

# CHILDREN'S RIGHTS AND PARTICIPATION



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## Foreword

Delivering the rights of children and young people, as enshrined in the United Nations Convention on the Rights of the Child (UNCRC), is fundamental to making Moray the best place to grow up.

The publication of our first public authority reporting duty on children's rights and participation, coincides with national planning, including Financial Memorandum, in response to the UNCRC (Incorporation) (Scotland) Bill, introduced in the Scottish Parliament on the 1 September 2020. With a second national lockdown and tier 4 restrictions in place in response to the corona virus pandemic.

We know that for our children and young people the impact of the pandemic will be felt in the long and short term, particularly where disadvantage, inequalities already exists – widening inequalities. New and longer lasting disadvantage, which will likely bring an unwelcome burden of ill health and developmental harm in the longer term. Increases in safeguarding concerns, domestic abuse, child and maternal health problems, as well as lost learning time for all children, impacting on outcomes for safety and wellbeing.

Empowering children to claim their rights, ensuring that children, young people and their families can claim their rights is central so that human rights are made real. Public authorities and commissioned children's service in Moray continue to play a vital role in delivering for children, young people and their communities. As part of this report, examples of actions, for the next three years are included, that clearly align with the vision and aims of the Bill, Children and Young People (Scotland) Act (2014), The Promise and current draft National Guidelines for Child Protection.

In addition, through children's services and community planning partnerships, we will plan, prepare and be ready for the commencement of the UNCRC Bill. That children's rights be respected, protected and fulfilled in Moray. Ensure by end of 2023, children experience services consistently upholding on their rights.

### **Simon Boker-Ingram**

Chief Officer Moray Integrated Joint Board and Chair GIRFEC Leadership Group.

### **Sandy Bond**

Moray Youth Matters Group and Scottish Government Youth Parliament Representative

# Children's rights and participation

During 2017–2020, public authority bodies, as part of the Moray Community Planning Partnership (MCP) have been on a journey, to uphold children's rights (and participation), as evidenced through the promotion of the United Nations Convention on the Rights of the Child (UNCRC). Evidence of this can be found in the Moray Children's Services Plan 2017 – 2020; related annual reports and the Local Outcome Improvement Plan (Moray -A Plan for the Future 2016 – 2026). Children and young people in Moray have been directly involved in the development of this report, which summarises the journey over the last three years and our ambition and intent over the next three years (2020 – 2023).

## Children's Rights

Everyone has human rights. These are basic rights and freedom to which we are all entitled to in order to live with dignity, equality and fairness and to develop and reach our potential. The UNCRC (1989) is a core human rights treaty, which sets out an internationally agreed framework for the rights of all children. Children's rights apply to every child and young person under the age of 18 and to adults who are still eligible to receive a 'children's service'. This includes all care leavers aged 18 – 26 years.

### Moray's profile

- 18,293 children in Moray (up to 18 years of age) represent 19% of the population
- 1,780 attending early learning childcare (2 – 5 year olds)
- 6,987 primary school aged children
- 4,940 secondary school aged children
- 537 children and family social work cases
- 36 children looked after at home
- 141 children looked after away from home (including foster care and kinship care)
- 26 children looked after out of area
- 26 children on the child protection register





## **UNCRC Guidance on Participation**

The UNCRC General Comment 12 (paragraph 134) is the basis for many other guidelines on participation. This was developed to give more information about the Right to be Heard (Article 12). It says that participation should be viewed as a process, not a one-off event, and that tokenistic approaches must be avoided (i.e. where children and young people's views are sought, but not adequately taken into account).

UNCRC General Comment sets out nine basic requirements for effective participation:

- transparent and informative
- voluntary
- respectful
- relevant to children and young people
- child-friendly
- inclusive
- supported by training
- safe and sensitive to risk
- accountable

## **Seven Golden Rules for Participation – Children and Young People's Commissioner**

Seven Golden Rules for Participation, Children and Young People's Commissioner Scotland (CYPCS), are designed to help anyone working with and for children and young people, to support them to understand, experience and exercise their participation rights. They are informed by the UNCRC General Comment on Right to be Heard (Article 12) and they were developed in consultation with children and young people. They are available in two versions (one for those working with/for children and one for those working with/for young people), as well as a number of accessible formats and languages. The Children's Services Partnership, has adopted the Guidance of Participation nine basic requirements as a framework for participation with children, young people and families in Moray.

## **Child Rights and Wellbeing Impact Assessment**

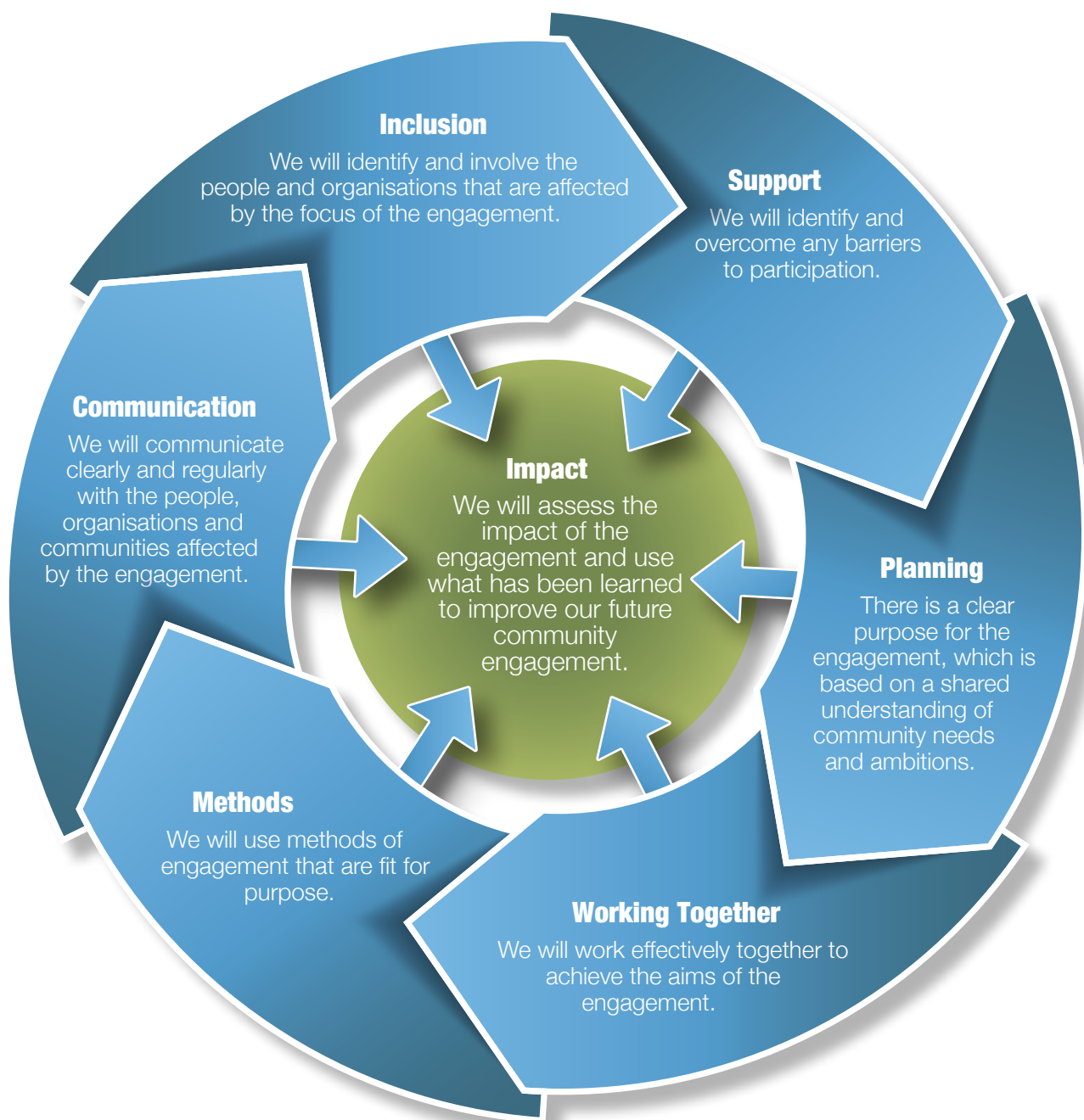
The Scottish Government Child Rights and Wellbeing Impact Assessment (CRWIA), is a policy development and improvement approach that helps us to assess whether policies, measures and legislation will realise children's rights and help to protect and promote the wellbeing of children and young people. The CRWIA process is also available for public authorities and third-sector organisations to adapt for their own use.

## National Standards for Community Engagement

National Standards for Community Engagement, VOICE, are good-practice principles designed to support and inform the process of community engagement, and to improve what happens as a result. They were originally launched in 2005 and have since been widely accepted by a range of practitioners in Scotland as key principles for effective practice. During 2015/2016, the Standards were reviewed and updated; the aim of the review was to update the Standards and bring them into line with the developing policy and legislation relating to community empowerment in Scotland and to build on the growing range of practice across the country.

The MCPP monitors and evaluates its progress against the National Standards for Community Engagement. As part of MCPP governance arrangements there is an established Community Engagement Group (CEG), which reports to the Community Planning Board.

UNCRC (Incorporation) (Scotland) Bill The Bill was introduced to the Scottish Parliament on 1 September 2020. The Bill makes the UNCRC part of Scottish law, this is often called 'incorporation'. This means the government will have to respect the UNCRC as law, and that courts can help to decide if the government



has respected or broken UNCRC law. The UNCRC is an important agreement by countries who have promised to protect children's rights. The UNCRC explains who children are, all their rights, and the responsibilities of governments. It covers all parts of a child's life, for example the right to:

- Be heard (Article 12)
- Have an education (Article 28)
- To play and rest (Article 31) This means: The Scottish Government will always have to respect children's rights when running the country.

Children's rights will need to be respected in schools and hospitals, by the police, and other people who make decisions that affect children's lives.

Children will be able to complain if they don't think their rights have been respected, including going to court in serious cases As well as incorporating the UNCRC, the Bill does other things to make sure that it makes a difference in children's lives. The Bill ensures:

- All children and young people under 18 have their rights respected
- Public authorities respect UNCRC in their work
- Children, young people, and people supporting them ask the courts to make sure their UNCRC rights are 'enforced' (this means if children don't think their rights have been respected and the courts agree, courts can tell public authorities to change what they do)
- Scottish Ministers publish a report (a Children's Rights Scheme) that shows what work they are doing for children's rights
- Scottish Ministers review the Children's Rights Scheme every year to see how it's working
- Public authorities publish reports every 3 years to say how they are respecting the UNCRC
- The courts have powers to decide if new and old laws are compatible with the UNCRC
- The Scottish Government can change Scottish laws to make sure they are compatible with the UNCRC

- The Children and Young People's Commissioner Scotland can take cases to court on behalf of children, and provide advice to courts about the UNCRC

At the time of writing this report Scottish Government (SG) have confirmed that in response to the Bill there will be an Implementation Programme. Currently, SG are working with a number of organisations, such as Children's Parliament, to engage with children and young people. As part of the Implementation Programme, there will be an Innovation Fund, described as part of the financial memorandum, that public authorities will have an opportunity to bid for, details on this have yet to be confirmed.

# Public authority services

Public authority services in Moray have well-established links with children and young people, these include:

## Health

Universal health services i.e. Midwifery, Health Visiting and School Nursing; targeted health services: Paediatric Services at Dr Gray's Hospital and Royal Aberdeen Children's Hospital; Family Nurse Partnership and Child and Adolescent Mental Health Services (CAMHS). Primary Care and Allied Health professionals Dentists and Ophthalmologists.

## Local Authority

Education; Children and Family Social Work, Local Planning, Housing; and Library and Cultural Services.

## Police Scotland

Operational services based in Moray.

## Scottish Fire and Rescue Services

Operational services based in Moray.

## Third Sector Interface

This includes a broad spectrum of third sector services, agencies and organisations, including those commissioned by the local authority to deliver children's services i.e. Action for Children and Children 1st. There are others such as Quarriers, Aberlour Youth Point and Who Cares? Scotland The Children and Young People's Third Sector Forum (Moray) is an open forum that connects voluntary organisations, community groups and social enterprises that provide services to children, young people and families.

## Champions Board

The Champions Board, is a concept where for young people with care experience come together with their supporters and the decision making Corporate Parents. Based on a number of 'asks' that were identified at an initial residential stay and revisited at another, these 'asks' are reflected in the corporate parenting strategy for Moray. The group meets 3 times a year to review progress made; hear of new developments and to reflect on what emerging "asks" there may be. Based around the care leavers covenant, the supports and the decision makers work in pillars relating to health and wellbeing; accommodation; education and employment rights, youth and criminal justice and participation. At times young people attend the pillar group meetings – but this depends on what else is going on for the young people. The aim is to improve outcomes for children and young people who have care experience.

## Moray Youth Matters

Moray Youth Matters is our Youth Voice for Moray and formed in September 2019, with representatives from across Moray. 33 young people took part in forming Moray Youth Matters, representing seldom heard groups of young people, including care experienced, young carers, armed forces and disabled young people. They have been involved in a range of different activities including, a residential planning weekend, sharing their thoughts on children's rights with Scottish Government representatives and having their inaugural meeting at the Scottish Parliament. They also played a vital role in shaping the 2020-2023 Morays Children's Services Plan in terms of developing the vision and ensuring the views of young people in Moray were directly reflected within the plan.





## Moray Children's Services Plan 2017 – 2020

Local Vision and Priorities In response to the Children and Young People (Scotland) Act 2014 Part 3: Children's Services Planning, a Moray Children's Services Plan (2017 – 2020) was developed, implemented, evaluated and reported on an annual basis.

With a vision that Moray will be a place where:

- children and young people thrive
- they have a voice, have opportunities, learn and can get around
- they have a home, feel secure, healthy and nurtured
- they are able to reach their full potential.

In order to design and reshape services in Moray to safeguard the wellbeing of children, young people and their families, we engaged with many different groups to capture their views. This can be evidenced via the three CSP annual reports, initial examples of engagement and participation include:

- Through an Education HM Inspection, it was identified that young people across Moray are starting to influence decision making through the Moray Youth Matters Group.

Whole Systems Approach (WSA) and Early and Effective Interventions (EEI) including Diversion from Prosecutions, the focus of the Youth Justice Team in Moray is to engage with children and young people who are at the early stages of low to moderate levels of offending behaviours (EEI). This remit has become broader to include more targeted work with those young people in Moray who are displaying significant levels of challenging behaviours within their home, community and school environments, and who require an intensive or specialised support to reduce the level of risk and concerns. The current age range extends from 8 to 18 years.

## **Rights Respecting Schools**

A Rights Respecting School allows pupils to become more involved in making decisions which affect them. Moray has made great progress with the numbers of schools both registering for the Rights Respecting School Awards and those obtaining awards. In 2019/20, 9 Primary Schools and 1 Secondary School registered for the awards. In Primary Schools, there were 3 Gold, 8 Silver and 15 Bronze awards obtained. In Secondary Schools, there were 2 Silver and 5 Bronze awards obtained. The next steps will be for those schools who had been working on achieving awards to continue this work and the assessments which were due to take place to be completed.



## LOIP ten year plan

The vision of Community Planning Partnership in Moray as outlined in the Local Outcome Improvement Plan (LOIP) is ‘raising aspirations’.

In order to realise this vision, four overarching priorities have been agreed:

- building a better future for our children and young people
- empowering and connecting communities
- growing diverse and sustainable economy
- changing our relationship with alcohol

The Community Planning Partnership has committed to focusing its collective effort on addressing these priorities to improve outcomes and tackle inequalities. A range of assessment tools were adopted to understand the differences between communities and identify the communities experiencing greatest disadvantage.

The communities of Buckie Central East and New Elgin East were identified as the initial two areas to develop locality plans. The Buckie Central East plan specifically focuses on ‘Building a better future for our children and young people. Developing an environment of increased aspiration that will lead to increased attainment, better health and wellbeing and increase involvement in the community is the focus of the New Elgin East plan.

Children and young people have been actively engaged in the development and delivery of these plans. They are being supported to influence matters which are important to them and to have their voices heard.

## Realigning Children's Services Improvement Programme

Following the Care Inspectorate joint inspection of children's and young people's services in the Moray Community Planning Partnership (CPP) area during August – October 2016 and published report in February 2017. The Children's Services Partnership embarked on an ambitious five year improvement journey, with the clear intent to improve the strategic planning, delivery and performance of services and as per the local Children's Services Plan 2017-2020, for Moray to be the best place in Scotland to grow up. As part of the journey, a formal application was made to the Scottish Government for Moray to be considered as part of the Realigning Children's Services Programme (RCS) (Tranche 3).

Moray was successful in their application in February 2018 and participated in Tranche 3 of the Programme. The RCS programme was central to the Partnership's Improvement Plan and has enabled and supported the Partnership to begin to effectively and strategically commission future children's and young people's services that are responsive to local need and risk.

The RCS programme has helped the Partnership to make better joint strategic decisions about how to improve outcomes for children and families by:

- Bringing together organisational stakeholders to share information, build collective understanding, agree priorities and develop joint plans of action.
- Use data and evidence to map current need, services and totality of investment; identify priority outcomes and ways of addressing those; and evaluate subsequent changes to policy and practice.
- Identify ways to shift investment 'upstream' to allow prevention and early intervention and reduce the need for high intensity, high cost services.
- Find meaningful and effective ways of involving children, families and frontline practitioners in the process of service redesign.
- Use the lessons of implementation science and improvement methodology to bring about effective, sustainable and scalable change.

## Realigning Children's Services Project Methodology

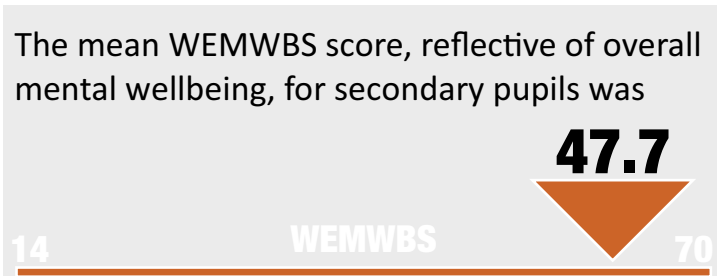
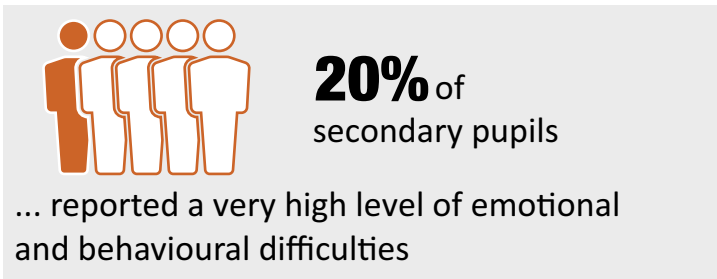
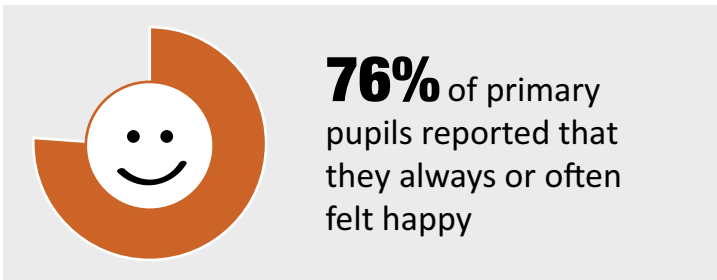
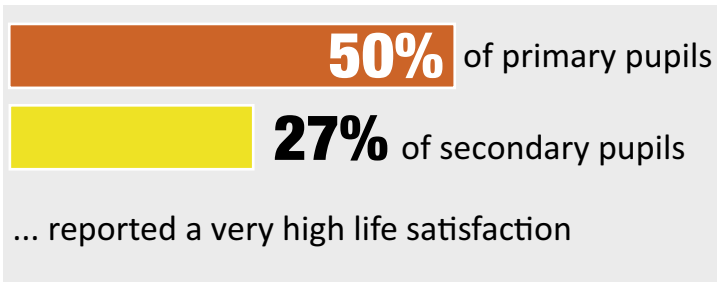
The Children's Wellbeing Survey provided a picture of wellbeing, from the stand point of the children themselves and is linked to administrative information held by the Children's Services Partnership. The survey provides a broad evidence base in relation to children's physical and mental wellbeing, the social factors that impact on these and patterns across different groups of children (ie deprivation, gender, year groups). Pupils in Moray primary schools (P4 – P7) and secondary schools (S1 – S4) participated with a high uptake rate. The collection of secondary school responses was carried out as part of the Scottish Government survey Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). This reduced the burden on schools and children and young people.

The final product, a rich source of data for examining a wide range of aspects of children's wellbeing and their interrelationships across Moray was achieved:

- A bespoke overview report of the findings from both primary and secondary surveys for the Moray as a whole. This summarises the findings for key indicators; explores the relationship between aspects of wellbeing; identifies predictors of better and poorer outcomes; compares the wellbeing of different groups of children and compares data to the national situation where appropriate. The overview report includes an easy to read executive summary.

Standardised summary reports for each participating school and cluster A technical report, covering both surveys and containing a full account of steps to develop the survey, details of the sampling strategy and fieldwork, limitations of the data and the processes used to clean, analyse and disclosure control each of the survey outputs.

## Overview of mental wellbeing amongst pupils in Moray



## Service Mapping

Service mapping has helped the Children's Services Partnership to begin and better understand how public agencies and other bodies invest their resources in children and how this investment matches local needs. Further work needs to be done to effectively use the service mapping information along with the well-being data and other sources of information to inform the development of priorities and to identify financing strategies to support these.

Service mapping is a collaborative exercise; investment by one agency or service may for example lead to improvements that reduce a child or young person's need for another agency's service. The analysis of the service mapping information needs to look at investment across agencies and any consequent financial strategy that is developed would need to recognise the inter-dependency of the investment of one agency and the potential resulting benefits to another. Development and Facilitation Programme. The National RCS team's Development Adviser and Data and Evidence Adviser worked with the Children's Services Partnership to develop and deliver a bespoke development programme.

## Development and Facilitation Programme.

The National RCS team's Development Adviser and Data and Evidence Adviser worked with the Children's Services Partnership to develop and deliver a bespoke development programme.

The following was achieved through the development programme:

- A 'state of readiness' and conditions for change across the Children's Services Partnership.
- Assisted Partners to consider and develop a stakeholder communication engagement strategy and plan to include children, young people and families.

Increased knowledge and understanding of:

- implementation science
- principles of productive collaborative leadership
- utilising data and evidence to inform and support effective decision making
- how to deploy available resources collaboratively to best meet the needs of and improve outcomes for children and families

## Moray Community Planning Partnership Children and Young People's Rights and Participation Strategy 2018 – 2021

A local Children and Young People's Rights and Participation Strategy was developed, at pace, in 2018, it outlined that good practice existed across Children's Services.

However, it also highlighted that there was not:

- an agreed strategic and systematic approach in place
- a method to monitor and demonstrate the level of impact of engagement and participation activity taking place

Adequate resource, so to ensure that children's rights and participation is universal, effective and consistent across the CPP.



## Moray Children's Services Partnership Improvement Plan 2019 – 2020

### Young people

Understanding of my:

- own needs
- preferences
- resources
- networks and community

### Co-production model

### Professionals

Understanding of:

- policies and legislation
- continuous improvement
- partnership working
- systems and processes
- relevant theories



In 2019, children's rights and participation was identified one of ten improvement priorities for the Children's Services Partnership. To progress, a lead officer was identified for children's rights and participation.

Three key actions were identified for children's rights and participation to be progressed:

- Establish a group, with representation at leadership level, to implement national, strategic rights and participation requirements, by end of August 2019.
- Define and source the strategic and operational resource requirement to drive forward rights and participation, at a pace, by end of August 2019.
- Develop a strategic framework, ensuring meaningful involvement of children and families at all stages of the process (includes consideration of Modern Apprenticeships to support involvement of children and young people), by end of December 2019.

A multi-agency children's rights and participation working group was established, chaired by the designated lead officer, with representation from Health, Education, Children and Families Social Work, Police, Youth Engagement, Community Learning and Development, Early Learning, Third Sector Interface and members of the Quality Assurance Team, who have professional portfolios in line with the Children's Services Partnership governance arrangements i.e. Child Protection Committee and Corporate Parenting Strategy Group.

A strategic framework was completed in early December 2019 and includes the strategic and operational requirement to drive forward children's rights and participation at pace.

Moray Children's Rights and Participation Strategic Framework

## The Rights Wheel

As part of a local strategic and systematic approach the Rights Wheel has been adopted to support the Children's Services and Community Planning Partnerships to identify Articles and cross reference this with SHANARRI and Curriculum for Excellence for planning and reporting purposes at an operational and strategic level.

## The UNCRC

**Article 1** (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

### Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

### Article 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

**Article 5** (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

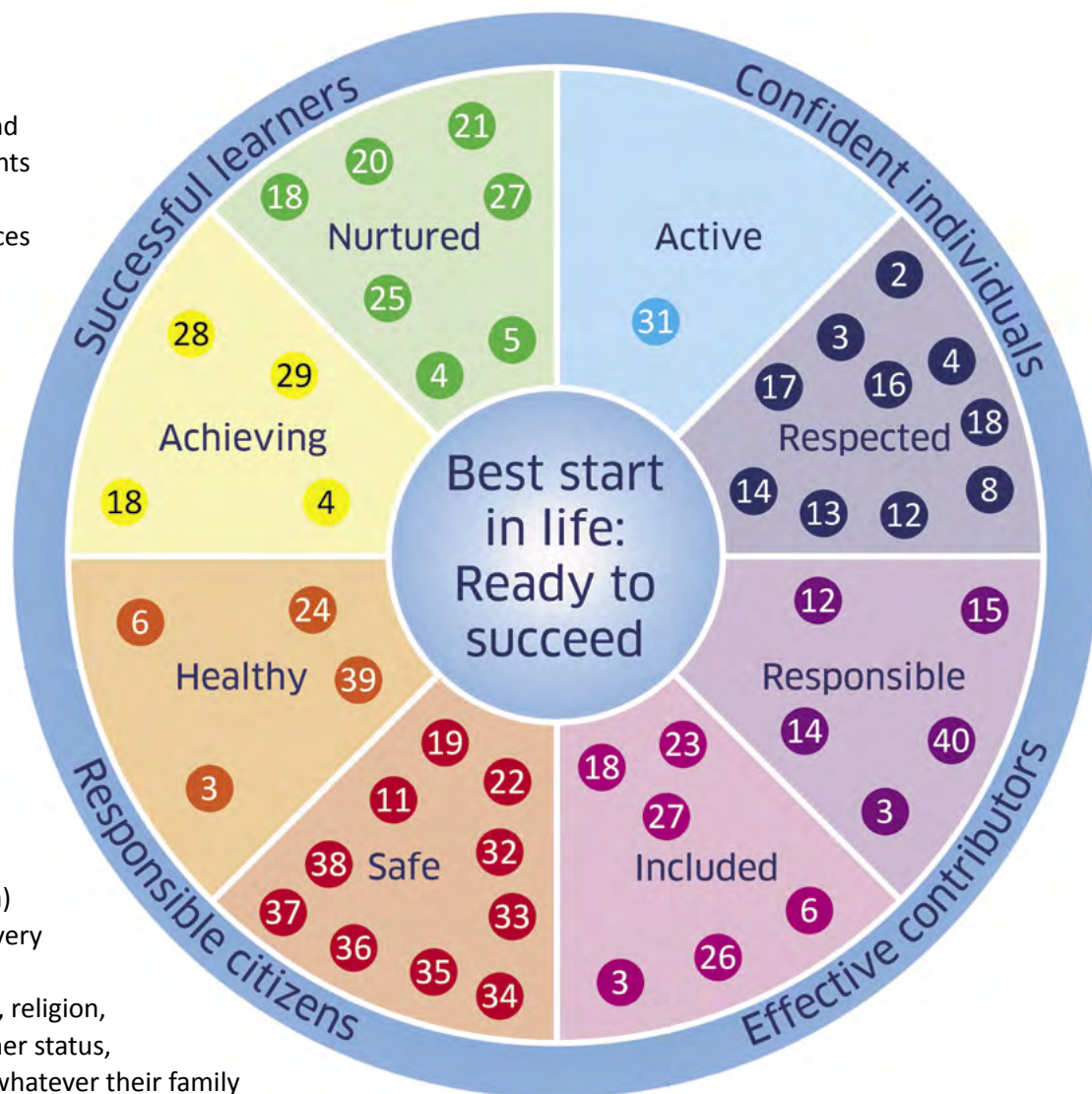
**Article 6** (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**Article 7** (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

**Article 8** (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

**Article 9** (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

**Article 10** (family reunification) Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.





**Article 11** (abduction and non-return of children) Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

**Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 14** (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**Article 15** (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

**Article 17** (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**Article 18** (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

**Article 19** (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 20** (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

**Article 21** (adoption) Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

**Article 22** (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

**Article 23** (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 24** (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 25** (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

**Article 26** (social security) Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

**Article 27** (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

**Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be

available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 30** (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

**Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Article 32** (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

**Article 33** (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

**Article 34** (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

**Article 35** (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their

country for the purpose of exploitation. Article 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

**Article 37** (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

**Article 38** (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

**Article 39** (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

**Article 40** (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

**Article 41** (respect for higher national standards) If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

**Article 42** (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total.

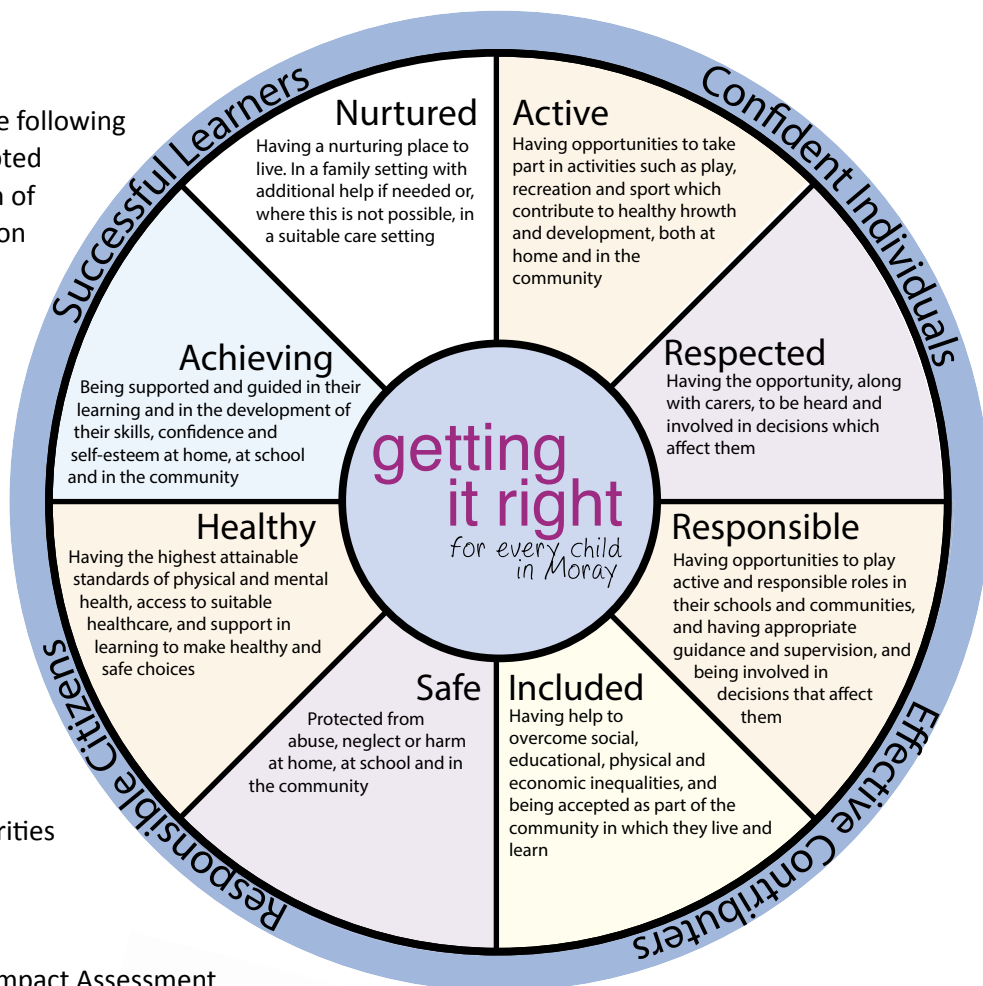
**Articles 43–54** are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

**Article 45** Unicef can provide expert advice and assistance on children's rights

## Operating principles

In addition to the Rights Wheel, the following operating principles are to be adopted to help to ensure the consideration of children's rights is explicit in decision making and practice, with the goal to improve outcomes for the children, young people, families and communities, in particular those who are vulnerable/ most disenfranchised:

- Papers/Reports to the GIRFEC Leadership Group; Public Protection Chief Officers Group and Community Planning Board are required to identify which articles of the UNCRC are relevant to the subject matter under discussion. Strategic priorities are mapped to relevant UNCRC articles.
- Incorporated into the Equality Impact Assessment process, there is a question about particular relevance for children, to identify papers/reports requiring a Children's Rights and Wellbeing Impact Assessment (CRWIA) e.g. Children's Services Plan (CSP); Local Child Poverty Action Plan (LCPAP) and Local Outcome Improvement Plan (LOIP).
- SHANARRI indicators and Curriculum for Excellence outcomes mapped to the specific UNCRC articles (Appendix 1) are promoted and distributed to the Children's Services and Community Planning Partnerships strategic and operational groups for information and reference.
- High level and service plans relating to children, young people should explicitly reference rights 5. Children's rights are highlighted in relevant training for all staff.
- A case can be made that impacts on Rights (UNCRC, UNCRPD etc.) are noted at Executive/Chief Officer Level as well as Equality.



## Ladder of participation

A Ladder of Participation has been identified to clarify and confirm the model of engagement and participation adopted at Children`s Services and Community Planning Partnerships level and to enable, identify and confirm at what level of participation current activity is being delivered.

This will support the Children`s Services and Community Planning Partnerships to clearly demonstrate compliance and adherence to Part 1: Children and Young People (Scotland) Act (2014) (UNCRC), evidence an increase and improvement in the level of engagement and participation of children, young people and families, so to inform policy, strategy, service planning and delivery, it may also help to identify any gaps and or areas for improvement.

## Resources available

Within the Moray Community Planning Partnership the following key resource is available to enable and support our compliance and reporting duty and responsibility:

- Moray Council Locality Wellbeing Officer (professional portfolio responsibility for children`s rights and participation).
- Champions Board Development Officer and Participation Assistant (joint funded via Life Changes Trust and a number of Partners).
- Moray Council Community Support Unit.
- Advocacy and Rights Service (commissioned via Moray Council).

## Ladder of Participation of Youth Participation across Moray 2019

	Individual feedback	Surveys, one off events and consultation	Practice initiatives, time limited, focused activities	Peer activity, training, research and evaluation	Young representatives on groups and committees	Young people involved in governance with or without adults
Level 8 Youth initiated – shared decisions with adults: Youth led activities in which decision making is shared between young people and adults working as equals						
Level 7 Youth Initiated and directed: Youth – led activities with little input from adults				Moray Youth Matters, Scottish Youth Parliament, Elgin Youth Development; YOYP 2018		
Level 6 Adult initiated and shared decisions: Adults led activities where decision making is shared with youth	LOIP working groups; child's planning	Young carers statement; National Youth Work strategy consultations; LMGs	CEYP social groups; Themed group work; Rights Respecting Schools	Participatory Budgeting and Wellbeing events	Pupil Councils, Roteract; Police Scotland Youth Volunteers; Little Fix CEYP	
Level 5 Consulted and informed: Adult led activities in which young people are consulted and informed about how their input will be used and the outcomes of adult decisions	Advocacy; Paediatric Care measure; Police Scotland Youth Engagement survey	Place Standards; RCS; Children's Rights and Participation Strategy	PSE			
Level 4 Assigned and informed: Adult-led activities where young people understand purpose, decision making process and have a role		Public Health – Health Improvement ASG programme				
Level 3 Tokenism: Adult-led activities where youth may be consulted but have minimum input to feedback						
Level 2 Decoration: Adult-led activities in which youth understand the purpose but have no input in how they are planned						
Level 1 Manipulation: Adult-led activities in which young people do as directed but with no understanding of purpose of activities						

# Children`s Rights and Participation in Moray Reporting Examples 2017 – 2020

Through the adoption of the Rights Wheel and the Ladder of Participation the following provides UNCRC reporting examples for the three year period 2017 – 2020.

## Children and families social work

Safe

Articles 11, 19, 22, 23, 32, 33, 34, 35, 36, 37 and 38

Review undertaken of Continuing Care Policy which is a policy which ensures that every eligible young person will be aware of their right to Continuing Care. Our refreshed policy focuses on strengthening the knowledge and practice to date in relation to the right of a young person to stay with their current carers under Continuing Care legislation. Training & familiarisation is currently being developed to ensure that all practitioners, care providers, and Reviewing Officers, etc, are able to recognise when young person is eligible for Continuing Care and be clear about process of how this should be promoted as a positive choice.

With investment through Moray Council Children and Families Social Work section, the Moray Partnership is progressing with the model of Safe and Together where by working together with the non-offending parent, a care plan of support can be devised and agreed that works to maintain children in the care of their family, where it is safe to do so.



## Child Protection Committee

Safe

Articles 11, 19, 22, 32, 33, 34, 35, 36, 37 and 38

Moray Child Protection Committee has adopted a rights based approach to improvement planning in 2020. The Business Improvement Plan is been developed using plain English language.

The key objectives have been framed through the lens of children's rights, you have the right to:

- grow up loved, safe and respected
- be safe in the community
- live in a safe and supportive family
- be protected from harm

The plan highlights the way in which the CPC will promote the rights of children:

We have included 'children's rights and child protection' exercise within our multi agency basic awareness training materials. Scenarios are provided in order for participants to identify risks/indicators of harm, and these are then reframed within the context of the child and their rights. We have committed to ensuring a rights based context is delivered within all further materials in development. Our training needs analysis survey has been developed to include position statements for practitioners re their current knowledge and understanding of children's rights, and their confidence levels in putting it into practice.

Areas for improvement within our systems and practice have been identified in order to address barriers and increase the levels of participation for children involved in child protection processes.

Moray CPC are working with partners across Grampian in order to develop an approach that will enable the views of children and young people to inform our quality assurance of child protection investigations. In particular, we want to understand the experience and views of those who have undergone joint interviews and/or medical examinations as part of this.

## Moray Child & Adolescent Mental Wellbeing Working Group

Healthy

Articles 3, 6, 24 and 39

The Moray Child & Adolescent Mental Well-being Working Group was established to provide overview and governance of the Project Initiation Document (PID) plan which aims to reduce the escalation of referrals to the Child & Mental Health Services (CAMHS) and establish an integrated service that achieves better personal outcomes for children and young people (aged 0 – 18) in need of emotional well-being and mental health support in Moray. Initial report into experiences of young people and families who have accessed Tier 1 – 3 services. 1 – 1 interviews conducted with children, young people and parents / carers.

### What could be done to improve experience?

Collectively both young people and parents suggested the following:

- shorter waiting times from referral to treatment
- more focussed support
- really listening – not making assumptions
- workers not forgetting appointments – assessment of workloads
- clinics in localities / 'attend anywhere' – to reduce transport barrier
- ensure processes are straightforward and quicker
- consistency of staff supporting young people
- asking the young person's opinion
- accuracy when sharing information
- a sense that people care
- awareness of conditions for staff working with children
- strong relationship with charities / community groups to enable easy signposting
- crisis line / parental supports for parents to speak to professionals when their children are unsafe
- peer support groups



## Wellbeing event

Healthy

Articles 3, 6, 24 and 39

These events built on the success of the Moray Minds project in 2018 developed by our young Moray Mental Wellbeing Champions. Young people working in partnership with a wide range of practitioners, parents and school staff organised Health and Wellbeing events to highlight nutrition, exercise, relaxation techniques, relationships and stress busting activities to promote positive health events to their peers, parents and teachers.

Young people are increasingly involved in designing events and information for their peers.



## Moray Young Carers

### Healthy

Articles 3, 6, 24 and 39

As part of the Carers Act (Scotland) 2016 the Local Authority and Health Board have duty to develop a Carers strategy. In Moray as there was already an adult carer strategy a young carer one needed to be developed. A sub-group of the then GIRFEC Strategic group was set up to take forward the legislative duties of the carers act for young carers. This included consulting with young carers regarding a number of these legislative duties including developing a young carer strategy.

The consultation was wide ranging through social media, letter drops through Quarries and 4 focus groups 2 secondary and 2 primaries. In total 25 young carers took part or responded to the consultation. 1 responded through completing the postal survey

The main consultation method was the running of 4 focus groups, 2 of which were in secondary schools, Elgin and Buckie, and 2 in primary schools, Forres and Buckie.

KETSO kits were used as a tool to engage the young people with questions on the strategy. The consultation team was made up of practitioners from public health, social work, Quarries and the engagement team, and a briefing session was held to enable people to become familiar with the KETSO kit and the consultation format. It was during this session that it became apparent that the questions being asked at the consultation were not young people friendly. This then was adapted by practitioners who worked directly with young people to make them fit for purpose. On reflection it became apparent that involvement of young people to shape the questions with support from youth workers would have made the process more inclusive and participatory. Feedback from the session was that the young people enjoyed having the chance to talk about caring and the caring role. The secondary school focus group valued having the chance to meet other young carers and in particular knowing that there are other young carers out there.

One particular young person highlighted that mental health and being a young carer was not something that was recognised with another feeling that their anxiety was due to them being a young carer. Other feedback included wanting a group just for young carers in school.

Most of the practitioners facilitating the consultation sessions had never used the KETSO kit as a consultation tool so this also developed practitioner skills. The 4 youth workers who helped facilitate the sessions felt that by participating it had raised their awareness of the needs of young carers and in the legislation. This would lead them to being more aware of young carers in the youth work setting.

## Public health – health improvement

Healthy

Article 3, 6, 24 and 39

Engaging with children and young people in Primary schools across Moray, to deliver an interactive health and wellbeing programme. The programme explores what keeps us healthy and is delivered via sessions which include: key messages on healthy eating, physical activity, hand washing, oral health and practical food skills.

The sessions are adapted to reflect and ensure an age and stage approach. Format includes: individual classes (P1 – P7), whole school approaches and transition days. The programme is delivered in 5 of the 8 ASG areas in Moray. The sessions are evaluated and inform future delivery.

The evaluation demonstrates we are supporting key priorities identified within Healthier Futures as the children report an increase in their knowledge and practical food skills.

## Young inspector programme (Education Scotland)

Achieving

Articles 4, 18, 28 and 29

- Children and young people from pilot primary and secondary schools have been trained in self-evaluation.
- Children and young people will lead focus groups of other children and young people as part of the self-evaluation process within schools.
- Children and young people's voices will be heard and will play a key part in driving change forward in the school for curriculum, raising attainment, learning and teaching, leadership at all levels and supporting learners.



## Early years settings

### Nurtured

Articles 4, 5, 18, 20, 21, 25 and 27

D came into nursery and began discussing how good his grannies marmalade was and how he would like to share it with his friends. D took his grannies recipe into nursery, he used the computer to pick the ingredients and as a group they made the marmalade and ate it on toast for snack.

Staff listened to the children's ideas for developing the outdoor area, the children were involved in all the planning, chose what to put in the sheds and were supported to develop the sheds. There is now a gardening shed and they are developing a maths and numeracy one also. Loose parts have also been added to support positive learning experiences.

Children asked to add more items into the home corner to enrich their play, with the staff they completed a mind map full of great ideas, they collected items from home and around the nursery and worked together to renovate the home corner.





## Active Schools – young ambassadors

Active  
Article 31

Active Schools Young Ambassadors programme is open to Senior Phase pupils to help develop leadership skills and use them as role models within their school to encourage pupils to be more physically active. The requirement of this role covered aspects such as extra-curricular sport provision, links to community sports clubs, opportunities for competition, celebrating pupil achievement in sport, leadership opportunities for young people and PE in the school. 4 young people from Forres and Lossiemouth took on the role and went on to create a Sports Committee, fund raise for the PE departments and encourage young people, particularly girls, to take part in sports.

## Better meetings

Respected  
Articles 2, 3, 4, 8, 12, 13, 14, 16 and 17

Better meetings is a partnership between twenty-one Care Experienced children and young people alongside professionals and volunteers from Who Cares? Scotland, The Children’s Panel and Moray Council -Social Work and reviewing team. It has become a core element of the Moray Champion’s Board Process, with the experiences of Moray’s Care Experienced young people driving change. We are now in Phase 2 of this ambitious participatory and partnership project.

### Key outcomes of Phase 1

- Small group discussions indicated that three core themes are important to the young people: (1) environment and atmosphere; (2) communication; and (3) emotions and feelings.
- Going forward, they would like to use a variety of media and visual arts to share their views and ensure their voices are heard. These include: Public speaking; Graffiti art; Drama; Film.
- Thereafter the project will move onto phase three where care experienced children and young people will be supported by adults to liaise with strategic leads professionals and volunteer panel members etc. to discuss how and where change can take place, with specific commitments to action.

## Rights respecting schools award

### Respected

Articles 2, 3, 4, 8, 12, 13, 14, 16 and 17

All 8 secondary schools are registered for the RSSA.

- 6 have Bronze, working towards Silver – 75%
- 2 have silver working towards Gold – 25%

Of 41 primaries:

- 6 are not registered
- 8 have registered, working towards Bronze – 20%
- 14 have bronze, working towards Silver – 34%
- 10 have Silver, working towards Gold – 24%
- 3 have Gold and are re-accrediting when necessary – 7%

Results from this engagement

- Reduction in exclusions in participating schools
- Improved attendance in participating schools
- Most behaviour policies are now child friendly and based on relational approaches that put the children at the centre

Impact

- Children can talk confidently about their rights and how they can access them
- Actions and decisions affecting children and young people are rooted, reviewed and resolved through rights
- Children and young people collaborate to develop and maintain a school community based on equality, dignity, respect and participation

## Moray Youth Matters

### Responsible

Articles 3, 14 and 40

Moray Youth Matters was established in response to consultation exercises held in all Moray secondary schools where the primary concern young people raised was feeling they had no influence and no voice in matters that affect them. MYM was invited to visit The Scottish Parliament in January 2020 by Richard Lochhead, our local MSP and Minister for Further Education, Higher Education and Science, where the group was officially launched. Prior to lockdown in March 2020 the group met to agree their aims.

- We are a group of young people from across Moray representing other young people who discuss and make changes to important issues in Moray.
- We look at issues related to young people, eg rights, social issues, health and well-being. We invite other people's points of view and we work together and with other agencies to make a difference.
- We do this because we think it's important for young people to have a voice and to make young people's lives better.





## Place standards exercise

Responsible

Articles 3, 14 and 40

Place Standards consultation exercise with S1 and S2 pupils from every Moray secondary school.

The Place Standard tool provides a simple framework to structure conversations about place. It allows you to think about the physical elements of a place (for example its buildings, spaces, and transport links) as well as the social aspects (for example whether people feel they have a say in decision making). The tool provides prompts for discussions, allowing you to consider all the elements of a place in a methodical way. The tool pinpoints the assets of a place as well as areas where a place could improve.

Full year groups participated in Place Standards sessions throughout 2018-2019. Discussion and scoring against 14 themes (1 lowest – 7 highest) in respect of their experience of their community.

Across all areas young people scored influence and control very low (mostly 2 & 3). They also highlighted concerns around public transport, streets, traffic and social interaction in some areas.

The overall low score against influence and control has been a key driver in the establishment of Moray Youth Matters.

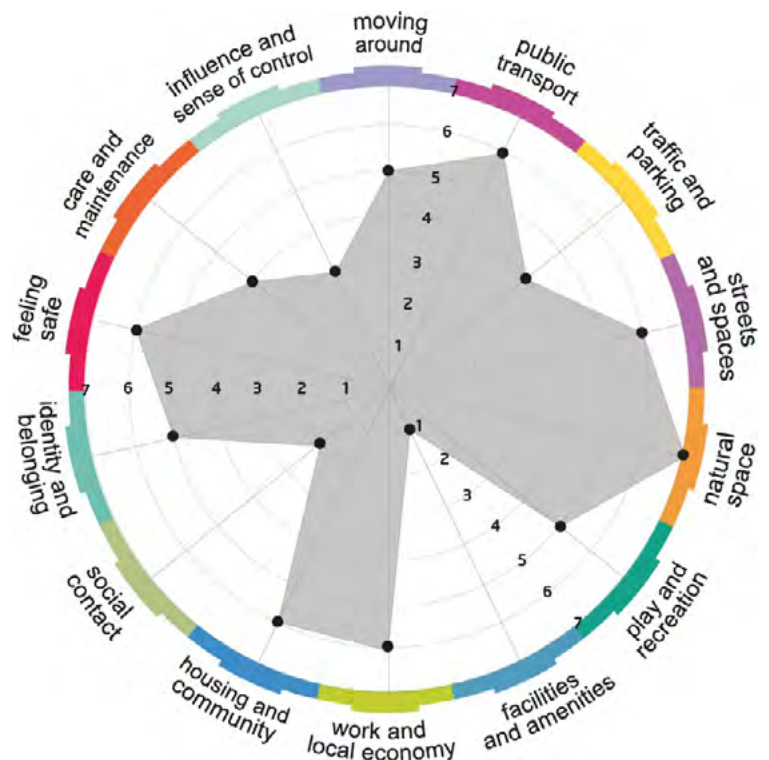
## YP Decides – participatory budgeting

Responsible

Articles 3, 14 and 40

Moray School Bank and tsiMORAY working closely with Moray Council Youth Workers and partner practitioners to assisted young people in delivering participatory budgeting to their peers across Moray. Moray School Bank secured £62,000 of funding from the Scottish Governments Community Choices Fund to support the delivery of the YP Decides PB project across Moray. There were eight PB projects delivered in Moray before from August 2018 -March 2019, sharing a total of £70,000 towards good causes led by the young people in Moray.

Almost 100 applications were received with almost every one going on to be successful in gaining an award for their project.



## Strategic Planning and Development – Children and Young People’s Engagement Strategy

Included

Articles 3, 6, 18, 23, 26 and 27

The Strategic Planning and Development section aim to develop a programme of engagement making sure youth participation is efficient, inclusive and effective.

The key principles of the strategy are to:

- Engage with children and young people aged 5 to 25 across Moray.
- Promote inclusive engagement to widen representation of young people including Gypsy/ Travellers, children and young people whose first language is not English and children and young people with disabilities.
- Develop and utilise a variety of creative and interactive techniques to encourage participation.
- Work with internal services and partner organisations to develop a consistent approach to engagement.
- Demonstrate children and young people’s views have been heard and how they have been taken into account.
- Provide opportunities for children and young people to feedback their experience of engagement.

### What have we already done?

A range of youth engagement events have been hosted across Moray during the preparation of the Moray Local Development Plan 2020 which have been fed into plan. Proposals for future engagement have been shaped by the lesson learned.

- Master Planning – East End Primary School, Elgin
- Place Standard – Speyside High School, Forres Academy, Moray College UHI
- STEM Event – organised for S4 pupils aimed at developing employability skills through a focus on real-life STEM jobs. The challenge was based around creating a new town and the pupils, were given a brief which identified various aspects for them to incorporate into the new town, including flood alleviation, low carbon living and promoting health and wellbeing.
- Short film competition – Buckie High School, pupils produced a high quality film illustrating the main issues for young people, particularly affordability of housing.



# Areas for Action

## The Promise

Consistent with engaging and implementing the Promise, we will have a further focus on the rights and voices of children and young people. This will be supported by The National Promise team to use the service design model so that our commitment to transformational change will be collaboratively produced and designed by children, young people and families.

Having had a 'voice of the child' session in Feb 2020 we will be making further progress with this through developments such as the "Better Meetings" project we will continue to develop creative ways to engage professionals in dialogue and deliver inputs to key organisations and professionals; key messages of what our children and young people tell us makes a difference to their participation and sharing of views at formal processes including looked after child reviews and children's hearings where life changing decisions are made, as well as the support they require from professionals before, during and after their meetings.

Further, within 'the community of schools', funded through Scottish Attainment Challenge, a development officer anchored in Who Cares? Scotland is working with partners within schools focusing on advocacy, inclusion/opportunity and key transitions, and raising awareness within school communities of experience of care. The outcome being to raise aspiration, achievement and attainment, with an increased sense of agency, belonging and wellbeing for young people.

The mentoring young talent programme will further develop with an increasing number of mentors offering support to younger care experienced young people so that they have the experience of being mentored for a longer period of time, designed to be responsive to their needs.

The temporary post of participation assistant, previously funded through Life Changes Trust will be funded through Moray Employer Recruitment Incentive – and be anchored in the youth engagement team.

Enquiries are ongoing in seeking to create a respectful space which will be designed by young people to meet their needs.

Specific developments will continue within each of the pillars which having been aligned to the care leavers covenant, will actively reframe and consider how they link to the foundations of the Promise.

Within children and families social work participation will be increased through family decision making processes and working through safe and together methodology. We will continue to engage with PACE and will be auditing the context of children in need and the supports which we are told by families of what might make a difference. Having applied for funding to help with the implementation of the Promise we hope that earlier interventions and supports can be identified upstream of children becoming looked after. The goal being active design of supports and service by children and young people and their families.

In housing the protocol and the scatter flat initiative will be reviewed and refreshed given changing needs and the benefit of having been 3 phases of the scatter flat initiative.

In the education and employability pillar, the development session which has had to be rescheduled given the need to respond to Covid planning, will have a development plan that is engaged with implementing the Promise.

Within the criminal justice pillar there is a proposal for the involvement and participation of young people.

This pillar group intends to survey:

- To understand the experiences of care experienced young people/looked after children who are currently or who have been previously involved in youth/criminal justice processes/services.
- To get the views and experience of young people who are currently, or who have previously been, involved in youth/criminal justice processes/services.
- Identify what has worked well and what did not work within the system to help make any improvement in the lives of care experienced young people.

- Begin to identify areas for improvements/changes that should be made to the process and system in order to inform the action plan for the Criminal Justice Pillar group.

It is envisaged that this will allow the Criminal Justice Pillar Group to develop an action plan that will be co-produced with young people. This action plan will be reflective of the needs of care experienced young people and will identify improvements that need to happen in order to improve outcomes, taking cognisance of The Promise in terms of findings around care experienced young people and the criminal/youth justice system.

## **Modern Apprenticeship Youth Champion**

The Children's Services Partnership continues to proactively seek out examples of best practice on children's rights and participation across the country and form links with partnerships in other areas to provide greater external support and challenge, examples of this include Edinburgh and Inverclyde.

Through this, it is proposed that via the local Modern Apprenticeship Programme that a post be developed, invested and sustained. Be part of the Youth Engagement Team, further complement and strengthen existing resource and act as a 'champion' for the rights of children and young people of Moray by:

- Supporting the planning and delivery of creative and engaging consultation with young people.
- Assisting Youth Engagement team to deliver the main functions of the service (Youth Voice, Youth Engagement and Participation and Accreditation).
- Supporting the related learning and development of young people.
- Working as part of the Youth Engagement team to develop, support and deliver a variety of Youth Participation opportunities for young people in Moray.
- Undertake and achieve a Modern Apprenticeship in Youth Work and work towards the attainment of SCQF Level 5 in Youth Work. To have a range of vocational opportunities to become a successful learner, confident individual, responsible citizen and to make an effective contribution to society.

## Locality Planning – New Model of Service

Locality planning arrangements involving community planning and third sector partners engaged in children's services have been in place since 2018. They specifically focus on the local development and provision of services and supports to meet the wellbeing needs of children, young people and families. Based on the principles and values of GIRFEC, their aim is to:

- Simply pathways of support and reduce bureaucracy
- Maximise opportunities for stakeholders to collaborate in order to identify and address gaps in provision

Fundamental to the development of locality planning is the belief that relationships and effective partnerships lead to better outcomes and long-lasting change for children young people and families. Public sector staff, commissioned services managers and community organisations from across the Children's Services Partnership are represented on the various groupings within the existing locality planning model. They work in partnership with children and families to ensure their collective resources are effectively deployed to meet emerging needs as early as possible.

Informed by; the evaluation of existing arrangements, those put in place as an emergency response to the COVID19 pandemic, and learning from national best practice, a streamlined locality planning model has been developed with all key stakeholders, including children and families.

This revised model seeks to provide:

- More efficient and sustainable model to respond to increasing demand.
- Coordinated packages of early intervention support are delivered in a more efficient and timely manner.
- Structure and process in place to identify, quantify, address and escalate in wellbeing provision and capacity issues.
- Evidence is collated which will assist partnership to access external funding to design and deliver services and supports which meet needs.
- Priorities and impact of provision is escalated through the system to inform commissioning priorities and the delivery/monitoring of partnership strategic plans ie Children's Services Plan (2020-23), Corporate Plan and LOIP.

## CYPIC Mental Wellbeing Improvement Programme

The Scottish Government's Children and Young People Improvement Collaborative (CYPIC) and Healthcare Improvement Scotland (HIS), confirmed in December 2020, that Moray CPP was successful to secure one of two places on the Mental Wellbeing Improvement Programme for Scotland commencing early 2021.

Taking part in this programme we will have the opportunity to work collaboratively, with both key stakeholders in their local area and with other organisations across Scotland and internationally who share a passion and commitment to improving mental wellbeing outcomes for children and young people. That we will consider using this approach within aspects of our Community Services Framework Plan.

The improvement programme is set in the context of a unique opportunity to share learning with international improvement leaders in Region Jönköping, Sweden and Cincinnati Children's Hospital, America through the Scottish Government's Strategic Partnership with the Institute of Healthcare Improvement (IHI).

The programme aims to supporting participating teams to:

- Develop the knowledge and skills to apply both service design and quality improvement methods to identify, design and test system changes that transform the way we support the mental wellbeing of children and young people.
- Collaboratively develop and implement approaches to ensuring the voices of children, young people and their families are meaningfully informing the design and implementation of new models of support.
- Work with colleagues across Scotland and internationally to develop the practical understanding of how to effectively blend service design and quality improvement methods to deliver population level impact on outcomes.

## **The Joint Strategic Needs Assessment**

The (JSNA) has been produced to inform the development of the Children's Services Plan 2020-23.

- All key stakeholders, including children and families have contributed to its production.
- It is a 'live' document which will be reviewed and updated on an annual basis and more frequently, as required.
- The analysis was undertaken based on current data and extensive consultation and engagement with children, families, frontline practitioners and management within the Children's Services Partnership.

## **Child Protection Committee**

Areas for improvement within our systems and practice have been identified in order to address barriers and increase the levels of participation for children involved in child protection processes. Moray CPC are working with partners across Grampian in order to develop an approach that will enable the views of children and young people to inform our quality assurance of child protection investigations. In particular, we want to understand the experience and views of those who have undergone joint interviews and/or medical examinations as part of this.

One of the enablers identified as a priority for our work over the next three years, is to engage meaningfully with children and young people. This priority is aligned within our pledge to #keepthepromise.

## **Local Child Poverty Action Plan Annual Report**

Tackling poverty and addressing inequalities requires a multiagency approach, in Moray we have strong relationships and shared values across our Community Planning Partnership that enable this. The complex origins of poverty require us to be creative in our response and this presents us with opportunities to work in innovative ways with the Third Sector Interface too. We will be exploring opportunities to support our staff, many of whom may be experiencing the impacts of poverty in their own lives. We want them to feel supported and secure, and to know where to turn to for help. We also want them to be well equipped to identify and respond appropriately to those in their care who are experiencing poverty.

The most important stakeholders in helping us to understand the impacts of poverty and informing our actions to address it are those experiencing it. Children and families have been less visible during lockdown, and for that reason we know that there is a lot for us still to understand about their experiences during that time. What has been particularly difficult for them? What are their fears for the future? What would help them the most? We are committed to listening to the voices of children, young people, and families to help us shape our response to tackling child poverty in Moray.

Thanks to: All partners involved in producing this report and most importantly the children and young people of Moray.

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