

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE17 August 2023Report by Director of EducationEAST RENFREWSHIRE CHILDREN'S RIGHTS REPORT 2020-23**PURPOSE OF REPORT**

1. To inform Education Committee on the progress that has been made in ensuring children's rights are respected and upheld within East Renfrewshire over the last 3 years. The report will be considered at the next IJB meeting. After Education Committee approval, the report will be submitted to the Scottish Government.

RECOMMENDATIONS

2. Education Committee is asked to:
- a) note current practice within East Renfrewshire underpinning and ensuring children's rights;
 - b) comment on and approve the East Renfrewshire Children's Rights Report; and,
 - c) note the authority's key actions going forward to respect and uphold children's rights.

BACKGROUND

3. The United Nations Convention of the Rights of the Child (UNCRC) was adopted by the General Assembly of the United Nations in 1989 and it was ratified by the UK Government in 1991. It is the most widely ratified human rights treaty in the world. It sets out the civil, political, economic, social and cultural rights that all children, everywhere, are entitled to. The rights in the UNCRC are guaranteed to every child, whatever their ethnicity, gender, religion, language, abilities or any other status.

4. The UNCRC consists of 54 articles. Articles 1 to 42 contain the substantive rights and obligations which States Parties must uphold and give effect to. These include the right to life, survival and development; the right to protection from violence, abuse or neglect; the right to an education that enables children to fulfil their potential; the right to be raised by, or have a relationship with, their parents and the right to express their opinions and be listened to. Articles 43 to 52 concern procedural arrangements for the signature, ratification and amendment of the UNCRC and the establishment of the CRC (UN Committee on the Rights of the Child) and the reporting process for States Parties.

5. Part 1, Section 2 of the Children and Young People (Scotland) Act 2014 places a duty on listed public authorities, including all local authorities and health boards, to report every 3 years on the steps they have taken in that period to secure better or further effect of the requirements of the United Nations Convention on the Rights of the Child (UNCRC). Part 3,

Section 15 of the UNCRC (Incorporation) (Scotland) Bill (the Bill) sets out revised reporting duties for public authorities. Once commenced, the duties in Section 15 of the Bill will replace the reporting duties in Part 1 of the 2014 Act. As the Bill has not received Royal Assent, authorities listed in Schedule 1 of the 2014 Act still have a duty to report on progress towards realisation of children's rights as provided for at section 2 of the 2014 Act.

6. In East Renfrewshire, our Improving Outcomes for Children and Young People Partnership is committed to the promotion and protection of children's rights, in line with the United Nations Convention on the Rights of the Child (UNCRC). The Children and Young People's Plan for 2023-2026 places children's rights at the heart of its vision and a rights based approach is embedded throughout.

REPORT

7. The East Renfrewshire Children's Rights Report (Appendix 1) outlines the steps we have taken in East Renfrewshire, through our partnership working, to promote, support and uphold children's rights. It goes on to define clearly what is entailed by children's rights, summarising the nature and role of the UNCRC and how its 54 articles are arranged into clusters and themes.

8. The work of East Renfrewshire to respect and ensure the rights of children and their families over the last three years has focused on a number of clusters which are outlined below in paragraphs 9 to 24. The different Articles of the UNCRC have been grouped into clusters as this is the structure that is recommended by the Scottish Government and UNICEF when reporting on the Rights of the Child.

9. **General Measures of Implementation (Articles 4, 41, 42, 44(6))** East Renfrewshire Council, our Health and Social Care Partnership (HSCP), Culture and Leisure Trust (ERCL) and 3rd sector partners such as Children 1st take full account of all national legislation, standards, plans, policies and strategies. We respect children's right to family life and to grow up loved, safe and respected so that they can reach their full potential. For those children who need additional support, we work with children and their families to assess their circumstances and make decisions. We have developed professional learning and systems such as Equality, Fairness and Rights Impact Assessments to ensure that children's rights are at the heart of key decision making processes.

10. **General Principles, Civil Rights and Freedoms (Articles 2, 3, 6, 12)** We respect children and young people's rights to develop to their full potential in early learning and childcare settings, school, home and in the community. Our Education Department is committed to the promotion and protection of children's rights, in line with the UNCRC. Ensuring excellent learning experiences for all children is central to their wellbeing and future life chances.

11. Community Learning and Development (CLD) worked with young people to plan and deliver East Renfrewshire's first Youth Assembly which took place in June 2023, giving young people a platform to consult with senior decision makers on issues relating to their rights. It was one step in the co-production and design of East Renfrewshire's Young People's "Rights Committee". The event was youth-led, bringing young people from schools, community groups and voluntary organisations together with Senior Council Officers and Elected Members in a workshop to explore a range of issues. The event took place on the 15th June and has led to the design and agreement to establish a Children's rights committee.

12. **Civil Rights and Freedoms (Articles 2, 3, 6, 7, 8, 12, 13, 14, 15, 16, 17)** In 2021, East Renfrewshire Council along with our partners developed 6 new Equality Outcomes based on

Equality and Human Rights Commission (EHRC) guidance, available evidence and a range of engagement.

13. We publish a range of information, reports and documents in various formats and have started to produce child friendly versions and summaries where appropriate. We make effective use of social media to actively engage with our children and young people. We continue to improve our processes for handling information about service users and activities in line with our Information Governance Framework.

14. The Education Department has in conjunction with children and young people and their families, developed a social justice framework which takes into account research, legislation and policy advice including UNCRC, [The Promise](#), [ASL Review](#), and [Equality Act 2010](#).

15. **Violence Against Children (Article 37a)** We work in partnership to ensure that children are protected from harm. This includes a number of activities such as:

- Ensuring every pupil has at least one key adult they can speak to if they are worried about something or need advice;
- Monthly Multi-Agency Risk Assessment Conferences (MARAC) ensure all high risk victims and children have action plans in place which aim to reduce risks of domestic abuse through multi-agency support;
- Young people affected by gender based violence accessing a range of therapeutic support through our social work Children and Families Team, Women's Aid, Rape Crisis Glasgow and Clyde and Children 1st;
- Providing space and time for families to explore what they need from their relationships with each other and supporting the child and family's emotional, practical and financial needs through Children 1st services in East Renfrewshire; and,
- Implementation of an early intervention/prevention approach through CLD detached youth work, diversionary activities and targeted group work (including those involved in risk taking and anti-social behaviour) to support some of the hardest to reach members of the community.

16. **Family Environment & Alternative Care (Articles: 2, 3(3), 5, 12(1), 18(1 & 2), 19, 20, 22, 25, 27, 31, 30, 39)** As Corporate Parents we are responsible for giving our children the same level of care, support, security and opportunities that a good parent would. Lead Professionals make sure that the views of children and young people are listened to, taken seriously and recorded.

17. Young Carers Action Day 19/4/2023 was a national awareness day to raise the profile of young carers. The theme for Young Carers Action Day this year was *'Make time for young carers'*. With this in mind we invited guest speakers along from organisations, both locally and nationally, to speak about the support they can provide to young carers. Our guest speakers were from Carers Trust, Glasgow University, Healthier Minds, Social Security Scotland, University of the West of Scotland and Young Scot.

18. **Basic Health & Welfare (Articles 6, 18(3), 23, 24, 26 and 27(1-3))** Our Healthier Minds Service has continued to support children and young people's mental health and wellbeing. 94% of the children and young people who received support from the Healthier Minds team reported improved outcomes.

19. In response to the cost of living crisis a multi-agency working group was established with representatives from the Council, HSCP, Culture and Leisure Trust, Citizens Advice Bureau, Social Security Scotland, Voluntary Action East Renfrewshire and Barrhead Housing Association. The working group shared intelligence and provided a joint operational response

to the crisis. This included establishing a 'warm and welcome' initiative with short term funding for creating welcoming spaces at a number of community venues including all libraries. In total 33 'warm and welcome' spaces were set up and were attended over 3,500 times.

20. The Money Advice and Rights Team has worked in partnership with the education department to develop a pilot project offering financial advice within two primary schools. This approach builds on parents' positive relationships with the school and enables them to access support and advice in a discreet, familiar environment. By increasing families' income, the service helps to reduce the negative impact of poverty on children's health and wellbeing.

21. **Education, Leisure and Cultural Activities (Articles 28, 29 and 31)** East Renfrewshire received funding for the targeted provision of accessible activities, childcare and food for children from low income families during the 2022 school summer holidays. Direct engagement with children, young people and families helped shape various holiday programmes and we worked with partners at the East Renfrewshire Culture and Leisure Trust and Include Me 2 Club to provide places at summer camps in Barrhead High School, Eastwood High School and Carlibar Primary School throughout the summer.

22. In East Renfrewshire, high quality educational provision is available to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier. Schools and centres are empowered to develop their curriculum in partnership with learners, parents and the community to reflect their own unique context.

23. **Special Protection Measures (Articles 22, 38 and 39; 37 (a-d) 39 and 40; 32, 33, 34, 35 and 36; 30)** East Renfrewshire's Intensive Services Children and Families Team respect children's right to family life and to grow up loved, safe and respected so that they can reach their potential. We want to reduce high risk behaviours that could bring young people into the adult justice system. To do this we have delivered a wide range of diversionary activity to prevent low level behaviour problems escalating at home or in the community.

24. The Champions Board aims to raise the profile and awareness of the needs of young people with care experience and to create a model of partnership working and co-production between young people and adult decision makers. Young Champions are contributing to the implementation of The Promise in East Renfrewshire, participating in strategic groups and presenting at awareness raising events. They are currently working alongside the Redesign Project Coordinator (The Promise) to create a service for young people leaving care and transitioning to independent living.

25. Children and young people have been involved in co-creating this report and developing a child friendly version which can be found using the following link.

<https://sway.office.com/PGcxGdKmefLpdErS>

26. A driver diagram has been developed to highlight next steps in upholding and respecting children's rights and ensuring that East Renfrewshire Council and partners are ready for the implementation of the UNCRC Bill.

FINANCE AND EFFICIENCY

27. There are no financial or efficiency implications related to this report.

PARTNERSHIP WORKING

28. The UNCRC Implementation Group is made up of partners across our Children's Services Partnership. The Improving Outcomes for Children and Young People Partnership is the principal multi agency group that has joint strategic planning and development of services for children, young people and families in East Renfrewshire. The partnership oversees the work of the UNCRC incorporation group.

CONSULTATION

29. As part of the development of this Rights Report, stakeholders including parents, carers, children and young people, council and 3rd sector partners were consulted on a range of themes related to children's rights. Children and young people have contributed to the writing of this report.

CONCLUSION

30. This is the second report relating to Children's Rights published by East Renfrewshire Council. It highlights the progress which has been made in respecting and upholding children's rights since the last reporting period and next steps have been identified.

RECOMMENDATIONS

31. Education Committee is asked to:

- a) note current practice within East Renfrewshire underpinning and ensuring children's rights;
- b) comment on and approve the East Renfrewshire Children's Rights Report; and,
- c) note the authority's key actions going forward to respect and uphold children's rights.

Mark Ratter
Director of Education
17 August 2023

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Appendix 1
East Renfrewshire Children's Rights Report 2020-23

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Children's Rights in East Renfrewshire

JULY 2023



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Contents

Foreword	page 3
Introduction	page 4
About East Renfrewshire	page 6
Cluster 1: General Measures of Implementation	page 11
Cluster 2: General principles of the UNCRC (Non- Discrimination)	page 13
Cluster 3: Civil rights and freedoms	page 18
Cluster 4: Violence against children	page 20
Cluster 5: Family Environment and Alternative Care	page 23
Cluster 6: Basic Health and Welfare/Wellbeing	page 26
Cluster 7: Education, Leisure and Culture	page 28
Cluster 8: Special protection measures	page 32
Conclusion	page 35
Appendix 1: Case Studies	
1 Barrhead High School	page 36
2 Braidbar Diversity	page 38
3 Mentors in Violence	page 39
4 Detached Youth Work	page 41
5 Family First	page 42
6 Learn Well Service	page 43
7 St Ninian's High School Learning for Sustainability	page 44
8 Environment and Carlibar Primary School	page 45
Appendix 2: Next Steps	page 47





Steven Quinn
Chief Executive, East Renfrewshire Council

This is the second report on the steps East Renfrewshire Council and partners have taken to progress children's rights across all of its services within the context of Getting it Right for Every Child (GIRFEC), the United Nations Convention on the Rights of a Child (UNCRC) and The Promise.

In East Renfrewshire we *'want our children to grow up loved, respected and given every opportunity to fulfil their potential. We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE'*. Our Children's Services Plan directly links to our commitment to promoting and protecting children and young people's rights as we know that placing children's rights at the heart of what we do is fundamental to achieving this vision.

Using the UNCRC as the framework for reporting, East Renfrewshire's Children's Services Partnership have prepared a joint report which sets out the progress we have made, the achievements we can build on in next three years and the articles of the convention that these relate to.

We look forward to delivering this commitment together ensuring that we promote a multi-sector partnership approach. The strength of our partnership approach will help us ensure the rights of all children are upheld.

In preparing this report, we have collaborated with children and young people to ensure they have a say about matters that are important to them. Children and young people supported the production of this Children's Rights Report and have developed a child friendly version.

The different Articles of the UNCRC are grouped into clusters. This is the structure that is recommended for reports to the UN Convention on the Rights of the Child. There are eight clusters, which help facilitate reporting for Children's Rights.

Thank you to all of the people who have contributed to this report and for their efforts in ensuring that we all keep children and young people at the forefront of our work.

Introduction

The Children and Young People (Scotland) Act 2014 strengthens children's rights and places duties on local authorities, health boards and partner agencies. Our New Children's Services Plan 2024-27, directly links to our commitment to promoting and protecting children and young people's rights.

Our plan is rooted firmly in the national **Getting it right for every child** wellbeing framework which underpins all that we do in East Renfrewshire. In line with **The Promise**, we support children to flourish within a culture of care and rights-respecting, human-centred approaches that enable nurturing, loving relationships. We want children and young people to experience services that place them at the centre of what we do and by doing this we apply a UNCRC approach in our day-to-day practice.

The UN Convention on the Rights of the Child (UNCRC) is a core international human rights instrument which was adopted by the UN General Assembly in 1989 and ratified by the UK Government in 1991.



Our Vision

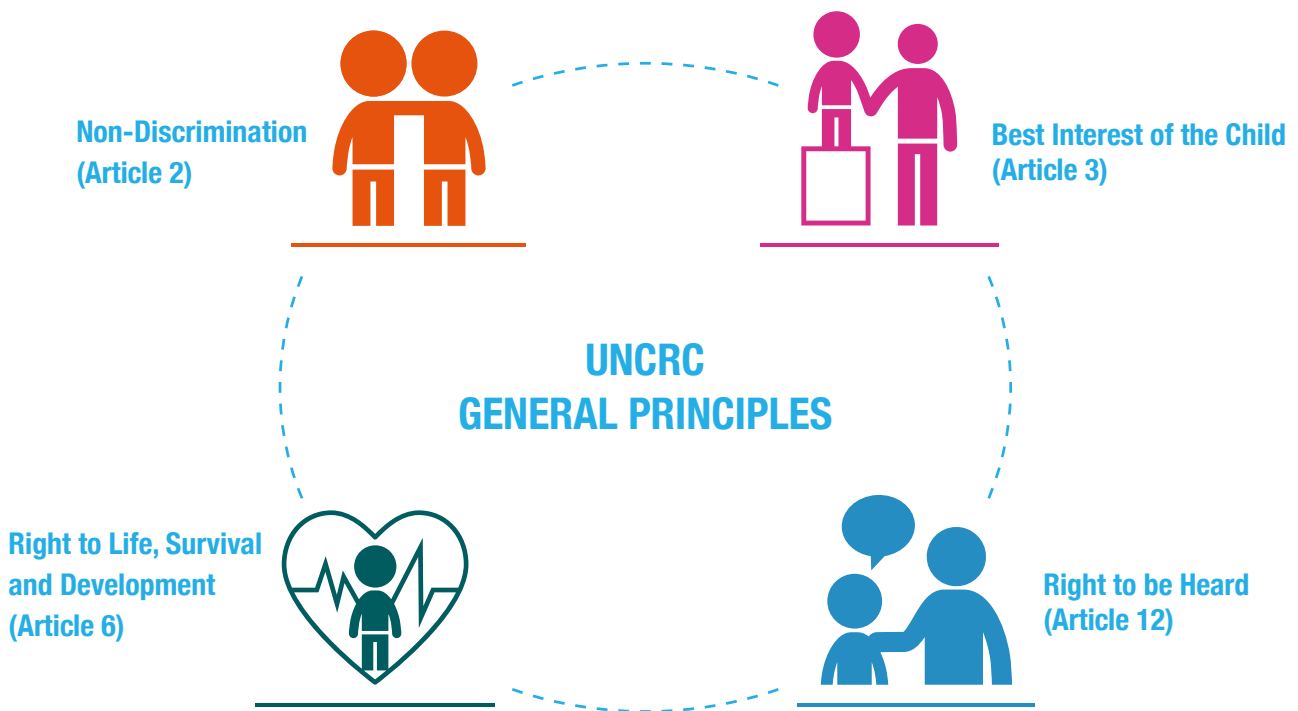
We want East Renfrewshire's children to grow up loved, respected and given every opportunity to fulfil their potential.

We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE.



In March 2021, Scottish Parliament unanimously passed a Bill to incorporate the UN Convention on the Rights of the Child (UNCRC) into Scots law, however the UK Supreme Court ruled the Bill had exceeded Scottish Parliament's powers and could not become law until amended. Changes will be brought as amendments to the Bill in order for it to go through a reconsideration stage in the Scottish Parliament and whilst there is not a timeline for this, work by public bodies to implement the UNCRC continues whilst these technical issues with the Bill are resolved.

The UNCRC sets out the human rights of every person under the age of 18 and has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It makes clear how adults and governments must work together to make sure all children can enjoy all their rights.



The UNCRC is based on four key principles that are not only rights in themselves but help to interpret all the other articles of the Convention and play a fundamental role in realising all rights for all children.

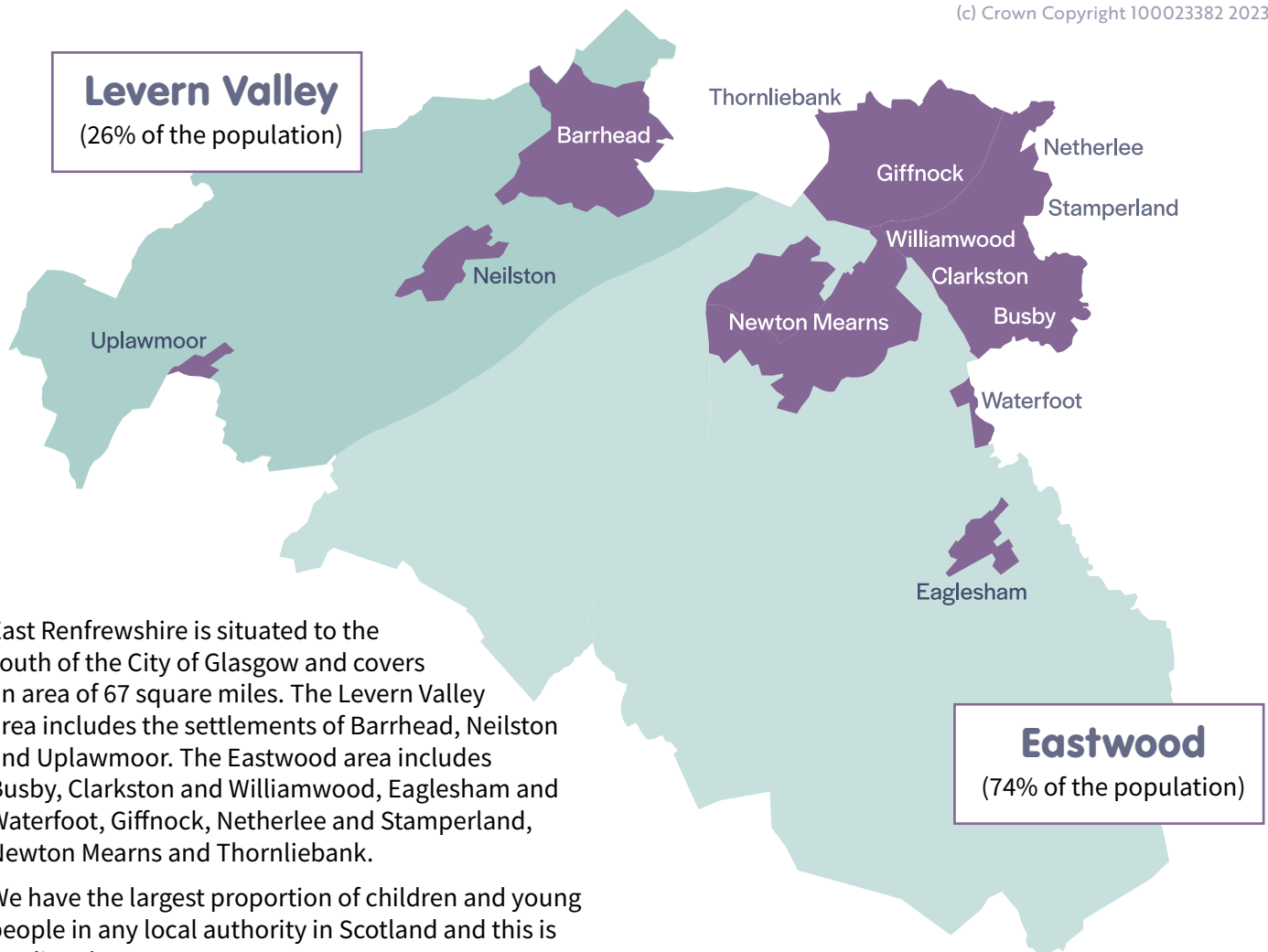
Participate	Publicise	Promote
Children and young people have the opportunity to be involved in decisions made across the Council that impact on them	Parents/carers and children and young people have access to information regarding UNCRC	All staff working for the council and our partners have a clear understanding of what children’s rights are and undertake their duties in a rights respecting manner

The Convention must be understood as a whole: all rights are linked, and no right is more important than any other. The right to relax and play (article 31) and the right to a name and nationality (article 7) are as important as the right to be safe from violence (article 19) and the right to education (article 28).

To prepare for incorporation of the UNCRC into Scots Law, we established a UNCRC Implementation Group in April 2021 to ensure that all staff are supported to consider the implications for how we deliver council services. This group are progressing three main themes aligned to participation of children and young people, promotion of rights across all services and publicising children’s rights to children and families.

About East Renfrewshire

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East Renfrewshire is situated to the south of the City of Glasgow and covers an area of 67 square miles. The Lavern Valley area includes the settlements of Barrhead, Neilston and Uplawmoor. The Eastwood area includes Busby, Clarkston and Williamwood, Eaglesham and Waterfoot, Giffnock, Netherlee and Stamperland, Newton Mearns and Thornliebank.

We have the largest proportion of children and young people in any local authority in Scotland and this is predicted to grow.

We are one of the most ethnically and culturally diverse areas in Scotland with significant Muslim and Jewish communities, and a growing Hindu community.

Of our 122 data zones, 7 data zones are amongst the 20 per cent of the most deprived areas within Scotland.

Eastwood
(74% of the population)

East Renfrewshire has a higher rate of children and young people, a lower rate of working age residents and a higher rate of elderly residents compared to Scotland.



19.9%
aged 0-15



60.5%
aged 16-64



19.6%
aged 65 and over

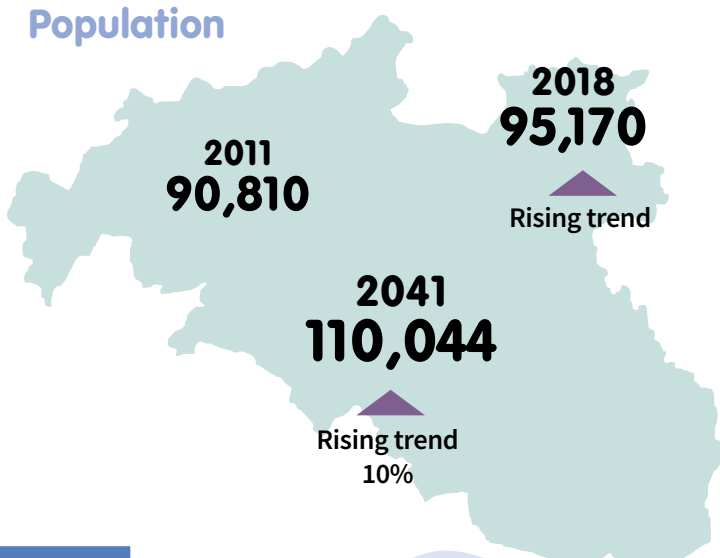
The number of our children, young people and elderly residents will rise over the next 25 years.

Minority ethnic residents make up 5.9% of our population. This compares to 4.0% across Scotland.



2.5% of our ethnic minority residents live in the 'most deprived' communities. This compares with 6.7% of all East Renfrewshire residents.

Population



Children and Young People in East Renfrewshire

East Renfrewshire has the highest proportion of children in any local authority in Scotland



One in five (19,701) are aged 16

There are twice as many large family households in East Renfrewshire than the Scottish average

9% of households are large families, compared to 5% nationally



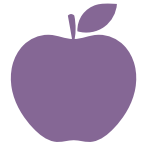
The number of children and young people is increasing

514 young people aged 19 and under moved into the area in 2022



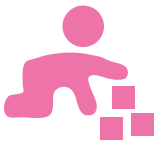
There were 790 babies born in 2021

8.4% of P1-P7 pupils receives free school meals (in December 2022)



Learning Centres in East Renfrewshire

Early learning



Primary



Secondary



ASN School



Housing in East Renfrewshire



New homes planned up to 2029

More houses are needed for three reasons



More families are moving in



Fewer people live in the average house



People are living longer



What do children and young people know and say about their rights?

Children and young people were asked about rights and here are some of their comments:

Children have a right to understand decisions that are made which affect them

We attend different clubs outside school. Such as football and badminton

We are treated equally. We know who to talk to if we are not being treated fairly

In the community we have a home, we can go to clubs, we can get extra help if we need it, we have clean drinking water, and no-one hurts us. We are safe

We have areas to play – such as Cowan Park and Dams to Darnley. We can go to The Foundry for books to enjoy and to help our education

I feel like one of the best examples of having our say in matters is when the architects and teachers worked with us to decide what the new school would look like

Policies and reports should be accessible for everyone – children and adults alike, especially if that policy affects us!



What do children and young people say about their health and wellbeing?

1720 children and young people were surveyed on a range of areas related to their health and wellbeing.

I feel like I have a choice in what I am learning in school
52%

Generally speaking, I feel safe in the area where I live
61%

I feel like I can make decisions in my life
81%

Adults are good at listening to what I say
67%

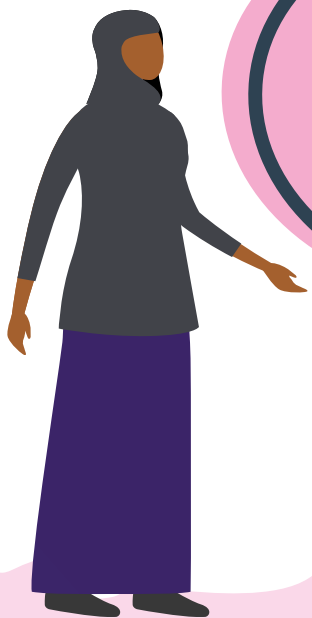
I have an adult to talk to at school if I am worried about something
71%

I feel like my teachers treat me fairly
83%

Adults are good at taking what I say into account
64%

I have been bullied in the last year
27%

I go to school or to bed hungry
8%



Children's rights during Covid-19 Pandemic

Maintaining children's rights and ensuring they were safe from harm was vitally important during the Covid-19 pandemic. It was a distressing time for communities across East Renfrewshire and presented some additional challenges to ensuring we were able to meet the changing needs of families. At the start of the pandemic, we produced our own interim Child Protection Guidance, which was aligned to the Scottish Government Interim Child Protection Guidance. It focussed on increasing contact with children and families at a time of increased risk due to children not being visible and we focussed on visiting them in their own homes when safe to do so.

We established Childcare Hubs to provide support to our most vulnerable children and families, working collaboratively to prioritise children. Teaching staff undertook daily phone calls when children were not present online. They also undertook door step visits, alongside Social Workers, to encourage children to attend the Hubs.

Children 1st worked closely with partners to ensure that all families had connectivity so that their right to education wasn't further interrupted. They provided emotional wellbeing support to families through offering doorstep support, outdoor family sessions, wellbeing packs, virtual support via video sessions and phone and text messaging support.

The pandemic compounded and exacerbated the financial wellbeing of families due to loss of employment or reduction in income. Children 1st were able to provide families with food vouchers and monetary grants, laptops with internet access, support clothing grants, applications to trusts and local charities for furniture and white goods and supported parents to provide Christmas presents to their children.

As services returned to normal following the pandemic, we ensured that we continued to keep children safe. through prioritising key front line staff return to offices and ensuring a presence in the community to be responsive to emerging need.

We have started a revision of our Child Protection Committee Improvement Plan and our Signs of Safety Implementation Plan to take account of what we learned during the pandemic.

Participation and relationship-based practice has always been a strength in East Renfrewshire, and we want to continue building on this through our improvement work and use of the Signs of Safety approach.

East Renfrewshire's Community Learning and Development (CLD) team adapted their youth work offer to respond to the new challenges young people were facing which included increasing numbers of young people meeting in local communities and breaching Covid-19 regulations. Detached Youth Work resumed across East Renfrewshire in June 2020. In response to growing concerns about young people's mental health and wellbeing, and how young people no longer had access to support from schools, teachers and other clubs and groups, CLD team deployed all youth work staff to detached youth work across the authority, supporting young people on the issues that were a priority to them.



Cluster 1: General Measures of Implementation

Articles: 4, 41, 42, 44(6)

East Renfrewshire Council is committed to improving the lives of local people, promoting equality and fairness, and enhancing the area in which we live, now and for the future. The Community Planning Partnership's vision for East Renfrewshire is *'An attractive and thriving place to grow up, work, visit, raise a family and enjoy later life.'*

Children and young people are at the centre of this with key strategic outcomes which include:

All children in East Renfrewshire experience a stable and secure childhood and succeed

East Renfrewshire residents are healthy and active and have the skills for learning, life and work

Work is ongoing across the council to ensure that all children in East Renfrewshire experience a stable and secure childhood and succeed; child poverty in East Renfrewshire is reduced; parents provide a safe, healthy and nurturing environment for their families; our children are healthy, active and included; and children and young people raise their educational attainment and achievement and develop the skills they need.

Equality, Fairness and Rights Impact Assessments (EFRIA)

Our Equality, Fairness and Rights Impact Assessment, integrates the Equality Act, Fairer Scotland Duty, UN Convention of the Rights of the Child and Human Rights. New or adapted policies and procedures are impact assessed using these tools and details of completed assessments are available online.

The purpose of carrying out an EFRIA is to ensure that when developing policies, planning services or taking financial decisions we are not adversely affecting or discriminating against any of the different groups within the community and we are promoting equality and considering the needs in detail of our children. The Children's rights element of the assessment is a

tool for translating the UNCRC and specifically Article 2 (non-discrimination), Article 3 (best interests), Article 6 (life, survival and development) and Article 12 (views of child) into practice in a concrete and structured manner.

Four training sessions have been delivered to support officers and managers to undertake an EFRIA and a guidance document has been produced to support staff as they carry out EFRIA's.

Professional Learning

We have provided a range of training opportunities on children's rights. 4 members of staff across Education and Community Learning and Development have been trained as UNCRC Train the Trainers. They are currently using this training to develop materials that can be used across the council and partners.

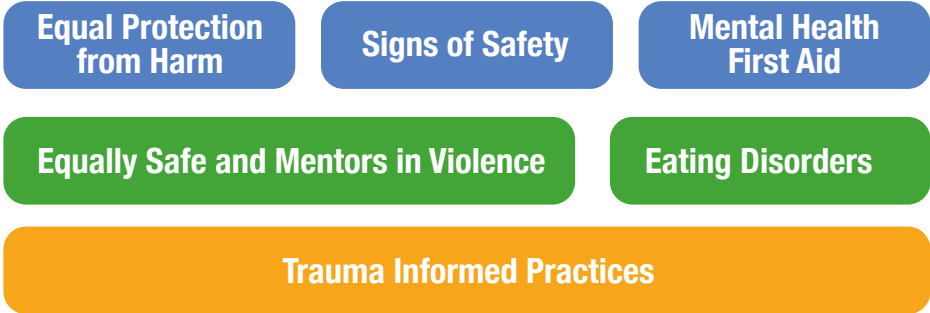
Training is arranged for Rights Respecting Schools (RRS) leads via our partnership with the UNCRC RRS team, Education Scotland and West Partnership. This supports settings and schools to lead in-house training in schools in line with the RRS guidance and assessment process.

Young Leaders of Learning is a programme designed to help children and young people to be more actively involved in helping to improve their schools by:

- Taking part in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice.
- Promoting ways that children and young people can be involved in school improvement activities in their own school.

Two Education Officers have been trained as trainers in delivering this programme and have provided professional learning to a number of schools. 11 schools are currently involved in this programme and pupils have been trained as young leaders of learning and are participating in visits to other schools.

Children’s rights are central to Getting it Right for Every Child and the work that underpins all of our practice in terms of Child Protection, Additional Support Needs and Health and Wellbeing. An annual calendar of training has been developed across the children’s services partnership and has included the following:



Joint Inspection of Children at Risk of Harm

‘The partnership was fully committed to the promotion and protection of children’s rights in line with the United Nations Convention on the Rights of the Child (UNCRC). The principles of the UNCRC were reflected in every aspect of policy making. Partners were demonstrating clearly their commitment to ensuring that these principles were implemented in practice every day across services for children and young people.’

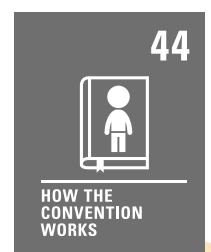
Report of a joint inspection of services for children and young people at risk of harm in East Renfrewshire, August 2022.

Between March and July 2022, Services for Children and Young People in East Renfrewshire were inspected by a team led by the Care Inspectorate. The inspection team also included inspectors from Education Scotland, Healthcare Improvement Scotland and Her Majesty’s Inspectorate of Constabulary for Scotland. It covered the range of services in East Renfrewshire that have a role in child protection and identified particular strengths.

The inspection considered the extent to which children and young people feel valued, loved, fulfilled and secure; feel listened to, understood and respected; experience sincere human contact and enduring relationships; and, get the best start in life. In their assessment, the inspection team found the work of the partnership to be excellent, East Renfrewshire’s Children’s Services Partnership are the first in the country to receive an evaluation of Excellent for this quality indicator (2.1).

The particular strengths highlighted include:

- Staff recognised and responded quickly to concerns raised about children and young people at risk of harm. Very effective collaborative early interventions were preventing risk from escalating.
- Children and young people at risk of harm were benefiting from high-quality assessments, plans and support from a wide range of services. These were impacting positively on their safety and wellbeing.
- The safety and wellbeing of children and young people who were at risk of harm was improving as a result of the caring relationships they had with key members of staff.
- Children and young people were listened to and respected.
- Children and young people at risk of harm and their families were actively participating and influencing service planning, delivery and improvement.
- The partnership was successfully using data and quality assurance information to inform and support decision making, service planning and delivery. This helped to identify emerging risks and inform future priorities.



Cluster 2: General principles of the UNCRC (Non- Discrimination)

Articles: 2, 3, 6, 12

We respect children and young people's rights to develop to their full potential in early learning and childcare settings, school, home and in the community.

Participation in Early Learning and Childcare Settings and Schools

Our Education Department is committed to the promotion and protection of children's rights, in line with the UNCRC. Ensuring excellent learning experiences for all children is central to their wellbeing and future life chances. The promotion and protection of rights permeate every aspect of school life, and children and young people should have opportunities to contribute to matters that affect them so that they can become active participants in a democratic society.

In our settings, pupil voice makes a positive contribution to the ethos and life of the school or centre and can also lead to improved home and community life. We use a range of measures to seek children and young people's views about matters that affect them. There are regular opportunities for pupil representatives to meet with the Director of Education and share their views on issues relating to matters such as the curriculum, learning and teaching, and pastoral care. In best practice, pupil voice is part of a system that values and respects the views of all members of the school community.

When learner participation is facilitated effectively it leads to improved learning experiences. All schools in East Renfrewshire, to varying extents, make use of the How Good Is OUR School (Education Scotland) learner participation resource. This has led, for example, to pupil groups producing their own Standards and Quality school reports and contributing to school improvement priorities. All our settings take a "You Say, We Do" approach to seek the views of learners. In some schools, pupils have been trained to observe lessons and provide feedback on the quality of learning and teaching. 11 schools have participated in the Young Leaders of Learning (Education Scotland) programme where groups of pupils have engaged in reciprocal school visits to provide feedback on learning provision and inform school improvement planning.

Our settings take inclusive approaches to participation through pupil parliament models where all children and young people have chances to participate in decision making. In a recent survey, most pupils (89%) agree they have opportunities to take part in school committees and groups. This develops confidence, values and skills for learning, life and work such as co-operation, negotiation and communication. In recent school accreditation visits which have led to Rights Respecting Gold Awards for Busby Primary School, Cross Arthurlie Primary School and Mearns Primary School, UNICEF highlighted the range of mechanisms that allow pupils to take on leadership roles and be involved in decision making.

Whole setting approaches ensure that rights underpin the curriculum and are embedded in learning and teaching. In the 2021/22 Education Department questionnaires, most pupils (85%) agree that "staff treat me fairly and with respect". In the above UNICEF visits, assessors noted that rights were visible throughout settings and embedded across the curriculum and that a strong commitment to rights was demonstrated by leaders at all levels and tied into the values of the setting.



Most pupils (79%) believe they are given the opportunity to influence what and how they learn. Parents also have increasing opportunities to engage with establishments and to participate in their children's learning.

Most pupils (89%) agree that their school helps them to understand their rights. During recent school visits, UNICEF identified articulate pupils who are able to discuss a wide range of rights and explain their importance in their lives. They also suggested that settings continue to empower pupils to challenge injustice and understand the impact their campaigning and advocacy can have on the world around them.

The Barrhead High School Case Study on page 36 exemplifies pupil participation and partnership working to bring about improved experiences for children and young people.



Community Learning and Development

Our CLD team support young people to have a voice and represent their views at both a local and national level. There are a range of youth action groups to ensure young people have the opportunity to take action on issues that are important to them and influence decision making.

In 2022 ER Youth Voice developed the first youth-led Youth Participatory Budgeting (PB) initiative in the area. The group designed and delivered a process that saw 14 youth groups in the local area access their share of £5000 – voted for by local young people. Building on the learning from this pilot, a second round of Youth PB including Green PB is currently being developed. Young people are working with local PB organisation Linking Communities and Young Scot to deliver this project.



Our LGBT+ Youth Group is active in the local community and participated in a range of opportunities to influence decision making. They have engaged with HR management to influence the inclusiveness of ERC's recruitment policies. They have been active in the development of ERC's new equalities outcomes. The young people have also designed and delivered LGBT+ awareness training for youth work staff, and other teams across the council including MART. The group are key to the development of local Pride celebrations and have plans to deliver training to the council's newly formed Equality, Diversity and Inclusion Network.



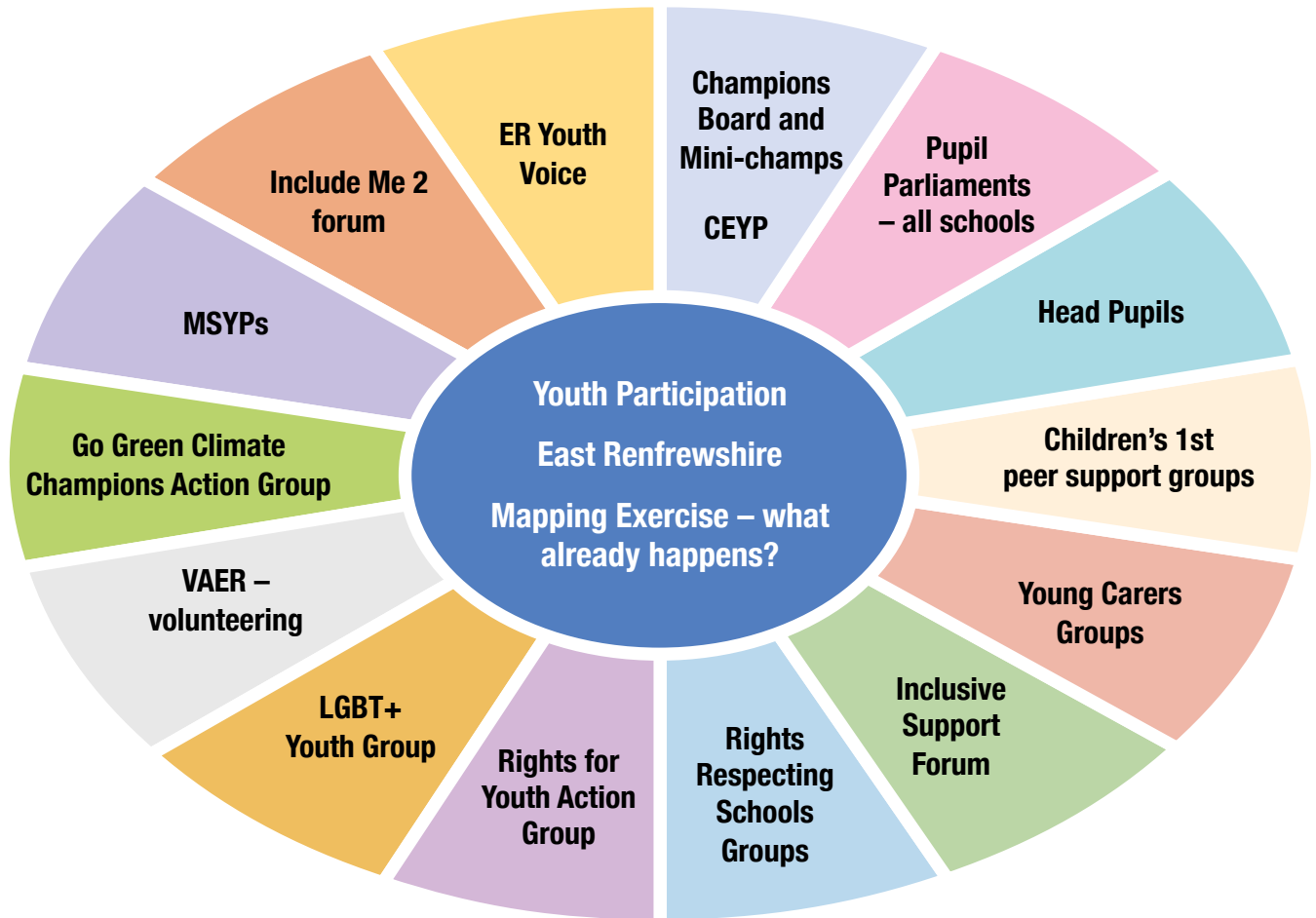
'Go Green' is East Renfrewshire's climate change action group. The group aims to empower young people in their communities to think about climate change in their everyday lives to help Scotland reach the target of Net Zero. They have taken part in Climate Emergency Training delivered by Keep Scotland Beautiful and are now recognised as carbon literate by the Carbon Literacy Project. They have accessed funding to create a thriving garden area that encourages wildlife into the garden and they are also planning on growing some fruit and vegetables. The group is working with ER Youth Voice group to create and deliver the first round of Green Youth PB which is ring fenced to groups and individuals who are focussed on climate action.

We support our Members of the Scottish Youth Parliament to be active both locally and nationally. They are fully involved in local projects including Youth Participatory budgeting and hosting a community event to combat isolation. Nationally, they have taken part in workshops to develop their skills and knowledge, debated issues suggested by their constituents and cast their votes to decide campaign priorities and policies. They continue to push themselves out of their comfort zones, which has a wider impact on other parts of their lives.

Our Rights For Youth Group is committed to ensuring that young people's rights are promoted and upheld in their communities. The group successfully received PB funding which they used to visit the Scottish Parliament where they were taken on a tour and were spectators at First Minister's Questions. They have been instrumental in the planning group for the Youth Assembly.



Our UNCRC Youth Assembly planning group undertook an audit of the various opportunities for children and young people to participate in decision making across the council and with wider partners. The diagram below highlights the various groups currently in place.



They have worked with East Renfrewshire’s UNCRC Implementation Group to plan and deliver East Renfrewshire’s first Youth Assembly which took place in June 2023, giving young people a platform to consult with senior decision makers on issues relating to their rights. It was one step in the co-production and design of East Renfrewshire’s Young People’s “Rights Committee”. The event was

youth-led, bringing young people from schools, community groups and voluntary organisations together with Senior Council Officers and Elected Members in a workshop to explore a range of issues. The event took place on the 15th June and has led to the design of, and agreement to establish a Children’s rights committee.



East Renfrewshire Champions Board Participation

East Renfrewshire Champions Board raises the profile and awareness of the needs of young people with care experience, creating a model of partnership working and co-production between young people and adult decision makers. A key element to this is relationships between young people and their Corporate Parents. The Champions Board ensures that young people are included in decision making forums, developing their confidence by realising their ability to influence and effect change.

The Champions Board uses creative ways to engage young people and encourage them to express themselves in a way that they feel safe and empowered. Young People have been involved in Track to the Wall where they have worked alongside Articulate Cultural Trust to write, create and produce their own songs which were released on Spotify and performed live. Alongside this, young people have been supported by a professional graffiti artist to create their own artwork to accompany their music. Young people report this programme has helped them find their identity and express their individuality whilst building their skills and confidence.

Young Champions have worked alongside adult decision makers around the topic of mental health and used their experiences to influence change; in particular they helped co-design East Renfrewshire's *Healthier Minds Service*. This group also worked in partnership with East Renfrewshire's Youth Voice to produce a film around their experiences of mental health and accessing services. This has since been premiered and shared with their Corporate Parents and Adult Champions and will be used as a training resource for those working with young people. Members of the Champions Board have also been involved in supporting the development of East Renfrewshire's self-harm policy and training resources for education staff.

Young Champions are contributing to the implementation of The Promise in East Renfrewshire, participating in strategic groups and presenting at awareness raising events. They are currently working alongside the Redesign Project Coordinator (The Promise) to create a service for young people leaving care and transitioning to independent living.

The Mini Champs group supports younger children to find a sense of belonging and to find their care identity through fun participation opportunities. Within a safe, welcoming and therapeutic environment, children are encouraged to develop social skills while building self-esteem. Fun, friendship and kindness is at the heart of Mini Champs. Families are engaged, supported and nurtured and one grandparent stated:

'My granddaughter gets to mix with other kids in the same position as her and get support as her wee life is complicated. She gets help with being bullied and her mum just passed away and she can talk to the staff at Mini Champs about anything and the big thing is the trust she has.'



Time to Shine: celebrating Care Experienced Week



Track to the Wall: care experienced young people finding their voice through graffiti art

Cluster 3: Civil rights and freedoms

Articles: 2, 3, 6, 7, 8, 12, 13, 14, 15, 16, 17

Equalities

In 2021, East Renfrewshire Council along with our partners developed 6 new Equality Outcomes based on Equality and Human Rights Commission (EHRC) guidance, available evidence and a range of engagement. The outcomes are highlighted below.

1. Minority Ethnic residents are represented in public life and have their needs recognised and addressed in decision making.
2. Minority ethnic, disabled and younger residents are able to access services and feel connected to their communities.
3. Domestic abuse survivors are protected from harm and abuse.
4. The mental health and wellbeing of LGBT+ children and young people is improved.
5. The diversity of East Renfrewshire Council workforce at all levels better reflects the local population.
6. Younger residents and disabled residents are able to participate and are supported to sustain good quality employment opportunities.

Social Justice

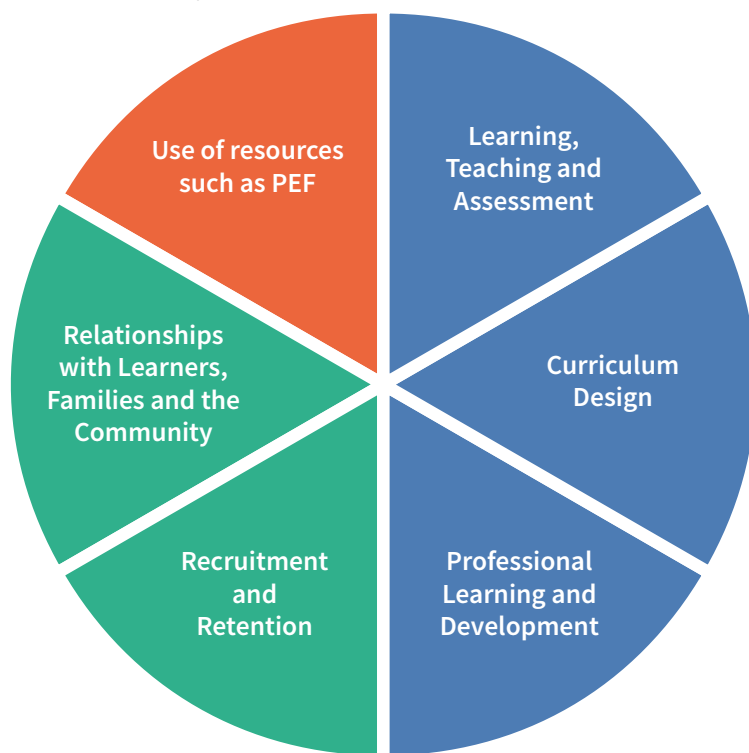
The Education Department has in conjunction with children and young people and their families, developed a social justice framework which takes into account research, legislation and policy advice including UNCRC, [The Promise](#), [ASL Review](#), and [Equality Act 2010](#).

It has been formulated to ensure that all East Renfrewshire settings and schools are supported in developing their approaches to social justice through increased understanding, sharing of resources and good practice and making connections between the various aspects of social justice and how they interlink.

It highlights three dimensions of social justice including:

- **Redistribution** of resources to promote socially just outcomes;
- **Recognition** through acknowledgment, respect and inclusion of all people, cultures and identities; and,
- **Representation** through the extent to which all people can equally engage with services and participate in decision making.

Improving these three dimensions will be achieved through focus on 6 key areas which are linked to other areas of local improvement such as Cost of the School Day, Strategic Equity Fund, Inclusion and Racial Literacy.



The framework is accompanied by a social justice strategy which outlines what the Education Department intends to do to improve social justice through education over the coming three-year period.

Case Study 2 on page 38 highlights how Braidbar Primary School have developed social justice through their commitment to developing a culture of equality.



Data Protection

We publish a range of information, reports and documents in various formats and have started to produce child friendly versions and summaries where appropriate. We make effective use of social media to actively engage with our children and young people. We continue to improve our processes for handling information about service users and activities in line with our Information Governance Framework. We are in the process of implementing a data programme to further support data collection and analysis. All personal information is held and processed by East Renfrewshire Council in accordance with Data Protection legislation. Under Data Protection legislation, individuals have the right to request access to information about them that the Council holds.

Individuals also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress;
- prevent processing for the purpose of direct marketing;
- object to decisions being taken by automated means;
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and,
- in certain circumstances, transfer their data to another organisation.

Our data sharing and handling and privacy statements are published in all school handbooks and on our website.



Article: 37a

Child Protection in settings and schools

The promotion and protection of rights permeate every aspect of school life. Our Education settings have a crucial role in securing the best possible outcomes for children and young people who have additional support needs. Staff work with a range of partners to support children and young people, and their families, who are facing barriers to participating fully in the life of the school community, or who's right to be well cared for is being threatened by abuse or poverty.

Our schools and early year establishments provide a nurturing environment and ethos, where positive relationships flourish and experiences across the curriculum promote the highest possible levels of success and achievement.

Pastoral care staff teams promote the care and wellbeing of identified children and young people in line with the guidelines provided through the East Renfrewshire refreshed GIRFEC framework. The views of children and young people are central to assessment and planning processes.

Every pupil has at least one key adult they can speak to if they are worried about something or need advice. In questionnaires, almost all children and young people (90%) agreed that they have someone they can speak to if they are upset or worried. Pastoral care teams assess wellbeing concerns by asking key questions and, working with families and partners, they plan and coordinate any support required. Networks including regular ASN, Child Protection and Safeguarding Coordinator meetings, led by the Education department, ensure that staff engage in professional learning and development to meet the needs of all children and young people within our establishments.

Violence Against Children

The East Renfrewshire Violence Against Women (VAW) Partnership is committed to the promotion and protection of children's rights, with a key focus on preventing and eradicating all forms of gender based violence against women and girls.

We deliver a comprehensive programme of prevention activities and services that responds quickly to gender based violence. Over the last three years we have delivered a significant range of training across domestic abuse, sexual violence, trafficking and sexual exploitation which has ensured our workforce is now more able to identify violence against children and young people and respond effectively.

In responding to domestic abuse, East Renfrewshire holds monthly Multi-Agency Risk Assessment Conferences (MARAC) and all high risk victims and children have action plans in place which aim to reduce risks through multi-agency support.

Two qualified trainers lead our Safe and Together programme, resulting in better safety planning for children and adults. The implementation of Safe & Together and MARAC are recognised as best practice both nationally and locally and reflected in the recent Care Inspectorate Report Inspection of services for children and young people at harm in East Renfrewshire.





Each year we develop and implement a campaign to support 16 days of action on gender based violence. During the last three years we have supported over 45 targeted events for staff across children and families, education and wider settings and has included children and young people presenting and sharing their experience of delivering the Mentors in Violence Prevention Programme in Schools.

More information can be found about Mentors in Violence through Case Study 3 on page 39.



The Mentors in Violence Prevention (MVP) programme is a peer mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. All secondary schools in East Renfrewshire have been trained to deliver the MVP programme and one school is now working to become our first accredited Equally Safe School.

We have developed multi-agency Gender Based Violence Guidance for schools, which was launched with training for all child protection coordinators. Rape Crisis Scotland's Rosey Project has delivered a sexual violence prevention programme across secondary schools to over 1100 young people in partnership with pastoral care staff. Through participation young people inform our response to gender based violence, positive gender roles are promoted and young people develop an understanding of safe, healthy and positive relationships from an early age. They are more able to recognise and challenge violent and abusive behaviour.

Young people affected by gender based violence can access a range of therapeutic support through our social work Children and Families Team, Women's Aid, Rape Crisis Glasgow and Clyde and Children 1st.

The Women's Aid Children and Young People Support Service aims to alleviate the negative impact of domestic abuse on children and young people allowing them to live safer and happier lives. The service provides therapeutic and emotional support, safety planning, advocacy, family focused support, group activities and play opportunities. The service is based on listening to children and young people and taking their views seriously with a strong focus on participation.

Rape Crisis Rosey Project (Rape Crisis Offering Support and Education for Young People) provides specialist support for girls and young women aged 13-18 years who have experienced sexual assault. This service provides emotional support, information and resources and a confidential space to feel heard and safe and develop effective coping strategies.

Right to Support and Recovery

We have a close partnership with Children 1st whose ambition is for every child in Scotland to be safe, loved and well with their family. The charity offers emotional, practical, and financial support to help families to put children first and uphold the rights of every child.

Our Children 1st services in East Renfrewshire have consistently supported the right to support and recovery by supporting at least 178 families a year, providing space and time for families to explore what they need from their relationships with each other and supporting the child and family's emotional, practical and financial needs.

Families have been able to access Family Group Decision Making through universal and targeted services. The service protects the rights of children and young people to have their voices heard on decisions that impact their life. By promoting the active participation of children and young people in this process they and their family are supported to enhance the help from their family network, reduce risk and celebrate their family's strengths and resilience. Family Group Decision Making in East Renfrewshire is an early help for families before things start to feel overwhelming and aims to reduce the need for statutory supports.



Community Learning and Development Youth Work

The Community Learning and Development (CLD) team is fully committed to the promotion and protection of children's rights. Youth Work involves working with young people in the community and in school around issues that matter to them. The goal of youth work is to ensure that all young people have skills for learning, life and work. The team address a wide range of issues including health, risk taking and anti-social behaviours, education, relationships and ensuring that young people have a voice.

CLD use an early intervention/prevention approach through detached youth work, diversionary activities and targeted group work (including those involved in risk taking and anti-social behaviour) to support some of the hardest to reach members of the community. Innovative approaches are used to engage with groups of young people who are at risk of harm and those who are engaging in risk taking, anti-social behaviour and youth disorder.

CLD deliver early intervention and prevention programmes in school and the community targeting young people who would benefit from involvement in these issue based sessions. These programmes include RespectER and Safer Choices and focus on issues including drugs and alcohol, sexual health and relationships, crime and consequences (including violence and possession of a weapon) and wilful fire raising in school and in the community. The team support and train young people to become peer mentors for the Mentors in Violence Prevention Programme and support these mentors to educate, inform and empower young people to be aware of, and explore and challenge the attitudes, beliefs and cultural norms that underpin gender based violence.

As with all youth work, detached youth work uses the principles and practice of informal education to engage young people in constructive dialogue about their needs, interests, concerns and lifestyles to support them in their personal and social development. Unlike building based provision, detached youth work takes place in outside spaces, mainly on the street, but also in parks, shopping centres, car parks and other locations that young people have chosen to be. Detached youth work is traditionally focused in hotspot areas where levels of antisocial behaviour is higher and can reach young people who are vulnerable, involved in risk taking behaviours and are at high-risk of being affected by violence, offending and/or exploitation.

Detached youth work allows the CLD team and the wider council and partners to better understand the issues in the area for young people. The team collect and share data and information with partners at a strategic level to ensure that they are aware of the current issues and supports that are required to help the young people in the area. Most importantly, it provides a way to support young people who can be missed by other services, but who may have a lot to gain by being in contact with a youth worker. They establish positive relationships with young people and provide them with confidential advice, information and support and for many young people they build trusting and meaningful relationships that enables them to broach tricky conversations and provide ongoing support to vulnerable and at risk young people. From August 21 till July 22, 3089 contacts were made with young people through the detached youth work team.

The detached youth work case study on page 41 provides more information on how CLD are working with young people to support their safety and wellbeing.



Consistently since the pandemic, the data gathered has shown that the main priority issues for young people include:

- **mental health and wellbeing**
- **drugs/alcohol**
- **sexual health and relationships (friendships, sexual relationships, family relationships, LGBTQ)**
- **crime, youth disorder, anti-social behaviour and its consequences**
- **education, employment and training**



Cluster 5: Family Environment and Alternative Care

Articles: 2, 3(3), 5, 12(1), 18(1 & 2), 19, 20, 22, 25, 27, 31, 30, 39.

Corporate Parenting

We understand that when a child or young person becomes looked after – at home or away from home - we take on the role of Corporate Parent. It is the collective responsibility of the council, elected members, employees, and the other key partner agencies, to provide the best possible care and protection for our looked after children. As Corporate Parents we are responsible for giving our children the same level of care, support, security and opportunities that a good parent would. We help our children and young people to grow up to be happy, healthy and achieving in life. Corporate parenting involves us making sure children's rights are protected.

Lead Professionals make sure that the views of children and young people are listened to, taken seriously and recorded. As such, ensuring that children and young people are appropriately included in all the decisions that affect them.

We ensure that there are plans in place when children and young people move on into independent living when the time is right. We work with children and young people to make the best use of their skills, and help to take on new challenges and opportunities of work and further study. If children and young people are still looked after at 16, there is access to Throughcare support which can support young people up to the age of 26. We provide allocated support to help young people go on to higher or further education, training or work.

East Renfrewshire Council's Letting Policy prioritises Care Experienced Young People when they are ready to transition to independent living. They are placed in the highest priority band A. This is to prevent homelessness and allocate, safe, secure housing.

Housing Services also operates a Young Persons Supported Accommodation Service, Connor Road. Connor Road was established to provide accommodation and prevent homelessness of young people under the age of 25 with low support needs. The package of support includes, support with general tenancy management issues, assistance to understand the responsibilities associated with a tenancy, dealing effectively with external agencies and accessing education or employment opportunities.



Family First

East Renfrewshire Council is committed to supporting and improving the wellbeing of families. Family First is an early intervention and prevention service that work with families, with children 0-11years before they become involved with statutory services, such as social work. They support families by guiding parents through their individual journeys, providing support around parenting, home, finance, ASN, confidence, health and school. Between April 2022 and October 2022 Family First received 196 notifications to support families, an increase of 32 for the same 6-month period last year. 187 families have actively engaged to prevent a variety of family matters from getting worse and build on parenting skills to manage situations that arise.

Case Study 5 on page 42 highlights some of the crucial work Family First undertake.



Family First played a crucial role, in collaborating with a senior educational psychologist from Psychological Services to develop and validate a new scale to measure family wellbeing. Family First piloted and collected data using the Family Wellbeing Scale, to measure and track family wellbeing in 238 families, 89% of which showed improvement. They also participated in a focus group and identified a small group of families to participate in interviews about their experience of completing the scale. The results showed that the East Renfrewshire-Strathclyde Family Wellbeing Scale (ERSFWS) is a valid and reliable scale, that can measure and track family wellbeing effectively. The ERSFWS facilitated a focused, positive, strength-based dialogue between families and practitioners. The research for the ERSFWS was presented by the psychologist, in poster format, at the International Forum on Quality and Safety in Healthcare, Copenhagen May 2023.



Family Feedback



Young Carers

East Renfrewshire Council supports young carers, who are *'anyone under the age of 18 who help at home by providing unpaid care to their family in a variety of ways.'*

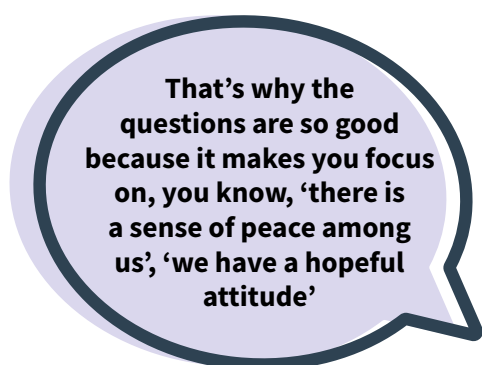
Under the Carers (Scotland) Act 2016, a young carer can request a Young Carers Statement. In addition, if a young carer is identified they must be offered a Young Carers Statement, and if the Young Carers Statement meets local eligibility criteria, the responsible authority has a duty to provide the necessary support. This legislation is supported by East Renfrewshire Carers' Strategy through identification of three key priorities:

1. Young carers will be protected from harmful and inappropriate caring roles
2. Young carers will be seen as children and young people first and have the same opportunities and life experiences as their friends and peers.
3. Young carers will have their voices heard about services and supports that affect them

Support for young carers is available through the Young Scot Young Carers Package, which is exclusively for young carers in Scotland aged 11-18. The benefits included in the package change regularly and can range from items such as digital vouchers, access to subscriptions and exclusive opportunities.

Further support, can be accessed via the young carer grant, through Social Security Scotland, which gives an opportunity for some young carers in Scotland aged 16-18 to receive a one off yearly payment of £326.65.

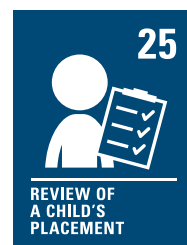
Practitioner Feedback



YOUNG CARERS ACTION DAY



Young Carers Action Day 19/4/2023 was a national awareness day to raise the profile of young carers. The theme for Young Carers Action Day this year was ‘*Make time for young carers*’. With this in mind we invited guest speakers along from organisations, both locally and nationally, to speak about the support they can provide to young carers. Our guest speakers were from Carers Trust, Glasgow University, Healthier Minds, Social Security Scotland, University of the West of Scotland and Young Scot. We heard from the Education Department at East Renfrewshire Council and the Carers Lead for East Renfrewshire. We also heard from some of our young carers themselves who spoke about their caring roles and why it was so important for everyone to be aware of young carers. The event, which was held in Eastwood Theatre, also saw an exclusive screening of the film “Hello Muscles” which is a short film about a young carer. We were given permission to screen the film by the film’s director Marnie Baxter and it certainly gave everyone who came along to the event plenty to ponder. Guests who came along to the event described the film as ‘powerful’, ‘impactful’, ‘wonderful’ and ‘moving’.



The Promise Planning Pathway Project 2022

The Promise Planning Pathway Project was funded by the Corra Foundation via The Promise for a 12 month period. East Renfrewshire Health and Social Care Partnership (HSCP) identified an area of need and improvement regarding assessment and planning for care experienced young people (CEYP) making a transition out of care. The project focused on three key themes:

- Gathering information on our CEYP 16+ population;
- Undertaking a ‘test of change’ exercise with CEYP using Viewpoint’s Life Skills Survey; and,
- Establishment of an Implementation Group with key Corporate Parents, care experienced modern apprentices and some young people from the Champions Board in HSCP, to reflect and review their service delivery to care leavers.

Data collated in August 2022 indicated that East Renfrewshire HSCP has 238 CEYP, aged 16+ years, of which one third are females and two thirds male, with 76% living in East Renfrewshire and 24% living in other local authorities. Currently, 113 CEYP are not eligible for aftercare, but 125 CEYP are entitled to aftercare, with most aged between 13 and 15 years at the commencement of care. The majority currently accessing aftercare are between 20-25 years old. The plan is to complete more Life Skills Surveys with CEYP. Initial feedback suggested they would like more support regarding rights, money and health and wellbeing. Corporate Parents will be asked if their service is offering appropriate support for CEYP and if it is compatible with policy aims of The Promise. A final report will be produced for the authority and shared nationally.

Articles: 6, 18(3), 23, 24, 26 and 27(1-3)



HEALTHIER MINDS

Healthier Minds

The Educational Psychology Service has continued to support children's mental and emotional wellbeing through the Healthier Minds Service. Between July 2021 and June 2022, the Healthier Minds Screening Hub discussed the emotional wellbeing of 416 children and young people. 94% of the children and young people who received support from the Healthier Minds team reported improved outcomes. The service worked closely with schools and community learning and development (CLD) in order to support young people to access relevant provision and support, including community-based supports.

The Healthier Minds website has evolved further in response to feedback from children, young people, families and schools. The website provides a range of information to support the mental wellbeing of children and young people in East Renfrewshire and signposts helpful resources and organisations for parents. It also offers information about self-help and local mental health support services.

Online sessions for parents were provided to help them support their children's wellbeing and these were well attended. In 2021-22, topics included: 'Supporting young People through Exams' and 'Supporting Children with Anxiety'.

Learn Well Service

The Learn Well Service supports pupils with their wellbeing and education while they are not attending school for mental health-related or emotional reasons. Learn Well works in close partnership with the identified young person's school and CLD, in order to ensure that their educational needs are being met and that a range of opportunities remain open to them. Extra-curricular activities are also offered, aimed at young people and their families to encourage positive engagement within the family unit and participation in wider social experiences. The core aims of the service are improving outcomes for young people and helping them to recognise their own potential.

The experiences of a young person accessing the Learn Well Service can be found in Case Study 6 on page 43.



Responding to the Cost of Living Crisis

In response to the emerging cost of living crisis a multi-agency working group was established with representatives from the Council, HSCP, Culture and Leisure Trust, Citizens Advice Bureau, Social Security Scotland, Voluntary Action East Renfrewshire and Barrhead Housing Association. The working group shared intelligence and provided a joint operational response to the crisis. This included establishing a 'warm and welcome' initiative with short term funding for creating welcoming spaces at a number of community venues including all libraries. In total 33 'warm and welcome' spaces were set up and were attended over 3,500 times. There was also an information campaign around benefits and financial advice, with 14,000 leaflets distributed to homes and information made available through school communication channels.

The Council allocated money through Covid Reserves to address some of the economic health impacts caused by the pandemic. The funding was targeted to those most in need in our communities and particularly towards individuals and families experiencing financial hardship.



50% of the funds were allocated to a cash-first approach including;

- Clothing Grants and Family Bridging Payments to 632 children in December 2022 and 2174 children March 2023
- A Carers Centre discretionary fund, dispersed to 100 carers.

86 families (157 children) received Christmas meal vouchers and an additional 91 vouchers were processed by Youth Intensive services. 160 school uniforms were provided through the Back to School Bank, and the food dignity network provided food parcel support to 500 people via 10 community groups and organisations.

A Member Officers Working Group was established to oversee and scrutinise the Council’s response to the cost-of-living crisis with three cross-party meetings held over the past year.

Reducing the Cost of the School Day

Schools have worked to reduce the impact of poverty on children and young people by leading initiatives to reduce the Cost of the School Day (CoSD). The CoSD approach uses consultation with children, young people and families to identify the most significant financial stressors associated with school attendance and provides a framework for developing an action plan to reduce costs. 17 schools have engaged with support offered by the education department through the CoSD school leads online group since 2021, and CoSD approaches are becoming well embedded in the majority of schools. CoSD activities are improving children’s health and their basic welfare through initiatives such as uniform recycling schemes and community food larders, as well as by replacing expensive school events and celebrations with more budget-friendly alternatives.

The Money Advice and Rights Team has worked in partnership with the education department to develop a pilot project offering financial advice within two primary schools. This approach builds on parents’ positive relationships with the school and enables them to access support and advice in a discreet, familiar environment. By increasing families’ income, the service helps to reduce the negative impact of poverty on children’s health and wellbeing. Following very positive feedback on the impact of the pilot, the initiative will be expanded.

THE COST OF THE SCHOOL DAY



**Money Advice
& Rights Team**



6
LIFE, SURVIVAL AND DEVELOPMENT

18
RESPONSIBILITY OF PARENTS

23
CHILDREN WITH DISABILITIES

24
HEALTH, WATER, FOOD, ENVIRONMENT

26
SOCIAL AND ECONOMIC HELP

27
FOOD, CLOTHING, A SAFE HOME



Cluster 7: Education, Leisure and Culture

Articles: 28, 29 and 31

In East Renfrewshire, high quality educational provision is available to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier.

Our vision for the curriculum in East Renfrewshire schools is one where the flexibility and creativity within Curriculum for Excellence are fully exploited by skilled practitioners in order to deliver the highest quality of experiences and outcomes for young people. Schools and ELC centres are empowered to develop their curriculum in partnership with learners, parents and the community to reflect their own unique context. All reasonable measures are taken to ensure that an inclusive curriculum is available to every child in East Renfrewshire.

Equity is at the heart of East Renfrewshire's education strategy and attainment results reflect the work of teachers to vigorously support all pupils. The department has rigorous and highly effective approaches to monitor and track the equity of provision for young people across our schools.

ASN Review

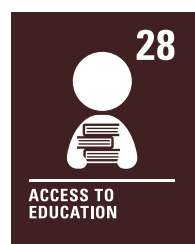
Following the review of Additional Support for Learning (ASL) during session 2021-22, a governance group was established in August 2022 to take forward the recommendations of the ASL report. The recommendations are based on extensive consultation with children, young people, parents/carers and partners and will enable us to develop an improved model of ASL provision.

Colleagues from across different sectors and provisions are working together through four separate workstreams to take forward the recommendations. The workstreams are:

- Vision
- Culture and Climate
- Specialist Provision
- Professional Learning.

Workstream groups are working closely with schools and involving children and young people in the development of proposed improvements in areas such as promoting positive behaviour, communication, professional learning and East Renfrewshire's vision for inclusion.

Our teaching in schools takes account of individual pupils' pace of learning with a range of supports available to ensure learners can progress at a pace and to a level suited to their needs. In a recent pupil questionnaire, 91% of pupils either agreed or strongly agreed with the statement, *'I get the support I need to learn well'* and 89% pupils either agreed or strongly agreed with the statement, *'Staff encourage me to get involved in areas that are of interest to me and help overcome any barriers that might present me taking part.'*



Instrumental Music

The Instrumental Music Service allow opportunities for children to develop their musical skills and talents. They provide children with the opportunity to attend a Primary Music Residential Course at Lendrick Muir in Clackmannanshire. This enables Primary 7 pupils from all over East Renfrewshire to come together to form a String Orchestra accompanied by members of the Instrumental Music Service. The children develop their musicianship, string skills and ensemble work. In addition to this, they engage in outdoor pursuits such as mountain biking, bungee trampolining and high ropes.



Learning for Sustainability

Learning for Sustainability (LfS) is a theme across learning within the curriculum which enables learners, educators, education settings and their wider communities to build a socially-just, sustainable and equitable society. It supports the development of knowledge, skills and values at the heart of the curriculum's four capacities and supports engagement with the United Nations Sustainable Development Goals. Pupils continue to participate in a wide range of LfS activities including award based programmes such as the Duke of Edinburgh Award, John Muir Award and Eco School Green Flag. 61% of primaries and 57% of secondary schools hold an Eco Schools Green Flag Award, a higher proportion of schools than in any other local authority. Nine educational establishments worked in partnership with the environment department to plant trees in "Wee Woods" sites across East Renfrewshire, to recognise the importance of COP26.

"I just wanted to say thank you, to all the staff for running the strings week residential last week. Despite some nerves beforehand from my son because he didn't know anyone else going, he had a fantastic time. He made new friends and really enjoyed the opportunity to learn new pieces and play with other people. He also loved all the activities at Lendrick Muir. He came home very animated and full of stories about the fun he had had".

Case Study 7 on page 44 Highlights how St Ninian's High School have worked with partners to embed Learning for Sustainability across the life of the school and wider community.



CLD deliver targeted Curriculum Duke of Edinburgh programmes in school to small groups of young people who would otherwise not participate in the wider DofE Award Scheme. This method of delivery allows students to work within a small group outside of the typical classroom environment to develop their own interests and be in control of their own learning, which is personalised to them. This provides young people with the opportunity to gain new experiences, develop greater independence and resilience whilst putting themselves outside their comfort zone and providing them with a sense of achievement and wider accreditation.

In partnership with Winning Scotland Foundation, 7 settings are undertaking professional inquiry linked to the whole setting approach to the development of growth mindset, through the Mindset Teams programme. We have also worked with our partners in HSCP to agree a pilot of a new Winning Scotland programme, Mindset In Care. School staff continue to benefit from high quality professional learning linked to Learning for Sustainability and Global Citizenship provided by West of Scotland Development Education Centre (WOSDEC); a key partner in Lfs.

The Environment Department have worked with children on the Levern Valley River Restoration Project and more information about this can be found in Case Study 8 on page 45.



Please click on the link below to learn about how St Luke's Cluster are developing Learning for Sustainability.



Summer 22

East Renfrewshire received funding for the targeted provision of accessible activities, childcare and food for children from low income families during the 2022 school summer holidays.

Direct engagement with children, young people and families helped shape various holiday programmes to ensure that they were most likely to support the positive health and wellbeing of children across East Renfrewshire.

We worked with our partners at the East Renfrewshire Culture and Leisure Trust and Include Me 2 Club to provide places at summer camps in Barrhead High School, Eastwood High School and Carlibar Primary School throughout the summer.



The camps offered a wide range of sports, expressive arts and play based activity, with lunch and snacks provided every day. Camps also offered childcare opportunities for parents and carers: in addition, at Barrhead and Eastwood High we worked with MACS to provide the option of wraparound care from 8am through to 6pm.

In total, around 330 children participated in these opportunities, ranging from 5 days to 30 days. In focus groups held to evaluate the offer, children spoke enthusiastically of healthy, stimulating fun facilitated by supportive, trained adults. Through evaluations, one parent commented that *“My child enjoyed the activities, atmosphere. Well organised, friendly staff. Also had a very positive, fun experience with MACS”* and another stated *“He enjoys being active. He was able to be very active at the summer camp which was great. He also enjoyed meeting other children his age”*.





Active Schools

East Renfrewshire Culture and Leisure (ERCL) Trust support children and young people in East Renfrewshire to be healthy and active. This is supported by the ERCL Active Schools team who work with schools and local volunteers to provide out of school hours sports opportunities in all our schools, sports leadership training for pupils and teacher training opportunities in order that we can maintain this high level of provision.

All Schools in East Renfrewshire deliver 2 hours consisting of at least 2 periods of quality physical education a week, provide access to opportunities out of school hours and have good links with local sports clubs. East Renfrewshire has the highest number of schools (pro-rata) that hold the national School Sports Award at the GOLD level. This recognises the high quality provision of PE, sport and physical activity opportunities within our schools.

ERCL Sports Leadership Academy supports young people to engage in a wide range of activities and courses while supporting delivery of the October School Holiday Camps. Candidates attending gain valuable experience in delivering sport and physical activities to children and young people attending the Holiday Programme based at Eastwood High.

7 secondary schools have selected senior pupils to take on the role of “Girls’ Ambassador” for their school. They are working with the lead Active School Coordinator together with two UWS students to create an exciting, new female targeted programme focusing on Wellbeing, Confidence, Belonging & Inspiring girls and young women to make active choices.

Library and Community

ERCL, through the library programme have supported families through a number of well attended initiatives. Through a “Stay and Play” initiative families attending Bookbug sessions were encouraged to stay on and experience the other opportunities libraries have to offer.

To mark National Fairy Tale Day in February, The Village Storytellers, accompanied by Folks’ Music Project, entertained families with interactive fairy tales and music at Clarkston and Barrhead Foundry Libraries.

Local company TotNosh ran two creative family cookery courses at Barrhead Foundry Library and Folks’ Music project returned to Neilston Library to give more families an opportunity to enjoy and have a go at playing traditional folk instruments.



Cluster 8: Special protection measures

Articles: 22, 37, 39 and 40

Unaccompanied Asylum Seeking Children (UASC)

The Youth Intensive Support Service (YISS) in East Renfrewshire have been extensively involved in supporting Unaccompanied Asylum Seeking Children (UASC) who have arrived in the area from Afghanistan, Iran, Albania, Vietnam and Syria. The graph below shows the increasing trend of new arrivals. All national transfers to date have been male, with an age range of 14 -17 and an average age of 16.1 years. The UASC subgroup from the Corporate Parenting Strategy Group has been set up to monitor and develop strategies to support these young people.

On arrival the young people require daily support to orientate the local area, register with community services, set up their accommodation and link in with legal services around their asylum status and progressing their legal rights. Our experience so far is that the young people have little or no English language skills, and tasks are being undertaken through the use of translators. East Renfrewshire HSCP Children's Services uses a variety of accommodation and supports to assist unaccompanied asylum-seeking children, including housing options from East Renfrewshire Housing, foster care and residential care placements.

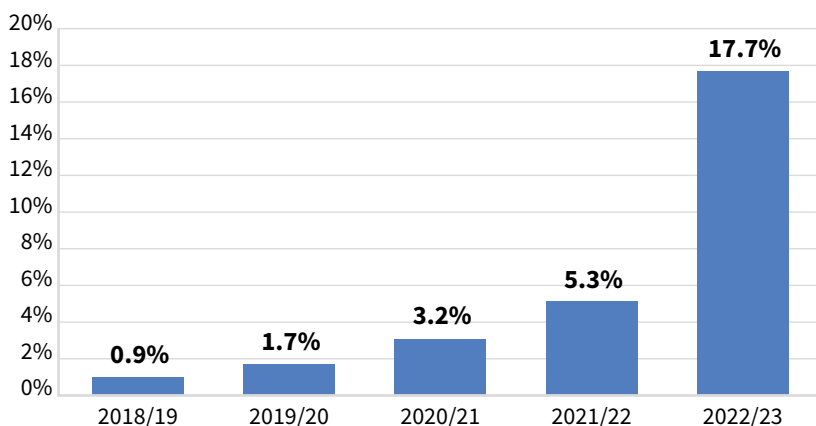
All young people are supported by Social Workers, Support Workers and the Scottish Guardianship Service provided by Aberlour, Scotland's Children's Charity. The unaccompanied asylum-seeking children in our care hold the legal status of Looked After Child. As a result they are entitled to continuing care up to age 21 allowing them to remain in their care placements and

aftercare up to age 26 allowing them to receive advice and support. Like all care experienced young people we encourage them to stay in our placements long term in order that we can provide them with the care and support they need.

The Community Learning and Development team (CLD) have been working in partnership with the YISS team to deliver a group work opportunity for young people who have been placed in East Renfrewshire through the National Transfer Scheme. The 16+ Unaccompanied Asylum Seekers Young People Group, consists of six young people, who attend weekly sessions where they participate in youth work activities and build relationships with the other young people and staff. This is helping them to develop friendships and support structures and when appropriate for them progress to other community activities and learning opportunities.

In response to the complexity of the needs of the young people and the pace at which they have been arriving in the area social workers collected their views and experiences and this was fed back to the wider children's partnership for discussion. As a result a Corporate Parent Plan for unaccompanied children and young people was developed setting out each agency's commitment. East Renfrewshire's Corporate Parenting Plan for Unaccompanied Asylum Seeking Children and Young People - *"These are our Children and Young People"* was launched in January 2023 and whilst partners are committed to deliver on the content we will continue to work closely with the young people to keep us on track on the key areas they need progress with - *Positive Health and Wellbeing; A Stable Home and Support for Living; Learning and Positive Destinations' Participation in the Community.*

**Unaccompanied Asylum Seeking Children (UASC)
as a Percentage of Our Looked After Population**
(April to March)



Source: East Renfrewshire HSCP.

Note: Annual percentages are based on the number of looked after children at the end of the reporting period and the cumulative number of UASC since 2018/19.



Ukraine



Ukrainian Resettlement Scheme

East Renfrewshire has welcomed almost one hundred refugees to the area over the last year and in relation to children we are clear that our role is to promote physical and psychological recovery and social reintegration of each child and family. There are 93 Ukrainian guests and the East Renfrewshire Council Resettlement Team have a caseload of 66 Ukrainians, with two unaccompanied Ukrainian children living with hosts as a private arrangement. The Resettlement team also have a few families from other areas who have presented to East Renfrewshire Council as homeless, and they continue to engage with a few guests who have recently left the area to ensure that they have settled in their new council area.

The role of children's services with the Ukrainians is clearly defined as prior to a family moving to live with their identified host, a social worker from HSCP Children Services team visits the hosts' home to undertake checks which ensures that there are no

concerns around children living with the identified host. In the main the Resettlement Team ensure all children are enrolled in nursery or school as soon as possible, working with colleagues in Education. This includes supporting access to free school meals and uniforms. We also source uniform so they can start as any other child would and do not look out of place. This work has been essential in helping children settle and allowing them to participate in education in a timely manner providing some normality and routine. With the children in nursery or school, it means the parents have more time to organise appointments, attend English classes or start work or training.

Where there have been issues brought to our attention by either parent or school, we have helped to facilitate meetings etc in order to resolve issues. As above, where there have been issues brought to our attention with changes of circumstances (homelessness, child not engaging etc) we have worked with the family to look at how we can improve issues especially for children. We organise a range of community activities in order for families to meet each other - this included a visit to Benmore Botanic gardens, a pottery painting event at Halloween and a pantomime at Christmas and we worked in partnership with the council's communities team, support workers and other partners to support children's activities at the Ukraine Hub. This allowed the children to have fun activities while the adults again had the time to attend English class. Access to local ER Culture and Leisure Services is available for free for the first six months of arrival.

Currently the team is coordinating a young person's event in order to find out more about what our younger guests are looking for in terms of support. This is in conjunction with other internal services and external partners, including Children1st. All staff have attended Trauma Training to help them understand the mental and emotional wellbeing needs of the families and to ensure children's voices are heard this is important when there is a risk of accommodation arrangements breaking down. The strong multi agency partnership working is helping us needs the holistic needs of the children and their families.



Diverting Young People from the Adult Criminal Justice System

We want to reduce high risk behaviours that could bring young people into the adult justice system. To do this we have delivered a wide range of diversionary activity to prevent low level behaviour problems escalating at home or in the community. Through our engagement with young people involved in CLD activity and data collected by partners, we frequently encounter a high number of young people participating in risk taking and antisocial behaviours. In response to this, we have proactively developed an early intervention/prevention programme to provide young people with information, skills and support to reduce potential harm and make informed choices around their risk taking behaviour.

If a child or young person has committed an offence they will benefit from the whole system approach which is fully implemented and the Early Effective Intervention process which ensures young people are identified and have their needs assessed using the *Getting it right for every child framework*. This approach promotes the young person to be involved and at the centre and ensures that any anti social or offending behaviour is understood in the context of the holistic welfare needs of the young person and their family.

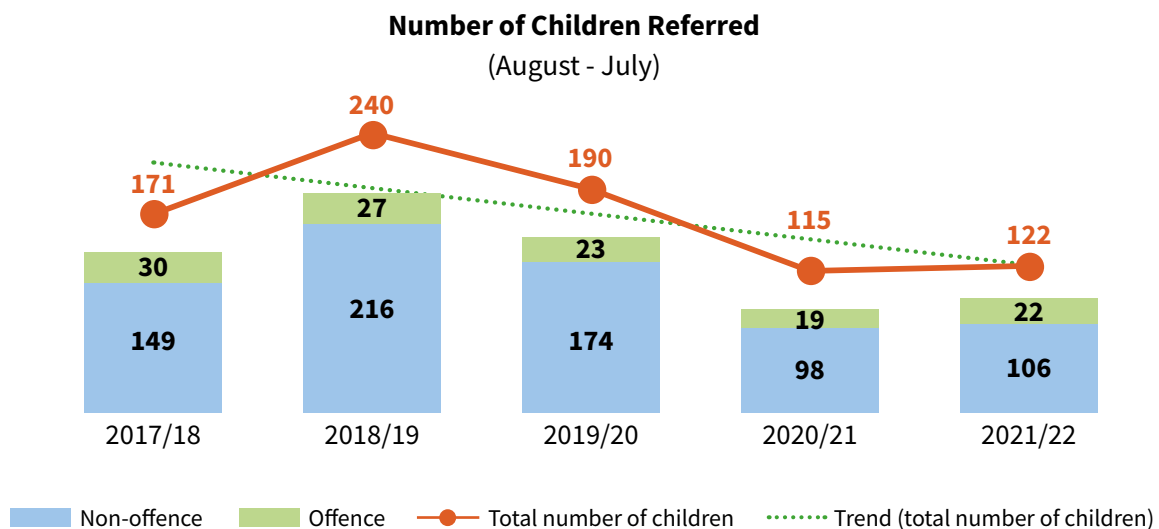
We consider our local arrangements to be working well as 122 children were referred to Scottish Children's Reporters Administration (SCRA) in 2021/22 reflecting a downward trend since 2017/18. These children were

involved in 174 referrals, again this has mirrored the decrease in individual children referred since 2017/18 (254 referrals). Non-offence referrals accounted for some 87% of all children and 76% of all referrals received. In the graph below the breakdown of the number of offence and non-offence referrals to the Reporter show that children and young people have overwhelmingly been referred on care and welfare grounds.

In relation to outcomes we are encouraged by the fact that we have not detained a child or young person in secure accommodation for almost a decade. We strive to work with young people in the community where it is in their best interests and risk has been comprehensively assessed, as loss of liberty causes lifelong trauma and isolates already marginalised young people. The Care and Justice Bill soon to be passed as legislation will enhance the rights of young people further in this area.

Children Equal Protection from Assault (Scotland) Act 2019

Following the enactment of the Children Equal Protection from Assault (Scotland) legislation, the Child Protection Committee (CPC) has monitored data in order to identify children and families who require early help. Key learning from the analysis highlighted an emerging trend of a disproportionate number of children from an Asian background being referred under this Act. The CPC has engaged with partners and stakeholders, including faith communities, to ensure awareness is raised and targeted support provided.



Conclusion

In accordance with Part 1 of the Children and Young People (Scotland) Act 2014 East Renfrewshire Children's Services Partnership has worked together on a number of initiatives to further children's rights over the past three years and will continue to do so in our planned actions for the future.

The wide range of activity shown demonstrates a clear awareness of the need to embed Children's Rights in our work. In addition to content of this report, Appendix 1 includes the following case studies which further highlight our commitment to advancing children's rights in the work that we do:

- Case Study 1 - Barrhead High School Participation
- Case Study 2 - Equalities in Braidbar Primary School
- Case Study 3 - Detached Youth Work
- Case Study 4 - Mentors in Violence
- Case Study 5 - Family First
- Case Study 6 - Learn Well
- Case Study 7 - St Ninian's Learning for Sustainability
- Case Study 8 - Environment and Carlibar Lavern Walkway Project

As a result of Children's Rights being incorporated into Scots Law, we will need to ensure that children's rights are embedded into all appropriate policies, plans and strategies and that our decision-making and service delivery is compatible with the rights afforded to children and young people by the Convention.

We have identified a number of next steps with the specific aim of improving the wellbeing of children and young people; ensuring children's rights are fully realised and protected and that council and our partners understand their duty in acting in accordance with UNCRC requirements.

Significant highlights are detailed below, and the full list is attached in Appendix 2.

- East Renfrewshire UNCRC Implementation Group will continue to support the Council and partners to review its practice to ensure compatibility with the rights of the child in preparation for Incorporation of Children's Rights into Scots Law in relation to the current Parliamentary Bill;
- Implementation of the Independent Care Review's 'The Promise' (2020) across our Children's Services Partnership. Developments will be led through the Children's Services Plan and informed by the on-going participation of looked after and care experienced children and young people;
- Embed Signs of Safety to ensure that children, young people and their families are involved in every step of the child protection process and, where we need to do an assessment of their needs and circumstances, that they are part of this and are part of meetings so that they can contribute to their plans for keeping them safe;
- We recognise the impact that adverse and distressing experiences can have on individuals and the importance of services responding in ways that help promote recovery and prevent further re-traumatisation. We will continue on our journey of change to develop services that understand these challenges and a workforce that responds in a trauma informed, sensitive and responsive way;
- Support settings and schools to develop their approaches to social justice through increased understanding, sharing of resources and good practice and making connections between the various aspects of social justice and how they interlink; and,
- Continue to prioritise the wellbeing of children and young people with complex additional support needs through roll out of refreshed GIRFEC framework and co-design of holistic family wellbeing support.

Appendix 1: Case Studies

Barrhead High School Case Study



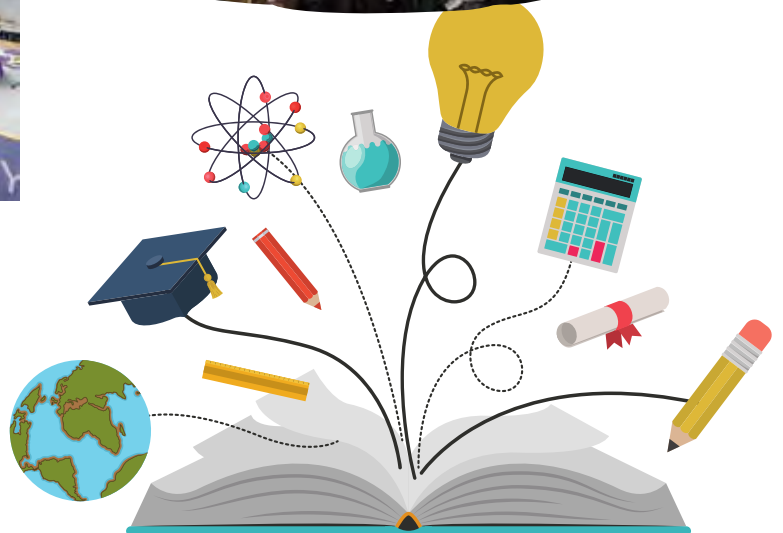
Barrhead High School is recognised for its commitment to promoting rights and celebrating diversity, and learner participation permeates the life and work of the school community. Young people support the local community to live their values through their actions and choices.

Learners are passionate about promoting equality and social justice, and have led change to achieve reaccreditation for the Rights Respecting Gold Award, the Silver LGBT Charter, and Vision Schools Level 2 Award.

Learner participation is a strong feature of self-evaluation and continuous improvement. Young people's involvement is strengthened through the Learning Ambassador Training Programme with Education Scotland. Pupils conduct learning visits and create a standards and quality report to represent learners as key stakeholders in self-evaluation. A group of Learning Ambassadors created a film to showcase their improvement journey.



Barrhead High School Learning Ambassadors Film



Creative approaches are integral to the thinking and practice of young people; pupils and staff learn together. Opportunities for learners to regularly engage in critical thinking are embedded via the Learning and Teaching forum; learners present regularly to support staff to develop creative and inspiring learning experiences. During session 2022-23, a group of learners collaborated with the University of Strathclyde to conduct an enquiry and share their findings and ideas with staff.



Learners from Barrhead High and Washington Heights Community School in New York City worked collaboratively with Education Scotland to develop and deliver learning opportunities. This partnership also developed skills and confidence in practitioner enquiry and has allowed young people to reflect on learning and look outwards to evaluate practice and inform both schools' improvement journeys.

Sharing good practice is embedded within the culture of Barrhead High School, with pupils contributing to focus groups to inform local improvement planning and support system-wide improvement. Learners helped to shape a Scottish Learning Festival by sharing their thoughts on themes for sessions on delivering excellent experiences. Pupils have also worked with partners including Barrhead Housing Association and East Renfrewshire Council Planning Department to consider their local economic context. This partnership led to pupils sharing their views on planning proposals and achieving a Tenancy Award. A Care Experienced and Young Carers Forum helps to raise awareness about entitlements and rights. The forum is helping to remove barriers to participation and developing their confidence to share their voice.



Barrhead High School and the Community Learning and Development team have established excellent partnership working over a number of years. They have been part of a Collaborative Enquiry on Youth Work and Schools Partnerships, with the West Partnership and Youthlink Scotland. This has given us the opportunity to showcase the benefits of our partnership work and the impact it has on our young people. As part of this, we hosted colleagues from the West Partnership at an event in March 2023, where 12 young people shared their experiences of youth work and the difference it has made to their lives. They shared how relationships with youth workers and taking part in youth work helped them engage in learning, develop new skills and participate opportunities in the wider community.

BRAIDBAR DIVERSITY CASE STUDY



The school has developed a clear vision, values and aims in collaboration with children and families. Pupils can talk about the ways that they put the Braidbar values of kindness, ambition and creativity into practice. One of the ways the school has supported children to understand their rights and the school values, is by making sure all classes develop 'class charters' outlining the ways in which they will respect each other's rights. Children can talk about what their class charter means and this supports their independence and ownership within the classroom.

In session 2021-2022 the Diversity Champions parents' group was established to learn more about the experiences of families from all ethnicities, religions and culturally diverse backgrounds from across the school community. This group supports the school's work on diversity and offers insight on the needs of the different communities represented in the school. This has led to diverse cultures becoming more equally included in the life and work of the school, for example through the annual school community Eid celebration.



CHILDREN'S RIGHTS ARE TAUGHT, LIVED AND UNDERSTOOD AT BRAIDBAR. THE SCHOOL'S WORK WITHIN EQUALITIES HAS BEEN HIGHLIGHTED AS GOOD PRACTICE ACROSS THE LOCAL AUTHORITY AND AS A RESULT BRAIDBAR ARE SUPPORTING OTHER SCHOOLS WITH THEIR WORK IN THIS AREA. DURING A RECENT EDUCATION SCOTLAND INSPECTION (HMIE) THIS WORK WAS HIGHLIGHTED AS A HIGHLY EFFECTIVE APPROACH TO WORKING IN PARTNERSHIP WITH CHILDREN AND PARENTS TO BUILD A CULTURE OF EQUALITY AND 'PRACTICE WORTH SHARING MORE WIDELY'.

The school has developed the use of school and class data profiles so that every teacher has a detailed knowledge of the demographics within their class including languages, ethnicity, and socio-economic background. Last session an Ethos and Culture working group also developed a deeper understanding of the languages and cultures within the school, to value and celebrate diversity and challenge discrimination. The group worked closely with the Equalities Committee and the newly established Diversity Champions parents' group to ensure all learners are supported to achieve through learning experiences that are inclusive, culturally relevant to them and that develop their independence.

MENTORS IN VIOLENCE CASE STUDY



Mentors in Violence Prevention (MVP) is a peer mentoring leadership programme for young people. Young people are trained to become the mentors equipping them with the skills to deliver the MVP programme to their peers either in their school or in the community.

MVP gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender based violence. The programme addresses a range of behaviours including physical violence, name-calling, sexting, coercive and controlling behaviour and harassment.

MVP uses a bystander approach where individuals taking part in the programme are not looked on as potential victims or perpetrators, but as empowered and active bystanders with the ability to support and challenge their peers in a safe way.



The MVP Programme has been running in Woodfarm High School since September 2021. The mentors are senior stage pupils who undertook the training, which was delivered by a trained member of the Community Learning and Development Team. The mentors use their time during S4 and S5 to deliver the MVP programme to the junior pupils in the school. Woodfarm High has 43 mentors who have delivered MVP sessions to over 350 young people.

These sessions are linked into Curriculum for Excellence's Experience's and Outcomes under the Health and Wellbeing, and Literacy and English sections. The sessions provide young people with a variety of opportunities to explore attitudes in relationships, consent and controlling behaviours. The mentors follow a bespoke presentation, which they adapt to suit the needs of their audience. This allows them to discuss these issues using a range of interactive and engaging methods to empower the young people to make informed decisions about how they would act as an active bystander.



Four of the Mentors were invited to present to the Violence Against Women Partnership and the Young Persons Steering Group during the 16 days of Action to discuss and demonstrate the aims of the MVP Programme and how the programme links into Equally Safe: Scotland's strategy to prevent and eradicate violence against women and girls. To recognise the incredible work and the commitment from the volunteers and to recognise their contribution in the school and wider community the mentors have been awarded with a Saltire Award.



When asked the difference being a mentor made to their lives they said

MVP increased my confidence and boosted my presentation skills. It has been the best experience

I got to learn new things and how to deal with uncomfortable situations and resilience

MVP increased my knowledge on the world

During my time supporting the young people on their journey from taking part in the MVP Mentors training to becoming MVP Mentors in Woodfarm High, I have recognised an exceptional growth in these young people. Their presentation skills and confidence have increased vastly, their facilitation methods and delivery of the sessions encourage younger pupils to engage fully and interact with the mentors, not only during the session times but out with, in and around the school community. Training as an MVP facilitator has increased my knowledge of the spectrum of gender based violence and the various ways this can impact the lives of our young people in our communities. MVP is an excellent learning programme and is fundamental in enabling our young people to thrive as responsible, confident and resilient individuals.

CLD COMMUNITY WORKER



DETACHED YOUTH WORK CASE STUDY



Detached youth work is delivered by ERC's Community Learning and Development Team. Engaging with young people on the streets allows the CLD team and the wider council and partners to better understand the issues in the area for young people. Detached Youth Work plays a crucial role acting as the eyes and the ears on the ground and providing a voice for young people in the community.

The team collect and share data and information with partners at a strategic level to ensure that they are aware of the current issues and supports that are required to help the young people in the area. Most importantly, it provides a way to support young people who can be missed by other services, but who may have a lot to gain by being in contact with a youth worker.

They establish positive relationships with young people and provide them with confidential advice, information and support and for many young people they build trusting and meaningful relationships that enables them to broach tricky conversations and provide ongoing support to vulnerable and at risk young people.

Young people feel comfortable to share their information/worries and concerns with staff and they appreciate and benefit from the non-judgemental, harm reduction and safe approach used by the staff. Staff also pick up on things that are happening in the community and how young people are affected by things that are going on.



FAMILY FIRST

NOTIFICATION SOURCE – REQUEST FOR ASSISTANCE TEAM.

SUPPORT FROM FAMILY FIRST – SUPPORT PARENT TO OVERCOME CONFIDENCE ISSUES AFTER SIGNIFICANT DOMESTIC ABUSE.

INITIAL MEETING WITH PARENT – REFERRAL TO WOMEN'S AID COMPLETED, PARENT GOALS DISCUSSED AND ACTIONED, FAMILY WELLBEING SCALE COMPLETED, SCORE 47/80.

AGREED GOALS – PARENT TO FEEL CONFIDENT LEAVING HOME AND ENGAGING IN COMMUNITY AND FAMILY CENTRE WHERE SON ATTENDS. PARENT TO BUILD CONFIDENCE IN HER ABILITY/CAPACITY AS A GOOD PARENT.

LONG TERM: – GOAL TO FIND WORK AGAIN THAT FITS WITH CHILDCARE.

- The Family First worker visited the parents home in Barrhead on a weekly basis to build a relationship and trust.
- She supported visits to park, local Foundry and nursery parent engagement days.
- After visit 6 whilst using Solihull approaches, Family First discussed further supports including a parenting programme to build confidence.
- From September to December the parent attended a 14 week Incredible Years Programme to equip her with strategies to parent with confidence.
- During this time the parent shared with other parents that she was now able to independently take her son to transport museum, shopping, cinema, attend nursery with much more ease and cnce.
- In December the parent was referred to Work ER where she perused options around studying and work. In January the family was closed to Family First as goals were achieved and she was continuing support with appropriate services to further develop her progress. Family Well-being complete 68/80.



Learn Well Service

Supporting Emotionally Based School Absence



Sarah has not attended secondary school for over a year. She is academically able, conscientious and motivated to learn and progress. The social and physical demands of the school environment proved overwhelming and she withdrew from engagement on any level, despite the school's continued efforts to find ways to support her.

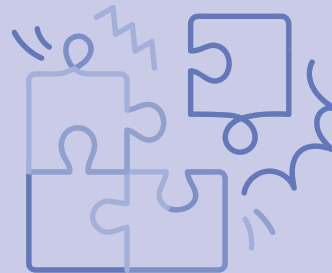
Sarah became more socially isolated and her mental health continued to decline. On assessment from Educational Psychology, Sarah presented as withdrawn, depressed and had expressed suicidal ideations. The Learn Well service began to engage with Sarah on a one-to-one basis, with a one-hour session per week. During this time, the Learn Well teacher worked to build a trusting and supportive relationship with Sarah, while listening to and validating her anxieties around school and her education. Sarah also began engaging with the National 4 English curriculum and working towards achieving identified outcomes.



As Sarah continued to engage and progress, it was decided that learning should gradually move outwith the home in order to benefit from a more productive learning environment, increase social opportunities and help her to build resilience. Sarah now attends weekly sessions outside of her home, choosing to walk twenty minutes there and back. She works alongside a small group of other learners all focusing on N4 English. Sarah has managed to achieve all of the N4 English outcomes and is now working towards her N5 literacy award. She has yet to engage with any extra-curricular offerings but the service continues to support and encourage her with this in mind as a future goal.



A meaningful moment came when Sarah helped the Learn Well teacher and Pupil Support Assistant with the rebranding of the service (formerly The EBSA service). She helped to finalise decisions about service name, logo and specific design features. Sarah is included, supported and achieving well.



Moving forward, Sarah will benefit from the opportunity to access the Learn Well service throughout the week in a permanent, nurturing learning space. The service will continue to work with other teaching professionals to offer varied and ambitious learning opportunities for her whilst monitoring and supporting her mental health and wellbeing.



ST NINIAN'S HIGH SCHOOL LEARNING FOR SUSTAINABILITY CASE STUDY



THE GLOBAL GOALS

In St Ninian's, the UNCRC and Learning for Sustainability underpin the wide range of activities and initiatives that promote and celebrate equality and inclusion in our school.

The One St Ninian's Group is at the centre of this and acts as a vehicle to ensure a culture of respect, love, and kindness permeates throughout the school community. Pupils across all year groups make up the group and each play a leadership role in activities carried out each term.



Pupil and staff representatives recently attended the Scottish Parliament where they were awarded with the Vision Schools Scotland Level 1 award to recognise our work on Holocaust education. The group will soon be ready to submit their work for the Level 2 award. As part of cross-curricular work pupils have reflected on the horrific realities of the Holocaust and other genocides both in the past and in a contemporary context. This has allowed pupils to consider their place in the world as global citizens and recognise the fragility of their rights as young people.

Charity and the act of service are at the heart of St. Ninian's High School community. Throughout the year there are various events to raise money for charitable causes that pupils have identified both locally and globally. S6 pupils volunteer their time through the S6 service programme where they are involved with supporting pupils in the BGE phase of the school and through their involvement in the cluster primary schools. St Ninian's is now proud to have a formal relationship with Ndombo School in Chikwawa, Malawi, through our friends at Mary's Meals. Our Mary's Meals youth ambassadors work with staff and pupils across the school to coordinate initiatives that will allow us to raise the £10,000 annually that it will cost to feed each pupil at our partner school.



A number of Senior Phase pupils take part in the Bright Horizons programme which provides pupils with a variety of activities to support their personal development and independent life skills. Staff from Adult Services visited the school to work with pupils in the Courtyard, learning life-long gardening skills and growing their own vegetables from seed.

Staff have an awareness and understanding of Learning for Sustainability and curricula increasingly reflect LfS themes and approaches, such as a commitment to children's rights. The UN Sustainable Development Goals are being used across all curricular areas to provide pupils with a clear framework when learning about sustainable development education. Pupils have the opportunity to take part in a number of interdisciplinary learning and outdoor learning projects to help enrich their learning experience and learn about the role they play in their society and environment. All S1 pupils take part in the annual 'Rapid Response' programme which is cross-curricular opportunity for pupils to build positive relationships with one another as they problem solve their way through a day of outdoor learning activities.



ENVIRONMENT AND CARLIBAR PRIMARY SCHOOL CASE STUDY



COP26

A focus for learning linked to COP 26 provided excellent opportunities to learn about global issues. These learning experiences empowered children to be actively involved in research and understand the impact campaigning can have. Children wanted to share their environmental messages with the community. This resulted in a whole school climate change march along the Levern Walkway in Carlibar Park. Feedback from children was that they thought it was important for them to continue to learn more about the environment and how they could respect, protect and improve it



Children participated in a COP26 legacy project in collaboration with Scottish Contemporary Arts Network (SCAN) and East Renfrewshire Council. They planted a Wee Wood of 300 native trees in Carlibar Park and then participated in a series of eco inspired poetry and art workshops the following year, facilitated by the artist Robyn Woolston. The resulting artwork was installed in the school in August 22. An Early Day Motion submitted to Parliament by local MP Kirsten Oswald in January 22 helped children to understand that their actions are important and that children can bring about real life positive change in their local environment.

Children have since planted 175 more native trees in the community in 2023. This time in Dunterlie Park in collaboration with Trees for Cities.

LEVERN VALLEY RIVER RESTORATION PROJECT



The DHT has attended meetings of the Levern Valley River Restoration Project Board to gain knowledge and identify opportunities for children to be involved in this major environmental development, taking place beside the school. Learning in the community and working with a range of partners has supported children to understand how changes impact on their lives and the environment. It has developed knowledge through their exploration of the local area and built confidence to share their views and ask questions. They have also gained an insight into the world of work and gender stereotypes by having the opportunity to meet a range of key personnel involved in this project.



One class, supported by scientists from the Clyde River Foundation gathered environmental data as part of a citizen science project. This was significant, as a major engineering project was due to start which would change the course of the Lavern Water and improve the biodiversity of the river. Children learned about the lifecycle of Atlantic salmon, how to do kick sampling and identify macro-invertebrates living in the Lavern Water. They watched an electro-fishing demonstration and were amazed to find a large European eel, this is on the critically endangered list. Children were able to collect e-DNA samples from the Lavern Water. These samples were sent off to the lab to be analysed, along with the results of their kick sampling and electrofishing to provide clear evidence of the range of living things in the river ecosystem. Further surveys of the river bank for native and non-native invasive plant species were also undertaken.



When river restoration and landscaping is completed, the changes will increase accessibility for a wider age range. Carlibar children will be able to engage in outdoor learning experiences linked to the ongoing sampling and monitoring of the river and the surrounding areas as they re-wild. It is important that children continue to have quality experiences that foster respect for their local area, explore global issues, encourage them to share their views and give them confidence to lead their learning.

Children have been introduced to some of the roles involved in a major development such as environmental monitoring (SEPA), Designers (AECOM) Civil Engineers (Amco Giffen) and the role of the local council in consulting the community and planning. Partners have led assemblies and classroom activities. Bridge building workshops and learning about how rivers are formed and managed have enabled children to learn more about this project, ask questions and give their views on the development. Drone footage was shared by contractors with children during the excavation period when access to the site was not possible. This kept children informed of the changes that were happening in their community. Children were able to walk around the perimeter of the site to watch the progress of works, these were explained by the site agent. Part of the way through the works a small group of children visited the site when it was safe to do so and took photographs which they shared with others.



Appendix 2: Next Steps

Community Planning Partnership’s vision for East Renfrewshire - ‘An attractive and thriving place to grow up, work, visit, raise a family and enjoy later life’

Strategic Outcomes

- All children in East Renfrewshire experience a stable and secure childhood and succeed
- East Renfrewshire residents are healthy and active and have the skills for learning, life and work

UNCRC Cluster	UNCRC Implementation Group Priority	What We Will Do	How we will measure our progress
Cluster 1: General Measures of Implementation	Promote	Align improvements identified as necessary within current statutory plans to ensure children’s rights are fully embedded in the work of the Council and wider partnership including: <ul style="list-style-type: none"> • Children’s Services Plan • Local Improvement Plan • Vision for the Future • Community Plans Workforce development: multi-agency training and development courses for staff to develop skills and knowledge in supporting young people’s wellbeing	Children’s rights are reflected in appropriate plans Evaluations following training highlight increase in staff understanding of children’s wellbeing
	Publicise	Develop child friendly webpages on East Renfrewshire Council Website	Tracking of traffic via webpage
Cluster 2: General principles of the UNCRC (Non-Discrimination)	Participate	Co-Design of Youth Rights Committee Co-Design a Promise Board to promote participation and decision making with care experienced children, young people and their families Continue to support and encourage all settings and schools to continue their RRSA journey.	% of children and young people stating they are involved in decisions that affect them % of settings and schools with RRA award
	Participate	Further Develop Youth Led Participatory Budgeting Continue to consider the UNCRC when taking decisions around budget.	% of children and young people stating they are involved in decisions that affect them

UNCRC Cluster	UNCRC Implementation Group Priority	What We Will Do	How we will measure our progress
Cluster 3: Civil rights and freedoms	Publicise	Ensure that all children and young people have access to accessible advice to support them to understand their rights Embed Social Justice Framework and implement 3 year strategy	% of children and young people stating they are helped to understand rights. Evaluation of SJ strategy via Education Standards and Quality reporting
	Participate	Implement a child friendly complaints process compliant with the Scottish Public Services Ombudsman (SPSO) guidance when known.	Monitoring of SPSO complaints – completed on time
	Promote	Evaluate parent/carer/community understanding of the UNCRC and plan next steps Develop training for all Council staff and establish a children’s rights mandatory module for all employees	% of parents reporting they know about and understand children’s rights % of employees undertaking UNCRC training
Cluster 4: Violence against children	Participate/Promote/ Publicise via Children’s Services Plan	Roll out of Equally Safe at School Across all Secondary Schools Refresh and embed Signs of Safety approaches and ensure consistently across partners Through co-production event, enhance whole family wellbeing support Launch of Bairn’s Hoose with partners Children1st Further develop and embed trauma informed practice across council and partners Improve transition between children’s and adult services Finalise our local multi-agency child protection procedures following the publication of the National Guidance for Child Protection in Scotland in 2020. Develop communications campaign to raise awareness of children’s right to be safe and looked after.	% of schools participating in Equally Safe at School Training No of Gender Based Violence Incidents recorded via Seemis % SOS approaches evident in CP audits % of staff reporting increased understanding of trauma informed practice % of young people with complex ASN with transition plan in place. No of reports of Children Equal Protection from Assault incidents

UNCRC Cluster	UNCRC Implementation Group Priority	What We Will Do	How we will measure our progress
		<p>In line with The Promise, all families across Scotland have access to Family Group Decision Making.</p> <p>All schools referring to targeted group work programmes and implement MVP</p> <p>Develop ways of recording conversations with young people around sexual exploitation</p>	<p>% of referrals and uptake of FGDM</p> <p>No of GBV incidents reported in schools</p>
<p>Cluster 5: Family Environment and Alternative Care</p>	<p>Participate/Promote/Publicise via Children's Services Plan</p>	<p>Update Education Corporate Parenting strategy and identification of data sets for care experienced children and young people to ensure tracking and supports in place.</p> <p>Further develop the Family First support to included support for families with neurodevelopmental needs.</p> <p>Implement actions from promise pathway project including development of housing and accommodation support services for young people</p>	<p>Tracking of: Attainment Inclusion Participation Engagement Attendance</p> <p>Increase in Family Wellbeing as identified through Family Wellbeing Scale</p>
<p>Cluster 6: Basic Health and Welfare/ Wellbeing</p>	<p>Participate/Promote/Publicise via Children's Services Plan</p>	<p>Improve access to and awareness of the range of mental health supports available</p> <p>Develop a nurturing learning space to enhance the Learn well Service supporting children not able to attend school</p> <p>Further embed CoSD approaches in all schools</p> <p>Revenue and benefits service will continue to support families in line with Scottish welfare legislation.</p>	<p>Number of children and young people accessing Healthier Minds.</p> <p>% of parents/carers reporting schools is affordable</p> <p>% uptake of benefits</p>

UNCRC Cluster	UNCRC Implementation Group Priority	What We Will Do	How we will measure our progress
Cluster 7: Education, Leisure and Culture	Participate/Promote/ Publicise via Local Improvement Plan, ERCL Business Plan	Implementation of ASN Action Plan Develop opportunities for children and young people with ASN to be included in a wider range of community activities and experiences Continue to improve attainment and achievement and close the attainment gap Develop a tool to monitor and track health and well-being (HWB) to help improve the well-being of our children and young people. Develop and implement a Sport and Physical Activity Strategy	ASN Oversight Board Improved outcomes for children with ASN Children and Young People and parents and carers reporting increased satisfaction with community activities for children with ASN HWB tracking Tool Evaluation of Sports and Physical Activity Strategy
Cluster 8: Special protection measures		Support UASC through access to care, support and education enabling integration into communities Collaborate with young people to design and deliver diversionary work Roll out of refreshed Getting it Right for Every Child Prepare for passing of Children's Care and Social Justice (Scotland) Bill	% of Looked After Children with more than 1 placement within the last year Audit of Children's Plans

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