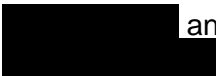


## Child B Learning Review Action Plan

### Strategies for improving practice and systems

1. Child's Voice to Inform Planning (Management Guidance and Further Training)				
Action (how we intend to do it)	Timescale	Responsible lead	Performance measure (how well are we doing?)	Analysis of performance (are we making a difference?)
<p>South Ayrshire Council Education Services will review the Child Missing in Education (CME) Guidance.</p> <p>Consultation with schools through the below mentioned DHT Working Group will be undertaken prior to this review.</p> <p>Updated Guidance will be shared with all school staff.</p>	By February 2023	<p><b>Oversight:</b>  <span style="background-color: black; color: black;">[REDACTED]</span>                      (Assistant Director of Education)</p> <p><b>Responsible Lead:</b>  <span style="background-color: black; color: black;">[REDACTED]</span>                      (Inclusion Co-Ordinator)</p>	<p>Guidance will be shared with Pupil Support and Child Protection Co-Ordinators and for all schools at Twilight Training Event and its effective use will be included in Guidance Teacher Training.</p> <p>All school staff will be made aware of the Guidance, their roles and responsibilities by the school CP Co-Ordinator.</p>	Further consultation with Pupil Support and CP Co-ordinators around the Guidance to demonstrate clear understanding.
<p>Development of Training Package for new, existing or inspiring Guidance Staff.</p>	Ready for roll out in session 2023/24	<p><b>Oversight:</b>  <span style="background-color: black; color: black;">[REDACTED]</span>                      (Assistant Director of Education)</p>	<p>Training will be created in collaboration with experienced Guidance Teachers to ensure</p>	Quality assurance will be conducted on all training events.

<p>Recommendations for sessions:</p> <ul style="list-style-type: none"> <li>• GIRFEC processes: Information sharing, Team Around the Child meetings, named person roles and responsibilities, child's voice</li> <li>• Attendance (considering non-attendance as communication through behaviour)</li> <li>• Health and Wellbeing</li> <li>• Building Relationships with Parents</li> <li>• SEEMiS training, including language and appropriate recording</li> <li>• Knowledge of Agencies for support</li> <li>• The Promise</li> </ul> <p>Training should be underpinned by relationship-based practice and</p>		<p><b>Responsible Lead:</b>   and  (Inclusion Co-Ordinators)</p>	<p>appropriateness of information to the role.</p>	
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understanding of barriers to engagement for pupils and families.				
Annual Child Protection training for all school staff will be updated to include Child Missing in Education guidance awareness, roles and responsibilities of all staff.	For delivery in August 2023 in-service day	<b>Oversight by:</b> ██████████ (Assistant Director of Education)  <b>Responsible Lead:</b> ██████████ (Education Child Protection and Wellbeing Officer)	Updated Child Protection Survey to assess confidence	Increase in all staff understanding of their role in pupil absence recording and identification

## 2. Importance of Meaningful Actions and Accountability Within School Attendance Meetings

Action (how we intend to do it)	Timescale	Responsible lead	Performance measure (how well are we doing?)	Analysis of performance (are we making a difference?)
A Depute Head Teacher Working Group has commenced, an Action of this group is to discuss attendance	Currently on-going	<b>Oversight:</b> ██████████ (Assistant Director of Education)  <b>Responsible Lead:</b>	Meeting will monitor progress of Actions and outcomes	Actions from the group will be shared and implemented, attendance will improve

<p>Educational Psychology supporting a local Secondary school to produce understanding and guidance around Emotional Based School Avoidance (ESBA)</p>	<p>Currently on-going with a view to roll out if successful</p>	<p>[REDACTED] (Inclusion Co-Ordinator)</p> <p><b>Responsible Lead:</b> [REDACTED] (Educational Psychologist)</p>	<p>A whole school approach to ESBA should result in increased attendance</p>	<p>Staff, parents/carers and young people will be confident in being able to provide and access support around EBSA and recognise problems early in attendance declining</p>
<p>Attendance meeting procedures will be specific to the school. Each school should update their Attendance Policy to reflect the following Actions for Attendance Meetings:</p> <ul style="list-style-type: none"> <li>• Action, staff responsible for action, timescale for completion, and outcome to be recorded on pupil's Pastoral note.</li> <li>• Standing agenda item created: Previous Meeting Actions to satisfy Chair of completion</li> </ul>	<p>March 2023</p>	<p><b>Oversight:</b> [REDACTED] (Assistant Director of Education)</p> <p><b>Responsible Lead:</b> [REDACTED] and [REDACTED] (Cluster Inclusion Co-ordinators)</p>	<p>Attendance Action Minutes will be shared with Inclusion Co-ordinator for review monthly</p> <p>Consideration to link with tracking that takes place in schools for their Care Experienced pupils to learn from this process</p>	<p>Inclusion co-ordinator will monitor Actions, ensure the activity proposed is appropriate and allow Co-ordinator to provide support where appropriate</p>

Attendance meetings should consider GIRFEC processes and when to convene a Team Around the Child meeting.				
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### 3. Getting it Right for Every Child (GIRFEC) Processes

Action (how we intend to do it)	Timescale	Responsible lead	Performance measure (how well are we doing?)	Analysis of performance (are we making a difference?)
<p>All agencies should support the roll out of the recently refreshed GIRFEC Guidance including sharing the message with young people.</p> <p>Roll out of Pan-Ayrshire Guidance and Refreshed Training should be supported in summer 2023 when guidance is received</p> <p>Services should assure the CPC that practitioners have clarity around the Team Around the Child/Young Person meeting process.</p>	On-going	<p><b>Oversight for all services:</b></p> <p>██████████ (Assistant Director of Education)</p> <p>██████████ (Head of Children's Health, Care and Justice Services)</p> <p>██████████ (Senior Manager for Children's Health)</p> <p>██████████ (ADP Lead Officer)</p>	Practitioners will report increased understanding of processes, roles and responsibilities.	Updates provided from each service into the CPC and Children Services Planning meeting.

<p>The School Nursing service currently attends GP services to promote the school nurse service, increase understanding and build relationships. Consideration should be given to incorporating Education into this process to strengthen wellbeing information sharing between GPs and schools in line with GIRFEC principles.</p>	<p>June 2023</p>	<p><b>Oversight:</b></p> <p>Pan-Ayrshire GIRFEC Group</p> <p><b>Responsible Lead:</b></p> <p>██████████ (Senior Manager for Children’s Health)</p>	<p>Relationships will form between schools and GP services, wellbeing information will come directly to the named person in cases where Education have the relationship with the child or family.</p>	<p>Wellbeing information sharing will improve outcomes for children and young people at an earlier stage.</p>
<p>List of services available to support schools.</p> <p>School staff to utilise wider services for support in ensuring the wellbeing of pupils whose attendance is of a concerning level.</p> <p>Importance of seeing the child, gaining their voice and ensuring wellbeing. Pupil voice will assist to inform identification of appropriate supports,</p> <p>AyrShare access for Third Sector agencies such as Barnardos</p>	<p>March 2023</p>	<p><b>Oversight by</b></p> <p>██████████ (Assistant Director of Education)</p> <p><b>Responsible Lead:</b></p> <p>██████████ (Inclusion Co-Ordinator)</p>	<p>Monitor the number of referrals to support services</p>	<p>Monitor the outcomes from service referrals</p>

4. Importance of Effective Information Sharing at Transition				
Action (how we intend to do it)	Timescale	Responsible lead	Performance measure (how well are we doing?)	Analysis of performance (are we making a difference?)
Update South Ayrshire Council's Management Guidance for Transitions to include Enhanced Transitions Document created by Psychological Services and is underpinned by research.	March 2023	<b>Oversight by</b> ██████████ (Assistant Director of Education)  <b>Responsible Leads:</b> ██████████ (Inclusion Co-ordinator)  ██████████ (Principal Educational Psychologist)	Measure the number of young people included in enhanced transition process	Measure attendance levels
Increasing understanding with practitioners in all services around wellbeing information sharing, particularly at transitions.	June 2023	<b>Oversight for all services:</b> ██████████ (Assistant Director of Education)  ██████████	Number of young people requiring wellbeing supports	Monitor the outcomes from service referrals

<p>School nurse is acknowledged as a vital role. Education's Enhanced Transition planning should involve the school nurse service.</p>	<p>June 2023</p>	<p>(Head of Children's Health, Care and Justice Services)</p> <p>██████████ (Senior Manager for Children's Health)</p> <p><b>Responsible Lead:</b> ██████████ (Senior Manager for Children's Health)</p>	<p>Collaboration between Education staff and School Nursing staff will be a part of enhanced transition</p>	<p>Increased relationships and information sharing improves.</p>
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**5. Continuation of Supports and a Whole Family Approach whilst families recover from crisis**

<p><b>Action (how we intend to do it)</b></p>	<p><b>Timescale</b></p>	<p><b>Responsible lead</b></p>	<p><b>Performance measure (how well are we doing?)</b></p>	<p><b>Analysis of performance (are we making a difference?)</b></p>
<p>Team Around the Child should consider ongoing supports for the child / family when the lead professional hands over to the named person. If appropriate supports are declined by the parent / carer or welfare concerns arise despite</p>	<p>June 2023</p>	<p><b>Oversight for all services:</b></p> <p>██████████ (Assistant Director of Education)</p> <p>██████████</p>	<p>Discussions around further supports will take place at Team Around the Child meetings as well as other meetings regarding the wellbeing of the child.</p>	<p>Less children will experience reoccurring neglect and timely supports will be in place</p>



<p>supports, the Team Around the Child should consider the potential need to re-engage with Social Work.</p> <p>Ambitions present through Signs of Safety approach, GIRFEC, UNCRC and The Promise presents an opportunity for local review of approaches and practices.</p> <p>Review should consider needs of whole family and recognise impact of parental difficulties on reoccurring neglect.</p>		<p>(Head of Children's Health, Care and Justice Services)</p> <p>██████████ (Senior Manager for Children's Health)</p>	<p>Monitor the number of families receiving Social Work supports</p>	
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## 6. Practitioner Knowledge of Referral Pathways and Appropriate Services

<b>Action (how we intend to do it)</b>	<b>Timescale</b>	<b>Responsible lead</b>	<b>Performance measure (how well are we doing?)</b>	<b>Analysis of performance (are we making a difference?)</b>
<p>Improved communication and awareness of services and referral pathways to statutory and third sector alcohol and drug services</p>	<p>June 2023</p>	<p><b>Oversight:</b> ██████████ (Chief Social Work Officer/ADP Chair)</p> <p><b>Responsible Lead:</b> ██████████ (ADP Lead Officer)</p>	<p>Number of awareness sessions.</p> <p>Number of participants.</p>	<p>Increased awareness of support available and referral pathways to alcohol and drug services and supports</p>

<p>A detailed communication plan to be developed by the Child Protection Committee for professionals, young people, and the wider public to seek out Child Protection information</p>	<p>March 2023</p>	<p><b>Oversight:</b> South Ayrshire Child Protection Committee</p> <p><b>Responsible Lead:</b> [REDACTED] (Corporate Parenting Lead Officer)</p>	<p>The plan will incorporate relevant information in one place</p>	<p>Staff, parents, children, young people and members of the public will be able to access relevant information easily</p>
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## 7. Importance of Relationship-based Practice

<p><b>Action (how we intend to do it)</b></p>	<p><b>Timescale</b></p>	<p><b>Responsible lead</b></p>	<p><b>Performance measure (how well are we doing?)</b></p>	<p><b>Analysis of performance (are we making a difference?)</b></p>
<p>All services should continue to progress with commitment to becoming trauma informed, holding importance of this and relationship-led practice in all of the Actions mentioned within this plan</p>	<p>On-going</p>	<p><b>Oversight for all services:</b></p> <p>[REDACTED] (Assistant Director of Education)</p> <p>[REDACTED] (Head of Children's Health, Care and Justice Services)</p> <p>[REDACTED]</p>	<p>For schools - benefit tracker (Action Area 10 of The Promise) tracks improvements in relationship-based approach in school.</p>	<p>Increased awareness of the impact of trauma on children and families</p>

		(Senior Manager for Children's Health)  [REDACTED] (Chief Social Work Officer/ADP Chair)		
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