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UNCRC and the linkages between the Articles and key elements of GIRFEC. The National practice model incorporates the 8 well-being indicators into planning, decision-making and practice, and endorses the Articles of the UNCRC.

The UNCRC Articles that apply to the Wellbeing Indicators:



**Child Rights and Wellbeing Impact Assessments (CRWIAs):**

These assessments utilise both the Wellbeing Indicators and the UNCRC articles to assess the potential impact of a policy or other measure, on children and young

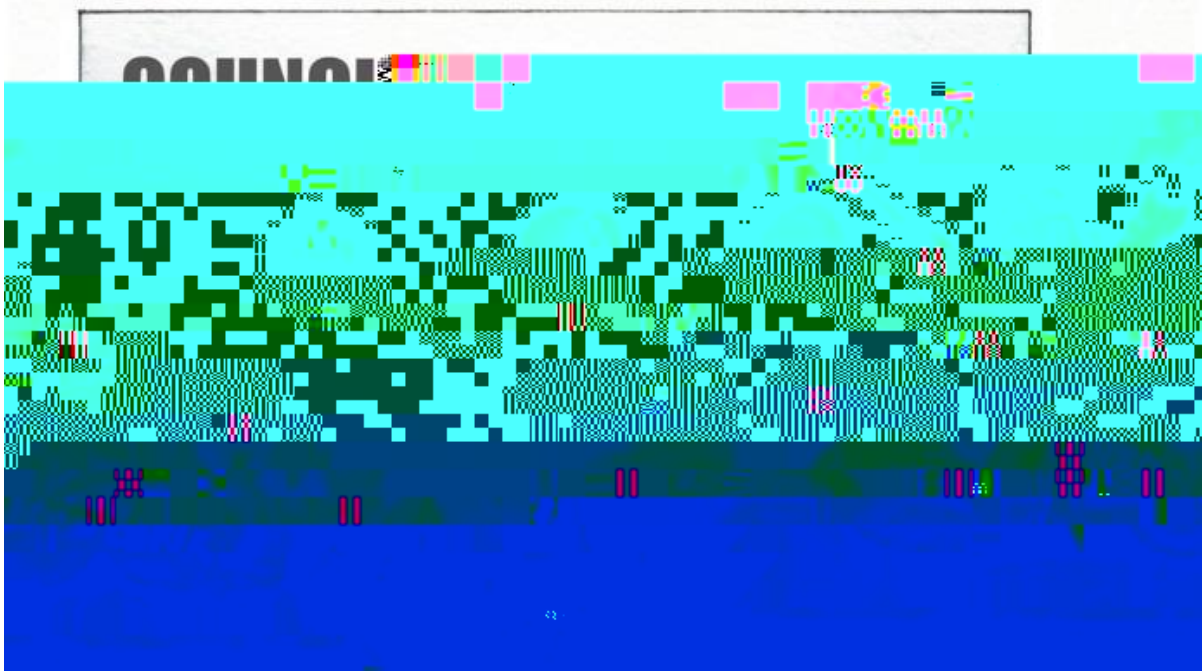


carried out in Argyll and Bute and the outcomes used to develop good policies and practice that safeguard the rights and needs of children and young people.

We will also ensure that the **Fairer Scotland Duty**, part one of the Equality Act 2010, informs our decision making in a clear and transparent way and that all our strategic decisions have due regard to:

- eliminating discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- advancing equality of opportunity between persons who share a relevant protected characteristic (as defined by the 2010 Act) and persons who do not share it;
- fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In addition we will consider our duties under **the Island Scotland Act 2018** and ensure that impact assessments are carried out to ensure that the rights of children and young people from island communities are respected when strategy, policy and service delivery decisions are being made.



**Article 3:** Anyone making decisions that affect young people should make young







Following lockdown our initial focus was on an on line offer we have developed this and education made it mandatory for all staff as part of recovery plans



Training Co-ordinator to ensure that all children and families were sent Child Protection information and sources of support. In this week (25.3.20), the document Assessing and Supporting Vulnerable Pupils was also released to education settings with clarification of our Staged Intervention, Single Workforce Planning approach. Looked After and Care Experienced Children and Young People were part of priority consideration in this process. This approach included measures for continuing to support pupils during the Easter Break. It also ensured that the risk of digital poverty was fully considered when to avoid over-reliance on online engagement.

In week two (2.4.20) Schools were contacted, informed and updated on Child Protection Procedures and asked to re-share information with children and families ahead of the holidays.

In week five (after the two week break), update and comprehensive guidance was issued to education settings on how we continue to fulfil our statutory safeguarding and Child Protection duties and ensure that all children, young people and families in our community remain visible and supported. (Appendices 5 and 6 and video summary here: <https://www.youtube.com/watch?v=3oSEDRre-HVM&feature=youtu.be>)

The Education Lead for Looked After Children created a bespoke web page of resources and communicated with parents and carers via weekly videos: Creating a support website and weekly video updates for parents and carers: <https://sites.google.com/ab.glow.scot/carexperiencedlearners/home>

Multiagency online support meetings for Foster Carers and Adopters were arranged by the Family Placement Team (24.6.20 and 5.8.20).

The Education Lead for Looked After Children offered financial support for the purchase of devices through the Care Experienced fund (in line with Scottish Government approval to re-allocate funds to address risks associated with lockdown). The Digital Inclusion Project worked across Argyll and Bute to obtain, repair and distribute smart phones, laptops and other devices to those without these resources.

A bank of resource materials were added to the resource hub - attached to Our Children Their Mental Health, related to COVID 19 for young people, parents or professionals. [https://www.argyll-bute.gov.uk/sites/default/files/mental\\_health\\_resources\\_updated\\_april\\_2020.pdf](https://www.argyll-bute.gov.uk/sites/default/files/mental_health_resources_updated_april_2020.pdf)



Multi-agency work to support children and families with any well-being needs at home and in HUB schools including enhanced risk assessment processes



2. Our principles and vision is enshrined in the work of our Community Planning Partnership and states: Argyll and Bute Community Planning Partnership is committed to promoting equality

Key Principles:

No-one is disadvantaged because of their race or ethnic origin, disability, gender, age, sexual orientation, or religion and belief;

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<http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>

(Article 4)

5. All of our staff in the HSCP are properly registered and Police checked and must comply with national standards. They receive supervision and guidance from trained and experienced Managers.

(Article 4)

6. Our services are well managed and are subject to external audits. Our services were inspected in 2018 and 2019.

(Article 4)

7. Education Service Plan (Our Children, Their Future) development included focus groups of young people across Argyll and Bute. The Community Learning Service supported these groups as well as pulling together Youth Representatives from local Youth Forums and Members of the Scottish Youth Parliament to help develop a youth friendly version of the plan.

(Article 4)

8. Equity based approach to allocation of support to children with additional support needs and protected characteristics. Dedicated care experienced lead within education to ensure the needs of this vulnerable group are accurately assessed and addressed.

(Article 4)

## **Cluster 2. General Principles of UNCRC**

1.

19th March, 2019. From the outset, the group comprised representatives from education services and Community Learning and Development, Skills Development Scotland, NHS Highland, Argyll College/UHI, representatives from Mid Argyll Youth Parliament, Waverley Care and Third Sector agencies such as Mid Argyll Youth



A safe space to interact with other young people;  
Resources to support them;  
Opportunities to take part in equalities activism; and  
Community links with other local authorities.



#### Next Steps:

In January, 2020 it was confirmed that Argyll and Bute were awarded funding for our Rainbow Project, which aims to create an outreach programme to support children and young people, school staff and parents to increase LGBTQ+ inclusion. This will build on some of the work being carried out by Claire Brown and Phill Dexter on Police Scotland Choices for Life programme and will form a key part of our work next session. Phill Dexter, our Outreach Worker, will be liaising with schools throughout the year.

A key aspect of our 2020-21 strategy is to take our training and awareness to the heart of Argyll and Bute Council.

Unfortunately, due to the Covid19 crisis, the Purple Pride Ball for young people aged 14-







A Healthy Life:



Over the last three years, diagnostic teams have continued to operate effectively across Argyll and Bute, despite no additional resourcing, to ensure that the pr  
home and school as possible. Waiting times have gone up but in all cases, at least one professionals will have had direct contact with the child or young person and their family prior to the assessment or diagnostic discussion. In most cases, members of the diagnostic team will have ongoing contact with the child and family following the diagnostic process, for example, as educational psychologist or education support officer for the chi  
providing ongoing guidance around speech and language therapy or health needs.

We have worked collaboratively with Scottish Autism to develop training and support materials that are relevant and up to date and available to staff across services. This includes access to the Right Click materials for parents. Scottish Autism also funds Get Set for Autism, a third sector provider offering information and support for families post diagnosis. This service has been invaluable in supporting families and can provide up to six face to face sessions (ff)-133S27(su)-33(i)



The Looked after Child Lead in Education works with local autism assessment teams to ensure the needs of children are met within local schools and communities.

#### Independence:

The processes of assessment and support for autism are embedded within is strength based and builds on the strengths, skills and abilities of each child or young person.

#### Active Citizenship:

We have worked closely with the Association for Real Change (ARC), who were responsible for producing the *Principles of Good Transition 3*, to review our transitions pathways and practice for young people with a disability including those on the autism spectrum. We have also collaborated with ARC to provide feedback on the newly developed Principles in to Practice document which is being rolled out nationally.

(Articles 2, 6, 12)

4. When planning the outcomes to be achieved through Pupil Equity Fund, Head Teachers consulted with children and young people, parents and staff.

(Articles 3, 12)

5. Argyll and Bute Early Learning and Child Care Group consulted with 577 parents / carers in 2017 on the expansio was completed in partnership with Health.

Argyll and Bute has



islands and the more remote and rural areas of the county. CLI works alongside existing parenting programmes including the Psychology of Positive Parenting (POPP) and Mellow Parenting.

(Article 3, 6, 12)

7. Within Argyll and Bute Education Service we will equip young people to secure and sustain positive destinations and achieve success in life through our priority actions:



The Authority Strategic Lead has worked in collaboration with the Early Years Team to deliver training to EY practitioners around rights- based approaches. The Authority Lead sits on the steering group for statutory Children's Rights Reporting.

Increased engagement of schools in the programme - total of 33 schools (up from 17 last year); 14 registered, 14 at Bronze and 5 at Silver.

Increased evidence of the language of Children's Rights in school improvement plans and other planning documents.

Education activity is reported within the draft statutory Argyll and Bute report on Children's Rights Activity.

Training delivered on 2.10.19, 14.2.20, 10.3.20, 3.4.20 and 3.4.20 (the latter



15. The Argyll and Bute Corporate Parenting Plan 2018 – 2021: This places stress on



(Articles 3, 12)



21. Members of the Scottish Youth Parliament and Youth Forum representatives attend the Community Planning Group and the Community Planning Partnership and to represent local young people views ensuring their voice is heard and influences decision making at these meetings. Members of the Scottish Youth Parliament also participated in the interview process of the New/Current Chief Executive. As well, they took part in focus groups to provide a young person friendly version of the Education service plan 2017 2020. In addition they carried out a consultation in 2019 with local young people on Youth Participation/Voice structures (Youth Forums and MSYP roles/functions). They visited other Local Authorities looking at best practice including attendance at the Highland Youth Parliament. They produced a report with recommendations for embedding a rights based model of Youth participation within the Community Learning Service which was presented in January 2020. Work is ongoing to implement these recommendations.

(Articles 3, 4, 12)

22. Children and young people are encouraged and supported to participate in all stages of planning, provision and delivery of our services (Article 12). See development of OCTF). This includes:

Children and young people being an empowered part of School Improvement Planning.

Children and young people councils.

(Articles 2, 3, 12)

### Cluster 3. Civil Rights and Freedoms

1. Argyll and Bute Council, Education Service and the Highland Health Board have General Data Protection Regulation (GDPR) policies which ensure the rights of children and young people. No information is shared in any manner which is not consistent with the Data Protection Act. These policies are enshrined in all policies and guidelines and inform our interactions with third General Data Protection Regulation (GDPR) policy is public facing and can be viewed on the ; as can the Highland Health Board statement on their web site.

<https://www.nhshighland.scot.nhs.uk/Pages/YourRights.aspx>

<https://www.argyll-bute.gov.uk/data-protection#privacy>

(Article 16)

2. Information is available in a wide range of settings and formats; including a number of languages including British Sign Language. Interpreters are employed, where



necessary to ensure that children and young people can have their say and understand what i  
Hearings, Court proceedings, Looked after Child reviews, Child Protection Case  
carers.

(Article 17)

3. Children and young people with disabilities and communications difficulties are







as corporate parents. Our Corporate Parenting Board engages with care experienced children and young people, respects their rights and listens to their views. There are Participation Groups in place. Argyll and Bute was one of the first areas to take part in the Young Care Inspector Scheme and a Young Care Inspector from Argyll and

(Articles 4, 5, 9, 12, 18, 25)

for them, including helping them to achieve their educational and work goals, participate in sporting and cultural activities and retain good family and friendship say in the house environment and wider issues.

(Articles 4, 5, 9, 12, 18, 25, 28 (2))

5. Support from the Education lead for care experienced children and young people, in schools, is having a significant impact on outcomes.

Positive Destinations for Care Experienced Pupils.

(Articles 4, 9, 12, 18)

6. We ensure learning from significant case reviews impacts positively on practice.

(Articles 2, 4, 12, 37 (9a), 39) T1 0 013-2(v)100030026000r15C6)



(Article 3, 4, 12, 18, 25, 28 (2), 37 (9a))

8. All Early Years Establishments have copies of the 7 Golden Rules of Participation.

(Articles 2, 3, 12)

### **Cluster 6. Basic Health and Welfare**

1. Welfare Benefits in Argyll and Bute have developed a system of automated benefits that identifies those who should be receiving free school meals and school clothing grants and ensures that they get these.



prevent Adverse Childhood Experiences and where they have occurred mitigating their short term and long term effects."

<https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2018/09/school-nursing-role-integrated-community-nursing-teams-school-nursing-priority/documents/00540611-pdf/00540611-pdf/govscot%3Adocument/00540611.pdf>

(Articles 24, 25)

4. The Housing Consortium recognises the need to support children and their families affected by homelessness and particular barriers. Argyll and Bute was one of the first

Chartered Institute of Housing in partnership with Women's Aid and the Domestic Abuse Housing Alliance. By signing up to the Pledge, Argyll and Bute Council has committed to providing specific support for people experiencing domestic abuse. Recent changes to the Housing Policy mean that women fleeing domestic violence do not have to register as homeless but can be put onto general housing waiting list and the housing associations are prioritising domestic abuse cases for housing.

(Articles 4, 18, 27, 39)

5. Argyll & Bute, Strategic Housing Investment Plan 2020/21 - 2024/25. Impact Assessments were carried out on Equalities; Fuel Poverty and Energy Efficiency; Health Inequalities; Child Poverty; Homelessness; Gypsy/Travelers; and Rural & Island impacts. There is a commitment to provide housing that will enable people to remain in their own homes for as long as possible where they are older or affected by









sector partners like The Bute Advice Centre. Clear success of the resettlement programme on Bute for many children and young people.

(Articles 4, 22, 24, 27, 28, 39)

2. Schools in Argyll and Bute provide Interpreters and other support services where required by Migrants and asylum seekers.





### Key Actions Going Forward

Action	Plan Strategy linked to	Who action is carried out by	How impact has / will be assessed	Timescale for action
Ensure that Child Rights and Wellbeing Impact Assessments are carried out, where relevant, in relation to new policies, plans and strategies.	Rights Plan 2020-2023; Children and Young Service Plan 2020-2023; Fairer Scotland Duty			



building and communication.				
Ensure that young people are able to have their voices heard at Integration Joint Board and Community Planning Partnership through the involvement of representatives such as School Pupil Councils, MSYPs and Youth Forums	Children and Young Service Plan 2020 - 2023	HSCP; Education. Argyll and Bute Council.	Evidence of key issues being discussed at School Pupil Councils etc. Evidence of IJB engaging with children and young people and listening to their views. Findings from the SALSUS Survey will ensure partners respond to the voices of children and young people	By 01/12/2021
Multi-agency awareness training with regards to understanding and applying the UNCRC Childr Plan	Children and Young Service Plan 2020 - 2023	HSCP; Education; Third Sector; SCRA; Argyll and Bute Council staff and elected members	Evidence of training having taken place for key staff groups / Councillors / Panel Members etc.	Commenced by 01/12/2021





<p>Report reflects the rights of children, as specified in the UNCRC.</p>	<p>Child Poverty Action Report 2019</p>	<p>Poverty Action</p>	<p>Scottish Government and Argyll and Bute Council. Feedback from children and young people (reviewed annually).</p>	
<p>Look at what facilities and opportunities exist to encourage the health and wellbeing of children and young people, for example free sports passes / Live Argyll / Libraries etc. Ensure equal access to these.</p>	<p>Children and Young Service Plan 2020 - 2023</p>	<p>Head of Services</p>	<p>Feedback from children and young people. Evidence of usage.</p>	<p>April 2021</p>



## **Addendum 1 Key Documents and Plans:**

### **The United Nations Convention on the Rights of the Child.**

[https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_united\\_nations\\_convention\\_on\\_the\\_rights\\_of\\_the\\_child.pdf?\\_ga=2.174658018.1999023234.1593702630-61273816.1593702630](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.174658018.1999023234.1593702630-61273816.1593702630)

### **The United Nations Convention on the Rights of the Child; in child friendly language**

<https://sites.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf>

### **Children and Young People (Scotland) Act 2014**

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

### **SHANARRI Practitioner Resources**

<https://www.gov.scot/publications/shanarri/>

### **Argyll and Bute; Corporate Plan; 2018 - 2022**

[http://intranet.argyll-bute.gov.uk/sites/default/files/corporate\\_plan\\_2018\\_181119\\_v2.pdf](http://intranet.argyll-bute.gov.uk/sites/default/files/corporate_plan_2018_181119_v2.pdf)

### **Argyll and Bute's Children and Young People's Services Plan 2017 – 2020**

[https://www.argyll-bute.gov.uk/sites/default/files/cyspsm\\_from\\_site.pdf](https://www.argyll-bute.gov.uk/sites/default/files/cyspsm_from_site.pdf)

-2023

### **Argyll and Bute: Education Annual Plan 2019/20 and 2018/19 Progress Report**

<https://www.argyll-bute.gov.uk/moderngov/documents/s140351/Education%20Annual%20Plan%20and%20Progress%20Report%20201920.pdf>

### **Argyll and Bute Corporate Parenting Plan; April 2018 – March 2021**



[https://www.argyll-bute.gov.uk/sites/default/files/cpp\\_v3\\_screen\\_version\\_1.pdf](https://www.argyll-bute.gov.uk/sites/default/files/cpp_v3_screen_version_1.pdf)

Argyll and Bute Strategic Housing Investment Plan 2019/20 - 2023/24

<https://www.argyll-bute.gov.uk/moderngov/documents/s133067/ABC%20SHIP%202019.20-23.24%20approved%20draft%2023.10.18.pdf>



## **Addendum 2 History of Human Rights Legislation**

The Universal Declaration of Human Rights is the foundation for international human rights law. It was adopted by the UN General Assembly in 1948 to provide common human rights standards for all peoples and nations in a post-war world. From this arose nine core international human rights instruments or treaties, including the UN



Report back every three years on the steps each has taken to secure better or further effect of UNCRC requirements under s.2 and Schedule 1 of the 2014 Act.

Eight child wellbeing indicators set out in s.96 of the 2014 Act Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (sometimes known by the acronym SHANARRI) rights in practice.

Quick Reference Guide. The Scottish Government; Feb.2019.)