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| We’re committed to keeping  **The Promise** |
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**The PROMISE Update**

**WDC & HSCP**

**March 2022**

# West Dunbartonshire Council have a range of partners who are involved in the delivery of services that contribute to our responses surrounding The Promise. This report seeks to provide an overview of the work that is carried out across key areas of The Promise. The report focuses on those areas of development that provides the best possible support to the children living within our location. This is not a substantive list of the activity across the area, however it should assist the reader to develop an understanding of the range of activity and depth of the work going on across our location.

# A Good Childhood

* Partners in Education continue to develop engagement supports for care experienced young people via monitoring of our Care Connections Project – ensuring regular identification and school referral of looked after pupils. The Care Connections programme will be refined based on stakeholder views through review of quantitative and qualitative feedback of impact.
* Partners in Education continue to review single and multi-agency processes and MAC & JAT pathways to support engagement, achievement and attainment to deliver revised Engaging learners pathway including bespoke Alternative Pathway options for care experienced and interrupted learners. There are currently 16 pupils engaging in the Alternatives Pathways Programme resulting in increased attendance/participation in learning and potential for positive destinations. Quantitative and qualitative feedback is collated & reviewed on Alternative Pathways from pupils and multi-agency staff.
* Partnership with 3rd sector organisation Y Sort-It to support 113 young carers / young adult cares across the authority. This has included the allocation of dedicated Y Sort-It Young Carer Support Workers to each high school and related Primary Cluster. To complement this a member of school staff in each establishment has been identified as a Young Carer Coordinator to work closely with Young Carers as a single point of contact for that school.

* A review and streamlining of the Young Carer referral guidance and school forms resulting in an increase of referrals to service. Y Sort-It provide six weekly update reports to education establishment young carer coordinators, to cascade to school staff supporting young carers.

*“During lockdown It has been really good to always have someone to talk to. I suffer really bad anxiety and I always feel much calmer after small group activity. Y Sort It have helped my family so much with the food parcels and the activities that you give out always keep my mind focused. The workers have all really been understanding of my anxiety and caring role, and make me feel better about things. Coming along to small group activities and making new friends has been great. I feel more calmer now and I can focus more on me”*

“*For me as a parent, I can't thank Y sort it enough. We were going through an extremely difficult time adjusting to life as a shielding family, all enclosed together, my husband lost his job. Our life is a tough one. For my daughter to have an outlet of someone at the end of the phone checking on her, emailing her and when allowed inviting her to activities just to keep her active and socialising was particularly important for her mental health. As a young carer she suffers from anxiety and doesn't have the opportunities that her peers may have so having people there for her, and other young people who are in same or similar position to her, as a mother I can't thank Y sort it and the support workers enough”.*

* We are supporting the development of Young Carer forums which are in the process of being implemented to enable that key updates to be cascaded to education staff ensuring that there is a consistent approach. These forums will be multi agency with partner agencies being a key feature. The aim is to follow the same approach for WD HSCP and partner agencies, with a number of inputs into the Family Nurse Partnership, Working 4U Teams and Youth Alliance partners being carried out to raise the profile of identifying and supporting young carers.
* There has been increased numbers of weekly support sessions for Young Carers and their siblings reflecting the findings of the Carer Trust Scotland Survey. Young carers have benefited from Carer Care packages including Creative, Pamper, Active and Study Packs. Y Sort-It has distributed 32 Connecting Scotland packages which included 22 Chromebooks and 10 IPad with a 12 Month Free Mobile Broadband, ensuring young carers could access learning, entertainment and stay connected not only to Y Sort-It but family and friends. In addition WD Education coordinated young carers to access Chromebooks for online school lessons and homework.
* X:\Support Services\Holiday Hunger Fund\SUMMER EXTRAVAGANZA 2021\Marketing\SUMMER EX LOGO-04.tifWe have coordinated The SHINE programme funded by WDC’s Holiday Hunger Fund this ensured we continued our drive to address Holiday Hunger. The Summer Programme delivered across 19 establishments, involving 15 community partners and 9 West Dunbartonshire Community services offered 11038 free child places across 337 sessions. A number of these were targeted to our most vulnerable and care experienced children. Every child attending each session was provided with a free lunch or snack. Effective multi agency collaboration also ensured any additional food was shared with our food partners.
* Work has been carried out with Youth Justice Services maintaining a Whole Systems Approach, including links with adult justice. Joint investigative interviews,

child protection case conferences and review arrangements continued, with the provision of additional phone data or devices supporting children, young people and family participation. Contact between children and young people and their parents was maintained using digital solutions and outdoor areas in line with local measures. For children and young people who are accommodated, staff teams have been working using the ACEs framework with additional targeted support provided by, for example, Young People in Mind.



* We have supported a range of wellbeing resources to be developed and shared via school links and social media including ‘Togetherall’’ digital health and wellbeing service for 16–24-year-olds. Six local projects were developed, funded, and delivered to support children and young people with emotional wellbeing issues, isolation, and loneliness. The projects provided a range of support services including enhanced staffing levels for existing providers, access to physical activity opportunities such as walking challenges and support for parents and carers of children with complex needs.
* The partnership recognises that the promotion of positive emotional wellbeing for all children and young people is a key function of all children’s services. The Scottish Government has provided funding for counselling to be available in every school in Scotland, at present this support is to pupils aged 10 and over. Access to counselling in WDC schools is funded jointly with HSCP. The counselling services are universally available and complement the range of whole school and targeted approaches in schools to promote mental, emotional, social and physical wellbeing of our young people. This counselling provision is available during the school summer holiday dates. The July to December 2021 report noted 297 children accessed school counselling. Young people attending counselling services reflected that….

*“It was great to learn some new ideas and realise I have more control over my thoughts and my mood”*

*“Thank you for just listening to me and making me see some things in a different way. It has made a massive difference and helped me a lot”*

*“I am now managing my feelings and reactions better. I’ve found having a confidential space to talk really beneficial”*

* cid:image001.jpg@01D83921.C54420B0WE Support the Distressed Brief Intervention National Programme which aims to build compassionate support for those presenting in distress. Two WDC High Schools are currently piloting this and 3 GP Surgeries Training has been delivered in partnership with SAMH Key pathways into the service were identified as Education, Police Scotland, GP practices.
* We Support the West Dunbartonshire Young Ambassadors for Inclusion group which was created in Oct 2021 with all 5 secondary schools within the authority represented. The group have so far this session met up twice per term to give young people with additional supports needs a voice within their school and authority. The work of this group has started with all schools pledging their commitment to demonstrating that they are listening to the voices of all young people with additional support needs.

*‘It is important to ensure the young people’s views are listened to and not brushed off as meaningless’*

*‘We want to promote the idea of equity, ensuring that all young people are given what they need to succeed rather than everyone receiving the same supports’*

*‘I have had a lot of negative experiences with people’s reactions to me and would like to change this and  prove that having a disability does not define you or mean you are unable to do things’*

* Our education partners have committed to all of our specialist settings (7 establishments) learning collectively about the SCERTS (Social Communication, Emotional Regulation and Transactional Supports) approach and framework. This reflects WDC’s ASN Strategy *‘Assessment of Children’s Progress’* workstream. Participants include all teaching staff and all support staff to ensure a consistent and equitable approach within and across all specialist settings in West Dunbartonshire. This Professional Learning involves independent and collaborative learning to best meet the needs of all of our pupils, ensuring they are *‘enabled to progress’*. All staff have committed to SCERTS to better equip them to determining a child’s current levels of performance in social and emotional functioning, monitoring progress over time, identifying educational outcomes that are most critical to the child, and design individualised and coordinated plan for the child and the family.
* WDC are committed to ensuring all children and young people in West Dunbartonshire are enabled to progress through Early Learning and School with the support they need, we have devised an ASN Strategy. To ensure robust consideration of the depth and range of areas for development, 9 workstreams were developed within the strategy. These mirror the National Improvement Framework and areas of focus pertinent to our local context.
* WDC Have phased in the Funding Follows the Child offer of 1140 hours for all 3 and 4 year olds and eligible 2 year olds. The Early Years expansion plan has ensured that all eligible two year olds and all 3-5 year olds now have access to 35 hours of free early learning and childcare giving children across West Dunbartonshire the best start in learning. This reflects and upholds the rights of the child to an enriching education and a good childhood.
* For every child who has to be placed within one of our care settings they are provided with a welcome box which sets out to provide emotional necessities for a child who may be experiencing care provision for the first time. We have adopted the ‘Shannons Box’ model and have worked with STAF (Scottish Throughcare and Aftercare Forum) to enable our residential staff and foster carers, through training/workshops, to assist with the developments on nurturing a welcome and belonging culture through the use of this nurture box.
* In consultation with our Champions Board and through discussions with care experienced children and young people we have been able to secure funding to provide a well-being box for a number of identified young people. The contents and training around these were carried out by our lead Champions in consultation with care experienced young people.
* A group of Foster Carers have recently registered a charity to support children with their transition into local family placements. The ‘Bags of Love’ venture enables each child to have a range personal/practical items to enable their early care to be supported. Bags of love contain a range of items which have shown to enhance the child’s early experiences within the foster care provision. The bags themselves provide a range of age related, practical items. For instance a school age child can expect to see a range of items that can be used for school or leisure. Additionally, other useful items such as nightwear/deodorants/soaps are included.
* WDC have our current Children’s Houses on our strategic risk register. This has enabled us to ensure that the future proofing of such provision is co-ordinated based on identified need, as well as ensuring that our estates are adequately resourced to the expected national standards.
* WDC are committed to ensuring that children and young people in need of permanency away from home are prioritised and that positive destinations for their futures are not delayed. WDC are carrying out a full evaluation of the practice around our processes and will have renewed procedures in place to ensure that each child who requires support in this area has a clear plan with dedicated timelines to prevent drift in securing permanency in whatever shape this takes.
* West Dunbartonshire council has a number of Unaccompanied Asylum Seeking Children across our services. To ensure that help is coordinated in a manner that meets individual needs we are working in partnership with a neighbouring council to provide direct help around those identified needs. Additionally, there has been consideration on how we can work towards meeting long term care requirements/support with our housing colleagues and we would hope to be in a position to consider future accommodation requirements through this joint up approach.
* West Dunbartonshire Council have committed extra funding for the recruitment, training and assessment of ten additional foster carers. This will allow greater opportunities for children to remain within a location that is nearby their current living situation. These circumstances promote the opportunity for minimal disruptions to many aspects of a child’s life, where the avoidance of being placed outwith the family home is not possible.
* Young people, along with staff from our residential children’s houses have been active in developing better understanding of the labelling that can often be associated with many care experienced children. Developments around this have created the ‘words matter’ campaign where staff and young people were able to help staff and other partners the opportunity to reflect on the words used to describe aspects of their experiences. Reflections around this have enabled a change in language at a local level – words such as ‘Reccy money’, ‘LAAC’, ‘Resi Car’, ‘Children’s Home’ amongst others, have been challenged and a new set of acceptable language has been introduced.
* Several young people across our residential houses have been involved in Equine support at local stables – this has been co-ordinated by a trained Equine worker, who has also got experience in looking after children. This has shown to be of significant benefit for those who have been involved in this pilot and it is anticipated that we will be able to utile this help for other identified children/young people.

# Whole Family Support

* Working in partnership with the HSCP to identify the most vulnerable children, young people, and families to help target resources and to ensure that regular direct contact was in place. Barriers to inclusion and engagement in digital learning were addressed through the provision of free digital resources to ensure the most vulnerable children could access home learning.

The partnership has implementation a number of empowering parental supports to ensure our children across West Dunbartonshire grow and flourish in safe and stable home environments. Early years workers are piloting delivery of group parenting programmes. Further online professional learning has been delivered to an additional cohort of primary based staff. This learning will develop the delivery of the nurture principles in an attempt to further support the health and wellbeing of our learners.

*2,465 Chromebooks were issued to children and young people and a further 366 new devices for the most vulnerable children attending ELCs. Chromebooks were also provided to every pupil in our children’s homes.*

*Alternative models of engagement with parents and partners were established across all settings within education, using Google Meet, to ensure TATC and support meetings were able to take place*.

* We continue to support parents to develop positive and lasting relationships with their children through parents’ involvement in Incredible Years (IY) groups. Post Covid online delivery of an IY is now underway being led with education outreach workers. Coaching and mentoring of Parenting workforce sessions have had a critical role in enhancing skills with most vulnerable families.
* We continue to support ASN Coordinators in line with WDC ASN Strategy Plan 31 and introduced them to the CIRCLE Framework Train the Trainer Resource to help support the underlying skills that pupils require to enable them to participate in school. The CIRCLE Framework is a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom environment. Our Collaborative Support Service are currently providing personalised Train the Trainer support to 3 schools to fully implement the CIRCLE Framework developing team knowledge and capacity to support some targeted pupils directly this session with a plan to fully implementation across all schools in session 2022-2023 to empower our staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies.
* Our schools have a range of support for parents that includes support at home provided by early years Outreach Workers. The Outreach Worker Service provides bespoke services to families who are referred through the Parenting Co-ordination office. Referrals are received from education, social work and health for parents of children from before birth to 8 years. Central to the approach of this service is the encouragement of attachment behaviours, resulting in improvements in relationships within the family. Distressed behaviours are addressed through emotional regulation strategies. During session 2020-21, the Outreach service moved to a hybrid model of service delivery that included an increased use of online platforms. When safe to do so, contact with parents continued in early year settings and outdoors in addition to the online support. During this period, 348 families were supported by the Outreach Service.

*“Since working with our Outreach Worker …..my son has improved dramatically in several different areas”*

*“My daughter’s behaviour improved as we began to understand some of the reasons behind her behaviour”*

*“As my son was not speaking our Outreach Worker provided support and techniques to encourage him to use words and new ways to communicate with him. Along with* our *Outreach Worker’s support and the support for the nursery my son began to speak before Christmas.*

* Plans to implement the national Trauma Training Plan as part of the six elements of the Improvement Service/ Scottish Government Trauma- Informed Approach to Scotland's COVID-19 Recovery, Renewal and

Transformation via a reformed officer led ACEs/Trauma Reference Network using the additional Scottish Government resources to build the organisational network and connect with the West Dunbartonshire Council commitment to the Wave Trust 70/30 campaign is well underway. Over 60 people accessed an online ACEs Documentary in November 2021 to develop awareness and skills in understanding and supporting Adverse Childhood Experiences. In addition Resilience Hubs were held in June and December covering healing and trauma, developing the knowledge and skills of the workforce.

* Our front line services offer a range of family supports across our health, education and social work teams. In order to maximise the support and enable the right support to be provided at the right time by the right staff, we are planning to review our family support services and early help. This will be carried out in collaboration within our communities enabling key stakeholders to help re-design services that can meet the identified needs of our community needs.
* Our family group decision making team (FGDM) continue to provide support to children and families across our community. Funding for this is derived from PEF funding and enabled through direct collaboration between education and social work. This practice model is viewed across The Promise documentation as being a powerful model in supporting families reaching solutions with the support of trained facilitators. This area of practice will inform our delivery of support to families and we are hopeful of building additional resources around this model.

# Planning

* Our education colleagues will facilitate the roll out of the Nurture Principle training to schools with the option of a hybrid model of delivery using a mixture of in-person, virtual and self-directed learning using the videos produced.
* Support schools to use the CCC trauma- informed practice’ post- lockdown to help children and communities recover and as the next phase following completion of Nurture Principles whole school approach.
* Consider the use of the ‘Staff Wellbeing’ module as a stand-alone training session to support school staff to prioritise their own wellbeing following COVID-19 where required.
* We will continue to facilitate the roll out of Nurture Principle Training to schools with the option of a hybrid model of delivery using a mixture of in-person, virtual and self-directed learning using the videos produced.
* We will support schools to use the CCC trauma – informed practice’ post – lockdown to help children and communities recover and as the next phase following completion of Nurture Principles whole school approach.
* Consideration will be made to creating a Nurture and Trauma Informed approaches ‘google sites’ web-site as an easily accessible online repository for staff to access all NP, CCC slides and training videos produced as well as staff well-being training materials and support resources.
* We will continues to work with a number of agencies including the Champions Board, Y-Sort It and W4U to explore and identify opportunities to support young carer engagement and mentoring. This includes development of bespoke youth engagement opportunities with 3rd sector groups e.g. CVS, National Parks, Police Scotland Volunteers. These activities will build confidence, skills for life and promote positive destinations /future opportunities.
* We will support the Young Carers programme to work with the HSCP and partner agencies, with a number of inputs into the Family Nurse Partnership, Working 4U Teams and Youth Alliance partners being carried out to raise the profile of identifying and supporting young carers.
* We will continues to delivers the Nurtured DIG which is the lead for the strategic planning and delivery of the Integrated Children's Plan. The priorities of the Integrated Children's Plan are based on a Strategic Needs Assessment [3], and the Nurtured DIG drives forward the planning and delivery of services within the GIRFEC framework, Adverse Childhood Experiences [ACEs] and the Promise.
* Staff across the partner agencies will be fully engaged in the GIRFEC refresh programme.
* Is working across all services and partners to improve our approaches to early identification of neglect. It ensures all vulnerable children remain a priority and staff will prioritise multi agency meetings and contribute to support planning and to reduce the requirement for care. All supervision sessions ensure standards of care are maintained. To continue Quality Assurance processes our cycle of auditing is due to commence.
* Staff will be engaged in a refresh of our engagement with children. We will be actively involved in the developments of a bespoke APP that will be launched across a targeted group of young people who have agreed to participate in the sampling of this electronic programme. Independent of this, staff across the partner groups will continue to seek alternative, imaginative mechanisms in ensuring the views and voice of our children is heard, listened to and actions tailored to meet those areas that require change to occur.
* Further developments will be established in our refresh of our continuing care processes. This should result in clear mechanisms that enable the ‘staying put’ procedures to be better understood and defined in an update of our local protocols.
* Planning around brothers and sisters will be developed further, ensuring every opportunity is made to maintain relationships. This has already been established thorough legislation and local partners need to ensure that practice at a local level enshrines this requirement. Included in this will be the consideration of the recruitment of foster carers and adopters who hold an interest in caring for family groups.
* Support to care experienced young people should incorporate broad opportunities that can be established across the partner groups. The ‘family firm’ approach should be rolled out where training, work experience or jobs can be provided to care experienced young people as part of an available range of opportunities that they can consider when leaving school and considering future careers, education and/or work.
* Partners have been involved in developing early help and support around child mental health. This area was carried out in conjunction with a University academic and the results have enabled bespoke plans to be created at a local level. This has enabled creative programmes of support to be developed across the council area, targeted at those children and young people who do not require clinical support. This area is well governed through our Nurture DIG and a range of partner organisations have been pivotal to the success of the work being carried out. This area of practice will be built upon as we progress and sample new ways of ensuring the right help is available when required.

# Supporting the Workforce

* Continues to ensure our workforce are empowered and enabled to support our children, young people and their families. This session we have implemented a range of professional learning opportunities that align with our commitment to The Promise.
* 134 members of staff were provided with a day’s opportunity to read The Promise documents, as well as a rolling programme of workshops enabling discussions across the partnership to help build upon our understanding of the core messages of the review. Workshops will continue to be built upon across various partner groups, ensuring that the messages from The Promise and the key drivers are well understood.
* Through our partnership discussions we have been enabled to gain funding for a staff member to lead on our aspirations around The Promise. Initial funding was identified for one year, however this was matched by the HSCP to enable the recruitment of a full-time lead Officer for two years. This member of staff will be in place by May 2022 and will be a significant role in allowing us to build upon our promise plans and aspirations.
* Funding was identified to allow us to train 24 members of staff in Dyadic Developmental Psychotherapy (DDP). This was targeted at our residential staff and the conclusion of this first training course was completed in March 2022. A further full course will be carried out late 2022 and there are two one day workshops that will accommodate 110 staff, where key concepts will be delivered to a range of partner groups. DDP is a therapeutic parenting approach and model for practice that uses what we know about attachment and developmental trauma which seeks to support relationships.
* Additional funding has enabled 12 Education Staff to complete a COSCA accredited Counselling Skills Course. Completing the one year course provided participants with a shared understanding of how counselling skills can be applied in both everyday situations as well as to areas such as relationships, stress, loss and bereavement. Participants including Teachers, Learning Assistants and Pupil and Family Support Workers are now utilising these skills to support care experienced and non-care experienced young people within their various educational settings. Evaluations below completed by the participants on the course highlight the impact the learning has had on children and young people. 100% of attendees felt increased skills from completing the Counselling Skills Course have had a positive impact on the pupils they support.

*“There has been an increase in the positive relationships that I have built and nurtured with families, staff and pupils. I feel this has been achieved through the advanced communication skills which I have developed doing this course. I have become more confident using my counselling skills and find them very beneficial when I do my daily check in's with children. I am more equipped to support our families, staff and pupils emotional well-being.”*

*“I have utilised my skills thoroughly in delivering Nurture sessions last academic session, and will do the same this year. I have found the course has helped me adapt parts of my behaviour management, and I am keen to share these ideas and so have signed up to deliver a CPD session on sections of the course, and have joined several whole-school committees with a goal of bringing these ideas forward.”*

* Support and developments for staff confidence in the use of chronologies and the continuing development of methodology and practice in respect of multi-agency chronology building. These sessions ensure staff consistency in approach and understanding from staff in all partner settings.
* WDC has enabled a mix of 42 teachers and leaders to engage in the Mindset Teams Programme of learning to ensure we are equipped and skilled in supporting and developing the confidence, resilience and growth mindset of our pupils. We have staff trained in mindfulness delivering in 2 secondary schools. There are a range of staff who have participated in a mindfulness course delivered by the Psychological Service and more training planned, this supports staff's own mental health thereby building their capacity to manage the mental health of others over time we hope to build staff capacity to deliver more accredited mindfulness courses to pupils.
* WDC have improved consistency in content of Latest Pastoral Notes and Chronologies, through adaptations to existing Child Protection Scenario training. Evaluations tell us all staff who attended are now more confident in ensuring information noted is relevant and appropriate to the context. To ensure this practice is consistent across all establishments an Education Child Protection Forum has been created and takes place termly to provide opportunities for professional discussion and networking as well as ensure consistent information sharing regarding National and Local Guidance and Policy. Below captures some of the feedback from education leaders which demonstrates the effectiveness of the additional professional learning sessions in increasing staff confidence and knowledge around the use and methodology of chronologies.

*“The session helped to clarify my thinking around what should be entered as a LSE”*

*Very worthwhile opportunity to discuss a range of scenarios with a wider staff/professional team”*

* WDC have trained staff in mindfulness delivering in 2 secondary schools. There are a range of staff who have participated in a mindfulness course delivered by the Psychological Service and more training planned, this supports staff's own mental health thereby building their capacity to manage the mental health of others over time we hope to build staff capacity to deliver more accredited mindfulness courses to pupils.
* WDC Has delivered Adverse Childhood Experience Awareness Cost of The School Day Training this session across 8 educational establishments and to all Newly Qualified Teachers. Participants have reported….

*“A deeper awareness of the potential struggles of some of the children in my class and knowledge of what can be done in school to help them.”*

*“The cycle of poverty and ACEs, the need to address the issues for parents as well as young people.”*

*“Mindfulness of the effect of ACEs on behavioural and developmental development.”*

*“I found all of the statistics about how ACEs can affect the future health and attainment of children very interesting, "eye-opening", and quite upsetting. I will be ensuring that I continue to provide a safe space for my pupils, show them that I care and can be an adult they can trust, and provide them with support whenever they need it.”*

* WDC Have enabled training for 18 staff across 4 Lego Based Therapy workshops, through the provider Cretovators. These workshops provide the theory and the practice supporting staff to develop collaborative play and social interaction skills such turn taking, listening, initiation, eye contact, problem solving and sharing, with our children and young people. Participants in these sessions have stated they developed the skills necessary to implement in their own schools and many have done so with positive feedback and some have been able to build staff capacity by sharing with colleagues. The CSS team member who attended delivered the training to all 30 CSS staff in February. We are currently establishing plans to cascade wider as part of the WDC Inclusion Professional Learning Calendar for delivery in session 2022-2023 to all schools.
* WDC Has enabled 48 staff across various education establishments to attend MAPA Foundation Training this session. A further 25 attended a refresh session. MAPA enables our staff to develop skills in identify potentially escalating behaviour and utilise range of strategies which prevent, decelerate and de-escalate aggressive behaviour in order to reduce the use of physical interventions. Evaluations demonstrate an increased awareness and self-reflection having an impact on relationships between staff and children and young people.

*“I’ve learned how important the non-verbal communication is to the de-escalation process, that being aware of your body language and facial express is key to remaining open towards the child.”*

*“It was important to be reminded of the importance of the Therapeutic Rapport, especially making time for the staff debrief and considering their thoughts / feelings.”*

* WDC Has supported 2 educational psychologists and 6 teachers to be trained in the delivery of LIAM (Let’s Increase anxiety management programme). LIAM is a CBT informed approach to supporting children and young people. This intervention is now being offered to a small group of pupils with coaching in the approach being delivered by the Early Intervention TIPS Project. Further online professional learning has been delivered to an additional cohort of primary based staff. This learning will develop the delivery of the nurture principles in an attempt to further support the health and wellbeing of our learners.
* WDC has supported additional training around permanency, including one day workshops on the theory and practice of what is required within this filed to carry out the assessment and reports for such tasks. Additionally, there was finance approved to place two workers through the Securing Children’s Future training which consists of learning, practice and reflective studies over a two year period.
* WDC have paid for one worker to attend and complete a workshop on life story work. This course was carried out at degree level and the learning from the participant will be utilised across the council area to support the developments of this area of practice.
* All foster carers across WDC have been supported to be fully digital enabled. 50 laptops were purchased to allow the progression of this area. This has provided assurances that carers can participate in meetings in a more holistic manner, around the child that they care for, as well as enabling a progressive tool that can be used to link to training, carer handbooks and allowing them to move away from hand written reports.
* All foster cares will be trained in Child Protection by April 2022.

# Building Capacity

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* WDC has engaged with Social Work in multi-agency work with CHS and SCRA towards a more inclusive and accessible reporting format for children's hearings. This work includes development of an assessment format in collaboration with panel members, SW, education, health and SCRA. Parents, carers, children and YP will also be consulted. This work will provide more relevant and inclusive reports to children's hearings where significant decisions in respect of the arrangements for the care of children and young people are agreed.
* WDC has committed to provide leadership and scrutiny of the services to children, young people and families including the use of a risk register to monitor issues and mitigating actions. The PPCOG met on a monthly cycle over 2020/early 2021. Additional Child Protection Committee and Violence Against Women and Girls (VAWG) meetings were also put in place to inform and update plans. Weekly reports were submitted to the senior management teams and Scottish Government detailing contact with children on the child protection register and the number of vulnerable children and young people supported through the Educational Hubs.
* WDC is the first Council to support the WAVE Trust's 70/30 campaign in August 2021. The campaign compliments the Partnership's work to develop a trauma informed approach, investment in strong universal services focused on early intervention and prevention and building resilient communities.
* WDC have updated their supervision policy across the HSCP staff. This will enable staff to have the protected time to reflect on both self and practice issues. Additionally, the Local Management Review process (LMR) will be revisited to ensure that staff have opportunities to speak about challenging situations with senior managers. The belief around this is that barriers can be discussed early and provision put in place to allow work with children, young people and their families to have the opportunity to access the right support when required.
* WDC will be carrying out a refresh of our case recording processes, enabling staff to work in parallel with national standards and frameworks. Aligned to this will be the Gold Standard process, enabling former care experienced individuals to have a supported help when reflecting on their own personal history – seeking assurance and clarity around how decisions were reached when they were children.
* WDC are exploring the options available to us to create a pool of independent reviewing officers to carry out tasks across a number of key areas (Looked After Reviews, CP, Kinship & Foster Care). There is significant value in the role of independence across the council area and we are keen to establish a group of staff who can help blend the support that will offer accountability to children’s plans with a view to better outcomes and early resolve around matters affecting children and their families.
* WDC are currently carrying out a refresh of our foster carers handbook. Additionally, there will be a new handbook created for adopters, demonstrating the support that is available to them. This should assist carers/adopters in the work they carry out with and on behalf of the children that they care for and will assist them in making consideration of the actions that might be necessary when engaging in problem solving matters.
* WDC are building upon their local kinship arrangements. This will include developments around our operational panels as well as developing support and liaison with our local Kinship support groups.
* WDC are also involved in a range of initiatives around support to families and children affected by domestic abuse. Including in this is work in the following areas:
* EYDAR model of CEDAR for under threes.
* CYDAR model of domestic abuse recovery for kinship foster and residential carers.

1. EYDAR model

* Alignment / link to SNIPs and early years.

1. CICDAR model – alignment / link to LAAC services / Kinship – as above.

Triple P and mellow dads

All to be reviewed though a trauma and gendered lens.