues and learning community representatives as well as previous members of VCP. CStrive now consists of two forums: ASN Forum and a Mental Health Forum. The ASN Forum meets weekly whilst the Mental Health Forum meets fortnightly. Review of the Internal Resource Groups is ongoing.</p>	Chief Education Officer; Partnership & Inclusion Manager
PPL 21 20	A whole system approach is developed for young people who are involved or on the cusp of involvement with youth or criminal justice services.	31-Aug-2022	30%		The Youth Justice Service is currently being reviewed with a view to adopting a whole system approach in order to best meet needs of young people. By working in partnership with young people in a trauma informed	Senior Manager, Justice



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>manner, completing holistic and accredited assessments, providing support to forward plan, access education, employment, education and support services, we are increasing life opportunities and reducing risk and likelihood of further offending. The review includes looking at the infrastructure of Youth Justice, where does it sit in terms of Child Care and Criminal Justice?, what is the requirement for this service? and what numbers do we currently have in terms of active Community Payback Orders and Diversions from prosecution? This links with the Community Justice Review and the 4 aims identified, including 'optimise the use of diversion and intervention at the earliest stage', as well as having clear links with The Promise. The review of service is being supported by the Children and Young Peoples Centre of Justice (CYCJ) based at Strathclyde University who are part of the re-imagining of Justice and will include input from those young people and families with lived experience.</p> <p>Contact has been made with CYCJ and a detailed questionnaire is being completed by the Senior Manager of Justice Services and the Youth Justice Team Leader, providing an accurate picture of Youth Justice Services within Clackmannanshire Council. CYCJ will take role as a critical friend once this is received and offer advice and guidance in terms of redesign.</p> <p>A meeting has been held between Senior Manager Justice Services and Team Manager Youth Justice to review current service provision. Further meeting is schedule for week beginning 18.7.22 to consolidate findings.</p> <p>In conjunction with the Community Justice Partnership £15k was provided to the Youth Diversionary Fund with bids received and granted to 7 various local initiatives.</p> <p>Moving forward, the next steps will be to continue with phase 1 with CYCJ (Discover and Define) working with service users and partners, utilising workshops, young person focus groups and other tailored methods. There is a questionnaire for young people and families using the service and this will be introduced as a tool to collate service users thoughts and views.</p>	



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					A training pathway will be identified and includes access to relevant accredited risk assessment tools and interventions. A Post Graduate Course is also accessible if funding can be identified. This is delivered by Strathclyde University and targets appropriate assessment, intervention and maintenance.	
PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	31-Aug-2022	33%		<p>25-Nov-2021 People Redesign proposals for a new Senior Management Structure have been agreed through Council and are being implemented with new appointments taking place in November 2021.</p> <p>Following the work with iESE, mapping of processes to support managers and teams with HR and Procurement have been progressed to reduce time that officers are spending on these activities. Territory Mapping with iESE completed to look at the vision for an integrated service and what it could achieve.</p> <p>Key staff are involved in Columba 1400 Values Based Leadership Training to further promote integrated working and empower the Directorate to start taking forward ideas and plans to work differently. Integrated work streams are already showing progress: Promise; Family Wellbeing Partnership; STRIVE; and Mental Health Transformation.</p>	Strategic Director - People

**Priority - We aim to improve the environment, quality of life and ease of access to services. Enhanced wellbeing will also provide greater participation opportunities as a consequence of improving economic performance on Clackmannanshire. Delivering increased wellbeing also aims to produce equitable growth.**

Code	INDICATOR	2020/21		2021/22	Latest Note	Lead
		Value	Long Trend	Target		
SCH PSU 002	Pupils who agree with the statement 'I enjoy my life' in the pupil survey			85%	No longer survey children with this question	Strategic Director - People
SAP NHS 02a	Deaths from suicide and undetermined intent (5 calendar year average, per 100,000 population)				19-Aug-2020 Work is ongoing to embed a multi-agency approach to suicide prevention across the authority. A local action plan was developed and seeks to implement innovative approaches to reduce suicide. Suicide awareness talks and suicide prevention cards continue to be supported.	Principal Public Health Officer

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 22	Children and Young People are educated about substance misuse and early intervention models and supports are in place in accordance with local and national strategies to reduce incidence and impact.	31-Aug-2022	100%		<p>A School Network Group has been established to facilitate and support the Icelandic Prevention Model Survey Results across all secondary educational establishments.</p> <p>Key areas for the authority and at school level form the basis of planning for 2022-2023. These have been shared with the Senior Management Teams to support priority actions and ensure alignment with wider strategic planning across People Services.</p> <p>Monthly liaison and consultation meetings with Planet Youth's Coordinator are ensuring that the Programme Plan is implemented and on track and that each secondary establishment is supported through the phases of the Programme. A RACI Matrix has been agreed and progress updates form part of the feedback at each meeting to ensure that there continues to be a focus on the objectives.</p> <p>In May 2022, representatives from Secondary establishments attended a Planet Youth Partner Learning Session with Thorfinnur Skulason, from Iceland. Feedback from the session has been integrated into the draft Dissemination Plan. This is being shared with the National IPM Network (July 2022) to highlight good practice and provide an overview of our planned involvement with parents/carers, communities, Third Sector and Statutory partnerships between teachers and colleagues such as health professionals, educational psychologists, sports coaches and youth teams. This is ensuring that all contributions come together in ways which achieve coherence and progression and achieve impact.</p> <p>Each school is currently capturing the opinions of its ASN community (omitted from the Survey) via planned Focus Groups to take account of their voice and experiences. The results will inform future planning.</p>	Chief Education Officer; Partnership & Inclusion Manager
PPL 21 23	The whole-systems Mental Health Transformation Project is further adapted to support COVID-recovery and alignment with other developments in the Council and wider communities.	31-Aug-2022	100%		<p><b>• Communication and Marketing</b> We are continuing to build our social media presence through ongoing, persistent posting on our main social media channels (Twitter and Instagram). So far this year, our social media posts have been seen by over 127,000 individuals, and we have increased our social media following by around 20%. Our content is now delivered in a series of themed months (e.g. Active April, Find</p>	Principal Educational Psychologist

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				180	<p>Your Joy in June), each targeting a specific topic/issue relating to mental health. This is building a valuable source of information that would be useful for children and young people, as well as their parents/carers so plan now to explore how we can further increase our audience and/or share these assets in different ways. Face to face engagement work has begun to take shape working in collaboration with staff from the Community Learning and Development team. We have been invited to participate in a Scottish Government event on 28th June as an example of good practice in relation to our communication and marketing work.</p> <ul style="list-style-type: none"> <li>• <b>Referral Pathways</b> Since its launch on 6th September 2021, the new Directory of Mental Health Supports website has received over 4000 hits. Of the different mental health difficulties that have information and supports listed on the site the following have received the most views: Anxiety &amp; Worry; Depression &amp; Low Mood; Suicide; Loneliness &amp; Isolation. This ties in with trends we are seeing in other data sets such as reasons for referral to the Educational Psychology Service and parental reports in Clackmannanshire Council's Mental Health and Wellbeing Survey which took place in June 2020, June 2021 and is currently open for responses until end June 2022. Qualitative feedback on the content of the website from both families and other professionals has been positive, with a number of teams/organisations both within Clackmannanshire and out with considering replicating the structure and content of the site for their own populations. Conversations are at an early stage to link this website with the new Clacks Life website that is being developed as part of the Wellbeing Hub. The next steps for this work stream are to continue developing the range of information on the website, particularly in relation to locally available in-person services and supports, to continue to market the website to increase awareness to as wide a range of stakeholders as possible and to explore ways to increase the amount of time service users spend on the site when they visit it.</li> <li>• <b>Child STRIVE Forum</b> (<i>Formally Getting It Right Forum</i>) CSTRIVE functions as a single point of access to allocate mental health and wellbeing supports and services. The group has continued to meet bi-weekly since the last report. A meeting with Addleshaws Goddard took place at the end of April to support the data sharing agreements with Health colleagues. 35</li> </ul>	



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				181	<p>young people have been brought to the Forum since it started in October and packages of support have been put in place for these young people.</p> <ul style="list-style-type: none"> <li> <b>The Counselling in Schools Service (CiSS)</b> This Service for children and young people aged 10 – 18 was fully launched in September 2020 and received 327 referrals by December 2021. Children and young people from all sectors (primary, secondary and specialist schools) accessed the Service, with the majority of referrals (72%) coming from secondary schools. Children and young people were referred to the CiSS for a variety of reasons including: emotional regulation issues, behavioural difficulties (such as hyperactivity and attention issues), peer and family relationship issues, and mental health difficulties such as anxiety, depression, self-harm and trauma. In terms of improvements in wellbeing, YP-CORE data from 50 children and young people with pre and post data showed evidence of statistically significant improvements in emotional wellbeing (<math>p &lt; .001</math>), showing that counselling is beneficial. The next data will be collected shortly for reporting to Scottish Government in July and will include figures from December 2021 onwards. </li> </ul> <p>In August 2021 the service was extended to include an extra 0.5 fte counsellor to support the waiting list for primary aged children and young people. There are now a total of 5.0 fte counsellors providing 148 hours of counselling per week, which has been effective in improving capacity and eliminated a long-standing waiting list. Feedback questionnaires, available to parents, children and young people, and school staff relevant to current cases have been distributed to schools and we are beginning to receive responses. The process of distribution for the self-referral posters to each secondary education establishment has now begun.</p> <ul style="list-style-type: none"> <li> <b>Creative Therapeutic Interventions for Children Service (CTIfCS)</b> This Service was established in March 2021 to complement the Counselling in Schools Service (CiSS) provided for 10 – 18 years olds. CTIfC was established to offer therapeutic support in a developmentally appropriate format such as through music and art. So far 65 children have been referred to the service. As previously reported, results of case study analysis show a positive qualitative impact of music therapy on young people in schools. Quantitative impact </li> </ul>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				182	<p>data and school-level feedback is currently being collated and will be ready to be reported to Scottish Government by July 2022. In efforts to increase capacity within schools, there has been an increase in music therapy hours and 26 education staff have also taken part in resilient rhythms training. Planning is in place that from August music therapists will act as mentors to assist in the implementation of resilient rhythms to schools. We have also provisionally booked another one day in-person training for resilient rhythms for the February in-service for 60 people and are offering therapeutic art training to schools from September 2022.</p> <p>• <b>Mental Health support for 16-26 year olds</b>  Togetherall service for 16-26 year olds has been on offer since 1st April 2021. As expected for all the digital services, engagement figures take time to build and require ongoing communication and marketing input to continue building awareness amongst our target population. This is a particular challenge for this age range as we do not currently have identified mailing lists etc. to reach this population once they leave school, however recent direct engagement work with pupils, GPs etc. is paying off in increased usage of the service. Although the number of users is still quite low, we have seen registration numbers near double since the beginning of 2022 and those that are registered continue to engage meaningfully with the service (interacting with articles etc.) and return to use it more than once. Due to the service being provided anonymously, we have not yet been able to seek views of users on the impact the service has had on their mental health. This will be looked at over the coming six months as engagement figures increase. The next steps for this work stream is to continue encouraging awareness and use of the service through a range of communications and marketing activities such as social media campaigns, engagement activities etc.</p> <p>• <b>Developing 'One Door' community spaces: (1)</b>  <i>Digital Spaces</i> - We continue to have four digital mental health services in operation covering the entire age range from 5-26, providing support for both mild/moderate and crisis level difficulties. As predicted by our partners, engagement with the open access services takes time to build and is heavily reliant on effective communication and marketing activities (see Communication and Marketing update for further</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				183	<p>information). We are beginning to see some trends in our data reports from partner organisations. Out of hours usage figures (i.e. out with Monday-Friday, 9-5) (54% of usage for Kooth, 48% for Togetherall, and 66% for Shout) continue to demonstrate the need for services that are available 24/7, 365 days a year. Repeat engagement with services is building across all platforms, indicating that users are finding the services to be useful and effective. Although the majority of our users across all platforms are female, we are seeing some representation from those who identify as transgender and/or gender fluid/non-binary (14% identify as agender or gender fluid on Kooth, 33.3% LGBTQIA+ on Shout), as well as some representation from ethnic minorities (14.84% for Kooth, 14% for Togetherall). These figures further highlight the need to provide differentiated marketing/communication materials to ensure we are targeting under-represented groups. There are some similarities between the topics being most widely-viewed on the new Directory of Support website and the most common topics of conversation with our crisis service. They are Suicide; Anxiety/Stress; Isolation/Loneliness; Relationships; Self-harm; Depression/Sadness. Further related materials on these topics are being developed and/or signposted to for both Council staff, children and young people and parents/carers. Where it is available, user satisfaction information is positive, with 92% Kooth users happy to recommend to a friend, and 88% having got what they were looking for. In relation to Shout, 86% found the conversation helpful, 50% felt more calm and 50% felt more able to work out their problems. Engagement with our referred programme (Mind Moose) in primary schools has been higher, with 72% of our primary schools using the programme. Feedback from educators indicates that they are valuing the programme as a simple way to provide some structured early intervention support to pupils in an effort to stop emerging mental health difficulties becoming too entrenched.</p> <p>(2) <i>Physical Spaces</i> – All successful applications to the Community Fund have received their funding and projects are underway across Clackmannanshire that will impact on up to 900 children, young people and their families. Evaluation support has been provided to all of them by our Research Assistant to ensure that we are able to capture the impact of this funding in future reports. We plan to offer future funding in a similar way to the entire public sector, as well as to continue</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>providing funds for youth-led activities via the Youth Bank.</p> <ul style="list-style-type: none"> <li>• <b>Community Autistic Spectrum Disorder (ASD) Assessment Pathway</b> Initial plans for assessment pathway pilot are paused for NHS governance procedures. Pilot now to be taken forward through links with RIC partners and liaison with CAMHS managers around proposal for Tests of Change around Neurodevelopmental Disorders (NDD) assessment. One of our Educational Psychologists (EP) is now seconded one day per week (from 13th June) to the Forth Valley project team to enable this to move forward.</li> <li>• <b>Staff Health and Wellbeing</b> We continue to support the Healthy Working Lives group and contribute to whole Council training events – most recently two training events offered as part of the 'pre-festive wellbeing' week in December 2021. Links made between Healthy Working Lives Group and the Principal Teacher for Health and Wellbeing seconded to the RIC. Further links made with the Principal Teacher in the Improving Outcomes Team with a remit for health and wellbeing and plans created to focus on improving communication about upcoming events and circulation of information about new health and wellbeing resources as they arise.</li> <li>• <b>Workforce Development</b> Training and development mapping tool and self-evaluation questionnaire developed ready to be piloted by two 3rd Sector partners with support from CTSI. First stage of pilot due to be completed by mid-May 2022. Initial feedback from the piloted mapping tool has proposed further refinements required before launch. Additional adaptations of the tool are underway to be completed by end June 2022.</li> </ul>	
PPL 21 24	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	31-Aug-2022	100%	✓	<p>The aim of the action is to improve the responses and identification for children in need of protection. Also to identify and improve the intervention strategies that will support recovery and safety as outlined in the People Business Plan.</p> <p>Additionally, a number of priorities as identified in the Children's Service plan. These include supporting the workforce, building capacity and planning. These priorities are being progressed through various work streams such as the Public Protection Learning and Organisational Development group, the Forth Valley</p>	Service Manager – Child Protection



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>National Child Protection Guidance Implementation group and the Forth Valley GIRFEC Implementation group.</p> <p>There is multi-agency attendance at these meetings with agreed tasks that are reviewed quarterly through an action log. The impact is then reviewed at the Clackmannanshire Children and Young People Strategic Partnership Group that meets monthly.</p>	
PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.	31-Aug-2022	<div style="width: 20%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 20%		<p>As part of the implementation of the new National Child Protection Procedures, the Forth Valley GIRFEC group have been asked to:</p> <p>Align Getting it Right for Every Child to the National Child Protection guidance ensuring:</p> <ul style="list-style-type: none"> <li>• Multi agency assessment - integrated assessment, planning and chronologies are strengthened.</li> <li>• Updating guidance, multi-agency training and resources for staff - training for staff on GIRFEC through to CP. - Promote shared understanding of roles and responsibilities of all</li> <li>• There is an understanding that Child Protection falls at urgent end of the GIRFEC continuum of services to safeguard the wellbeing of children</li> <li>• Interdependencies with the implementation of the national guidance for child protection are fully explored</li> </ul> <p>This activity will require to then be implemented locally, via a local GIRFEC Group. The Senior Manager for Early intervention will attend the forth valley group and chair the local group to ensure that the above tasks are concluded and implemented timeously, with the support of partner agencies. This will ensure that the GIRFEC pathways are clearly understood locally across Clackmannanshire</p> <p>The timeline for this task has been set nationally and the requirement has been set for this activity to be concluded by September 2023</p>	Service Manager - Early Intervention
PPL 21 26	The Domestic Abuse Bill 2021 is implemented collaboratively across the whole service and with partners, and there is collaborative investment in	31-Aug-2022	<div style="width: 60%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 60%		<p>There were 65,251 incidents of domestic abuse in Scotland in 20-21, an increase of 4% compared to the previous year. This number of Domestic Abuse incidents</p>	Senior Manager, Justice

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
	Safe and Together and the Caledonian Model for working with families and children who have experienced domestic abuse.			186	<p>in Clackmannanshire remains the third highest in Scotland with only Dundee and West Dunbartonshire higher.</p> <p>Clackmannanshire Justices and Child Care Services are working collaboratively in the delivery of a pilot non court mandated Caledonian Domestic Abuse Programme. This pilot has now entered its second year with additional funding again being granted by the Scottish Government to allow a dedicated Women's Worker to be employed to support survivors of Domestic Abuse as part of the Caledonian systems approach. Clackmannanshire Council are being supported in the delivery of this system by SACRO. The aim of this programme is to provide earlier intervention and support at an earlier stage. It is taken from the court mandated accredited programme and provides clear guidance in terms of assessment and intervention with perpetrators and survivors. In conjunction with Criminal Justice Services, spaces for perpetrators to attend the group work element of the programme have been secured as well as training opportunities, support and guidance for staff.</p> <p>As part of the disaggregation from Forth Valley Accredited Programmes Clackmannanshire Justice Services became responsible for the delivery of the Court mandated Caledonian Domestic Abuse System in April 2021. During the period of 2019-21 the number of Court Orders that included the requirement to undertake the Caledonian Programme increased by approximately 200%. Clackmannanshire Justice Services are working in partnership with Stirling Justice Services and SACRO and are currently facilitating 3 perpetrator groups per week as well as supporting survivors (both women and children).</p> <p>Clackmannanshire Council continue to deliver Safe and Together Training which provides staff with a perpetrator focus approach, developing awareness and understanding of areas such as coercive control whilst also highlighting multiple pathways to harm. This provides a recognised approach to assessment and delivery of service which holds the perpetrator accountable for actions. This approach is heavily embedded within the Caledonian System and provides staff with the necessary tool kit and shared language to provide a whole systems approach. This training is also provided to partner agencies and stakeholders.</p>	Improving Outcomes Team Leader


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				187	<p>All Secondary establishments have been made aware of <a href="#"><u>Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls</u></a></p> <p>Supported by the Clackmannanshire Gender Based Violence Coordinator, targeted establishments are engaging the Equally Safe at School Framework to plan their priorities for 2022-23. These include:</p> <ul style="list-style-type: none"> <li>• approaches to achieving greater gender equality</li> <li>• reviewing early and effective interventions to prevent violence and maximising the safety and wellbeing of women young people</li> <li>• identifying and tackling perpetrators</li> </ul> <p>School Leads have been identified and have registered at the Equally Safe website to utilise the following tools</p> <ul style="list-style-type: none"> <li>• A dashboard for senior leaders to manage and oversee progress</li> <li>• Template information for communicating with parents, carers and young people</li> <li>• Self-assessment materials for use with staff and students to identify the school's priorities</li> <li>• Materials to guide and facilitate an 'Action Group' made up of students and staff to tackle the school's priorities</li> <li>• Links to teaching resources about gender-based violence and gender equality</li> <li>• An e-learning module for staff and information about how to access local training</li> <li>• Materials to help schools embed gender-based violence prevention into policies</li> <li>• Monitoring and evaluation tools</li> </ul> <p>Support and guidance will be facilitated by the Authority GBV group and monitored as part of the wider health and wellbeing Quality Assurance Process.</p> <p>Further actions in relation to the identified needs highlighted within the Equally Safe Framework for Schools will be taken forward during 2022-2023.</p> <p>Clackmannanshire Justice and Children Services continue to attend and participate with multi-agency public protection forums such as DSDAS, MARAC and MATAC</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				188	<p>The Violence Against Women and Girls Strategic Lead post was successfully recruited for, with the lead officer supporting Clackmannanshire council to develop its Domestic Abuse Strategy. Contact has been made with key partners and stakeholders with a review of current policy, procedures and service provision being undertaken. Consultation has also taken place with counterparts on a national level. The Violence Against Women and Girls Strategic Partnership has also recommenced with significant buy in from all partners.</p> <p>The core activities for the VAWG Lead Officer include;</p> <ul style="list-style-type: none"> <li>• Each LA should have a VAW Partnership in place that is responsible for working to prevent and eradicate all forms of violence against women and girls within that local area</li> <li>• VAW Partnerships should bring together the key public sector and third sector organisations working to prevent and eradicate violence against women and girls within the local area.</li> <li>• Every VAW Partnership should have Terms of Reference for their group</li> <li>• Every VAW Partnership should have a Strategic Plan in place that outlines how the Partnership will implement Equally Safe at a local level</li> <li>• Every VAW Partnership should have a framework in place for measuring its performance and progress towards achieving its agreed outcomes.</li> </ul> <p>The next steps will include -</p> <ul style="list-style-type: none"> <li>• Continued role out and investment in Safe and Together Training</li> <li>• Continued development and implementation of Domestic Abuse Strategy</li> <li>• Work in partnership with survivors and those with lived experience in order to develop</li> <li>• Evaluation of Non Court Mandated Caledonian Programme</li> <li>• Identify additional funding opportunities</li> <li>• Explore requirement of new post (support worker) for those who do not meet the criteria for inclusion on Caledonian Programme</li> <li>• Work in partnership with Education in terms of training</li> </ul>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<ul style="list-style-type: none"> <li>• explore Domestic Abuse Awareness and support being introduced to staff as part of induction to employment process</li> </ul>	
PPL 21 27	STRIVE (Safeguarding through Rapid Intervention) gathers and co-ordinates information to provide support from a multi-agency team to families at risk and the most vulnerable people.	31-Aug-2022	100%	✓	<p>The Strive team have been fully operational throughout 2021/22. a Team leader has been appointed and agreement has been reached to provide a dedicated resource for money advice.</p> <p>An initial evaluation has been concluded which reported several positive impacts from strive. There has been significant positive impact reported by the core agencies represented and reduction in referral rates have been noted in social work. Over the summer period it is planned for further evaluation activity to take place which will involve direct feedback from people supported by Strive.</p> <p>A new data sharing agreement is being produced and the team have benefitted from the opportunity to attend the Columba 1400 Value Based Leadership experience and review event. As a result of these activities and ongoing support from the Family Wellbeing partnership, the team have agreed a way forward for the embedding and scaling of Strive.</p> <p>If approval of the Strive board is given, initially this will involve a refresh of the communication strategy across all partners, followed by partnership with health to develop a training programme related to holistic trauma informed person centred responses at a universal level. In addition a pre-crisis Strive approach will be piloted in the Alloa South and East area. It is anticipated that this pilot will commence in September 2022.</p> <p>Learning from the pilot will assist in identifying effective methods to ensure early intervention responses, which consider the needs of the whole person and family are provided at the initial point of contact with families.</p>	Service Manager – Early Intervention
PPL 21 28	The Health and Social Care Partnership Transformational Plan priorities provide a clear strategic direction and leadership programme to deliver 3 core priorities: Care Closer to Home: Caring and Connected Communities: Primary Care Transformation	31-Aug-2022	25%	⚠	<p>26-Nov-2021 The Health and Social Care Partnership continues to be delivering care and support in an emergency response, however, the newly established HSCP Transforming Board has continued to meet remotely over the past 18 months. The Board has representation from the Chief Executives of NHS Forth Valley, Clackmannanshire Council and Stirling Council as well as HSCP Chief Officer, Chief Finance Officer and</p>	Head of Strategic Planning and Health Improvement


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Heads of Services.</p> <p>There is in place an ambitious programme of transformation activity which is overseen by the HSCP Transforming Care Board and all actions are aligned to the HSCP Strategic Plan however have been developed to reflect the impact of the ongoing pandemic on the delivery of care and support across Clackmannanshire and Stirling.</p> <p>Each action is overseen by a Senior Responsible Officer from the HSCP Senior Leadership Team and has a Lead Officer &amp; team who are tasked the deliver each action. Each SRO must complete an update for each meeting on progress made against the activity.</p> <p>The Transforming Care Programme represents activity for the coming two years across all areas of community health and social care.</p>	

**Priority - People Workforce Plan**

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC	31-Aug-2022	100%		<p>Professional learning to support the small group literacy and numeracy intervention programmes, as part of our recovery planning, was provided for learning assistants. A bespoke training programme was designed and delivered during academic session 2021/2022. Targeted groups of children have been supported across almost all primary schools.</p> <p>Although new attainment data is not yet available (ACEL data will be published in December 2022) post evaluation questionnaires suggest that the programme has been successful.</p> <ul style="list-style-type: none"> <li>• 89% report that Building Blocks 4 has had a positive impact on children's learning in numeracy.</li> <li>• 69% report that Building Blocks 4 has had a positive impact on children's confidence in numeracy.</li> <li>• 80% report that Building Blocks 4 has had a positive impact on children's learning in writing.</li> <li>• 100% report that Write On has had a positive impact on children's confidence in writing.</li> </ul> <p>The small intervention model will continue to support children's literacy and numeracy in academic session 2022/23. Identified learning assistants will continue to access on-going support to deliver the programme.</p> <p>16 fully qualified teachers and early year's educators participated in our 'Preparing for Leadership' programme which supports educators to prepare for more formal leadership roles. This was interrupted by COVID. The programme is now complete and will be available again session 2022/23.</p> <p>In June 2022, 100% of Into Headship applicants graduated; 75% (3 out of 4) of these graduates had achieved a Headteacher post within Clackmannanshire by 24.6.22. We have a 300% increase (3 participants) in the number of candidates enrolled in the Into</p>	IO Team Leader; IO Team Leader

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
				192	<p>Headship programme in session 22/23 compared with session 21/22 (no participants).</p> <p>Mark Priestly, Professor of Education and Director of the Stirling Network for Curriculum studies, Stirling University, designed and delivered five professional learning sessions which supported our educational leaders to consider the implications of Curriculum for Excellence (CfE); Into the Future, OECD report 2021, which reviewed CfE. The report provided key findings and recommendations, which Mark used, alongside international research and evidence, as the basis of each professional learning session.</p> <p>In addition, we continue to have very good uptake of part-funded Professional Education and Leadership Masters modules with 11 out of 15 available places secured for session 2022/23 following on from 12/15 in session 2021/22.</p> <p>A professional learning survey seeking the views of the workforce from ELC, Primary and Secondary closed in June 2022. Of those who responded, 84% have an additional support needs (ASN) specific qualification, 60% have a general additional qualification which is not ASN specific. Of those who responded, 54% identified a preference for local professional learning opportunities, 49% regional preference and 47% national preference. The survey results will be used to inform future professional learning and leadership opportunities provided in 2022/23. The survey results will also be shared with all establishments.</p> <p>From August 2021 – June 2022 there have been increases in both the number of attendees and the number of professional learning opportunities provided from the previous year. An increase from 290 attendees 2020/21 to 835 attendees 2021/22 at over 60 professional learning opportunities advertised through our CPD Manager system 2021/22. This is an overall increase from 22 professional learning opportunities in 2020/21. CPD Manager is a system used by Clackmannanshire and our regional improvement collaborative colleagues in Stirling, Falkirk and West Lothian to advertise and book professional learning. A total of 564 evaluations were completed 2021/22 compared to 154 2020/21. Of the 564 evaluations completed 504 were graded at good or better.</p>	



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					Functions within the CPD Manager system support continued analysis year on year.	
PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.	31-Aug-2022	100%		01-Dec-2021 Funding to retain the additional teachers that were recruited to support the recovery from Covid has been received and the teachers are now in place.	Improving Outcomes Business Manager; Chief Education Officer





**Clackmannanshire  
Council**

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Comhairle Siorrachd  
Chlach Mhanann

# People

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## Business Plan 2022-23



**Be the  
FUTURE**

## 1 SERVICE OVERVIEW

### 1.1 SERVICE PURPOSE & OBJECTIVES

The People Service plays an integral role in supporting the delivery of the Council's vision and outcomes. The Service and the Health and Social Care Partnership (HSCP) are committed to improving outcomes for children, families and communities, with a particular focus on the most vulnerable.

#### **The Council's Vision – Be the Future**

We will be a valued, responsive, creative organisation, through collaboration, inclusive growth and innovation, to improve the quality of life for every person in Clackmannanshire.

#### **Our Values**

- **Be the customer** - Listen to our customers; communicate honestly and with respect and integrity.
- **Be the team** - Respect each other and work collectively for the common good.
- **Be the leader** - Make things happen, focusing always on our vision and outcomes, and deliver high standards of people leadership and corporate governance.
- **Be the collaborator** - Work collaboratively with our partners and communities to deliver our vision and outcomes.
- **Be the innovator** - Look outwardly, be proactive about improvement and strive always for innovation and inclusive growth.
- **Be the future** - Work always towards ensuring that we deliver our vision and live our values, so that we become a valued, responsive Council with a reputation for innovation and creativity.

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This People Plan sets out the key actions that will be delivered by the People Service and the Health and Social Care Partnership in 2022-23 and will contribute to the delivery of key strategic objectives as set out within:

- Council's Corporate Plan 2018-22
- Local Outcomes Improvement Plan 2017-27(Refresh)
- Clackmannanshire Council's Children's Services Plan 2021-24

- Clackmannanshire Community Justice Plan 2018-23
- Health and Social Care Partnership Transformation Plan

It is guided by, and aligned with, the Be the Future Programme, The Promise, UNCR and the National Improvement Framework Planning and Reporting.

In light of the on-going impact of the COVID-19 pandemic, the plan sets out targeted aims, outcomes, priorities and activities for 2022-23. It focuses on collaboration to support recovery and the intelligence gathered from across the system – in particular stakeholders’ needs. There is a continuing focus on Health and Wellbeing – of our staff, our families and communities as we continue to address the short, medium and long term effects and learning from the COVID crisis.

Given the uncertainty around the future path of the COVID-19 pandemic in Scotland, the approach to planning for the coming year and beyond will need to be agile and flexible.

As set out in the Be the Future Programme, we need to work differently to deliver sustained and improved outcomes for our communities, connecting and collaborating with our public sector and third sector partners, business, and empowering our families and communities. This means embracing new ways of working, structuring and delivering our services differently, in a more integrated and collaborative way, based on the principle of continuous improvement.

Any updates to the 2022-23 plans will be shared as required to ensure all stakeholders are aware of these.

The Health and Social Care Partnership Transformation Plan sets out the priorities and programmes and projects - <https://clacksandstirlinghsc.org/about-us/strategic-plan/>

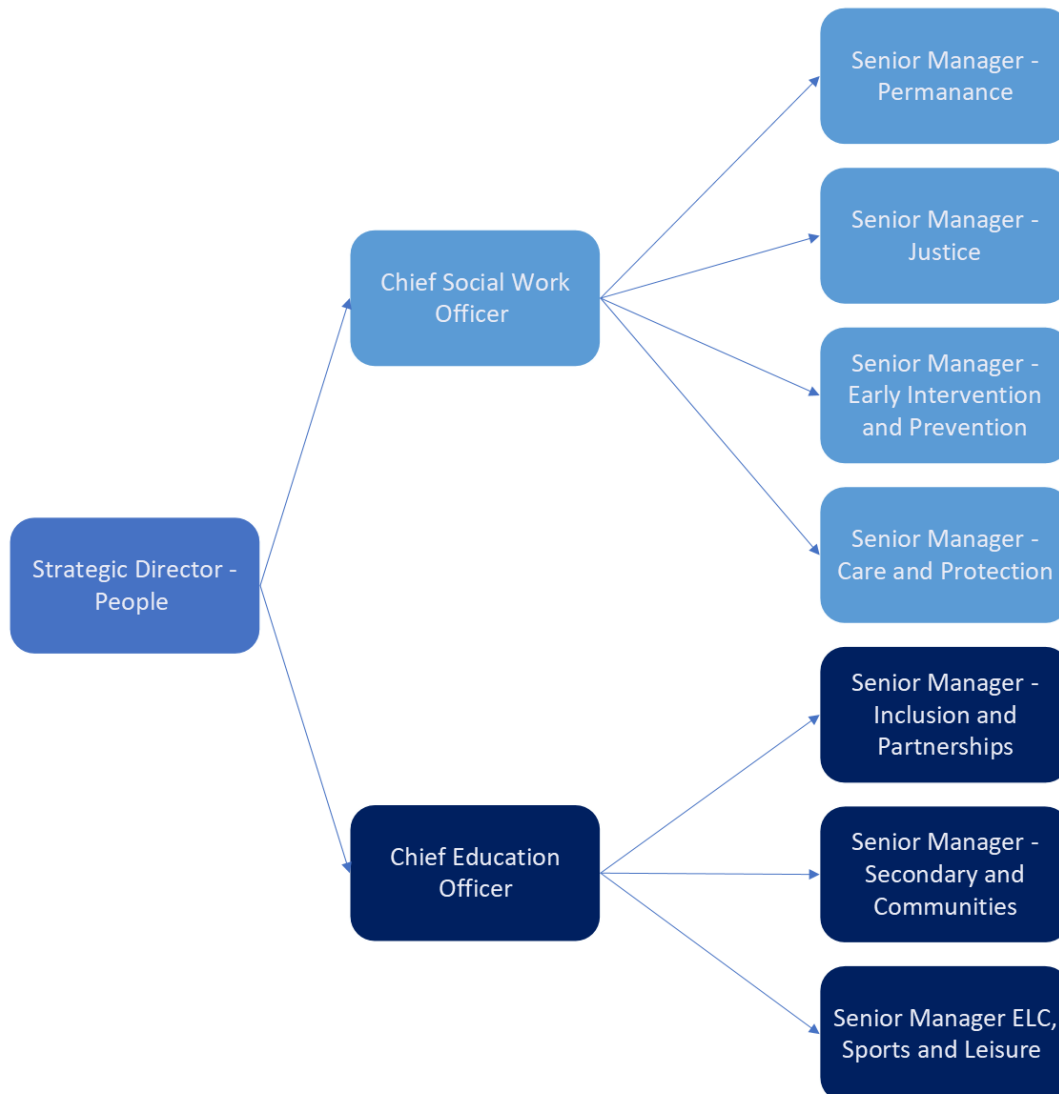
The People Service will deliver improved outcomes in the following areas:

<b>Be the Future Work streams</b>	<b>People Service Priorities</b>
<b>Sustainable Inclusive Growth</b>	<ul style="list-style-type: none"> <li>● Reducing Poverty</li> <li>● Ensuring Digital Equity and Safety</li> <li>● Developing the Young Workforce</li> <li>● Learning Estate</li> <li>● Learning for Sustainability</li> <li>● Regional Improvement Collaborative</li> </ul>
<b>Empowering Families and Communities</b>	<ul style="list-style-type: none"> <li>● United Nations Convention on the</li> </ul>

	<p>Rights of the Child</p> <ul style="list-style-type: none"> <li>● The Promise</li> <li>● Attainment</li> <li>● Family and Community Support</li> <li>● Family Wellbeing Partnership</li> <li>● Learning and Teaching</li> <li>● Covid-19 Recovery and Renewal</li> <li>● Community Engagement</li> <li>● Early Learning and Childcare (ELC) Provision</li> <li>● Additional Support for Learning</li> <li>● Youth Justice</li> <li>● Workforce and Leadership</li> </ul>
<p><b>Health and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>● Sport, Physical Education and Outdoor Learning</li> <li>● Substance Misuse</li> <li>● Mental Health</li> <li>● Child Protection</li> <li>● Getting it Right for Every Child (GIRFEC)</li> <li>● Domestic Abuse / Violence Against Women</li> <li>● STRIVE – Safeguarding through rapid intervention</li> <li>● C-STRIVE-Children safeguarding through rapid intervention</li> <li>● Health and Social Care Partnership</li> </ul>

## 1.2 SERVICE STRUCTURE

The new organisational structure is designed to promote a deeper integration of People Services and supports. With a new senior management structure in place, the Service will progress with networks of collaborative teams, clearly focused on the needs of children, families, individuals and communities. These teams will work in a much more integrated way across Education, Children's Social Work, HSCP, Justice Services, Sport, Leisure, Libraries, and Community Learning and Development, as well as more closely with other Directorates, Place in particular.



## 1.3 BUDGET

This budget is based on the current People Service allocations and may be subject to change due to additional financial burdens.

### Revenue Budget

£'000

Care & Protection	16,191
Education & Learning	55,258
Strategic Director - People	64
Support & Wellbeing	1,827

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73,340

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### Capital Budget

£'000

Digital Learning Strategy	478
Social Services IT system	332
ICT replacement secondary schools	125
Fitness Equipment	12
Wellbeing Campus	2,860

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3,807

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## 1.4 KEY SERVICE STRATEGIES & POLICIES REVIEW SCHEDULE

The policy landscape for the People Service is multifaceted and subject to change and tight implementation timescales. The ambition is to improve approaches to service delivery in the face of current pressures including:

- reduced funding
- impact of poverty
- COVID -19 recovery
- Transformation
- reduced availability of qualified staff
- demographic and socio-economic pressures

People Services operate within a highly complex environment and its key objectives are driven by a number of overlapping strategic plans, legislation and policies.

- National Improvement Framework – a key driver for dynamic and agile improvement in education. It underpins work on the all the Attainment Funding ( Scottish Attainment Challenge, Pupil Equity Funding, Care Experienced Funding Children and Young People (Scotland) Act 2014)
- Getting It Right For Every Child
- Children’s Rights - United Nations Convention on the Rights of the Child (UNCRC)
- Expansion of Early Learning and Childcare entitlement
- Curriculum for Excellence
- Community Empowerment (Scotland) Act 2015
- Gaelic Language (Scotland) Act 2005
- Community Learning and Development (Scotland) Regulations 2013
- Review of the Parental Involvement (Scotland) Act 2006 and national Parental Involvement and Engagement Action Plan “Learning Together” launched in August 2018
- The Education (Additional Support for Learning) (Scotland) Act 2003 (as amended 2009)
- Developing the Young Workforce and Youth Employment Strategy
- Senior Phase Pathways
- Child Poverty (Scotland) Act 2017 and “Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22”

- The Promise
- Forth Valley and West Lothian Regional Improvement Collaborative (RIC)
- Public Bodies (Joint Working) (Scotland) Act 2014 and the integration of adult health and social care services.
- Social Care (Self-directed Support) (Scotland) Act 2014
- Carers (Scotland) Act 2016
- Framework for Risk Assessment Management & Evaluation (FRAME) with children aged 12-17. Standard, Guidance & Operational Requirements for risk practice June 2021
- Age of Criminal Responsibility (Scotland) Act 2019
- Section 13 of the Children’s (Scotland) Act 2020 (Standing Up for Siblings)
- Secure Care Pathways and Standards Scotland October 2020
- National Youth Justice Vision and Strategy June 2021
- National Guidance for Child Protection in Scotland 2020.

This schedule includes key strategic documents and publications:

<b>Service Strategy or Policy</b>	<b>Approved / Last Reviewed</b>	<b>Date for Review</b>
Clackmannanshire Children’s Services Plan, 2021-2024	Launched August 2021	August 2024
Community Justice Improvement Plan, 2018-2023	2018 (following LOIP Plan)	2023
The Promise 2021-24	May 2021	May 2024
Clackmannanshire and Stirling HSCP Carers’ Strategy, 2019-2022	2019	2022
National Improvement Framework (NIF) Education Plan 2022-23	August 2022	August 2023
Scottish Attainment Challenge: framework for recovery and accelerating progress	March 2022	March 2023

Digital Learning Strategy, 2019-22	October 2019	October 2022
Additional Support for Learning Strategy, 2019-22	October 2019	October 2022
Scottish Attainment Challenge (SAC Plan), 2022-23( Part of NIF Plan)	Annual Report	March 2023
Health and Wellbeing Strategy	August 2019	December 2022
Learning, Teaching and Assessment Strategy	Implementation Phase	December 2022
Outdoor Learning Strategy	Implementation Phase	December 2022
Numeracy Strategy	Launched June 2022	August 2023
Literacy Strategy	Launched June 2022	August 2023
Parental Involvement and Engagement Strategy	Launched Aug 2021	August 2024
Early Learning and Childcare Expansion to 1140 hours entitlement	Implementation phase	August 2022
Learning Estate Strategy, 2019-40	Implementation phase	2022
Community Learning and Development Plan, 2021-24	Launched August 2021	August 2024
Sport and Active Living Framework for Clackmannanshire, 2018-28	2018	2028
Equally Safe	Implementation Phase	Scottish Government Engagement 2022
Safe and Together	Implementation Phase	Scottish Government 2022
Forth Valley Care and Risk Management Procedures	Under Development	Under Development
Forth Valley Social Work Operational Child Protection Procedures	Implementation Phase	2022

Forth Valley Guidance Getting our Priorities Right for Children and Families affected by Parental Alcohol and Drug Use (2019)	Implementation Phase	Implementation Phase
Forth Valley Secure Pathway and Standards Procedures	Under Development	Under Development

## 2 KEY ISSUES FOR THE SERVICE

The global pandemic has had a profound impact on our citizens, our communities, our partners, our suppliers and our staff. Though these challenges are changing, it is reasonable to expect that it will continue to overlay everything we do and therefore impact significantly on the operations of the Council and thus People service and the HSCP.

Financial sustainability has been a key challenge and theme for the Council for many years; the pandemic has necessitated respective governments to provide unprecedented sums into various response activities, a consequence of which is that public sector budgets are likely to come under even greater pressure in the near future.

As a result, our focus must remain on supporting transforming services and ways of working.

The People Service is leading a number of projects through the *Be the Future* Transformation Programme.

The People Redesign will seek to address the pressures on existing staff as well as paving the way for new ways of working which will support transformation. A Workforce Development Plan and Leadership Plan will support the Council's ambition set out in *Be the Future* Programme, as well as ensure that statutory requirements continue to be met and service improvements are achieved. A Clackmannanshire Council Staff Experience Survey was conducted in late 2021, with a focus on:

- Employee engagement
- Mental health and wellbeing
- Communication
- Homeworking
- Council vision and values.

Results from this survey will inform how the People Directorate will continue to support staff to fulfil their roles within the Council (Appendix 3).

It is essential that there is a seamless service for children, young people and their families, with good communication and early intervention being of paramount importance. This places a clear responsibility on all agencies within the People Service to ensure the early identification and assessment of the needs of vulnerable children, young people and families so that appropriate care and support is made available.

The context of need in our communities is available in **Section 3.4** and continues to be challenging with:

- Higher than average incidences of looked after children and child protection cases, often due to areas of significant deprivation, and parental drug and alcohol misuse.
- Increasing numbers of children with additional support needs in schools and Early Learning Centres.
- Increased emphasis on Public Protection incorporating Child Protection, Adult Support and Protection, substance misuse, gender-based violence and Multi-Agency Public Protection Arrangements in respect of Community Justice.
- Identification, with partners of new and innovative community payback placements for unpaid work

### **3 APPROACHES**

#### **3.1 TRANSFORMATION, INNOVATION AND COLLABORATION**

Delivering sustainable public services by improving the economic performance of the area and creating the conditions to ensure our people, businesses and communities enjoy the benefits of greater prosperity is critical to our Be the Future ambitions. This represents a significant and challenging programme of longer term transformation and investment.

Over the last 18 months, transformation has been delivered against the socio-economic impact of COVID. However the COVID crisis has demonstrated that transformation is needed now more than ever for our social and economic renewal and to tackle the underlying health and well-being inequalities.

Moving forward, we will continue to deliver Be the Future against the on-going COVID response, delivering on business continuity and improving our core statutory services. Achieving the balance of these priorities is reflected in this Business Plan.

The Budget Strategy approved in 2021/22 set out a series of priorities that recognised how we spend, plan and connect our investment particularly in light of the Covid Pandemic Recovery and will lay the foundation for economic recovery for future generations. The budget approved a long term financial planning approach that established a 20 year capital budget, organised around the Council's Be the Future Programme priorities of:

- Sustainable inclusive growth
- Empowering our families and communities
- Health and well-being.

The convergence of this 20 year Capital Programme with other significant developments including delivery of the City Region Deal, the focus of the Scottish Government budget and programme on Community Wealth Building, the Well-being economy and Place-based developments presents a significant opportunity in our journey towards sustainable public services.

This focus means we are better positioned to take advantage of this alignment to increase the pace, scale and impact of our Be the Future programme for the benefits of people, businesses and communities.

The HSCP has set out ambitious plans in its Transformation Plan. This is monitored and reviewed by the Transforming Care Board. <https://clacksandstirlinghscp.org/about-us/strategic-plan/>

### 3.2 STAKEHOLDER ENGAGEMENT

Stakeholder Engagement remains of highest priority, particularly as we move forward with different ways of working and empowering families and communities.

Some examples of engagement with stakeholders this year are listed below:

- Participation with Children and Families Forum and Clackmannanshire Third Sector Interface and community partners on Family Learning projects
- Public engagement regarding Cycling Development
- Engagement with families, children and young people of Additional Support for Learning who attended the Summer of Well-being programme to collate feedback and ideas for future provision
- Online information engagement sessions within the community on MCR Pathways (Young Clacks Talent)
- Monthly Parent Council Forum Chairs meetings throughout COVID
- Engagement webinar with Youth Council and all schools to share information on areas such as Climate Change
- Participation in the National Health and Wellbeing Census for P5-S6 children and young people
- Collaboration and engagement across Central Scotland Regional Equalities Council
- E- Safety Partnership Stakeholder Group
- Collaboration and engagement across the Regional Improvement Collaborative (RIC) with teachers, unions, Heads, CLD, Educational Psychologists across Stirling, Falkirk, Clackmannanshire and West Lothian
- Partner engagement stakeholders to develop key priorities for Service Development – Columba 1400, MCR Pathways, Youth Link Scotland, Winning Scotland Foundation, DyW, Skills Development Scotland, NHS, etc.
- Implementation of Clacks Youth Voice Framework to influence service provision locally and nationally.
- Extensive public and partner engagement informing the development of the Wellbeing Hub and future Leisure Provision



- Corporate Parenting Group
- Children and Young People’s Strategic Partnership
- Developing the Young Workforce including employers and college
- Engagement with Kinship Carers
- Oor Clacks Voices and Oor wee Clacks voices with some of our care experienced children and young people
- Young Carers’ Groups in schools
- LGBT Youth – Clax LGBT Youth Group (13-25 yrs.)

### 3.3 MANAGING SERVICE PERFORMANCE

Across the People Service there is a *relentless focus* on improving outcomes to determine the positive impact our actions have on our children, young people and families.

There is a robust planning methodology, which ensures that there is a clear rationale for each action with defined outcomes and a measurement plan for evidencing impact

Our outcomes are that

- Our families; children and young people will have the best possible start in life.
- Our communities will be resilient and empowered so that they can thrive and flourish.

and that there is an emphasis on minimising the effects of childhood poverty and raise attainment for all children and young people.

The People Performance Indicators, including from within the Local Government Benchmarking Framework, are outlined below -

#### **Early Years**

- Cost per ELC registration
- Funded Early Years provision graded good or better
- Communication and vocabulary gap

#### **Attainment**

- 4th year pupils gaining 5+ awards at level 5 or above

- 5th year pupils gaining 5+ awards at level 6 or above
- 4th year pupils from deprived areas gaining 5+ awards at level 5 or above
- 5th year pupils from deprived areas gaining 5+ awards at level 6 or above
- Average tariff score in SIMD quintile 1 (most deprived)
- Average tariff score in SIMD quintile 2 (2nd most deprived)
- Average tariff score in SIMD quintile 3 (middle)
- Average tariff score in SIMD quintile 4 (2nd least deprived)
- Average tariff score in SIMD quintile 5 (least deprived)
- Overall average tariff score – all pupils

### **Schools**

- Cost per primary school pupil
- Cost per secondary school pupil
- Average working days lost through sickness absence per teacher
- School attendance - all pupils
- School attendance - Looked After Children
- School exclusions - all pupils (per 1,000 pupils)
- School exclusions - Looked After Children (per 1,000 Looked After Children)
- School leavers entering positive destinations
- 16-19 year-olds participating in employment, education or training
- Satisfaction with schools (3 year average)

### **Child Care**

- The number of children placed in out of authority placements
- The number of Looked After Children in the community per child per week
- The number of children subject to Compulsory Supervision Orders (CSO)
- The number of children protection referrals
- The number of child protection registrations
- Looked After Children with more than 1 placement in the last year
- Child Protection re-registrations within 18 months
- Number of children who have been on the register for 12 months or longer

### **Justice Services**

- The key indicators shown below are relentlessly tracked and monitored – termed People \*obsessions\*

### 3.4 CLACKMANNASHIRE PEOPLE DIRECTORATE PROFILE

#### Demographic Profile

July 2022

AIM:

The following profile includes data available in 2021/2022.

The aim of the profile is to provide background data to inform improvement planning across Clackmannanshire's People Directorate.

#### GEOGRAPHY

Clackmannanshire has 9 main localities or neighbourhood settlements:

- Alloa
- Alva
- Clackmannan
- Dollar
- Menstrie
- Muckhart
- Sauchie
- Tullibody
- Tillicoultry



In 2020, due to the COVID pandemic, the annual Scottish Household Survey was held as a telephone survey with comparable year data not available. Questions were different with a focus on deprivation areas rather than council areas [further detail can be found under the relevant sections].

#### POPULATION

In 2020, the population of Clackmannanshire reported a yearly fall of 0.5% to 51,290; still less than 1% of the Scottish population; with the population of young people [aged 0 to 17 years] accounting for 20% of the overall population across Clackmannanshire.

Over 60% of the population consists of people aged 16 to 64 years (62%), slightly lower than the Scottish average of 63.9%.



24077

In 2020, the number of households in Clackmannanshire continued to increase at 24,077, a further increase of 0.8% on the previous year and the sixth highest percentage change across Scotland. Clackmannanshire is still experiencing a high number of new housing developments, which is attributing to this rise in the number of households across the area.

In 2020, there were more females (51.1%) than males (48.9%) living in Clackmannanshire. (Across Scotland, it was 51.2% females and 48.8% male.)

#### DEPRIVATION



Scottish Index of Multiple Deprivation (SIMD) is an area-based measure of relative deprivation; not every person in a highly deprived area will

experience high levels of deprivation. If an area is identified as 'deprived', it can relate to people having a low income, fewer resources or opportunities.

SIMD looks at the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime and housing.

Clackmannanshire consists of 72 datazones (out of 6976 across Scotland). It has a **25%** share of the 20% most deprived data zones [18 datazones]. One of the datazones in Clackmannanshire features as the sixth highest overall deprived data zone and the 10th highest most income deprived data zone across Scotland.

This means that some areas of Clackmannanshire still experience a high number of vulnerable communities associated with high levels of unemployment, including youth unemployment, substance misuse, mental health issues and young parents/one parent families.

## **EMPLOYMENT**

Clackmannanshire's employment traditionally consisted of industries such as brewing, coal mining and textiles. Now the area relies more heavily on public service employment production and retail.

### *Latest Employment Picture*

*The COVID pandemic has affected the UK labour market, which in return has affected local labour markets.*

The following statistics compare the time frame April 2019 to March 2020 & April 2020 to March 2021 [referred to as 2019/20 & 2020/21 for the purposes of this report]; 2,591,100 people (aged 16 and over) were estimated to be in employment in Scotland during this time.

The employment rate (16 to 64 years) was estimated at 72.8%, lower than in 2019/20 (74.5%) and below the UK rate of 74.7%.

Across Clackmannanshire, the employment rate was estimated at **72.9%**, higher than in 2019/20 and higher than the Scottish average [detailed above].

Clackmannanshire was one of nine local authorities where the employment rate had increased during this time.

### **Young People Employment**

The employment rate across Scotland in 2020/21 for 16 to 24 year olds was 52.8%; a fall of 1.8 pp compared to 2019/20. Across Clackmannanshire, the employment rate for 16 to 24 year olds was higher at 63.4%, an increase of 2.9 pp.



The gender employment gap [measures the difference between the employment rates for men and women] had decreased from 6.3 percentage points [pp] in 2019/20 to 4.7 pp in 2020/21, driven by the greater reduction in the employment rate for men compared with women. The gender employment gap across

Clackmannanshire was only 0.8 pp in 2020/21 with similar rates of employment for both men and women.

## **UNEMPLOYMENT**

In the calendar year 2020/21, it is estimated that **3.8%** of 16 to 64 year olds across Clackmannanshire were unemployed; compared to 3.9% in Scotland; slightly lower rate.

Economic Inactivity

Latest figures report the percentage of all people economically inactive across Clackmannanshire at 26.3%, higher than the Scottish figure of 23.8%. The largest proportion of this figure consists of “long term sick” although the retired population in Clackmannanshire is also higher than the Scottish rate.

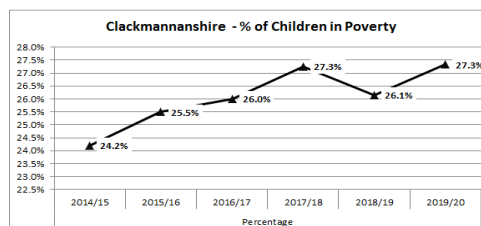
## CHILD POVERTY



Research [most recent data] reported in May 2021, indicates that as high as 27.3% of children are living in poverty in Clackmannanshire, higher than the Scottish average of 24.3% and higher than the previous year where it was 26.1% .

Overall, the rate of child poverty in the area is third highest in Scotland increasing by 3.1 pp since 2014/15; the Scottish average has risen by 2.7 pp over the same period. [According to this research]

The chart opposite illustrates the increasing trend in the percentage of children in poverty across Clackmannanshire.



Research indicates being in paid employment is an effective way out of poverty, and families where all adults are in full-time employment are a low poverty risk. However, where a job does not pay well, is part-time, or of “zero hour” contracts, this is not always enough to prevent poverty. As such, two thirds of children who live in poverty are living in working households.

Across Clackmannanshire, many of our employers offer low skilled, often part-time and “zero-hour” contracts, with a minimum wage. According to NOMIS figures for 2020, Clackmannanshire has a higher percentage of the working population in both Manufacturing and Wholesale & Retail than across Scotland, both areas that traditionally offer lower salaries (average salary is also lower than the Scottish average).

Most recent data has a slightly lower percentage of households across Clackmannanshire as “workless households” – 18.5%; a fall from 20.6% and on par with the Scottish average (18.1%); equates to 2900 households.

### Homeless

Comparing the same 6 month summary period over the last two years there has been a 21% increase in the number of homelessness applications to the local authority from 238 to 288 with a 5% increase in the number of households assessed as homeless. Associated with the increase in homeless households is a 13% increase in the number of children in temporary accommodation across the authority].

## HEALTH

### Children’s Health

Children living in the most deprived areas of Scotland experience significantly worse health outcomes than children living in the least deprived areas and are more likely to experience:

- Lower birthweight
- Poorer dental health

- Higher obesity levels
- Higher rates of teenage pregnancy

### Substance Misuse



**ALCOHOL:** Clackmannanshire reported 12 alcohol specific deaths in 2020, a fall on the previous year where there had been 15; equates to 18.4 deaths per 100,000 populations, lower than the Scottish average of 21.5.

**DRUG MISUSE:** The number of individuals presenting for assessment at specialist drug treatment services from Clackmannanshire over the last five years has been sporadic with the highest percentage of referrals being in the 25 to 29 year old age group in 2020/21, a slight increase on previous years.

### Drug-related deaths continue to increase nationally.

In 2020, there was a 5% increase in the number of drug deaths on the previous year and the largest number ever recorded. Drug-related deaths have been increasing since 1996 but since 2013, the upward trend has been steeper.

Despite the national increase, Clackmannanshire reported 9 drug related deaths in 2020, a fall from the previous year where there were 15 deaths; equates to 19 deaths per 100,000 population; almost half the national average [Scotland 37.2 per 100,000 population].

### Breastfeeding

A slight fall was recorded of all babies born in Clackmannanshire that are breastfed, 50.7%; compared to the Scottish average of 65.6%. A fall has also been recorded in the percentage of babies exclusively breast fed at 6-8 weeks – 20.3% [27.7% in 2019/20]; remaining much lower than the Scottish percentage of 32%.

### Suicides - Young People

There were 12 young person suicides in 2020 [most recent data] which is an increase on previous years; 44 suicides in the 5 year period under review which equates to 17.1 suicides per 100,000 population. The Scottish average is 14.1 suicides per 100,000.

### Teenage Pregnancies



Across Scotland, the teenage pregnancy rate is at its lowest level since reporting began in 1994. The rate fell from 30 per 1,000 women in 2018 to 28 per 1,000 in 2019.

Despite a previous falling trend, the rate of teenage pregnancies increased from **34.9 to 46.8 per 1000 women** – the highest in Scotland.

## CRIME

### Domestic Abuse

The rate of domestic abuse across Clackmannanshire increased in 2020/21 but not at the same rate as it did the year before. Since 2016/17 there has been **4.6%, increase** in the rate of domestic abuse across Clackmannanshire; lower than the national rate, which is 9.2%.

Despite this, the rate of domestic abuse is remains the third highest in Scotland with only Dundee City & West Dunbartonshire higher.

Juvenile Offending [Referrals to Children's Reporter]

In 2020/21, **161 children** were referred to the Children's Reporter, a third less than the year before. The highest proportion of referrals came from the Police.

The highest referral is in relation to parental care/neglect, which accounts for 50% of all referrals in 2020/21; followed by Schedule 1 offences (22%), committed an offence (16%) and experienced domestic abuse (8%).

### **Prison Population**

The Scottish Prison Service (SPS) report a yearly fall in the rate of offenders arriving at prison from a Clackmannanshire address. In 2020/21, 2.9 per 1000 population arrived in prison from a Clackmannanshire address, a fall from 3.4 the previous year. Despite the fall, the rate remains the fifth highest across Scotland.

## **EDUCATION**

### **Educational Establishments**



Clackmannanshire has 18 publicly funded primary schools, 3 publicly funded secondary schools, 2 Special Schools (Secondary School Support Service & Lochies), 4 Specialist Provisions (Alloa Academy (EASN), Alva Academy (ASD), Alva PS (ASD) & Primary School Support Service) and 3 standalone Early Learning & Childcare (ELC) establishments.

### **Staffing**

At the latest annual school staff survey, Clackmannanshire is reporting **556 teachers** (including ELC), similar to the previous year but an increase of 8% over the last 5 years. Our overall pupil teacher ratio is 12.1, lower than the Scottish average of 13.2 and a slight improvement on the previous year.

### **Early Learning & Childcare [ELC] Establishments**



In 2021, 21% of all 2 year olds were in placement within an ELC Establishment across Clackmannanshire, third highest in Scotland [Scottish average 13%].

94.7% of funded early year's provision were graded good/better in 2020/21; remains higher than the national average [90.9%].

### **Establishment Roll**

Across Clackmannanshire, there were **6731 pupils** in our schools (3,895 primary school pupils, 2,758 secondary school pupils & 78 pupils who attend our Special Schools), an increase of 1.6% over the last 5 years .

**LEVELS OF DEPRIVATION:** 31.8% of all pupils in Clackmannanshire establishments live in our most deprived areas (SIMD Q1); 14.6% live in our least deprived areas (SIMD Q5); compared nationally to 22.4% and 19.3% respectively.

### **Additional Support Needs (ASN)**

**DISABILITY:** In 2020/21, the rate assessed and/or declared as having a disability per 1,000 pupils was 13.7, much lower than the Scottish rate of 27.1.

Across our schools, 29.6% of our primary school pupils have Additional Support Needs (ASN), which is slightly higher than the Scottish average of 27.7%. 37.6% of our secondary school pupils have ASN, lower than the Scottish average of 38.2%.



## Class Size

Our average class size for primary schools is 21.5 pupils, lower than the Scottish average of 23.2.

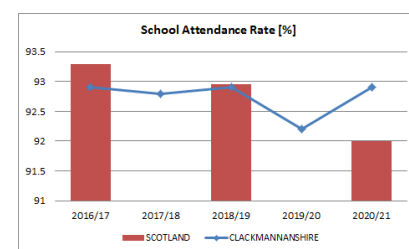
## Free School Meals (FSM)

63.7% of primary school pupils and 18.7% of secondary school pupils are registered for FSM, an increase 23% since 2017/18 for primary school pupils and 15% for secondary school pupils (reflects changes in living costs). Scottish average 64.9% for primary & 17.7% for secondary).

## HEALTH & WELLBEING

### Attendance & Exclusions

Overall, school attendance was beginning to increase prior to the COVID pandemic. In 2020/21, attendance across Clackmannanshire is higher than the national average by 0.9 pp. Since 2016/17, the attendance rate across Clackmannanshire has remained unchanged.



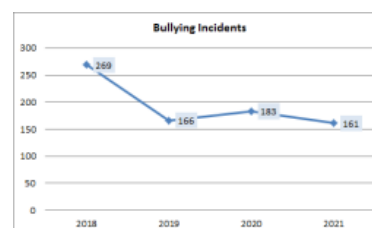
Effect of pandemic: the impact of COVID-19 and the subsequent lockdowns that followed has affected the overall attendance rate in all of the educational establishments across Clackmannanshire.

**Exclusions:** Since the introduction of a new exclusion policy across the authority, our exclusions have remained low (or none) and are therefore lower than the national average.

### Bullying

The number of reported bullying incidents in 2020/21 fell by 12% compared to the previous year to 161.

The main nature of reporting refers to “Hit, tripped, pushed or kicked” accounting for almost half of reporting [48%]; followed by “Name calling, teased, put down or threatened” accounting for a third of all reports.



This differs from the year before where the most reporting bullying incident referred to name calling, etc. [47%].

Incidents with levels of “violence” increased in 2020/21 despite the overall fall.

### Pupil Voice

The first survey was completed by 430 children and young people.

The main themes highlighted across all age groups were environment and health & wellbeing.

As a result, the young people are exploring these themes by carrying out a mapping exercise of the local communities. Recommendations are forthcoming on how to take forward opportunities to address key concerns.

Summer Programme: 14 young people in Sauchie participated in the development of a Summer Programme presenting to the ‘Sauchie Active 8’ Committee; securing funding for 4 outings.

The Youth Council: funding secured through the Mental Health Transformation Programme for the Youth Bank, developing health and wellbeing activities.



## **Attainment including the Poverty Related Attainment Gap Curriculum for Excellence [2020/21 results]**

Clackmannanshire's learner's performance in Early Level Reading remains higher than the national average.

Clackmannanshire's most deprived cohort is outperforming the national most deprived cohort in Early Level Reading, Writing and Listening & Talking.

Learners across Clackmannanshire are performing at the same level as the national average in Early Level Listening & Talking.

The Poverty Related Attainment Gap in First & Second Level Reading narrowed in 2020/21.



Clackmannanshire's most deprived cohort (learners in SIMD 1&2) outperformed Clackmannanshire's least deprived cohort (SIMD 9&10) in First Level Reading in 2020/21.

The fall in performance at Second Level Reading & Writing is lower than the national trend with the "gap" between national and Clackmannanshire's reducing in both areas.

Clackmannanshire's most deprived cohort improved in Second Level Reading in 2020/21 and is higher than the national most deprived cohort.

The "gap" in performance between Clackmannanshire's cohort and the national cohort is narrowing in Second Level Numeracy.

Improving trend in achievement of Second Level Numeracy in Clackmannanshire's most deprived cohort.

### **Senior Phase [2020/21 awards]**

There was an increase in National 5 awards across the authority with an 84.2% pass rate, continuing a 3-year improving trend.

- Increase in Maths National 5 Awards with 71.6% pass rate
- Increase in English National 5 awards with pass rate improving to 92.8%

There was an increase in the number of Higher awards with a pass rate of 87.1%.

- Almost 40% students achieving 'A' pass
- Increase in Higher Maths with pass rate improving to 73.8%
- Significant increase in Higher English with pass rate improving 87%

There was however a slight fall in the pass rate at Advanced Higher level.

- Increase in pass rate of Advanced Higher Maths to 87.5%; more than half (56.3%) awarded an 'A' pass
- Increase in pass rate of Advanced Higher English to 88.9%

Overall, school leavers in 2020/21 achieved more tariff points, an increase of 13% since 2016/17. Despite the increase, attainment remains lower than the national average.

School leavers from our most deprived area achieved more tariff points than in the previous year [12% yearly increase] although overall attainment also remains lower than the national average; the gap with school leavers from Clackmannanshire [most deprived] and the national average has grown.

## Positive Destinations

The percentage of school leavers who entered an initial positive destination fell by 0.6 pp from 96.5% in 2019/20 to 95.9% in 2020/21 (smaller cohort of school leavers). Despite the fall, this rate remains higher than the National Destination Rate of 95.5%.

- A higher percentage of school leavers entered Higher Education: 39.5%; a yearly increase of 8.5 pp. Despite this increase, the rate remains lower than the national rate [45.1%].
- A smaller percentage of school leavers entered Further Education: 27.3%; a yearly fall of 6.8 pp. Despite the fall, the rate remains higher than the national rate [23.3%].
- A higher percentage of school leavers entered employment: 23.2%; a yearly increase of 5.6 pp. This remains higher than the national rate [22.6%].

**FOLLOW UP DESTINATION RATE:** 91.8% of school leavers were still in a positive destination rate 9 months after leaving school; the Scottish average is 93.2%. This is an improvement on the previous year where it was 90.1%. More school leavers remained in Higher Education and Employment in 2020/21 accounting for the change.

## Participation Rate

The Annual Participation Measure (APM) reports on the economic and Employment activity of 16 to 19 year olds in Scotland and is the source of the Scottish Government's National Performance indicator

"Percentage of young adults (16-19 year olds) participating in education, training or employment".

In 2021, this national indicator stood at 92.2%, the highest percentage ever reported. This was due to an increase in young adults remaining in or re-entering education.

Across Clackmannanshire the Participation Rate also increased although remains slightly lower than the national average – 90%; an increase of 0.7 pp on the previous year.

Increases are reported in participating in education and training & development. The Participation Rate for Employment remains higher than the national average at 18.4% [national – 15.5%].

## Family Learning in Clackmannanshire FLIC 1400

During the period September 2021 to March 2022 FLIC 1400 engaged directly with **91 families** providing a range of learning opportunities, underpinning was a focus on literacy, numeracy and health and wellbeing. A Facebook Group (WoW Group) is used as a platform for sharing information and keeping in touch with families. Members of this group have increased by over 50% from 113 to 178 members.

## Adult Learning

The SQA Centre is now the responsibility of the CLD team; planning to introduce SVQ awards later in 2022.

ESOL: the demand for ESOL has increased with classes based at the Ben Cleuch Centre; online programmes have been developed to supplement classes.

CLD partners are now carrying out programmes in the Bowmar Centre to facilitate adult and family learning programmes working with Co-Lab to develop web and an App-based Directory of local groups/classes etc. to facilitate adult learning.

The recent launch of the Scottish Adult Learning Strategy will be taken into account in developing adult learning across Clackmannanshire.

## CHILDREN & YOUNG PEOPLE

### Child Social and Physical Development

Problems with early child development are strongly associated with long-term health, educational, and wider social difficulties.

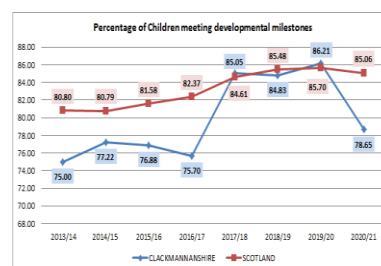
Detecting developmental problems early provides the best opportunity to support children and families with good evidence that parenting support and enriched early learning opportunities can improve outcomes for children including intensive early interventions for children with serious developmental problems.



The percentage of children meeting developmental milestones across Clackmannanshire fell in 2020/21 to **78.7%**, a fall of 7.6 pp. The Scottish average also fell but not to

the same extent as it did across Clackmannanshire [a national fall of 0.6 pp].

The gap with the national achievement rate is 6.4 pp in 2020/21; this is despite in previous years being quite similar to the national [since 2017/18 – as illustrated in the chart above].



### Looked After Children (LAC)

The total number of Looked After Children across Clackmannanshire as of 31st July 2021 was 270; 2.7% of the 0 to 17 year population; higher than the previous year where it was 2.5% and higher than the Scottish average of 1.3%.

Of the LAC “starting to be looked after during 1 August 2020 to 31 July 2021”, 21% were children aged under 5 years.

The largest proportion of LAC continues to be looked after by friends/relatives, almost half at 46%; higher than the Scottish average which is 33%.

Clackmannanshire still has a much higher cost of foster care for LAC at 20% (slight fall on the previous year) compared to the Scottish average of 10% .

### Child Protection

The number of children & young persons on the Child Protection Register in 2020/21 was 41, equates to rate of 4.6 per 1000 population; a slight fall on the previous year [43, 4.8 per 1000 population] .

The main concerns identified at case conferences for Clackmannanshire continues to be parental substance misuse (alcohol & drugs) followed by neglect then domestic abuse

Clackmannanshire Educational Psychology Service

The Educational Psychology Service (EPS) has had 556 requests for assistance from establishments and parents/ carers looking for support and advice between August 2021 & June 2022, approximately 50.5 requests per month. This compares with 552 requests for assistance previously between March 2020 and May 2021, approximately 36.8 requests per month.

This is an approximate increase of 27% between the times noted above. The most

frequent issue raised in requests for assistance remains autism spectrum conditions.

The EPS is currently working alongside 111 children and young people directly to support educational assessment and planning. This is an approximate increase of 47% between the times noted above.

The Intensive Therapeutic Service works regularly (usually weekly) with 15 children, young people and their families to help resolve trauma that is affecting their education.

A further 26 children and young people are supported by the EPS in Out of Authority Placements.

### **Counselling in Schools Service (CiSS)**

This Service for pupils aged 10 to 18 was launched in September 2020 receiving 210 referrals [July 2021]. Of these referrals, 64% were for females and 36% were for males.

Pupils from all sectors (primary, secondary and specialist schools) accessed the Service, with the majority of referrals (71.5%) coming from secondary schools.

Most pupils referred to the Service came from areas of multiple deprivation with 40.9% of pupils living in SIMD 1 and 2 and 65.7%, living in SIMD 1-4, which suggests a potential impact of deprivation on mental health and wellbeing.

Sixteen per cent [16%] referrals were for care-experienced pupils.

Pupils were referred to the CiSS for a variety of reasons including:

- emotional regulation issues
- behavioural difficulties (such as hyperactivity and attention issues)
- peer and family relationship issues
- mental health difficulties such as anxiety, depression, self-harm and trauma

Pupils also report struggling with transitions, bereavements, family change and the impact of COVID and lockdown.

### **Mental Health & Wellbeing Survey**

Primary School Survey compared two years: June 2020 to June 2021

Highlights

- 88% state they have re-engaged with their learning
- 87% state they have received emotional support from school

The following have the largest yearly change:

- Have many worries [jump of 50 pp – 65%]
- Easily distracted [jump of 48 pp – 76%]
- More nervous/clingy [jump of 48 pp – 67%]
- Restless & overactive [jump of 36 pp – 56%]

Secondary School Survey results from June 2021

Highlights

- 81% state do not have good attention span
- 72% state they have many worries
- 65% state they enjoyed being back at school
- 74% state they have re-engaged with their learning

- 74% state they have received emotional support from school

Both surveys report that about a fifth of school pupils (both primary & secondary) have lost someone close to them over the pandemic period.

#### Holistic Wellbeing and Listening Service

Across the authority approximately 147 pupils have regularly accessed the Wellbeing Service (August 2021-Feb 2022) for individual support.

The service continues to provide universal support through

- Group Work
- Walk and Talks
- Mindfulness
- Drawing & Talking Session
- Family Support
- Outdoor Activities

#### Active Schools

Active Schools offers an annual inclusive programme of physical activity and sport to all pupils in primary, secondary and additional support needs settings.

The programme's key areas of work are:

- Extra curricular sport - delivery of free activities at lunchtime or after school over a 24 week period with over 1000 participants
- Delivery of the Sports Leader UK Young Leader training programme to all Primary 6 or 7 children in the all primary schools & Lochies School - 450+ pupils
- Creation of Sports Committees (pupil led groups) in all educational settings in preparation for re-launch in August 2022 of the SportScotland School Sport Award programme
- Support for delivery of Sports Leader UK SCQF Leadership in Sport Level 4 and Level 6 (Higher Leadership) courses.

oLornshill Academy had 1 pupil achieve level 4 and 9 pupils achieve Level 6 this year

oCSSS had 3 pupils achieve Level 4.

- All Primary 5 & Primary 6 pupils access free Bikeability Level 1 and 2 training - cycle skills sessions
- All Primary 7 pupils across the Lornshill Academy cluster have access to a free bike as part of a Scottish Government pilot in partnership with Forth Environment Link.

o170 pupils received a 'pre-loved' bike last academic year.

#### Physical Education

All pupils continue to receive 2 hours quality physical education each week by a qualified PE teacher; following an authority wide annual plan

- All Primary 7 pupils have the opportunity to take part in a school skiing programme delivered at Firpark Ski Centre

## Events and Festivals

Every P1 - P7 has access to and took part in a range of events and festivals during 2021/22 covering in both school and central venue events.

## Engagement in Sport

Due to the break in programming for over 2.5 years, baseline participation data has been re-set:

- 50% of primary pupils take part in extracurricular sport sessions
- 15% of secondary pupils take part in extracurricular sport sessions

## Appendix

<sup>1</sup> [https://scotland.shinyapps.io/ScotPHO\\_profiles\\_tool/](https://scotland.shinyapps.io/ScotPHO_profiles_tool/)

<sup>1</sup> [www.statistics.gov.scot](http://www.statistics.gov.scot) Key Facts population

<sup>1</sup> Nomis official labour market statistics – Labour Market Profile – Clackmannanshire

<http://www.nomisweb.co.uk/reports/lmp/la/1946157409/printable.aspx>

<sup>1</sup> <https://www.nrscotland.gov.uk/files//statistics/council-area-data-sheets/clackmannanshire-council-profile.html>

<sup>1</sup> [www.gov.scot](http://www.gov.scot) Scottish Index of Multiple Deprivation 2020

<sup>1</sup> [www.gov.scot](http://www.gov.scot) Scottish Index of Multiple Deprivation 2020v2 Revision Notice

<sup>1</sup> All data for this section is taken from <https://www.gov.scot/publications/scotlands-labour-market-people-places-regions-statistics-annual-population-survey-2020-21/>

<sup>1</sup> All data presented in relation to employment stats is for April 2020-March 2021 and therefore provides estimates which are an average of the full year since Government policies related to the COVID-19 pandemic were introduced in March 2020. Comparisons are presented compared with the year before (April 2019- March 2020) and also the comparable period ten years before (April 2010-March 2011).

<sup>1</sup> Research by Loughborough University <http://www.endchildpoverty.org.uk/local-child-poverty-data-2014-15-2019-20/>

<sup>1</sup> <https://data.gov.scot/poverty/>

<sup>1</sup> NOMIS official labour statistics - Clackmannanshire

<http://www.nomisweb.co.uk/reports/lmp/la/1946157409/printable.aspx>

<sup>1</sup> <http://www.nomisweb.co.uk/reports/lmp/la/1946157409/printable.aspx>

<sup>1</sup>

<sup>1</sup> Homeless in Scotland 2020 to 2021, <https://www.gov.scot/publications/homelessness-scotland-update-30-september-2021/documents/>

<sup>1</sup> <https://www.nrscotland.gov.uk/files/statistics/alcohol-deaths/2020/alcohol-specific-deaths-20-report.pdf>

<sup>1</sup> <https://www.opendata.nhs.scot/dataset/scottish-drug-misuse-database/resource/d5ffbfe1-12d1-4d58-8a49-a32b8c3356a5>

<sup>1</sup> <https://www.nrscotland.gov.uk/files//statistics/drug-related-deaths/20/drug-related-deaths-20-pub.pdf>

<sup>1</sup> <https://publichealthscotland.scot/publications/infant-feeding-statistics/infant-feeding-statistics-financial-year-2020-to-2021/>

<sup>1</sup> <https://www.scotpho.org.uk/health-wellbeing-and-disease/suicide/data/local-authority/>

<sup>1</sup> <https://publichealthscotland.scot/publications/teenage-pregnancies/teenage-pregnancies-year-of-conception-ending-31-december-2019/>

<sup>1</sup> <https://www.gov.scot/news/domestic-abuse-recorded-by-the-police-in-scotland-2020-21/>

<sup>1</sup> [https://www.scra.gov.uk/resources\\_articles\\_category/official-statistics/](https://www.scra.gov.uk/resources_articles_category/official-statistics/)

<sup>1</sup> <https://www.gov.scot/publications/scottish-prison-population-statistics-2020-21/documents/>

<sup>1</sup> <https://www.gov.scot/publications/teacher-census-supplementary-statistics/>

<sup>1</sup> <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

<sup>1</sup> <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

<sup>1</sup> SEEMiS Bullying & Equalities Report, extracted 11/07/2022

<sup>1</sup> [www.gov.scot/binaries/content/documents/govscot/publications/statistics/2022/06/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition/documents/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition/govscot%3Adocument/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition.pdf](http://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2022/06/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition/documents/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition/govscot%3Adocument/summary-statistics-follow-up-leaver-destinations-no-4-2022-edition.pdf)

<sup>1</sup> <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/>

<sup>1</sup> <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2020-21/documents/>

<sup>1</sup> <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2020-21/documents/>

<sup>1</sup> <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2020-21/documents/>

<sup>1</sup> Data provided by Clacks Educational Psychologists

<sup>1</sup> Results provided by Education Services – Mental Health & Wellbeing Survey June 2021

<sup>1</sup> Data provided by Sports Development, July 2022

**21 Key Indicators (tracked by SIMD 1 & 2 and overall)**  
***COVID Recovery will be integral to all key indicators***

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● % Children achieving expected levels of Literacy &amp; Numeracy*</li> <li>● % Young people achieving at SCQF Levels in Literacy &amp; Numeracy*</li> <li>● No of Awards achieved by young people by end of Senior Phase</li> <li>● No of Children &amp; Young People (C&amp;YP) gaining volunteering awards at school and in the community</li> <li>● Attendance figures*</li> <li>● Poverty Related Attainment Gap</li> <li>● Number of external placements for Care Experienced</li> <li>● Care Experienced young people with more than one placement</li> <li>● Number of children on the child protection register / length of time registered</li> <li>● Number of individuals accessing mental health support (Justice)</li> <li>● Number of individuals accessing drug and alcohol services (Justice)</li> <li>● Number of referrals received for Caledonian Programme (domestic abuse)</li> <li>● Number of orders for Caledonia Programme granted (domestic abuse)</li> </ul> | <ul style="list-style-type: none"> <li>● Sustained Positive Destinations*</li> <li>● No of C&amp;YP reporting engagement in leadership opportunities</li> <li>● No of children / families in SIMD 1&amp;2 with access to digital resources</li> <li>● No of C&amp; YP who are aware of their rights in relation to UNCRC</li> <li>● No of young people who report drinking alcohol</li> <li>● Mental Health Indicator – No. of young people (3years-18 years ) accessing digital mental health supports</li> <li>● % of children expected to achieve their chronological vocabulary/communication level</li> <li>● Permanency Timescales</li> </ul> |
|---|---|



## 4 DELIVERY PLAN

### Business Plan 2022-23

#### Priority – Inclusive Growth, Jobs, Employability

- We aim to maximize the opportunities for local people and businesses through our improved economic performance. We will also establish standards, delivery models and strategies which allow Clackmannanshire to play a leading role in meeting the climate challenge and protecting our built and natural environment. We will maximize opportunities through the City Deal.

Code	KPI	2018-19	2019-20	2020-21	Target	Lead
		Value	Value	Value		
EDU SPH 15	Positive Destinations	94.2%	96.5%	95.9%	97%	Chief Education Officer
New	% Reduction in children, living in relative low income families	22%	21%	21%	N/A	Chief Social Work Officer
	% reduction of children living in absolute low income families	17%	17%	19%		Chief Social Work Officer

New	No. of children / families in SIMD 1&2 with access to digital resources	--	--	58.3%		Chief Education Officer
New	% Reduction in children, young people and their families living with limited resources (defined as low income and not being able to afford basic necessities)	--	--	15.5%	N/A	Chief Social Work Officer

Pentana Code	Priority	Short Title	Action	Impact	By When	Lead
PPL 22 01	Inclusive Growth, Jobs and Employability	Skills Framework	Collaborate with employability partners, including colleagues from Place and the City Region Deal on the implementation of a Skills Framework for schools and ELCs, which aligns with labour market information in Clackmannanshire.	All children and young people understands the skills they are developing in each subject area and can articulate the skills needed for learning, life and work, evidenced by focus groups, surveys and interviews.  An increase in the % young people remaining in City Deal Region for work.	31 August 2023	Improving Outcomes Manager - Education
PPL 22 02	Inclusive Growth, Jobs and Employability	Family Wellbeing Partnership	Secure links with local employers and Flexibility Works Scotland to analyse research information commissioned by the Social Innovation Partnership from the Wellbeing Economy Alliance Scotland (WEALL).	Analysis will identify opportunities and barriers in local employment market to influence future employment strategy going forward.  An overview of all pre-employment and employment supports within Clackmannanshire will be available and our 'employment' community will be more cohesive and inclusive. 5% increase in number of people who	31 August 2023	Family Wellbeing Partnership

				are skilled, trained and ready for learning and employment.		
--	--	--	--	---	--	--

**Priority – Raising Attainment, particularly in literacy and numeracy, and closing the poverty related attainment gap**

- We will support children to be ready for learning and increase innovative and nurturing approaches to improve behavior, attendance and achievement. We will work in partnership to empower and support school leaders to maximize the use of data to target interventions. We will take steps to tackle poverty and inequality through raising attainment.

Code	KPI	2018-19	2019-20	2020-21	Target	Lead
		Value	Value	Value		
New	Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in literacy.	72.3%	No data	66.9%	72%	Chief Education Officer
New	Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in Numeracy	79.1%	No data	74.7%	79%	Chief Education Officer
New	Numeracy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	-21.3pp	No data	-27.4pp	17	Chief Education Officer
New	Literacy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	-20.3pp	No data	-22.2pp	21	Chief Education Officer

New	% Young people achieving at SCQF Levels in Literacy (Levels 4, 5 & 6)	72.2%	69%	74%	74.5%	Chief Education Officer
New	% Young people achieving at SCQF Levels in Numeracy (Levels 4, 5 & 6)	56.5%	54.1%	57.2%	60.5%	Chief Education Officer

Pentana Code	Priority	Short Title	Action	Impact	By When	Lead
PPL 22 03	Raising Attainment	ASN Capacity Building	<p>Develop and implement Flexible Learning Spaces in identified establishments</p> <p>Develop a tiered approach to professional learning (PL) for education staff to ensure they have the knowledge and skills to meet the range of ASN in their establishments.</p>	<p>Most staff report an increase in confidence and skill to support children and young people with additional support needs.</p> <p>Increase the number of CStrive referrals that demonstrate improved use of the wellbeing assessment to assess children and young people's needs.</p>	31 August 2023	Improving Outcomes Team – ASN
PPL 22 04	Raising Attainment	Tracking progress of vulnerable groups.	<p>Improve tracking arrangements to inform the choices of young people and the curricular offer.</p> <p>Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter</p>	<p>100% of care experienced mentored young people stay on until S5 and enter a positive destination thereafter.</p> <p>Increase the number of young people in vulnerable groups engaging in mentoring.</p>	31 August 2023	Improving Outcomes Manager – Education

			leavers.			
PPL 22 05	Raising Attainment	Targeted literacy and numeracy interventions	Provide additionality in targeted primary establishments, to carefully plan for, implement and evaluate the impact of evidence-based approaches and interventions with a focus on closing the gap between pupils in SIMD Q1 and Q5	Reduce the poverty related attainment gap in Literacy (P1, P4 and P7 combined)  Reduce the poverty related attainment gap in Numeracy (P1, P4 and P7 combined)	31 August 2023	Improving Outcomes Team
PPL 22 06	Raising Attainment	Regional Improvement Collaborative	Develop opportunities with the support of the Regional Improvement Collaborative and Education Scotland to share effective practice to raise attainment and close the poverty related attainment gap.	Increase in number of practitioners engaging in development opportunities	31 August 2023	Improving Outcomes Team
PPL 22 07	Raising Attainment	Assessment of children's progress	Implement key actions outlined in Clackmannanshire's 'Numeracy and Literacy Frameworks to support increased attainment and improved practice across BGE	Increased attainment in Literacy and Numeracy at P1, P4 and P7 combined and at Third Level	31 August 2023	Improving Outcomes Team
PPL 22 08	Raising Attainment	Targeted Support	Develop a model of targeted support with Education Scotland to accelerate progress in attainment across Clackmannanshire.	Increased attainment in Literacy and Numeracy at P1, P4 and P7 combined and at Third Level-Senior Phase  Education Scotland assessments report improvements in progress	31 August 2023	Improving Outcomes Manager – Education
PPL 22 09	Raising Attainment	Attainment Data Strategy	Continue to develop the Local Authority strategy to ensure attainment and other data is robust and staff are confident in using it to identify strengths and areas for development.	Increase in staff confidence and skill in the targeted use of data and analysis is evidenced in School Improvement Planning and Standards and Quality Reporting	31 August 2023	Improving Outcomes Manager - Education

PPL 22 10	Raising Attainment	Strategic Equity Funding	Ensure that Strategic Equity Funding (SEF) interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap.	Increase in the number of establishments reporting that their improvement planning clearly outlines how Attainment Scotland Funding (PEF, SAC, CE) is used to close the poverty related attainment gap is 'very good' or better.	31 August 2023	Improving Outcomes Team - Education
PPL 22 11	Raising Attainment	Practitioner Parental Involvement and Engagement CLPL	Ensure Practitioners have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver parental entitlements.	<p>PIE Census 2023 highlights an increase in parent voice, Learning at Home, sharing of information and communication</p> <p>Increased Practitioner Participation in CLPL</p> <p>Most practitioners report an increase in confidence and skill to work with parents and families to deliver parental entitlements</p>	31 August 2023	Improving Outcomes Team – Education
PPL 22 12	Raising Attainment	Stretch Aims - Poverty Gap	Ensure that 'stretch aims' articulate both ambitious and achievable aims and take into account evidence-based self-evaluation,	Reduction in the poverty related attainment gap across identified aims	31 August 2023	Improving Outcomes Manager - Education
PPL 22 13	Raising Attainment	Care Experienced Young People's Attainment	Support all educational establishments to identify, monitor and track the attainment of young people from a care experienced background, to ensure that they fulfil their potential and that any barriers to engagement are removed.	% CEYP attaining in the senior phase.	31 August 2023	Improving Outcomes Manager – Education
PPL 22 14	Raising Attainment	Care Experienced Children	Develop and implement a programme in primary establishments to close the	Tracking of attainment of identified Care Experienced children and young people shows improved progress and	31 August 2023	Improving Outcomes Manager -

			<p>educational attainment gap for identified Care Experienced children and young people.</p> <p>Develop a Virtual Heads Group to bring about improvements for Care Experienced children in primary and to promote their educational achievement as if they were in a single school.</p>	<p>achievement</p> <p>Increased attendance of Care Experienced children and young people</p>		Education
PPL 22 15	Raising Attainment	Sportscotland School Sports Awards	A relaunch of the School Sports Awards supporting primary and secondary schools to achieve silver / gold awards	<p>Meeting criteria as prescribed by Sportscotland</p> <p>Number of schools achieving awards.</p>	31 August 2023	Improving Outcomes Manager – Sports Development

### Priority – Sustainable Health and Social Care

- We aim to improve the environment, quality of life and ease of access to services. Enhanced wellbeing will also provide greater participation opportunities as a consequence of improving economic performance on Clackmannanshire. Delivering increased wellbeing also aims to produce equitable growth.

Code	KPI	2018-19	2019-20	2020-21	Target	Lead
		Value	Value	Value		
EDU SPH 09	Rates of weekly drinking in young people (% of 13 year olds taken an alcoholic drink in 7days)	47%	-----	No data	Reduce	Chief Education Officer
New	No. of referrals received for Caledonian Programme (domestic abuse)			70		Service Manager, Youth Justice
New	No. of orders for Caledonian Programme granted (domestic abuse)			22		Service Manager, Youth Justice
New	Reduction in rates of completed suicide	--	No data	[2016/20] 17.1:100k		Chief Education Officer
EDU BGE 11	% of children and young people who agree with the statement 'I enjoy my life'.	79% (primary & secondary)		No data		Chief Education Officer



	No. of referrals to Children's Reporter	129	239	161	Reduce	Chief Social Work Officer
New	No. of young people (3years-18 years )accessing digital mental health supports			72% (Mind Moose) 187 (Kooth)		Chief Education Officer

Pentana Code	Priority	Short Title	Action	Impact TBC	By When	Lead
PPL 22 16	Health and Social Care	Care Experienced Young People	<p>Increase support available to care experienced young people.</p> <ol style="list-style-type: none"> <li>1. Registration and development of a Supported Lodgings Service for young people aged 16-25.</li> <li>2. Strengthen the availability of intensive support for young people moving to live in their own tenancy. This will be achieved through commissioning arrangements and a small test of change developing an outreach model for YP leaving Woodside.</li> <li>3. Development of a multidisciplinary hub model of working with the aims of reducing isolation, creating</li> </ol>	<p>Increase in the number of young people open to the service living in and sustaining their own tenancies.</p> <p>Evaluation of the model after 6 months shows an increase in the supports available.</p>	31 August 2023	Improving Outcomes Manager - Care

			community, and creating accessible pathways to support from other services and 3rd sector partners e.g. housing, benefits, health, training and employment opportunities.			
PPL 22 17	Health and Social Care	Therapeutic Supports	Identify and extend the range of therapeutic supports offered across the People Directorate to ensure an integrated pathway of therapeutic support to further increase the impact of individual interventions.	% of children/young people who advise they know how to access support	31 August 2023	Improving Outcomes Manager – Educational Psychology
PPL 22 18	Health and Social Care	Child Protection	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	Child Protection Referrals decrease	31 August 2023	Improving Outcomes Manager – Child Protection
PPL 22 19	Health and Social Care	Trauma-informed suicide service	Increase uptake of Shout, an evidence-based trauma-informed text-based service for suicide prevention for 5 – 26 year olds to ensure awareness of crisis support that is available 24/7, and 365 days.	KPI Mental Health indicator - number of YP (3-18 years) (tbc), Reduction in the suicide intent and completion rates, particularly for young men (tbc)	31 August 2023	Improving Outcomes Manager – Educational Psychology
PPL 22 20	Health and Social Care	Mental Health Transformation Project	Extend the continuum of support available within the Mental Health Transformation Project in order that children and young people can access the right support at the right time in the right place	% of people who advise they know how to access support	31 August 2023	Improving Outcomes Manager – Educational Psychology
PPL 22 21	Health and Social Care	Improved outcomes for young adults with disabilities	Develop an integrated transitions strategy and operational procedure to improve outcomes for disabled children and young people to	Increased number of young people with severe and complex disabilities who have a timely transition to adult care services	31 August 2023	Improving Outcomes Manager – Early Intervention

			support their timely transition to adulthood and accessing adult services/support			
PPL 22 22	Health and Social Care	Icelandic Prevention Model	Implement Phase 2 of the Icelandic Prevention Model to ensure that all practitioners have access to clear, practical support, training and help to enhance the consistency of response particularly in relation to substance use, self-harm and suicidal intent.	Reduction in the number of Secondary pupils reporting that they have seriously considered suicide. IPM Census Data 2021 – 28%  Reduction in the number of Secondary pupils reporting that they have self-harmed on purpose. IPM Census Data 2021 – 44%	31 August 2023	Improving Outcomes Manager – Education
PPL 22 23	Health and Social Care	Health and Wellbeing Census	Ensure that all practitioners working in educational establishments with children and young people follow a consistent and coherent approach in preventing and responding to bullying by following the Local Authority Guidance, using targeted Career Long Professional Learning, resources and signposting to relevant agencies.	Reduction in the number of recorded SEEMiS bullying incidents – falling under RespectMe definition	31 August 2023	Improving Outcomes Manager - Education
PPL 22 24	Health and Social Care	Health and Social Care Partnership	The Health and Social Care Partnership Transformational Plan priorities provide a clear strategic direction and leadership programme to deliver 3 core priorities: Care Closer to Home: Caring and Connected Communities:	Feedback highlights that individuals, families and communities are engaged and involved in the design and implementation of the Transformational Plan  Individuals, families and communities report improved choice and control over their own outcomes	31 August 2023	Health and Social Care Manager

			Primary Care Transformation	Improved self management and prevention interventions/programmes lead to improved multi-disciplinary approaches and a reduction in demands on formal services		
PPL 22 25	Health and Social Care	Review Sport and Active Living Framework	In line with Future Leisure Provision, revise Implementation Plan within Sport and Active Living Framework	The revised Sport and Active Living Framework contributes to the key outcomes as set out in the Scottish Governments Active Scotland Framework	31 August 2023	Improving Outcomes Team – Sports Development

### Priority – Empowering Families and Communities

- We will place people at the heart of service delivery. We aim to prioritise service users, family and community participation and leadership in developing and delivering solutions. We will work in partnership to build individual, family and community skills in support of social and financial independence.

Code	KPI	2018-19	2019-20	2020-21	Target	Lead
		Value	Value	Value		
EDU BGE 03	Attendance figures	92.8%	92.2%	92.2%--	--	Chief Education Officer
New	No of external placement reduced				5%	Chief Social Work Officer
New	Reduction in unplanned placement changes for children				10%	Chief Social Work Office
New	Increase in children and young people's participation and consultation, feedback					Chief Social Work Office

Pentana Code	Priority	Short Title	Action	Impact	By When	Lead
PPL 22 26	Empowering Families and Communities	Engaging Parents / Carers of CYP with ASN	To develop and implement a programme of support and networking opportunities for parents and carers of children/young people with ASN	% of parents/carers who feel confident to share their views and ask for support if required Increase in attendance of	31 August 2023	Improving Outcomes Team - ASN

				parents/carers at planned ASN network events compared to 2021/22 levels		
PPL 22 27	Empowering Families and Communities	Community Learning and Development	Ensure CLD plan continues to meet local needs and targeted approaches in light of recovery from COVID	Feedback highlights community response and approaches to meet identified needs	31 August 2023	Improving Outcomes Manager - Education
PPL 22 28	Empowering Families and Communities	Family Wellbeing Partnership	Continued implementation of a 365 school within Alloa Academy, where multi-agency partnerships include supports for families; such as benefit supports, pre-employment and employment support and family qualifications.	10% increase in number of parents accessing school for adult/family supports from baseline.  20% increase in number of families actively supported by Clackmannanshire's Family Wellbeing Partnership from baseline	31 August 2023	Improving Outcomes Team-Early Intervention
PPL 22 29	Empowering Families and Communities	Family Wellbeing Partnership	Exploration and review of current offering of childcare within Clackmannanshire will be completed in collaboration with Flexibility Childcare Scotland to increase childcare and flexibility	4% increase in capacity of childcare (combined registered and unregistered)  5% increase in flexible childcare	31 August 2023	Improving Outcomes Team-Early Intervention
PPL 22 30	Empowering Families and Communities	Family Wellbeing Partnership	Continued use of local budgets to take a consolidated approach to supporting families at the point of need.	3% increase in flexible use of consolidated funds to support wellbeing and capabilities of families.	31 August 2023	Improving Outcomes Team-Early Intervention
PPL 22 31	Empowering Families and Communities	Family Wellbeing Partnership	Develop an early intervention STRIVE based around one secondary catchment, collaborating with NHS to consider how they can integrate elements of the STRIVE	Increased wellbeing, reduced number of individuals/families reaching	31 August 2023	Improving Outcomes Manager - Education

			approach into practice at a universal level. Impact - Increased wellbeing, reduced number of individuals/families reaching "			
PPL 22 32	Empowering Families and Communities	Remuneration - Care Experienced Service Design	Develop a fair and transparent policy for remunerating care experienced individuals involved in co-designing and co-producing aspects of service design in order that they receive fair remuneration for their time/input.		31 August 2023	Improving Outcomes Team – Care
PPL 22 33	Empowering Families and Communities	Participation Network	Incorporate a holistic approach to the further development of the Participation Network to ensure the Voice foundation of the Promise is upheld.		31 August 2023	Improving Outcomes Team – Care
PPL 22 34	Empowering Families and Communities	Family Learning	Support practitioners to have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver Family Learning to fulfil the aims of the School Improvement Plan (SIP).	PIE Census data shows an increase in % satisfaction with schools' Family Learning offer, parental awareness of the offer and participation in Family Learning.  Offer of online Family Learning is increased.  Increase in Family Learning in SIP is targeted and based on good practice.	31 August 2023	Improving Outcomes Team – Education
PPL 22 35	Empowering Families and Communities	Parent Council Support	Ensure Parent Councils are supported to fulfil their legally prescribed and constituted role, offering individual support as identified and required.	100% of Parent Councils fulfil their legal role defined by the 2006 PI Act.  PIE Census date shows an increase in satisfaction of parents around the information they get	31 August 2023	Improving Outcomes Team – Education

				from the PC.		
PPL 22 36	Empowering Families and Communities	Effective GIRFEC systems and processes	Clackmannanshire to implement revised GIRFEC materials and Pathways, in line with Forth Valley activity.	Reduction in numbers of children subject to statutory measures	31 August 2023	Improving Outcomes Team – Early Intervention
PPL 22 37	Empowering Families and Communities	UNCRC	Work with partners, staff, young people and families to ensure that the UNCRC legislation is understood and embedded in practice, aligning with the Scottish Government's UNCRC Incorporation Bill and the new priority in the National Improvement Framework.	% of parents, carers and staff conversant with the UNCRC expectations.  Increased no. of parents agreeing school helps them to understand their child's rights.	31 August 2023	Improving Outcomes Manager - Education
PPL 22 38	Empowering Families and Communities	Empowerment Agenda ( <i>Collaborative Improvement Action</i> )	Further work to be taken forward on the empowerment agenda. Ensure that support for an empowered system is collective and involves working in partnership across all establishments and with relevant stakeholders	Increase awareness and understanding of an Empowered System with resultant improvement in outcomes.	31 August 2023	Improving Outcomes Manager - Education
PPL 22 39	Empowering Families and Communities	Intensive Therapeutic Service	Extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire.	Increase the percentage of children and young people who advise they know how to access support.  Increase uptake of SHOUT, our evidence based, trauma informed text based service for suicide prevention for 5-26 year olds to ensure awareness of crisis support that is available 24/7, 365 days.	31 August 2023	Improving Outcomes Team – Educational Psychology
PPL 22 40	Empowering Families and Communities	Youth Criminal Justice	A whole system approach is developed for young people who are involved or on the cusp of	A reduction in the number of children and young people in the youth or criminal justice system.	31 August 2023	Improving Outcomes Team -



			involvement with youth or criminal justice services.	Youth crime is reduced.		Criminal Justice
PPL 22 41	Empowering Families and Communities	Domestic Abuse – Criminal Justice	The Domestic Abuse Bill 2021 is implemented collaboratively across the whole service and with partners, and there is collaborative investment in Safe and Together and the Caledonian Model for working with families and children who have experienced domestic abuse.	Feedback highlights that children and families experiencing domestic abuse are supported and feel safer.  Rates of domestic Abuse incidents decrease.	31 August 2023	Improving Outcomes Team - Criminal Justice
PPL 22 42	Empowering Families and Communities	Domestic Abuse - Education	Working with Clackmannanshire Violence Against Women, support practitioners to embed the principles and practice within the Scottish Governments Equally Safe at School Strategy to prevent and eradicate violence against women and girls.	Rates of domestic Abuse incidents decrease.	31 August 2023	Improving Outcomes Team - Education
PPL 22 43	Empowering Families and Communities	Early Intervention Referrals	Increased Early Intervention Referrals to Family Group Decision Making to increase strengths and resilience within family networks. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support.	Increase number in families who have received a FGDM service	31 August 2023	Improving Outcomes Team – Early Intervention
PPL 22 44	Empowering Families and Communities	External Placements	Reduction in the use of external placements  1. Development of a resource allocation group to quality assure and support planning which requires an additional resource.  2. Further develop foster carer	A reduction of admissions to foster care and residential care. The numbers of new foster carers or transfers in of local carers from other agencies increases.	31 August 2023	Improving Outcomes Team – Care

			<p>recruitment approaches to maximise success.</p> <p>3. Review of foster carer levels and fees to support recruitment and retention of foster carers and maximise use of existing resources.</p>			
PPL 22 45	Empowering Families and Communities	PEPASS Relaunch	Relaunch PEPAS (Physical Education, Physical Activity and Sport) to bring ASN, primary PE, active schools and secondary PE together to ensure that the planning of school sport and PE is well coordinated and delivered to a high standard.	<p>Increased collaboration and coordination improves access to and involvement in sport and active living opportunities</p> <p>Maintain 2 hours (per pupil per week) of high quality curricular PE for all children in all primary establishments.</p>	31 August 2023	Improving Outcomes Team – Sports Development
PPL 22 46	Empowering Families and Communities	Participatory Budgeting	Develop opportunities to consult and include all parents in establishment’s improvement planning, with a focus on the use of Pupil Equity Funding to enhance family engagement, learner participation and democratic education	<p>Increased parent and carer involvement in participatory budgeting across school improvement planning, including the use of Pupil Equity Funds.</p> <p>At least 1% of PEF budgets across establishments will be subject to participatory budgeting.</p>	31 August 2023	Improving Outcomes Team - Education

### Priority – Organisational Transformation


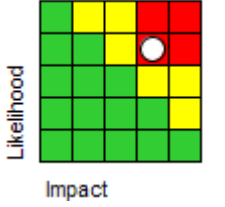
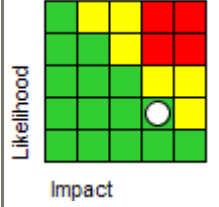
- We will ensure our workforce is skilled and supported to work with partners to deliver the best possible service to our children and families. We will provide opportunities for ongoing, continuous professional learning and encourage leadership at all levels within our service. We will regularly review and update our processes and procedures to ensure they are timely, efficient and consistently fair for all.


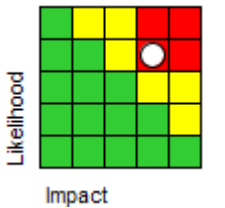
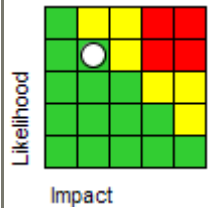
Pentana Code	People Priority	Short Title	Action	Impact	By When	Lead
PPL 22 47	Organisational Transformation	Independent Reviewing Officers	<p>Strengthen role of Independent Reviewing Officers (IRO's) to ensure high quality outcome focused planning for children.</p> <ol style="list-style-type: none"> <li>Increase establishment to 3 FTE Independent Reviewing Officers.</li> <li>Establish reviews of children looked after at home and pathway reviews within IRO remit.</li> <li>Increase number of children and young people participating in their review meetings.</li> </ol>		31 August 2023	Improving Outcomes Manager – Care
PPL 22 48	Organisational Transformation	Trauma-informed practice across workforce	Integrate aspects of Readiness for Learning ('R4L') into the wider development of trauma informed practice across the workforce in order to better support children, young people and families.	Greater awareness of impact of trauma on children, young people and their families across the workforce leading to improved service delivery and better outcomes.	31 August 2023	Improving Outcomes Manager – Educational Psychology
PPL 22 49	Organisational Transformation	Leadership Recruitment and Development	Collaborate with University of Stirling, and ADES to provide opportunities for Education staff to participate in leadership development training and respond.	Increase the percentage of establishments self-	31 August 2023	Improving Outcomes Manager – Business Support


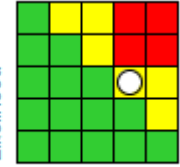
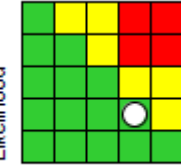
			to the national challenges of recruiting Primary and ELC leaders.	evaluated as 'good' or better for QI 1.2 Leadership of Learning		
PPL 22 50	Organisational Transformation	STRIVE	To support local service delivery and tackle needs early, embed STRIVE model as a common early intervention approach that delivers improved outcomes for children, young people, families and adults. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.	Reduction in repeat VPDs and referrals to statutory services	31 August 2023	Improving Outcomes Manager – Early Intervention
PPL 22 51	Organisational Transformation	Early Intervention Commissioning Strategy	Alongside the development of the Early intervention service within the people directorate, the commissioning strategy will support the provision of flexible and holistic family support services which enable families to build resilience and capacity. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.	Reduction in children subject to statutory measures	31 August 2023	Improving Outcomes Manager – Early Intervention
PPL 22 52	Organisational Transformation	Inter Agency support for Families and Vulnerable People	Families and vulnerable people get the help and support they need, as early as possible, from agencies working together. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.	Reduction in children subject to statutory measures	31 August 2023	Improving Outcomes Manager – Early Intervention


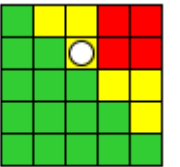
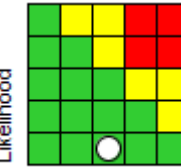
PPL 22 53	Organisational Transformation	Values based Leaders	Work with our community of Values Based Leaders to continue to change attitudes and behaviours.	Feedback highlights strengthened relationships within different directorates of Clackmannanshire Council, partners, families and third sector: leading to better outcomes for families and communities. % of partners working with Clackmannanshire FWP % increase in collaborative projects within different directorates % of ideas progressed through The Lens Perspective investment platform	31 August 2023	Improving Outcomes Manager – Early Intervention
PPL 22 54	Organisational Transformation	Launch of New SCUBA	Launch of new online booking system	Efficiencies for staff and customers	31 August 2023	Improving Outcomes Manager – Sports Development
PPL 22 55	Organisational Transformation	New Partnership Agreement between sportscotland and Clackmannanshire Council	Collaborate with Sportscotland to develop an Active Schools and Community Sports Hub and plan	Reporting on My Sport	31 August 2023	Improving Outcomes Team – Sports Development



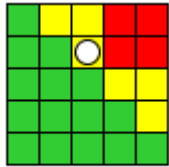
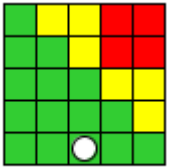
## Service Risk Register


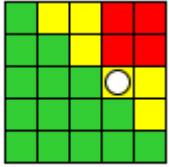
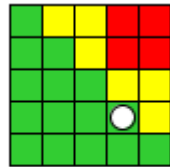
<b>ID &amp; Title</b>	PPL SRR 001 ELC establishment gradings	<b>Approach</b>	Treat	<b>Status</b>		<b>Managed By</b>	IO Manager	<b>Current Rating</b>	16	<b>Target Rating</b>	8
<b>Description</b>	ELC Partner providers not achieving gradings of 'Good or above' through inspection										
<b>Potential Effect</b>	Children would not have a high quality ELC experience. Ability to offer funded places may be withdrawn leading to decreased capacity to deliver 1140 hours across Clackmannanshire.										
<b>Related Actions</b>	People Business Plan	Early Learning, Primary and Secondary school curricula continue to be developed and implemented. Robust quality assurance is enhanced and improvement activity is in place.	<b>Internal Controls</b>	People Directorate Children's Services							
<b>Latest Note</b>	Two partner provider establishments and one local authority establishment are currently being supported for improvements										

<b>ID &amp; Title</b>	PPL SRR 002 SQA 21 22 uncertainty	<b>Approach</b>	Treat	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	16	<b>Target Rating</b>	8
<b>Description</b>	SQA 21 22 uncertainty										
<b>Potential Effect</b>	Young people have not experienced formal SQA assessments for two years. The impact of the change in assessment procedures in 2022 may show that SQA attainment has been adversely affected by the pandemic, but this will not be known until the results are published in August 2022. Further COVID mitigations may result in further loss of learning, were there to be an increase in absence as a consequence of a new variant.										
<b>Related Actions</b>	NIF 21 13	External Assessment 2022	<b>Internal Controls</b>	People Directorate Children's Services							
<b>Latest Note</b>	This is the third year of assessing young people in the senior phase during the global pandemic. Exams were cancelled in 2020 and 2021 as a result of continued interruption to learning and teaching, with a decision made to use teacher professional judgement as part of an Alternative Certification Model to assess young people's performance.										


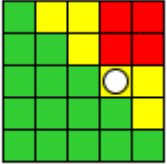
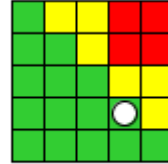


<b>ID &amp; Title</b>	PPL SRR 003 Leadership Recruitment & Retention	<b>Approach</b>	Tolerate	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Broad General Education	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Description</b>	The Service may struggle to recruit and retain senior leaders within Primary Schools and ELC settings due to the national shortage of people willing to undertake such roles							 Likelihood Impact	 Likelihood Impact		
<b>Potential Effect</b>	Concern around the quality of new leaders in promoted posts, and pressure on other staff members										
<b>Related Actions</b>	People Business Plan	Work with partners to provide opportunities for staff to participate in leadership development training and other LAs to understand how they are responding to these challenges		<b>Internal Controls</b>	Recruitment & Retention Policy Education Senior Management Team						
<b>Latest Note</b>	We will work with partners, in particular the University of Stirling, to provide opportunities for staff to participate in leadership development training. We will also continue to work with other local authorities through ADES to understand how other authorities are responding to these national challenges.										

<b>ID &amp; Title</b>	COU CRR 011	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of child/children.			<b>Status</b>		<b>Managed By</b>	Strategic Director	<b>Current Rating</b>	12	<b>Target Rating</b>	3
<b>Potential Effect</b>	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.							 Likelihood Impact	 Likelihood Impact			
<b>Related Actions</b>	LOI LP1 102	Develop a workforce plan		<b>Internal Controls</b>	People Directorate							
	PPL CSP	Children's Services Plan			Children's Services							
	PPL DBP	People Directorate Business Plan										
<b>Latest Note</b>	Planning and measures are in place to address staffing, leadership, assurance and improvement planning, including quarterly reports to Committee. We are currently recruiting to the vacancies for team leaders and social workers.											

		<b>Harm to Child(ren)</b>	Strategic Director - People			Current Score	12	Target Score	3
Risk	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of child/children.					 Likelihood Impact	 Likelihood Impact		
Potential Impact	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.								
Note	Senior management positions have been filled. Planning and measures are in place to address staffing, leadership, assurance and improvement planning, including quarterly reports to People Committee. A new Children's Services Plan and Public Protection Framework have been implemented, as well as continuing work on implementing and analysing the Child Protection minimum dataset and ongoing review of Public Protection risk logs.								
Related Actions	Children's Services Plan 2021-24		PPL CHC CSP	Existing Controls	Child Protection Procedures				
	Covid-19 Education Recovery Plan		PPL EDU CRP		Public Protection Chief Officers Group				
	People Business Plan 2021-22		PPL PBP 212		Public Protection Committee				

<b>ID &amp; Title</b>	COU CRR 048	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Senior Phase	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	Reputational damage, implications for inspection & funding, and continued poor school leaver destinations, participation & young people reaching potential, longer-term impacts on social mobility, poverty, life chances and economic growth.					 Likelihood Impact	 Likelihood Impact			
<b>Related Actions</b>	PPL DBP	People Directorate Business Plan	<b>Internal Controls</b>	Education Senior Management Team						
	PPL EDU CRP	Covid-19 Education Recovery Plan		Scottish Attainment Challenge						
	PPL EDU SAC	Scottish Attainment Challenge Action Plan 2020/21								
<b>Latest Note</b>	The educational impact of the Covid-19 pandemic, subsequent closure of schools, and reliance on remote home learning has been assessed. School Recovery Plans have been reviewed and now form part of School Improvement Plans (2021-2022) Schools will continue to be supported by the Centre Teams, specific government funding for additional staff, provision of digital learning resources and equipment and a greater focus on outdoor learning across all sectors. Health and wellbeing impacts are being addressed and supported by Educational Psychology and partner agencies. New and emerging challenges in light of Covid will be reviewed and targeted support provided to close any identified attainment gaps.									



<b>ID &amp; Title</b>	EDU SRR 001	The impact of rising prices particularly in relation to energy and fuel will make it difficult for external providers of services such as transport and external school placements able to fulfil their contractual obligations resulting in a risk to service provision.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Business Manager	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	This will continue to impact on resources and the ability of Services to meet service demands.									
<b>Related Actions</b>	PPL DBP      People Directorate Business Plan	<b>Internal Controls</b>	Audit Committee				Likelihood  Impact	Likelihood  Impact		
<b>Latest Note</b>										



# Clackmannanshire Staff Survey 2021

	Issued	Total Returns	% resp	2020	± 2020
<b>People Portfolio</b>	<b>1585</b>	<b>369</b>	<b>23%</b>	<b>23%</b>	<b>0%</b>
Education	1445	321	22%	21%	1%
Social Services - Childcare	139	48	35%	32%	3%
Social Services - Criminal Justice				25%	-25%
Social Services - Strategy				67%	-67%
Business Support				-	-

# Clackmannanshire Staff Survey 2021 - Education Results

## Survey response

	Returns	Edu
<b>Total</b>	<b>676</b>	321

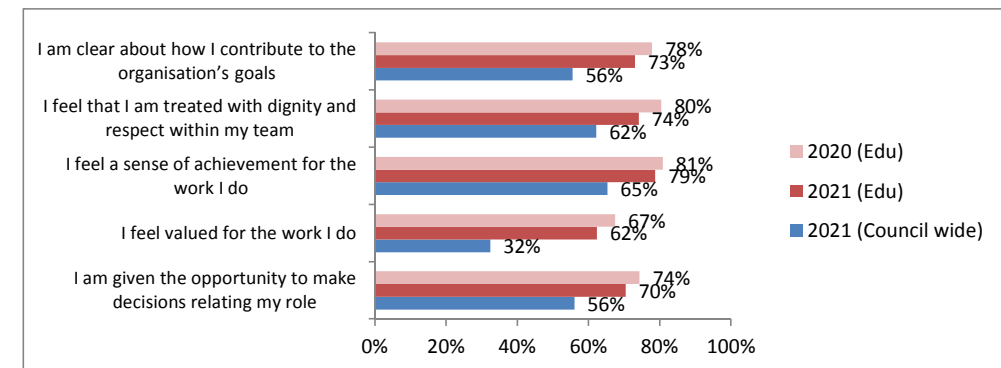
## Engagement index

### Average engagement index score by service (out of 100)

	Council Wide		Edu	± 2020
	Score	± 2020		
<b>All staff</b>	<b>68.9</b>	<b>+0.5</b>	70.9	-1.0

### 1 To what extent do you agree or disagree with the following statements?

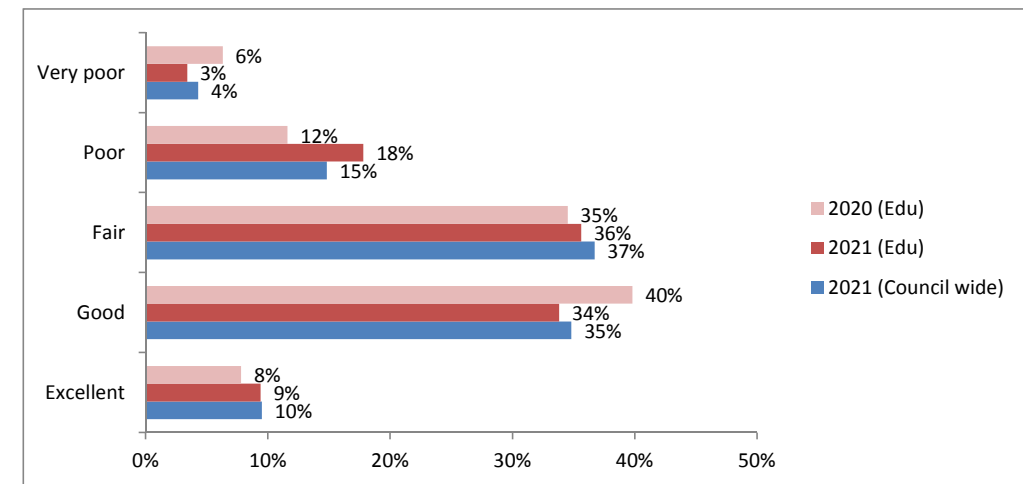
	Council Wide		Edu	Edu (2020)	± 2020
	Agree	Net			
I am given the opportunity to make decisions relating my role	70%	56%	70%	74%	-4%
I feel valued for the work I do	57%	32%	62%	67%	-5%
I feel a sense of achievement for the work I do	74%	65%	79%	81%	-2%
I feel that I am treated with dignity and respect within my team	74%	62%	74%	80%	-6%
I am clear about how I contribute to the organisation's goals	69%	56%	73%	78%	-5%



## Mental health and wellbeing

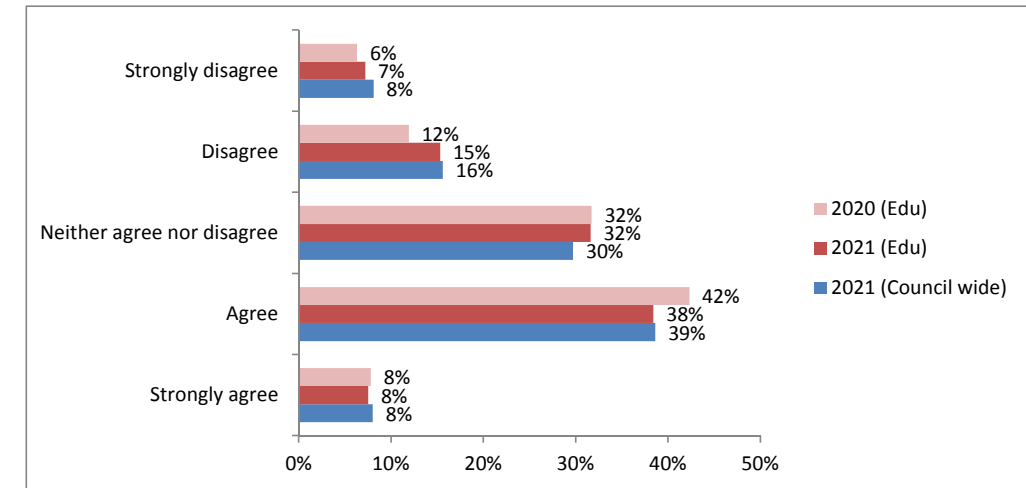
### 2 How would you rate your mental wellbeing right now?

	Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	Score			
Excellent	72	10%	9%	8%	2%
Good	262	35%	34%	40%	-6%
Fair	276	37%	36%	35%	1%
Poor	112	15%	18%	12%	6%
Very poor	32	4%	3%	6%	-3%
<b>Excellent/Good</b>	<b>334</b>	<b>44%</b>	<b>43%</b>	<b>48%</b>	<b>-4%</b>
<b>Very poor/Poor</b>	<b>144</b>	<b>19%</b>	<b>21%</b>	<b>18%</b>	<b>3%</b>



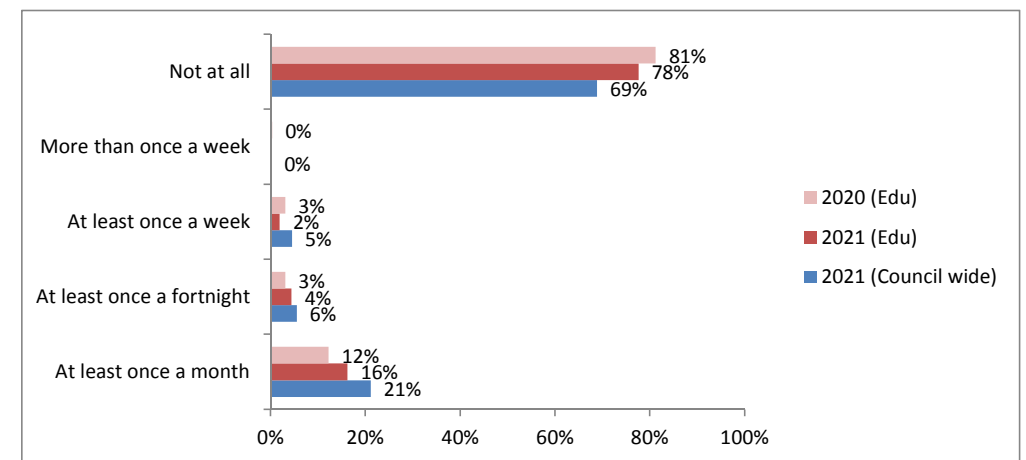
### 3 Do you feel supported by the Council to undertake your work effectively?

		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	674	674	320	319	1
Strongly agree		60	8%	8%	8%	0%
Agree		291	39%	38%	42%	-4%
Neither agree nor disagree		224	30%	32%	32%	0%
Disagree		117	16%	15%	12%	3%
Strongly disagree		61	8%	7%	6%	1%
<b>Strongly agree/Agree</b>		<b>351</b>	<b>47%</b>	<b>46%</b>	<b>50%</b>	<b>-4%</b>
<b>Strongly disagree/Disagree</b>		<b>178</b>	<b>24%</b>	<b>23%</b>	<b>18%</b>	<b>4%</b>



### 4 How often do you access the wellbeing page on www.clacks.gov.uk/staff?

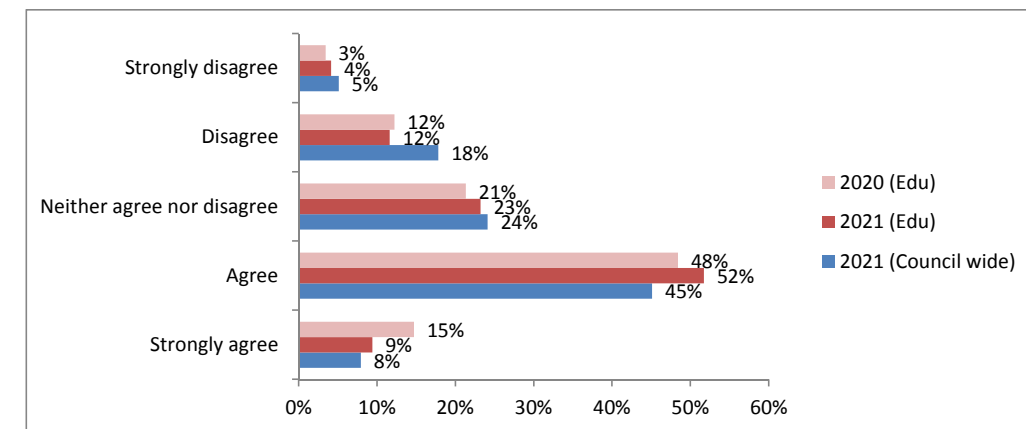
		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	676	676	321	319	2
At least once a month		159	21%	16%	12%	4%
At least once a fortnight		42	6%	4%	3%	1%
At least once a week		34	5%	2%	3%	-1%
More than once a week		1	0%		0%	0%
Not at all		520	69%	78%	81%	-4%
<b>Have accessed</b>		<b>236</b>	<b>31%</b>	<b>23%</b>	<b>19%</b>	<b>4%</b>



## Communication

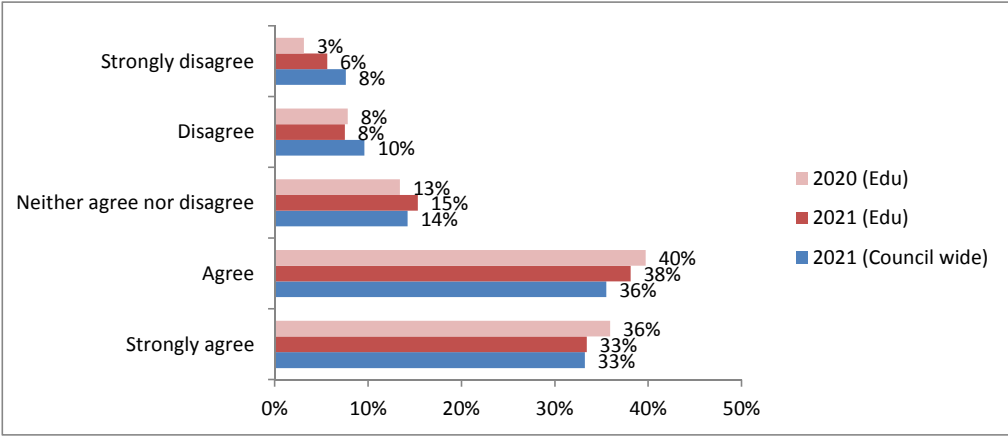
### 5 To what extent would you agree or disagree that you are being kept up to date with the latest information from around the organisation?

		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	671	671	319	320	-1
Strongly agree		60	8%	9%	15%	-5%
Agree		338	45%	52%	48%	3%
Neither agree nor disagree		181	24%	23%	21%	2%
Disagree		134	18%	12%	12%	-1%
Strongly disagree		38	5%	4%	3%	1%
<b>Strongly agree/Agree</b>		<b>398</b>	<b>53%</b>	<b>61%</b>	<b>63%</b>	<b>-2%</b>
<b>Strongly disagree/Disagree</b>		<b>172</b>	<b>23%</b>	<b>16%</b>	<b>16%</b>	<b>0%</b>



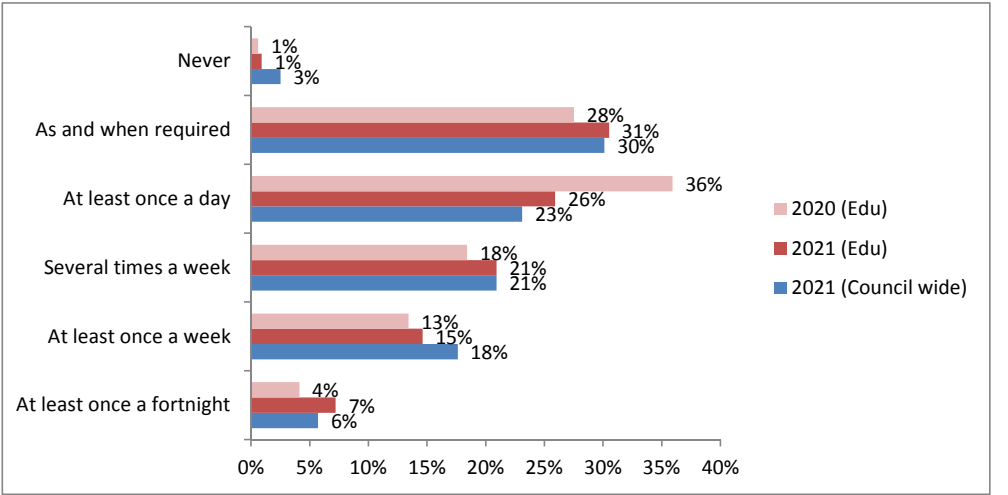
**6 Do you feel supported by your manager / supervisor?**

	Base (unweighted)	Council Wide	Edu	Edu (2020)	± 2020
	672	672	320	320	0
Strongly agree	249	33%	33%	36%	-3%
Agree	266	36%	38%	40%	-2%
Neither agree nor disagree	106	14%	15%	13%	2%
Disagree	72	10%	8%	8%	0%
Strongly disagree	57	8%	6%	3%	3%
<b>Strongly agree/Agree</b>	<b>515</b>	<b>69%</b>	<b>72%</b>	<b>76%</b>	<b>-4%</b>
<b>Strongly disagree/Disagree</b>	<b>129</b>	<b>17%</b>	<b>13%</b>	<b>11%</b>	<b>2%</b>



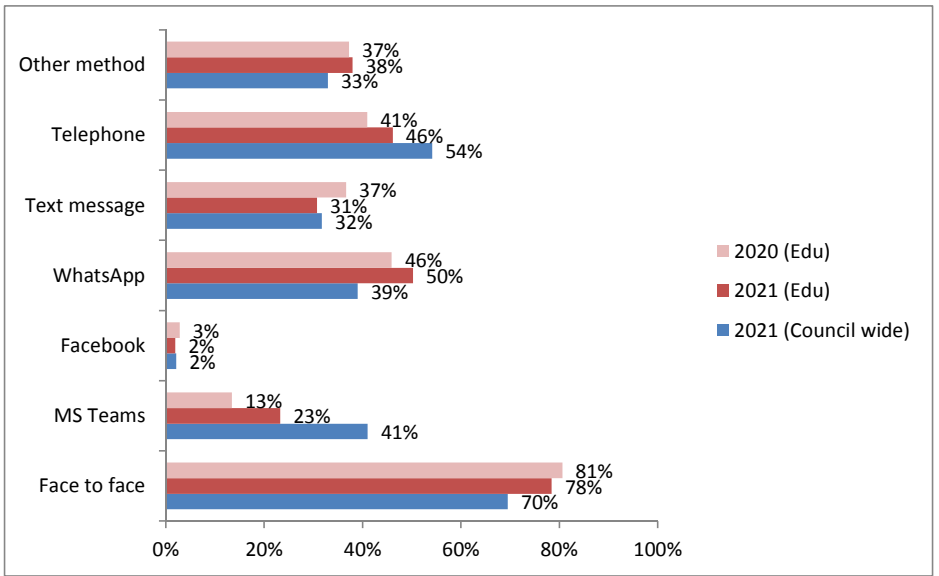
**7 How often does your manager keep in contact with you?**

	Base (unweighted)	Council Wide	Edu	Edu (2020)	± 2020
	671	671	321	320	1
At least once a fortnight	43	6%	7%	4%	3%
At least once a week	132	18%	15%	13%	1%
Several times a week	157	21%	21%	18%	3%
At least once a day	174	23%	26%	36%	-10%
As and when required	226	30%	31%	28%	3%
Never	19	3%	1%	1%	0%
<b>At least once a week</b>	<b>463</b>	<b>62%</b>	<b>43%</b>	<b>36%</b>	<b>7%</b>



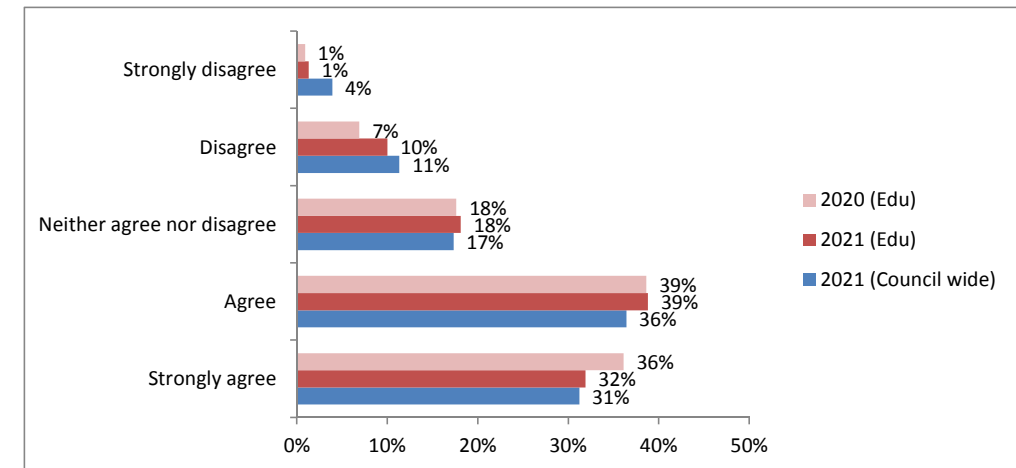
**8 What communication options does your manager use to keep in touch with you? Select ALL that apply**

	Base (unweighted)	Council Wide	Edu	Edu (2020)	± 2020
	664	664	319	320	-1
Face to face	516	70%	78%	81%	-2%
MS Teams	305	41%	23%	13%	10%
Facebook	16	2%	2%	3%	-1%
WhatsApp	290	39%	50%	46%	4%
Text message	236	32%	31%	37%	-6%
Telephone	402	54%	46%	41%	5%
Other method	245	33%	38%	37%	1%



9 To what extent do you agree or disagree that you have enough contact with your manager?

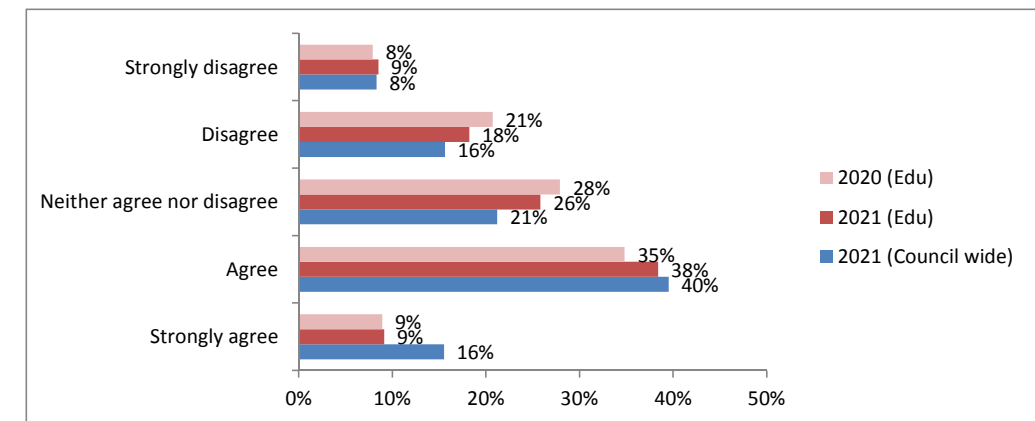
		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	671	671	320	319	1
Strongly agree		234	31%	32%	36%	-4%
Agree		273	36%	39%	39%	0%
Neither agree nor disagree		130	17%	18%	18%	1%
Disagree		85	11%	10%	7%	3%
Strongly disagree		29	4%	1%	1%	0%
<b>Strongly agree/Agree</b>		<b>507</b>	<b>68%</b>	<b>71%</b>	<b>75%</b>	<b>-4%</b>
<b>Strongly disagree/Disagree</b>		<b>114</b>	<b>15%</b>	<b>11%</b>	<b>8%</b>	<b>4%</b>



Homeworking

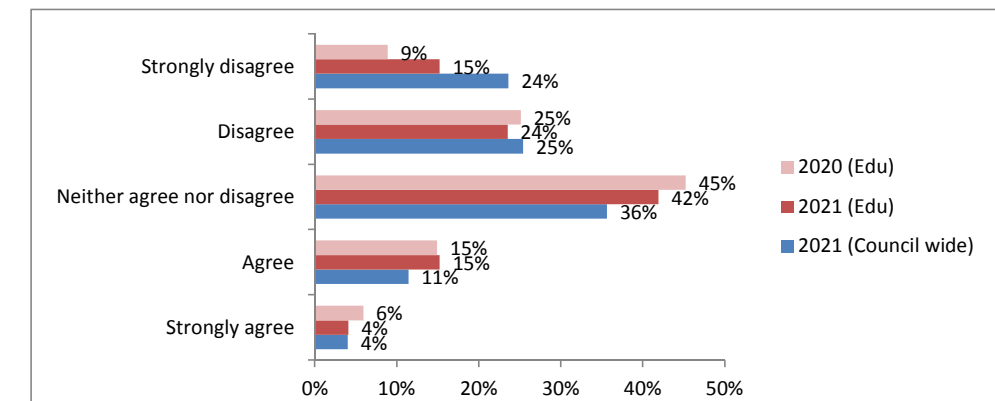
10 To what extent do you agree or disagree that you have the tools you need to work effectively from home?

		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	637	637	318	305	13
Strongly agree		112	16%	9%	9%	0%
Agree		283	40%	38%	35%	4%
Neither agree nor disagree		152	21%	26%	28%	-2%
Disagree		112	16%	18%	21%	-3%
Strongly disagree		59	8%	9%	8%	1%
<b>Strongly agree/Agree</b>		<b>395</b>	<b>55%</b>	<b>48%</b>	<b>44%</b>	<b>4%</b>
<b>Strongly disagree/Disagree</b>		<b>171</b>	<b>24%</b>	<b>27%</b>	<b>29%</b>	<b>-2%</b>



11 Do you feel that working from home has negatively affected your productivity?

		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	622	622	315	303	12
Strongly agree		28	4%	4%	6%	-2%
Agree		80	11%	15%	15%	0%
Neither agree nor disagree		249	36%	42%	45%	-3%
Disagree		178	25%	24%	25%	-2%
Strongly disagree		165	24%	15%	9%	6%
<b>Strongly agree/Agree</b>		<b>108</b>	<b>15%</b>	<b>19%</b>	<b>21%</b>	<b>-2%</b>
<b>Strongly disagree/Disagree</b>		<b>343</b>	<b>49%</b>	<b>39%</b>	<b>34%</b>	<b>5%</b>



**12 Are you familiar with the Council's vision and values?**

		Council Wide		Edu	Edu (2020)	± 2020
	Base (unweighted)	630	630	315	315	0
Yes		550	78%	76%	80%	-4%
No		158	22%	24%	20%	4%



# Clackmannanshire Staff Survey 2021

	Issued	Total Returns	% resp	2020	± 2020
<b>People Portfolio</b>	<b>1585</b>	<b>369</b>	<b>23%</b>	<b>23%</b>	<b>0%</b>
Education	1445	321	22%	21%	1%
Social Services - Childcare	139	48	35%	32%	3%
Social Services - Criminal Justice				25%	-25%
Social Services - Strategy				67%	-67%
Business Support				-	-

# Clackmannanshire Staff Survey 2021 - Social Services Results

## Survey response

	Returns	SS
<b>Total</b>	<b>676</b>	43

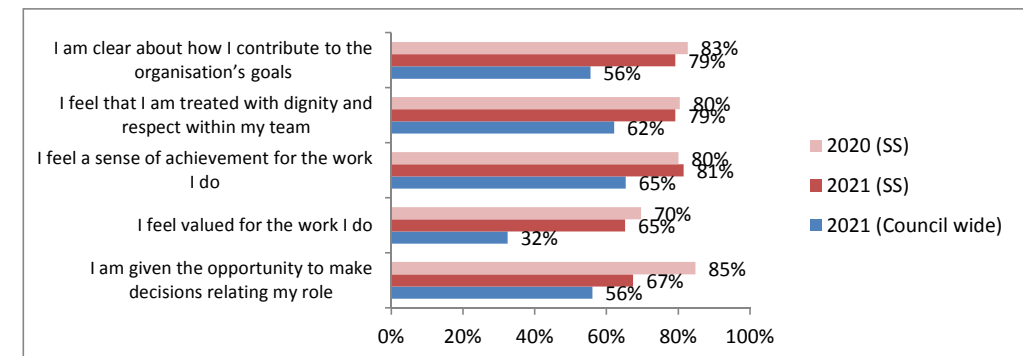
## Engagement index

### Average engagement index score by service (out of 100)

	Council Wide		SS	± 2020
	Score	± 2020		
<b>All staff</b>	<b>68.9</b>	<b>+0.5</b>	72.9	-0.8

### 1 To what extent do you agree or disagree with the following statements?

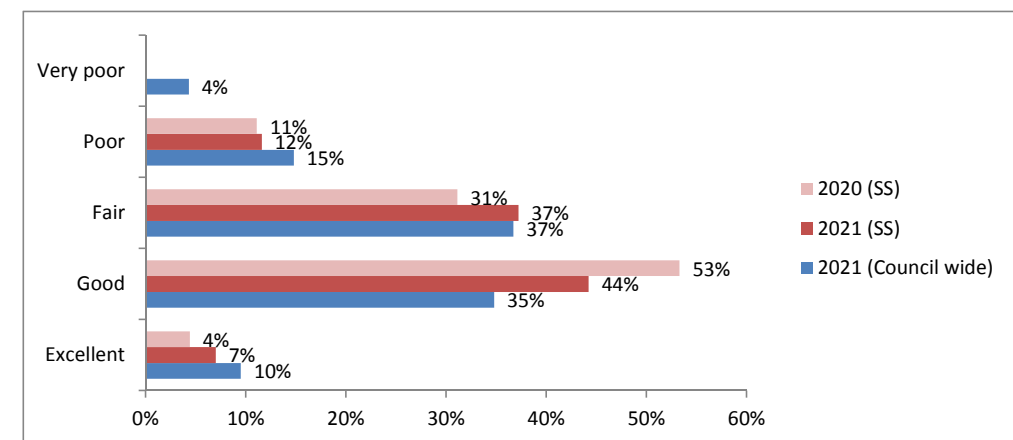
	Council Wide		SS	SS (2020)	± 2020
	Agree	Net			
I am given the opportunity to make decisions relating my role	70%	56%	67%	85%	-17%
I feel valued for the work I do	57%	32%	65%	70%	-4%
I feel a sense of achievement for the work I do	74%	65%	81%	80%	1%
I feel that I am treated with dignity and respect within my team	74%	62%	79%	80%	-1%
I am clear about how I contribute to the organisation's goals	69%	56%	79%	83%	-3%



## Mental health and wellbeing

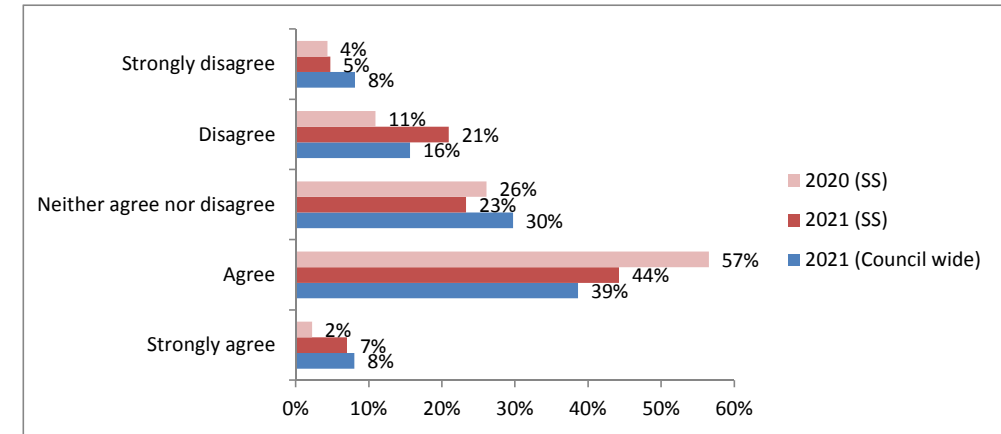
### 2 How would you rate your mental wellbeing right now?

	Council Wide		SS	SS (2020)	± 2020
	Base (unweighted)				
Base (unweighted)	674	674	43	45	-2
Excellent	72	10%	7%	4%	3%
Good	262	35%	44%	53%	-9%
Fair	276	37%	37%	31%	6%
Poor	112	15%	12%	11%	1%
Very poor	32	4%			0%
<b>Excellent/Good</b>	<b>334</b>	<b>44%</b>	<b>51%</b>	<b>58%</b>	<b>-7%</b>
<b>Very poor/Poor</b>	<b>144</b>	<b>19%</b>	<b>12%</b>	<b>11%</b>	<b>1%</b>



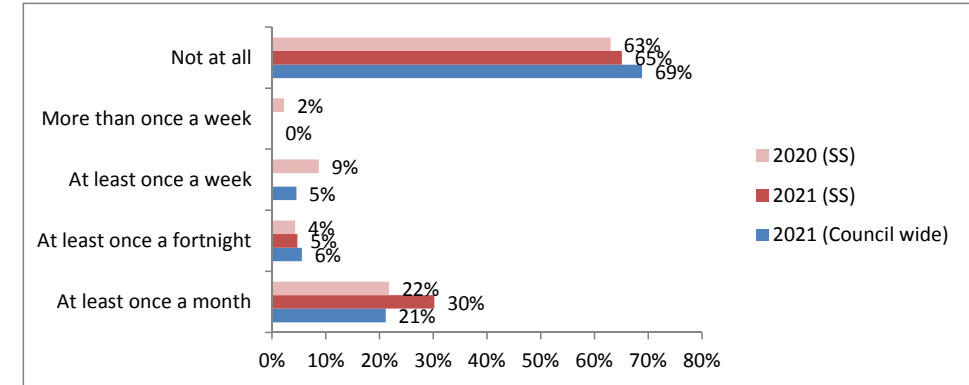
### 3 Do you feel supported by the Council to undertake your work effectively?

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
Strongly agree	60	8%	7%	2%	5%
Agree	291	39%	44%	57%	-12%
Neither agree nor disagree	224	30%	23%	26%	-3%
Disagree	117	16%	21%	11%	10%
Strongly disagree	61	8%	5%	4%	0%
<b>Strongly agree/Agree</b>	<b>351</b>	<b>47%</b>	<b>51%</b>	<b>59%</b>	<b>-8%</b>
<b>Strongly disagree/Disagree</b>	<b>178</b>	<b>24%</b>	<b>26%</b>	<b>15%</b>	<b>10%</b>



### 4 How often do you access the wellbeing page on www.clacks.gov.uk/staff?

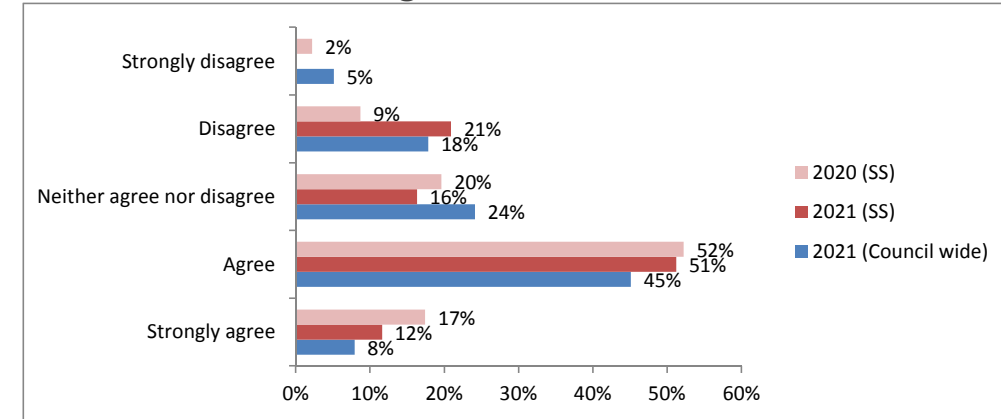
	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
At least once a month	159	21%	30%	22%	9%
At least once a fortnight	42	6%	5%	4%	0%
At least once a week	34	5%		9%	-9%
More than once a week	1	0%		2%	-2%
Not at all	520	69%	65%	63%	2%
<b>Have accessed</b>	<b>236</b>	<b>31%</b>	<b>35%</b>	<b>37%</b>	<b>-2%</b>



## Communication

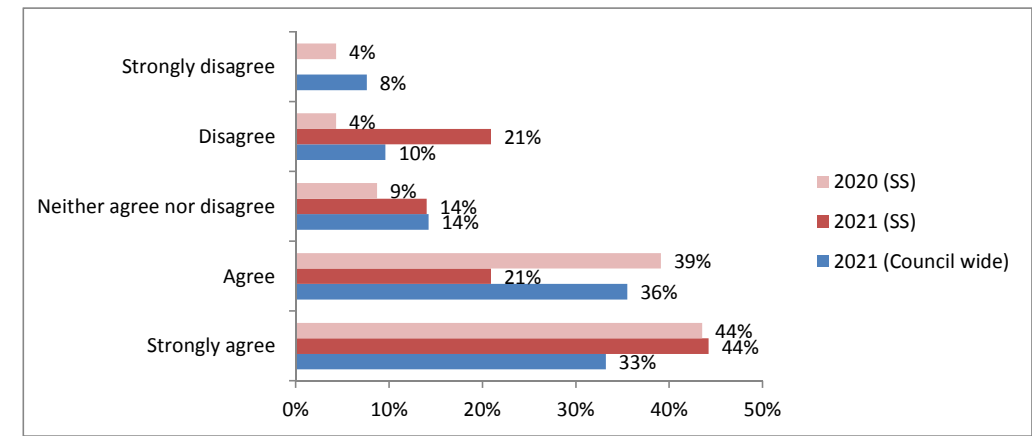
### 5 To what extent would you agree or disagree that you are being kept up to date with the latest information from around the organisation?

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
Strongly agree	60	8%	12%	17%	-6%
Agree	338	45%	51%	52%	-1%
Neither agree nor disagree	181	24%	16%	20%	-3%
Disagree	134	18%	21%	9%	12%
Strongly disagree	38	5%		2%	-2%
<b>Strongly agree/Agree</b>	<b>398</b>	<b>53%</b>	<b>63%</b>	<b>70%</b>	<b>-7%</b>
<b>Strongly disagree/Disagree</b>	<b>172</b>	<b>23%</b>	<b>21%</b>	<b>11%</b>	<b>10%</b>



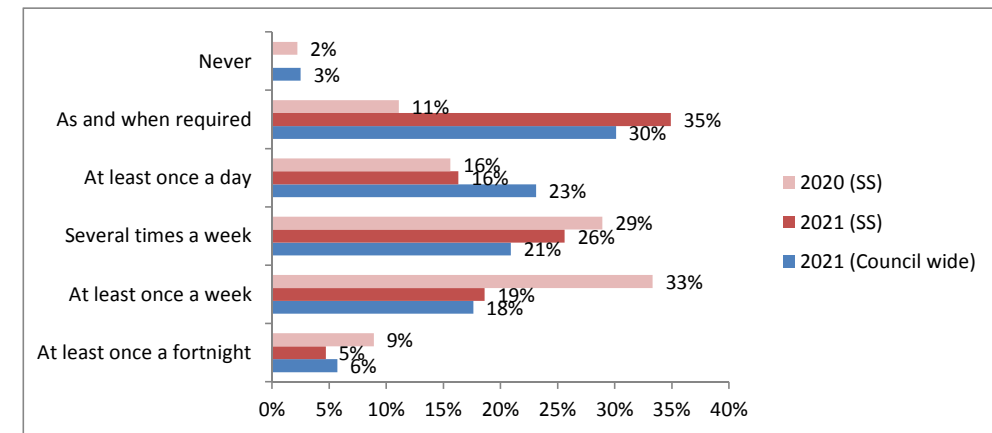
## 6 Do you feel supported by your manager / supervisor?

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
	672	672	43	46	-3
Strongly agree	249	33%	44%	44%	1%
Agree	266	36%	21%	39%	-18%
Neither agree nor disagree	106	14%	14%	9%	5%
Disagree	72	10%	21%	4%	17%
Strongly disagree	57	8%		4%	-4%
<b>Strongly agree/Agree</b>	<b>515</b>	<b>69%</b>	<b>65%</b>	<b>83%</b>	<b>-18%</b>
<b>Strongly disagree/Disagree</b>	<b>129</b>	<b>17%</b>	<b>21%</b>	<b>9%</b>	<b>12%</b>



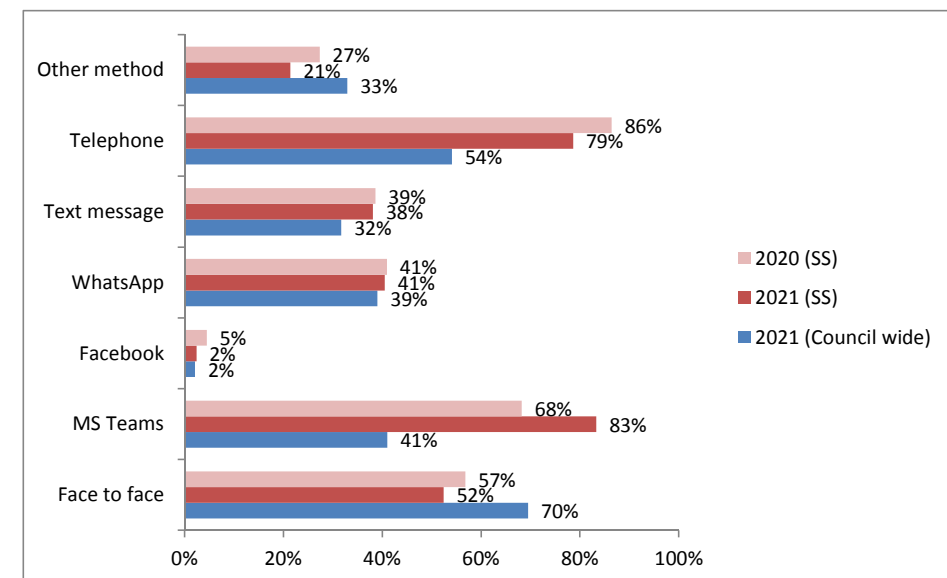
## 7 How often does your manager keep in contact with you?

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
	671	671	43	45	-2
At least once a fortnight	43	6%	5%	9%	-4%
At least once a week	132	18%	19%	33%	-15%
Several times a week	157	21%	26%	29%	-3%
At least once a day	174	23%	16%	16%	1%
As and when required	226	30%	35%	11%	24%
Never	19	3%		2%	-2%
<b>At least once a week</b>	<b>463</b>	<b>62%</b>	<b>49%</b>	<b>71%</b>	<b>-22%</b>



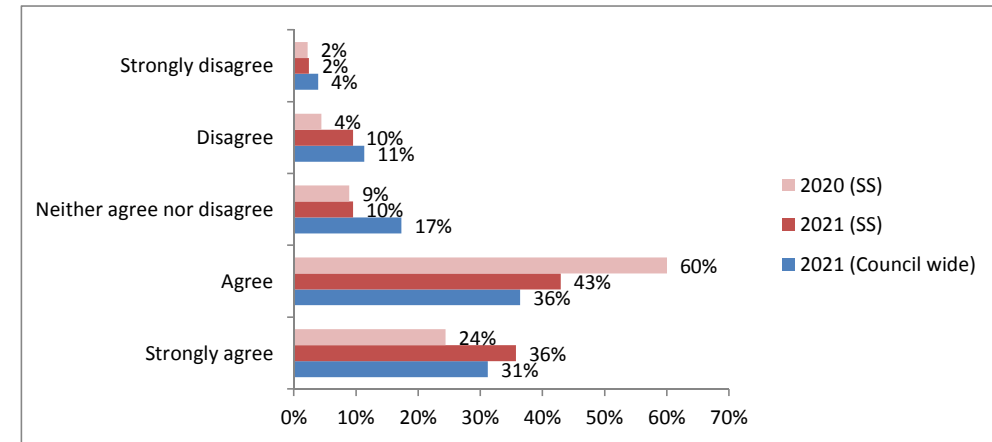
## 8 What communication options does your manager use to keep in touch with you? Select ALL that apply

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
	664	664	42	44	-2
Face to face	516	70%	52%	57%	-4%
MS Teams	305	41%	83%	68%	15%
Facebook	16	2%	2%	5%	-2%
WhatsApp	290	39%	41%	41%	0%
Text message	236	32%	38%	39%	-1%
Telephone	402	54%	79%	86%	-8%
Other method	245	33%	21%	27%	-6%



**9 To what extent do you agree or disagree that you have enough contact with your manager?**

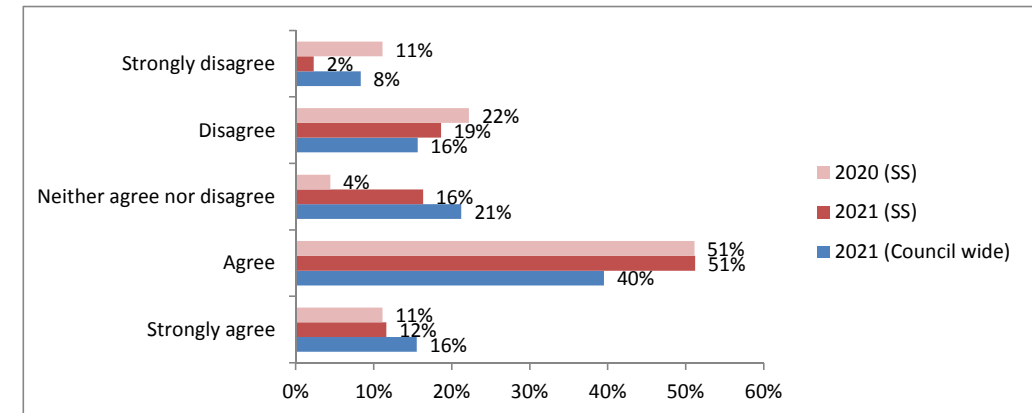
	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
Strongly agree	234	31%	36%	24%	11%
Agree	273	36%	43%	60%	-17%
Neither agree nor disagree	130	17%	10%	9%	1%
Disagree	85	11%	10%	4%	5%
Strongly disagree	29	4%	2%	2%	0%
<b>Strongly agree/Agree</b>	<b>507</b>	<b>68%</b>	<b>79%</b>	<b>84%</b>	<b>-6%</b>
<b>Strongly disagree/Disagree</b>	<b>114</b>	<b>15%</b>	<b>12%</b>	<b>7%</b>	<b>5%</b>



**Homeworking**

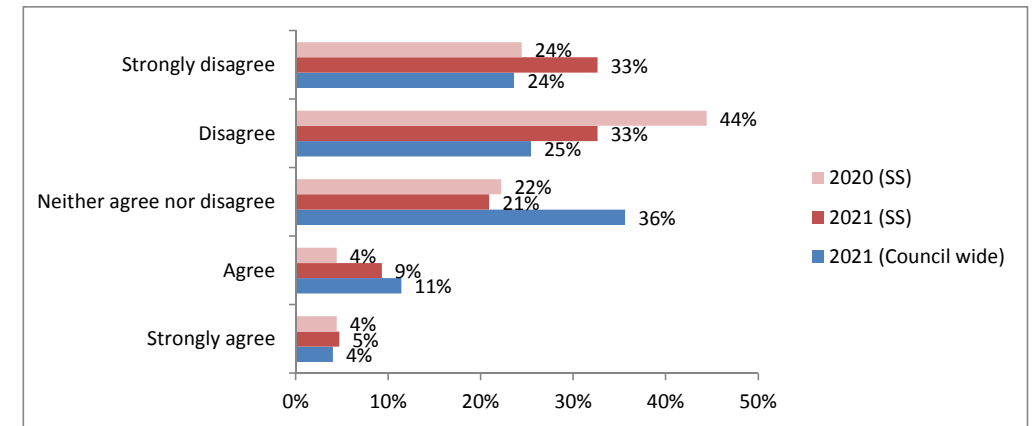
**10 To what extent do you agree or disagree that you have the tools you need to work effectively from home?**

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
Strongly agree	112	16%	12%	11%	1%
Agree	283	40%	51%	51%	0%
Neither agree nor disagree	152	21%	16%	4%	12%
Disagree	112	16%	19%	22%	-4%
Strongly disagree	59	8%	2%	11%	-9%
<b>Strongly agree/Agree</b>	<b>395</b>	<b>55%</b>	<b>63%</b>	<b>62%</b>	<b>1%</b>
<b>Strongly disagree/Disagree</b>	<b>171</b>	<b>24%</b>	<b>21%</b>	<b>33%</b>	<b>-12%</b>



**11 Do you feel that working from home has negatively affected your productivity?**

	Base (unweighted)	Council Wide	SS	SS (2020)	± 2020
Strongly agree	28	4%	5%	4%	0%
Agree	80	11%	9%	4%	5%
Neither agree nor disagree	249	36%	21%	22%	-1%
Disagree	178	25%	33%	44%	-12%
Strongly disagree	165	24%	33%	24%	8%
<b>Strongly agree/Agree</b>	<b>108</b>	<b>15%</b>	<b>14%</b>	<b>9%</b>	<b>5%</b>
<b>Strongly disagree/Disagree</b>	<b>343</b>	<b>49%</b>	<b>65%</b>	<b>69%</b>	<b>-4%</b>



**12 Are you familiar with the Council's vision and values?**

		Council Wide		SS	SS (2020)	± 2020
	Base (unweighted)	630	630	43	44	-1
Yes		550	78%	77%	96%	-19%
No		158	22%	23%	5%	19%