

# NHS Shetland

<b>Meeting:</b>	<b>Shetland NHS Board</b>
<b>Meeting date:</b>	<b>19 November 2024</b>
<b>Title:</b>	<b>Shetland's Integrated Children's Services Plan: Annual Report 2023-24</b>
<b>Agenda reference:</b>	<b>Board Paper 2024/25/42</b>
<b>Responsible Executive/Non-Executive:</b>	<b>Prof Kathleen Carolan, Director of Nursing &amp; Acute Services</b>
<b>Report Author:</b>	<b>Lucy Flaws, Head of Planning</b>

## 1. Purpose

**This is presented to the Board/Committee for:**

- Approval

**This report relates to:**

- Government policy/directive
- Legal requirement
- Local policy

**This aligns to the following NHSScotland quality ambition(s):**

The **Shetland's Integrated Children's Services Plan** is most closely aligned to our corporate objectives to provide excellent services, and to support the building blocks of health.

## **2. Report summary**

### **2.1. Situation**

This is the seventh Annual Report on the Integrated Children's Plan (the Plan) and is presented to fulfil the requirements of Section 13 of the Children and Young People (Scotland) Act 2014. The purpose of the Annual Report is to provide an overview of activity and performance for the year to demonstrate how Shetland Children's Partnership (formerly the Integrated Children and Young People's Strategic Planning Group) has, collectively, worked to improve outcomes for children and young people and to target resources effectively whilst doing so.

The reporting period for this report runs from April 2023 to March 2024, and this is the first report against the 2023-26 Plan. The 2023-26 Plan was developed throughout 2023-24 and approved in November (SIC) and December (NHS) 2023.

### **2.2. Background**

The Annual Report sets out some of the progress towards the Plan's longer term ambition to improve children and young people's life chances by achieving the following outcomes, the Annual Report is structured around these:

1. All our children have the best start in life in a nurturing, safe and stable home environment
2. We improve attainment and achievement for all children and young people
3. We reduce the impact of poverty on children and families
4. Children and young people's mental health and wellbeing is improved
5. We Keep the Promise for our Care Experienced children and young people (Corporate Parenting)
6. We place the human rights and needs of every child and young person at the centre of our work
7. Our most vulnerable children and young people are protected
8. Our workforce are nurtured and have opportunities to develop

Services provided to children and young people are many and varied, these change and adapt to ensure best fit, and best use of resources. The services cover universal, targeted and specialist services, delivered by statutory and voluntary sector providers. The annual report does not seek to describe all services to children and young people but instead focuses on those issues requiring a collective response, where working in partnership in new and innovative ways will deliver identified positive outcomes for children, young people and their families.

Shetland provides a safe and nurturing environment where our children and young people can grow and flourish. We have high standards of service, and high expectations of these but, for some of our children and young people there are barriers that prevent them from getting the best start in life and from reaching their full potential such as poverty and deprivation, isolation, domestic abuse, alcohol and drug misuse, and mental health and emotional wellbeing.

The Annual Report continues the approach of previous years in ensuring alignment with the annual reports on Child Protection and Child Poverty by including relevant summaries of those work programmes – for a full picture these reports should be read in detail.

## **2.3. Assessment**

[Provide analysis of the situation and considerations. Assess the current position, identifying any organisational risks, stakeholder considerations and evidence base to help inform decision making.]

### **2.3.1. Quality / patient care**

Shetland's Integrated Children's Services Plan: Annual Report provides examples of activity and planned activity undertaken by the organisations involved working together with children, young people and their families to meet and achieve specific outcomes identified in the plan.

### **2.3.2. Workforce**

The work described in the report includes a number of pieces of collaborative work supporting development of staff and teams and building supportive networks between teams to add resilience and improve outcomes. The Partnership recognises the importance of our teams in achieving real, meaningful change and accordingly there is a priority dedicated to workforce.

### **2.3.3. Financial**

The Plan is implemented where possible within existing budgets using existing resources / reprioritising resources. External funding will however be accessed where appropriate and possible to supplement local resources. More detail on respective spend by SIC, NHS and partner agencies is included in the 2023-26 Plan – link provided at end of report.

### **2.3.4. Risk assessment/management**

The priorities and work plans of the Shetland Children's Partnership are well aligned to those of other strategic plans of the members of the partnership including Shetland Islands Council, NHS Shetland and the Third Sector.

### **2.3.5. Equality and Diversity, including health inequalities**

EQIA is not required.

### **2.3.6. Other impacts**

Legal

Section 13 of the Children and Young People (Scotland) Act 2014 places a statutory duty on local authorities and health boards to publish an annual report in relation to their children's services plan. Section 2 of the Children and Young People (Scotland) Act 2014 places a statutory duty on relevant authorities to publish a report every three years in relation to areas of responsibility under the UN Convention on the Rights of the Child (UNCRC).

Under the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 requires public authorities, including the NHS, to take proactive steps to protect children's rights. This includes ensuring that the views of children are taken into account, and that children's rights are considered in all decision-making processes.

### **2.3.7. Communication, involvement, engagement and consultation**

The Shetland Children's Partnership and its constituent organisations have been involved in the development of the annual report, including children and young people through the various case study examples included in the annual report content.

### **2.3.8. Route to the meeting**

The annual report has been developed by the Children's Service Partnership and will also be presented to Shetland Islands Council's Education and Families Committee on 18 November 2024.

## **2.4. Recommendation**

That the Board APPROVES the Shetland Children's Services Partnership Plan: Annual Report 2023-24 for publication (Appendix A).

## **3. List of appendices**

Appendix A, Shetland Children's Services Partnership Plan Annual Report 2023-24

Supporting documents:

[Shetland Children's Service Partnership Plan 2023-26](#)

# Shetland Children's Services Partnership Plan

Annual Report 2023/24



**Building a brighter future together for  
Shetland's children and young people**



## Executive Summary

Welcome to the seventh Annual Report for Shetland’s Integrated Children’s Service Plan. This Report covers the period from April 2023 to March 2024, during which we developed and published our current Children’s Services Partnership Plan 2023-26. This report reflects a year of collaboration, dedication, and tireless effort from our partners across Shetland as we continue to strive towards improving the lives of our children and young people.

The Shetland Children’s Partnership remains resolved in its commitment to creating nurturing, safe, and empowering environments where every child can reach their full potential. Through the initiatives laid out in our 2023-2026 Children’s Services Partnership Plan, we aim to work together to address the challenges faced by children and families in Shetland—whether they be economic, social, or health-related.

This year, we have made significant strides across several key areas of our work:

- **Supporting Families:** Through the **Anchor for Families Team**, we’ve walked alongside families feeling under pressure, helping them build their strengths and achieve positive outcomes. This initiative, funded through the Scottish Government Whole Family Wellbeing Fund, has supported numerous families with holistic, hands-on assistance.
- **Tackling Poverty:** The **Kit for All** programme has played a vital role in removing barriers to physical activity, helping over 400 individuals by facilitating the donation and collection of sportswear for children and young people across Shetland. This initiative has fostered inclusion and ensured that more children can participate in sports and outdoor activities.
- **Improving Mental Health:** In partnership with NHS Shetland, we implemented the **Let’s Introduce Anxiety Management (LIAM)** programme in schools. This Cognitive Behavioural Therapy (CBT)-informed initiative has supported young people in managing anxiety, leading to improved attendance and engagement in both academic and social settings.
- **Keeping the Promise:** We continue to prioritise the needs of our care-experienced young people. This year, an independent review found Shetland to be making strong progress in delivering on the 25 Calls for Action outlined in **The Promise**, with ongoing efforts to establish more robust governance and systematic support for these children and families.

These examples represent only a portion of the impactful work undertaken in 2023/24. At the heart of all our efforts is a deep-rooted belief in the importance of listening to young people and ensuring their voices shape the services that affect them.

This report is more than just a summary of our achievements—it is a testament to the strength of our community and our collective resolve to ensure that every child in Shetland has the best start in life. I extend my heartfelt thanks to all the partners, staff, and volunteers whose hard work has made this possible.

As we look ahead, we remain committed to deepening our collaboration and building on the foundations laid this year. Together, we will continue to work towards a future where all children in Shetland thrive.

I hope you enjoy reading about our work.

Prof Kathleen Carolan, Chair of the Shetland Children’s Partnership.

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## Introduction

As the Shetland Children's Partnership we spent much of 2023-24 developing and refining our shared plan for 2023-26, which was finalised and approved in November 2023. This plan aims to identify focussed areas for improvement, minimise duplication and bring more clarity to what we are trying to achieve as a partnership. Having considered the data and the current needs of young people in Shetland, we built our planning priorities around the following 8 themes, and we hope to begin to tell the story of our partnership work in these areas in this annual report:

1. All our children have the best start in life in a nurturing, safe and stable home environment
2. We improve attainment and achievement for all children and young people
3. We reduce the impact of poverty on children and families
4. Children and young people's mental health and wellbeing is improved
5. We Keep the Promise for our Care Experienced children and young people (Corporate Parenting)
6. We place the human rights and needs of every child and young person at the centre of our work
7. Our most vulnerable children and young people are protected
8. Our workforce are nurtured and have opportunities to develop

We have retained all intended activity for the 3 years of the plan for context, though this will not all have been actioned or taken forward in this first year of the plan. The work within the Partnership is contingent on action on child poverty, and on educational achievement and attainment, which are reported separately in the Annual Child Poverty Action Report and the National Improvement Framework. We are also very closely involved in the work of the Shetland Partnership. We will not try to replicate the reporting of these areas but will refer to them throughout the plan, in the hope that this set of local reporting can be considered an inter-related collection of work.

We have changed the structure of our annual report to include relevant data within sections rather than a dedicated data section as previously – this is in the hope that we can provide a balanced narrative and support understanding of data which can be challenging to interpret without appropriate context, and must always be used with consideration in our smaller population. We will still include stories and case studies wherever possible to illustrate the hard work of our teams working in collaboration.

We aim to always keep in mind what is important to our children and young people, and keep them at the centre of the work that we do.

**Being treated fairly**

**Being listened to**

**Being safe**

**Reaching your potential**

**Being healthy**



## Vision

‘Every child and young person in Shetland has what they need to live a happy and healthy life. Every child and young person thrives and reaches their full potential’

## Priorities

- All our children have the best start in life in a nurturing, safe and stable home environment
- We improve attainment and achievement for all children and young people
- We reduce the impact of poverty on children and families
- Improvement in children and young people’s mental health and wellbeing
- We Keep the Promise for our Care Experienced children and young people
- Our most vulnerable children and young people are protected
- We place the human rights and needs of every child and young person at the centre of our work
- Our teams are nurtured and have opportunities to develop



## Approach

- ...Act early
- ...Be trauma-informed
- ...Work together
- ...Listen to understand
- ...Focus and build on strengths



NPF

We grow up loved, safe and respected so that we realise our full potential

We are healthy and active

We respect, protect and fulfil human rights and live free from discrimination

We live in communities that are inclusive, empowered, resilient and safe

We are well educated, skilled and able to contribute to society

## 1. All our children have the best start in life in a nurturing, safe and stable home environment

Our contribution to making this happen	How we will measure our progress	Update 2023-24
<p>Universal services – clarity of messaging and access, prevention early intervention approach</p>	<p>Staff access of training and development as per workforce section</p>	<p>There continue to be a number of training options available, and we are still working towards a shared approach to prevention and early intervention. This formed part of the learning from the Anchor project review, and clarity of messaging and approach across people facing services has been identified as a priority within the Shetland Partnership, and key delivery partners within the Children’s Partnership are involved in this work.</p> <p>UNICEF baby friendly award (see below) is a good example of feedback showing clear and consistent messaging and support from staff, in this case relating to baby feeding.</p>
<p>Decreasing stigma and increasing understanding of domestic violence, alcohol and other drugs, and poverty.</p>	<p>Availability and uptake of: Money Worries training, Scottish Drugs Forum stigma training, Safe and Together model implementation.</p>	<p>Some work has been progressed to increase access to Money Worries training by making a locally recorded training session, progress has been impacted by extended leave and critical staff moving posts – provision is to be reviewed in 2024-25.</p> <p>NHS Shetland have engaged with Public Health Scotland to take part in a deep dive learning project around income maximization pathways in NHS services – this will take place in 2024-25.</p> <p>Compassionate Shetland is a new focused workstream within the Shetland Partnership Plan focused on decreasing stigma and will support progress in 2024-25 and beyond.</p> <p>Local Shetland Women’s Aid team continue to meet with national leaders on bringing Safe and Together modalities to our local authorities and feed that back to our SDAP/VAWG, SPPC, and our newly set up local Governance Group to implement Safe and Together.</p>

<p>We will raise awareness of the pre-conception service to maximize understanding of the benefits of seeking support when considering a pregnancy</p>	<p>% uptake of women using pre-conception service from the total number of women who deliver each year (where NHS Shetland is the Board of residence)</p>	<p>The pre-conception service is now well established, with positive feedback from families supported by the service.</p> <p>The service has not been embedded for long enough in its current form to give this data – update will be provided in future reports.</p>
<p>We will develop a service that aligns to the HENRY approach so that wider parenting skills advice can be provided via the pre-conception service</p>	<p>The Maternity Care Assistant supporting the pre-conception service will undertake the HENRY training and we will record how many times the whole family is supported due to a parent accessing the pre-conception service</p>	<p>The Maternity Care Assistant has undertaken relevant HENRY training and uses this as the core approach within her work. There is a regular meeting between Maternity, Health Visiting and HENRY leads to support improved connections between health, parenting and universal services across the pre-conception, ante-natal and post-natal periods.</p> <p>A small amount of funding for diabetes prevention is to be used in the maternity team from 2024-25 which will support work in this area.</p>
<p>We will offer women who have previously had gestational diabetes additional support prenatally and through her pregnancy to reduce likelihood of gestational diabetes developing</p>	<p>% uptake of women who have previously had gestational diabetes who do not develop it again in subsequent pregnancies (and who engage with preconception services)</p>	<p>This support is being offered routinely, and supported by the pre-conception service. Numbers locally are relatively small so there are some challenges to publishing data, however local teams are engaged in work related to adult healthy weight data and the best way to report this in a meaningful way.</p>
<p>We will develop a Child Health Service Priorities Plan for the next 3 years which sets out how we will develop models of care that support the principles of values-based care e.g., reducing duplication, inefficiencies</p>	<p>A plan is developed, and clear models are described that set out improvements to pathways that reduce duplication/improve access for children and families that require support</p>	<p>This work is to be progressed in 2024-25 and beyond.</p>
<p>Delivery of Incredible Years and Triple Parenting programme to parents/cares</p>	<p>Number of parents/carers attending Impact of programme on family relationships</p>	<p>Delivery continues – CASE STUDY below</p>

## Parenting Classes – Widening Access and Removing Stigma

The Shetland Family Centre offers evidence-based parenting programs for families at all stages, including:

- **Peep Learning Together (0-3 years):** Focuses on early childhood development and parent-child bonding.
- **The Incredible Years (3-11 years):** Helps parents strengthen relationships and manage challenging behavior.
- **Teen Triple P (12-16 years):** Supports parents in building positive relationships with teens.

The Centre has worked to remove the stigma associated with parenting classes, once perceived as only for "bad parents," by promoting the programs as beneficial for all parents. Key strategies include:

- Involving professionals like teachers and social workers in the programs to improve signposting and reduce stigma.
- Partnering with NHS Shetland to promote the programs from the pre-natal stage.
- Increasing visibility through social media and peer mentoring to normalize and encourage participation.

These efforts have resulted in significant positive outcomes for families, including improved relationships and reductions in children's behavioral difficulties, as measured by the Strengths and Difficulties Questionnaire (SDQ). The Centre has seen a rise in self-referrals and is set to engage with double the number of families in 2024 compared to 2023.

Moving forward, the Centre plans to expand its offerings to meet demand and continue promoting the programs through new initiatives like a podcast series and signposting resources. The focus remains on making parenting support accessible to all while maintaining follow-up support for families.

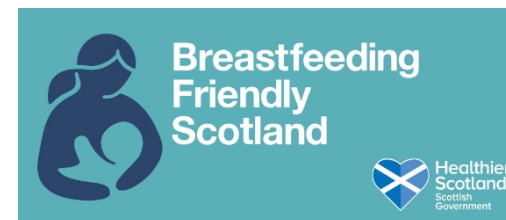
The UNICEF UK Baby Friendly Initiative enables public services to better support

families with feeding and developing close and loving relationships so that all babies get the best possible start in life. Baby Friendly supports services to empower families to play an active part in their care to make sure they get the care and support that they need.

There is an extensive accreditation programme based on feedback and interviews with service users, to understand if services meet the baby-friendly initiative standards.

NHS Shetland Maternity and Health Visiting services have recently been re-accredited with excellent feedback across all standards, these include:

- Antenatal information
- Care at birth
- Supporting mothers to learn to breastfeed
- Protecting exclusive breastfeeding
- Support with relationships
- Safer sleep
- Communication



NHS Shetland has worked in partnership with a number of local organisations to help them to be part of the Breastfeeding Friendly Scotland scheme including Mareel, Hoswick Visitor Centre, Shetland Library, the Shetland Family Centre, Hjalmland Housing Association. Being part of the scheme support people who are breastfeeding in Shetland by offering safe places for them to comfortably breastfeed when out and about.



## Thank Goodness It's Thursday (TGIT) – Employability Parent/Toddler Group

The TGIT Group aims to widen family access to social & emotional support and employability services. It was previously named '*the Young Mum's Group*' and takes the form of a Parent/Toddler format with weekly sessions at Sandveien Neighbourhood Centre. It is run independently as a fully constituted group with parents as office bearers supported by Employability Pathway staff and Anchor support services so that while parents attend, they can receive support in a number of ways and without fear of shame/stigma.

Support can come in the form of:

- Employability support (job search, completing job applications, accessing training courses etc.)
- Advice on financial matters and benefits
- Health and Nutrition workshops
- Information Sessions from UHI Shetland to give advice on opportunities available
- Play/arts and crafts session organised to promote attachment between parents and children, and to provide positive learning experiences for parent and child to share together
- Workshops on increased confidence and motivation.
- Support with School liaison

The group is now run jointly by Anchor and Employability Pathway meaning access to support in a number of ways has been increased. By building a relationship with families, support workers have been able to find out how to support them best. Currently 25 parents have accessed the group. Over half have used other means of support due to attending. There is regular collaboration with Shetland Family Centre, Children & Families Social Work, Health Visitors, local Primary Schools, Shetland UHI, Adult Learning and NHS where families are signposted to their services or organisations are often invited to the session to give information and engage with potential participants.

The facilitating partners regularly speaking to the families who use the group. They hold office-bearing positions so that they can shape the direction of how it works. Consistent attendances are a testament to the relationships built.

While the group is open to all parents, the vast majority are mums. An alternative group aimed at dads is being developed for Shetland in a similar format with a targeted offer (referrals only) and universal offer.

In the last year, out of the 25 parents attending the group:

- 13 have had emotional/social support, employability support, attended day trips, training courses, events, received financial support, sign-posting to other services.
- 24 Parents have received direct support/interacted with Shetland Employability Pathway.
- 10 have with varying levels of support, started work since commencement of this support.
- 6 continue to work, having received in work support.
- 5 have benefited from support (emotional/social) without significant outcomes (economic/education) i.e. they are economically inactive
- 15 parents have attended Best of You parenting programme
- 6 completed Henry Healthy Start course (Nurture course by NHS/Family Centre)

The positive impact on families has only been made possible through relationships being built in the TGIT group.

*Giving children the best start in life – data update*

	Source, next update expected	Pre-pandemic?	Current	
1. Maternal smoking and BMI (Obese)	Births in Scotland, Public Health Scotland (Next update – November 2024)	2019/20 – 9.6% 2019/20 - 27.85%	2022/23 – 5.7% 2022/23 - 22.8%	↓ ↓ ↓
2. Low birthweight (Small birthweight for gestation age)	Births in Scotland, Public Health Scotland (Next update – November 2024)	2019/20 - 3.2%	2022/23 - 1.5%	↓
3. Breastfeeding rates (Exclusively breastfed at 6-8 week review)	Infant feeding statistics, Public Health Scotland (Next update – November 2024)	2019/20 - 51.8%	2022/23 – 46.8%	↓
4. No obvious tooth decay (P1 and P7)	National dental inspection programme, Public Health Scotland (Next update – October 2024)	2019/20 P1 - 84.4% P7 - 88.1%	2022/23 P1 - 83.6% P7 - 78.0%	↓ ↓
5. Healthy weight in P1	Primary 1 Body Mass Index (BMI) statistics Scotland, Public Health Scotland (Next update – December 2024)	2019/20 – 76.1%	2022/23 – 79.4%	↑

## 2. Improvement in attainment and achievement for all children and young people

Our contribution to making this happen	How we will measure our progress	Update
<p>All partners ensure that parents and carers of two to four year olds have the correct information regarding Early Learning and Childcare services available and how to access these.</p>	<p>Number of eligible two year olds who are receiving Early Learning and Childcare.</p> <p>Number of three and four year olds who are taking up their Early Learning and Childcare places.</p>	<p>The Early Learning and Childcare central team, in response to feedback, have been testing the option of paying for additional hours to support parents with flexibility required for work – this has been introduced in 5 settings in the 2023-24 school year and will be reviewed.</p> <p>Data published December 2023 for:</p> <p>Eligible 2 year-olds receiving ELC: 52%</p> <p>% 3 and 4 year-olds taking up ELC: 91%</p>
<p>Literacy programmes including Vocabulary Improvement Project and Emerging Literacy are delivered.</p> <p>Guidance for Total Communication is developed and implemented.</p> <p>Professional learning for SEAL (Stages of Early Arithmetical Learning) is delivered.</p> <p><b>Develop quality improvement tools to enhance learning, teaching and assessment in numeracy</b></p>	<p>Overall Literacy and Numeracy – P1, P4, P7 combined, CORE measure in The Ambition: Excellence and Equity Plan.</p> <p>Primary – overall literacy and numeracy attainment gap, CORE+ measure in The Ambition: Excellence and Equity Plan.</p> <p>1 or more, Level 5, All SCQF – Additional Support Needs gap percentage points, CORE+ measure in The Ambition: Excellence and Equity Plan.</p>	<p>This improvement work is reported in detail in the local <a href="#">National Improvement Framework (NIF) report</a> – progress against targets is included here for an overview:</p> <p>Overall Literacy and Numeracy (P1/P4/P7 combined): achieved 2024 target for both Literacy and Numeracy</p> <p>Primary attainment gap:</p> <p>achieved 2024 targets for overall literacy and numeracy gap (PRIMARY)</p>
<p>Deliver local and national volunteering awards:</p> <p>Saltire Awards –national initiative for young people aged 12 to 25.</p> <p>VAS Volunteering Awards - The aim of the local awards is to recognise all kinds of volunteering,</p>	<p>Number of young people receiving Saltire Award certificates for volunteering.</p> <p>2022 – 67 young people received certificates</p> <p>2023 – 118 young people received certificates</p> <p>Number of children receiving Peerie Trow Awards</p>	<p>We continue to have high levels of volunteering, with many different opportunities available for children and young people – these will be reported in full in the Voluntary Action Shetland 2023/24 Annual Report: <a href="#">Resources &amp; publications   Voluntary Action Shetland</a></p> <p>Saltire Event June 2023 - The 118 young people received a total of 256 certificates between them recognising the over</p>



<p>both formal and informal, and celebrate individuals of all ages who volunteer in Shetland.</p> <p>‘Willin Haands Award’ for adults aged 26 and over</p> <p>‘Peerie Trows Award’ for children 11 and under</p>	<p>2023 – 14 Awards made to children</p>	<p>11,000 hours of volunteering they had collectively taken part in throughout the past year with 43 different local groups, schools and organisations.</p> <p><a href="https://shetnews.co.uk">Saltire Awards celebrate hard work of young volunteers   Shetland News (shetnews.co.uk)</a></p> <p>VAS Volunteering Awards 2023 - 14 Peerie Trows Awards, 13 children and 1 school community.</p> <p><a href="https://shetnews.co.uk">Volunteering spirit recognised in new awards   Shetland News (shetnews.co.uk)</a></p> <p>An example of a volunteer’s experience with the OPEN project is shared below.</p>
<p>All partners fulfil role as exemplar employers locally, for example by offering work experience, participating in careers fairs, and exploring alternative routes into employment to tackle inequalities</p>	<p>Participation in local careers fairs</p> <p>Evidence of inclusion of alternative and innovative ways of increasing employment opportunities for young people within organisational workforce planning/annual reports</p>	<p>All partners have been engaging in local careers fairs and opportunities events, and also looking to create more bespoke engagement with schools to increase awareness of potential opportunities.</p> <p>Work between partners and local employability services to better understand practical steps for employers to take to decrease barriers has been discussed and will continue in 2024-25.</p> <p>Voluntary Action Shetland are involved in all above noted and are key lead in supporting Youth Philanthropy Initiative (YPI) in 7 high/junior High schools in Shetland, increasing young people’s awareness of charities in local community and volunteering opportunities – academic year project</p> <p><a href="https://ypiscotland.org.uk">Home   YPI (ypiscotland.org.uk)</a></p>



## **Bridges Project: Raising Attainment through Numeracy & Communication**

**Background:** The Bridges Project, part of the Shetland Islands Council Youth & Employability Service, supports young people (14-19 years) in Shetland who face barriers to employment, training, or further education. The program offers personalized timetables, including sessions in Numeracy and Literacy, to boost confidence, self-esteem, and employability skills, thereby helping close the attainment gap for disadvantaged youth.

### **Program Delivery:**

- Youth work combined with academic teaching, providing personalized one-to-one or small group sessions in Numeracy and Communication.
- Classes were delivered by trained teachers and linked to students' interests, e.g., integrating practical examples like measuring in a workshop.
- The program emphasizes student choice, starting from their current level, and involving them as partners in the learning process.

### **Impact:**

- 19 out of 26 participants achieved National 4/5/6 qualifications in Communication and Numeracy.
- 64% of participants progressed to college, university, or full-time work, with the remaining 36% still engaged in the program.
- Testimonials from students and parents highlight significant improvements in confidence, mental health, and educational outcomes.

### **Moving Forward:**

- The project plans to enhance the transition process by gathering more detailed support information from schools.
- Mixed-level classes and the addition of a National Progression Award in Mental Health and Wellbeing are being trialled to further support students' educational and personal development.

*"I'm really loving work and I'm so grateful to you all at Bridges for helping me get here. I was really worried about leaving school and Bridges was the stepping stone I needed." Student*

*"Bridges has been absolutely brilliant for my son who has ASD and couldn't cope at school. It was a great environment for him and he has got so much out of it. It was great for education as well as building on social development when school couldn't provide what he needed. We can't recommend it highly enough, it was a godsend to us as a family when he didn't know where to turn when he couldn't cope with school, this is a vital resource and I hope it continues to help lots of teens in the future. I can't thank them enough for all that they have done for us as a family. My son is now going to start college and that wouldn't have been possible without Bridges." Parent of student*

### **School Attendance** – understanding challenges to plan improvements

School attendance has become a national concern, particularly post-pandemic, with research showing that any absence negatively impacts student attainment. Anderson High School (AHS) recognised this issue and made improving attendance a priority in its 2023-24 Improvement Plan. Although Shetland's attendance figures remain above the national average, there has been a decline, with rising unexplained and unauthorised absences. This raises concerns, especially for vulnerable groups who may be at greater risk of underachievement.

To address this, a focus group of AHS staff, including teaching, pastoral, and clerical members, was formed to evaluate current practices and consider changes to improve attendance. This group was supported by the manager of Education Outreach Services and the Attainment Adviser. A key initiative identified was the adoption of a group messaging system to notify parents if their child was absent by 9:30am, which would replace the more time-consuming and intrusive phone calls.

This new communication system will be trialled with S1 students and later expanded school-wide. To support implementation, a part-time clerical position will be funded by the Strategic Equity Fund (SEF) to support early identification and investigation of absences, allowing pupil support staff to focus on pastoral care.

The school recognises that addressing attendance issues is complex and will require ongoing efforts. Improved data usage will help identify vulnerable groups and inform future strategies, with a focus on fostering a positive culture around attendance. Feedback from parents and students will be crucial in shaping these efforts moving forward.

### **Volunteer Voice – OPEN project**

Before volunteering at OPEN, TL felt aimless and lacked direction in life, though they knew they wanted to make a difference in their community, especially in supporting young people. While participating in the MCR Mentoring program at school, TL expressed a desire to help others, which led to a suggestion to join the OPEN Peer Mentoring Programme. Despite initial anxiety and feelings of low self-worth, TL took a brave step to become a Peer Mentor at OPEN, where they found a supportive and non-judgmental environment.

TL thoroughly enjoys volunteering, stating that it feels important and offers opportunities to meet new people and learn. The absence of formal interview processes or qualifications for volunteering at OPEN made the experience more accessible. TL later expanded their volunteering roles to include Peer Educator and Da Café Volunteer, eventually becoming a trainee youth worker at Da Café. They appreciated the diversity and openness in Peer Education meetings, where everyone felt safe to share their opinions.

Volunteering at OPEN significantly influenced TL's decision to pursue a career in Social Services and study at Shetland University of the Highlands and Islands (UHI). Through placements with local charities, TL continues to engage deeply with their community, feeling connected, valued, and heard. Volunteering has increased TL's resilience, motivation, and self-awareness, giving them a sense of responsibility and purpose.

TL believes volunteering has made them a different, stronger person and encourages others to take the leap, despite initial fears. Looking to the future, TL hopes OPEN can secure its own space and dreams of making mentoring a subject in schools to teach goal-setting and communication skills. Volunteering has given TL a platform to express themselves and make a meaningful impact in their community.

“...it’s given me a chance to express myself... you learn a lot about yourself as well as other people”

Attainment and achievement – data update

	Source, next update expected	Pre-pandemic	Current	
1. Numeracy and literacy achievement (P1, P4 and P7 pupils achieving expected CfE Levels)	Achievement of Curriculum for Excellence (CfE) levels, Scottish Government (Next update – December 2024)	2018/19 Literacy - 64% Numeracy - 70%	2022/23 Literacy – 68% Numeracy – 72%	↑ ↑
2. Positive destinations of school leavers, YAs in education, training or employment	Summary statistics for Follow- Up Leaver Destinations, Scottish Government (Next update – February 2025)	2018/19 - 95.6 2019/20 - 93.8	2022/23 - 97.5	↑
3. The number of children and young people with less than 80% attendance,  (Percentage of persistent absentees - 10% or more sessions missed)	School attendance and absence statistics, Scottish Government (Next update – December 2024)	Not available	2022/23 – 27%	
4. Attainment gap (between most and least disadvantaged children and young people. Measures are percentage points difference between groups, lower is better)	National Improvement Framework Core+ Primary Literacy/Numeracy Secondary 3 Literacy/Numeracy	2019 Lit 16 Num 24 Lit 8 Num 2	2024 Lit 12 Num 10 Lit 31 Num 11	↓ ↑
5. Number of three and four year olds who are taking up their Early Learning and Childcare places.	Summary statistics for schools in Scotland, Scottish Government (Next update – December 2024)	2019 – 105%	2023 - 91%	↓
6. Volunteering awards	VAS local reporting	2022 - 67	2023 - 118	↑

### 3. We reduce the impact of poverty on children and families

This section is a reflection of what is reported in our Annual Child Poverty Action Report which is required to be published separately – this will not be duplicated here. Three short examples of work underway are share below – extending Free School Meals and Clothing Grants, Brae Community Cupboard and Kit for All.

Our contribution to making this happen	How we will measure our progress	Update 2023/24
<p>Support our Anchor for Families Team to walk alongside families who are feeling under pressure, to build their strengths and capacity to achieve the goals they want to achieve, develop a more positive pathway and halt further deterioration in their situation.</p> <p>This is funded through the Scottish Government Whole Family Wellbeing Fund.</p> <p>NB: this work links strategically with <a href="#">Shetland’s CLD Strategy</a>, and operationally with CLD staff across Shetland.</p>	<p>Number of families supported / year</p> <p>Evaluation as per Anchor for Families Logic Model</p>	<p>Anchor for Families Team continued to operate across Shetland, supporting families under pressure.</p>
<p>Develop an innovative test of change project to find financially vulnerable households, supporting them holistically, to improve their finances and employment, as a collaboration between Anchor for Families, Employability Pathway and Third Sector.</p> <p>This funded through the Scottish Government Child Poverty Fund, formally known as Parental Employment Support Fund.</p>	<p>Monitoring for this Project will be put in place.</p>	<p>Due to funding restrictions/conditions, the focus of the project is geared to parental employability through Employment Recruitment Schemes and traineeships within Shetland Islands Council’s Catering &amp; Cleaning Team. Project taking place in 24/25.</p>
<p>Increase the capacity of frontline staff to recognise signs of poverty and ensure they are on an income maximisation pathway. This capacity will be built by, for example, our Anchor for Families Team, implementation of GIRFEC, Money Worries Training and Cost of the School Day.</p>	<p>Attendance at Money Worries Training (number / services represented)</p> <p>Number of Cost of the School Day Events / Sessions</p>	<p>Resources for frontline staff now available online. Now uptake from local partners in training.</p>

<p>NB: this work links strategically with <a href="#">Shetland's CLD Strategy</a>, and operationally with CLD staff across Shetland.</p> <p>This is Shetland's approach to reduce levels of Food Insecurity and the <a href="#">Scottish Government's Cash First Approach</a> / <a href="#">Good Food Nation</a> approach.</p>	<p>Evaluation of System Change, as per Anchor for Families Logic Model</p> <p>Uptake of income maximisation services (SICAB, SIC Children's Finance, Social Security Scotland, Fuel Bank Vouchers, SIC Finance, Free Period Products, free ELC for eligible two year olds)</p> <p>Uptake of Access to Leisure (SRT, SADA, Summer Activities)</p> <p>Uptake of CLD Skills Development to complete benefit forms</p>	
<p>Support the implementation of Shetland's response to the Cost of Living Crisis Plan, 2023/24, including an easy to use <a href="#">website</a>, and dedicated phone line.</p>	<p>As per Cost of Living Crisis Plan (SRT / Summer Activities)</p>	<p>2023/24 work went to plan – learning has been taken forward into implementation of supports for the 2024/25 Winter period.</p>
<p>Continue to support key Third Sector organisations: SICAB, Shetland Food Bank and Food for the Way.</p>	<p>Funding and staff time from partner organisations</p> <p>Number of clients CAB supported</p> <p>Number of food parcels distributed</p> <p>Attendance at activities – Food for the way</p>	<p>CP&amp;D as a point of contact for these organisations, through funding agreements and partnership working.</p>
<p>Support Shetland's CLD Strategy to close the digital poverty gap.</p>	<p>As per CLD Strategy</p>	<p><b>Range of support to digitally isolated individuals including</b></p> <ul style="list-style-type: none"> <li>- weekly Digital drop-in sessions at Shetland Library, supporting individuals to resolve a range of issues and develop their digital skills;</li> </ul>

		<ul style="list-style-type: none"> <li>- monthly digital drop in sessions at Job Centre+, supporting clients referred and by JC+ to develop their digital job seeking skills;</li> <li>- tailored one to one digital skills support by Adult Learning to 174 individuals across Shetland I homes and community venues;</li> <li>- provision of free hire access to digital devices through Shetland Library; and digital support to attendees of the Winter pop-ins.</li> </ul>
Use opportunities such as Anchor for Families, Employability Services and Cost of Living supports to enable children and their families to be involved in shaping local policies and measures to reduce the social and economic impact of poverty.	Number of examples of changes to local policies and services as a result of involving children and families under pressure	Embedded in organizational and cultural landscape.
Public Health and Maternity teams work to improve local use of data from national systems around financial support in pregnancy – particularly Badgernet recorded data and Best Start support uptake – to inform improvement	National data informs local improvement and targeted support.	Regular meetings between Health Improvement and Maternity in place, teams are reviewing the reportable data for quality and this will support future work.
Maternity team have awareness, confidence and skills to recognise signs of poverty, discuss money worries and support effectively (targeted individual support)	Uptake of Money Worries training Local uptake of Best Start support	Money Worries training has been paused locally due to staffing issues, but should be picked up in 2024/25 as capacity allows.
Continue routine enquiry about money worries or financial concerns regularly throughout pregnancy and in postnatal period, with signposting/referral to appropriate income maximisation support (opportunistic individual support)	As above	As above – this forms part of the data set being made available to Health Improvement and Maternity teams.

HENRY programme workshops including Eat Well for Less are available to parents and prospective parents

No of workshops run, attendance, inclusion of antenatal families on these

Workshops continue to run – attendance and activity will be reported in Health Improvement team activity report.

### **Extending Scheme for Free School Meals and School Clothing Grants**

In 2023, the Shetland Islands Council expanded the criteria for Free School Meals (FSM) and increased School Clothing Grants (SCG) to address the higher cost of living in Shetland. Previously, FSM was available to children in Primary 1-5 and those from low-income families meeting national thresholds. SCG provided £120 for primary and £150 for secondary students, but only to families with an income below specific limits.

#### **Key Changes:**

**Alignment of FSM with SCG Criteria:** More families became eligible for FSM by aligning it with the SCG scheme, considering the regional cost of living.

**Increased SCG Payments:** SCG payments were increased by 50% to help families cope with Shetland's higher living costs.

#### **Impact:**

- 155 additional pupils in P6-S6 received FSM.
- 562 pupils benefitted from increased SCG payments, providing crucial financial relief.

**Anonymous Benefit Delivery:** The use of ParentPay and Young Scot/National Entitlement Cards helped students access benefits without stigma.

#### **Further Expansions:**

The scheme was extended beyond its initial trial, with ongoing reviews.

Free breakfast provision was introduced in all secondary schools, and FSM Holiday Support was extended to Early Learning & Childcare settings, including eligible 2-year-olds.

#### **Challenges and Future Plans:**

The Council is considering an "opt-out" system to ensure all eligible families receive SCG automatically.

There are ongoing efforts to identify and address gaps in support, particularly for low-income homeowners who may not currently qualify for assistance despite high living costs.

### **Kit for All**

**Objective:** The Kit for All programme aims to remove barriers to physical activity by facilitating the donation and collection of sports and outdoor wear for all ages in Shetland.

**Community Outreach:** The programme has extended its reach to rural areas by partnering with community groups, local events, and Shetland Islands Council's Living Well Hubs. This helps reduce the stigma associated with using donated items and better understands barriers to sport and leisure.

**Partnerships:** The programme is supported by a network of frontline services (teachers, social workers, employability staff) and local organisations/events, which help promote, signpost, and discreetly address individuals' needs.

**Focus on Footwear:** A key initiative this year has been the collection and distribution of football and rugby boots due to local demand, enabling more children to participate in these popular sports.

**Impact:** Over 400 individuals have benefited from the programme in the past year. The programme's discreet nature makes impact measurement challenging, but feedback from schools and frontline services indicates significant positive outcomes, such as increased participation in



## Brae Community Cupboard

Hub staff started facilitating a Community Cupboard at the Brae Youth Centre to support families and households struggling with the Cost of Living crisis. The cupboard provides a discreet, secure and central location in the North Mainland of Shetland for local people to donate and collect items such as store cupboard ingredient and clothing. By hosting the cupboard, it can increase engagement between individuals in need and the Hub by signposting them to other forms of support such as recreational groups, benefit checks, mental health support and hobbies/interests.

The cupboard was originally conceived by pupils at Brae High School, then designed by participants of the Bridges Project, with the support of UHI Shetland's Construction Department, to create something to fit the space at Brae Youth Centre. It is a satellite resource to the [St Ringan's Hub in Lerwick](#).

Eleven participants took part in creating the Cupboard, working on everything from design, construction and finishing. Volunteers from local haulage company RS Henderson Ltd transported the cupboard to its final location in Brae.

Staff have observed the Cupboard being used by a range of people in the community from young families to single/retired people. Due to the discreet/confidential nature of use, there are no official recorded numbers however staff observed examples of people using the cupboard and then realising the other support that could be advised/offered from the Living Hub staff. This has led to weekly Social groups being formed including a Bereavement Support group (which came about as a result of community requests to the Hub).

	Source, next update expected	Pre-pandemic?	Current	
1. Free School Meals uptake (Primary and Secondary)	School Healthy Living Survey: school meal uptake and PE provision statistics, Scottish Government (Next update – September 2024)	2019 Primary – 80.4% Secondary – 52.7%	2023 Primary - 89.1% Secondary – 57.0%	↑ ↑
2. Children living in low income families	Children in low income families: local area statistics, UK Government (Next update – September 2025?)	2019/20 - 492	2022/23 - 623	↑
3. P7-S6 going to bed or school hungry (Always or often)	Health and Wellbeing Census Scotland, Scottish government (Next update - ?)	Not available	2021/22 - 8.6%	
4. Number of eligible two year olds who are receiving Early Learning and Childcare.	Summary statistics for schools in Scotland, Scottish Government (Next update – December 2024)	Not available	2023 – 52%	

#### 4. Improvement in children and young people’s mental health and wellbeing

Our contribution to making this happen	How we will measure our progress	Update
Identifying those in need of support and improving attendance through a test of change improvement model.	Report on the test of change.	The Anderson High School began the development of a project to support improved attendance - see extract below.
Reducing the number of children with below 80% attendance.	The number of children and young people with less than 80% attendance, core + measure in the National Improvement Plan.	<p>The number of children with less than 80% attendance has increased this year from 153 to 193 (missing the 2024 target of 145)</p> <p>The publication of Attendance guidance and further, sustained work in schools to support children attend school is expected to have an impact on this indicator in 2024/25. The Anderson High School began the development of a project to support improved attendance - see extract below.</p>
Understanding use of alcohol and other drugs, including vaping, to inform action.	<p>Reduction in the number of pupils smoking and vaping.</p> <p>The Warwickshire-Edinburgh Mental Wellbeing survey annual results, core + measure in the National Improvement Plan.</p> <p>Widespread sharing of local peer research outputs, evidence this has informed decision making.</p>	<p>The Open Project worked with the local Alcohol and Drug Partnership to develop and deliver the Alcohol and other drugs peer research project – an extract of findings is included below.</p> <p>Healthy Shetland team developed a Vaping workshop to share health evidence with young people in local schools – this was developed in response to concerns from young people and school staff and was well received.</p>
To implement the Active Shetland strategy.	<p>Increase number of children who are a healthy weight in P1.</p> <p>Availability of and attendance at FAST sessions.</p>	<p>Healthy Weight in P1 data is included at Priority 1 (this has improved from pre-pandemic levels).</p> <p>To support young people who may not be in schools or have access to usual Active Schools sessions there are weekly ‘FAST’ (Fitness, Attitude, Skills and Teamwork) sessions throughout the year. An average of 8-10 people attend each session across 2023-</p>

		<p>24. The Sport and Physical Activity Officer who runs the sessions works with other local organisations, including the Bridges project, to support participation.</p> <p>Improving Accessibility and Reducing Inequality in Play Parks – case study included below.</p>
<p>Continue to support and work in partnership with key Third Sector Organisations supporting children and young people: Mind Your Head, OPEN, relationship Scotland, Ability Shetland, Shetland Women’s Aid, Shetland Bereavement Support Service, Autism Understanding, VAS Shetland Befriending Scheme, Shetland Compass Centre and VAS Shetland Carers</p>	<p>Funding and staff time from partners.</p> <p>Number of children and young people accessing support within the Third Sector Organisations</p> <p>Outcomes for children and young people having accessed support</p> <p>Number of peer education workshops delivered in schools.</p>	<p>We continue to have strong, positive relationships with our local third sector partners, this includes working together to understand and respond to need, commissioning where funding is available, and developing to delivery to meet local need. Some examples of work, and outcomes both measureable and feedback, are shared below from Mind Your Head - Well Youth and Shetland Women’s Aid. See relevant organisations’ annual reports.</p> <p>Full details about peer education workshops are available in the <a href="#">OPEN annual report</a> – 80 workshops were delivered in school across Shetland, on the topics of: mental health, change, grooming, positive relationships, sexual health, the sexual health clinic, alcohol, drugs, online safety.</p>
<p>Partnership approach to emotional wellbeing and mental health.</p>	<p>Reduce inappropriate referrals to tier four services, informed by referral/service activity audit</p> <p>CYP experience of services (case studies, stories and service outcome measures)</p>	<p>A referral review group is established and continues to work well. Some feedback and outcomes from the MYH - Well Youth service are shared below, this will be expanded to other elements of services in future annual reports.</p>
<p>Neurodevelopmental pathway, change implementation and identification of resource</p>	<p>CYP and family experience of services, waiting times for assessment and support.</p>	<p>Significantly hampered by lack of resource to meet increasing demand – presentation of local and national evidence and situation to various groups this year to support understanding of local challenges. We will continue to work on this over the remaining years of this plan.</p> <p>See EMBRACE film project below to show success when teams have the time and connections to approach support differently.</p>

### Alcohol and other Drugs Peer Research Project

This project ran from July 2022-October 2023 and the findings have been shared in various places since including the Shetland Alcohol and Drugs Forum, Shetland Children's Partnership, Senior Management Teams at Anderson High School and Children's Services, and NHS Shetland Board.

The aim of the project was to understand young people's perceptions of alcohol and other drug culture in Shetland - not to measure **what** was being taken or used, but to understand **why** a young person would choose to use alcohol or other drugs. Approximately 215 young people were involved in providing responses in various formats, and the main things identified were:

- Change is needed to normalise asking for help and to reduce stigma
- More access to diverse ranges of support and education to reduce the appeal of alcohol and other drugs
- The need for diverse opportunities to provide more choices for young people
- The need for positive mentors to model different lifestyle choices
- Open and honest conversations in families, relationships and communities

### Accessible Play Equipment – Improving Access and Opportunities to be Active

The Shetland Islands Council (SIC), supported by Scottish Government funding for play park improvements, upgraded the King George V play area in Lerwick in partnership with the local charity Ability Shetland. This project aimed to make the park more accessible and inclusive by installing equipment like an ability roundabout, a 'birds' nest' swing, an ability wheelchair swing, and an accessible picnic bench. The initiative focused on integrating inclusive equipment alongside existing play features to allow children and adults of all abilities to enjoy the park together.

Ability Shetland consulted families to ensure the equipment met the needs of disabled users, particularly those with non-disabled siblings, to create a more inclusive environment. The collaboration between SIC and Ability Shetland was key to the project's success, allowing for the sharing of expertise and insights from the local community.

The upgrades are part of broader efforts to enhance community well-being and accessibility in Shetland, aligning with the goals of fostering participation, social sustainability, and inclusivity across the isles. Positive feedback from the community highlighted the importance of these changes for wheelchair users and others with mobility challenges.



*Davie Sandison (right) enjoys a birl with the bairns on the new ability roundabout at King George V play area in Lerwick.*

## GMHFA CYP

The Good Mental Health for All project was lead by the NHS Shetland Health Improvement Team after getting funding through the IJB. The purpose of the project was to produce an evidence base around population mental health and wellbeing in Shetland – including children and young people. Community engagement was large part of the project and this was done in three ways – workshops with groups, public displays and an online survey. The engagement focussed on three things:

- How do you look after your mental health?
- What makes looking after your mental health difficult?
- When times are tough, what else would help you stay mentally well?

More than 370 responses were gathered, more than 100 of these being from people aged under 18. Groups workshops and 1:1s were offered through lots of different organisations to try and support a variety of people to take part, this included a pupil council, Ability Shetland, youth clubs, Open and Bridges projects, Anchor for families, family centre, justice social work. Interactive public displays to gather information in different ways were used through the summer, including in the Shetland Library, Islesburgh, Shetland Pride and Market House.

Children and Young People had some clear ideas of what could help, which were repeated across the various forms of engagement, there were also relevant features in the overall findings:

Under 13s	13-18 year olds:
Having a trusted adult/school staff to talk to Having a safe space to talk without judgement More support with school pressures	Less self sabotage, more routine, less isolation Having a healthier lifestyle Having a trusted adult/school staff to talk to Having a safe space to talk without judgement More support with school pressures Better coping mechanisms/support for unexpected change Better community facilities/environment and transport Better motivation, less overthinking/worrying and dysphoria Less racial and gender discrimination

The next steps of the project have been delayed due to capacity issues, but the intention is for this evidence to form the basis for a local Population Mental Health strategy. The findings have been used being used to inform work within the Shetland Partnership around Person-Centred Support, and Compassionate Shetland.

**The Mind Your Head Well Youth** service has had its second complete year of operation, providing 475 support sessions across the year, with 1:1 support provided to 53 young people. The majority of referrals were self-referrals or from family, and the top presenting issues were:

Anxiety, family issues, depression, low mood, neurodevelopmental, bereavement

Impact of the service is measured through wellbeing scores, which showed an improvement across 9 of 12 measured domains when averaged for all service users, with the biggest improvements in “Self Management” and “Hope for the future”. Success of the service is also measured through service-user feedback, a small selection of this is shared below:

“I have had the most profoundly difficult year. I would not have coped or learned the foundations to cope without this.”

“I can’t thank you enough for all the time and support you gave me during my time with you. I will miss you. I wouldn’t have had the confidence to do the things I’ve done without you.”

“This has been just what I needed. Not clinical, not counselling, in the middle. I’ve been able to speak without having it feel like I’m always being told what to do.”

### **Embrace Film Project for young people with neurodivergent conditions**

In September 2023, a project supported by Shetland Arts, Ability Shetland and Gary Docherty (Consultant Learning Disabilities Nurse, NHS Shetland), came to its silver screen conclusion. Embrace is a group of young people that meets regularly at Mareel. The film started as a project for this group, and focused on telling the stories of 12 young people aged between 7 and 27, and what it means for them to be neurodivergent.

Film is a great way to bring people together, creating a safe space for ideas and an environment where team working is key. This project gave the young people involved the opportunity to get to know each other better, and to experience all the many phases of film production. Through all the different aspects, from story boarding to the act of filming or performing, different strengths could be catered for. The film and process of producing the film allowed those involved to find these strengths, to explore their interests and to be a part of a wider story. The finished film premiered in Screen 1 at Mareel, welcoming friends and family to the screening in a celebratory event for all those involved.

An evaluation of the project highlighted the impact made, with participants expressing increased confidence, team working skills and a sense of inclusion. Through interviews at the premier confidence shone through, as did the joy at having made the film. There was a real satisfaction at what had been achieved as a team. Participants felt that they had found their place, and experienced personal progression.

The film was described as ‘inspirational’, ‘brilliant’, ‘emotional’ and ‘five stars’ in reviews from the audience who attended the premier.

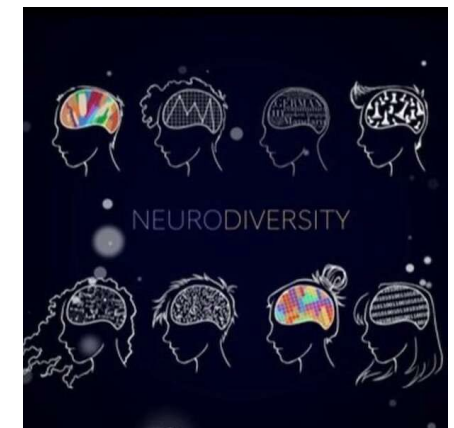
Feedback from participants included:

*‘It has been really good for me coming to the group. At the group I have met people who are like me. Before I felt like I was on my own but now I feel like I have met others like me.’*

*Enjoyed, ‘Meeting people that understand me.’*

*‘I love the filming project. It is amazing and lets us get creative.*

*P.s Good slime, it got my hands glittery. I love glitter. Have a good day!’*



	Source, next update expected	Pre-pandemic?	Current	
1. CAMHS Rate of Referrals, and waiting times	Child and Adolescent Mental Health Services (CAMHS) waiting times, Public Health Scotland (Next update – December 2024)	Oct – Dec 2019 Referrals – 7.7 per 1,000 people  Wait (0-18 weeks) – Only available for ‘Islands’	Apr – Jun 2024 Referrals - 6.1 per 1,000 people  Wait (0-18 weeks) – 84.1%	↓
2. Strengths and difficulties questionnaire within normal range (S2-S6)	Health and Wellbeing Census Scotland, Scottish government (Next update - ?)	Not available	2021/22 - 64.3%	
3. Drinking alcohol once a week or more (S2 and S4)	Health and Wellbeing Census Scotland, Scottish government (Next update - ?)	Not available	2021/22 – 14.4%	
4. Do you have an adult in your life who you can trust and talk to about any personal problems? (P5-S6) (Yes, always/sometimes)	Health and Wellbeing Census Scotland, Scottish government (Next update - ?)	Not available	2021/22 - 91.4%	
5. Even if I’m having a difficult time I feel like I will be ok (P5-S6) (Strongly agree/agree)	Health and Wellbeing Census Scotland, Scottish government (Next update - ?)	Not available	2021/22 - 58.9%	
6. I am happy with my body and the way I look (P7-S6) (Strongly agree/agree)	Health and Wellbeing Census Scotland, Scottish government (Next update - ?)	Not available	2021/22 - 44.5%	

## 5. We Keep the Promise for our Care Experienced children and young people

An independent review of progress on Keeping the Promise in Shetland was commissioned and took place in early 2024, with results shared at the beginning of 2024-25. The full report can be [reviewed here](#). The review concluded that Shetland has much to be proud of in its commitment to keeping The Promise. A solid foundation has been laid to bring about the changes that matter most to children and families. Progress has been made on all 25 Calls for Action, with about half being achieved within the 2021-24 timeframe.

However, the absence of a unified plan and governance structure has been identified as a key reason why some Calls for Action are still ongoing. Additionally, the lack of a systematic approach to measuring impact and collecting data has made it difficult to monitor progress effectively. Reliable data and evidence are crucial for driving transformation and confirming when goals have been met.

It's essential that changes continue to be guided by the voices of those in care and those working with them. While challenges remain, Shetland has shown that by working collectively and systematically, it can overcome obstacles with creativity, determination, and success.

Building on the progress made so far, there is now an opportunity to renew momentum, bringing greater focus and urgency to ensuring Shetland fulfils The Promise by 2030, or sooner. By being systematic and intentional, Shetland can harness the energy and commitment of leaders within the care community, workforce, and partners to make the lasting improvements needed. 3 clear recommendations were made:

1. That a small Oversight Board is established with care experienced representation
2. A single robust plan with clear measures and accountabilities is created to be monitored by the Oversight Board
3. The establishing of a robust change programme to support the above.





Our contribution to making this happen	How we will measure our progress	Update
Closing the gap between the educational outcomes of care-experienced young people and their peers.	% of young people who left school with one or more qualifications at SCQF level 5. % of young people who left school with one or more qualifications at SCQF level 6.	2024 school leaver data will be available in Spring 2025
Close the attendance gap for care experienced children and young people.	CORE+ measure in The Ambition: Excellence and Equity Plan.	We have not met our target for looked after children. We will continue to monitor and support attendance for this small group of pupils. (2024 target was a gap of 2.6 percentage points, 2024 actual result was a gap of 3 percentage points – note these are very small numbers of individuals in Shetland and percentage data should be interpreted accordingly)
Develop the revised work placement offer.  Supporting young people with barriers to onward positive destinations.	Number of care-experienced and Care Experienced Young People who are not in Education, Employment, Training. Number and % of care leavers aged 17-21 in further education, training or employment.	Data below – work to prioritise opportunities appropriately is underway and will be taken forward in 2024/25 session.
Throughcare and aftercare team supported by relevant partners ensure that all care leavers have a positive transition into adulthood.  Shetland Children’s Partnership will work together to meet the needs of all children and young people here in Shetland.	Number of care leavers supported by After Care service. % of Eligible for after care with up-to-date pathway plan. Reduce the number of out of authority placements.	We currently have no out of authority placements, other than one young person in secure care which we could not provide in Shetland
Ensure children’s voices are at the centre of decision making.	% of children and young people who take up Who Cares Scotland advocacy service.	Advocacy is offered to all – local member of staff leaving post early 2024/25 and planning for this gap in provision is underway.

Reduce placement moves for children and young people.	Percentage of care experienced children with more than 1 placement in the past year. Percentage of care experienced children with 3 or more placements in the past year.	This is minimised as far as possible and circumstances allow. More than 1 placement in last year: 2022/23 15.8%, 2020/21 23.1% (LGBF)
Ensure families have choice and control when services are involved in their lives.	Number of families who are referred to Family Group Decision Making.	No data available yet
Ensure the workforce across all partners are supported to have the correct skills and knowledge for their role.	Number of staff trained in using a trauma informed approach.	Work is ongoing to collate meaningful data across organisations – Trauma Informed Practice Strategic Group are reviewing attendees of STILT. Work also underway to share and promote trauma informed training options across Shetland to support appropriate access.

	Source, next update expected	Pre-pandemic?	Current	
1. Number and % of care leavers aged 17-21 in further education, training or employment. <i>(Number and percentage of young people eligible for aftercare services that are in employment, education or training)</i>	Children’s Social Work Statistics, Scottish Government (Next update – March 2025?)	2019/20 – 17 (57%)	2022/23 - 17 (55%)	↓
2. Attendance, attainment and participation gap for LAC (Attainment - 1 or more qualification at SCQF level 4 )	Education Outcomes for Looked After Children, Scottish Government (Next update – August 2025?)	2018/19 Attendance – 90% Attainment – 100%	2022/23 Attendance- 89.3% Attainment - 100%	↓ =
3. Number of care leavers supported by After Care service.	Children’s Social Work Statistics, Scottish Government (Next update – March 2025?)	2019/20 – 26 (30 eligible)	2022/23 – 21 (31 eligible)	↓
4. % of Eligible for after care with up-to-date pathway plan.	Children’s Social Work Statistics, Scottish Government	2019/20 – 17%	2022/23 - 0	

## 6. We protect our most vulnerable children and young people

Our contribution to making this happen	How we will measure our progress	Update
<p>Explore ways to improve participation of care experienced young people in the work of Shetland Public Protection Committee.</p>	<p>Feedback from Meids Group workshops</p>	<p>The Meids board, working together with the #ShetlandCrew and local professionals, have supported work on transitioning into a first home and delivering awareness training sessions to schools staff about care experience.</p> <p>Care Day 2024 was used as an opportunity to sign the “Meids pledge” to be a good corporate parent – image shared below – and to showcase some of the excellent work Care Experience people have done to change experiences of Care in Shetland.</p>
<p>Review the Shetland Public Protection Training Strategy to ensure we are supporting staff across the Partnership to keep our children safe.</p>	<p>Revised Strategy in place which aligns and makes best use of available national resources. Training requirements for staff agreed and implemented across the Partnership.</p>	<p>To be taken forward 2024-25</p>
<p>Complete the revision of our Partnership Child Protection Procedures, and all agreed supplementary Protocols, to ensure they fully comply with the 2021 National Guidance on Child Protection in Scotland, including the 2023 revisions.</p>	<p>Revised Child Protection Procedures in place. Impact understood via qualitative feedback through the Integrated Children’s Services Quality Assurance Group.</p>	<p>Revised <a href="#">Shetland Inter-Agency Child Protection Procedures</a> were completed and published in 2023-24.</p> <p>Feedback on and impact of these will be shared in subsequent reports.</p>
<p>Support Shetland Domestic Abuse Partnership to deliver on the six Equally Safe Outcomes locally through training and publicity and awareness raising.</p>	<p>Shetland Domestic Abuse Partnership is required to report to the Scottish Government on Delivering Equally Safe. We will use this information to measure progress with this priority.</p>	<p>Shetland Domestic Abuse Partnership renamed Shetland Violence Against Women Partnership (SVAWP) – there is significant crossover in membership between SVAWP and CSP, so information sharing works well. Equally Safe information and related training hosted on Safer Shetland website.</p>

<p>To develop our use of local and national data on child protection to better support the work of the Public Protection Partnership in Shetland.</p>	<p>We will monitor local trends in child protection data against nationally published data, and use this information to inform strategic plans.</p>	<p>Ongoing – challenges in using this due to small numbers locally, however working relationships built through sharing and use of data is supportive of positive practice and improved planning.</p>
<p>Work with HSCP colleagues to improve future planning for people with complex care needs (individual transition, and system planning)</p>	<p>User experience of transition between children’s and adult services  Evidence of service planning informed by Children’s services (e.g. adult social care/housing)</p>	<p>See ‘Dynamic Support Register’ example below</p>
<p>We work together to understand need and develop sustainable solutions to offer clarity and continuity – current focus Neurodevelopmental Pathway</p>	<p>Implementation of recommendations from ND project (note this is funding dependent, and identifying resource will be a considerable challenge)</p>	<p>Significantly hampered by lack of resource to meet increasing demand – SLT CAMHS and national rep presented to various groups to help understand challenges this year. We will continue to build on this in the coming years of this plan.</p>

## Planning together to decrease inequalities – Dynamic Support Register

The Scottish Government has been looking into the care and support offered to people with learning disabilities and complex care needs in Scotland. Some of this work has been to help understand how many people are in hospital, or are away from where they normally live, to make sure that support is delivered in the place that is best for the person, and to stop people being stuck in a situation that is not best for them.

It has always been challenging to have all this information in one place as some information is held by NHS, some by Councils, and some by other care providers. NHS Shetland and the SIC have been working collaboratively to bring their information together to make sure nobody is missed. The “Dynamic Support Register” (DSR) was launched in May 2023 as one of the key recommendations of the ‘Coming Home Implementation Report’, and is about bringing together this information about adults with learning disability who are cared for away from home, to make sure that is reviewed regularly to know if it is the best option for them. Currently Shetland has a very low level of people on the Register, meaning Shetland services, communities and families are generally managing to look after people in the place that is best for them.

In Shetland our Adult Services, Primary Care, Community Nursing, Learning Disability Nursing and Social Work Management Teams have been working closely together around the complexities of sharing data and understanding the local needs of our local population with learning disabilities and complex care needs. While nationally this has been focussed primarily on people living within institutions and away from home, the team locally have taken the opportunity to improve understanding of support needs and build better systems of appropriate information and intelligence sharing across services which will support improved experience of transitions, and better responses to changing need. This better understanding will be used to inform service planning over the coming year.

The improved information gathering nationally is being used to increase the visibility of local and national data by [Public Health Scotland](#), low level and to support work on the [‘Coming Home Implementation Report’](#).

The [Coming Home Implementation Report](#) vision:

**Vision: The human rights of everybody with complex care needs are respected and protected and they are empowered to live their lives, the same as everyone else.**





“It has always felt like Care Experienced kids vs professionals. Now we just seem a whole. We don’t have this battle now we see them as folks we do work with and that’s better for all Care Experienced young people. Less of a battle against each other and more of a fight alongside each other.” –

#SHETLANDCREW member

Support on the transition from care into your first home has improved. Young people have much better access to the relationships that make this work. Young people receive a box, funded and designed by the #SHETLANDCREW, “to help make the place you stay a home”. - #SHETLANDCREW



### Meids Pledge

- I listen and take your views seriously
- I act with love to help you thrive
- I have high aspirations for you to live the life you deserve, and I will celebrate your successes
- I will work together with others to provide everything that a good parent would
- It is my duty and my privilege to fight your corner – I will remove barriers and give you every opportunity to reach your potential and to access all opportunities for career pathways
- I will work with other Meids to improve things for all care experienced children and young people by delivering The Promise in Shetland
- I will ensure all our services are “going the extra mile” to meet the needs of people with care experience in our community

Signed: \_\_\_\_\_

Role: \_\_\_\_\_

*We protect our most vulnerable children and young people – data update*

	Source, next update expected	Pre-pandemic?	Current	
1. Rate on CP register	Children’s Social Work Statistics, Scottish Government (Next update – March 2025?)	2019 - 2.9 per 1,000 children	2023 – 4.9 per 1,000 children	↑
2. Rate of LAC (as a % of the 0-17 population)	Children’s Social Work Statistics, Scottish Government (Next update – March 2025?)	2020 – 28 (0.6%)	2023 – 38 (0.8%)	↑
3. No of CP registrations, de-registrations and case conference	Children’s Social Work Statistics, Scottish Government (Next update – March 2025?)	2019/20 Registrations - 11 Deregistration - 14 Initial and pre-birth case conference - 15	2022/23 Registrations - 23 Deregistration - 17 Initial and pre-birth case conference - 25	↑ ↑ ↑
4. Young people transitioning between services have a pathway plan and coordinator	Children’s Social Work Statistics, Scottish Government (Next update – March 2025?)	2019/20 Pathway plan – 17% Pathway coordinator – 17%	2022/23 Pathway plan – 0 Pathway coordinator – 0 No care leavers in time period	n/a

## 7. Placing the human rights and needs of every child and young person at the centre of our work

2023/24 was a year of preparation for implementation of the UNCRC Incorporation Bill. This has provided a great opportunity to look beyond Children's Services and work together to improve our approach in Shetland to support better outcomes for our children and young people – a summary of the work on readiness for UNCRC is shared below, this is the groundwork for the actions listed in the table

### *Rights Ready Shetland - Preparing the Shetland community for UNCRC Incorporation Bill*

In July 2024, The Scottish Governments UNCRC Incorporation Bill comes into effect and will lead to major changes in the way Public bodies in Scotland work. The Act requires public authorities to take steps to protect children's rights and makes it illegal for them to act in ways that are incompatible with the UNCRC. The UNCRC is the most widely ratified human rights treaty in the world and applies to everyone under the age of 18. It states that children should be recognized, respected, and protected as unique and valuable human beings with rights. Incorporating the UNCRC into law shows children that public bodies care about their rights and will take them seriously.

A series of workshops, engagement events and training were organised by SIC's Children's Services over three days (March 2024) with a Children's Rights Focus. The aim of these sessions were to:

- Raise awareness about UNCRC and the Incorporation Bill
- Upskill Children's Services Staff (and relevant partners) in terms of Rights in Action in different contexts
- Stimulate engagement and conversation between partners in order to create next steps (How Rights Ready is Shetland? What do we do now?)

The sessions were aimed at three different group:

- Young people (through school assemblies, workshops and wider UNCRC Rights Ready event)
- Staff working directly with young people (through training sessions aimed at ASN practitioners/management, ELC practitioners/management, Youth Development Team)
- Strategic Leadership across Shetland Community (elected members, decision makers, officers)

The focused events created a wave of engagement in UNCRC with over 200 people (staff and young people) engaged in activities and 8 schools represented in staff sessions.

By having input from a range of partners, it has helped staff realise where support and expertise is available. For example the Children's Parliament have now been asked back to Shetland schools for in-service to widen opportunity for Primary and ELC staff to upskill in Rights work.

By opening up the activity to partners beyond the Local Authority, activities reached staff and leaders from services such as Economic Development, employability, Arts, Sport & Leisure, Library Services, University of Highlands and Islands and Shetland Charitable Trust. From these conversations, there

#### Organisations who supported sessions:

- Children's Parliament
- Together Scotland
- Improvement Service
- Children and Young People's Commissioner
- My Rights My Say & Enquire (Children in Scotland)
- Scottish Youth Parliament
- John Loughton (Youth Activist and Leadership Speaker)



have been collaborative pieces of work between SIC's Youth and Employability Service and Shetland Arts Development Agency (a youth-led Takeover of the arts venue, Mareel).

There was also a request for more engagement from UHI (in-service training in UNCRC to staff) and elected members of the council. Most of this engagement has been at strategic level ahead of incorporation with SIC services and partners being shown examples of self-assessment by Improvement Service and Together Scotland during the focus days.

A mentimeter evaluation taken before and after the showpiece Rights Ready session at Lerwick Town Hall demonstrated that people's confidence in being 'Rights Ready' increased after the session from 3.5/5 to 4/5. The Mentimeter also highlighted next steps for the community. These are attached. The feedback from some of the CPD sessions was very positive. Below are some feedback quotes left:

*"Thank you! Very informative and worthwhile. Easy to engage with. Videos were just super."*

*"Excellent session! Very well facilitated. Really enjoyed the video clips & discussions. Lovely suite of resources. I'm feeling fired up and looking forward to taking this forward in our work. Thank You!"*

*"Interesting & relevant. Pace was good, resources helpful. Thank you 😊"*

*"Thought-provoking and timely. Good reassurance that we are doing lots of things right and also ideas to take forward. Definitely interested in learning more about being an Unfeartie. Thank you very much."*

*"I found the training really beneficial and it's given me a clearer understanding of what children's rights look like and how we can, and already do, incorporate and embed this in practice. Thank you! 😊"*

*"Great session. Very helpful and great information. Thank you."*

The Authority's Youth Development Team now feel more confident in Youth Participation strategies and the principles behind Youth Voice. This has strengthened the capacity of the service to engage the Shetland Youth Voice Forum (group of young people who represent the views of young people in the isles).



### Next steps...

While the focus in 2023/24 was on wider engagement, next this will continue but with a focus in resource and time on partners areas/schools staff who have so far not engaged in activities but have put UNCRC/Children's Rights into their School Improvement plan.

There will be a session by Education Scotland on UNCRC Incorporation at this summer's In-service training as well as input from Children's Parliament for Early Learning Childcare and Primary staff. From our links with Improvement Service, we will promote resources to partners and other council services to encourage self-reflection on whether they are 'Rights Ready'.

Work has begun to create a learning resource for young people in partnership with local Shetland dialect group, Shetland Forwards. This aims to teach about Rights in a Shetland/island context as some staff had felt UNCRC sometimes felt too abstract. A competition has also been launched locally around UNCRC Articles and making them fit into a local/Isles context.

Linking UNCRC with other priorities such as The Promise, Trauma Informed practice and Shetland Partnerships Compassionate Communities means that Rights will be embedded in practice through these agendas and resources.

### CIRCLE – Creating inclusive environments

The CIRCLE framework, a universal approach to inclusion, continues to be scaled up in Shetland. An example of use in an upper primary school class will be included in the NIF report. The project placed pupil voice and leadership at the centre of changes, and this led to an inclusion project topic within the class.

Our contribution to making this happen	How we will measure our progress	
Develop a framework to ensure that the views of children and young people have influenced and shaped service delivery and future planning.	Evidence that children and young people are engaging in activities that allow them to have a say in the development of services that they access (or may access in the future).  Case studies of how services have changed because of the contributions of children and young people.	Continue to develop – examples of use of engagement activities include sharing of alcohol peer research, continued development of Mind Your Head Well Youth service. Shetland Youth Voice collaborated with Shetland Arts for a Mareel Takeover event. Two new Shetland MSYPs elected in March 2024 – first election since 2018.
Development of performance indicators to monitor progress of UNCRC across all partners.	Self-evaluation activities completed by all partners and a set of performance indicators developed.	To be progressed – engagement and involvement in readiness phase is essential groundwork
Undertake strategic planning ahead of national advice on UNCRC implementation.	Working group across partners to establish plan for the implementation of UNCRC.	See narrative on readiness and preparation.  Engagement sessions taken place involving Elected members, young people and relevant staff members. Input from Improvement Service, Scottish Youth Parliament, My Rights My Say, Together Scotland and Children’s Parliament (See Case Study on UNCRC Rights Ready focus days.)
Schools engagement with Rights Respecting Schools Award, and UNCRC Professional Development	Number of schools engaged in RRSA, and/or having completed UNCRC self-evaluation  % Shetland school staff having had an introduction to UNCRC	In November 2023 45% of Shetland Schools were engaged with the award, as reported UNICEF RRSA – an increase of 2 schools from the year before (38% of all schools were engaged at November 2022).  In Scotland 75% of schools are engaged with the programme.  CPD offer on UNCRC and Childrens Rights offered with increasing focus on Early Learning & Childcare and ASN.
Implement and embed CIRCLE across all schools and settings. All partners to have an understanding of CIRCLE as a universal approach to inclusion.	% of schools and settings staff trained.  % of schools and settings staff implementing CIRCLE.	See test of change summary above – to be reported in full in NIF report. % of staff trained data not yet available but will be reported in future reports.

Schools and settings are implementing our supported interventions to ensure inclusion for all.	<p>Feedback from audits and other self-evaluation activities.</p> <p>All partners have an understanding of these approaches when engaging with children, young people and their families and school and setting staff.</p>	To be progressed.
We communicate effectively about UNCRC and the role of the Shetland community in upholding children’s rights, and advocate for a focus on UNCRC among colleagues in adult and universal services	Evidence from implementation of Shetland Partnership Plan (particularly Tackling Inequalities through Kindness strand)	“Tackling Inequalities through Kindness” strand has developed into “Compassionate Shetland” through initial engagement work, and will be reported as it progresses.

	Source, next update expected	Pre-pandemic?	Current	
1. Adults are good at listening to what I have to say (P5-S6) (Agree)	Health and Wellbeing Census Scotland, Scottish government	Not available	2021/22 - 68.3%	
2. Adults are good at taking what I say into account (P5-S6) (Agree)	Health and Wellbeing Census Scotland, Scottish government	Not available	2021/22 - 56.8%	
3. Schools participating in RRSA	UNICEF RRSA	November 2022 38%	November 2023 45%	↑
4. School staff undertaking UNCRC professional development	Reliable data not currently available			

## 8. Our teams are nurtured and have opportunities to develop

In the Shetland Children's Services Partnership we know how valuable all of our teams working across services are, and we know to make a difference we have to support our teams. There are a great number of demands on our teams, and some of our role as a Partnership is rationalising those demands so ensure work is impactful and our workforce feel empowered to do what will make the greatest difference to our children and young people.

For us this means focussing on fewer, more impactful offerings of support and training – particularly a trauma-informed approach, relationship-based support, and evidence-based training that allows our wider services to support people in all day-to-day interactions – for example HENRY (healthy families) and LIAM (anxiety management).



### **Let's Introduce Anxiety Management (LIAM)**

The "Let's Introduce Anxiety Management" (LIAM) program in Shetland schools is a Cognitive Behaviour Therapy (CBT)-informed initiative designed to help children and young people (CYP) manage mild to moderate anxiety symptoms. Developed in partnership with NHS Shetland, the program trains Youth Development Workers in secondary schools, along with School Nurses and the local mental health charity, Mind Your Head, to deliver anxiety management strategies to young people.

LIAM consists of eight weekly sessions, either one-on-one or in groups, where young people are guided through techniques to manage anxiety. While some students self-refer, others are recommended by teachers, social workers, or the Child and Adolescent Mental Health Services (CAMHS). The program aims to reduce anxiety to a manageable level, improving students' school attendance, academic performance, and overall participation in school and community life.

Youth Development Workers, already familiar to the students, deliver the program, fostering an informal and supportive environment that encourages participation. NHS staff provide ongoing support through initial training and virtual mentoring to ensure that each young person receives appropriate care.

The program has shown significant success, with many participants experiencing a notable reduction in anxiety. Some students who previously struggled with attending classes or social functions are now more engaged in school and community activities. The positive impact of LIAM is also spreading, with more students self-referring after hearing about it from peers.

Moving forward, there are plans to expand the program to focus on primary pupils transitioning to secondary school, providing them with anxiety management tools early in their education to maximize long-term benefits.

*"I have a new perspective on the way my brain works and what I can do to help myself"*

Our contribution to making this happen	How we will measure our progress	Update
<p>Input into development of Trauma-Informed working as a Shetland approach – including via steering group, and sharing learning through services and teams.</p>	<p>Uptake of Scottish Trauma Informed Leaders training</p> <p>Uptake of trauma-informed practice training – principally National Trauma Transformation Programme and Policy Hub Scotland resources</p> <p>Number of services undertaking trauma-lens service self-assessment and implementing changes</p> <p>Shetland Islands Councils will monitor how many new/updated policies are viewed with a trauma lens</p> <p>Children, Young-people, family and carer experience of services is improved (service satisfaction/experience measures to be agreed)</p>	<p>Trauma informed Shetland strategy group established and meeting regularly.</p> <p>Connecting in with national work led by the improvement service, including the recently published national learning report.</p> <p>Local statement of intent has been developed and will be finalised soon, this includes reference to the Trauma Informed principles.</p> <p>Trauma training pathway developed and shared widely across the partnership.</p> <p>Training has been made available on the Safer Shetland website and is being promoted by partners locally.</p> <p>Shetland Islands Council now have 6 trainers who can deliver Trauma Skilled training package. Training implementation plan will be developed and an initial pilot will take place during January 2025.</p> <p>Local strategic group has been considering how best to utilise skills and leadership of those taking part in Scottish Trauma Informed Leaders Training, Shetland have had 60+ people access this in past 4 years.</p> <p>Areas are currently being identified to undertake trauma-lens self-assessment in 2024-25, including identifying any barriers there might be to undertaking the trauma lens</p>

<p>Sharing key learning to spread existing work and good practice, including:</p> <ul style="list-style-type: none"> <li>• Anchor evaluation</li> <li>• HENRY approach</li> <li>• Speech and Language Therapy universal input</li> <li>• LIAM (Let's Introduce Anxiety Management)</li> </ul>	<p>Our workforce are confident in our shared approach to support – strengths focused, early action, relationship based.</p> <p>Review Whole Family Support self-assessment to understand development/change.</p> <p>Uptake of locally delivered training (HENRY, SLT, LIAM)</p>	<p>Continuing work on clarity of messaging and approach. Anchor evaluation shared and reviewed with Children's Partnership and 'Early Action' groups, supporting this learning and linking the work to Shetland Partnership approach.</p> <p>Local training delivery continues, with better understanding across organisations of what is available. Example of implementation of LIAM training shared above.</p>
<p>We have a culture of learning and support that enables development in our services, recognises the impact of work on our staff, and promotes the wellbeing of everyone in our teams, including using supervision and access to CPD/development opportunities.</p>	<p>Support and promotion of staff wellbeing agenda across partner organisations</p> <p>Case study reporting of good practice within annual report</p>	<p>To gather case studies throughout 2024/25 to include in next annual report.</p> <p>Vicarious Trauma and Pro-Active Self-Care workshop was again made available in 2023-24, with good participation and positive feedback. This workshop will be made available again in 2024-25 and where appropriate managers will be supported with embedding the outputs from this workshop.</p> <p>Shetland Islands Council are recruiting a Workforce Wellbeing Officer.</p> <p>Feedback from staff through existing surveys will be explored for current trends and identification of support required for staff.</p>