

**Scottish Borders**

**CHILDREN'S RIGHTS REPORT**

**2020-2023**

**&**

**2023-2026**

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## Introduction

Part 1 of the Children and Young People (Scotland) Act 2014 requires Public Authorities to report, “as soon as practicable” after the end of each 3-year period, on the steps they have taken to secure better or further effect of the requirements of the United Nations Convention on the Rights of the Child (UNCRC).

Using the UNCRC as the framework for reporting, Scottish Borders Council and NHS Borders have prepared a joint report which sets out:

1. actions implemented in the past 3 years (2020-23), and:
2. an Action Plan of the proposed measures to be taken forward in the next 3 years (2023-26) to further the rights of children living in the Scottish Borders.

This report demonstrates the commitment of Scottish Borders Council and NHS Borders over the past 3 years (2020-2023), and the next 3 years (2023-2026) to ensure all children, young people and their families have their rights valued and respected. We do this by providing the very best in evidence-based practice that supports prevention and treatment opportunities. Our staff are highly trained and appropriately skilled in the provision of children’s services. We aim to provide support to all parents, carers and guardians to make all of our decisions in the best interests of a child.

We strive to ensure children, young people and families are treated with dignity and feel valued and heard. Complaints and any other feedback from children, young people and families are treated seriously and responded to so we can ensure we improve our services. NHS Borders and Scottish Borders Council consider the rights of all children throughout our services. Services and projects have either adopted or are in the process of adopting a rights-based approach to ensure children’s rights are respected, protected and fulfilled.

In preparing this report, we have consulted with children and young people to ensure they have a say about matters that are important to them. This has included various consultations on a variety of topics, e.g., the Young Carers Strategy, consultation on the proposals for the new build of Galashiels Academy and play park consultations. We are committed to involving children and young people in preparing Child’s Rights Reports in the future, as well as in the design of our services, policies and plans.

## What is the United Nations Convention on the Rights of the Child (UNCRC?)

The UNCRC sets out the human rights of every person under the age of 18 and is the most complete statement on children’s rights treaty in history. It was adopted by the UN General Assembly in 1989 and is the most widely adopted international human rights treaty to date. Progress on implementation of the UNCRC is monitored by the UN Committee on the Rights of the Child.

The Convention must be understood as a whole: all rights are linked, and no right is more important than any other. The right to relax and play (article 31) and the right to freedom of expression (article 13) are as important as the right to be safe from violence (article 19) the right to education (article 28) and the best interests of the child (article 3).

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It makes clear how adults and governments must work together to make sure all children can enjoy all their rights.

The Convention can be [read in full](#) or accessed in an alternative [simplified formats](#) prepared by the Children and Young People's Commissioner Scotland.

Scottish Ministers have set an ambition for our country: that Scotland is the best place to grow up and bring up children. To achieve that we require a positive culture towards children. This is promoted through Getting it right for every child (GIRFEC). The GIRFEC approach has been built up from the UNCRC. Appendix A shows the links between the GIRFEC wellbeing indicators (SHANARRI) and the articles of the UNCRC.

Children's rights are divided into 4 groups. These often referred to as the 4 P's - Provision, Protection, Participation and Prevention, as set out and described below:



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For the wellbeing of our *children*

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### **Protection**

These rights include protection from all forms of child abuse, neglect, exploitation and cruelty, including the right to special protection in times of war and protection from abuse in the criminal justice system.

### **Provision**

These are rights to the resources, skills and contributions necessary for the survival and full development of the child. They include rights to adequate food, shelter, clean water, formal education, primary health care, leisure and recreation, cultural activities, and information about their rights. These rights require not only the existence of the means to fulfil the rights but also access to them. Specific articles address the needs of child refugees, children with disabilities and children of minority or Indigenous groups.

### **Participation**

Children are entitled to the freedom to express opinions and to have a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the right to express opinions and be heard, the right to information and freedom of association. Engaging these rights as they mature helps children bring about the realisation of all their rights and prepares them for an active role in society.

## Prevention

Children and young people have the right to be protected from being hurt or badly treated. Article 19 of the UNCRC makes it clear that children and young people have the basic human right to dignity. This means they have the right to be protected from violence, just like everybody else.

## The Children & Young People (Scotland) Act 2014

Ministers have a duty to keep the UNCRC 'under consideration', to raise 'awareness and understanding' of its principles and provisions, 'take account' of views of children and local authorities must submit a report to the Scottish Parliament every three years on the changes that have been made to UNCRC implementation over the period. It also contains a duty on public bodies to report on UNCRC implementation.

The Bill became the newly named 'Children and Young People (Scotland) Act 2014' and while it fell short of incorporation, it provided a focal point for children's rights discourse. The key point of the Scottish Government's plan was to make Scotland the best place in the world for children to grow up.

## The Children and Young People's Commissioner Scotland

The Commissioner's powers are set out in the Commissioner for Children and Young People (Scotland) Act 2003 and amended by The Children and Young People (Scotland) Act 2014. Before the 2014 Act became law, the Commissioner could only look into cases that involved human rights of groups of children and young people. As a result of the 2014 Act, the Commissioner can now investigate cases that affect the human rights of individual children and young people.

The role of the Commissioner is as follows:

- Protects the rights for children and young people under 18 or up to 21 if in care or care experienced.
- Works to ensure that laws are fair and will challenge people in authority to ensure that they have done what they have promised to do. To ensure that all children and young people grow up in an environment of happiness, love and understanding.
- Helps children and young people to understand the importance of children's rights and that children and young people can demand change if their rights or rights of others are not being respected.
- Also ensures adults in Scotland are aware of children's rights so that they know where they need to make changes.

In their General Comment 2, the UN Committee on the Rights of the Child explains how people like Children and Young People's Commissioners can best protect children's human rights:

- Help children, young people and adults understand children's human rights.
- Make sure children and young people know how to contact them.
- Listen to all children and young people's views and make sure others do too.
- Involve children and young people in their day-to-day work.
- Work closely with children and young people's organisations.
- Be able to investigate where children's human rights are not being respected.
- Report back to the United Nations Committee on the Rights of the Child on how their country's government is respecting children's human rights.

The Committee also says that like other national human rights institutions, Commissioners should be independent of government.

## UNCRC Incorporation (Scotland) Bill

In April 2019, the First Minister committed to incorporating the UNCRC into law in Scotland and they are set to be implemented 6 months after Royal Assent, currently 2024. This means children's rights will be legally protected in Scotland and public authorities must take steps to represent children's rights in their decisions and actions. It also means that children, young people, and their representatives will be able to use courts in Scotland to enforce their rights. [Incorporation of the UN Convention on the Rights of the Child | Together Scotland](#)

In Scotland children and young people's rights are promoted and protected by the Children and Young People's Commissioner.

Despite being passed unanimously by MSP's, the Bill was blocked by the Supreme Court after a challenge by UK Ministers. The amended Bill will be presented to the Scottish Government after the parliamentary summer recess, in September 2023. This means that Local Authorities will only be required "to comply with the UNCRC requirements when delivering duties under powers in an act of the Scottish Parliament".

## The General Principles that underpin the specific rights of Children and Young People

There are four articles in the Convention that are seen as special. They are known as the 'General Principles', and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children and young people. They are:

- Non-discrimination – article 2
- Best interests of the child – article 3
- Right to life, survival and development – article 6
- Right to be heard - article 12

## The Impact of COVID 19

Covid-19 had a devastating impact on children and young people, with schools closing and learning moved to online. Preventing children and young people from having social interactions with their peers and friends and becoming more isolated and leading to feeling anxious about things with loneliness being a big factor. The full impact of COVID is not yet known but young people are experiencing mental health issues (link: [COVID-19 impact report for 10-17 year olds](#)).

Local activity to support children, young people and families during Covid restrictions to ensure their rights were met include:

- Live Borders facilities were closed from March 2020 impacting on free access to services and Holiday Programmes were postponed. The delivery of face-to-face Holiday Programmes were converted and provided virtually and in creative ways by partners involved in the Joint Health Improvement Team.
- Third sector youth organisations supported young people with free online and in-person activities throughout 2020/21: including craft sessions, photography, cooking and baking, youth media, day trips, mountain biking and sports.

- Third sector youth organisations provided support to 253 young people with food parcels and through significant contributions from community-based youth groups: including Cheviot Hub, TD1 Youth Club, Rowland's, Tweeddale Youth Action and Connect Berwickshire. Collectively an estimated 10,000 food parcels were dispersed to households.
- Third sector youth organisations were involved in responding to many Covid-19 impacted issues facing young people and their families including fuel and data poverty. Although delivery was not included in the 2020-2021 Plan, it is envisaged this will continue in 2021-2022 and that organisations will be mindful of increased need as the furlough scheme ends.
- Prior to the emergence of COVID-19, timescales to deploy devices to teachers and students were already challenging, and subsequently due to the pandemic needs greatedened and deployments were completed ahead of original timescales. During 2019-2020 devices were provided to teachers and students in all secondary settings by March 2020, three months ahead of schedule. During May 2020 540 iPads were distributed over a three-day period to primary school teachers and a further 3,600 iPads delivered to the homes of students based within primaries 6 and 7 and S1 to deliver home school learning from 11th August 2020. This particular rollout was eleven months ahead of the original programme. Extending the project scope to include primaries 4 and 5 pupils with the provision of 2,400 iPads was conducted prior to the October break.
- The CLD service have provided support for parents via phone, online via Teams and occasionally through one-to-one meetings outdoors when Covid-19 restrictions allowed.
- The Adult Learning team continued their telephone/online support to parents/carers throughout the pandemic despite the restrictions they have worked with 142 learners, 90 of whom completed courses that developed employability skills.

## PART ONE

### **What have Scottish Borders Council, NHS Borders and partners done to improve Children's Rights in the past 3 years (2020-2023)?**

Over the 3-year period, a number of initiatives have been undertaken which have recognised Children's Rights and so have enabled children and young people an opportunity to state their views.

Significant highlights are detailed below, and the full list is shown in Appendix B.

1. **Virtual School Headteacher** - The Virtual School Headteacher acts as a local authority champion to promote the educational achievement, attainment and experience of all of our looked after and care experienced children and young people. As a member of the corporate parenting group, the Virtual School Headteacher works alongside colleagues in Social Work, Health and other agencies to advocate for learners and provide educational support and direction. The Virtual School Headteacher is there to support and challenge schools and settings to ensure the needs of care experienced learners are met and acts in a consultative role for staff in schools. The Virtual School Headteacher works in collaboration with The Promise Implementation team and Scottish Borders Champions Board, to ensure the voices of learners are heard and that there are opportunities for participation in decision making (art 12, 13, 28, & 29).

2. **Play park consultation** – Three community meetings were held in the village of Gavinton which were designed to be inclusive and children from the community had their voices heard. The first meeting was an onsite overview and to hear what everyone had to say, the second meeting was to narrow down their choices and the third meeting onsite, and in the village hall, was a presentation to the community to set out three options. The local children dominated the input at that meeting and were unanimous in their preferred choice which has been delivered on site (art 12, 17 & 31).
3. Since August 2021 a **Champions Board** approach has been implemented to enable care experienced children and young people to have a forum that is flexible, accessible and has young people's voice at the heart of its design and development.

The Champions Board approach has continued to be developed with care experienced children and young people over the past twelve months, and a schools pilot was established in two local secondary schools at the start of 2023. Setting up Champions Hubs in schools allows for getting to know children and young people in their communities, as well as working alongside school staff to support them to understand their Promise and Corporate Parenting responsibilities. The Champion's Board is also developing hubs at local colleges. Updates about Champions Board progress have been published in April 2022 and February 2023 via Champions Board Reports which have been developed and designed by the Lead Young Person and informed by feedback and ideas from Champions Board members (art 3, 4, 6 & 12).

4. Over the last twelve months, Children 1st have worked on the **Brothers and Sisters project**, in partnership with Scottish Borders Council, funded by The Promise Planning Partnership. The project is now in its second year having undertaken initial mapping (art 3, 4, 6, 20 & 25).
5. Early in 2022, a group of corporate parents in the Scottish Borders worked on a collaborative project with Who Cares? Scotland to create multi-agency online live and e-learning corporate parenting training which includes content on the Promise and the UNCRC. Initial content was developed by Who Cares? Scotland, which replicates the national picture. The group worked together to capture the unique story of **Corporate Parenting in the Borders**. Who Cares? Scotland are early adopters of the Each and Every Child Framing recommendation, and the language in the training materials carefully reflects this (art 3 & 12).
6. A presentation on UNCRC was attended by Senior Management early in 2023 to provide information on how children and young people should be more involved about decisions on Council Policy especially about services that the Council provide (art 2 & 12).
7. **Get into Summer 2022** was delivered by Live Borders in partnership with Scottish Borders Council and other key partners. Following on from a successful pilot programme in the Summer of 2021, Get into Summer 2022 provided a comprehensive programme of sport and cultural activities for children and young people and offered free places for identified children and young people to participate in holiday camps, go to the cinema and library workshops (Art 28, 29 & 31).
8. NHS Borders **Money Worries App** provides access to confidential, quality assured information and support (art 2, 17 & 18).
9. Public Health, in partnership with NHS Borders Dietetics, has developed a new **Child Healthy Weight (CHW) Fit 4 Fun** service for children, young people and their families aged 0-18yrs. Pathways have been developed to support wide ranging access with options of self-referral over the age of 12 as well as the offer of support to fill out referral forms if required. Children & Young people aged 16-18 years are given a choice to access either CHW or Adult Weight



Management under professional guidance. Children and young people are encouraged to set their own goals and work at their own pace. In addition, they are encouraged to provide feedback during and following completion of the programme through options of verbal communications, evaluation and/or care opinion/care opinion monkey. Parent/carers feedback is also sought through post evaluation and care opinion/monkey (art 3,12,13,14, 24 & 25).

10. Pupils from Eyemouth High School are involved in a project that has mapped assets in Eyemouth to support health and wellbeing. The aim is to create an **interactive visual art map** that can be installed for local people and visitors to use. Geography students used digital mapping to map walks and trails in Eyemouth (art 2, 3, 6 & 31).
11. Engagement has taken place with young people as part of Scottish Borders Council's **Place Making** Project. Children and young people from Eyemouth and Selkirk High Schools, Philiphaugh, Lilliesleaf and Coldstream Primary Schools have attended meetings to give their views on 'How good is my place?' The [Place Standard Tool for Children and Young People](#) has been used in the engagement. As well as Place Making engagement, a number of communities have also been conducting their own engagement with schools, including Hawick High School, Berwickshire High School and Duns Primary School. Students from Jedburgh have been involved in creating a Children and Teenagers 20min Neighbourhood Plan of Jedburgh facilitated by A Place in Childhood. (art 3, 12, 24 & 31).
12. All local authorities are being required to implement UNCRC legislation. This is to ensure that all children and young people are able to access appropriate information to help them understand and exercise their rights without prejudice. SBC Education colleagues have worked in partnership with The South East Improvement Collaborative (SEIC) and Education Scotland (ES) over the past 18 months to deliver **training to raise awareness for all those working with children and young people** as part of their roles in ensuring effective implementation of UNCRC legislation (art 3, 4 & 6).

## PART TWO

### Actions proposed for the next 3 years 2023 - 2026

Scottish Borders Council, NHS Borders and their partners will continue to take forward measures to improve the wellbeing of all children living in the Scottish Borders and to ensure that their rights are fully realised and protected. The emphasis being on supporting all children and young people to realise their rights through the decisions, priorities and actions of public bodies. Local authorities and their partners must ensure that they act in accordance with UNCRC requirements.

Significant highlights are detailed below, and the full list is shown in Appendix D attached:

1. We are building on the **Champions Board approach** implemented in the last 3 years to develop Champion Board Hubs in 2 more schools and the local college in the Borders. We will work with partners to continue to develop the Champions Board Approach to ensure children and young people with quieter voices are at the heart of decision-making in the Scottish Borders.(art 3,4, 6 &12).
2. The SEIC UNCRC network has delivered **training to key staff volunteers** from each cluster of SBC schools. These colleagues are now trained as trainers, and they are in the process of training school staff across the Borders. They have access to a national bank of training resources and advice. Almost all of these trainers are volunteers. The majority of clusters will deliver awareness raising sessions over the course of 2023-24. CLD service adult learning staff are included in this training. (art 3 & 4).

3. SBC Education colleagues from Leader Valley School continue to engage with the SEIC Complex Needs Network to create additional **UNCRC training scenarios** which are relevant to children and young people with complex needs (art 3 & 4).
4. **Engagement is ongoing at Chirnside Primary School**, including students and teachers, regarding the investment of better football provision at Windram Park. This is to try and avoid the cost of vandalism repairs at the school. (art 3,4,23 &31).
5. 96 people responded to an **online consultation regarding play provision** at Sleepy Valley, (Burnhead Road), Burnfoot, Hawick. So far 21 adults and 15 children have been engaged in follow up conversations with the contractors who will install the play park.
6. **Current procedures are being updated** to encompass directions for children and young people identified as young carers to offer plans or statements quickly when they are a young carer of someone with a terminal illness. Current regulations can only set timescales once an offer is accepted. The guidance from Scottish Government will therefore help to achieve the original policy intention of timescales running from when the authority was first aware of a young carer of someone who is terminally ill (art 3,4, 6 & 17).
7. Scottish Borders Council has purchased the **British Sign Language (BSL)** teaching pack from Highland Council. Once staff have completed the training all schools within the Scottish Borders will be asked to consider learning BSL (2,3 &4).
8. Work is underway to develop a **strategic plan for Oral Health** for 2024-26. Children and young people will be included in the consultation process. It follows on from an Oral Health Needs Assessment Report in 2020 (art 3, 6 & 24).
9. NHS Borders have developed the **Care Opinion Monkey** which provides an opportunity for children and young people to feedback on their experiences of health and care. Local children have been involved in developing some of the resources to support this care opinion monkey which will be launched during 2023 (3,6,12 & 17).
10. A **child friendly complaints procedure and guidance** is currently being developed by the Scottish Public Services Ombudsman (SPSO) in conjunction with children and young people and other stakeholders. The current deadline for this is April 2024 (art 3 & 12).
11. Schools will continue to support young people to gain access to **U22 free bus travel** by updating their Young Scot Cards. The ability of schools to undertake group applications has made the process significantly easier and uptake is very high in the older age groups (art 4 & 6 & 17).
12. A **Health passport (HP)** is to be developed for when a child/young person is admitted into hospital. The HP will provide information about the young person, what name they would like to be called, what food they like/dislike and things that they are interested in e.g dogs, reading to try and make their stay in hospital a personalised experience (art 2, 3, 6 & 24).
13. A new **Youth Autism Advisory Group** is due to be launched in Spring/Summer 2023 for autistic young people aged 16 – 24 to support the engagement and inclusion of Autistic Youth Voices in local Autism Strategy work (art 3,4,6,&12).
14. We will invite young people to participate, and have a vote, in the **Children and Young People's Planning Partnership** (3,4 6,12,13,14 & 17).
15. A review is underway to help **shape the future of sport, leisure and cultural services in the Scottish Borders**. All secondary school pupils in the Scottish Borders are to be invited to complete an online survey. The responses will form part of the review, which focuses on the

quality, quantity, accessibility, affordability and ongoing sustainability of services and facilities owned by the Council and operated by Live Borders (art 12 & 31).

## How will the Council and NHS Borders know they have made a difference?

The Council and NHS Borders measure the impact of the work carried out for Children's Rights in a variety of ways such as:

- Listen and work with children and young people as partners in measuring progress made by the Council, NHS Borders and their partners
- Annual Progress Reports in CLD Services, Social Work and Education Services.
- The Scottish Borders Annual Child Poverty Action Report
- The Council's Plan
- The Anti-Poverty Strategy
- Education Equity Strategy
- Education Improvement Plan
- The Scottish Borders Corporate Parenting Annual Report
- Performance indicators and monitoring reports
- Children and young people Case studies
- Using surveys to gather information
- Forum meetings with children and young people and reports that provide information on Children's Rights
- Feedback from parent forums, namely parent partnerships

## Conclusion

In accordance with Part 1 of the Children and Young People (Scotland) Act 2014 the Council, NHS Borders and their partners have worked together on a number of initiatives to further children's rights over the past three years and continue to do so in their planned actions for the future. The wide range of activity shown demonstrates a clear awareness of the need to embed children's rights in our work. However, it should be noted that this report only includes some examples of the work undertaken to enhance children's rights in the Scottish Borders.

As a result of children's rights being incorporated into Scots Law, services provided by the Council, NHS Borders and partners will need to ensure that children's rights are embedded into all appropriate policies, plans and strategies and that our decision-making and service delivery is compatible with the rights afforded to children and young people, laid out in the United Nations Convention on the Rights of the Child (UNCRC). This work has already commenced and demonstrates our ongoing commitment to children and young people in the Scottish Borders.

## Appendix A

Table linking the SHANARRI indicators with the articles of the UNCRC

Wellbeing Indicator	Suggested link with article of the UNCRC
<b>Safe</b>	(11) abduction and non-return of children (19) protection from violence, abuse and neglect (22) refugee children (32) child labour (33) drug abuse (34) sexual exploitation (35) abduction, sale and trafficking (36) other forms of exploitation (37) inhumane treatment and detention (38) war and armed conflicts
<b>Healthy</b>	(3) best interests of the child (6) life, survival and development (24) health and health services (39) recovery and rehabilitation of child victim
<b>Achieving</b>	(4) Governments must do all they can to make sure every child can enjoy their rights in systems that promote and protect these rights (18) parental responsibilities and state assistance (28) right to education (29) goals of education
<b>Nurtured</b>	(4) Governments must do all they can to make sure every child can enjoy their rights in systems that promote and protect these rights (5) parental guidance and a child's evolving capacities (18) parental responsibilities and state assistance (20) children deprived of a family (21) adoption (25) review of treatment in care (27) adequate standard of living
<b>Active</b>	(3) best interests of the child (23) children with disabilities (31) leisure, play and culture
<b>Respected</b>	(2) non-discrimination (3) best interests of the child (4) Governments must do all they can to make sure every child can enjoy their rights in systems that promote and protect those rights. parental guidance and a child's evolving capacities (8) protection and preservation of identity (12) respect for the views of the child (13) freedom of expression (14) freedom of thought, belief and religion (16) right to privacy (17) access to information; mass media (18) parental responsibilities and state assistance (30) the right to learn and use the language, customs and religion of their family
<b>Responsible</b>	(3) best interests of the child (12) respect for the views of the child (14) freedom of thought, conscience and religion (15) freedom of association (40) juvenile justice
<b>Included</b>	(3) best interests of the child (6) life, survival and development (18) parental responsibilities and state assistance (23) children with disabilities (26) social security (27) adequate standard of living

Extract from Scottish Government's publication (June 2015)

## Appendix B

<b>What have Scottish Borders Council, NHS Borders and partners done to further Children's Rights in the past 3 years (2020-2023)? This appendix is an illustration of activities undertaken and achieved within that timescale.</b>	<b>Article</b>
<p>1 NHS Borders is committed to UNICEF Baby Friendly Initiative accreditation. This initiative provides a roadmap to improve care. It enables public services to better support families with feeding and developing close, loving parent-infant relationships, ensuring that all babies get the best possible start, helping parents to recognise non-verbal cues of their child e.g. breast feeding.</p> <p>Currently there are three accredited services and awarded:</p> <ol style="list-style-type: none"> <li>1. Maternity – gold</li> <li>2. Health visiting – stage 3</li> <li>3. SCBU – stage 1</li> </ol> <p>These services aim to continue progress while working towards the next level of awards.</p>	<p>3, 4, 6 &amp; 24</p>
<p>2 Migrant families in Tweeddale were supported by health visitors and school nurses to ensure access to health care, and provision of immunisations in line with UK requirements.</p> <p>The Health visiting service provides a universal pathway that supports the transition to parenthood from the antenatal period. Standard Operating Procedures have been created ensuring all pregnant women are seen face to face in the home environment. This includes weekly handover meetings between Health Visitors and Community Midwifery teams to share information and agree plans of care.</p> <p>There is a focus on family and the child and a recognised gap between midwifery care and Health Visitors (HV). HV are now involved sooner and this is in line with National Policy FAMILY AND INC CHILD Gap.</p>	<p>3,4,6 &amp; 24</p>
<p>3 Parents are supported to recognise and respond appropriately to infant/child cues at different developmental stages e.g. talking to their unborn baby and stroking baby bump, using verbal and non-verbal communication with baby such as eye-contact, social smile, stranger-awareness.</p> <p>Help is also provided for parents to understand and manage social and environmental influences on a child's development such as substance use, healthy relationships, social support and looking after their own parental mental health.</p>	<p>3, 6, 18 &amp; 24</p>
<p>4 Health assessment processes and pathways have been developed to support assessment of child health need in a holistic way, for example, contact with children and families is used as an opportunity to understand factors influencing health and development in their lives and to promote wellbeing and healthy lifestyles. Support is given on how best to feed the child/young person taking into account the circumstances of the child/young person.</p>	<p>3, 6 &amp; 24</p>
<p>5 Health Visitors attend the Infant and Perinatal Mental Health Warwick course. The steering group represents the voice of the infant and have worked towards improving practice around paternal mental health.</p>	<p>3, 6 &amp; 24</p>

6	<p>To support neonatal development, SBCU has introduced a library so parents can read to their babies. To give the best start to life, parents are able to be by their babies' bedside during the day while other family members or close friends can also visit.</p> <p>Further work is planned to provide more information to parents and families on how they can enhance neonatal development. Plans are underway to redesign the family room to make it a more family friendly space and to develop an overnight stay room for families before a baby is discharged.</p> <p>To provide highest standard of health care, staff training programmes have been redeveloped and customised for all paediatric and neonatal staff. It is envisaged that these will continue to develop.</p>	3 & 6
7	<p>Focusing on the needs of an unborn child, women and families are involved in the planning of a care pathway. The aim of pre-birth pathway/assessment is to ensure that all unborn babies have their needs identified as early as possible where there are risks/vulnerabilities. This helps to ensure that appropriate and timely assessments and supports are planned and delivered in a co-ordinated way taking a multi-agency approach to reduce risks/improve outcomes. This helps to promote the welfare of both mother and unborn baby.</p>	3 & 24
8	<p>Healthy Start Vitamins &amp; Vitamin D Distribution Scheme. Local pathways have been created to support access for these vitamins for all pregnant and all breastfeeding women and children under 3yrs in partnership with maternal &amp; early year's services. We will continue to support the distribution and identify new pathways while raising awareness of entitlement and supporting perinatal and child health.</p>	3,6 & 24
9	<p>Engagement with children from Eyemouth Primary School led to the development of the School Junior Road Safety Officers project. Engagement took place with P6 boys by watching films and discussions to find out what barriers exist in cycling to school. Children identified protection equipment such as wearing cycle helmets and high vis waistcoats as well as bike maintenance and safety. They also identified safe storage solutions in the school.</p>	3, 6, 12 & 24
10	<p>Members of the Scottish Youth Parliament (MSYPs) attending electoral counts for Scottish Government and Local Council</p>	3,6 &24
11	<p>MSYP consultation on right to culture in their local communities</p>	3, 6 &12
12	<p>As part of Global Day for Climate Action 2021 on 19 March 2021, the Scottish Borders' Youth Ambassadors for Sustainability launched their #OurPromiseToThePlanet campaign for the coming year.</p>	6 & 12
13	<p>The Getting it Right For Every Child (GIRFEC) Information sharing Protocol of confidential and consent was reviewed to support children and young people's wellbeing between NHS Borders, Council, Police and Child Protection.</p>	3, 6 & 12
14	<p>Scottish Borders Council is among a range of organisations who have participated in the Connecting Scotland digital programme providing devices to those most in need so that they are able to connect online. Participating organisations, including the Council, identified people facing barriers to digital inclusion to benefit from the scheme, including households with pre-school and school age children and young care leavers on low incomes. The total number of devices for Scottish Borders for this phase was 481 – 238 iPads, 235 Chromebooks and 460 MiFi's helping to support 382 families, 65 care leavers and 34 other vulnerable people.</p>	3, 4, 6, 14 & 17

15	<p>During May 2020 540 iPads were distributed over a three-day period to primary school teachers and a further 3,600 iPads delivered to the homes of students based within primaries 6 and 7 and S1 to deliver home school learning from 11th August 2020. This particular rollout was eleven months ahead of the original programme. Extending the project scope to include primaries 4 and 5 pupils with the provision of 2,400 iPads was conducted prior to the October break. Borders College operated a laptop loan scheme during this time too, so that students could continue their courses online.</p>	3,4, 6 & 17
16	<p>The Kelso Skatepark Lighting project was developed by Jack and Niamh. They approached the Council for support with the planning application.</p> <p><i>They were trying to get lights at a local skatepark so that everyone can use it longer when it's dark.</i></p> <p><i>It will be safer at night instead of using a flashlight or your phone light. Another benefit is that we would like CCTV so we can stop any vandalism, fights or disruption in the future.</i></p> <p><i>The lights will turn off at 10pm so it's a reasonable time, it's not too early but not too late. We are looking to get a shelter to stop crowding at Kerfield Court when it's raining.</i></p> <p><i>We are looking into getting a first aid kit to help people when they cut themselves. There will be plasters and medical wipes to clean them up. And for them not to buy them at shops or go home. So, once you are cleaned up you can go back to using the skatepark ( Art 31 &amp; 12).</i></p>	3,6,12 & 31
17	<p>The Scottish Borders CLD Strategic Partnership Plan 2020-22 was informed by engagement with children and young people. The implementation of the plan will also involved children and young people to ensure effective delivery.</p>	3,4,6 & 12
18	<p>The Family nurse partnership is a home visiting programme for first time mums and their families helping them to achieve the best start for children.</p>	3,6 & 24
19	<p>Building on the Childcare Hubs that were implemented as a result of COVID 19 and support engagement and look at ways of improving the services provided in conjunction with children and young people.</p>	3,4 & 5
20	<p>In May 2022, Wheatlands House received an Excellent (grade 6) following their unannounced inspection by the Care Inspectorate. The report highlighted that the service demonstrates “major strengths in supporting positive outcomes for young people” and that there are “several areas of practice that are considered to be sector leading”.</p> <p>Key points within the report stated that the young people living at Wheatlands were well supported by a stable and committed staff team, that they enjoyed positive relationships with staff members and other young people and that they were listened to and were supported to meet their aspirations and potential in all areas of life.</p> <p>Wheatlands won the Scottish Social Services Award for Outstanding Residential Care Service for 2022 in November. Amongst the many strengths of the service, the team’s ethos for engaging with young people who have moved on from the home was seen as highly positive, with previous young people receiving Christmas and birthday cards and ‘thinking of you’ messages. They are also regularly invited for Sunday dinner and to other special occasions</p>	3,4,6,12, 17, 20 & 25
21	<p>Over the last twelve months, Children 1st have worked on the Brothers and Sisters project, in partnership with Scottish Borders Council, funded by The</p>	3, 4, 6, 20 & 25

	<p>Promise Planning Partnership. The project is now in its second year having undertaken initial mapping.</p> <p>The initial baseline data report was produced using data from the social work database, and gives some sense of care experienced children and their brothers and sister relationships. The team completed an initial analysis that includes a breakdown by age, placement type, legal order, relationship type, distance lived from their brothers and sisters. Work will continue to develop the data around 'sibling like' relationships such as foster brothers and sisters etc.</p>	
22	An Advocacy Planning Group was developed and is continuing to undertake the preparatory work for the development of a new children and young people's advocacy service which should be commissioned in Autumn/Winter 2023.	3,4 &6
23	The Whole Family Wellbeing Fund will be used as part of our approach to Whole Family Support under the new Children & Young People's Planning Partnership (CYPPP).	3,4 &17
24	On 19 October 2022, there was an afternoon/evening event in the Assembly Hall of Galashiels Academy, where a selection of the drawings that were used during the planning stage for the new school were displayed. The running of this event was pupil led by the Pupil Council who presented the proposed plans to the general public, staff and pupils. The Pupil Council also attended a visit to Jedburgh in February of this year to experience some of the learning spaces there.	3,4,12 & 16
25	Roll out of transforming Trauma Informed Practice Training for staff to develop understanding of Trauma and Trauma informed ways of working in schools to ensure we can support children exposed to trauma or traumatic events that may affect learning or behaviour.	3, 4 & 24
26	Our Physical Intervention training has been reviewed and adjusted to ensure that trauma informed understanding and approaches through service delivery is prioritised.	3, 4 & 6
27	In February 2023 the Promise team published a 'Reframing Our Language' guide. This was developed from work undertaken by Champions Boards in other areas, a tool developed through engagement with Scottish Borders foster carers.	3, 4, 6, 20 & 25
28	UNCRC and Children's Rights are taken into account in child poverty work in the Scottish Borders.	3, 4 & 27
29	MSYP Campaigns (stop single use plastics and right to food) – consultations with young people in local area to have influence at a national level	12,13 & 17
30	Since the Summer 2022, the Promise Implementation Officer has worked in partnership with children, young people and their families and across services.	3 & 4
31	Noah's Ark - A Play Assistant is present on the children's ward at Borders General Hospital which allows children and young people to choose activities as well as participate in themed play projects. Play provision was adapted during pandemic to a 1:1 individual format within single patient rooms to protect others from infection.	3 & 31
32	Eyemouth has the first junior park fun in the Borders. This is a free 2km fun walk/run for 4 -14-year-old which takes place every Sunday in Eyemouth to coincide with other junior Park runs across the UK. Young people are involved in	3, 6 & 12



	the planning and delivery and there are two young people on the core organising team with others volunteering to help out.	
33	A local youth club used cost of living funding to increase their opening hours and, through Fareshare Partnerships, the hub offered 24 hours support with excess food at the end of the week. One young person said, “ it can be pretty rubbish as we aren’t at school, but by taking home loads of scran from here on Friday, means the weekends are not so bad”.	3, 6 & 27
34	There was a playpark consultation meeting in Chirnside with Primary pupils to hear their ideas on what equipment should be added to the existing Windram Rd Play Park with the SBC allocated fund of £60k. A meeting was organised with all the class reps from nursery classes up to P7 which meant that 10 children were around the table. They had produced drawings of what they would like to have, and all options were considered before taking a vote on all the options – the three most popular, by a wide margin, were new Swings, new Slide and new Agility track but with a wide range from 3yrs to older years).	3, 4, 12 & 31
35	Halyrude Primary School hosted a discussion around the equipment the children would like at their school assembly. The age range attending the assembly were 5- 11yrs old. The school were provided with a catalogue from the contractors, and they highlighted 9 pieces of equipment they would like ranking them in order of preference. These include Trampoline, Multi Play Unit, Panel Boards, Basket Swing and See-saw.	3, 4, 12 & 31
36	The introduction of Mind of My Own (MOMO) – a web-based communication App - to ensure that children who are receiving a service have the right and ability to express their views independently of a Practitioner and/or parent/Guardian.	3, 4, 12 & 18
37	Children and young people are now widely consulted on the design of new schools. Recent examples include Earlston Primary, Gala Academy and Peebles High School.	3, 4, 12, 23, 28, 29, 30 & 31
38	In March 2022, Scottish Borders schools took part in a Health and Wellbeing Census for P5-7 children in primary schools and S1-S6 young people in Secondary Schools. Four key areas were identified which will be actioned by Education and Lifelong Learning and have been included in the Education Improvement Plan 2022/23.	3, 12, 24 & 31
39	In the Autumn Term of 2022, Scottish Borders schools took part in the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE) survey. The report looked at different aspects of mental health and wellbeing and the results will be actioned by Education and Lifelong Learning going forward.	3, 12, 24 & 31
40	The Community Led Local Development Fund (CLLD) is funding given to 21 rural areas of Scotland by Scottish Government. The Borders Local Action Group (LAG) set up a Youth LAG and recruited a group of young people aged 16-25 to design a grant scheme. They gave out £20k in grants to individual young people in the Borders. They also met with other Y-LAGs from across 6 areas of Scotland to discuss shared issues, challenges and solutions. The Y-LAG gave young people the opportunity to learn skills, grow networks, boost confidence, make friends and share ideas.	4, 6 & 12

## Appendix C

### UNCRC work done through Scottish Borders Youth Voice

Person or Group involved	What was done	Article No
MSYPs	<ul style="list-style-type: none"> <li>MSYP Election and a by-election held that offers young people the opportunity to represent their peers at National Level</li> <li>MSYP Campaigns (stop single use plastics and right to food) – consultations with young people in local area to have influence at a national level.</li> <li>MSYPs attending electoral counts for Scottish Government and Local Council</li> <li>MSYP consultation on right to culture in their local communities</li> </ul>	<p>Article 12</p> <p>Article 12, 13, 17, 24, 27, 29</p> <p>Article 13, 17</p> <p>Article 31</p>
COP26 Local Youth Champions	<ul style="list-style-type: none"> <li>Local Champions co-designed the Scottish Youth Climate Declaration</li> </ul>	Article 12, 29
YAfS (Youth Ambassadors for Sustainability)	<ul style="list-style-type: none"> <li>YAfS created a film on the state of our planet and local issues that was shown at Council meetings and area partnership meetings</li> <li>YAfS gave a presentation at the Councils Sustainable Development Committee asking for the removal of single use plastic bottles from schools. This was taken forward for further discussion.</li> <li>YAfS attended meetings with 3<sup>rd</sup> sector organisations and regional MP on food production, climate change and food waste</li> </ul>	<p>Article 12, 29</p> <p>Article 12, 29</p> <p>Article 12, 24, 29</p>
Education Executive Reps	<ul style="list-style-type: none"> <li>Education Executive Reps attend Council's Education subcommittee to comment on all things education related on behalf of their peers.</li> </ul>	Article 12, 13, 17, 28, 29
Children's Rights Ambassadors	<ul style="list-style-type: none"> <li>Received training on the UNCRC and how they could share that information with their peers</li> </ul>	Article 12, 42
BANG (Borders Additional Needs Group)	<ul style="list-style-type: none"> <li>Project run to engage young people through activities in discussing their rights, the UNCRC, and how that relates to their life in their communities.</li> </ul>	Article 12, 42
Other activities or projects	<ul style="list-style-type: none"> <li>Young People involved in consultation for the Scottish National Planning Framework 4</li> <li>NHS/SBYV/Lauder primary School Partnership project to promote the UNCRC in clinical settings by creating accessible activities for young people while in waiting rooms (i.e., word searches)</li> <li>Article 12 at the Heart series of workshops around the UNCRC to work with young people not often given a voice to develop their skills and knowledge to be able to represent their peers at meetings.</li> <li>UNCRC resources given out to CLD staff in 2020.</li> <li>School assemblies – providing information on opportunities, resources and support for young people through Scottish Youth Parliament, Young Scot or Scottish Borders Youth Voice</li> </ul>	<p>Article 12</p> <p>Article 12, 13, 17, 24, 31, 42</p> <p>Article 12, 42</p> <p>Article 42</p> <p>Article 12, 13, 15, 17, 24, 27, 28, 29, 31, 42</p>

## Appendix D

Actions proposed by Scottish Borders Council, NHS Borders and partners for 2023-2026	Article
1 The Virtual School will continue to work in collaboration with all stakeholders to ensure the voices of care experienced learners are listened to and they have the opportunity to participate in decision making.	3, 6 & 12
<p>2 A Children's Rights and Participation Strategy is to be produced to raise awareness of Children's Rights and encourage children and young people to participate and be involved, including the establishment of a Young Borders Action Team. This will develop pathways so that young people can get the right information, advice and support at the right time.</p> <p>Work continues with a diverse group around Article 12 of the UNCRC and what it means for young people. Article 12 says that '<i>every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously</i>'. This group has also been involved around the thinking on how a Children and Young People's Participation and Engagement Strategy should look, and how young people should be more represented on various SBC and community forum and committees.</p> <p>We will undertake a mapping exercise of current participation and engagement opportunities for parents, kinship carers, foster carers and adoptive families in the Scottish Borders to identify areas for development and improvement.</p>	3, 4 & 17
3 School clusters will deliver awareness raising sessions about UNCRC over the course of the next school session (23-24)	4
4 A road safety campaign was undertaken in June 2023 with the new intake of S1 pupils secondary schools at all secondary schools. This was designed to raise road safety awareness after several incidents and near misses during 2022/23.	3, 4 & 12
5 The Scottish Borders Corporate Parenting Strategy 2024 will be reviewed and incorporate play and parenting	3, 4 & 6
6 Langlee Breakfast Club will continue to provide information and signpost families to relevant organisations that can support them	3,4,6,&17
<p>7 Bumps, Babies and Toddler Group - Provide information and sign post families to relevant organisations that can support them by:</p> <ul style="list-style-type: none"> <li>•Emphasise the need for bonding, routine, boundaries, nurture and play</li> <li>•Peer learning and support</li> <li>•Provide a nutritious breakfast as per the EatWell Guide and raise awareness of good nutrition</li> <li>•Invite speakers to positively engage with parents e.g. Weaning, breastfeeding, infant nutrition, DWP, Social Work</li> <li>•Share resources, including: Money Worries App, 6 ways to be well and PND information booklets, healthy eating guides and recipes</li> <li>•Provide a safe space for parents to bond with their child through free play, nursery rhymes (in different languages) and stories and engage in peer learning and support</li> </ul>	3, 6,8, 9, 22, 24, 26, 27, 28, 29 & 30
8 Continue the Parent Voice peer support group, primarily with parents who have children with ASN. Activities include:	42, 37, 36, 35, 34, 33, 31, 29, 28,

	<ul style="list-style-type: none"> <li>•participation groups where families are empowered to share their opinions and experience to influence national policy and shape services</li> <li>•Information/signposting group with guest speakers such as Social work, DWP, Social Security Scotland, Children1st, DAAS, DACS, Border Women's Aid, We are with You Borders, Health in Mind etc</li> </ul>	27, 26, 24, 23, 19, 18, 17, 16, 12, 6, 5, 4, 3
9	<p>Continue with Unity, a Care Experienced Parents peer support group. Activities include:</p> <ul style="list-style-type: none"> <li>•befriending</li> <li>•participation groups where families are empowered to share their opinions and experience to (in the future) influence national policy and shape services</li> <li>•Information giving/signposting group where parents have access to guest speakers</li> <li>•Nurture and play with your child/ren</li> <li>•Boundaries and Routine</li> <li>•Dealing with difficult behaviours</li> <li>•Positive engagement with professionals</li> <li>•Cooking on a budget</li> </ul>	1, 2, 3, 4, 5, 6, 9, 12, 15, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 33, 34, 36, 37 & 39
10	Borders Forest Trust - This group help young people to settle into high school by providing them with a positive outdoor learning experience where there is a focus on nurture and cooperative activities.	3,12,13,28,29 & 31
11	Continue with Steps to Success - supporting pupils in taking steps to be successful in their learning and look at next steps for education or employment	24,28,29
12	<p>ELC Transitions Parenting Programme offers parental opportunity to engage with and develop strong attachments with, their child, in a safe, supportive environment. Emphasises the importance of support for language acquisition, auditory perception, fine and gross motor skills and appropriate nutrition.</p> <p>The ELC Transitions Programme offers parents the opportunity to further support their child's learning prior to their move into P1 and encourages parents to support their child's social and emotional regulation development. The Triple P Parenting Programme works to develop parent's skills to respond appropriately and effectively to their child's emotional and behavioural needs.</p>	5, 12, 13, 18 & 29
13	Deliver family fun sessions. Family fun sessions encourage and inform parents /careers about learning at home and using play. Short blocks of 4-6 sessions will cover literacy & numeracy. These sessions are delivered in various schools in the Eildon West area. STEM sessions are provided for older children and families.	29 & 31
14	R-Evolve Metal Work and Fabrication Project - Programme to better integrate students from mainstream and enhanced provision (EPU) within the school by creating a project which saw EPU students commission students from a targeted S3 cohort and S5 Higher Art to produce a co-designed bird feeder stand and pottery feeders for their garden area.	23 & 28
15	Deliver English as a Second Language Group. ESOL classes were set up for Ukrainians settling in the Scottish Borders. The ESOL groups are for adults 16 years old+. The English classes support adults who are often also parents, to live and work in the Scottish Borders and this includes supporting their children with schooling and health care support and accessing and working with different services.	2, 5, 7, 9, 10, 15, 18, 23 & 24

16	Kelso Youth Learning Programmes - Learning pathways programmes in archaeology and stone carving have meant young people furthest from learning have gained awards and learned about their local heritage along with practical, skills-based learning. They are contributing to their local town by creating community sculptures.	6, 28 & 29
17	Food punks - offered as an alternative to mainstream school that allow young people to develop skills around their personality/way of learning through cooking.	3,12,13,24,28,29 & 31
18	Food Foundation offers an alternative environment for young people with additional support needs to learn life skills and health and well-being concepts in a safe and nurturing practical environment.	23 & 24
19	A grant of £60k was awarded from Scottish Borders Council's cost of living fund to support the setting up and continuation of breakfast clubs. A total of 19 schools and 1 community group were successful in their application to provide a breakfast club. Support was also provided by Public Health where needed, to offer advice on nutrition and how to set up a club in accordance with Scottish Government Guidelines.	2,3,4,6,24 & 27
20	Contractors are currently preparing a landscape design which can be used as a visual, which will be presented to the community. The aim is to engage with children in a variety of different settings once this is available. Depending on the timescales (term time/summer holidays) we will seek to engage with children through settings such as schools, youth groups or summer schemes for children and young people's feedback on designs provided.	3,4,23 & 31
21	Incorporation of Children's Rights into Scots Law in relation to the current Parliamentary Bill and what incorporation would mean for public bodies. The Council and NHS Borders will review its policies to ensure compatibility with the rights of the child; and support the development of future strategies and services which will work to further the UNCRC for children and young people in the Scottish Borders.	3 & 4
22	'The Promise' will continue to be implemented across corporate parent organisations in the Scottish Borders. Developments will be led through the Children and Young People's Planning Partnership, Scottish Corporate Parenting Strategy 2021-24 and informed by the on-going participation of looked after and care experienced children and young people.	3, 6 & 12
23	Dental Health intends to utilise Care Opinion, including Care Opinion Monkey to engage with feedback. Team leads will be supported to use this tool and service effectively. This will help to improve quality and increase the voice of children and young people and families across the dental service.	3,6,12 & 24
24	There are plans to reintroduce play activities in small groups. This will allow children to learn and explore while also providing a distraction during their stay in the Borders General Hospital.	3,6,24 & 31
25	Young people in Eyemouth are involved in identifying what health means to them and to look at what is available in their community to support their health and wellbeing. It is planned that there will be a creation of a clay map that shows the health assets in Eyemouth.	3,6,12 & 17
26	The Children and Young People's Planning Partnership are currently working on strengthening networks so that services work more effectively together. This includes developing early intervention services across the partnership using the	4 & 6

	Whole Family Wellbeing Fund and its criteria to guide developments in these areas.	
27	Children and Families Social Work will introduce a strengths-based approach in how staff work with families, with a particular focus on the introduction of Family Group Decision Making. Children 1st provide a Family Group Decision Making service for children & families in Scottish Borders. They began with a pilot in July 2021 and provide the family with an opportunity to create their own plan for the benefit of their child/ren. The pilot was successful and has been extended and funded to April 2024. The pilot began with a focus on all children & young people who were at risk of becoming looked after by the local authority. Criteria now includes Looked after children to support rehabilitations home, and children subject to child protection plans.	3,6,4 18 & 24
28	Improve Transitions planning and processes across all service areas using a co-production approach with children, young people and their families. The transitions Good Practice work commenced as part of work within the Learning Disability Services facility and is now working on developing multi-agency process mapping of the pathways for young people who have support needs but do not have a learning disability. This work involves a range of partner agencies including those who represent the voice on young people. Contributors include education, adult social work, children's social work , ARC Scotland, Skills Development Scotland , BANG, and LD services.	2,3, 4, 6, 12, 18 & 24
29	Scottish Borders Council's Education Improvement Plan sets out the key strategic improvement priorities for our schools and settings. The report describes the steps they intend to take each academic year to reach each of the following strategic priorities: <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's health and wellbeing</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for young people</li> </ul>	3, 4, 6, 24, 28, 29 & 31
30	Building on the success of the Y-LAG last year, the Borders LAG chose to fund the Y-LAG in 2023/24 and they hope to launch a new grant scheme in by the end of 2023, with £25k to distribute to young people in the Borders who can demonstrate innovation, talent and a sense of community. They will meet up with other Y-LAGs again for training and discussion around creating and funding their own projects going forward and are considering hosting a Scottish Y-LAG event next year.	4, 6 & 12
31	A new Youth Advisory Forum that will give young people the chance to help shape the economy of the South of Scotland is set to be launched. The Forum will help the South of Scotland Enterprise (SOSE) to better understand the economic issues that are impacting young people living and working across the South. This will include the things that young people would like to see happen in their area, and what young people think the future of the South of Scotland should look like.	4, 6 & 12
32	We will continue to provide holiday programmes for children and young people to enjoy sport and leisure activities. The programme will include free places for identified children and young people to enable their participation.	28, 29 & 31