
Report to: Audit and Scrutiny Committee

Date of Meeting: 9 February 2023

Subject: People Business Plan – Interim Update December 2022

Report by: Education Senior Manager

1.0 Purpose

- 1.1 The purpose of this report is to provide an interim update on the progress across the 2022-2023 People Business Plan.

2.0 Recommendations

- 2.1. It is recommended that the People Committee note and provide challenge and comment on the contents of this report.

3.0 Background

- 3.1. In the period from September 2022 - December 2022, the People Directorate continued with an extensive plan of improvement activity set out within the Business Plan 2022-2023, to improve outcomes for children, families and communities, with a particular focus on the most vulnerable.
- 3.2. This Plan, approved by members of the People Committee on 25 August 2022, contributes to the delivery of key strategic objectives as set out within:
- Be the Future Programme
 - Council's Corporate Plan 2018-22
 - Local Outcomes Improvement Plan 2017-27 (Refresh)
 - Clackmannanshire Council's Children's Services Plan 2021-24
 - Clackmannanshire National Improvement Framework Plan 2022-23
 - Clackmannanshire Community Justice Plan 2018-23
 - Health and Social Care Partnership Transformation Plan 2021
- 3.3. The detailed Pentana Progress Report at Appendix 1 highlights improvement activity underway so far. A full report on the progress against the Key Performance Indicators will be included in the final, end of year report in June 2023. This will be presented to Audit and Scrutiny Committee in September 2023.

- 3.4. This report focuses on collaboration across services within the People Directorate, with other Directorates and partners, to support COVID recovery and drawing on intelligence gathered from across the system – in particular stakeholders' needs.

4.0 Considerations

4.1 Overview

- 4.2. Progress has been made in a number of key areas (refer to Pentana report at Appendix 1 for more detail):

- The People Directorate continues to develop integrated structures, approaches, systems and processes which encourage teams to work more effectively together to benefit children, families and individuals.
- School age childcare is now being provided to support families who most need flexible childcare to help them with caring responsibilities, employability and family circumstances.
- Family Wellbeing Partnership continues to develop partnership links with local and national partners to tackle poverty and improve wellbeing, including with the Lens, Columba 1400, Street Soccer, Wellbeing Economy Alliance and Flexibility Works Scotland.
- GIRFEC materials, procedures and training have been refreshed to reduce inappropriate social work referrals and increase early intervention support.
- Progress in improving attendance and closing the poverty related attainment gap continues.
- A new Skills Framework is under development, linking with the work of the City Region Deal, working with Skills Development Scotland, Local Employability Partnership and Forth Valley College.
- Further development of an empowered system model, ensuring that school and establishment leaders drive developments in education and make decisions that affect their own learners and communities.
- Data from the Icelandic Prevention Model is being used to take forward actions to support the mental health and wellbeing of our children and young people.
- Successful awareness raising of Violence against Women and Girls, through '16 Days of Action', school level campaigns and partnership working through STRIVE.
- Increased targeting of educational interventions to children, young people and areas of greatest need.
- Improved responses and identification of children in need of protection to support recovery and safety.
- Support for families through Community Learning and Development recovery offer, including Employability Skills, Youth Work, Outdoor Education, English as a Second Language and Family Work.
- Scoping of a new Foundation as part of the Family Wellbeing Partnership, to coordinate and maximise funding to support wellbeing of families and to address poverty.
- Embedding and development of STRIVE model to ensure that early intervention supports are available to support families before the point of crisis.
- Support for Youth Justice with Children's Services and Community Justice Services working collaboratively to maximise skills, expertise and resources, taking a whole system approach.

- Strategic needs analysis and commissioning review of holistic family support services.
- Improving supports for and tracking of care experienced young people in primary schools through to secondary.
- Extension of Mental Health Transformation project.
- Revision and implementation of Sport and Active Living Framework.

4.3. Latest progress on both Senior Phase and Broad General Education was reported in August and December 2022 respectively.

5.0 Next Steps

Based on this interim report, evaluation and feedback, the Directorate will continue to respond to the ongoing needs and impact of COVID 19, as well as drive forward with continuous improvement activity and service redesign.

6.0 Sustainability Implications

6.1 None

7.0 Resource Implications

7.1 None

8.0 Exempt Reports

8.1 Is this report exempt? No

9.0 Declarations

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

Our Priorities (Please double click on the check box)

- | | |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish | <input checked="" type="checkbox"/> |

(2) Council Policies (Please detail)

None

10.0 Equalities Impact

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

Yes No

11.0 Legality

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

12.0 Appendices

12.1 Please list any appendices attached to this report.

Appendix 1: Interim Report December 2022

Appendix 2: Health and Social Care Plan Update

13.0 Background Papers

1 Annual Report of the Chief Social Work Officer 2021-2022

2 Children's Services Plan 2021/24

3 People Directorate Business Plan 2022/23


13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below)

People Directorate Business Plan 2022-23

NAME	DESIGNATION	TEL NO / EXTENSION
Catriona Scott	Senior Manager	2469


Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	


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	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 22 01	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.	31-Aug-2023	<input type="text" value="30%"/>	✓	Skills Framework/Strategy – As part of a joined-up approach to Inclusive and Sustainable Growth through Empowering Families and Communities, met with colleagues and partners from across Directorates, Skills Development Scotland, Local Employability Partnership and Forth Valley College to discuss the development of a new Skills Strategy for Clackmannanshire. This links with the work of the City Region Deal and ensures that we do not run with two different strands of work. A Regional Skills Assessment is taking place in January/February 2023 by a newly appointed CRD Skills Lead, the results of which will inform our next steps for the Clackmannanshire Strategy.	Education Senior Manager (Secondary)
PPL 22 02	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).	31-Aug-2023	<input type="text" value="50%"/>	✓	A focused VBL cohort gathered in November to explore the employment landscape in Clackmannanshire. The WEALL have concluded Phase 1 of the Project, with Phase 2 and timeline to be agreed by a task group on 8 December. It is estimated that the project will complete by the end of March 2023, when an action plan will be agreed to address gaps and actions needed to provide additionality to existing provision in Clackmannanshire with connectivity to established provision and building progression routes into Further/ Higher Education, Modern Apprenticeships and other appropriate provision, as well as supporting access to employment.	Senior Manager Inclusion & Partnerships
PPL 22 04	Improve tracking arrangements to inform the	31-Aug-2023	<input type="text" value="30%"/>		One of the aims of our Clackmannanshire National	Education Senior

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	<p>choices of young people and the curricular offer. Establish systems to routinely sample those at risk of not securing a positive destination including the care including the care experienced and winter leavers.</p>				<p>Improvement Framework is to ensure we are tracking all Care Experienced Young People in school and engaging them early in support with choosing their pathways and with Skills Development Scotland. Research shows that by ensuring that all mentored care experienced young people stay on until at least S5, they have a better chance of success in their next steps, so this is also one of our NIF aims.</p> <p>Given the focus nationally on Care Experienced Children and Young People, one of our Clacks Core Plus Stretch Aims is to monitor their attendance, especially the historical difference between LAC Home and LAC Away. The stretch aim for the overall attendance rate remains the same as the overall attendance rate, to ensure there is both equity and equality. Improving attendance leads to improved attainment and outcomes.</p> <p>To ensure the correct support is in place, DHTs from each of our four secondary schools have been tasked with tracking our young people with care experience from S1 upwards and to collate a response by 22nd December - which reflects the current situation. An exemplar spreadsheet was issued to each school, where they will record details of each CEYP for each Year Group, alongside their preferred pathway and interventions that are in place. Once reviewed, appropriate further interventions can be planned and alternative provision pathways researched.</p>	<p>Manager (Secondary)</p>
PPL 22 05	<p>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</p>	31-Aug-2023	<div style="border: 1px solid black; padding: 2px;">33%</div>		<p>Since August:</p> <ul style="list-style-type: none"> • one full-time IO PT has left to take up a new position elsewhere in the authority. • one-full time IO PT is unable to work in schools. • one full-time Learning Assistant has left her position. <p>Moving forward we only have 1.6fte Improving Outcomes PTs that are working in schools and 2.5fte Learning Assistant additionality which is having a huge impact on</p>	<p>Education Senior Manager (Secondary)</p>


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					<p>the support being offered.</p> <p>Numeracy Attainment Gap (P1,4,7) has widened to 14.3pp. Stretch aim is 11pp.</p>	
PPL 22 07	Implement key actions outlined in Clackmannanshire's 'Numeracy and Literacy Frameworks to support increased attainment and improved practice across BGE	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">50%</div>		<p>Numeracy Update</p> <ul style="list-style-type: none"> • Numeracy Framework finalised to include Local Authority stretch aims. • Numeracy Leads in all establishments have been identified to be able to share and signpost National and RIC numeracy professional learning and developments. • Clusters identifying 'non-negotiables' within Numeracy to enhance consistency and robustness of Achievement of a Level judgements. • Using Improvement Methodology with an identified establishment to raise attainment in Numeracy. • Early Level Numeracy workstream established to review and enhance Clackmannanshire's Early Level Numeracy Progression Pathways. • Additionality, funded by SEF, in targeted 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 Q1 and Q5. <p>Measures</p> <ul style="list-style-type: none"> • 65.8% predicted to achieve Numeracy (P1,4,7 combined) by June 2023. <p>Next Steps</p> <ul style="list-style-type: none"> • Publish the Raising Attainment in Numeracy Framework and supporting documents on Clacks Connect website. • Continue to work with colleagues to support consistency and robustness of teacher professional 	Education Senior Manager (Secondary)

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Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>judgement.</p> <ul style="list-style-type: none"> • Continue to provide additionality in targeted 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 Q1 and Q5. • Develop Building Blocks 5, 6 and 7 at Second Level. <p>Literacy Update</p> <ul style="list-style-type: none"> • Literacy Framework finalised to include Local Authority stretch aims. • Literacy Leads in all establishments have been identified to be able to share and signpost National and RIC literacy professional learning and developments. • Clusters identifying ‘non-negotiables’ within Literacy to enhance consistency and robustness of Achievement of a Level judgements. • Additionality, funded by SEF, in targeted 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 Q1 and Q5. <p>Measures</p> <ul style="list-style-type: none"> • 55.2% predicted to achieve Literacy (P1,4,7 combined) by June 2023. <p>Next Steps</p> <ul style="list-style-type: none"> • Publish the Raising Attainment in Literacy Framework and supporting documents on Clacks Connect website. • Work closely with Education Scotland to raise attainment and close the poverty related attainment gap in Literacy. • Conduct a baseline survey to identify confidence and 	


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					<p>knowledge in planning and delivering high quality literacy experiences.</p> <ul style="list-style-type: none"> • Continue to work with colleagues to support consistency and robustness of teacher professional judgement. • Continue to provide additionality in targeted 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 Q1 and Q5. • Review and enhance Clackmannanshire’s Literacy Progression Pathways. • Monitor progress of establishment’s Literacy curriculum, with a focus on writing. 	
PPL 22 08	Develop a model of targeted support with Education Scotland to accelerate progress in attainment across Clackmannanshire.	31-Aug-2023	<div style="width: 33%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 33%		Predicted Literacy and Numeracy (P1,4,7 combined) ACEL data below stretch aim.	Education Senior Manager (Secondary)
PPL 22 10	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.	31-Aug-2023	<div style="width: 25%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 25%		<p>Following the Clackmannanshire Council, Education Scotland, ADES and Forth Valley and West Lothian Regional Improvement Collaborative professional discussions, a plan has been created to ensure that Clackmannanshire continues to tackle the impact of poverty and build sustainability across the Strategic Equity Funding Programme, as funding is tapered. Specific programmes, funded through the Attainment Challenge have been reviewed and development work has been enhanced to ensure that systems and processes are in place across Clackmannanshire to help support recovery and accelerate progress towards closing poverty-related attainment gaps. The focus of Challenge activity during this period has been on the development of locally identified Stretch Aims, to help ensure significant progress is made in recovering from the impact of the</p>	Education Senior Manager (Secondary)


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					<p>Covid-19 pandemic and in achieving the mission of the Scottish Attainment Challenge. A 'core plus' Stretch Aim model has developed with the "core" setting a minimum expectation for aims measurable by the National Improvement Framework key measures and local data for health and wellbeing; and the "plus" reflecting our additional local priorities.</p> <p>Working with partners and across the Forth Valley and West Lothian Regional Improvement Collaborative, our stretch aims are being created to read across and into other plans to identify opportunities to collaborate with other services and agencies.</p> <p>The launch of the Clackmannanshire Pupil Equity Funding Framework in May 2022 has meant that allocations are much more focussed on improving outcomes for the children and young people impacted by poverty and that planning and quality assurance processes, roles and responsibilities are clear in regard to its use. A review of all Pupil Equity Funding Plans in June 2022 has highlighted that all establishments either have, or are being supported to develop clear outcomes to be achieved and how progress towards these, and on closing the poverty-related attainment gap, will be measured.</p> <p>The on-going 2022/23 Quality Improvement Visits to schools, have a particular focus on School Improvement Planning and the targeted use of all Strategic Equity Funding Programmes to ensure that we continue to work towards an empowered, connected and self improving system. On-going professional dialogue sessions with all establishments focus on individual establishments progress and attainment data to ensure that improvement priorities were clearly focused on closing the poverty related attainment gap and all planning clearly outlined the emphasis and use of targeted interventions.</p>	

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					Engagement with our statutory and third sector partners within the programme continues with targeted meetings in place to review contractual agreements. As a result, all agreements have now been aligned with a financial rather than an academic year with almost all contracts, traditionally funded by the Attainment Challenge, transitioning to close as funding for the Programme reduces.	
PPL 22 12	Ensure that 'stretch aims' articulate both ambitious and achievable aims and take into account evidence-based self-evaluation.	31-Aug-2023	<input type="text" value="33%"/>		Progress against some stretch aims causing concern.	Senior Manager Inclusion & Partnerships; Education Senior Manager (Secondary)

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.

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PPL 22 18	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	31-Aug-2023	<input type="text" value="100%"/>		Context - monitor level of child protection referrals Activity - audit of Child Protection referrals - initial decrease to 9 and this number has been increasing over the past 2 months, some of this is around multi-agency decision making at e-IRD's to proceed directly to ICPPM and registration of large sibling groups. Impact - increase in workload for an already stretched workforce- sickness and vacancies	Service Manager


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Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					Next Steps - audit of GIRFEC assessments prepared for ICPPM by Senior Manager to ensure appropriate process/risk assessment/decision making, arrange multi-agency training in regards thresholds/CP process. Ongoing recruitment drive.	
PPL 22 22	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.	31-Aug-2023	20%		<p>As part of Phase 2 of the Icelandic Prevention Model, Clackmannanshire data from the Survey has been shared with identified staff in secondary schools, some senior pupils and individual colleagues from the Alcohol and Drug Partnership, NHS Health Promotion, and Recovery Scotland. Representatives from these groups will form a Coalition Group in the new year to support establishments with their individual plans and wider dissemination.</p> <p>Planning is underway to share key data trends with Secondary Parent Councils in the new year to ensure that their voice and support forms part of future developments.</p> <p>Key focus areas that continue to have priority in all action planning include support for mental wellbeing concerns, suicidal intent and self-harm, with each school providing bespoke support based on their context data.</p> <p>Involvement from the dedicated Leads within each school has been challenging. As Leads across establishments have teaching commitments and limited flexibility to support their own action planning, much of the progress against agreed actions has been slow. This has been reviewed with new milestones in place and more regular meetings arranged with support from Planet Youth.</p> <p>Progress updates from Clackmannanshire continue to be shared at the IPM Local Authority Coordinators Meetings</p>	Senior Manager Inclusion & Partnerships


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					<p>which are held monthly with representatives from Highland Council, Argyll and Bute Council, Dundee Council and West Dunbartonshire Council to discuss good practice, provide support and challenge. Individual school action planning to support schools unique context data have been well received and were highlighted at the National Network Meeting .</p>	
PPL 22 27	Ensure CLD plan continues to meet local needs and targeted approaches in light of recovery from COVID	31-Aug-2023	20%		<p>The 2021 – 2024 CLD Partnership Plan is the second plan developed in Clackmannanshire. The plan is not static and will evolve, based on the recovery from the COVID -19 pandemic and reflecting emerging needs, identified by stakeholders. This will remain the focus within the first year, with ongoing monitoring and evaluation to assess continuing needs.</p> <p>Consequently, this will enable the sector to re-establish services, take forward positive lessons from the pandemic and develop services to meet ongoing emerging needs. It will also enable the partnership to align services and developments with the revised Local Outcome Improvement Plan, Integrated Children’s Services Plan and corresponding Community Partnership plans.</p> <p>Due to on-going staff absences from Autumn 2022, there has been a scaled down offer from CLD at present and Headteachers have been advised that any requests could only be agreed provisionally until this situation changes. A summary of the latest updates regarding the CLD offering is below:</p> <p>Employability - 26 young people are engaged and moving on from Lifeskills to cooking after the Christmas break . 1 to 1s and group work, including Dollarbeg Farm and First Aid have taken place this week. Evaluation of the programme is also taking place.</p>	Education Senior Manager (Secondary)



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					<p>Youth Work – Lornhill cooking group has taken place every Monday since the term resumed in August 2022. Two CLD staff attended the first Youth Council meeting in the City Chambers.</p> <p>Outdoor Education – High level of need in the groups, so additional school staffing has been requested to support the young people participating.</p> <p>ESOL is very busy at present, with an exceptionally high level of need. Many instances of trauma, which is affecting the people from Ukraine in particular. College ESOL sessions are taking place.</p> <p>Forth Valley College – no issues, all working well.</p> <p>Family Work – 10 families were in the WOW group this week. The group was oversubscribed, so additional families attended the Bowmar Bookies. Clacks 1400 put on a Winter Warmers event for senior citizens in the community, with young people from Park Primary School joining them to sing some Christmas carols.</p>	
PPL 22 28	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.	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">47%</div>		1.1. Work is continuing around Alloa Academy to widen the opportunities available for adult learning. National qualifications adult literacy classes are underway. Further engagement with Street Soccer has taken place with partners now geared up to have a project underway with assistance of leisure service by spring 2023. Street Soccer will be provided free and will be provided by SIP. Street Soccer provide free football-themed training and personal development opportunities for socially disadvantaged groups across Scotland.	Senior Manager Inclusion & Partnerships
PPL 22 29	Exploration and review of current offering of childcare within Clackmannanshire will be completed in collaboration with Flexibility Childcare Scotland to increase childcare and flexibility	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">53%</div>		<p>Clackmannanshire Early Adopter Childcare/Child Wellbeing Project is underway, funded by Scottish Government's School Age Childcare Team.</p> <p>First phase of free wrap around childcare (extended breakfast club provision and after school) in Park</p>	Senior Manager Inclusion & Partnerships


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					<p>Primary, Sunnyside Primary and St. Mungo's Primary commenced 21/11/22 for primary school age children, for priority families in relative poverty, as defined in Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026. this aspect is coordinated by the Sport and Leisure Team.</p> <p>A pilot of school age childcare, with food included has been developed with partners within Alloa South and East.</p> <p>Childminding Audit: Initial discussions planned with Scottish Government, Ceteris, DWP, CERT (Clackmannanshire Economic Regeneration Trust), FWP team and SCMA regarding audit of childminding.</p>	
PPL 22 30	Continued use of local budgets to take a consolidated approach to supporting families at the point of need.	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">20%</div>		<p>Work is underway to map all funds into Clackmannanshire Council which support wellbeing of families and address poverty.</p> <p>The Clackmannanshire Alliance, alongside the Family Wellbeing Partnership are also scoping options to establish a local foundation which will coalesce funds aimed at improving wellbeing, mitigating poverty and directly supporting individuals and families in greatest need, enabling access to funds utilising cash first approaches. This foundation would also source future funding. This work requires further scoping which will be taken forward in early 2023.</p>	Senior Manager Inclusion & Partnerships
PPL 22 31	Develop an early intervention STRIVE based around one secondary catchment, collaborating with NHS to consider how they can integrate elements of the STRIVE approach into practice at a universal level. Impact - Increased wellbeing, reduced number of individuals/families reaching	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">25%</div>		<p>The decision has been taken to focus on feeder primary schools to Alloa Academy. The initial phase has focussed on Park and Sunnyside Primaries. A meeting with parents at Park Primary has been set up for the new year to agree the most helpful methods of engagement. It is hoped that through this initial engagement STRIVE staff will be able to support families before the point of crisis.</p>	Senior Manager Inclusion & Partnerships

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PPL 22 33	Incorporate a holistic approach to the further development of the Participation Network to ensure the Voice foundation of the Promise is upheld.	31-Aug-2023	<div style="width: 50%;"><div style="background-color: #4f81bd; height: 10px; width: 50%;"></div></div> 50%		<p>The Participation Network structure has changed from monthly Mobilisation Team (Service Providers) and Keeping the Promise Clacks (lived experienced participation forum) meetings to enable members from both of these groups to co-produce specific workstream activities, including Reframing the Language of Care, and Mapping Participation Opportunities across Clackmannanshire.</p> <p>A short video series introducing The Promise and The Promise within Clackmannanshire has been released online (via the council website and social media channels) to inform Clackmannanshire residents about how Clackmannanshire is Keeping The Promise.</p>	Chief Social Work Officer
PPL 22 34	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).	31-Aug-2023	<div style="width: 30%;"><div style="background-color: #4f81bd; height: 10px; width: 30%;"></div></div> 30%		<p>FAMILY LEARNING</p> <p>Following an analysis of the PIE Census results from 2022 and review of 2022-2023 School Improvement Plans 4 establishments were identified to provide focussed support to plan, develop, deliver and evaluate family learning more effectively.</p> <p>From August-December 2022 regular establishment visits have taken place across these targeted key schools to support practitioners to have the appropriate knowledge, skills, tools, use creative approaches and provide good practice exemplars to ensure that Family Learning fulfils the aims of the School Improvement Plan.</p> <p>Representatives from Education Scotland and Scottish Government met with colleagues from Lornshill Academy to discuss their creative approaches to Family Learning in October 2022. This was followed by a focussed Numeracy Family Learning event in November 2022 This event provided positive feedback <i>from parents</i> “formative and useful”, “Great opportunity to interact</p>	IO Team Leader

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					<p><i>with our children and other parents”, “Good to be interactive with everyone including teachers and having things explained properly” “The night was very useful and helped me spend time with my child discussing different strategies to help him with his maths and numeracy” “Eye opening, filled with information”</i></p> <p>Planning is underway to extend this approach and invite Education Scotland to the next Family Learning Session to raise awareness and share good practice nationally.</p>	
PPL 22 35	Ensure Parent Councils are supported to fulfil their legally prescribed and constituted role, offering individual support as identified and required.	31-Aug-2023	<div style="border: 1px solid black; width: 60px; height: 20px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;"> 50% </div>		<p>It is a duty on Local Authorities to support the establishment and the operation of Parent Councils. Some Parent Councils paused their meetings during the Covid-19 pandemic and needed support to restart their activities.</p> <p>A Parent Council audit was carried out in September 2022. It looked at issues such as – were Parent Councils meeting regularly, updating their constitution as required, reporting back to parents and were they involved in co-creating the School Improvement Plan and school Handbook. The audit highlighted where schools and PCs needed additional support and these were targeted accordingly.</p> <p>So far this session 77% of schools have asked for advice and staff have met with Engagement Officers to discuss issues relating to the Parent Council. These meetings have promoted more focus for the Parent Council on educational issues other than fundraising. Some good practice has been identified and shared with Education Scotland for their good practice hub.</p> <p>Engagement Officers have worked directly with over 30% of the Parent Councils on issues around membership and operation. All Clacks PCs who had suspended their meetings during the Covid-19 pandemic are now meeting</p>	IO Team Leader

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					<p>regularly again.</p> <p>In session 2021-22, 50% of Parent Councils claimed their admin support money, this has increased to 62% in the current session and a few more are still to submit their prepared accounts before the January deadline.</p> <p>Parent Voice in School Improvement Planning could be improved and that will be a focus when plans are being drawn up.</p>	
PPL 22 37	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.	31-Aug-2023	30%		<p>As part of the Regional Improvement Collaborative Action Plan, establishments have included UNCRC as part of their School Improvement Plans. Phase 1 of this Plan is now complete and all FVWL Children's Services' staff have undertaken professional learning, ensuring they have an increased awareness of the incorporation of UNCRC and the impact it may have on their practice.</p> <p>Phase 2 of the RIC Plan is underway and will require each establishment to use the self-evaluation toolkit to be able to evaluate where they are in their UNCRC journey and that Education and Children's Services staff are fully engaged with this process. This work will be taken forward throughout session 22-23, with a deadline of June 2023 for completion. This includes consultation and awareness raising with parents, carers and the wider central team.</p>	Education Senior Manager (Secondary)
PPL 22 38	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.	31-Aug-2023	40%		<p>In March 2022, colleagues from Clackmannanshire Council, Education Scotland, ADES and Forth Valley & West Lothian Regional Improvement Collaborative engaged in professional discussion as part of collaborative improvement, with a specific focus on data for analysis, quality assurance, support, challenge and recovery approaches.</p> <p>This led to a recommendation that further work should be implemented in Clackmannanshire to embed an</p>	Education Senior Manager (Secondary)


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Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>empowered system, including capacity building for Headteachers and wider teams.</p> <p>A collective endeavour is underway to achieve this objective in an empowered system, ensuring that senior leaders are enabled to lead collaborative, evidence-based decision-making, whilst recognising that they are an integral part of a wider education and children's services system.</p> <p>Through participation in five working groups, covering Pedagogy, Curriculum, Performance, Wellbeing & Inclusion and Quality Assurance, school leaders are active participants in the wider corporate work of the Local Authority, building an empowered, connected and self improving education system.</p> <p>A combination of online and in -person meetings and gatherings are taking place throughout session 22/23, further to the Launch Event which took place on 05.10.22. The most recent gathering was held on 06.12.22 which enabled further discussion on agreed action points.</p>	
PPL 22 40	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-2023	<input type="text" value="30%"/>		<p>Questionnaire of current provision of service provided by Strathclyde University has been completed by Youth Justice Team Manager.</p> <p>Due to the vacancies within Children Services there has been a gap in identified youth justice workers, these 2 posts are currently at advert.</p> <p>Criminal Justice are providing support to Children Services by offering advice and guidance to child care staff with less experience in this area. This has been expanded to offering mentoring sessions, meetings with team manager, review of reports and shadowing opportunities. Child care staff identified as leads with Youth Justice will also be offered the opportunity to have</p>	Chief Social Work Officer



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					<p>day per week where they can be based within the Justice team. This will provide the opportunity for peer and management support in this area.</p> <p>Justice Services has arranged AIM 3 Risk Assessment training for child care staff in the new year. A member of justice services will also be trained in this area in order to provide support and some resilience.</p> <p>Justice Services have been providing additional support in terms of completing some Diversion from Prosecution reports. Support/consultation also continues to be provided for Youth Justice MAPPA cases where areas for development have been identified.</p> <p>A proposal has been submitted to the STRIVE Board that would provide a perpetrator and women's worker to the STRIVE Panel one day per week. This support would be to provide earlier intervention to cases where domestic abuse was identified. The aim would be to provide short term intervention to reduce harm and possible future criminal convictions.</p> <p>Child care staff are to attend safe and together training scheduled for Dec 22</p>	
PPL 22 41	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.	31-Aug-2023	90%		<p>Approval has now been provided for a perpetrator and Womens worker to support STRIVE. Initial meetings have now taken place looking at historic cases that may require support. This project will be fully operational and in place by mid January 2023. Guidance for staff is being finalised in terms of screening tools.</p> <p>Final poster is being completed to advertise Men's self referral pathway for support in relation to Domestic Abuse. Health partners have agreed for adverts to be placed within Health buildings. Adverts will also be</p>	Chief Social Work Officer



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Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					placed on Clackmannanshire Councils social media pages. Project to be launched Dec 2022	
PPL 22 42	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.	31-Aug-2023	<input type="text" value="25%"/>		<p>To raise awareness of 16 Days of Action, (which runs from November 25th (International Day against Violence against Women) through to December 10th (International Human Rights Day) all educational establishments were provided with a briefing highlighting resources, local organisations and a toolkit with focussed activities designed to maximise the impact of the Campaign. Bespoke sessions, led by Womens Aid were held with S1 and S3 pupils at Lornhill Academy on the theme of prevention, and lunch time "drop-in sessions" at Alva Academy provided opportunities for pupils to engage in wider discussion, signposting and support. Three primary establishments (Craigbank, Banchory, Menstrie) began the 6 week " Clacks Courage Programme" covering themes such as healthy friendships, self esteem, respect and emotions. This will be fully evaluated at the end of the Programme(Feb 2023) and highlights/good practice shared with all establishments.</p> <p>Messages from the #what next(the key theme for the 16 Days Campaign), were shared daily during the 16 Days on Clackmannanshire Twitter and Facebook to raise further awareness of the Campaign and highlight wider training, events and supports to establishments and their communities</p>	Senior Manager Inclusion & Partnerships
PPL 22 43	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	31-Aug-2023	<input type="text" value="30%"/>		The Family Group Decision Making Service are working with families at an earlier opportunity, focussing on building capacity within the family network and identifying key family members to assist in supporting children at home. This is a shift away from referral to FGDM only at	Chief Social Work Officer

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	investment in early help and intensive family support.				the point of accommodation. Overall, there has been a rise in referrals since this change: September - 7 referrals October - 5 Referrals November - 11 referrals	
PPL 22 44	Reduction in the use of external placements1. Development of a resource allocation group to quality assure and support planning which requires an additional resource.2. Further develop foster carer recruitment approaches to maximise success.3. Review of foster carer levels and fees to support recruitment and retention of foster carers and maximise use of existing resources.	31-Aug-2023	45%		<p>Resource Allocation Group (RAG) processes and paperwork has been developed and the first meeting of this group will take place on Tuesday 17th January 2023. The group will meet on a weekly basis and is aimed at reducing admissions to care. This group will also replace function of High Cost Placement meeting and have oversight of planning for children in external placements.</p> <p>Foster carer recruitment has been delayed due to inspection and due to staffing within the team. Activity will recommence in February 2023 which will involve activity within local press and radio as well as community events planned over the remaining period of this plan. This will build on previous activity undertaken. One new assessment is currently in process.</p> <p>A review has been completed of foster carer fees and allowances and a proposal has been submitted. Awaiting outcome.</p> <p>Most immediate focus is on retention and improving support available to existing carers. Additional staffing is proposed for the team through the redesign, and in the interim an additional post has been added to the team from existing resources.</p> <p>To date the work undertaken to reduce the number of external placements has been offset by new admissions. While the resource allocation group will play a role in reduction of new admissions, progress in this area is reliant on development of a range of local care provision.</p>	Chief Social Work Officer
PPL 22 46	Develop opportunities to consult and include all parents in establishment's improvement planning,	31-Aug-2023	33%		As part of the Scottish Government's focus on learner and community participation, educational establishments	Education Senior Manager ELC &

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	with a focus on the use of Pupil Equity Funding to enhance family engagement, learner participation and democratic education				<p>are expected to spend at least 1% of their PEF (Pupil Equity Fund) budget using a Participatory Budgeting methodology.</p> <p>Following a successful Participatory Budgeting pilot at St Bernadette's Primary involving parents, carers, staff and partners including church representatives, Muckhart Primary School and Redwell Primary School are planning similar Participatory Budgeting events for session 2022-2023. They are being supported by the IO Engagement Officer who is undertaking a Participatory Budgeting course at Fife College covering the fundamental principles and equitable methodology to capture their approaches to equity, family engagement, learner participation and democratic education.</p> <p>Their approaches will be shared with establishments to further support them to spend at least 1% of their PEF money using the PB methodology.</p>	Primary
PPL 22 50	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.	31-Aug-2023	<input type="text" value="30%"/>		<p>STRIVE team continues to function well. Reporting mechanisms being established to track STRIVE Outcomes - which will include repeat VPD rates and statutory referrals.</p> <p>An audit of strive cases is being undertaken over January, with a focus on adult support and protection. A review of casenotes to identify evaluative feedback will also be completed in January.</p> <p>A progress update will be produced in early February</p>	Chief Social Work Officer
PPL 22 51	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.	31-Aug-2023	<input type="text" value="50%"/>		<p>The strategic needs analysis and review of current commissioned services have now been concluded and the report has been provided. This has been considered by Senior Managers within the council and a paper has been submitted for consideration by the Council. Thereafter services will be commissioned in line with the review findings, in order to be in a position to deliver the required services from 1.4.23.</p>	Chief Social Work Officer

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					<p>The services commissioned will include an intensive family support service, funded by the Whole Family Wellbeing Fund to support children and young people on the cusp of care and who are currently placed outwith Clackmannanshire, to help them return to their family or local community.</p> <p>In addition a development officer will be recruited to support the development of a commissioning consortium which will integrate the voice of lived experience into the development of family support services.</p> <p>This is intended to assist in the process of system change, away from crisis led provision toward early intervention</p>	



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	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 22 13	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.	31-Aug-2023	30%		In addition to ensuring Care Experienced Young People are being tracked and supported into a positive destination and that appropriate interventions are in place, each school is monitoring the attainment of young people in this cohort. Research shows that by ensuring that all mentored care experienced young people stay on until at least S5, they have a better chance of success in their next steps. To ensure the correct support is in place, DHTs from each of our four secondary schools have been tasked with tracking our young people with care experience from S1 upwards. An exemplar spreadsheet was issued to each school, where they will record details of each CEYP for each Year Group, alongside their preferred pathway and interventions that are in place. Once reviewed, appropriate further	Education Senior Manager (Secondary)



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					<p>interventions can be planned and alternative provision implemented.</p> <p>Given the focus nationally on Care Experienced Children and Young People, one of our Clacks Core Plus Stretch Aims is to monitor their attendance, especially the historical difference between LAC Home and LAC Away. The stretch aim for the overall attendance rate remains the same as the overall attendance rate, to ensure there is both equity and equality. Improving attendance leads to improved attainment and outcomes.</p>	
PPL 22 14	<p>Develop and implement a programme in primary establishments to close the educational attainment gap for identified Care Experienced children and young people. 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>	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;"> 25% </div>		<p>One of the aims of our Clackmannanshire National Improvement Framework is to ensure we are tracking all Care Experienced Young People in school and engaging them early in support with choosing their pathways and with Skills Development Scotland. Research shows that by ensuring that all mentored care experienced young people stay on until at least S5, they have a better chance of success in their next steps.</p> <p>Given the focus nationally on Care Experienced Children and Young People, one of our Clacks Core Plus Stretch Aims is to monitor their attendance, especially the historical difference between LAC Home and LAC Away. The stretch aim for the overall attendance rate remains the same as the overall attendance rate, to ensure there is both equity and equality. Improving attendance leads to improved attainment and outcomes.</p> <p>To ensure the correct support is in place, DHTs from each of our four secondary schools have been tasked with tracking our young people with care experience from S1 upwards. An exemplar spreadsheet was issued to each school, where they will record details of each CEYP for each Year Group, alongside their preferred pathway and interventions that are in place. Once reviewed, appropriate further interventions can be planned and alternative provision pathways researched.</p> <p>On-going data capture and analysis since August 2022</p>	Education Senior Manager ELC & Primary


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					<p>within the MCR Programme has identified 77 mentored relationships across the authority with 21 in Alloa Academy, 28 in Alva Academy, 27 in Lornhill Academy and 1 in CSSS. The progress and monitoring of these identified young people is reviewed via a Schools DHT Lead network to ensure that care experienced young people, or those who have experienced disadvantage, have access to the same educational outcomes, career opportunities and life chances as every other young person.</p> <p>57 S1 and S2 young people are participating in focused Group Work programmes. The scope and reach of these Groups has been extended to include not only those with social work involvement but also those young people with continuous instability at home.</p> <p>Following a Mentor Recruitment event in October, currently 30 mentors have been identified to be matched with a young person. A further Information Session will be held in the New Year to extend the number of Mentors and increase participation in the programme.</p> <p>Pathway Coordinators continue to support educational establishments to provide the Young Clacks Talent Programme and compliment plans and academic goals for identified care experienced young people. Further discussions are underway with Scottish Government to secure funding for their continuation beyond this academic year.</p>	
PPL 22 15	A relaunch of the School Sports Awards supporting primary and secondary schools to achieve silver / gold awards	31-Aug-2023	<input type="text" value="60%"/>		Programme paused from March 2020 & relaunched in September 2022. All schools have active sports committees. 13 schools have completed assessment process with 11 achieving gold status.	Education Senior Manager ELC & Primary
PPL 22 16	Increase support available to care experienced young people. 1. Registration and development of a Supported Lodgings Service for young people aged 16-25. 2. Strengthen the availability of intensive support for young people moving to live in	31-Aug-2023	<input type="text" value="45%"/>		Meetings continue to take place between TCAC Team and Housing to progress planning for young people identified as ready to move into their own tenancy. Focus has been on young people ready to leave their care placements and young people who are currently residing	Chief Social Work Officer

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	their own tenancy. This will be achieved through commissioning arrangements and a small test of change developing an outreach model for YP leaving Woodside. 3. Development of a multidisciplinary hub model of working with the aims of reducing isolation, creating community, and creating accessible pathways to support from other services and 3rd sector partners e.g. housing, benefits, health, training and employment opportunities.				<p>in purchased supported accommodation.</p> <p>Since September 7 young people have been allocated their own permanent tenancies and are being supported through a combination of support from TCAC via case management, outreach from Woodside, and support from Barnardos.</p> <p>A further group of 5 young people have been identified for housing and planned support which we hope to achieve over the remaining duration of the plan.</p> <p>It continues to be challenging to plan for those young people residing outwith Clackmannanshire who do not wish to return. There are a group of 4 young people who are ready to live independently out of area.</p> <p>The commissioning arrangements following the review undertaken will focus on development of a range of support for young people to be supported to maintain living within their own tenancies.</p>	
PPL 22 17	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.	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">50%</div>		A range of training opportunities for those within the People Directorate have been identified and begun to be delivered, including PACE training for Woodside Residential staff, and Early Intervention staff, Dyadic Developmental Psychotherapy training for Woodside Residential staff, and Adult Attachment training in the Dynamic Maturational Model. The aim of this programme of development work is to increase staff capacity to incorporate relational approaches to their work through a coherent framework for delivery of therapeutic supports.	Principal Educational Psychologist
PPL 22 19	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.	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;">50%</div>		Suicide is regularly the most common reason for individuals accessing Shout, our text-based crisis service, highlighting the need for a service which can deal with this level of risk. However, no texters have yet required an active rescue by the emergency services, indicating that the risk assessment and de-escalation	Principal Educational Psychologist


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					<p>processes embedded within the service may be evidencing a reduction in harm. Suicide figures for Clackmannanshire fell in 2021, with no suicides taking place in anyone under the age of 43. So far in 2022 the youngest suspected suicide is for an individual aged 34. Work is ongoing to understand the reasons for this fall and what role the new services could be playing in suicide prevention.</p> <p>A new Children and Young People's Suicide Prevention Sub-Group has been established which will report in to the wider Suicide Prevention Group operating across Stirling and Clackmannanshire. Suicide and self-harm guidance for educational establishments is in the process of being reviewed by this sub-group.</p>	
PPL 22 20	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	31-Aug-2023	50%		<p>A continuum of digital and face-to-face supports has been developed to support mental health and wellbeing for children, young people and their families. This continuum offers a range of supports across different age groups, some of which offer 24/7 availability, delivered either virtually or face-to-face. This enables children, young people and their families to create packages of support that most suits their needs.</p> <p>Four new digital services have been introduced - Mind Moose, Kooth, Togetherall and Shout - and a Directory of Mental Health Supports created. To date, the digital services have been accessed by just over 600 individuals (around 5% of our target population - our digital services have usage aims of between 5 and 10%). Although time of use within the day fluctuates, all of our open-access services show a high level of use out of normal working hours, indicating the importance of providing services around the clock. The reported impact varies by service and is dependent on users engaging with optional evaluation activity, but evaluations indicate that users are making progress towards self-identified goals, have found the support they received helpful, and would</p>	Principal Educational Psychologist




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					<p>recommend the service to others/use the service again.</p> <p>We have had two face-to-face services in operation for over a year (Creative Therapeutic Interventions for Children (CTIfC) and Counselling in Schools (CiSS)). Just over 550 children and young people have been referred to our two face-to-face services with statistically significant improvements (i.e. not by chance) in wellbeing scores for those accessing CiSS, and improvements in wellbeing for those accessing CTIfC that are heading towards statistical significance. A third service is in the process of being established and will offer Wellbeing Worker support to the Through Care After Care population. There are early indications that where uptake of these new services is greatest, referrals to CAMHS are reducing, supporting the need for developmentally-appropriate, easily accessible supports and services within local communities. Further work is planned to explore these emerging themes in more detail.</p> <p>The GIRFEC Forum (formally, cSTRIVE) has been successfully rebranded and amalgamated. It continues to meet weekly with education and 3rd sector partners. Feedback from partners highlights that they feel “coming together helps get the right support in place.” The Forum has also been in a position to highlight arising systemic themes which have been fed back to the wider authority (e.g., non attendance, early years). We are still waiting for confirmation of the data sharing agreement with the NHS to allow health colleagues to participate in the Forum.</p> <p>The Educational Psychology Service continues to contribute to a Scottish Government funded development</p>	





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					across Forth Valley aimed at improving the assessment process for Neurodevelopmental Difficulties (NDD). Initial results from an audit of current referrals to Forth Valley CAMHS highlighted variances in the quality of information which may lead to a referral being rejected. As a result of this, guidance has now been developed for schools with the aim of increasing staff confidence in making referrals. This guidance will be released for initial consultation with partners in January 2023.	
PPL 22 21	Develop an integrated transitions strategy and operational procedure to improve outcomes for disabled children and young people to support their timely transition to adulthood and accessing adult services/support	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #4f81bd; color: white; display: flex; align-items: center; justify-content: center;">25%</div>		<p>The HSPC Draft Transition Policy is out for consultation across relevant services.</p> <p>The Operational Transition Group have developed systems to ensure that Children are being discussed at the earliest opportunity in order to begin planning their transition to adulthood and adult services.</p> <p>A short life working group has agreed to progress the completion of procedures which will detail the requirements on each agency at the relevant point.</p> <p>A Shared Occupational Therapist post has been developed which will enable smoother transitions for children receiving OT input in childhood into adulthood.</p>	Service Manager
PPL 22 23	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.	31-Aug-2023	<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #4f81bd; color: white; display: flex; align-items: center; justify-content: center;">25%</div>		As part of the review of the National Health and Wellbeing Census in 2022, all establishments were provided with a partial analysis of their results with a particular focus on pupil responses to bullying. To support those establishments who , as a result of this, were refreshing their approaches and policies regarding anti-bullying, or who highlighted this as a priority within School Improvement Planning, <i>Respect Me</i> were contacted and provided Clackmannashire with an opportunity to review their new e-learning modules- Undersanding and Repsonding to Bullying. Following the successful review, information was shared with all Head Teachers, with 3 establishments registering to complete the modules(Deerpark, Sunnyside, St Mungos). Further training opportunities and feedback from the	Senior Manager Inclusion & Partnerships

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					highlighted schools will continue to be shared to ensure that approaches to anti-bullying remain a focus.	
PPL 22 24	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-2023	<input type="text" value="0%"/>			Chief Social Work Officer
PPL 22 25	In line with Future Leisure Provision, revise Implementation Plan within Sport and Active Living Framework	31-Aug-2023	<input type="text" value="50%"/>		Review process underway with initial Leadership & Governance meeting held in Dec 22 and full day planning meeting scheduled for 26 Jan 23. Chair of group moved from Cllr Lindsay to Cllr Harrison in line with administration updates.	Sports Development Manager
PPL 22 26	To develop and implement a programme of support and networking opportunities for parents and carers of children/young people with ASN	31-Aug-2023	<input type="text" value="50%"/>		ASL Parent/Carer Network sessions are being advertised through social media channels; however consideration is being given to a wider strategy to reach as many potential parent/carers as possible. Key education staff were identified to support the planning of sessions in response to feedback evaluations from parents/carers. Twelve network sessions involving a range of guest speakers have taken place since August, with an attendance of over fifty parents/carers. Evaluations are being recorded at each session, with plans for a mid-year evaluation google form to be circulated. Some parent/carers have shared that they have formed relationships where they are meeting for coffee providing peer support. Information from the google form will be gathered and analysed to help inform the next programme of sessions with guest speakers. A more robust evaluation strategy will be considered and steps will be made to engage ASL Provisions and the Post Diagnostic Support Project.	ASN Manager
PPL 22 32	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	31-Aug-2023	<input type="text" value="50%"/>		Initial consultation with the Participation Network has occurred and discussions have taken place with COSLA and other Local Authorities around remuneration and its value. Continued efforts are being made to find an	Chief Social Work Officer


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	remuneration for their time/input.				appropriate mechanism by which Clackmannanshire Council can remunerate individuals who are involved in co-design and co-production.	
PPL 22 39	Extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire.	31-Aug-2023	<input type="text" value="50%"/>		The Refugee Intensive Therapeutic Service aims to extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire. Feedback gathered from partners, as well as the Scottish Government's Trauma Informed Practice Toolkit, has informed the service design. Links have been made with the Local Authority's existing Refugee Group. A presentation outlining the service has been shared with some of our families from the refugee population via their ESOL group meeting. The Refugee Intensive Therapeutic Service is currently being piloted with 4 cases from the refugee population. Feedback from these families will further inform practice guidelines and procedures.	Principal Educational Psychologist
PPL 22 45	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.	31-Aug-2023	<input type="text" value="50%"/>		Relaunched in September 22.	Education Senior Manager ELC & Primary
PPL 22 54	Launch of new online booking system	31-Aug-2023	<input type="text" value="50%"/>		New system went live in July 2022, system continuing to be tested and developed with implementation of new online customer booking portal.	Education Senior Manager ELC & Primary
PPL 22 55	Collaborate with Sportscotland to develop an Active Schools and Community Sports Hub and plan	31-Aug-2023	<input type="text" value="30%"/>		Strategic meeting between senior managers and sportscotland took place in Dec 2022 with agreement draft to be completed by end January 2023. In progress.	Education Senior Manager ELC & Primary

Priority - People Workforce Plan

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PPL 22 03	Develop and implement Flexible Learning Spaces in identified establishments. 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.	31-Aug-2023	<input type="text" value="40%"/>		<p>Staff confidence and skills to support children and young people with additional support needs is supported by ASL Outreach Team, Educational Psychology and CSSS Outreach Teams. Connecting Clacks Educators /ASN tile is updated with latest guidance documents.</p> <p>The quality of referrals into GIRFEC forum (formerly named CStrive) demonstrates improved use of the wellbeing assessment to assess children and young people's needs. This will continue to be monitored.</p> <p>Embedding inclusive solution for children with ASN within mainstream settings is leading to increased staff skills, supported by Flexible Learning Spaces teams.</p>	Senior Manager Inclusion & Partnerships
PPL 22 06	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.	31-Aug-2023	<input type="text" value="20%"/>		<p>Following a data analysis in September 2022 by the Regional Improvement Collaborative, targeted work is focussing on empowering and upskilling practitioners to support learners who have additional support needs, are impacted by poverty, have experienced care or a gender influenced attainment gap.Attendance is a key focus for improvement including S4 attendance and improvement in attendance for children and young people with attendance between 50%- 80% .</p> <p>Networks are being established to support, nurture and cultivate change through the development of " C Change Hubs" to build community, aid communication, support curriculum-making, facilitate collaboration, develop practice and pedagogy, enhance practitioner confidence and identify CLPL needs.</p>	Senior Manager Inclusion & Partnerships
PPL 22 09	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.	31-Aug-2023	<input type="text" value="50%"/>		<p>Update</p> <ul style="list-style-type: none"> • Performance Workstream established. • Performance and Improvement Meetings (PIM) have taken place between SLTs in almost all ELC and primary establishments and QIOs. focusing on a variety of data at 	Education Senior Manager (Secondary)


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Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Local Authority and Establishment level, for example attainment at and within BGE, SIMD, pupil ASN, school context, EAL, etc. This has resulted in greater awareness and shared understanding of the barriers to attainment for learners across Clackmannanshire schools.</p> <ul style="list-style-type: none"> Improving Outcomes PTs (funded by SEF) work alongside staff members in identified establishments to use a range of data to identify targeted groups, with a particular focus on raising attainment in writing. Relevant interventions have been identified to support these targeted groups. Data Coach supporting data analysis from Seemis in relation to attendance with HTs/attendance leads (patterns). <p>Next steps</p> <ul style="list-style-type: none"> Self-Evaluation for Continuous Improvement (SECI) - a programme aimed at leaders - has been developed by Education Scotland staff and will be delivered in January 2023 to heads of establishments across the authority. It draws on relevant policy and research as well as aspects of the ES Evolving Systems Thinking course. The aims of the programme are to: <ul style="list-style-type: none"> Consider the effective use of self-evaluation and quality assurance within education. Examine toolkits available to support effective self-evaluation and quality assurance. Explore data types, purposes and categories and reflect on the importance of mobilising data. Reflect on the different types of conversations that lead to improvement. Become familiar with the key features of evaluative writing. 	



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					<ul style="list-style-type: none"> • Consult with Heads of Establishments across the authority to develop a Performance Framework for Clackmannanshire which provides a clarity of systems and processes. • Develop and deliver a Senior Leaders Data For Improvement Professional Learning programme to complement SECI. • Follow up training/coaching on attendance data analysis using Seemis and spreadsheets. 	
PPL 22 11	Ensure Practitioners have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver parental entitlements.	31-Aug-2023	<input type="text" value="30%"/>		<p>Practitioners in schools and ELC settings work with parents and carers to lead on Family Learning, encourage Learning at Home and foster Home School Partnership and Parental Representation. At teacher training or induction stage staff are made aware of the benefits that good practice in parental involvement and engagement (PIE) will bring in terms of pupil attainment and achievement. Local authorities and other national agencies offer Career-Long Professional Learning (CLPL) training for e.g. probationer teachers, family support workers and all school staff up to senior manager level to ensure that knowledge and skills are kept up to date.</p> <p>The Scottish Government has produced a strategy for PIE CLPL. As a consequence, further research has been done to produce a draft PIE CLPL directory for Clacks showing all the CLPL that is on offer for practitioners, both locally and nationally. The draft is being refined before sharing with practitioners.</p> <p>Clackmannanshire Education Service are group members of Connect – an organisation supporting Parent Councils in Scotland. Parent Councils and staff are encouraged to take part in the training that Connect offers. Take up of that training is being monitored to ensure value for money.</p>	IO Team Leader



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					<p>Some in house training offered by the Engagement Officers could be moved to an online learning platform – Clacks Academy – so that practitioners can access it at any time. Clacks Academy sessions on PIE topics have been identified and work has begun on adding that to Clacks Academy.</p> <p>The Clacks PIE CLPL directory will be published early in the new year.</p> <p>Connect will report on the uptake of their training offer – both PCs and practitioners.</p> <p>There will be at least one PIE CLPL session on Clacks Academy with others in development by the end of the session.</p>	
PPL 22 36	Clackmannanshire to implement revised GIRFEC materials and Pathways, in line with Forth Valley activity.	31-Aug-2023	<input data-bbox="1010 727 1151 754" type="text" value="33%"/>		<p>National GIRFEC refresh has provided a perfect opportunity to review GIRFEC Materials, procedures and training within Clackmannanshire. This should be done alongside the rest of the Forth Valley and the Forth Valley working group is now meeting regularly.</p> <p>A seven minute briefing has been issued to all staff regarding the changes in the refreshed GIRFEC Guidance</p> <p>Next Steps:</p> <p>Multiagency Briefing sessions being set up by Health for the new year</p> <p>GIRFEC Report templates being reviewed within Clacks Childrens services currently. Updated templates will be shared on a multiagency basis.</p> <p>GIRFEC Guidance for Clacks to be updated and rolled out across all agencies. This will include clarity around the role of named person, TAC meetings and the initial follow up of low level concerns.</p>	Chief Social Work Officer

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					These actions should assist in reducing inappropriate social work referrals, increase appropriate early intervention and subsequently reduce the number of children subject to statutory measures.	
PPL 22 47	Strengthen role of Independent Reviewing Officers (IRO's) to ensure high quality outcome focused planning for children. 1. Increase establishment to 3 FTE Independent Reviewing Officers. 2. Establish reviews of children looked after at home and pathway reviews within IRO remit. 3. Increase number of children and young people participating in their review meetings.	31-Aug-2023	<div style="width: 20%;"><div style="background-color: #4f81bd; height: 10px; width: 100%;"></div></div> 20%		<p>Social Work redesign is now progressing and proposal identifies 3 FTE Independent Reviewing Officers (IRO's) and a designated 0.5 Team Leader. Recruitment will take place for these posts following conclusion of consultation period.</p> <p>At the present time there are 1.5 FTE IRO's within the service, one of which is an agency worker. A further post has been recruited to, and the candidate will commence in post on 1 February 2023.</p> <p>IRO's have been supporting TL's within the service with Child Protection Core Group meetings, this arrangement will end once new TL for core starts on 24 January 2023.</p> <p>Thereafter IRO's will on an incremental basis begin undertaking reviews for children on Compulsory Supervision Orders at home, and pathway reviews.</p> <p>A development day will be arranged in the first quarter of 2023 once all IRO's are in post to further develop the service in relation to participation, language and the format of meetings in order to promote participation of children and young people.</p> <p>Participation Checklist continues to be in use as an aid to promote participation in reviews through a range of avenues which include advocacy and viewpoint questionnaires.</p>	Chief Social Work Officer
PPL 22 48	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.	31-Aug-2023	<div style="width: 50%;"><div style="background-color: #4f81bd; height: 10px; width: 100%;"></div></div> 50%		Resilience Learning Partnership, a local and unique provider of education and training services specialising in psychological trauma and lived experience has been commissioned to deliver training and consultancy	Principal Educational Psychologist

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					services, from January 2023. Resilience Learning Partnership will support the quality assurance of the implementation of trauma informed approaches across the Council. A Trauma Informed Approaches Steering Group will be operational from January 2023, to oversee this work.	
PPL 22 49	Collaborate with University of Stirling, and ADES to provide opportunities for Education staff to participate in leadership development training and respond to the national challenges of recruiting Primary and ELC leaders.	31-Aug-2023	0%			Improving Outcomes Business Manager
PPL 22 52	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.	31-Aug-2023	30%		Currently the number of children subject to Compulsory Supervision Orders continues to reduce. On 19.12.22 this was 153. Factors supporting this increase include earlier access to Family Group Decision Making, Increased early interventions support and a co-ordinated referral group prioritising third sector referrals.	Chief Social Work Officer
PPL 22 53	Work with our community of Values Based Leaders to continue to change attitudes and behaviours.	31-Aug-2023	52%		1.1. In the week commencing 31 October 2022, a cohort of Council staff, local employability partners, Ceteris, NHS Scotland, DWP and researchers from the WEALL (Wellbeing Economy Alliance) and the Scottish Government, came together to explore the employment and employability landscape in Clackmannanshire. This was a highly productive session with a variety of links and contact made as part of the WEALL research and several off shoots, such as exploring NHS training academies and childcare opportunities have taken place since. 1.2. A senior leader's cohort will be taking time in January 2023 to have an in-depth review of People and Place based approaches within Clackmannanshire to maximise and accelerate transformation. Representatives of the community, community organisations and Elected Members will attend. 1.3. A community cohort is being mapped and	Service Manager

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					scheduled for March 2023, which will link with the ongoing transformative work programme. This will include families, community members and young people.	

Appendix 2

Health and Social Care Plan Update

The Health and Social Care Partnership continues to deliver care and support within a context of significant system pressures across acute and community health and social work services. Significant progress has been made to redesign local services including being a pathfinder area for 'Discharge without Delay', which has resulted in significant improvements within delays locally (an increased capacity of 44% in first week of January 2023, against the Scottish Government target of 15%)

This programme of work is reflected and reported through the HSCP Winter Plan. The Locality Planning networks have been established within each Locality area and Locality Plans have been developed with stakeholders, local partners and those with lived experience. These plans form the basis of the priorities for the new IJB Strategic Commissioning Plan 2023 – 2033 which will be presented to the IJB in February 2023. The programme of transformation continues to be delivered with key progress to deliver refresher training all staff in HSCP on Self Directed Support and new draft asset based assessment being piloted within some teams; Carers Investment Plan is being reviewed to reflect the significant impact of COVID on carers and the commissioning consortium approach in partnership with TSIs is being rolled across all service areas. The full programme of transformation is overseen by the now established Transforming Care Board with SROs providing quarterly updates of key workstreams.

The IJB meeting on 23 November 2022 approved the delegation recommendations (also approved by Falkirk IJB and NHS Forth Valley) and subject to due diligence have resulted in:

- The Head of Specialist Mental Health transferring into the HSCP on 9 January 2023 and now reports to the Chief Officer. Specialist services under the leadership of this postholder also transferred with further work by the NHS Board required in terms of any transfer of Psychiatry. Due diligence work requires to be carried out in all governance domains for services that are transferring.
- Service visits by the two Forth Valley Chief officers have been planned to specialist Mental Health services supported by the Clackmannanshire and Stirling Chief Nurse who also has professional responsibilities for Mental Health services.
- The Head of Community Health and Care will retain Older Adults mental health services and Mental Health Officers who carry out Local Authority statutory responsibilities. This will be reviewed in 2023.
-

Where services are being led by Falkirk IJB for pan Forth Valley strategic planning for elements of health improvement; Clackmannanshire and Stirling IJB will lead local strategic planning for Health Improvement, however national reporting, co-ordination or leadership will be carried out by Falkirk. Falkirk HSCP will coordinate primary care services across Forth Valley with local integrated working across localities being delivered within Clackmannanshire and Stirling.