

## PERTH AND KINROSS COUNCIL

Lifelong Learning Committee - 12 March 2014

## EVIDENCE2SUCCESS – DEVELOPING AN IMPROVEMENT PLAN

Report by the Executive Director (Education and Children's Services)

**PURPOSE OF REPORT**

This report outlines the proposal for the implementation of activity to deliver improvement in the priority areas identified by Evidence2Success; including the planning and implementation of a portfolio of evidence-based programmes. Development of these activities as part of an Improvement Plan will increase the range of prevention and early intervention by Perth and Kinross Community Planning Partnership Board improving positive outcomes for all children and young people and ensuring the right children receive targeted support at the earliest opportunity.

**1. BACKGROUND**

- 1.1 The Evidence2Success (E2S) project was approved by the Executive Sub-Committee of the Strategic Policy and Resources Committee on 16 August 2012 (Report No. 12/341 refers).
- 1.2 Through development and implementation of E2S the Community Planning Partnership Board (CPP Board) will aim to significantly improve outcomes for all children and young people in Perth and Kinross. This will be delivered by improving the planning, resourcing and delivery of prevention and early intervention services for all children and young people accessing universal services across Perth and Kinross, whilst also further developing the effectiveness of targeted services for those children who need this.
- 1.3 To achieve the improvements in both universal and targeted services the CPP Board will implement programmes and approaches for children, young people, parents and staff, which have a strong evidence base demonstrating effectiveness in improving outcomes. The implementation planning for delivery of these programmes, such as the scope and targeting of programmes, will be informed by the data provided by the E2S Surveys. These programmes and approaches will be delivered through commissioning a combination of in-house delivery by CPP services and third or private sector organisations.
- 1.4 The five priority areas for improvement through the E2S project were approved by the Lifelong Learning Committee on 6 November 2013 (Report No 13/523 refers) as follows:
  - 1) Healthy Gestation and Birth
  - 2) School Readiness (4 months to 5 years)
  - 3) Engagement with School (9 to 11 years)
  - 4) Substance Misuse (9 to 14 years)

## 5) Emotional Well-Being (11 to 15 years)

### 2 PROPOSALS

- 2.1 To improve outcomes in respect of the five priority areas for the E2S project, it is proposed that the CPP Board will invest in delivery of an Improvement Plan that will transform how services for children, young people and families are supported to achieve better outcomes. This Improvement Plan will include delivery of a portfolio of evidence-based programmes, development of community assets, development of the workforce, sustainable financial planning and culture change activity.
- 2.2 The Improvement Plan will be structured in two stages which will be fully implemented by 2018. These stages will overlap and will not run sequentially. A plan of the delivery phases of the key activity is attached at Appendix 1. A staged approach is necessary to enable:
- Comprehensive engagement with communities to improve receptiveness to the new programmes;
  - Establishment of a learning culture to improve sustainability;
  - Implementation of workforce development activities to prepare the workforce;
  - Management of staff and service capacity, with particular consideration to the need to embed the new national exam structure and the requirements of the forthcoming Children and Young People's (Scotland) Act (currently at Stage 3 as the Children and Young People Bill); and
  - Redesign of services, including commissioned activity.
- 2.3 The planned activity in Stage 1 of the Improvement Plan relates to the initial portfolio of evidence-based programmes that will deliver improvement in respect of three of the priorities (healthier gestation and birth; improved school readiness; and reduced substance misuse); further development of the E2S Community Partnership (Perth City North); identification and implementation of key workforce development activity; scoping of core review activity to support the release of sustainable funding and disseminating key E2S information to support the development of service planning.
- 2.4 Activity in Stage 2 relates primarily to delivery of improvement in respect of the remaining priorities (school engagement and emotional well-being). Information outlining what needs to be done in relation to each priority, what existing activity is in place, why the additional activity is required, the partnership elements of this and the funding requirements and potential solutions is included at Appendix 2. During Stage 2 activity will also continue relating to workforce development, community capacity building, sustainable financial planning and culture change will be developed and implemented.

2.5 The delivery of improvement against two of the priorities, healthy gestation and birth and improved school readiness, also support the delivery of the aims of the national Early Years Collaborative. This national multi-agency initiative was established to help organisations to improve outcomes for children in the early years by creating a structure in which partners can easily learn from each other and from recognised experts in areas where they want to make improvements. Information on the Early Years Collaborative and its stretch aims are outlined in Appendix 3.

### 3 CONCLUSIONS AND RECOMMENDATIONS

3.1 The report concludes that the final phases of the Evidence2Success project will be underpinned by the implementation of a range of evidence-based programmes and workforce development activities.

3.2 It is recommended that the Committee:

- i) Approves implementation of the Improvement Plan activity relating to the evidence-based programmes, community assets, the workforce, sustainable financial planning and culture change activity outlined in Appendix 2 for implementation from 2014/15 onwards;
- ii) Endorses action to be undertaken in Stage 1 of the Implementation Plan to ensure the strategic alignment of adult services that work with parents to the priorities and implementation activity of Evidence2Success; and
- iii) Requests that the Executive Director, Education and Children’s Services, provides a further report detailing proposals for additional programmes and/or activity once these are selected.

#### Author

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#### Approved

Name	Designation	Date
John Fyffe	Executive Director	12 February 2014

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>No</b>
Workforce	<b>No</b>
Asset Management (land, property, IST)	<b>No</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>Yes</b>
Strategic Environmental Assessment	<b>No</b>
Sustainability (community, economic, environmental)	<b>No</b>
Legal and Governance	<b>Yes</b>
Risk	<b>Yes</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>Yes</b>
<b>Communication</b>	
Communications Plan	<b>Yes</b>

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:
- (i) Giving every child the best start in life;
  - (ii) Developing educated, responsible and informed citizens;
  - (iii) Promoting a prosperous, inclusive and sustainable economy;
  - (iv) Supporting people to lead independent, healthy and active lives; and
  - (v) Creating a safe and sustainable place for future generations.
- This report relates to Objective No (i) Giving every child the best start in life.
- 1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

## **2. Resource Implications**

### Financial

- 2.1 The resource implications relating to the recommendations in this report are addressed in Sections 1 – 5 in Appendix 2.

### Workforce

- 2.2 There are a number of workforce development opportunities related to the implementation of the evidence-based programmes, in particular the opportunity for staff to build skills and expertise.

### Asset Management (land, property, IT)

- 2.3 Not applicable.

## **3. Assessments**

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Evidence2Success project has been considered under the Corporate Equalities Impact Assessment process (EqIA), and it has been concluded that the short and long-term action plan that will shape the delivery of improvement in respect of the agreed priorities for the next five years should be subject to an EqIA to inform its development.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act and pre-screening has identified that the PPS will have no or minimal environmental effects.

### Sustainability

- 3.3 Not applicable.

### Legal and Governance

- 3.4 Perth and Kinross Legal Services have been consulted on several areas relating to the delivery of the project to date. In particular the Service

has been consulted and provided assurance on the legality of the contract with the Social Research Unit and on aspects of the survey processes, such as data protection requirements. The Head of Democratic Services and Head of Legal Services were consulted on the content of this report.

### Risk

- 3.7 Delivery of Evidence2Success will support effective controls of the following Corporate Risks:
- Protect vulnerable children and families
  - Plan for demographic change (including planning for housing growth)
  - Effectively manage changing financial circumstances

## **4. Consultation**

### Internal

- 4.1 The development of the proposals in this report has been informed by discussion undertaken at the Evidence2Success Strategy Days attended by the Convener, Vice-Convener and Conservative spokesperson on the Lifelong Learning Committee. Extensive consultation with the Executive Officer Team, and with management teams within Education and Children's Services and Housing and Community Care has been undertaken during the dissemination of the consultation findings.

### External

- 4.2 Partners from NHS Tayside and Police Scotland significantly contributed to the discussions in the Evidence2Success Strategy Days. Extensive consultation with management teams from these partner organisations have also been undertaken during the dissemination of the consultation findings. A range of Third Sector organisations have been consulted on the proposals. Children, young people and parents provided their views through the Well-being surveys. Parent Council representatives from all Parent Councils in Perth and Kinross schools have had an opportunity to attend briefings on the survey results during September 2013.

## **5. Communication**

- 5.1 A range of communication approaches are required to take forward the Evidence2Success project. This has involved briefings and presentations for staff groups and decision makers involved in planning and/or delivering services for children and young people; children, young people and parents have received information through letters and a newsletter and engagement with Parent Councils has been completed; furthermore and additional locality based engagement opportunities are scheduled.

## **2. BACKGROUND PAPERS**

The following report has been relied on in preparing this report:

Early Years, Early Intervention - The Best Start in Life for Children in Perth and Kinross (Report No. 12/341)

Evidence2Success Progress Report (Report No. 13/241)

Evidence2Success Progress Report (Report No. 13/523)

## **3. APPENDICES**

Appendix 1 – Evidence2Success Action Plan – Milestone Plan

Appendix 2 – Evidence2Success Improvement Plan

Appendix 3 – Early Years Collaborative

# EVIDENCE2SUCCESS ACTION PLAN - MILESTONE PLAN

Appendix 1

	Stage 1
	Stage 2
	No activity started

PROGRAMMES	2014				2015				2016				2017				2018				2019				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1				
<b>Programme Planning &amp; Delivery</b>																									
FAMILY NURSE PARTNERSHIP - Priority 1	Implementation plan to be confirmed by NHS Tayside												MAINTAIN →												
INCREDIBLE YEARS Priority 2	6 groups				15 groups				21 groups				MAINTAIN →												
STRENGTHENING FAMILIES Priority 4		21 groups				35 Groups				42 Groups				50 Groups				MAINTAIN →							
FUNCTIONAL FAMILY THERAPY Priority 5 TBC		Review options	Training TBC			Delivery															MAINTAIN →				
ROOTS OF EMPATHY Priority 3 & 5 TBC		Review options	Development & Testing			Potential Scale up															MAINTAIN →				
BOUNCE BACK Priority 3, 4 & 5 TBC		Review options	Development & Testing			Potential Scale up															MAINTAIN →				
MELLOW PARENTING Priority 2		Testing/Evaluation				Potential Scale up															MAINTAIN →				
<b>Identifying Sustainable Funding</b>																									
<b>RESOURCE AREA</b>																									
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4									
Reprioritisation of SLA activity 1	Review		Recommendations and implementation		Realise savings/resources redirected																				
Review of parenting provision early years				Review	Recommendations and implementation				Realise savings/resources redirected																
Review of parenting provision 10-14 year olds				Review	Recommendations and implementation				Realise savings/resources redirected																
Reprioritisation of SLA activity 2								Review	Recommendations and implementation				savings/resources redirected												
Scope additional activity	Additional activity tbc																								
<b>ACTIVITY</b>																									
<b>Workforce Development</b>																									
Use of Model for Improvement embedded as tool for improvement																									
Evidence based working embedded in mainstream approaches of all staff																									
Briefings on Stage 1 Programmes for all staff																									
Indepth briefings for staff involved in referral to Stage 1 Programmes																									
Training for group leaders																									
Briefings on Stage 2 Programmes for all staff																									
Indepth briefings for staff involved in referral to Stage 2 Programmes																									
Training for group leaders																									
Contribute to the wider work on public service core skills																									
<b>Governance</b>																									
<b>MEETINGS AND ACTIVITY</b>																									
Early Years, Early Intervention Programme Board	03-Feb	29-Apr 18-Jun	19-Sep	19-Nov																					
PKC Change Board	18-Mar	29-Apr																							
Children & Young People's Strategic Group	21-Mar	13-Jun	03-Oct 05-Dec																						
Lifelong Learning Committee	12-Mar	29-Oct																							
Partner bodies																									
Elected Members (All Local)																									

## **EVIDENCE2SUCCESS IMPROVEMENT PLAN**

The Evidence2Success Improvement Plan will include delivery of a portfolio of evidence-based programmes, development of community assets, development of the workforce, sustainable financial planning and culture change activity. The Improvement Plan will be structured in two stages which will be fully implemented by 2018. These stages will overlap and will not run sequentially.

The planning of some Stage 1 activities has already begun and will be progressed fully if the recommendations in this report are approved. The proposed activity in Stage 1 of the Improvement Plan relates to the initial portfolio of evidence-based programmes to deliver improvement in three of the priorities (healthier gestation and birth; improved school readiness; and reduced substance misuse) and development of activity relating to community asset building, workforce development, sustainable financial planning and culture change.

The planned activity for Stage 2 of the Improvement Plan will be implemented from April 2015. This relates to further additions to the portfolio of evidence-based programmes to deliver improvement in the remaining two priorities (school engagement and emotional well-being), development of further activity relating to community asset building, workforce development, sustainable financial planning and culture change.

Information outlining what needs to be done in relation to each priority, what existing activity is in place, why the additional activity is required, the partnership elements of this and the funding requirements and potential solutions is laid out below. It should be noted that many of the programmes proposed to be implemented will address more than one priority; however for the purposes of this report each activity is aligned to the main priority where it will support improvement.

The implementation of the Improvement Plan is recognised as supporting the implementation of Getting it Right for Every Child (GIRFEC) in Perth and Kinross.

### **1 PRIORITY 1 – HEALTHY GESTATION AND BIRTH**

#### **1.1 What existing activity is in place?**

Mainstream NHS Tayside Maternity Services, and Health Visitors and GPs, provide universal services for all pregnant women and some targeted services to support pregnant women with higher levels of need. Pregnant women with increased vulnerabilities resulting from homelessness, mental health issues, learning disabilities, or drug/alcohol misuse also receive support through Perth and Kinross Council Housing and Community Care or Children and Families' Services.

However, it has been recognised that outcomes for a particularly vulnerable group, young pregnant women aged under 20 years, could

still be further improved through engagement in a more targeted programme. Therefore, in 2011, NHS Tayside became a national test site for the Family Nurse Partnership (FNP) programme. FNP is a preventative programme for young first time mothers (under the age of 20 years) that offers intensive and structured home visiting, delivered by specially trained nurses from early pregnancy until the child reaches 2 years of age. Over the two year period there have been 156 clients residing within the Perth and Kinross area notified to the FNP service; this number has been consistent throughout the period and is predicted to stay so. Figures regarding enrolment of the clients indicate that 80% of the clients offered the FNP programme accept it.

Within Tayside, evaluation of the delivery of FNP to date has demonstrated that the license requirements and fidelity goals of the programme have been met, and that implementation is delivering improved outcomes for the target group.

## **1.2 What additional activity is required?**

A wide range of research indicates that intervention at the earliest stage in a child's development can have a significant influence on improving the longer-term likelihood of positive outcomes for children, and can be cost effective in avoiding future demand for services at an older age. Within Perth and Kinross, 17.7% of parents participating in the community survey reported that their pregnancy or birth could have been healthier; it is noted that this is higher than data held by NHS Tayside on low birthweight and premature deliveries. The data also showed that these children were more likely to not be 'ready for school' and had increased likelihood of demonstrating 'early anti-social behaviour'.

Therefore, it has been identified that activity to improve healthy gestation and birth should be prioritised. **FNP** has been independently evaluated as one of the most effective programmes to improve outcomes for first time teenage mothers and their babies. Agreement has now been reached between NHS Tayside and the Scottish Government to transition the Family Nurse Partnership (FNP) Programme in Tayside from a model of 'testing' to one of permanence. This will mean moving to a 'concurrent' model across Tayside as a whole, where all young teenage women who meet the eligibility criteria for the programme will be offered the programme on an ongoing basis. As a result of the above, the FNP Team will now be able to work with all eligible young women in Perth and Kinross, including those who have been notified to FNP since 01/01/14, but were unable to access the service due to the reduced capacity during 'testing'.

*Proposed scope of implementation of FNP*

<b>Year</b>	<b>Estimate of number offered FNP</b>	<b>Estimate of number enrolling in FNP</b>
2014/15	80	65
2015/16	80	65
2016/17	80	65

**1.3 What benefits will the additional activity deliver?**

Extensive evaluations of the FNP programme have shown:

- Improved prenatal health;
- Fewer childhood injuries;
- Fewer subsequent pregnancies;
- Increased intervals between births;
- Increased maternal employment; and
- Improved school readiness of the child.

**1.4 What are the partnership elements relating to this activity?**

FNP will be implemented by NHS Tayside, with support from Perth and Kinross Council (Education and Children's Services and Housing and Community Care) and Tayside Police. Other activity to address this priority relates to the on-going activity being undertaken by the CPP Board to deliver the national Early Years Collaborative. This national initiative is aimed at generating significant improvements for children in the early years (pre-birth to 8 years) through use of an improvement methodology driven by data and measurement. The aims of the Early Years Collaborative are described as 'stretch aims' as it is recognised that they are so ambitious that they could only be delivered through development of new ways of working and better integration of service delivery. In particular, introduction of FNP will enhance improvement activity to deliver on the national stretch aim for Work Stream 1 of the Collaborative - To ensure that women experience positive pregnancies which result in the birth of more healthy babies, as evidenced by a reduction of 15% in the rates of stillbirth and infant mortality.

**1.5 How will this activity be funded?**

The implementation of FNP, including funding solutions, is being progressed by NHS Tayside. The FNP programme is being implemented across Tayside at a cost of £1.239 million in 2014/15, rising to £1.710 million in 2019/20.

**2 PRIORITY 2 – SCHOOL READINESS (4 MONTHS TO 5 YEARS)**

**2.1 What existing activity is in place?**

In addition to mainstream activity delivered by health visitors and through pre-school provision delivered by partner provider and Perth and Kinross Council nurseries, targeted support is provided by Children and Families' Services, Education Services and Allied Health Provision such as Speech and Language Therapy. Improvements in early years

provision, including support to improve school readiness, have been supported by the delivery of the Early Years Strategy since 2010.

## 2.2 What additional activity is required?

Parents play the major role in supporting the development of their child in the pre-school years; this is recognised in the focus of the existing Early Years Strategy. The E2S Community survey confirmed that there are many parents who feel that they would benefit from support in parenting. This will be key to building the capacity of these parents to enable their child to meet the developmental milestones that will ensure they are ready for school. Therefore, it is proposed that two targeted parenting programmes are introduced within Perth and Kinross to improve parenting capacity. These are set out below.

The **Incredible Years Pre-school Parenting Programme** is a group-based, skills-focused behavioural intervention for parents of children between 3 and 6 years, who are demonstrating behavioural or conduct disorder problems. The programme focuses on strengthening parenting skills (mentoring, positive discipline and confidence), promoting children’s social, emotional, and language development and on strengthening parent-child interactions and nurturing relationships. This is an early intervention approach aimed at addressing needs before they impact negatively on a child’s school readiness.

It is intended to implement the programme through a phased approach:

### *Proposed implementation of Incredible Years*

	<b>Year 1- 2014/15</b>	<b>Year 2- 2015/16</b>	<b>Year 3- 2016/17</b>
Total number staff trained in Incredible Years	6	12/14	18/20
Number of groups delivered	6	15	21
Number of children reached	72	180	252

Further activity to improve School Readiness will focus on the development of support for parents with complex needs that make it difficult for them to access the Incredible Years Pre-school Parenting Programme or the Family Nurse Partnership. This support will be delivered through implementation of the **Mellow Parenting Programme**. Mellow Parenting was identified as part of the Early Years Strategy work. This is a relationship based intervention which promotes positive parent-child interaction and is designed to engage vulnerable and hard to reach parents who often have trouble engaging in services.

Although Mellow Parenting is an established programme used in a wide range of childcare settings, it has not been evaluated within the overall group of evidence-based programmes reviewed by the Dartington Social Research Unit. Therefore, it is intended that time will be used in

advance of launching Stage 2 to develop and test small scale delivery of this programme locally through the Early Years Collaborative, so that confidence in effectiveness is available before moving to implementation in Stage 2.

*Proposed implementation of Mellow Parenting*

	<b>Year 1- 2014/15</b>	<b>Year 2- 2015/16</b>	<b>Year 3- 2016/17</b>
Total number staff trained	6	12	12
Number of groups delivered	3	6	6
Number of children reached	18	36	36

**2.3 What benefits will the additional activity deliver?**

The Incredible Years Parent training programme is a well-established, evidence-based programme that has been extensively evaluated and shown to deliver positive outcomes in many different settings. In particular, these evaluations have demonstrated that the Incredible Years Parenting Programme:

- Reduces conduct/behavioural problems at school and at home;
- Increases positive parenting such as coaching, praise, and limit-setting and reduces negative parenting such as use of criticism, negative commands and harsh discipline;
- Increases children's positive attitude and compliance to parental commands;
- Reduces parental depression and increases parental self-confidence; and
- Increases positive family communication and problem-solving.

Evaluation of the impact of the Mellow Parenting Programme has shown positive changes in maternal well-being, mother-child interaction and child development and behaviour. These changes were maintained after a one-year follow-up.

**2.4 What are the partnership elements relating to this activity?**

Implementation of Incredible Years will be led by Perth and Kinross Council with input from the Third Sector, in particular Barnardos, who are the lead partner in the recently agreed Public Social Partnership to support parenting.

It is proposed that a virtual team of trained Mellow Parenting Programme practitioners is established to work with families identified as likely to benefit from the intervention. It is proposed that these practitioners are drawn from services such as Children and Families' Services, Health Visitors/early years health practitioners, and adult services delivering services for parents with complex needs, such as

Drug and Alcohol, Adult Mental Health and Criminal Justice. Opportunities to also engage Third Sector organisations will also be explored.

This area also relates to a Work Stream of the Early Years Collaborative and improvement in this developmental outcome will support delivery of the national stretch aim: *3 - 90% of all children within each CPP have reached all of the expected developmental milestones at the time the child starts primary school.*

## 2.5 How will this activity be funded?

Change Fund monies allocated from Perth and Kinross Council and the Scottish Government will be utilised in 2014/15 to meet the costs incurred in implementation of Incredible Years. These two sources are non-recurring funding.

Funding for year 2 (2015/16) and 3 (2016/17) of Incredible Years has been made available through the budget allocation to Evidence2Success agreed at the Council Meeting of 13 February 2014 (Report No 14/44 refers). This will allow time for Perth and Kinross Council and NHS Tayside to assess the projects, review existing resourcing and identify a recurring funding solution.

The following table provides estimated cost projections for Incredible Years:

<b>Incredible Years</b>		Total Cost
2014/15	6 groups (72 children)	£84,168
2015/16	15 groups (180 children)	£212,544
2016/17	21 groups (252 children)	£302,400

The Mellow Parenting Programme outlined above from 2015/16 through to 2016/17 will be funded through the budget allocation to Evidence2Success agreed at the Council Meeting of 13 February 2014 (Report No 14/44 refers). This will allow Education and Children's Services and NHS Tayside, time to assess the project and identify a recurring funding solution for 2017/18 onwards, by redirecting existing resources.

The following table provides estimated cost projections for Mellow Parenting:

<b>Mellow Parenting</b>		Total Cost
2015/16	3 groups (18 children)	£33,465
2016/17	6 groups (36 children)	£58,548
2017/18	6 groups (36 children) - this will increased if need is established	£58,548

Identifying a recurring funding solution for Incredible Years and Mellow Parenting will include redirecting existing resources through:

- Reducing provision of existing programmes that overlap with the focus of the Incredible Years Parenting Programme and Mellow Parenting. This supports the commitment to 'reduce the clutter' articulated in the Evidence2Success approach;
- Reprioritising existing staff resource to deliver the Incredible Years Parenting Programme and Mellow Parenting; and
- Review of Service Level Agreements with Third Sector organisations to reprioritise the activity of some organisations to support the delivery of the Incredible Years Parenting Programme and Mellow Parenting.

### **3 Priority 3 – School engagement (9 to 11 years)**

#### **3.1 What existing activity is in place?**

Schools already support the engagement of children in learning and school life through a range of activity. This includes supporting pupil involvement in activities such as Pupil Councils and other school committees. In particular there is a focus on providing children with opportunities to develop the skills and attributes of the four capacities of Curriculum for Excellence and on providing support at times of transition.

Parents, carers and family members are by far the most important influences on their children's lives, including their children's engagement in learning and school life. To support this, the Scottish Schools (Parental Involvement Act) 2006 included a statutory duty for all Local Authorities to produce a Parental Involvement Strategy. The intention of this legislation includes supporting parental involvement in their children's learning and engagement with school by building home/school partnerships and encouraging parents to support their child's learning at home. The Perth and Kinross Parental Involvement Strategy was approved by the Lifelong Learning Committee on 27 May 2009 (Report No 09/252 refers). Progress in implementation of this Strategy was reported to the Lifelong Learning Committee on 23 March 2011 and 31 October 2012 (Report No's 11/132 and 12/488 respectively refer).

#### **3.2 What additional activity is required?**

The level of engagement in learning and school life reported in the E2S survey has highlighted the need to look more closely at the possible reasons underpinning the views of children and young people in relation to this area. This includes further consideration of variations in the results, such as gender differences. Therefore, it is proposed to develop activity with Primary Schools to increase understanding of what is contributing to the reported levels of engagement with learning and school life.

Activity is also required to enhance understanding of the learning that has been developed in individual schools in Perth and Kinross and other areas as to what approaches and interventions have been evidenced to have a positive influence on the level of engagement of children with school. This work will be undertaken in Stage 1 of the Improvement Plan and will inform the implementation of activity planned to improve school engagement at Stage 2.

**3.3 What are the partnership elements relating to this activity?**

This activity will be led by Perth and Kinross Council Education Services. It is anticipated that schools will continue to work with their Parent Councils to explore the issue and to develop improvement actions. They will also utilise Community Link workers, Third sector and other community planning partners.

**3.4 How will this activity be funded?**

There are no additional funding requirements associated with the further work to be undertaken in Stage 1, as this will be supported through existing school resources.

#### 4 Priority 4 – Substance misuse (9 to 14 years)

##### 4.1 What existing activity is in place?

Substance misuse is a component of the health and well-being curriculum 3-18 years in schools across Perth and Kinross, tailored according to the age of the children. Targeted intervention is also provided where necessary, by staff in Children and Families' Services and Housing and Community Care. A range of services for young people, provided through Youth Services and Third Sector organisations, also provide activities to divert young people from risk taking behaviour in general, including substance misuse.

##### 4.2 What additional activity is required?

Research indicates that the early initiation of substance use by children and young people increases the risk of alcohol related problems, social problems and poorer health that can lead to a higher level of dependence on public services in later life. The data gathered in the E2S survey of 9-15 year olds indicated high levels of alcohol misuse. This included approximately 1 in 10 young people aged between 9 and 11 years reporting they had had a drink of alcohol in the month prior to the survey, and that parental attitudes to their children consuming alcohol were more permissive than expected. The data also identified a close correlation between substance misuse and higher risk taking behaviour in relation to anti-social behaviour, offending and risky sexual behaviour.

It is proposed that the **Strengthening Families Programme (SFP)** is introduced to reduce levels of early initiation to substance misuse, through engagement with both children and their parents. This programme is an alcohol and drug misuse prevention programme for families with young people, and will target children aged 10 years old, ideally prior to them having any significant experience of misusing substances. SFP is a universal prevention programme to improve parenting and strengthen family relationships that will support the young people to make positive choices regarding substance misuse as they get older. It engages both high-risk and regular families together, and is designed for use with all pupils and their families in geographic areas or schools.

##### *Proposed implementation of Strengthening Families*

	<b>Year 1- 2014/15</b>	<b>Year 2- 2015/16</b>	<b>Year 3- 2016/17</b>
Total number staff trained	21	21 (including 5 trainers)	42 (including 10 trainers)
Number of groups delivered	21	35	42
Number of children reached	189	315	378

Over 2014/15 consideration will also be given to reviewing and developing the 3 – 18 health and well-being curriculum in Perth. This will focus on ensuring that the approaches used within schools to inform and support children and young people to make positive choices in relation to using health and well-being are built on evidence of what works.

#### 4.3 What benefits will this activity deliver?

The evidence base for the programme is large and robust. Evaluations of SFP have demonstrated that it:

- Reduces aggressive, disruptive, or antisocial behaviour;
- Improves parent-child interaction;
- Reduces substance abuse; and
- Improves academic success.

#### 4.4 What are the partnership elements relating to this activity?

There is a strong partnership approach to addressing alcohol and drug issues already in place in the form of the Alcohol and Drug Partnership. This Partnership has a Children and Young People’s Sub-Group that will support the introduction of this programme, and consider any necessary additional activity. It is anticipated that a range of services will be engaged in the delivery of this programme, including Third Sector partners.

#### 4.5 How will this activity be funded?

To meet the costs incurred in implementation of Strengthening Families in year 1 (2014/15) existing Change Fund monies have been allocated from Perth and Kinross Council. This source of funding is non-recurring.

Funding for years 2 (2015/16) and 3 (2016/17) of Strengthening Families has been made available through the budget allocation to Evidence2Success agreed at the Council Meeting of 13 February 2014 (Report No 14/44 refers). This will allow time for Perth and Kinross Council and NHS Tayside to assess the project, review existing resourcing and identify a recurring funding solution. The following table provides estimated cost projections for Strengthening Families.

<b>Strengthening Families</b>		
2014/15	21 groups (189 young people & families)	£127,060
2015/16	35 groups (315 young people & families)	£140,085
2015/16	21 Booster Groups	£38,728
2016/17	42 groups (378 young people & families)	£204,506
2016/17	35 Booster Groups	£58,596

Identifying a recurring funding solution for Strengthening Families will include redirecting existing resources through:

- Reducing provision of existing programmes that overlap with the focus of the Strengthening Families Programme. This supports the commitment to ‘reduce the clutter’ articulated in the Evidence2Success approach;
- Reprioritising existing staff resource to deliver the Strengthening Families Programme; and
- Review of Service Level Agreements with Third Sector organisations to reprioritise the activity of some organisations to support the delivery of the Strengthening Families Programme.

## **5 Priority 5 – emotional wellbeing (11 to 15 years)**

### **5.1 What existing activity is in place?**

The development of children’s resilience and emotional literacy is supported through the health and wellbeing curriculum and universal and additional support services delivered in schools using a multi-agency approach. Emotional well-being issues requiring more targeted action are addressed through Children and Families’ Services, Educational Psychology Services and Child and Adolescents Mental Health Services (CAMHS) services provided by NHS Tayside. Awareness of issues such as self-harm has grown in recent years and the activity of national initiatives such as Choose Life has underpinned increased capacity and awareness of emotional well-being in local services. However this is still an emerging area.

### **5.2 What additional activity is required?**

Poor emotional well-being is often a difficult issue for parents and professionals to identify and can have a serious effect on many areas of a young person’s life including impacting negatively on their health, ability to achieve academically and manage social elements of life. This can lead to a higher dependency on public services in the longer term. The E2S School survey identified 10% of young people aged between 11 and 15 years had reported issues related to poor emotional well-being. When interrogated further, this data showed that 15% of the girls between 11 and 15 years reported these issues. Although a direct correlation cannot be made with the data emerging from the community survey it is noted that 15 % of parents of children aged between 0 and 8 years also reported poor mental/emotional health.

Despite the development of services and initiatives in recent years there are still significant challenges in identifying and getting services directly to young people with emotional wellbeing issues. Therefore it is proposed that a balance of preventative activity and targeted intervention is developed to improve emotional wellbeing.

Initial discussions have explored the possibility of implementing targeted intervention for use within social work (both children and adult services) and health services to address ‘at risk’ behaviours, including those relating to emotional well-being. One option being considered is **Functional Family Therapy (FFT)**. FFT is a family intervention

targeting young people (aged 11-18). FFT works with the whole family, aiming to reduce defensive communication patterns, increase supportive interactions and promote supervision and effective discipline by parents. It is proposed that a virtual team of trained Functional Family Therapy practitioners is established to work with families identified as likely to benefit from the intervention. It is proposed that these practitioners are drawn from service areas such as Educational Psychology, Children and Families, Drug and Alcohol, Adult Mental Health and Criminal Justice services. This role will complement the existing 'treatment' roles of these Social Workers, Psychologists or Therapists.

Options being explored in relation to preventative approaches that improve emotional well-being outcomes include extension of two prevention programmes currently delivered within the primary school sector, **Roots of Empathy** and **Bounce Back**, including development of their use within the secondary school sector. Both programmes have been evaluated, however these evaluations concentrate primarily on implementation in the primary school sector. Research is currently being undertaken in Northern Ireland to evaluate implementation of Roots of Empathy in the secondary school sector. It is suggested that the evolving evaluation and evidence of impact of both programmes is considered in depth to inform any future decision to extend their implementation in Perth and Kinross.

These programmes could provide a universal prevention approach to improve emotional wellbeing outcomes. Further information on the two programmes is highlighted below:

- The current Roots of Empathy programme is run in 13 Primary schools in Perth and Kinross at P3 stage. The programme is an evidence-based classroom programme that has shown significant effect in reducing levels of aggression among schoolchildren, by raising social/emotional competence and increasing empathy.
- The current Bounce Back programme is run in the majority of Primary schools in Perth and Kinross. The key aims of the Bounce Back programme are to provide resources to enable staff in schools to create an environment that helps their pupils develop resilient attitudes and behaviour. The Bounce Back Resiliency Programme is a whole school programme aimed at helping children and young people to cope with life's challenges.

### **5.3 What benefits will this activity deliver?**

**Functional Family Therapy** has been shown to deliver positive outcomes including significant and long term reductions in youth reoffending and violent behaviour, significant effectiveness in reducing high-risk behaviours in siblings, and positive impacts on family conflict, family communication, parenting, and youth problem behaviour.

Research shows that young people who participate in social and emotional learning programs like **Roots of Empathy**, compared to young people who don't, have:

- Significantly better social and emotional skills;
- Lower levels of stress and depression;
- Better attitudes about themselves and others;
- Better attitude about school, including an increased perception of the classroom as a caring environment and improvements in social and classroom behaviour;
- Fewer conduct problems and less aggression;
- Better academic achievement; and
- Reduced teen pregnancies.

Benefits to children participating in the **Bounce Back** programme are shown to be:

- Short term – improved mental health, increased pro-social behaviour, improved learning, a more positive and supportive school culture; and
- Long term – decreased substance use, improved mental health, improved attainment, better post-school outcomes, improved relationships (friends/families), reduced behaviour problems.

#### **5.4 What are the partnership elements relating to this activity?**

The inter-relationship between emotional well-being and a range of other well-being outcomes means that the activity undertaken to improve this priority relates to the aims of a number of community planning partners and partnership groups. This includes the Alcohol and Drug Partnership, the Sexual Health Strategy Group, the Youth Justice Partnership, the More Choices, More Chances Group and the Violence Against Women Partnership.

#### **5.5 How will this activity be funded?**

**Functional Family Therapy** – Costs for the delivery of Functional Family Therapy relate to training and release of staff from their mainstream post as determined by demand. This level of demand within different service settings will be scoped through a cross service exercise. Discussion is underway with the Scottish Government, who have indicated an interest in supporting increased use of Functional Family Therapy across Scotland through the provision of the necessary training for the practitioners.

The costs of implementation of the additional programmes to be considered will still need to be scoped as part of the selection process. Opportunities to apply for external funding from charitable sources to support the development and establishment of these programmes will be sought if applicable.

## **6 ADDITIONAL IMPROVEMENT PLAN ACTIVITY**

6.1 The Improvement Plan will also support development of community assets, sustainable financial planning, development of the workforce and culture change activity both within children's services and adult services working with parents.

### **6.2 Workforce development.**

6.2.1 A number of workforce development opportunities will be available to the staff groups that will deliver the programmes outlined in sections 1 – 5; this will enhance the skills and expertise of this staff group. In addition, the skills and knowledge of the wider staff group will be further developed through opportunities to increase their awareness of the programmes available for the families they work with, what these will deliver and how they will impact on improving child development in the relevant priority areas. Staff will be encouraged to transfer this learning to enhance their own practice.

6.2.2 From the outset of E2S there has been a strong commitment to improving outcomes for children and young people by supporting a 'whole population' approach (improvement activity that reaches the whole of the relevant population). This will be supported by the development of greater consistency across services in relation to the approach of staff to supporting children, young people and families. This will be based on the development of common core skills, knowledge and values relevant to public sector workers delivering services for children, young people and parents. Where relevant, this approach will be taken forward as partnership activity and in conjunction with future corporate workforce development activity delivered through the Centre for Innovation and Improvement.

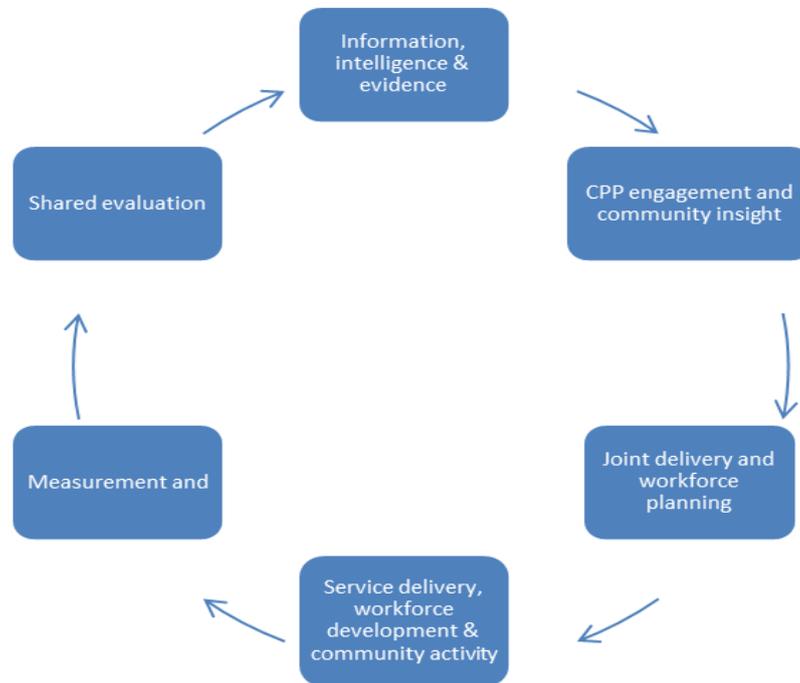
### **6.3 Cultural Change**

6.3.1 Delivery of E2S involves a change in the planning, delivery and measurement culture of services for all children, young people and parents. This is being achieved through use of a framework for improvement based on the use of data, intelligence, evidence, community insight, strong collaborative working and the routine testing of activity to inform incremental growth of improvement.

6.3.2 Head teachers and other managers will use the E2S survey data to inform the activity and targets in Improvement Plans in schools and other services on an ongoing basis.

6.3.3 The framework for delivery of a culture change in children’s services involves a number of principles: use of data, evidence and community insight; shared delivery and workforce development planning; locality delivery and activities; measurement and evaluation. See figure 1.

Figure 1  
Elements of  
Evidence2Success  
Framework for  
Improvement



6.3.4 Integral to the framework is good management of stakeholder relationships, reflective practice and a supportive culture of continuous improvement.

6.3.5 The evidence-based improvement methodology of the Early Years Collaborative has been integrated within this framework for delivery, and will be utilised and dispersed across the wider workforce delivering for children, young people and parents to support this overall cultural change.

#### 6.4 Development of Community Assets through Community Engagement

6.4.1 The E2S Framework for Delivery includes joint planning that includes the community; consequently a model to test arrangements for joint planning and delivery with communities is progressing in the Perth City North ward. This work engages community members, providers of local services, and local elected members and includes building community capacity to deliver improvements that increase positive outcomes for children and young people in the area.

6.4.2 The work to date with the Community Partnership has involved sharing data on the well-being of children and young people in the area and information on what works to improve outcomes, then using local knowledge to shape small scale measurable improvements. Reflection

on the information and data emerging from this activity will be used on an ongoing basis to identify opportunities for improvement locally.

- 6.4.3 The development of the Evidence2Success Partnership and other locality planning activity, such as the multi-agency work ongoing in Highland Perthshire through the Older People's Change Fund, will continue to inform the CPP Board community engagement and empowerment model.

## 6.5 Sustainability

- 6.5.1 Ensuring sustainability of the improvements delivered through Evidence2Success is imperative. An outline of the how each evidence-based programme or approach will be funded is outlined in earlier sections.

## **7. COMMUNICATION AND ENGAGEMENT**

- 7.1 Comprehensive communications activities will be critical to support the implementation of the evidence based programmes. This will include activities such as regular newsletters and briefings to ensure staff both understand and support the progress and direction of Evidence2Success and are equipped to support the implementation of the programmes. In parallel with this it will be necessary to engage with parents and the wider community to influence participation in parenting courses and to ensure a broad understanding across communities of the importance in supporting children and young people to have the best start in life.
- 7.2 A significant number of meetings has already been undertaken to engage with a range of professionals and parents to discuss the data being reported from the E2S Surveys. The CPP is committed to ensuring that children and young people who shared their views in the survey have opportunities to receive feedback on the information being reported and to engage in further activities to inform the planning of improvement activities to address the E2S priorities. Sessions with the Youth Council and with children and young people living in the North Perth area have been undertaken. Further sessions with children and young in other areas will be implemented over coming months.

## EARLY YEARS COLLABORATIVE

The Early Years Taskforce was established by the Scottish Government to provide strategic direction for the early years change programme and co-ordinate policy across Government and the wider public sector to ensure that early years spending is prioritised by the whole public sector.

It is jointly chaired by the Scottish Government, Health and Local Government and members include elected politicians, practitioners, and experts from the statutory and voluntary sectors.

On 1 October 2012 the Taskforce launched the national multi-agency Early Years Collaborative. This Collaborative aims to help organisations to improve outcomes by creating a structure in which partners can easily learn from each other and from recognised experts in areas where they want to make improvements.

To date, four national Learning Sessions have been held on 24/25 January 2013, 28/29 May 2013, 28/29 October 2013 and 28/29 January 2014; and five Home Learning Sessions held on 12 February 2013, 15 May 2013, 23 September 2013, 4 December 2013 and 7 February 2014. The Home Learning Sessions engaged a wide range of local service providers from across the CPP Board including staff from both Education and Children's Services and Housing and Community Care.

Three workstream stretch aims for the Collaborative have been agreed. These stretch aims are:

1. Workstream 1, conception to 1 year – To ensure that women experience positive pregnancies which results in the birth of more healthy babies as evidenced by a reduction of 15% in the rates of stillbirths (from 4.9 per 1,000 births in 2010 to 4.3 per 1,000 births in 2015) and infant mortality (from 3.7 per 1,000 live births in 2010 to 3.1 per 1,000 live births in 2015).
2. Workstream 2, 1 year to 30 months – To ensure that 85% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review, by end 2016.
3. Workstream 3, 30 months to starting Primary school – To ensure that 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by end-2017.

A fourth Workstream has recently been introduced extending the age of children included in the Early Years Collaborative to 8 years. The stretch aim relating to this workstream is still being developed.

The underpinning principles of the work of the Collaborative are consistent with the 10 overlapping elements set out in the Early Years Framework in 2008. These elements are:

1. A coherent approach
2. Helping children, families and communities to secure outcomes for themselves
3. Breaking cycles of poverty, inequality and poor outcomes in and through early years
4. A focus on engagement and empowerment of children, families and communities
5. Using the strength of universal services to deliver prevention and early intervention
6. Putting quality at the heart of service delivery
7. Services that meet the needs of children and families
8. Improving outcomes and children's quality of life through play
9. Simplifying and streamlining delivery
10. More effective collaborations

The Model for Improvement adopted by the Collaborative to structure the improvement approach is based on three fundamental questions:

- What are we trying to accomplish?
- How will we know that the change is an improvement?
- What changes can we make that will result in improvement?