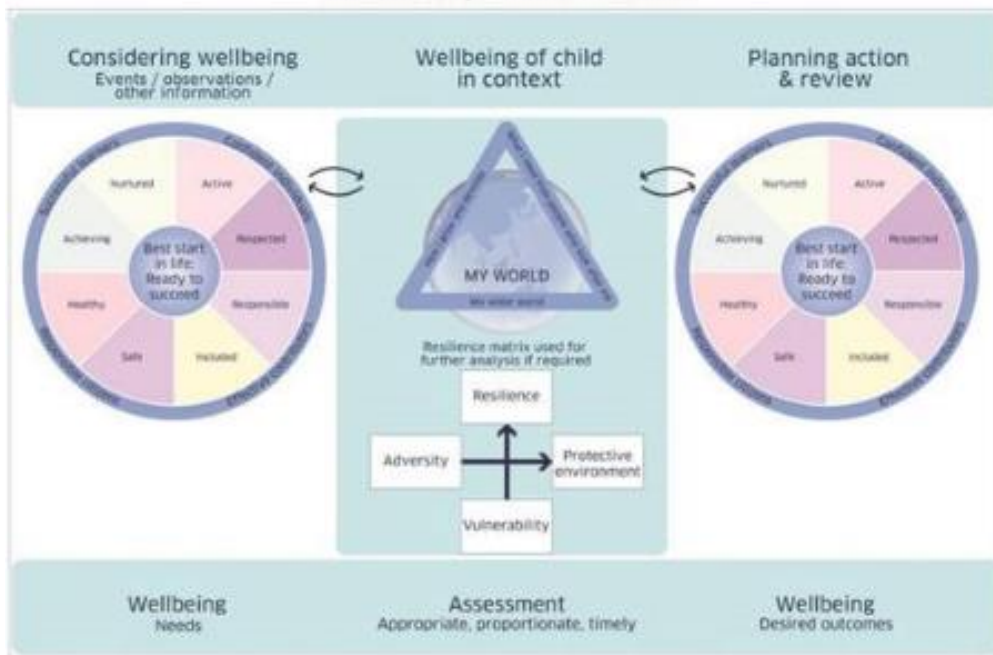


National practice model



GIRFEC National Practice Model

The Dundee Standard

We will improve the Health and wellbeing of children and young people in Dundee through:

- Robust implementation of CfE and Responsibility of All
- A strong relational approach based on the Nurture Principles
- Evidence based targeted support based on rigorous assessment using The National Practice Model

To meet the Dundee Standard your setting will:

Mental and Emotional Wellbeing



- Ensure every child and young person can identify their own key adult
- Engage with 'Applying Nurture as a Whole School Approach' to support self-evaluation of nurturing approaches and plan next steps
- Engage with 'Emotional Health and Wellbeing for Children and Young People' toolkit
- Develop resilience in children and young people through a variety of learning and teaching approaches

Physical Activity and Sport



- Provide a safe and enjoyable outdoor learning environment with opportunities for high quality learning and play
- Actively participate in and support your cluster PEPAS group

Social Wellbeing



- Use 'How Good is OUR School' to ensure the voice of the learner is heard in meaningful decisions in the life and work of the setting
- Celebrate diversity based on a culture of mutual respect
- Promote opportunities for wider achievement and celebrate success

Relationships



- Offer a wide range of strategies to support the development of positive relationships
- Ensure every adult models positive interactions with all children e.g. restorative approaches, growth mindset, use of ABLE toolkit
- Engage all stakeholders in developing a meaningful relationships policy which reflects the Vision, Values and Aims of the establishment and Dundee's Anti-bullying Guidance

Physical Wellbeing



- Promote safe and active travel in a positive and planned way
- Ensure all children and young people can demonstrate how to get help in an unsafe situation e.g. provide CPR training

Planning for Choices and Changes



- Support effective transitions at all stages
- Provide opportunities to Develop the Young Workforce and continually raise expectations and aspirations
- Engage with 'Skills 4.0 – A skills model to drive Scotland's future' to plan an essential skills focus through the curriculum
- Embed the 'Career Education Standard' to enable pupil entitlements to be met

Hidden Harm Feedback Vulnerability during Lockdown 2021: secondary school example

BACKGROUND/CONTEXT

Following on from Lockdown one, it was decided that alongside the RAG system shared with us by the Social Work Team, the school would continue to make contact with pupils whom they deemed to be regarded as “vulnerable”. Some of these pupils may not be involved in multi-agency work, but were regarded as displaying difficulties or concerns during the first lockdown from March 2020 onwards.

All vulnerable pupils and parents were contacted weekly (also see survey results below). The focus of these calls were round Health and Wellbeing, not just of the children but their parents and carers. Our next priority was to direct them towards any support services, and finally we were able to ensure they received educational support/technical support in order to access the materials and lessons provided by our staff. During Lockdown 2, this also involved making Course Choice with young people and ensuring that all young people were able to continue with the transition that they had hoped for. Staff also used these conversations to determine whether or not a home visit was needed to deliver materials and, in some cases, clothing and food.



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WHOLE SCHOOL SYSTEMATIC APPROACH TO SAFEGUARDING

If a call was not answered by the parent/carer, a voicemail would always be left where possible along with contact details. In addition to this, for any young person whom we had no contact with again in the second week attempt, our School Support Worker was asked to make a home visit to ensure their safety and vulnerability was not at risk. Any concerns were shared with the Social Work Team and/or multiagency screening hub. Due to limited accessibility to management information systems from home, the Contact by Guidance Excel Sheet was used as a Shared Document on the Guidance Staff Teams and was overseen by the Pupil Support Co-ordinator DHT. Any gaps in contact by Guidance/SfL were then visible and could be cross checked with Subject Staff referrals who could also raise concerns with non-completion of work or a health and wellbeing concern. Again the PSC DHT managed this and allocated the referrals to the relevant House Teams. This was also supported by VPD's received which may have deemed a child as “vulnerable” largely due to situations of domestic violence which increased significantly at this time. Those who attended the Hub did not get weekly phone calls. Instead Guidance were able to maintain contact with SW on the child's progress and could connect with them face-to-face via their HUB shifts along with their corresponding House Head who were managing the HUB daily.

HUB ACCESS IN LOCKDOWN 2 – JAN 2021

Upon receiving information that the school would be closed to pupils and staff from Jan 2021 onwards, House Teams contacted the aforementioned Vulnerable Pupils and known Keyworkers to determine who would like/benefit from access to the school HUB. This made a significant difference to the uptake from Lockdown 1 along with a growing concern from some at home around their child's mental health. These numbers were seen to increase over the following 3 months as Guidance reported regularly the strain parents/carers were under trying to support those with ASN, mental health issues and a growing inability to facilitate learning at home.

January 2021 onwards weekly contacts

Vulnerable Children identified for weekly contact (not wanting to utilise their HUB space)- 110

S1 – 21

S2 – 27

S3 – 32

S4+ - 30

Identified Young Carers – 20

Care Experienced – 16

ASN – 8

Family/Mental Health/TATC/SW/Other – 62

Number of contacts attempted: 10 weeks x 110 pupils = **1100 possible calls**

Number of calls with no response/voicemail left – **86**

Number of School Support Worker Home Visits due to contact concern (out with SW visits) – **16**

Jan 2021 onwards Hub Attendance

Number in Hub – **117 pupils (Key Worker and Vulnerable)** were supported with the HUB (**53 were classed as Vulnerable Pupils**)

**Daily average is calculated by (total number of VP each day x days per week/divided by number of days)*

Date w/b	VP daily average*	Total (KW +VP) Weekly Average each day
11 th Jan	9	35
18 th Jan	17	48
25 th Jan	13	48
1 st Feb	12	52
8 th Feb	7	28 (Feb Hols)
15 th Feb	12	56 (Feb Inset/Hols)
22 nd Feb	10	60
1 st Mar	12	72
8 th Mar	11	72
15 th Mar	9	59
22 nd Mar	17	58
29 th Mar	8	42 (Good Friday)

Examples of “hidden vulnerabilities”

- **Significant lack IT access**

Action taken – DIF laptops were allocated accordingly along with MIFI devices to improve connectivity

- **Lack of IT skills/technical know how**

Action taken – staff talked parents through step by step whilst on screens with live tutorials via telephone. PDF Help Guides also shared via e-mails and on the School App/Whole School Pupil Teams. Paper packs were also available for collection and delivered to homes where needed.

- **Mental Health of Child**

Action taken – HWB worker offered in school appointment either ad hoc or on an appointment basis via telephone call or via MS Teams. CAMHS also contacted if appropriate.

- **ASN significant barriers**

Action taken - SfL provided further materials. Work with AIM and AIS supported pupil mental needs also.

- **Positive COVID Cases**

Action taken – offer of support to drop off any learning materials including if food parcels/food bank delivery was needed.

- **Parent/Carers Mental Health**

Action taken – reassurance and advice/strategies given along with helping them understand that they are doing their best. HUB support always encouraged.

- **Impact of bereavement**

Action taken – time spent discussing with pupil along with referral to HWB if needed. Staff were notified of pause in work as a result and encouraged not to make contact regarding non-completion of work.

- **Struggling with Curriculum**

Action taken – subject teacher notified and 1:2:1 contact made via GLOW , HV or even in the Hub for organised contact

- **Family Settling/VPD received**

Action taken – offered a place in the HUB even P/T due to lack of private space at home.

- **Parent unable to regulate child behaviour**

Action taken – advice given on strategies and SW contacted where appropriate to encourage SW home visit. Hub place continually offered.

Conclusion

Overall the number of pupils contacted were lower than Lockdown 1 however more vulnerable families accepted a place in the Hub from Jan 2021 onwards. Parental engagement from Lockdown 1 had a highly positive impact on relationships and contact this time around. This led to a great deal of honesty and information sharing on somewhat sensitive issues. Domestic violence and family relationships were strained, and this was evident on the number of calls that highlighted their child's mental health as the main priority. Not as many families requested/ acknowledged the need for food bank support. This could be due to the improved organisation of FSM payments being paid directly into their bank accounts. More parents declined the offer of the HUB places until later in March; many were uneasy with their child travelling to school without friendships. There was a clear anxiety with parents concerned over the progress of SQA qualifications leading to a greater number of Senior pupils accessing the Hub this time around.

Moving Forward

The success and appreciation of calls was encouraging and led to the decision to focus on a different year group each week for ALL pupils to have had contact. However, the impact of this on Guidance Staff and their own mental health was clear. Many described distressing phone calls of parents/carers in tears and a reluctance to discuss educational progression as a result. If this was ever to occur again, Guidance staff would be best served to receive scheduled Supervision from a Counselling service such as Place2Be. Whilst this was encouraged, many did not feel they had the time to do this and in order to ensure they were Getting it Right for Every Child. With a case load of around 200 children each, Guidance Staff relied on the support and observation of Subject Staff leading to a natural and optimum approach to a shared responsibility of ALL young people and their wellbeing.

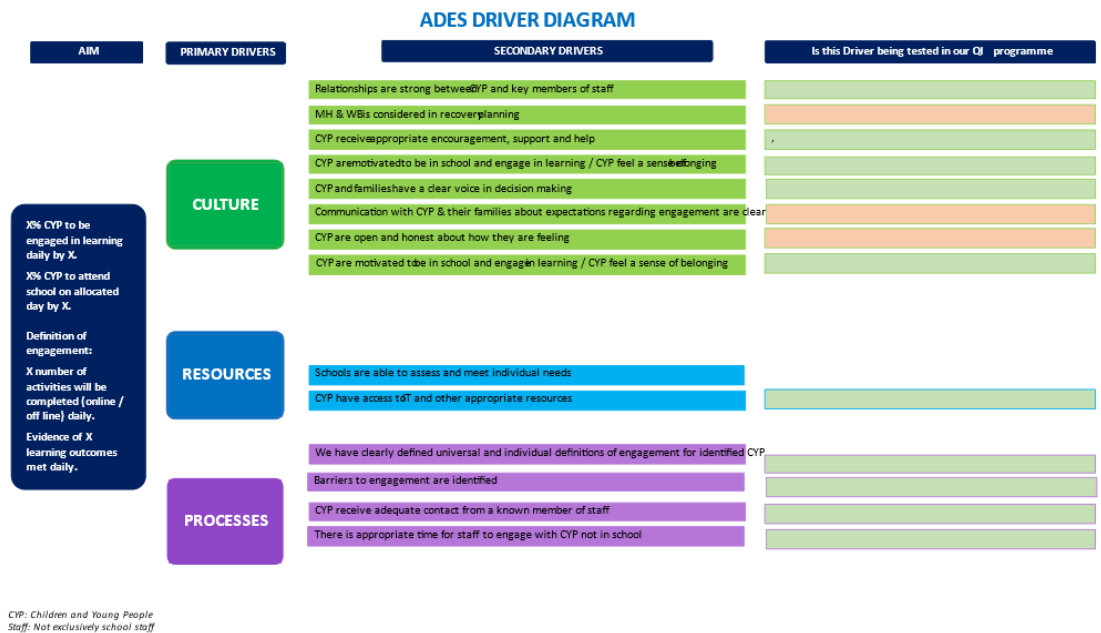
MOST INSPIRING OR INNOVATIVE PROJECT

This award recognises particularly innovative or inspiring projects that have used Quality Improvement to deliver something different. Applications/nominations should describe how the approach has embraced creative ways of working supporting women, babies, children, young people and/or families in a way that hasn't been done before.

Name of applicant	Jennifer King, on behalf of ADES/ASPEP Collaborative Partnership
Position in organisation	Chair of ADES Network for CYP/ASN Services (Education Manager Dundee CC)
Organisation / locality	ADES-ASPEP (Association of Directors of Education and Association of Scottish Principal Educational Psychologists)
Name of Quality Improvement Project	'ENGAGEMENT WITH VULNERABLE LEARNERS DURING AND BEYOND RECOVERY'
Names and organisations of team members (if applicable)	Lesley Simpson (Shetland Council); Hew Smith (Dumfries & Galloway); Morven Graham (Stirling Council); Malcolm McGovern (Fife); Douglas Hutchison (South Ayrshire); Jennifer King (Dundee)
<p>How does your work meet the description for this award?</p> <p><i>Please describe in 200 words how this Quality Improvement work meets the award description:</i></p> <p>"innovative or inspiring projects that have used Quality Improvement to deliver something different"</p> <p><i>You can provide more detail in the sections below.</i></p>	<p>'ENGAGEMENT WITH VULNERABLE LEARNERS DURING AND BEYOND RECOVERY' is a collaborative partnership between 6 local authorities and 2 national organisations. As strategic leaders, we have achieved on a collaborative basis what we could not have done as individuals.</p> <p>We have been applying QI to develop a framework for change that involves designing, implementing and learning about the system changes necessary to respond to the dynamic education and wellbeing needs of our children and staff – specifically focusing on vulnerable Children & Young People whose learning has been most disrupted during the pandemic.</p> <p>Our innovative network extends beyond RICs from Shetland to Dumfries & Galloway and South Ayrshire to Dundee. It has emerged from the shared vision and connections which exist between our organisations and which have been enhanced through the pandemic. We have found different and non-standardised ways of improving children and young people's engagement with school.</p> <p>For the last 14 months, we have sustained this across 14 sites/schools and evidenced how QI can answer questions which national surveys have been unable to during the pandemic period, ie to know how we engage vulnerable learners within the various contexts in which we work.</p>

<p>Project Description and Quality Improvement Aim</p> <p><i>Please provide a brief description of the rationale of your work and your Quality Improvement aim.</i></p> <p><i>Remember to think about Who? What? How much? By when?</i></p>	<p>Improvement in how we engage with children and young people who are vulnerable and face adversity, and those who have additional support needs, has been a long-standing key priority for ADES and ASPEP in their roles to support implementation of GIRFEC and additional support for learning. From the local and national data gathered at the beginning of the Covid-19 pandemic period, it was apparent that we needed to further focus our improvement activity on the children and young people for whom the impact of disruption in their learning was likely to be greatest. We wanted to know and demonstrate how engagement in learning can be evidenced in many different ways.</p> <p>School attendance and engagement of learners is crucial for children's educational attainment particularly for children from lower socioeconomic backgrounds and those who need support to access learning. During the Covid-19 school closures, socioeconomic inequalities in engagement with home learning have exacerbated, which likely led to an increase in disparities in educational achievement.</p> <p>The aim of our approach has been to provide practitioners with confidence and a methodology that shows what works and how to replicate learning across our systems – our theory of change.</p>
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Over a 14 month period we have evidenced an increase in confidence in an average of 40 education staff in the use of QI as a methodology which has impacted positively on learner engagement.



Has this work been nominated or shortlisted for a QI Award before?

No

What did you do?

Please describe your Quality Improvement work.

Include evidence of how you used Quality Improvement tools and techniques during the process to shape your work.

ADES-ASPEP Vulnerable Learners Network wanted to test a systematic framework that would be practical, sustainable and responsive to the emerging phases of recovery in supporting schools to engage vulnerable learners.

The network met on a fortnightly and then monthly basis to share learning with each other and our CYPIC mentors. We used a driver diagram as a tool to shape our collaborative work and provide a coherent framework for all 6 authorities. At school/site level the aims were further refined to be responsive to the individual school contexts and needs of learners. Local CYPIC mentors met fortnightly with school teams to support design and implementation of QI which was specific to a range of theories of change and aims from individual children/young people to larger cohorts across primary and secondary school settings. A shared learning event in June across all 6 authorities and 14 schools/services celebrated the QI tests of change.

Change ideas and project measures were developed using different QI tools, followed by testing strategies which gathered and charted data.

We worked with CYPIC to bring those with lived experience and those working in the system - the subject matter experts - together to define and understand the problem from different perspectives.

What was the Impact?

All 14 teams improved outcomes for the children they were working with whether on-line, in a hub or both. The programme improved the engagement, time-keeping and attendance for all children

Please describe how you know this work is successful and is making a difference to outcomes for children, young people and their families and/or services.

Please provide evidence and data to demonstrate impact (qualitative and quantitative). Inserting testimonials/quotes from children, young people and/or their families here can be powerful.

Did you achieve your aim or are you on track to achieve it?

Is there evidence that your improvements have made, or will make, a lasting impact? How do you know?

identified. Specific changes noted included daily video calls, self-evaluation through personalised contact, mentors support for senior pupils, home visits, and 1:1 person support.

The programme impacted on an average of 40 staff and over 400 children.

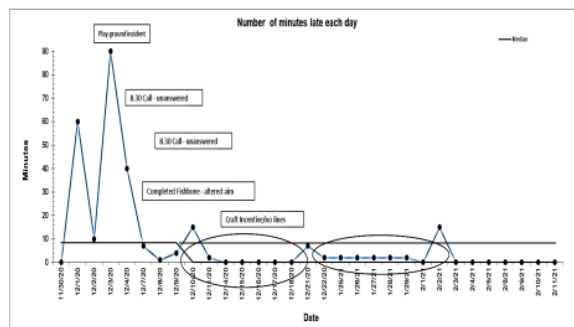
Collectively, these 14 teams have demonstrated that a systematic approach across diverse demographical areas, and with the support of their strategic leaders, creates new learning for everyone in the system. Our aim was achieved but the work will continue as the need for improving engagement of vulnerable learners across the system remains. We also need to track the longer term impact of the achievements made in this academic year to know how (not *if*) they can be sustained during 21-22.

Conflict at home has reduced with the Welfare Officer helping to get YP started his school work. I can now use my energy to take the kids out for a break and fresh air, which is good for the whole family.

"We were working hard on my attendance and I was in school much more. My Mentor helped me and mum get into school earlier in the morning. I would definitely recommend it to other pupils" - pupil

This has inspired out staff to think of other ways we can improve engagement such as volunteering in the community, improve life skills in context.

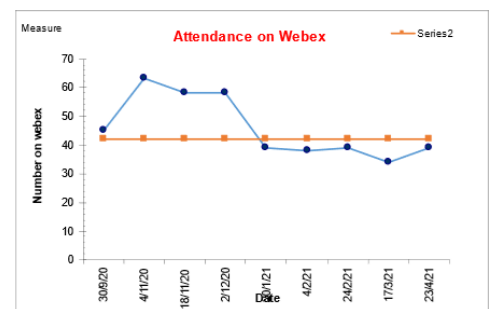
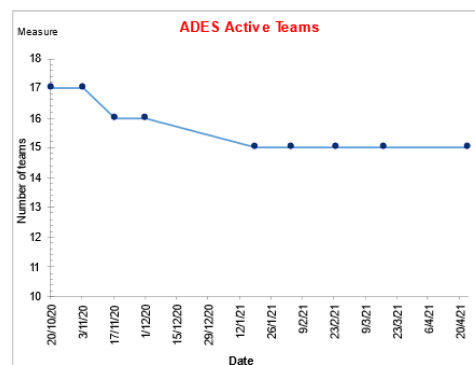
Data and Measurement in Action



Types of measures being used

- Pupil Engagement online
- Pupil engagement (holistic and indicators)
- Self measurement – engagement
- Daily Attendance
- Work being submitted on time
- Responding to messages
- Pupil Wellbeing
- Number of visits completed
- Time spent online
- Qualitative – Feedback pupils, parents, staff

Programme Measures



What are the wider benefits to your system?

Please describe the wider impact this work has had to date or the potential it has moving forward.

Please describe any changes to processes or learning that can be spread.

At all levels we learned that relationships, leadership, collaboration and using consistent methodology enabled our work while managing the challenges of covid, staff changes, local QI capacity and technology.

All 14 schools/services plan to scale the learning within their setting and with local partners, e.g. inclusion services; multiagency teams. The role of ADES-ASPEP leaders will be to sustain the innovation and inspiration, and share the differences across and beyond our local contexts.

We have shared the work more widely across our ADES and ASPEP executives and networks, as well as local partnerships, e.g. Northern Alliance QI Faculty and South Ayrshire Network Planning Group.

You can provide a **one page A4** attachment with supplementary/supporting information. Inserting run charts in this attachment will support your narrative and is a good way to tell your story. Your application, including attachments, should be no more than **4 pages**.

If shortlisted, you may be contacted to hear more about your work.