



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

Education Services

Health and Wellbeing Strategy



2017-2022

FOREWORD

Clackmannanshire Education Services Senior Management Team, with the full support of the Chief Executive of the Council, Elected Members and the Corporate Management Team, are committed to excellence and equity. High aspirations and positive outcomes are the expected norm for every child and young person in Clackmannanshire. There is a commitment to evidence based decision making at all levels, we prioritise our resources effectively to support positive outcomes for our most vulnerable children and young people.

This Health and Wellbeing strategy has identified five key priority areas we believe will have the greatest impact in ensuring our ambition to tackle the huge health inequalities that can lead to poor outcomes for our children, young people and their families. We recognise the importance of, and are committed to creating the right environments that will nurture children and young people's development and ability, strengthening their resilience.

Improving the coherence and structure of leadership across our service will enable the delivery of the highest quality education for all our children and young people. Staff will be expected to work as a family that responds positively and flexibly to the ever-changing circumstances and conditions for our children, young people and their families. Proactive steps will be taken to reduce barriers to learning. Our children and young people are firmly at the heart of everything we do.

This strategy sets out the ambitious key priorities for all those working within Clackmannanshire Council Education Services to improve the Health and Wellbeing of our children, young people and their families.



Anne M Pearson

Chief Education Officer





CONTENTS

1	Vision	page 1
2	Principles	page 2
3	Background	page 3
4	Values	page 3
5	GIRFEC	page 6
6	Education Service	page 8
7	Curriculum For Excellence - Health and Wellbeing	page 11
8	The Scottish Attainment Challenge	page 12
9	Key Priority 1 Effective Use of Evidence Based Research	page 14
10	Key Priority 2 Practitioner Professionalism	page 15
11	Key Priority 3 Leadership Development	page 17
12	Key Priority 4 Positive Family Engagement	page 19
13	Key Priority 5 Effective Partnership Working	page 20
14	Review and Self Evaluation	page 21
15	Appendices	page 22



Vision

“Our vision is that Clackmannanshire is a place where all children and young people have high aspirations and a bright positive future ahead of them. They should leave education skilled and well prepared for life, work and future learning. We will work to minimise the effects of child poverty and raise attainment for all. Excellence and equity will be the norm.”

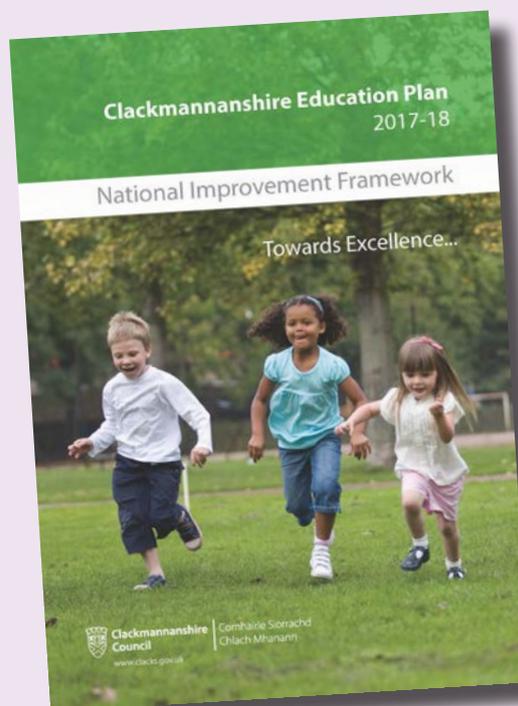
National Improvement Framework : Clackmannanshire Education Plan 2017-18

This strategy sets out the ambitious key priorities for all those working within Clackmannanshire Council Education Services to improve the Health and Wellbeing of our children, young people and their families. In order to achieve our vision the strategy makes explicit our key principles and values and identifies five priority areas we believe will have the greatest impact on positive wellbeing. This strategy has been written to take account of local and national priorities including, Building the Ambition – Early Years, Pre-birth to Three National Guidance, The Early Years Framework, National Improvement Framework - Clackmannanshire Education Plan 2017-18, The National Care Standards, Curriculum for Excellence, 2017 National Improvement Framework and Improvement Plan for Scottish Education, Developing the Young Workforce (Scotland’s Youth Employment Strategy 2014) and the GIRFEC framework. It is also grounded within The United Nations Convention on the Rights of the Child (UNCRC), that

“a child should be valued and respected and have the right to have their views heard and their needs met.” ¹

Clackmannanshire Council is a small authority with a strong sense of identity highly committed to our children, our schools and our communities. We are prioritising and promoting the wellbeing and attainment of our children and young people in order that they develop a positive sense of self and wellbeing, and develop the skills to engage in their learning and make positive choices. ²

The Single Outcome Agreement has been replaced by the Local Outcome Improvement Plan (LOIP). This plan will reiterate the strategic direction, priorities and outcomes which have been agreed for delivery with community planning partners. The plan is based on local needs identified through engagement with local people and communities to ensure services are delivered in ways that address accessibility, fairness, and equity to reflect individual need.



¹ https://353ld710iigr2n4po7k4kgvv-wpengine.netdna-ssl.com/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf

² <http://www.clacksweb.org.uk/document/2327.pdf>

Principles

We recognise the importance of connected, informed, effective and evidence based services for all families, and particularly for those who are most disadvantaged. This involves a commitment to ensure effective use of local, national and international data and evidence based research. This strategy is based on the principles of prevention and early intervention which begins pre-conception. The Marmot Review (2010) tells us “that what happens during those early years (starting in the womb) has lifelong effects on health and wellbeing – from obesity, heart disease and mental health, to educational achievement and economic status”



Effective early learning and child care is the essential foundation for successful lifelong learning, social integration, personal development and later employability. Complementing the central role of the family early learning and child care has a profound and long lasting impact which later intervention cannot achieve. ³

The following principles will support the delivery of this Health & Wellbeing Strategy;

- **Equity** – we will ensure fairness that is focussed on need and proportionate to the level of disadvantage
- **Effectiveness** – we will apply evidence and research based information of “what works” to all our decision making processes
- **Diversity** – we will act fairly with due regard for all protected groups
- **Sustainability** – we will commit to delivering on the strategy objectives and their longevity
- **Accessibility** – we will ensure opportunity of access for all
- **Accountability** – we will continue to improve on our success through applying rigorous quality assurance processes in our work.

³ <http://www.gov.scot/Resource/0045/00458455.pdf>



Background

According to the 2016 Scottish Index of Multiple Deprivation (SIMD) ⁴ 26% of families in Clackmannanshire live in poverty. Four of our datazones feature in the 5% most deprived areas across the country (all located in Alloa). The impact of these health inequalities on children and young people's health, education, connection to wider society and future employment chances continues to be our biggest challenge. Other factors that affect positive outcomes and quality of life indicators for our children, young people and families are familial and cyclical health risk behaviours e.g. smoking, poor diet and substance misuse. It is also recognised that health inequality and wellbeing are inextricably linked with the wider social factors of crime, anti-social behaviour and violence in the home. These factors, along with low ability and aspiration to seek employment, often result in long term negative outcomes for our children, young people and their families – a pattern that passes from generation to generation. Young people can experience a wide range of psychological, biological, and emotional changes as they grow and develop into adulthood. All of these factors can impact significantly upon their health and wellbeing as many behaviours adopted during the early years of their life continue into later life. Promoting a holistic approach to health and wellbeing and empowering young people to improve their own health, can help set them on a positive path into adulthood.

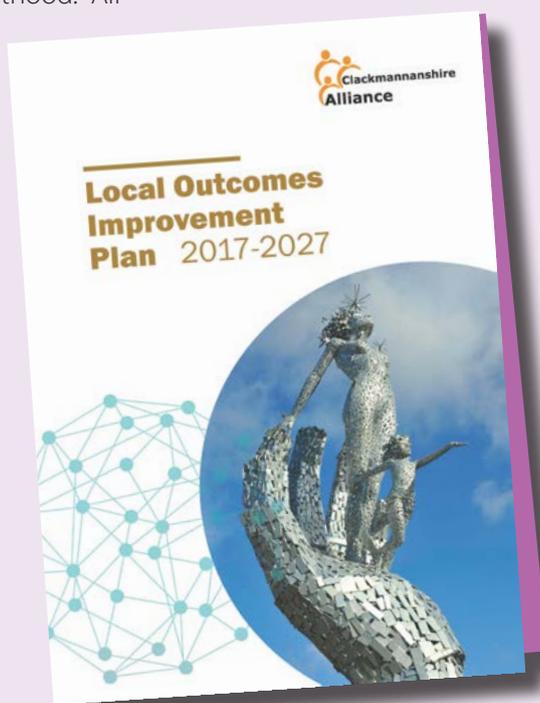
Values

The strategic vision for this document is consistent with the Council's values that;

We will work together with our partners to ensure:

- We put children, young people and their families at the centre of all our thinking and actions.
- We listen to children, young people and their families and involve them in decisions that affect their lives.
- Children, young people and their families will be empowered to make decisions for themselves.

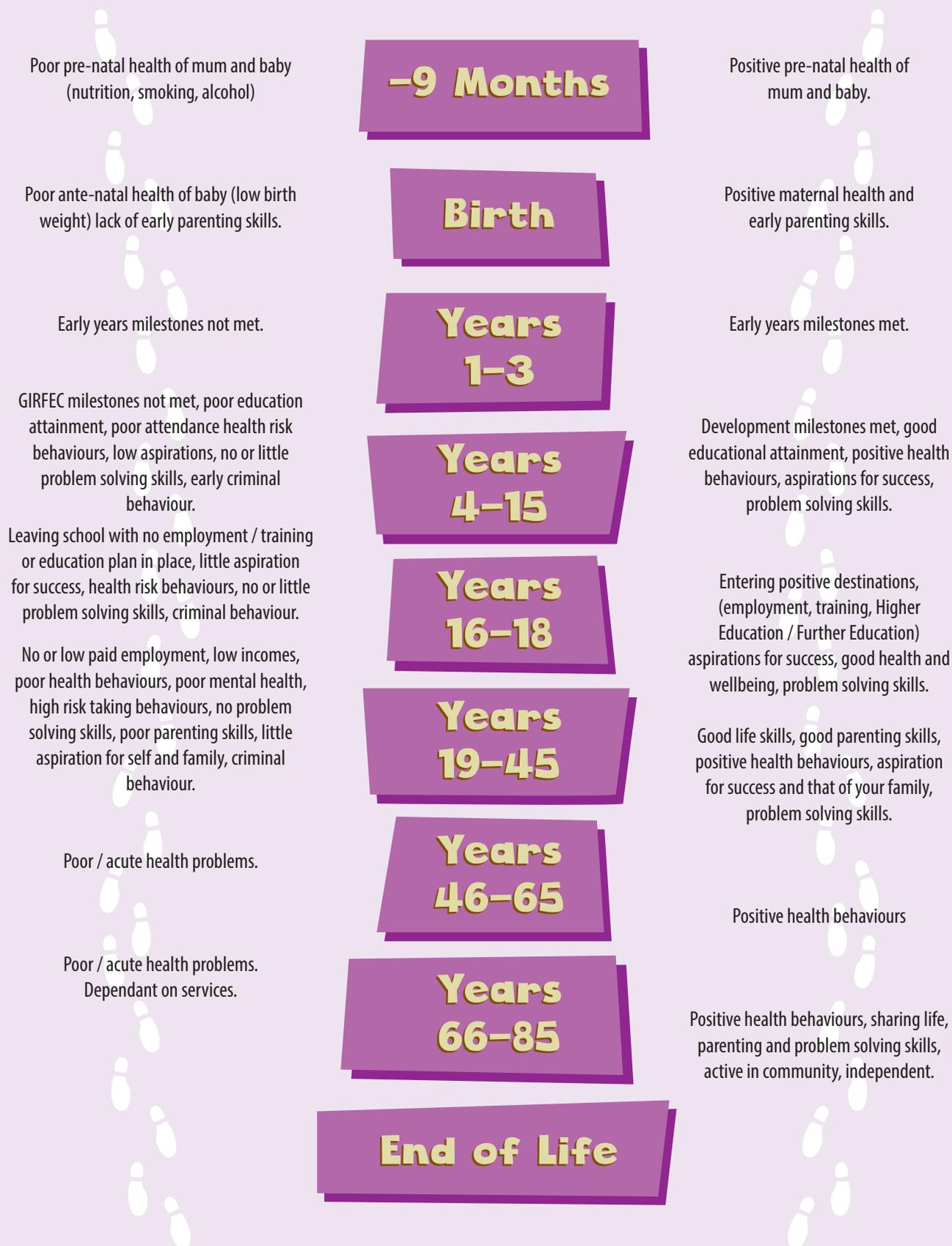
We will progress our vision within the context of our Local Outcome Improvement Plan (LOIP) which has the reduction of health inequalities for children, young people and their families at its heart. We recognise the need to plan long term taking into account the trends, patterns and health profiles within our communities. The cultural changes may take generations to achieve but our short term goals (next five years) reflect the medium and long term goals (10 years) contained within the LOIP.



⁴ <http://www.clacksweb.org.uk/document/4929.pdf>



Figure 1: Outline of key life stages demonstrating the impact of both positive and negative outcomes





Current Health Related Behaviours of Clackmannanshire Children and Young People

Clackmannanshire - Health Behaviours in School-Aged Children Survey (2014) (Appendix 1) highlighted that some children and young people experience periods in their development when they need support with mental and emotional wellbeing.

The overall prevalence of mental health problems amongst children and young people has increased with a large number coming to establishments unable to engage with their learning. Poor mental health impacts on the ability of children and young people to engage with their learning, truancy, challenging behaviour and the lack of positive mental and emotional wellbeing. As a result of demographic, social and cultural changes over the last three decades (including access to the internet and social media), there has been a general increase in the number and frequency of significant Adverse Childhood Experiences (ACE) – such as family breakdown, parental ill-health, substance misuse and poverty. Adverse Childhood Events (ACE) can have an impact on a child or young person's attachment style and ability to engage in relationships. Attachment, the early parent/child relationship is viewed as one of the most important factors in child development, especially with regard to how the brain develops and the development of emotional and social skills.

We acknowledge the importance of creating environments that nurture children and young people's development and ability; strengthening their resilience. Certain individuals and groups are also identified as more at risk of developing mental health problems than others e.g.;

- Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) children and young people

- Looked After Children (LAC)
- Young Carers
- Children and young people living with gender based violence in the home
- Children and young people living with parental alcohol/drug dependency
- Migrant children and young people.

Our approach will be one of supporting all children and young people, regardless of their complexity of need, to build positive mental wellbeing and resilience.

We recognise that physical activity can also have a very positive impact on social, mental and emotional wellbeing. The Clackmannanshire Physical Education, Physical Activity and School Sport (PEPASS), draft strategy focuses on using physical activity, sport and outdoor learning to build capacity in children and young people to:

- assist readiness for learning
- encourage life long physical activity
- build confidence
- support mental and emotional wellbeing.

Clackmannanshire has a very poor record of sexual health with one of the highest rates of teenage pregnancy in Scotland. Pregnancy in young people is often a cause and consequence of social exclusion. Reducing levels of pregnancy in young people helps to reduce the likelihood of poverty and a recurring cycle from one generation to the next. (Appendix1)

Increasing numbers of our children and young people are engaging in a range of risky sexual activity before the age of 16. The prevalence of smoking, alcohol use and drug use is higher than the national average. (Appendix 1)

All practitioners will be required to demonstrate a strong and shared commitment to improving the wellbeing of children, young people and families and to tackling these challenges in order to deliver on our goals.



GIRFEC

Getting it Right for Every Child (GIRFEC) is the national approach to improving the wellbeing of children and young people.

The GIRFEC approach:

- Puts the best interests of the child at the heart of decision making
- Takes a holistic approach to the wellbeing of a child
- Works with children, young people and their families on ways to improve wellbeing
- Advocates preventative work and early intervention to support children, young people and their families
- Believes professionals must work together in the best interests of the child.

GIRFEC is designed to ensure all parents, carers and professionals work effectively together to give children and young people the best start we can and improve their life opportunities. ⁵

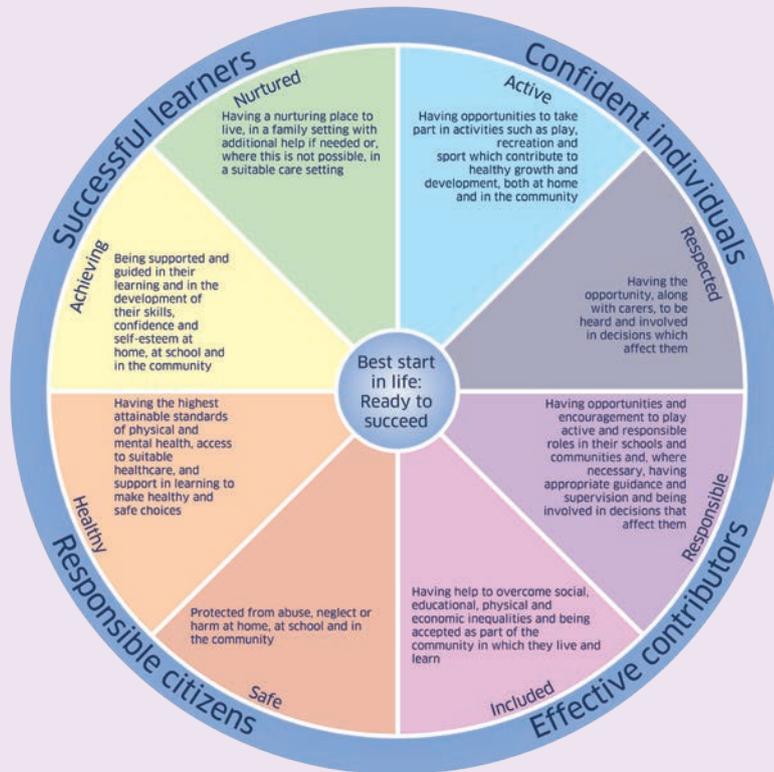
It encourages collaborative inter-professional approaches to working with children and families. It requires practitioners to consider barriers that the theory and practice of teaching, curriculum design, learning environments or establishment systems may present to learning. GIRFEC is designed to focus attention on how establishments might better meet the needs of all.

To do this eight indicators of wellbeing are used: safe, healthy, achieving, nurtured, active, respected, responsible and included. (figure 2) These indicators represent the basic requirements that all children need to grow and develop. They are used in the planning process for any child in need to ensure the best possible outcomes for children to improve their life chances and wellbeing.

⁵ <http://simd.scot/2016/#/simd2016/BTTTTFTT/9/-4.0000/55.9000/>



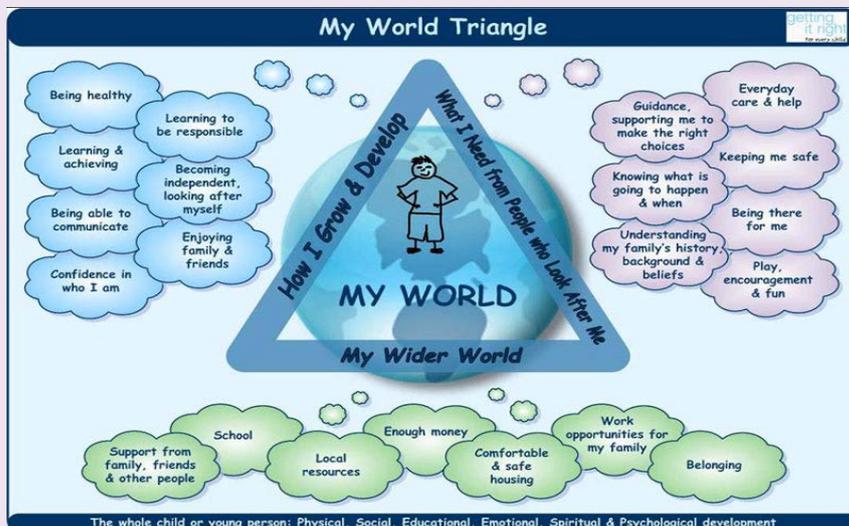
Figure 2 : GIRFEC Wellbeing Indicators



<http://www.gov.scot/Topics/People/Young-People/gettingitright/wellbeing>

It is particularly helpful to also use the My World Triangle to gather more information from other sources (some of it possibly specialist), to identify the strengths or wellbeing concerns in the child or young person's world. It supports practice that considers the child or young person's needs and risks, as well as the positive features in their lives. Strengths and wellbeing concerns are given equal consideration and can be structured around the triangle.

Figure 3 : GIRFEC My World Triangle



<http://www.gov.scot/Topics/People/Young-People/gettingitright/national-practice-model/my-world-triangle>



Education Services

Realigning Children's Services Survey Findings (2016)

Realigning Children's Services Survey Programme was conducted in three secondary schools between September 2015 and January 2016 and eighteen primary schools between February and June 2016 (total 2047 pupils)

Most pupils (79%) assessed their own general health as being good or very good.

There was a mixed picture in terms of attitudes towards school. In total 65% of pupils indicated that they liked school, either a lot or a bit. However 35% did not like school very much.

Gender was a factor here, with a significantly higher proportion of boys (69%) than girls (62%) saying they liked school at all.

Significantly higher levels of exclusion and poor attendance were apparent for those eligible for free school meals, those receiving children's services support, and those with additional support needs. There was also a marked association with deprivation.

Children's capacities to learn are shaped by their background and home circumstances, as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions. Therefore, in planning together, we should take account of these factors ensuring that experiences are relevant and realistic for the learner in his or her circumstances.

Emotional Readiness for Learning (ER4L) approach is based on current good practice in relation to supporting our children's emotional wellbeing.

Education Services are moving towards a model of supporting pupils' wellbeing that incorporates the key elements of Attachment Theory, Nurture Principles and neuro - brain development. This is an approach that supports all children and young people to be emotionally ready to learn.

(Emotional Readiness for Learning Guidance. Education staff, 2017)





The *Realigning Childrens Services Survey 2017* has supported Education Services in identifying six “big goals” which will deliver on the 2017 National Improvement Framework (NIF) vision for excellence and equity in children’s progress within their learning;

- Children come 1st, they enjoy learning, they thrive
- We work as a family
- Educators are inspired and motivated
- Learning and Teaching is consistently excellent
- Families are engaged and supported
- Decisions are based on evidence and on-going improvement is the norm.

Delivery of these goals will be our key priority. Whilst recognising this will be challenging; we are ambitious in our drive to give our children and young people the educational opportunity and life chances they deserve.

Practitioner’s expectations and values can positively improve the educational outcomes for all children and young people.

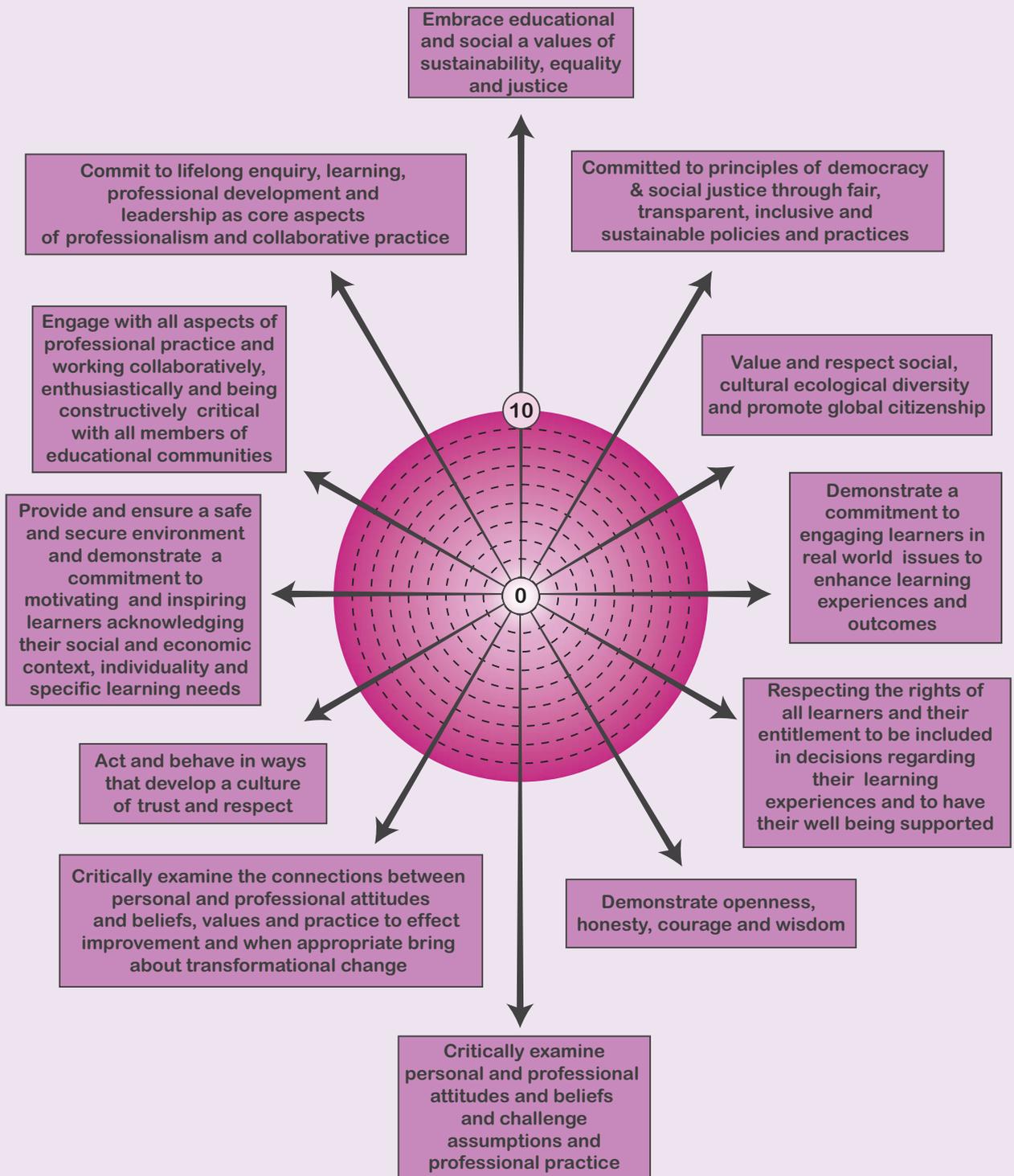
The following wheel diagram outlines the values which will allow practitioners to:

- explore and clarify their thinking in relation to children young people and their families
- consider and question how the values are embedded into own thinking, beliefs and practices
- consider professional learning and actions they will be required to take.





Figure 4: Values Wheel – linked to GTC standards and The Continuous Learning Framework



<http://www.gtc.org.uk/professional-standards/self-evaluation/self-evaluation-values.aspx>



Curriculum for Excellence Health and Wellbeing

All children are entitled to a broad general education which is described within Curriculum for Excellence. Specifically Health and Wellbeing is defined as:

“The knowledge, understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future.” ⁶

Health and Wellbeing across learning is the responsibility of all staff within establishments. It sits alongside literacy and numeracy as one of the three cross-cutting themes which are the responsibility of all who work with children and young people within the service.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Practitioners, in planning together, will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level. Careful planning will be required to ensure appropriate pace and coverage, and practitioners will need to decide when and how the experiences and outcomes are introduced. The planning arrangements within which local authorities, establishments and practitioners work must ensure that these decisions are taken in the best interests of each child and young person. They should take account of his or her social and personal circumstances as necessary.

Effective learning and teaching in health and wellbeing should:

- engage children and young people and take account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- take account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- use a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourage and capitalise on the potential to experience learning and new challenges in the outdoor environment
- encourage children and young people to act as positive role models for others within the educational community
- lead to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- help to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harness the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability. ⁷

⁶ <http://www.gov.scot/resource/0039/00394308.pdf>

⁷ <https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf>



The Scottish Attainment Challenge

This Health and Wellbeing strategy is closely aligned to the Clackmannanshire Council Scottish Attainment Challenge (SAC) plan. The SAC is a Scottish Government initiative which focuses on achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. Clackmannanshire is one of the nine targeted Challenge authorities due to identified high levels of deprivation. The Scottish Government has also awarded Pupil Equity Funding which is aligned to the SAC priorities. Schools are allocated this based on free school meal entitlement.

This support has enabled Clackmannanshire to accelerate improvement in Literacy, Numeracy and Health and Wellbeing for our most disadvantaged learners. (SAC Levers)

The key priorities of the Clackmannanshire SAC mirror those of the 2017 National Improvement Framework for Scottish Education (NIF);

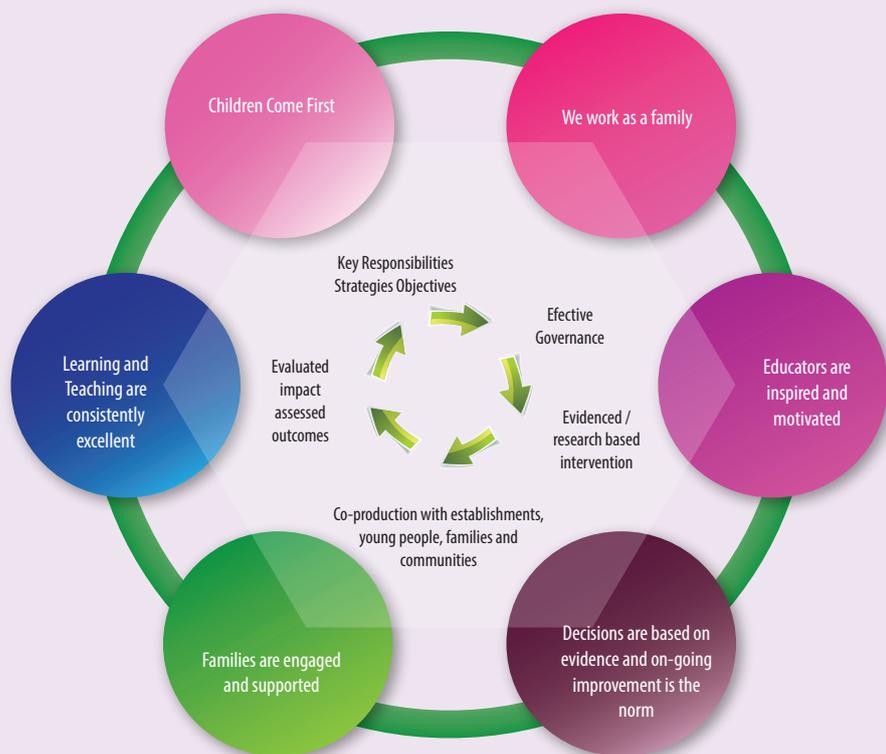
- Improvement in attainment, particularly in Literacy and Numeracy
- Narrowing of the attainment gap between the most and least deprived
- Improvement in children and young people's health and well being
- Improvement in employability skills and sustained positive school leaver destinations.



There is clear evidence that the attainment gap already exists by age three and continues to widen as children move up through the education system. We will ensure that there will be a strong focus on early intervention and prevention to improve the educational outcomes for all children and young people. This will be reflected in all Local Authority Strategies and Development Plans to raise awareness, understanding and dealing with the impact of the attainment gap that exists for children and young people from economically disadvantaged backgrounds.



Figure 5 : Overview of the Attainment Challenge and Health and Wellbeing Outcomes



These Health and Wellbeing strategy objectives will bring together all those with a role to play in the health and wellbeing improvement of children, young people and their families to:

- Oversee implementation of key outcomes within this strategy
- Raise awareness of key goals and initiatives, particularly through the Scottish Attainment Challenge
- Utilise outcome measures within own plans which are designed to monitor progress;

Delivery of the strategy relies upon a shared understanding and commitment to each of the following priorities, goals, objectives and outcomes.



Key Priority 1 – Effective Use of Evidence Based Research

Education Goal

- Decisions are based on evidence and on-going improvement is the norm.

Strategic Objective

Effective use of local, national and international evidence to support, identify and improve health and wellbeing needs of children, young people and their families.

Outcomes

- **Establishments utilise a range of data to understand the social, economic and cultural context of their community, and take account of what makes each of them unique.**
- **Establishments take a more cohesive, evidence based approach to the decision making of priorities**
- **Establishments adapt teaching, curriculum design and initiatives that make learning more effective for individual learners.**

Perceptions of what makes a difference in education are not always right and evidence from research and evaluations can inform professional knowledge, allowing the opportunity to understand and address the multiple aspects of disadvantage. Clackmannanshire Council is collaborating with a number of Scottish Universities to support delivering evidence based research in a range of areas.

This research will be undertaken to provide a strong evidence base to support critical and informed decision-making of priorities. When using data a mix of quantitative and qualitative data will be deployed to reflect local circumstances.

“Evidence can help educators and policy makers understand and address the multiple aspects of disadvantage that affect children’s lives, and the mechanisms that cause negative effects”

‘Closing the Attainment Gap in Scottish Education’ - Joseph Rowntree.





Key Priority 2 - Practitioner Professionalism

Education Goals

- Children come 1st ,they enjoy learning, they thrive.
- Families are engaged and supported.

Strategic Objectives

Practitioners share responsibility for identifying the needs, including care and welfare needs, of children and young people and work in partnership to put support in place to meet those needs.

Practitioners engage learners in a wide range of enriching activities and experiences by ensuring programmes reflect design principles of progression, challenge, depth, enjoyment, personalisation and choice.

Education Services take an approach that supports establishments to understand and deal with the impact of Adverse Childhood Events (ACE) on learning.

Outcomes

- **Learning experiences are more relevant to learners and they are more ready to engage with their learning**
- **Improvement in children and young people's connectedness with their establishment**
- **Improvement in children and young people's attendance and lower exclusion rates.**
- **Children, young people have increased resilience.**

There is a strong link between an educators professional skills and competencies and the quality of children's learning experiences. Ensuring the highest professional standards for all educators will help to ensure the highest standards and expectations for all children. ⁸

The Local Authority recognises that the health and wellbeing of the workforce is of the utmost importance in order to deliver high quality services. One such way to support this is by giving staff relevant opportunities to support their learning and developing. This can also give a sense of achievement and new confidence, developing resilience, which will support staff when dealing with difficult situations. Managers within all establishments should ensure they are protecting the health, safety and welfare of all staff by applying the necessary legislation and Local Authority guidelines.

⁸ <https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf>



Figure 6 : Self Evaluation Processes

All practitioners should be reflective in order to identify their own strengths and areas for development. They should be engaging in different types of Professional Learning Opportunities as and when they want and need in order to impact positively upon learners.



<http://www.gtcs.org.uk/professional-update/professional-learning/professional-learning.aspx>



Key Priority 3 – Leadership Development

Education Goals

- Educators are inspired and motivated.
- Learning and Teaching is consistently excellent.

Strategic Objectives

Ensure establishments have outstanding leaders at all levels through the implementation of relevant, coherent leadership pathways.

Employee Review and Development is aligned to Career Long Professional Learning Process (CLPL).

Outcomes

- **The quality of leaders across the service is strengthened.**
- **More coherent approaches to practitioners' professional learning which builds on and sustains best practice.**
- **By 2020 all Senior Early Years officers will be trained to degree level.**



Leadership is about strengthening the skills and confidence of the workforce, enabling practitioners and giving them permission to lead, to take calculated risks and to innovate. It is about allowing the best ideas to develop and spread. Leadership is active not passive; individual and collective: leadership is for everyone. ⁹

The experiences, attainment and achievement of all learners should be of a consistently high quality. For this to happen establishments and services need to develop strong and effective leaders at all levels that are committed to their own individual and collective professional development. Leadership is recognised as one of the most important aspects in the success of any establishment. Staff who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching for children and young people.

The development of leaders at all levels will require establishments to build and maintain constructive relationships, within and beyond, which foster collective responsibility and mutual respect. The development of cluster leadership and collegiality will support development of a more robust leadership which will be a priority for the service.

⁹ <http://www.gtcs.org.uk/professional-update/professional-learning/professional-learning.aspx>



The following national guidance and professional standards will support development of leadership pathways, learning activities, research and resources for teachers and early learning and childcare practitioners. It will also ensure articulation of opportunity across both areas with a shared focus on self-directed career-long leadership development.

- General Teaching Council (GTC) Standards for Registration
- GTC Standards for CLPL
- GTC Standards for Leadership and Management.
- Scottish Social Services Council (SSSC) Standards for Childcare
- SSSC Continuous Learning Framework
- Strategy for building leadership capacity in Scotland's social services 2013-2015
- The Standard for Childhood Practice 2015

The leadership pathway for teaching staff will focus on;

- Initial Teacher Education
- Probationer Support
- Career Long Professional Learning
- Middle Leadership
- Into Headship
- In Headship.

The early learning and childcare practitioners leadership pathway will link to the Continuous Learning Framework which sets out what practitioners need in order to be able to do their job well; now and in the future. A framework of six leadership capabilities has also been developed (linked to the Continuous Learning Framework) which sets out the values, attitudes and behaviours which are at the centre of all practice (figure 4).



Key Priority 4 - Positive Family Engagement

Education Goals

- Children come 1st ,they enjoy learning, they thrive.
- We work as a family.
- Families are engaged and supported.

Strategic Objective

More effective engagement with families, especially those in our disadvantaged communities, to ensure that we are placing their needs at the centre of everything that we do.

Outcome

- **Increased opportunities , where parents, carers and families support their children's learning and increase their voice in leading improvement.**

Parental engagement focuses on ways in which parents and carers, families and professionals work together to support children's learning. Establishments involve parents and carers by enabling two- way communications between home and establishment; providing parents and carers with opportunities to contribute to leading improvements and making decisions that affect the establishment; and using the skills of parents and carers to enrich the curriculum. ¹⁰

We will improve and strengthen ways in which parents and families can engage with practitioners and partners to support their children and increase the voice of parents in leading improvements within establishments. This will require establishments to apply further effort and be more creative in order to secure involvement of more parents and families. Examples of approaches could include;

- Parenting: opportunities for parents to get support with parenting and understanding their child's education and development needs
- Collaborating with the Community: coordinate resources and services for families and learners with the wider community
- Volunteering: provide opportunities and encouragement for all parents to come into establishments at different times to suit parents
- Learning at Home: give information and advice on the curriculum and how parents can support their children
- Communication: communicate and listen to all parents about their role in their child's education
- Decision Making: a variety of parents involved in parent organisations and committees helping to shape establishment improvements.

Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap.

¹⁰ <http://www.gtcs.org.uk/professional-update/professional-learning/professional-learning.aspx>



Key Priority 5 – Effective Partnership Working

Education Goals

- Children come 1st ,they enjoy learning, they thrive.
- We work as a family.
- Families are engaged and supported.
- Decisions are based on evidence and ongoing improvement is the norm.

Strategic Objective

All partners invest significant time and energy to strengthen and build positive, sustainable relationships to support the health and wellbeing needs of children, young people and their families.

Outcome

- **Children, young people and their families get the support they need when they need it.**

The key principles of our partnership working will be openness, trust, shared goals and regular communication. This will allow us to move forward with a more “joined up” approach that avoids unnecessary duplication. It will be imperative to recognise each organisations priorities and constraints in working towards our shared outcomes for the benefit of our children, young people and their families.

“The essence of partnership is sharing. It is marked by respect for one another, role divisions, rights to information, accountability, competence, and value accorded to individual input. In short, each partner is seen as having something to contribute, power is shared, decisions are made jointly and roles are not only respected but are also backed by legal and moral rights.” – Jo Tunnard, 1991





Review and Self Evaluation

This strategy is closely aligned with Education Services vision statement from the National Improvement Framework - Clackmannanshire Education Plan 2017-18 and the Local Outcome Improvement Plan (LOIP) and thus with the key areas for self-evaluation set out in How good is our school? 4th edition and How Good is Our Early Learning and Childcare? Procedures for monitoring and evaluating the impact of the strategy on attainment and achievement (especially those children in economically deprived backgrounds) will therefore make use of the Quality Indicators, which also link to the most recent School, Nursery Classes and Early Learning and Childcare Centres Inspection Guidance (2016)

Quality Indicators

1.3 Leadership of Change

2.3 Learning, Teaching and Assessment

3.1 Ensuring Wellbeing, Equality and Inclusion

3.2 Raising Attainment and Achievement

Evidence of all activity will be collated so that we have a clear understanding of what we are doing, the impact of this and what we are working towards. This information will also support the Local Authority reporting on the six key drivers within the National Improvement Framework and Improvement Plan for Scottish Education 2017 (NIF).

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf





Appendix 1 - Overview of Health Related Behaviours of Children and Young People

NATIONAL DATA	SOURCE	LOCALITY DATA	SOURCE
ALCOHOL			
SALSUS-National Overview 2013 There is a decrease in the number of 15 year olds who have had an alcoholic drink in the last week	SALSUS-National Overview 2013 19% of 15 year olds have had an alcoholic drink in the last week	SALSUS-Clackmannanshire 2013 There is an increase in the number of 15 year olds who have had an alcoholic drink in the last week	SALSUS Summary Findings 2013 80% of 15 year olds have had an alcoholic drink in the last week
DRUGS			
SALSUS-National Overview 2013 The proportion of 15 year olds reporting ever being offered drugs has reduced	SALSUS-National Overview 2013 There has been a 5% reduction from 2010 in the 15 year olds reporting ever being offered drugs	SALSUS-Clackmannanshire 2013 There has been an increase in the number of 15 year olds who have been offered drugs	SALSUS-Clackmannanshire 2013 45% of 15 year olds have been offered drugs
TEENAGE PREGNANCY			
Information Services Division 2016-National Teenage pregnancy rates have dropped between 2007 and 2014	Information Services Division 2016-National National teenage pregnancy rates have seen a reduction to 34.1 per 1,000 women	Information Services Division 2016 Clackmannanshire has the highest National rate of Teenage Pregnancies	Information Services Division 2016 Clackmannanshire teenage pregnancy rates in the under 20 age group is 57.1 per 1,000 women
MENTAL AND EMOTIONAL WELLBEING			
Health Behaviours in School Aged Children-National 2015 The percentage of 15 year olds reporting poor mental health has sharply increased	SALSUS-National Overview 2013 15% of 15 year olds have a emotional/wellbeing concern	Realigning Children's Services 2016 Clackmannanshire pupils exhibit low rates of life satisfaction, mood and emotional wellbeing	Realigning Children's Services 2016 The proportion of secondary pupils with SDQ* scores that were 'high' or 'very high' was 27% in Clacks
SCHOOL			
Health Behaviours in School Aged Children-National 2015 The number of 15 year olds who feel pressure or anxiety about school work has increased	Health Behaviours in School Aged Children National 2015 41% of 15 year olds feel strained or pressured by their school work "a lot of the time"	Health Behaviours in School Aged Children National 2015 Boosted Sample There is an increase in the number of S1-S4 pupils who feel pressured by work in school	Health Behaviours in School Aged Children National 2015-Boosted Sample 34% of pupils S1-S4 felt strained or pressured by school work "a lot of the time" with a further 51% feeling strained or pressured "sometimes"

*The Strengths and Difficulties Questionnaire (SDQ) gives a measure of overall mental health and wellbeing along with scores for five separate scales covering emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and pro-social behaviour



Appendix 2 - Table Illustrating Key Improvement Outcomes Across Partnerships.

	Key Improvement Outcomes
Clackmannanshire and Stirling Alcohol and Drug Partnership-Delivery Plan 2015-2018	National ADP Outcome: Prevalence - Fewer adults and children are drinking or using drugs at levels or patterns that are damaging to themselves or others
Clackmannanshire Violence Against Women Partnership Strategy 2015-2018	Priority Area 2 Further reduce the probability of gender based violence through an early and effective prevention approach
Forth Valley Child Sexual Exploitation Group 2017	<p>Improvement Priority 1: Prevention/Awareness raising – to reduce the number of children and young people at risk of sexual exploitation</p> <p>Improvement Priority 2: Intervention – to ensure children and young people at risk of CSE receive support and are safeguarded from future harm</p> <p>Improvement Priority 4: Recovery – to ensure services are co-ordinated and well informed and children and young people who are victims of CSE are supported to recover</p>
Forth Valley Sexual Health and Blood Bourne Virus Framework 2015-2020	<p>Outcome 4. Sexual relationships are free from coercion and harm</p> <p>Outcome 5: A society where the attitudes of individuals, the public, professionals and the media in Scotland towards sexual health and blood borne viruses are positive, non-stigmatising and supportive</p>
Child Protection Committee 2017 (ADP/CPC)	<p>Key Theme 2: Pre-Birth & Early Years. Development of early intervention services in relation to substance misuse issues in relation to pre-birth and early years practice.</p> <p>Key Theme 3: Development of services for young people and their families that assist in addressing substance misuse issues</p> <p>Key Theme 4: Substance Misuse Amongst Young People</p>
Clackmannanshire Leisure and Sports Strategy 2012-2016	<p>Key Objectives</p> <ol style="list-style-type: none"> 1. Sport in Education 3-18 year olds 3. Resources and People





Education Services
Clackmannanshire Council,
Kilncraigs,
Greenside Street,
Alloa FK10 1EB



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann