

**REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE –
23 JANUARY 2017**

REPORT ON: PROGRESS REPORT ON KINGSPARK SCHOOL ACTION PLAN

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 25-2017

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to provide the Children and Families Services Committee with an update on the progress in relation to the Kingspark School Action plan.

2.0 RECOMMENDATIONS

2.1 The Committee is asked to note the content of the report and remit the Executive Director to bring back an updated report following the return visit from Education Scotland.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications.

4.0 MAIN TEXT

4.1 Reference is made to Article II of the Minute of Meeting of the Education Committee of 7 December 2015 where report number 403-2015 (Education Scotland Further Inspection of Kingspark School and Progress of Action Plan) was considered and approved.

4.2 Following discussion with the Chair of the Child Protection Committee (CPC), the Head of Service (Chief Social Worker) and Head Teacher of Kingspark School, it was agreed in April 2016 that the Kingspark Action Plan (Appendix 1) should be refreshed with a specific and continuing focus on child protection. The good progress which the school and its partners had made against all of the outcomes was acknowledged.

4.3 Analysis of the quality assurance work over the last 20 months indicated that many of the outcomes had been achieved and there were robust processes in place to sustain improvement planning. Communication with parents/carers; staff development and partnership working; data management including behaviours of concern; and self-evaluation are areas which will now be reported on to parents, stakeholders and managers through the usual school improvement processes. The focus for the refreshed action plan group will be in relation to wellbeing. This reporting will be within the wider context of integrated children's services

improvement planning and the membership of the action plan group has been refreshed to reflect the increased focus on wellbeing.

- 4.4 The chair of the Kingspark Action Plan group attends regular meetings of the Child Protection Committee. At the most recent meeting (29 November 2016) it was agreed that the committee were satisfied with the actions which are being taken towards securing improvements. A further progress update will be made to the Child Protection Committee in May 2017.
- 4.5 Quality assurance processes and activities have a measurable impact in protecting children. These processes include:
- The percentage of pupils at Team Around The Child (TATC) levels 3 and 4: this will give an indication of those pupils who have compulsory measures of supervision and social work involvement on a voluntary basis. Changes in percentages will need to be analysed in relation to other measures in order to determine what an increase or decrease may reflect, e.g. better identification of need for protection (increase) or the effectiveness of measures, both compulsory and voluntary (decrease). These measures will be monitored in collaboration with staff from the Children with Disabilities Team. 52% of pupils at Kingspark live in SIMD 1/2.
 - Measuring Wellbeing: a case study has been included to illustrate how Wellbeing has changed and improved for a child as a result of intervention from the school in collaboration with other agencies. In addition to such qualitative measures, quantitative measures could be included in future such as Wellbeing 'scores' used with TATC Wellbeing wheels.
 - Collaborative Planning and Information Sharing of Wellbeing concerns: includes referrals to and consultations with the Multi-Agency Screening Hub (MASH); and of those the number which led to an Initial Referral Discussion (IRD).
 - Number of multi-agency self-evaluation activities undertaken: includes self-evaluation of Care Plans and planning tools between Kingspark staff and a range of DCC Social Work colleagues from the Children and Families Service., and with Angus Council.
 - Child's Plans and Chronologies: those evaluated as 'good' or better for the quality of assessments and chronologies.
 - Responding to pupils' behaviour of concerns: this data has been collected and analysed over the last 2 years and has shown a steady downward trend in response to whole school approaches; staff development; and improved understanding of thresholds for recording among staff.
 - Parent/Carer complaints and compliments: levels and nature of complaints and compliments are used to inform improvement planning.
- 4.6 Staff development is closely related to the school's improvement planning and audit of staff development needs. The focus for the purpose of this report is on two main areas:
- Child Protection: this includes the impact on staff confidence and understanding and over time will be correlated with the other quality assurance measures in 4.1
 - Children with Disability Toolkit: including the school's Personal Health and Social Education (PHSE) programme and scenario-based training
 - Crisis Aggression Limitation Management (CALM): the numbers of staff trained and the numbers of pupils who have CALM in their Care Plan. Future reports will

allow for further analysis of CALM in relation to other quality assurance process measures.

4.7 Strategic leadership relates to the areas of which have an impact at organisational level for pupils at Kingspark School. These include:

- School improvement: this includes self-evaluation of the quality indicators from How Good Is Our School (HGIOS) 4
 - 2.1 Safeguarding and child protection
 - 3.1 Improving wellbeing, equality and inclusion
- Partnership working with NHS: measures will relate to the monitoring of health-related concerns and quality assurance processes which have been agreed with Nursing managers.
- Monthly meetings between designated Child Protection Officers (CPOs) and Children with Disabilities Team

5.0 POLICY IMPLICATIONS

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

6.0 CONSULTATION

6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

7.1 None.

MICHAEL WOOD
Executive Director of Children and Families Service
January 2017

Appendix 1: Kingspark Action Plan – Child Protection

ACTIVITY	IMPACT	WHO
<p><u>Quality Assurances Processes</u></p> <ul style="list-style-type: none"> Number of multi-agency self-evaluation activities undertaken: May 2016: self-evaluation of Care Plans and planning tools between Kingspark staff and a range of DCC Social Work colleagues from the Children and Families Service <p>September 2016: self-evaluation of Care Plans and planning tools of young people from Angus Council attending the school with colleagues from Angus Council Education and Social Work; two pupils are discussed at each termly meeting.</p>	<p>A discussion of planning documents took place to share good practice. All parties found the activity useful and it was agreed that with the emerging changes due to becoming a Children and Families Service, a further opportunity to carry out this activity would be useful. It is planned for May 2017.</p> <p>Further meeting between Kingspark DHT and Angus Council staff to discuss the development of the Kingspark Single Planning Tool and how this might inform Angus Council IEP developments.</p>	<p>Promoted Staff Team Colleagues from DCC Social Work</p> <p>Stacey Boylen (DHT) Sharon Preston (Angus Council) Amanda Scott (Angus Council)</p>
<ul style="list-style-type: none"> Responses to Concerns <p>Child's Plans and Chronologies: a) % of assessments of C&YP in TATC Level 3 or 4 whose cases are subject to evaluation, that are rated good or better as part of annual self-evaluation processes b) % of chronologies of C&YP in TATC Level 3 or 4 processes whose cases are subject to evaluation that are rated good or better as part of annual self-evaluation processes</p> <p>Behaviour of Concern forms are completed by staff for pupil:staff</p>	<p>The DCC audit toolkit will be used as part of the school's self-evaluation of Child's Plans to establish these figures. This self-evaluation will take place in January 2017.</p> <p>The continuing reduction in the number of BoC forms completed is a consequence of the following:</p> <ul style="list-style-type: none"> 3 year "Helping Pupils Without Making Them 	<p>Paul Dow (DHT) Promoted Staff Team</p> <p>All staff in Kingspark Promoted Staff Team Laura Smith (HT)</p>

ACTIVITY	IMPACT	WHO
	These are shared with staff and parents/carers thus having a positive impact on the ethos of the school.	
<p><u>Staff Development</u></p> <ul style="list-style-type: none"> ▪ <i>Child Care and Protection</i> February 2016: 'Safeguarding: Roles and Responsibilities' training for support staff and delivered by Angus Council CP trainers <p>May 2016: Training relating to the 4 R's (Recognising, Reporting, Recording, Responsibility) took place as well as introducing the changes to the recording procedures i.e. welfare and CP. Case based scenarios were used to discuss thresholds. Staff were given illustrations of the actions CPOs may take when information is passed to them and how any actions might be fed back to them</p> <p>August 2016: Annual CP training including DCC Powerpoint, discussion of CP scenarios (anonymised from actual school scenarios) and training in relation to Welfare/CP Recording</p> <p>November 2016: CP training for all school staff re thresholds delivered by Maureen Devlin</p>	<p>The majority of support staff understood their role in relation to Child Protection procedures and the need to communicate all concerns to their CPO. Support staff felt they did not get sufficient feedback regarding action taken when they passed on concerns. As a consequence of the training the '4 R's' reference document for all staff was developed and training delivered to all staff by the CPO and Resource Manager on secondment to the school during May 2016.</p> <p>Feedback from staff was positive. They indicated that the 4 R's reference document was helpful and that the case based scenarios made clear the difference between welfare recording and CP recording.</p> <p>Feedback from staff indicated the importance of using scenarios as part of training sessions; they reported this brings the issues and procedures 'alive' for them.</p> <p>Newly developed CP evaluation sheet developed and used with all staff following this training. 100% of staff reported they were satisfied with the training 100% of staff reported they felt confident about Child Protection procedures Aspects of the training which staff recorded would inform</p>	<p>Laura Smith (HT) Stacey Boylen (CPO) Marian Mansell (CPO)</p>

ACTIVITY	IMPACT	WHO
	<p>their practice were:</p> <ul style="list-style-type: none"> • Continue to report and record concerns since this will help build a fuller picture of what is happening for a child • By reporting concerns a child and their family may receive support that helps resolve concerns and have the needs of the child met • Talk to others when you have concerns; don't stay silent • The need to revisit thresholds on a regular basis with colleagues 	
<ul style="list-style-type: none"> ▪ Children with Disability Toolkit Scenarios from the Disability Toolkit were used as part of Child Protection Training sessions in August 2015 and August 2014. <p>PSHE programme (5-18) in school contains the following aspects which relate to the young people keeping themselves safe:</p> <ul style="list-style-type: none"> • 'People Who Help us' is a Primary topic to help young people understand who can help them • Understanding what is private and what is public • Understanding relationships in your family and understanding friendships • Understanding feelings and emotions; and what that means in terms of safety e.g. having and understanding the vocabulary for keeping yourself safe • Awareness of road safety • Awareness of home safety • Sexual Health • Technology/Social Media safety 	<p>Laura Hart attending a citywide meeting to finalise the module before its launch.</p> <p>Given the barriers faced by young people attending Kingspark, these themes are revisited throughout their curriculum experience and are not stand alone lessons.</p> <p>Community Police delivered a presentation to parents and pupils re social media safety. Nursing Team consult with staff re sexual health and co-deliver aspects of the programme. Staff undertake appropriate training in relation to sexual health. Fire Service speak to pupils about firework safety.</p>	<p>DCC Laura Hart (DHT)</p> <p>All teaching staff Principal teachers HWB working group</p>

ACTIVITY	IMPACT	WHO
<ul style="list-style-type: none"> • CALM 50 staff trained Promoted staff – 9 Secondary staff – 6 Primary staff – 3 ESA staff – 29 P&A staff – 3 	<p>2014-2015 6% (11 pupils) of all pupils with CALM in their Care Plan 3% (6 pupils) of all pupils with Safespace in their Care Plan</p> <p>2015-2016 7% (12 pupils) of all pupils with CALM in their Care Plan 3% (6 pupils) of all pupils with Safespace in their Care Plan</p> <p>2016-2017 7% (13 pupils) of all pupils with CALM in their Care Plan 3% (6 pupils) of all pupils with Safespace in their Care Plan</p> <p>All statistics relating to CALM use are analysed at Promoted Staff meetings, SMT meetings and during termly meetings between HT and Jennifer King (DCC).</p> <p>A debrief with all staff involved in any incidents involving the use of CALM takes place on every occasion and the outcomes of this debrief are recorded for further analysis. These then inform any changes to strategies for individual pupils and consequently any changes to individual Care Plans. These are discussed within teams and with parents/carers.</p> <p>Use of CALM is agreed with parents/carers, included in Care Plans and signed off by parents. Pupils who use the Safespace have a protocol signed by the parents. Parents have a meeting with Promoted Staff prior to signing the protocol so that they can see the Safespace and discuss with staff how it is used.</p>	<p>Promoted Staff Team Laura Smith (HT) Jennifer King (DCC)</p>

<u>Strategic Leadership</u>		
<p>▪ School Improvement October 2016: self-evaluation of care plans attended by Susan McLaren (DCC), link DHT and PT, and HT</p> <p>November 2016: SMT QI monitoring of 2.1 Safeguarding and child protection – Good 3.1 Improving wellbeing, equality and inclusion -Good</p>	<p>Strategies detailed in the Plans were comprehensive and individualised. PTs are taking forward a number of actions with teaching staff in relation to the ‘medical considerations’ aspect of the new Care Plan format. This will be taken forward through department training and through discussions with individual teachers.</p> <p>Evidence for 2.1:</p> <ul style="list-style-type: none"> • Ongoing CP training for all staff throughout the year with in-house and external presenters • Training involves case based scenarios • Training has a focus on thresholds, roles and responsibilities, procedures and how to affect positive outcomes for young people • CPO attending DCC Child Protection Link Group • CPOs attend the DCPO Forum • Wellbeing procedures include welfare and CP recording • A welfare database has been developed to flag concerns • HT and CPOs meet on a monthly basis to discuss all open cases, the welfare database and training • CPOs meet on a monthly basis with Social Work colleagues to discuss all open cases and any other concerns arising • Advocacy services and safe guardians work with young people to ensure they have a voice • Annual questionnaires indicate young people are happy in school, feel safe and feel looked after • A range of services deliver aspects of the curriculum which relate to wellbeing e.g. fire service, police, NHS staff • Every pupil has a TATC meeting on an annual basis and more often as required • School and Family Development Worker supports a 	<p>Promoted Staff Class teachers</p> <p>Senior Management Team All staff</p>

