

# **Pregnancy and Parenthood in Young People Strategy**

## **Policy mapping**

**December 2015**

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# Introduction

The *Pregnancy and Parenthood in Young People Strategy* aims to help shift our approach of support to wider social determinants and health inequalities. The focus to date has often been on sexual health determinants and whilst this is clearly an important aspect it is not the sole risk factor that contributes to pregnancy in young people. Additionally, the new Strategy also aims to supporting young parents to help improve their health, social and economic outcomes. It is important that the Strategy does not duplicate or replicate existing strategies and frameworks, therefore the need for a policy mapping was essential as part of the development of the Strategy.

This document maps Scottish Government national policies with a link to pregnancy and parenthood in young people. The key recommendations listed in this document are not necessarily all the key recommendations or outcomes of the listed strategies but are those that link to young people, young parents or their families. Included are policies that relate to supporting young people to help prevent pregnancy, promote aspirations and ambition. Most of the policies have similar ambitions and goals, with key themes such as equality and fairness at the heart. It is not a definitive document but it is hoped that it will provide an overview of the key policies that may link to the Strategy and impact upon services across Scotland.

Whilst the various policies identify the age range of a 'young person' differently and an agreed definition is not found, the overall ethos and values remain the same regardless of age definition.

# National Performance Framework

The [National Performance Framework](#) (2011) measures and reports on progress the Government in Scotland in creating a more successful country, with opportunities for all to flourish through increasing sustainable economic growth.

Progress of the National Performance Framework is tracked by 7 Purpose Targets and it is supported by 16 National Outcomes and 50 National Indicators, covering key areas of health, justice, environment, economy, and education. The following eleven National outcomes link into the pregnancy and parenthood in young people strategy outcomes:

- By achieving these outcomes together, we will make Scotland a better place to live and a more prosperous and successful country.
- We realise our full economic potential with more and better employment opportunities for our people.
- We live in well-designed, sustainable places where we are able to access the amenities and services we need.
- We are better educated, more skilled and more successful, renowned for our research and innovation.
- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.
- We live longer, healthier lives.
- We have tackled the significant inequalities in Scottish society.
- Our public services are high quality, continually improving, efficient and responsive to local people's needs.
- We have improved the life chances for children, young people and families at risk.

# Supporting Acts

## [The United Nations \(UN\) Convention on the Rights of the Child \(1991\)](#)

The UN convention defines a child as a person under the age of 18. It provides a set of minimum standards relating to children's civic, political, economic, social and cultural rights. These fall into three main categories:

- Provision – the right to minimum standards of health, social security, physical care, family life, play, recreation, culture and leisure plus adequate standards of living and good quality of education.
- Protection – the right to be safe from discrimination, abuse and neglect, exploitation, substance abuse, injustice and conflict.
- Participation – the right to a name and identity, to be consulted and taken account of, to access to information, to freedom of speech and opinion and to challenge decisions made on their behalf.

## [The Children and Young People \(Scotland\) Act 2014](#)

The Act will further the Scottish Government's ambition for Scotland to be the best place to grow up in by putting children and young people at the heart of planning and services and ensuring their rights are respected across the public sector.

Key points:

- Named person
- Information sharing
- Childs plan
- Teenagers in residential, foster or kinship care who turn 16 gaining new rights to remain 'looked-after' up to the age of 21, as well as extended entitlement to aftercare up to their 26th birthday.

## [The Post-16 Education \(Scotland\) Act 2013](#)

This Act provides a legal basis to underpin aspects of Scottish Government's wide-ranging reforms to improve the way the post-16 learning system supports jobs and economic growth and helps young people meet their ambitions.

The Act includes measures in relation to:

- Widening access to higher education with a view to increasing the number of young people from deprived backgrounds who go on to study at degree level
- Supporting the delivery of Opportunities for All – the guarantee of a place in learning or training for all 16-19 year olds - by ensuring that young people who disengage from, or are at risk of disengaging from, learning or training can be provided with appropriate support
- Progressing the creation of 13 strong college groupings of scale, able to plan regionally and deliver across all of Scotland
- Ensuring that the structure of, and provision in, universities and colleges remains fit for purpose
- Capping the level of higher education tuition fees which Scottish institutions can charge students from the rest of the UK

### **Public Bodies (Joint Working) (Scotland) Act 2014**

The Act provides the legislative framework for the integration of health and social care services in Scotland. It requires the local integration of adult health and social care services, with statutory partners (Health Boards and Local Authorities) deciding locally whether to include children's health and social care services, criminal justice social work and housing support services in their integrated arrangements.

Key features of the Act include:

- National outcomes for health and wellbeing will apply equally to Health Boards, Local Authorities and Integration Authorities.
- Health Boards and Local Authorities will be required to establish integrated partnership arrangements.
- An integrated budget will be established in each Integration Authority to support delivery of integrated functions, which will cover at least adult social care, adult community health care, and aspects of adult hospital care that are most amenable to service redesign in support of prevention and better outcomes.
- Each Integration Authority will establish locality planning arrangements at sub-partnership level, which will provide a forum for local professional leadership of service planning.
- Each Integration Authority will put in place a strategic commissioning plan for functions and budgets under its control. The joint strategic commissioning plan will be widely consulted upon with non-statutory partners, patient and service-user representatives, etc.

### **Scottish Schools (Parental Involvement) Act 2006**

The Scottish Schools (Parental Involvement) Act 2006 places a responsibility on local authorities to improve parental involvement in three ways - learning at home, home/school partnerships and parental representation. The Parental Involvement Act recognises the vital role that parents play in children's learning and development, and aims to encourage parents to develop their children's learning at home and in the community. The Act reflects the shared role and responsibility that schools, parents and carers have in working together to educate children.

### **Education (Additional Support for Learning) Act 2004**

The Act requires education authorities to identify, provide for and to review the additional support needs of the pupils for whom they are responsible. An additional support need can arise for any reason, and can be of short or long term in nature. Additional support is provided to overcome a barrier to learning. The legislation requires that additional support provided is directed towards the individual needs of pupils.

### **Equality Act 2010**

The duties of the Equality Act 2010 require responsible bodies to actively deal with inequality, and to prevent direct and indirect discrimination, harassment or victimisation of pupils on the basis, or a perceived basis, of protected characteristics, including due to pregnancy and maternity. It is discriminatory to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger. It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

# Supporting approaches

## Getting it Right for Every Child (2012)

The Getting It Right For Every Child (GIRFEC) approach ensures that anyone providing support puts the child or young person – and their family – at the centre. GIRFEC is important for everyone who works with children and young people – as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty – rather than only getting involved when a situation has already reached crisis point. The GIRFEC approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

## Curriculum for Excellence (2012)

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities, helping children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



## Supporting Policies

### [Sexual Health and Blood Borne Virus Framework update \(2015-2020\)](#)

The first Sexual Health and Blood Borne Virus Framework was published by the Scottish Government in 2011. The Framework brought together policy on sexual health and wellbeing, HIV and viral hepatitis for the first time. It set out five high-level outcomes which the Government wished to see delivered, and it sought to strengthen and improve the way in which the NHS, the Third Sector and Local Authorities supported and worked with individuals at risk of poor sexual health or blood borne viruses. Four years have passed since the Framework was published and this document provides an update on progress. It is not intended to present a significant change in direction, nor to replace the original Framework. As well as reporting on progress, the update seeks to reflect on experience over the last four years to refine main messages and identifying key emerging issues where more focus is now needed and set out where a different approach is now possible.

### [Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy \(2014-2019\)](#)

The National Youth Work Strategy was developed jointly by the Scottish Government, Education Scotland and YouthLink Scotland. It aims to set out ambitions for improving outcomes for young people through youth work. It has been developed in the context of the Strategic Guidance for Community Learning and Development, and it aims to ensure that we harness and build on our partnerships and what we know works in delivering vibrant and effective youth work practice.

### [Developing the Young Workforce - Scotland's Youth Employment Strategy \(2014\)](#)

The Scottish Government established the independent Commission for Developing Scotland's Young Workforce in January 2013. Its remit was to explore how we might develop a modern, responsive and valued system for vocational training and emulate the labour markets of the best performing European countries. The Commission's final report was published on 3 June 2014 and set out 39 recommendations, all of which built upon the Scottish Government's Economic Strategy, the introduction of Curriculum for Excellence and the extensive reforms of Post 16 Education. This strategy and implementation plan sets out how the Scottish Government will implement the Recommendations of the Commission for Developing Scotland's Young Workforce to drive the creation of a world class vocational education system to reduce youth unemployment by 40% by 2021.

### [Mental Health Strategy for Scotland \(2012-15\)](#)

Scotland's Mental Health Strategy is the successor document to Delivering for Mental Health and Towards a Mentally Flourishing Scotland. It builds on that work as well as on policy and service improvements taken forward alongside those main policy documents. There are seven key themes:

1. Working more effectively with families and carers
2. Embedding more peer to peer work and support
3. Increasing the support for self-management and self-help approaches
4. Extending the anti-stigma agenda forward to include further work on discrimination
5. Focusing on the rights of those with mental illness

6. Developing the outcomes approach to include, personal, social and clinical outcomes
7. Ensuring that we use new technology effectively as a mechanism for providing information and delivering evidence based services

### **Changing Scotland's Relationship with Alcohol: A Framework For Action (2009)**

This Framework sets out our strategic approach to tackling alcohol misuse in Scotland. It explains the need for action in order to help deliver Government's Purpose and outlines how Government intend to take forward the proposals contained in the discussion paper "Changing Scotland's Relationship with Alcohol" following the outcome of the public consultation in 2008.

### **Tobacco Control Strategy - Creating a Tobacco-Free Generation (2013)**

The strategy sets out a 5 year plan for action across the key themes of health inequalities, prevention, protection and cessation. Key actions include: setting 2034 as a target date for reducing smoking prevalence to 5%; a pilot of the schools-based ASSIST programme; a requirement for smoke-free hospital grounds by March 2015; and a national marketing campaign on the dangers of second-hand smoke in cars and other enclosed spaces. In addition, it will provide the government's view on standardised packaging of tobacco products.

### **National Parenting Strategy: Making a positive difference to children and young people through parenting (2012)**

The National Parenting Strategy is all about valuing and supporting Scotland's parents as one of the single biggest ways of giving children the best start in life. When it refer to parents, it means anyone with a parenting role and it means parents of children of all ages from the early years right through the teenage years and into young adults. This isn't about dictating to parents how to bring up their own children, this is about making it easier for parents to understand the positive difference they can make to their child's development, helping parents to feel confident in their ability to care for their children, feel reassured that help is available if and when they need support and ultimately making parenting an even more rewarding experience.

### **Refreshed Maternity Framework (2011)**

The refreshed framework is designed to address all care from conception, throughout pregnancy and during the postnatal phase. Effective collaboration and communication between all of these disciplines and services, and particularly between primary care, public health nursing and maternity services, is essential for person centred, safe and effective maternity care. Whilst this framework is concerned with maternity care, the principles and some of the service descriptors will be of relevance to other staff providing NHS services to women and their babies, including sexual health and reproductive health staff, substance misuse and addictions staff, mental health staff and community pharmacy staff.

### **Early Years Framework (2009)**

At the heart of the framework is an approach which recognises the right of all young children to high quality relationships, environments and services which offer a holistic approach to meeting their needs. Such needs should be interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing. This approach is important for all children but is of particular benefit in offering effective support to those children and families requiring higher levels of support.

Early intervention has relevance to a wide range of social policy but it is particularly relevant in early years, which will often be the earliest and best opportunity to intervene. We have identified 4 principles of early intervention. In short, these are:

- for all to have the same outcomes and the same opportunities;
- to identify those at risk of not achieving those outcomes and take steps to prevent that risk materialising;
- where the risk has materialised, to take effective action;
- to work to help parents, families and communities to develop their own solutions, using accessible, high quality public services as required.

### **[Play Strategy for Scotland: Our Vision \(2013\)](#)**

Children's play is crucial to Scotland's wellbeing; socially, economically and environmentally. 'The experiences children have in early life – and the environments in which they have them – shape their developing brain architecture and strongly affect whether they grow up to be healthy, productive members of society' (Harvard University, 2007). Play is an essential part of a happy, healthy childhood and 'when children play their brains do two things: they grow and the become organised and usable' (Hughes, 2013). By investing in all our children and young people now we can strengthen their ability to achieve their full potential.

### **[Improving Maternal and Infant Nutrition Framework \(2011\)](#)**

Improving the nutrition of mothers and infants cannot and must not operate in isolation; it should be seen in the broader context of improving the health and wellbeing of everyone of who lives in Scotland. This Framework is aimed at a variety of organisations with a role in improving maternal and infant nutrition. There are many partner organisations but, primarily, the NHS, local authorities, employers, the community and voluntary sector have the most opportunity to influence culture and behaviour change. The framework is aimed at policy makers within these organisations as well as frontline staff and volunteers.

### **[Child Poverty Strategy \(2014-2017\)](#)**

Continuing to promote and support good mental and physical health and wellbeing among children and young people as they develop towards adulthood is vital to the development of happy, healthy and productive future generations and parents of further generations. With relation to vulnerable children and families: to ensure a particular focus on the most vulnerable children and families. These include families with disabled children, children who offend, are in homeless families, looked after or accommodated, who live in substance misusing households, are at risk in situations of domestic abuse and violence or live with parents who have mental health problems or learning disabilities. In many instances, these risk factors overlap and are strongly associated with poverty and deprivation.

### **[The Road to Recovery: A New Approach to Tackling Scotland's Drug Problem \(2008\)](#)**

Based on consensus, and informed by the best available evidence, this strategy sets out a significant programme of reform to tackle Scotland's drug problem and make a contribution to the Government's overarching purpose, which is to increase sustainable economic growth. Central to the strategy is a new approach to tackling problem drug use based firmly on the concept of recovery. Recovery is a process through which an individual is enabled to move-on from their problem drug use towards a drug-free life and become an active and contributing member of society. Moving to an approach that is based on recovery will mean a significant change in

both the pattern of services that are commissioned and in the way that practitioners engage with individuals. The strategy sets in train a number of actions to turn recovery into a reality. Core to this is the reform of the way that drug services are planned, commissioned and delivered to place a stronger emphasis on outcomes and on recovery. Finally, the strategy sets out the Government's renewed approach to developing more effective responses to children at risk of parental substance misuse. It sets in motion a programme of action to ensure that the child is at the centre of agency responses and that the principle of early intervention is embedded.

### **[Getting It Right For Looked After Children And Young People Strategy \(2015\)](#)**

This strategy has been developed with input from partners across the statutory and voluntary sectors and looked after children and young people. We are grateful for their engagement and contributions.

### **[Preventing Offending: Getting it right for children and young people \(2015\)](#)**

Youth Justice strategy for Scotland, 2015-2020. With a strategic focus on advancing the Whole System Approach, improving life chances and developing capacity and improvement. Priority themes are: advancing the whole system approach, improving life chances and developing capacity and improvement. Partnership working has been a crucial element of success in preventing offending and will remain integral to the delivery of this strategy.

### **[Valuing Young People \(2009\)](#)**

This focuses on:

- ensuring that all young people have the support they need to achieve their potential;
- positive opportunities for, and positive engagement with young people; and
- early intervention to nurture potential and offer support at an earlier stage in a young person's life.

### **[More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland \(2006\)](#)**

The starting point for this strategy is that, for young people, being not in education, employment or training (NEET) represents an unacceptable waste of potential. NEET sells young people short; economically and socially it makes no sense. The objective is to eradicate the problem of NEET the length and breadth of Scotland.

### **[Scotland's Youth Employment Strategy \(2012\)](#)**

Secure employment for young people gives them a firm foundation on which to build their lives. This is not simply a question of personal finances; there are clear benefits to health for individuals and a reduction in inter-generational social problems. The cost to society of not having employment opportunities for young people is all too familiar. It is built upon three strategic themes –

- Adopting an all-Government, all-Scotland approach to supporting youth employment;
- Enhancing support for young people; and
- Engaging with employers.

### **[Opportunities for All \(2012\)](#)**

Opportunities for All is an explicit commitment to offer a place in learning or training to every 16-19 year old in Scotland who is not currently in employment, education or

training. It requires the post-16 learning system to re-engage young people between their 16th and 20th birthdays with learning or training. The publication describes how post-16 learning and training delivery partners contribute to delivery of this commitment.

### **[Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth \(2010\)](#)**

Three years ago in Skills for Scotland: A Lifelong Skills Strategy the Scottish Government set out our ambitions for skills in a lifelong learning context. It focused on three main areas: individual development, responding to economic and employer need and creating cohesive structures.

### **[Promoting Positive Outcomes: Working Together to Prevent Antisocial Behaviour in Scotland \(2009\)](#)**

This Framework for tackling antisocial behaviour in Scotland is about promoting positive outcomes: by preventing ASB before it occurs; by encouraging agencies to work together more effectively; by involving communities more closely in developing local solutions; and by communicating positive, evidence-based messages about our people and places. Overall, it is about building on success and spreading good practice across Scotland. The Framework aims to focus more on prevention and early and effective intervention and move away from the narrow focus on enforcement; address the causes of ASB, such as drink, drugs and deprivation, and not just the symptoms, promote positive behaviour and the work of role-models and mentors, as well as punish bad behaviour in an appropriate, proportionate and timely manner and create more choices and chances for people to succeed, thereby reducing the likelihood of them being involved in ASB.

### **[Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls \(2014\)](#)**

Equally Safe is Scotland's strategy for preventing and eradicating violence against women and girls. The strategy has been produced by Scottish Government and COSLA, with input from key justice agencies (Police Scotland and COPFS) and from third sector agencies which support women. The overall aim of the strategy is to prevent and eradicate violence against women and girls, creating a strong and flourishing Scotland where all individuals are equally safe and respected, and where women and girls live free from such abuse - and the attitudes that help perpetuate it.

Four key priorities are set out within the strategy:

1. Scottish society embraces equality and mutual respect, and rejects all forms of violence against women and girls.
2. Women and girls thrive as equal citizens: socially, culturally, economically and politically.
3. Interventions are early and effective, preventing violence and maximising safety and wellbeing of women and girls.
4. Men desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response.

While the strategy sets out some early commitments, it explains how a phased approach will help ensure that longer-term change is sustained.

### **[Homes Fit for the 21st Century: The Scottish Government's Strategy and Action Plan for Housing in the Next Decade \(2011-2020\)](#)**

This document sets out the Scottish Government's housing vision and strategy for the decade to 2020. For 2020, the vision is for a housing system which provides an affordable home for all.

### **The Better Health Better Care Action Plan (2007)**

NHSScotland, both alone and in conjunction with its partners, has a significant contribution to make to ensuring better, local and faster access to health care and helping people to sustain and improve their health, particularly in disadvantaged communities. Achievement will be assessed against seven high-level targets and 15 shared, national outcomes through a set of 45 supporting indicators which will be used to report progress to the people of Scotland over a 10-year period. This, in turn, will be underpinned by a range of performance management systems across the public sector, including NHSScotland, which will ensure that services and activities are aligned appropriately.

### **Achieving Our Potential: A Framework for Tackling Poverty and Income Inequality in Scotland (2008)**

Progress against the National Outcomes agreed with partners, are tracked through a basket of National Indicators, and local indicators adopted by CPPs which are relevant to efforts to tackle poverty and income inequality in Scotland: These include

- Improve people's perceptions of the quality of public services delivered;
- Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations ( FE, HE, employment or training);
- Reduce the number of working age people with severe literacy and numeracy problems;
- Decrease the proportion of individuals living in poverty;
- Increase the proportion of pre-school centres receiving positive inspection reports;
- Increase the social economy turnover;
- Increase the average score of adults on the Warwick-Edinburgh Mental Wellbeing scale by 2011;
- Increase Healthy Life Expectancy at birth in the most deprived areas;
- Reduce alcohol related hospital admissions by 2011;
- All unintentionally homeless households will be entitled to settled accommodation by 2012;
- Reduce overall reconviction rates by two percentage points by 2011;
- Increase the rate of new house building.

### **Everyone Matters: 2020 Workforce Vision (2013)**

Scotland's Health Service aims to provide safe, effective and person-centred care. Our vision is that by 2020 everyone is able to live longer, healthier lives at home or in a homely setting. The 2020 Workforce Vision; *we will respond to the needs of the people we care for, adapt to new, improved ways of working, and work seamlessly with colleagues and partner organisations. We will continue to modernise the way we work and embrace technology. We will do this in a way that lives up to our core values. Together, we will create a great place to work and deliver a high quality healthcare service which is among the best in the world.*

### **The Healthcare Quality Strategy for NHSScotland (2010)**

The Quality Ambitions;

- Mutually beneficial partnerships between patients, their families and those delivering healthcare services which respect individual needs and values and which demonstrate compassion, continuity, clear communication and shared decision-making.
- There will be no avoidable injury or harm to people from healthcare they receive, and an appropriate, clean and safe environment will be provided for the delivery of healthcare services at all times.
- The most appropriate treatments, interventions, support and services will be provided at the right time to everyone who will benefit, and wasteful or harmful variation will be eradicated.

### **eHealth Strategy (2014-2017)**

The eHealth Strategy 2014 – 2017 sets a national direction through a common vision and set of key aims. The Strategy maintains a significant focus on healthcare and the needs of NHSScotland, but has been redeveloped to recognise the rapidly evolving environment of integrated health & social care and the need to address not only NHSScotland requirements, but also the expectations and requirements of partnership organisations, and citizens for electronic information and digital services.

## Supporting guidance

### [A New Look at HALL 4: The Early Years: Good Health for Every Child \(2011\)](#)

This guidance was developed following extensive consultation with a wide range of stakeholders including front-line practitioners and parents/carers and takes account of the views expressed. It sets out the way forward for the successful delivery of Health for All Children (Hall 4) in the early years - a time where children's futures can be shaped by appropriate levels of support and intervention.

### [The National Guidance for Child Protection in Scotland \(2014\)](#)

National Guidance for Child Protection in Scotland was published in 2010 and refreshed in 2014 to ensure that it remains relevant and up to date. The document provides a national framework for agencies and practitioners at local level to understand and agree processes for working together to safeguard and promote the wellbeing of children. It sets out expectations for strategic planning of services to protect children and young people and highlights key responsibilities for services and organisations, both individual and shared. It also includes guidance for practitioners on specific areas of practice and key issues in child protection including Child Sexual Exploitation and Internet Safety.

### [Getting Our Priorities Right \(2013\)](#)

The purpose of the guidance is to provide an updated good practice framework for all child and adult service practitioners working with vulnerable children and families affected by problematic parental alcohol and/or drug use. It has been updated in the particular context of the national GIRFEC approach and the Recovery Agendas, both of which have a focus on 'whole family' recovery. Another key theme is the importance of services focusing on early intervention activity. That is, working together effectively at the earliest stages to help children and families and not waiting for crises – or tragedies – to occur.

### [Developing the Young Workforce: Guidance for School/Employer Partnerships, Guidance for Employers \(2015\)](#)

As part of work on Developing the Young Workforce, the Guidance for School/Employer Partnerships is intended to support the aim of meaningful and productive partnerships operating in all secondary schools by 2018/19, also to support partnerships involving primary and early years. The guidance has been published in 3 parts: Guidance for Employers, Guidance for Schools, and Guidance for DYW Regional Groups and Local Authorities. The guidance has been developed by the Scottish Government in partnership with relevant national bodies and informed by consultation with a range of stakeholders. It recognises the importance of building on good practice, flexibility to meet differing local needs, and mutual benefit.

### [Conduct of Relationships, Sexual Health and Parenthood Education in Schools \(2014\)](#)

The Scottish Government is committed to ensuring that all children and young people receive high quality relationships, sexual health and parenthood education (RSHP) in order to respect, protect and fulfil their human rights as they grow up. We are committed to working with children and young people along with parents, carers and staff to make this a reality for schools in Scotland in order to create a more positive culture around relationships, sexual health and parenthood in Scotland.



### **Housing Options Protocol for Care Leavers, Guidance for Corporate Parents: Improving housing and accommodation outcomes for Scotland's care leavers (2013)**

This guidance aims to assist local authorities and their community planning partners in the development and implementation of local 'Housing Options protocols for Care Leavers'. These Protocols should detail the processes by which young people are supported through their transition out of care and provided with a range of appropriate and sustainable accommodation options.

### **Equally Well (2008)**

People struggling with poverty and low income have poorer mental health and wellbeing than those with higher incomes or who find it easy to manage financially. There are large and increasing inequalities in deaths amongst young adults due to drugs, alcohol, violence and suicide. In order to reduce inequalities in healthy life expectancy and wellbeing generally, the Task Force has identified priority areas and have given the following recommendations for early years and young people:

- Reducing health inequalities should be a key outcome for the early years framework being developed jointly by the Government and COSLA.
- NHS Boards should improve the capacity of ante-natal services to reach higher risk groups and identify and manage risks during pregnancy.
- The Government should arrange a Scottish survey of the incidence of Foetal Alcohol Syndrome.
- NHS Boards should improve breastfeeding rates in deprived areas and among disadvantaged groups.
- The Government should lead the development of holistic support services for families with very young children at risk of poor health and other poor outcomes.
- There should be a range of services that identify need and provide support to the most vulnerable children and families. As part of that, the Government should develop a community-based integrated school health team approach, targeting children at risk and increasing the nursing staff and other professionals supporting schools.

### **Equality Act 2010: Guidance for schools**

This guidance is one of a series written by the Equality and Human Rights Commission to explain what must be done to meet the requirements of equality law. This will support the introduction of the Equality Act 2010. This Act brings together lots of different equality laws, many of which we have had for a long time. By doing this, the Act makes equality law simpler and easier to understand.

There are two guides giving advice on responsibilities under equality law as someone who has pupils, students and parents who access the education services you provide. The guides look at the following:

- Schools
- Further and Higher Education