Item No: 11

Meeting Date: **Wednesday 24th June 2026**

Glasgow City Integration Joint Board

Report By: **Karen Dyball, Assistant Chief Officer, Children's Services and North East Operations**

Contact: **Dominique Harvey, Head of Planning and Strategy (Children's Services and North-East)**

Phone: **0141 287 0381**

Glasgow City Integrated Children's Services Plan 2026-2029

Purpose of Report:	To seek approval of Glasgow City's Integrated Children's Services Plan 2026-2029. For the first time, the Plan incorporates Glasgow's Children's Rights Plan 2026-2029 (children's services), bringing together our statutory children's services planning and children's rights reporting duties within an integrated framework.

Background/Engagement:	The current Integrated Children's Services Plan 2023-2026 was approved by the Integration Joint Board in September 2023. The new Plan has been developed with partners across Glasgow's Children's Services Planning Partnership and is informed by engagement with babies, children, young people, families, carers, staff and wider stakeholders. The Children's Services Executive Group has delegated oversight of development of the Plan through the Children's Services Planning Partnership structures, including the Steering Group and a short-life writing group. Development has drawn on learning from the previous Plan, evidence of need, the Scottish Government review of Children's Services Plans 2023-2026, and wider local and national policy developments. The draft Plan reflects extensive participation and co-production activity. This has included engagement with over 500 babies, children and young people through conversations and creative approaches across a range of settings; multi-agency development sessions; staff

	engagement across the partnership; and collaboration with relevant thematic groups and third sector partners. The Plan has also been shaped by the requirement under Part 3 of the UNCRC (Incorporation) (Scotland) Act 2024 to publish a children's rights report, which is incorporated within the Plan for the first time.

Governance Route:	The matters contained within this paper have been previously considered by the following group(s) as part of its development. HSCP Senior Management Team ☒ Council Corporate Management Team ☐ Health Board Corporate Management Team ☐ Council Committee ☐ Update requested by IJB ☐ Other ☒ Children's Services Planning Partnership Steering Group Children's Services Executive Group Children's Services Plan and Children's Rights Report Writing Group Not Applicable ☐

Recommendations:	The Integration Joint Board is asked to: a) Approve the Glasgow City Integrated Children's Services Plan 2026-2029; b) Note that, for the first time, the Plan incorporates Glasgow's Children's Rights Plan 2026-2029 in line with statutory duties; c) Note the extensive engagement and co-production undertaken with children, young people, families, carers, staff and partners to inform the Plan; and d) Note that delivery and monitoring of the Plan will be overseen through the Children's Services Executive Group and relevant governance routes.

Relevance to Integration Joint Board Strategic Plan:

The Integrated Children's Services Plan 2026-2029 directly supports delivery of the Integration Joint Board Strategic Plan by setting out how partners will work together to improve outcomes for babies, children, young people and families through prevention, early intervention, whole-family support, rights-respecting practice and integrated planning. The Plan aligns with the Strategic Plan's emphasis on reducing inequality, improving wellbeing, shifting support upstream where possible, strengthening communities and using resources as effectively as possible in the context of significant system and financial pressures.

Implications for Health and Social Care Partnership:	
Reference to National Health & Wellbeing Outcome(s):	The Plan contributes to a number of National Health and Wellbeing Outcomes, particularly outcomes 1, 2, 3, 4, 5, 6 and 9, through its focus on improving wellbeing, reducing inequalities, supporting children and families earlier, strengthening community-based support, and promoting more effective partnership use of resources.
Personnel:	There are no direct new personnel implications arising from approval of this report. Delivery of the Plan will require continued collaborative working across partner agencies and services, with actions taken forward through existing leadership, governance and workforce arrangements.
Carers:	The Plan has implications for carers, including young carers and families with caring responsibilities. It recognises the importance of involving families and carers in planning and delivering support, and of ensuring that services are designed in ways which strengthen family and community support around children and young people.
Provider Organisations:	The Plan has implications for provider organisations across the statutory, third sector and wider children's services system. Delivery depends on continued partnership working with commissioned providers, community organisations and third sector partners, particularly in relation to prevention, early intervention, family support and participation.
Equalities:	The Plan has been developed with a strong focus on inequality, inclusion and children's rights. It reflects the experiences of groups of children and young people whose rights may be at greater risk and has been informed by equalities considerations. A full Equalities Impact Assessment is available on the HSCP website.
Fairer Scotland Compliance:	The Plan is strongly aligned with efforts to reduce poverty and socioeconomic disadvantage. Child poverty and inequality are identified as a central cross-cutting priority, and the Plan recognises the impact of poverty, exclusion and structural inequality on children's outcomes and life chances.
Financial:	The Plan is being developed in the context of significant and continuing financial pressures across public services. It does not in itself commit the Integration Joint Board to new recurring expenditure through this report; rather, it provides the strategic framework for partnership planning, prioritisation and delivery across the period 2026-2029. Delivery will require partners to align available resources

	as effectively as possible and continue to strengthen financial sustainability.

Legal:	The report is provided within the context of statutory duties under Part 3 of the Children and Young People (Scotland) Act 2014 to prepare and publish a Children's Services Plan, and Part 3 of the UNCRC (Incorporation) (Scotland) Act 2024 to publish a children's rights report. The report raises no new legal implications beyond these existing statutory duties.

Economic Impact:	Improving outcomes for babies, children, young people and families has the potential to generate wider positive economic impacts for the city over time, including through prevention, improved wellbeing, better educational and life chances, and reduced demand for crisis intervention and acute services.

Sustainability:	The Plan supports a more sustainable whole-system approach to children's services by strengthening prevention and early intervention, improving partnership coordination, and supporting more effective use of public resources over time.

Sustainable Procurement and Article 19:	There are no direct procurement implications arising from approval of this report. Any future procurement activity associated with delivery of specific actions will require to comply with relevant procurement duties and legislation.

Risk Implications:	There are risks to delivery of the Plan arising from increasing demand, financial constraints, workforce pressures and the complexity of need across the system. The Plan is intended to provide a clear strategic framework to support the Step Forward programme, partnership action and ongoing monitoring of progress and risk.

Implications for Glasgow City Council:	Glasgow City Council is a named statutory partner in children's services planning and has significant responsibilities for delivery of the Plan, including through education, children's services, community planning and wider corporate functions, including children's rights duties.

Implications for NHS Greater Glasgow & Clyde:	NHS Greater Glasgow & Clyde is a named statutory partner in children's services planning and has significant responsibilities for delivery of the Plan through children's health services, public health, community services and wider partnership contributions to improving outcomes for children, young people and families.

Direction Required to Council, Health Board or Both	
Direction to:	
1. No Direction Required	☒
2. Glasgow City Council	☐
3. NHS Greater Glasgow & Clyde	☐
4. Glasgow City Council and NHS Greater Glasgow & Clyde	☐

1. Purpose

1.1. The purpose of this report is to seek approval of Glasgow City's Integrated Children's Services Plan 2026-2029. For the first time, the Plan incorporates Glasgow's Children's Rights Plan 2026-2029 (children's services component), bringing together children's services planning and children's rights reporting duties within an integrated report.

2. Background

2.1. The current Integrated Children's Services Plan 2023-2026 was approved by the Integration Joint Board in September 2023. The new Plan has been developed with partners across Glasgow's Children's Services Planning Partnership and is informed by engagement with babies, children, young people, families, carers, staff and wider stakeholders.

2.2. Development of the Plan has been overseen through Children's Services Planning Partnership governance arrangements, including the Steering Group, the Children's Services Executive Group and a dedicated Children's Services Plan and Children's Rights Report Writing Group. The Plan also draws on learning from implementation of the previous Plan, evidence of need, the Scottish Government review of Children's Services Plans 2023-2026, and wider local and national policy and legislative developments.

2.3. The Plan has been informed by extensive participation and engagement activity. This has included engagement with over 500 babies, children and young people through conversations and creative methods across a range of settings; staff engagement across the partnership; multi-agency development sessions; and input from thematic groups and third sector partners. This has helped shape the Plan's priorities, language, measures and overall approach.

2.4. For the first time, the Plan also incorporates Glasgow's Children's Rights Plan 2026-2029. This reflects the requirement under Part 3 of the UNCRC (Incorporation) (Scotland) Act 2024 for listed authorities to publish a children's rights report setting out action taken, and intended action, to ensure compatibility with UNCRC requirements and to secure better or further effect of children's rights.

2.5. The Integrated Children's Services Plan 2026-2029 sets out a shared plan for partnership action over the next three years. It is grounded in prevention, early intervention, family support, participation, rights-respecting practice and a commitment to improving outcomes for babies, children, young people and families across Glasgow.

3. Recommendations

3.1. The Integration Joint Board is asked to:

a) Approve the Glasgow City Integrated Children's Services Plan 2026-2029;
b) Note that, for the first time, the Plan incorporates Glasgow's Children's Rights Plan 2026-2029 in line with statutory duties;
c) Note the extensive engagement and co-production undertaken with children, young people, families, carers, staff and partners to inform the Plan; and
d) Note that delivery and monitoring of the Plan will be overseen through the Children's Services Executive Group and relevant governance routes.

Glasgow City Integrated Children's Services Plan 2026-2029

Incorporating our children's rights plan

Our vision, as described by our children, young people and families

"I want Glasgow to be a lovely place for everyone, no matter what they look like or where they come from. I want Glasgow to help everyone, listen to everyone, and make sure the whole city feels super safe, happy, included, and totally loved!"

– Primary 7 pupil

"We want Glasgow to be a great place for every kind of child and family, including those who are in need. We'll help by making sure everyone is safe from harm and racism, and that every child and family- including those who speak no English - are listened to. We will respect every child, hear what they think, and work with them to make things better. I would like Glasgow to keep trying their best to give all children and families all the help they need."

– Primary 6 pupil

"I want adults in Glasgow to know that not all children are the same, and everyone needs support in their own way."

– Secondary school pupil (Pupil Voice Forum)

"We are building a Glasgow where every child is cherished, every voice is heard, and every young person can rise to their full potential. Together, we will champion their rights, stand beside families, and create a future where every child thrives."

– Family Support Worker

Contents

ABOUT THIS PLAN 3
Foreword 3
Glasgow's Vision for Babies, Children and Young People 4
Plan at a Glance 6
HOW THE PLAN WAS DEVELOPED 7
Participation and Engagement 7
Demographic snapshot 12
WHAT AND HOW WE WILL DELIVER 13
PRIORITY OUTCOMES AND GOLDEN THREADS 13
CHILD POVERTY AND INEQUALITY 17
SAFETY & PROTECTION 21
HEALTH, WELLBEING AND DEVELOPMENT 26
VOICE, INFLUENCE & PARTICIPATION 32
FAMILY, FRIENDSHIPS & BELONGING 39
INCLUSIVE LEARNING AND POSITIVE FUTURES 46
GOVERNANCE AND ACCOUNTABILITY 51
Public Sector Resources: Strengthening Financial Sustainability 53
APPENDICES 55
Appendix 1. Key Local Policies and Strategies Relevant to the Children's Services Plan and Children's Rights Report 55
Appendix 2. Infant and Toddler Voice: Consultation Report 59
Appendix 3. Equalities Impact Assessment 63
Appendix 4. Summary table of UNCRC Articles, National Improvement Framework, SHANARRI and Glasgow's Priorities 65
Appendix 5. Key Data Indicators for SMART Goals with Plan Priorities 67

Draft

ABOUT THIS PLAN

Foreword

This **Integrated Children's Services Plan** sets out how partners across Glasgow will work together over **2026–2029** to make our city the best place for babies, children and young people to grow up. It incorporates the **Children's Rights Plan (2026-2029)**, and is shaped by what children, young people and families told us matters most: being safe, listened to, supported, included and able to thrive. Our plan is both a **mirror** and a **roadmap**: it reflects the needs of our babies, children and young people - and provides an outline of what we are collectively seeking to change. We developed the Plan with **children and young people**, families, practitioners, communities and partner organisations. We engaged with **over 500** babies, children and young people through **conversations and creative activities** across a range of settings. They helped us develop and refine our shared vision and commitments.

Over the next three years, we will continue to **embed UNCRC** (United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024) and uphold children's rights, working towards the full implementation of **GIRFEC (**Getting It Right for Every Child**)** so that support is offered by the right person at the right time. We remain committed to keeping The Promise by strengthening whole-family support so children can stay safely within their families and communities wherever possible. We recognise that many challenges are deep-rooted and connected. Children's outcomes are shaped by poverty and inequality, health, housing, trauma and exclusion - and cannot be addressed by any single service acting alone. The size and complexity of need is increasing demand across our services - both for public and voluntary sector partners. This is happening at a time of **significant and continual constraints on public sector budgets**. Progress depends on working together in joined-up, holistic ways: using **evidence and data** to understand what is happening and what works, **shifting support upstream** to prevent crisis, and **sharing power with communities** so solutions are shaped and led locally as far as possible. To deliver on our vision and children's rights, we are committed to **culturally sensitive, inclusive and anti-racist practice**. We know we have more to do, and we will keep learning by **listening to communities**, reflecting on where families face barriers, and improving how we respond. Glasgow's diversity is one of the city's strengths, and we will continue to use evidence, data, inspection feedback and self-evaluation to improve services and **reduce inequalities**.

We are grateful to every baby, child and young person, and to every parent, carer and practitioner who shared their time, experiences and ideas through creative activities, conversations and workshops, helping us to test, refine and review the Plan as it developed. This Plan is both a **commitment and an invitation**: we will continue to work with you, listen to you, and be **accountable** to you for the progress we make together.

Karen Dyball, Assistant Chief Officer, Children's Services and North East Operations
Glasgow City Health and Social Care Partnership

John McGhee, Executive Director, Glasgow City Council Education Services

Glasgow's Vision for Babies, Children and Young People

Services across Glasgow will strive to...

- Make Glasgow the best city for babies, children and families to grow up in.
- Meet children's needs and make sure they feel loved and nurtured.
- Respect children's rights, listen to their views and work alongside families.
- Improve how we work with children to offer high quality support and care.

Why Glasgow's shared vision matters - and how it was developed

Glasgow's vision for babies, children and young people is our shared 'north star' for all services with a responsibility for supporting our families. It helps a wide and diverse partnership stay aligned: making decisions guided by a shared vision, using consistent and accessible language, and keeping focus on what matters most to babies, children and young people - especially when resources are tight and there are multiple priorities.

We developed and refined the vision with partners across the Children's Services Planning Partnership, alongside children, young people and families. At the outset, the partnership co-created a small set of principles to guide both **how** and **what** we were aiming to communicate as part of the Children's Services Plan 2026–2029.

Our principles

- **Togetherness:** Recognising we can achieve so much more together, than we can apart. Better outcomes come from joined-up working, moving away from silos and protective practices.
- **Equity & power:** Power with, not power over - actively shifting how power is held, shared and used alongside children, families and communities.
- **Authenticity & humility:** Using plain language and real examples, staying close to what children, young people and families told us matters, and being honest about what we don't yet do well enough – and open to ongoing learning and improvement.

- **Outcome-focused & rights-respecting:** Clarity about what must change - tackling systemic barriers and structural inequality – strongly aligned with GIRFEC, The Promise, and UNCRC.
- **Evidence-led & accountable:** Using data and evidence to inform decisions, demonstrate change, and hold ourselves to account.

Listening, testing and redrafting – with children, young people and families

We refined Glasgow's vision through several rounds of testing with families, children and young people and the workforce, starting with the vision for the previous Integrated Children's Services Plan (2020–2023). Feedback helped us understand what felt unclear, unrealistic or too policy-driven and what needed to change to be more accessible and meaningful.

What we heard on earlier drafts

- **Parents and carers**: "It seems over-promising"; "It sounds good but maybe not achievable"; "How will my family be supported?"
- **Children and young people**: "Who are 'we'?"; "Pictures and words would be better"; "I don't think my mum would understand this as she speaks little English."

This input led to practical changes: **simpler language**, **clearer meaning**, and a stronger emphasis on what children and young people told us matters most - feeling **loved**, **nurtured**, **listened to** and **supported**.

Ultimately, children and young people helped re-write the vision, shifting it from formal policy language to words that feel real and recognisable and reflected in their voices shared on the cover page.

PLAN AT A GLANCE

WHAT IS THE PLAN ?

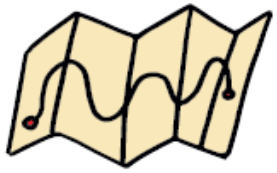
OUR MIRROR

Reflecting the needs and what matters to our babies, children, young people and families.



OUR ROADMAP

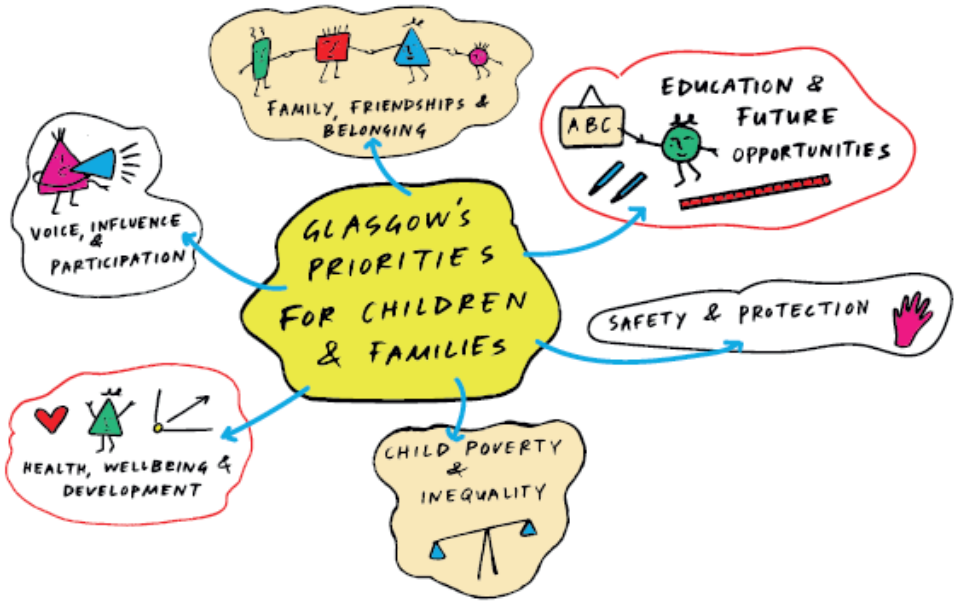
Setting our direction of travel for how our services will support families in Glasgow.



HOW WE DEVELOPED THE PLAN



GLASGOW'S SIX INTERCONNECTED PRIORITIES



GOLDEN THREADS WEAVING THROUGH THE ENTIRE PLAN



HOW THE PLAN WAS DEVELOPED

Participation and Engagement

To ensure this Plan is rooted in what matters most to babies, children, young people and families, values practitioner insight, and is evidence-based, our approach to developing the Plan was grounded in **three mutually reinforcing strands**:

1. **Participation and engagement** with babies, children, young people and families;
2. **Partner and workforce collaboration** with organisations responsible for supporting families across Glasgow; and
3. **Maximising existing data and evidence** to ensure we have a robust understanding of need and the ability to monitor treads over time.

1. Engagement with babies, children, young people and families

- We engaged with **500+ babies, children and young people**, alongside parents and carers. This included both proactive outreach to engage with a **broad range** of young people across different ages and parts of the City with a wealth of different experiences, as well as **targeted outreach** with key groups who were identified as having 'rights at risk':
    - **Care experienced** young people (including outreach with the Champs Board, People Achieving Change and Speak-Up Hub)
    - Children experiencing **poverty** (involving those young people living in SIMD 1 and 2 areas)
    - **Asylum seeking** children and families (including outreach with Refuweegee)
    - **Babies** and **toddlers** (involving Stepping Stones for Families, and the Play Café).



- Children with **additional support needs**, including neurodiversity and engagement with ASN Schools
- Children from **Black and Minority Ethnic** backgrounds

- Engagement focused on three key areas: **what matters most**, **what's going well**, and **what could be better**.
- Outreach was designed around **trusted relationships**, **familiar spaces** and **choice**, to reduce barriers to participation.
- A range of engagement methods were used, including **facilitated conversations**, **1:1 discussions**, **group-based activities** and **creative approaches**, to suit different needs and preferences of children (including the very youngest).
- Wherever possible, we used **existing engagement platforms** to **avoid over-consultation** and strengthen feedback loops - for example the **Pupil Voice Forum (Primary and Secondary Forums), Senior Phase Parliament** and the **Champs Board (Care Experienced Young People).** This also includes returning to these platforms to share progress and updates as part of **the 'You Said We Did'** feedback loop.
- Participation was **rights-based** (including Articles 12 and 16): children chose how to take part, what to share, and could stop at any time.

Community-led participation



Young person leading staff and community members in a dance off at the Parkhead Hub supported by **Indepen-dance**, May 2025

Young people leading change



Pupils from **St Mungo's School** sharing how children's rights are put

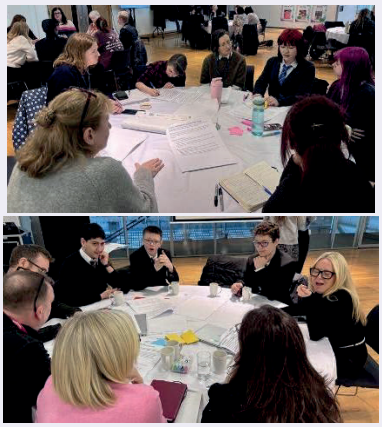
Children, families and practitioners came together at a **Community Network Day** in Glasgow's North East to share ideas, build connections and shape local support.

52 children and families completed a 'post-card' exercise about what matters most to children, young people and families for the Children's Services Plan. The youngest participant being 10-months (helped by mum!).



into practice, and the changes driven by young people's voices Their contribution highlighted how meaningful participation can shape both the development of this Plan and wider improvement across services.

Pupils from **St Andrews** engaged in discussions with wider children's services workforce about the Children's Services Plan priorities and SMART goals.



Children's Services Plan Development Session at the Emirates Arena, March 2026

2. Engagement with staff across the partnership

Engagement with staff was structured using collaboration principles drawn from the Glasgow Family Support Strategy **(i.e. a shared vision, use of common language, shared power and resources, culture of trust, and bravery in decision-making)**.

Staff engagement provided opportunities to:

- identify what has, and hasn't worked in the previous Children's Services Plan 23-26
- test and co-create priorities and aims for the next three years
- test emerging priorities against day-to-day practice and delivery constraints
- align language, measures and ownership across partners
- identify ways rights were realised (or not) in everyday life across services
- identify groups whose rights were at greatest risk

Engagement included:

- **Children's Services Planning Partnership Steering Group**
  - Multi-agency group who met 6-weekly (open to all agencies working with children and families in Glasgow) who have ongoing oversight and input into the development and monitoring of the Plan.
- **Children's Services Plan and Children's Rights Report Writing Group**
  - A short-life multi-agency working group that met weekly to provide guidance to shape and review the Plan content, key messages and data indicators during the Winter and Spring 2026.
- **Multi-Agency Children's Services Plan and Children's Rights Report Development Sessions**
  - **'Looking Back'** – what worked well and how Children's Services have developed since 2023.
  - **'Looking Forward'** – what should be the priorities for Glasgow's Children's Services Partnership for the next 3 years?
- **Satellite sessions** (e.g. Glasgow Council for the Voluntary Sector networking session; Children's Health and Wellbeing Group; Glasgow City HSCP Equalities Group, among others)

Sharing power: Bringing young people, carers and staff together

The co-creation of the Plan culminated in a **final development session** that brought the young people, the workforce and carers together to sense-check the emerging plan. Creating this shared space mattered because it moved participation beyond 'consultation' and into **shared understanding and shared accountability**: young people shared what children's rights mean in practice and what changes they have

already seen, while the workforce refined priorities and SMART goals in real time guided by young people and delivery realities.

- Young people delivered short presentations on **children's rights** and the changes they have seen through rights-respecting practice.
- Young people helped to **co-facilitate table discussions** alongside professionals – providing prompts, capturing key points and actions in notes, and keeping the conversation grounded in what matters to children and families.
- A graphic illustrator captured insights live, reflecting feedback that outputs must be **accessible and engaging** (not just text-based reports).

3. Maximising existing data and evidence

- Used existing evidence to **avoid duplication** and complement engagement insight with a robust understanding of need.
- Triangulated evidence from our **Joint Strategic Needs Assessment**, **recent inspection findings** and self-evaluation, **performance data**, and national and local datasets.
- Used trend and place-based analysis to identify **inequalities**, understand what is changing over time, and target action where outcomes need improvement.
- Combined qualitative insight (what children, families and staff told us) with quantitative evidence to strengthen **prioritisation**, **accountability** and how we will track progress.

Demographic snapshot

This snapshot highlights what is changing in Glasgow's population -and what it means for how we target support and reduce inequalities for children and families.

Demographics at a glance - key points for 2026–2029 planning

Population Growth

+~50,000

population growth over ~10 years (c.+8.2%)

Implication: Growth and mobility is increasing demand and could widen inequalities if support is not directed where it is most needed. Future-proofing services is critical.

Diversity

32.6% of under-18s are from a BME background

175 languages spoken in schools

Implication: Culturally responsive practice and removing barriers to access and engagement (including interpretation) cut across all the Plan priorities.

Additional Support Needs

~29,033

children estimated to have Additional Support Needs

Around **51%** of secondary pupils and **34%** of primary pupils

Implication: The scale of additional and complex needs is significant - reinforcing the importance of inclusive support so all children can thrive.

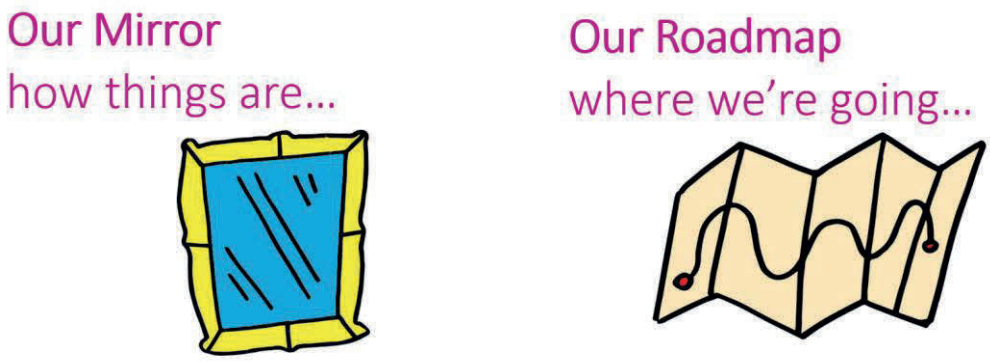
Inequality is concentrated by place

Children's safeguarding needs and health and wellbeing outcomes are strongly associated with deprivation (SIMD 1).

Implication: Place matters. Targeted effort is needed to support children and families in communities most impacted by poverty and inequality.

WHAT AND HOW WE WILL DELIVER

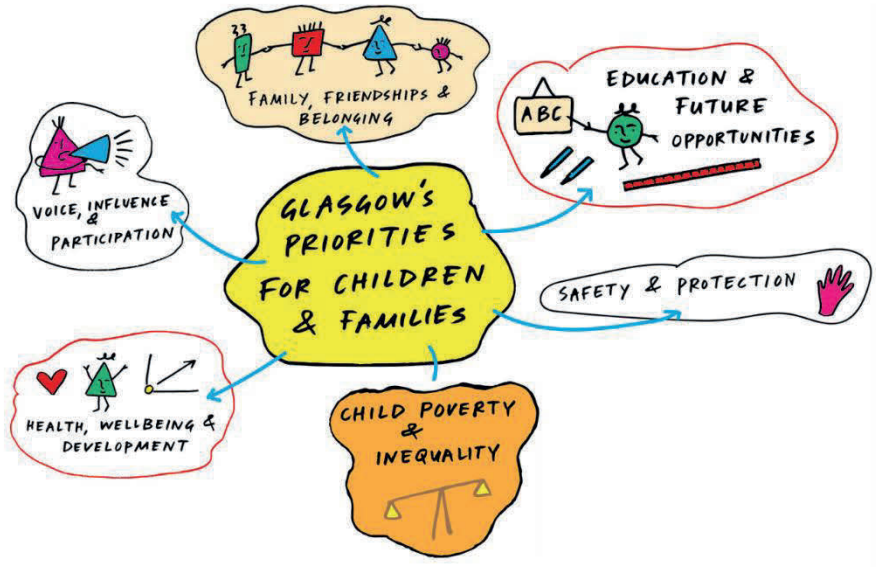
The Plan is both a **mirror** and a **road map**. It reflects the **needs** and what **matters most** to babies, children, young people and families – and is informed by insight from practitioners about services delivered across Glasgow. It provides a **direction of travel** for the next 3 years, with key priorities underpinned by data and evidence from different parts of the wider system supporting babies, children, young people and families. It also applies the lens of considering priorities and needs across a life course from **pregnancy, infancy, early-middle childhood, adolescence** and into **young adulthood**.



PRIORITY OUTCOMES AND GOLDEN THREADS

The six priority outcomes should not be seen as stand alone. They are **interconnected**, with progress in one area reinforcing progress in others, and unmet need in one creating barriers across children's lives.

For example, poverty and inequality increase pressure on families and are closely linked to safety, wellbeing and risk of harm. In the same way, children's health and wellbeing shape learning, school attendance and future destinations, while feeling listened to supports early engagement and more effective services. Taking a whole-system approach recognising these outcomes are connected enables us to



strengthen prevention, reduce escalation into crisis, and improve children's experiences across home, school and community.

Critically, **golden threads** weave through all the interconnected priority outcomes, holding the Plan together. They embed shared values and approaches across the whole Plan, ensuring that every priority is delivered in a way that is **rights-respecting**, **inclusive** and focused on what matters most to children and families recognising the critical importance of **workforce and culture**.



Golden threads weaving the plan together

Children's Rights - how we embed **UNCRC** across the City's services has been, and continues to be, a key component of our Plan in Glasgow City. Each priority outcome is aligned to the associated UNCRC articles (see Appendix 4). We recognise that, outwith children's services, there is further work to be done to raise awareness of everyone's responsibilities to uphold and defend children's rights. Progress at city-wide level across a diverse range of services includes:

Glasgow - A Child Friendly City

Glasgow City Council organised a **Child Friendly City Summit** in November 2025, linking to work on the Feminist City and the Council's involvement in the **Urban95 programme**, which involved understanding the City through the eyes of a child. This brought together a range of partners across Glasgow to represent services across the City. This is about embedding children's views into city planning and public services by supporting decision-makers consider how the city works for babies, children, young people and families. It supports Glasgow's 'Nurturing City' approach, with nurture groups and wellbeing focused support in schools, residential settings and beyond.

Inclusion, Equity and Belonging – ensuring equality is at the heart of our decision-making by robustly considering those whose rights may be at risk, through timely and comprehensive completion of **Equality Impact Assessments**, and **Children's Rights and Wellbeing Impact** assessments. This ensures all strategic and service decisions

consider all children who may be impacted, and how any negative impact might be reduced. Running through each priority is a commitment to ensuring we are **poverty-aware, communication-informed, culturally sensitive**, and **inclusive**.

Environmental – recognising children and families' experiences are shaped by both their **physical** and **digital** environments, and increasingly how these environments blend together. Each priority requires to be viewed through the lens of these differing and interconnected spaces.

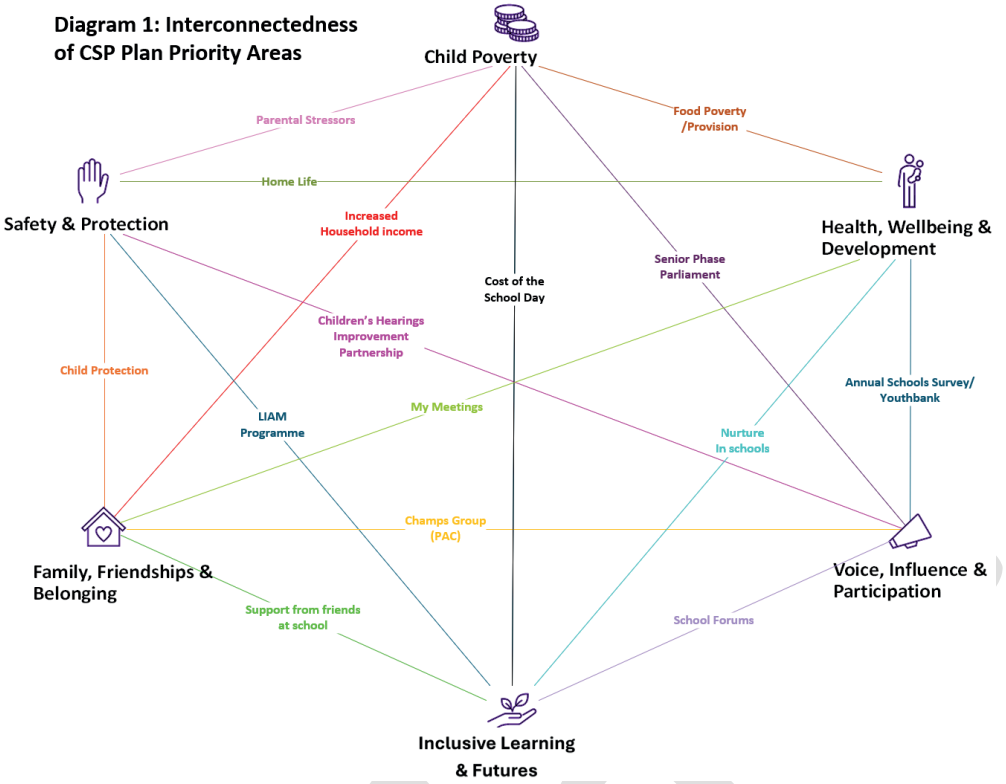
Workforce and culture – the ability to deliver on better outcomes for children is dependent on having a culture that supports our wider workforce to work in relational, strengths-based and trauma-informed ways. One that creates conditions that enable continuous learning, fosters compassion, and supports staff wellbeing, ensuring our workforce can play their best role in supporting babies, children, young people and families. People are our greatest asset. 'Scotland must hold the hands of those who hold the hand of the child' (the Promise, p.21). See also Glasgow HSCP Workforce Plan 2025-2028, alongside the Glasgow's Family Support Strategy 2024-30 which provides a collaboratively produced set of principles supporting services to work together in joined-up holistic ways (i.e. having a **shared vision**, using a **common language**, sharing **power and resources**, creating shared spaces for **learning and improvement**, **celebrating differences**, being **brave** and **making difficult decisions together**).

Evidence and learning – we recognise the importance of using high quality data and evidence to understand trends over time to hold ourselves to account on progress (see Appendix 5 that provide **key data indicators** for each priority outcome). We also recognise, as stated in Glasgow's Family Support Strategy 2024-30 (p.17), that

...'not everything that counts can be counted, and not everything that can be counted counts'...

We are acutely aware that what matters most to babies, children and young people isn't always easy to quantify. We are committed to embracing this complexity by ensuring the Plan is guided by data, whilst grounded in the voices of babies, children and young people. In other words, we are committed to understanding what matters most to families, not just what is 'easiest' to measure.

Diagram 1: Interconnectedness of CSP Plan Priority Areas



Drc

CHILD POVERTY AND INEQUALITY

Tackling child poverty isn't on the agenda, it is the agenda

Aim: To reduce child poverty and inequality through practical and financial support, safe and affordable housing, and opportunities to build strong local connections and community support.

Need profile at a glance: Child Poverty and Inequality

Scale

25.9%

Glasgow has one of the highest child poverty rates in Scotland, with 25.9% of Glasgow children in low income homes, compared with 16.4% across Scotland.

Glasgow's Scottish Child Payment **uptake is high** (c.97%), but approximately **1,700** eligible children still miss out & some low-income families remain **ineligible**.

Trend

Rising

The Glasgow Centre for Civic Innovation's analysis reveals...

- a **gradual, consistent increase** in relative and absolute child poverty.
- the types and proportion of families for which the situation is **not improving and indeed getting worse**.

Place

SIMD 1

Need is concentrated in the most deprived neighbourhoods, reflected in safeguarding patterns (Care Inspectorate, 2025) and associated with wider health and social outcomes.

57.1% of Glasgow's pupils live in the most deprived SIMD deciles

Housing & cost pressures

3,500+ children

...living in **temporary accommodation**.

- Glasgow declared a **housing emergency** in November 2023. There are not enough safe, affordable homes.
- Families are facing **sustained cost pressures** (food, fuel, childcare, transport and the cost of the school day).

Implication: Tackling child poverty is central to improving safety, wellbeing, learning and long-term outcomes. It requires place-based delivery, income maximisation, reducing the cost of living and practical support that reduces stigma and barriers.

Service responses: Child Poverty and Inequality

- **Glasgow Helps (No Wrong Door approach):** A single, accessible entry point helping families navigate support across advice, employability, financial inclusion, food, housing and wellbeing services. Glasgow Helps provides holistic support, active signposting and warm referrals, reducing stigma and ensuring families can access the right help at the right time.
- **Child Poverty Pathfinder – Demonstrations of Change:** Place-based system change projects in priority wards (including Calton, Govan and Southside Central) testing new ways of working to reduce child poverty. These Demonstrations of Change focus on childcare, employability, income maximisation, ESOL and community-led solutions, underpinned by the No Wrong Door model. Child Poverty Pathfinders Evaluation and Child Poverty Programme
- **Whole Family Support through General Practice**: Funded by the Scottish Government, this programme embeds whole-family wellbeing support within GP practices serving the most deprived communities. Family Wellbeing Workers and linked services help address financial stress, food insecurity, employability, trauma and health inequalities through early intervention and prevention. WFCF Funding Information and Whole Family Support through General Practice
- **"Poverty: Our Hidden Shame" resource pack:** A youth-led, rights-based learning resource developed in Glasgow to challenge stigma, build understanding of poverty and support reflective practice across services working with children, young people and families. https://www.hiic.org.uk/hidden-poverty
- **Young People's Employability Coach initiatives**: Targeted employability and progression support linked to the Child Poverty Programme and Pathfinder activity, helping parents and young people overcome barriers to training, work and sustainable income, including through Intermediate Labour Market approaches. https://www.glasgow.gov.uk/14816
- **Cost of the School Day work (including uniform banks):** Citywide action to reduce the cost pressures associated with education, including uniform banks,

practical financial support and poverty-aware school approaches that minimise stigma and improve participation.

- **Financial Inclusion Support in schools:** Schools and early years settings play a key role in identifying financial stress and referring families directly to Financial Inclusion Support Officers (FISO) and welfare advice services, improving income maximisation and reducing crisis escalation.
- **Baby Banks and material support:** Partnership support with third sector organisations to provide essential items for babies and young children, reducing immediate financial pressure on families during pregnancy and the early years.
- **Expansion of Section 22 support via Health Visitors:** Health Visitors and Family Nurses can directly access Section 22 (1995 Children (Scotland) Act) financial assistance to provide rapid, needs-led support for food, fuel and essential items, helping alleviate financial distress and prevent escalation to crisis.
- **Tackling inequality**: In line with Scottish Government policy, our approach involves targeted work with families at greatest risk of inequality, including the six poverty priority family groups: **lone parent families**; **families with a disabled adult or child; larger families; minority ethnic families; families with children under one year; and families with a mother under 25**. We recognise many families experience overlapping risk factors, and our service responses are designed to be proportionate, trauma-informed and responsive to **intersecting need**.
- **Scottish Child Payment Uptake**: Families with young children have one of the highest uptakes for the Scottish Child Payment (97%), which could suggest the beneficial impact of the Universal Pathway, and other sustained work within Glasgow tackling poverty in the early years.
- **Housing**: We are working in partnership with Registered Social Landlords to ease this pressure for families, and recently secured £240,000 from the Ask and Act Fund to test approaches to preventing homelessness. We also want to create opportunities for our care experienced young people to move on to independence, so we are reviewing our Continuing Care and After Care (CCAC) services.

Children, babies and young people's views

Children and young people described poverty as an everyday pressure on families. They spoke about not having enough for food and other essentials, and the stress this creates at home. Across age groups, they felt families need more support as the cost of living rises.

What support they want

- They wanted practical, **cash-first support**: "I would give them more money when in need."
- They also wanted everyone to be able to get food **without shame or stigma**: "Food poverty – none"; "Food bank… [for those in need]"

How poverty affects school life

Children and young people said poverty can be visible in school through the cost of uniforms, and through the pressure to 'keep up'. They described the risk of being excluded or bullied when families cannot afford what is expected: "Uniforms are so expensive…over £250 and upwards"; "If uniform is mandatory, then schools should supply it"; "If we didn't go to school with your hair done…you're gonna get slagged."

Wider impacts on communities

Young people also linked poverty to wider community impacts, including insecure housing, fewer opportunities, reduced sense of belonging and safety, and deepening inequality.

- "See struggle everyday, lack of community spirit…"
- "…there is no sense of community"

Stigma and priorities

Children and young people spoke with empathy about poverty and were aware of the stigma that can come with it. Few shared personal experiences directly, so poverty was often discussed as something affecting their community – suggesting continuing stigma in talking about direct experiences of poverty. In our ranking exercise, children and young people placed poverty fourth (out of 6 priorities), while practitioners and the wider workforce tended to identify poverty as the top priority.

- "More support for families and children in poverty and normalise to rather than shut it out"
- "no more societal inequality, such as poverty"

Draft

SAFETY & PROTECTION

Keeping children safe, supported and protected wherever they are.

Aim: Protect children from harm at home, in school, in the community and online. We will create safe, nurturing, trauma-informed environments and work together across services to spot concerns early and act quickly - reducing risk and building on children's, families' and community strengths.

Need profile at a glance: Safety & Protection

Need

5 in 6 children

...on the child protection register were living in the **most deprived areas**.

This highlights a disproportionate concentration of child protection concerns in areas of higher deprivation.

Child Protection

Concerns

Neglect (35%) and **Domestic Abuse** (25%) remain the most common concerns for those on the child protection register (figures reflect average rate for 2023/24), underling the importance of early help, timely protection and family support.

Key Risks

Recent analysis of crimes involving young people, both as victims and those at risk of offending, has identified a range of factors that may increase their likelihood of coming into contact with the justice system. These include, but are not limited to, adverse childhood experiences, exploitation, substance misuse, mental health challenges, and conditions of poverty and deprivation.

Key Risks

Exploitation remains a concern for a small and highly vulnerable cohort, with local intelligence (including Operation Glacies) identifying ongoing risks relating to child criminal exploitation (CCE) and child sexual exploitation (CSE), particularly linked to trauma, care experience and time spent in the city centre, as well as the impact of poverty and inequalities.

Service responses: Safety & Protection

- **Common Ground (city centre safeguarding response):** Glasgow City operates as a 'hub' for the West of Scotland and young people congregate in our city centre to meet friends and visit our cultural attractions and shopping hubs. With this comes some risk for a small population of our young people, particularly at the 'four corners' within the city centre. Common ground is a multi-agency partnership response supporting children and young people who spend time in the city centre and may be exposed to risk, including exploitation, violence or harm. Police, youth workers, social work, third sector and outreach partners provide visible support, early intervention, relationship-based engagement and safe alternatives for young people.
- **Nurture in Children's Houses:** Trauma-informed, relationship-based nurturing environments within Children's Houses support children who have experienced harm, adversity or instability. This approach helps children feel safe, supported and regulated, strengthening attachment, emotional wellbeing and readiness to engage with learning and wider support.
- **Nurture at Night:** Targeted overnight and evening-time nurture provision in children's houses offering additional emotional containment and relational support for children and young people whose distress, risk or vulnerability is heightened at night.
- **Contextual safeguarding approaches:** Recognising that harm can occur outside the family home - in peer groups, neighbourhoods, schools, transport hubs and online spaces - and strengthening partnerships to disrupt harm, reduce risk in environments and support children where they live their lives.
- **Multi-agency child protection and safeguarding arrangements:** Partnership working through the Child Protection Committee, supporting consistent thresholds, shared learning, quality assurance and improvement activity across agencies.
- **Inter-agency Referral Discussions (IRDs):** Timely multi-agency process that enables information sharing, joint risk assessment and proportionate decision making following a safeguarding concern about an unborn baby, child or young person, therefore ensuring children receive the right protection.
- **Joint Screening Teams (JSTs):** Timely information sharing, joint assessment and proportionate decision making, strengthening early intervention and ensuring children receive the right support at the right time.

- **The Scottish Child Interview Model (SCIM):** a trauma-informed, child-centred approach to interviewing children who may have experienced or witnessed harm. It focuses on careful planning, rapport-building and developmentally appropriate questioning, improving both children's experiences and the quality of information gathered.

- **Intensive Support and Monitoring Service (ISMS**): The Intensive Support and Monitoring Service (ISMS) provides an evidence-based community alternative to secure care for Glasgow's children with the highest levels of risk and need. ISMS is delivered through a fully integrated multi-agency model comprising of social work, NHS Forensic Child and Adolescent Mental Health Services (FCAMHS), and a bespoke education base. This approach enables assessment, formulation, and risk management for children with complex, persistent and escalating needs. Across 2024 and 2025, 32 young people were supported to remain in the community rather than be moved to secure accommodation, evidencing their lowered risk and keeping them in situations with more opportunity for long-term improvement.

- **Domestic abuse strategy:** Refreshing our vision and support for families impacted by domestic abuse through strengths-based practice, incorporating trauma informed work with parents who harm to try and protect important relationships for children. The Domestic Abuse Strategy aims to improve how we address domestic abuse by working with those who are impacted by domestic abuse, those who harm and those who provide support. By developing better cross-sector understanding of the issues, and improved capacity to respond to whole family need, we can address the trauma associated with domestic abuse.

- **Devolved Decision-Making Pilot:** This is a Home Office funded pilot to identify victims of trafficking and exploitation through the National Referral Mechanism (NRM). It is currently within its 6th year and is embedded within Child Protection Practice in the city. The pilot also includes the delivery of training on child trafficking and exploitation throughout the city.

- **Child Protection Team** – the team works collaboratively with partner agencies to develop and deliver best practice using the Child Protection Framework for Practice. The framework is underpinned by UNCRC and supports a trauma informed, strengths based and relational approach to Child Protection across the city.

Children, babies and young people's views

In our consultation, children, babies and young people were clear that feeling safe and protected was their top priority. Across all age groups, feeling safe was consistently stated as most important. There were lots of different ways that children, babies and young people described feelings of safety. Primary school children repeatedly cited the need to feel "more safe". They also linked feeling safe to other places and things that gave them feelings of safety:

- Our youngest participants said their "mummy", "her daddy"
- "Take care of us no matter what"
- Home "feels familiar and comfortable, safe", "keeps you safe & you live there" and is safe "because my family is there"
- School can be a safe space for many children as "It's always a safe space for learning" and "Teachers… can understand problems".

Older children (approaching adulthood) described feeling safe in the community:

- "'Stopping gangs; having youth activities in troubled areas."
- "No sense of community"
- "We need help from adults when we feel unsafe because you might not be able to handle the problems yourself."

A group of young people who had recently moved to Scotland stated that "Being safe is important because every human being needs to be safe. Safety is the most important thing in our lives." Having experienced significant trauma, disruption and challenges, the group said they had "lacked safety before coming to Scotland" and felt welcomed in Glasgow. A group of unaccompanied asylum seeking (UAS) young people emphasised the importance of learning English as soon as possible, because without solid language skills they found it harder to be understood and relate to their peers. This was particularly important in medical and social situations.

This highlights the inter-connectedness of the priorities and the need to increase safety through greater understanding and empathy for young people who are new to Scotland, with better access to ESOL. This work is being led by Glasgow Life and expanded via the Child Poverty Demonstrations of Change, and other education programmes, as well as greater engagement with services across communities, where children and young people live.

To help them feel safer, children and young people suggested safe, age-appropriate spaces to play and be with their friends, as well as anti-violence campaigns.

- "more playground and green space for kids"
- "violence is also normalised"
- "We are a very welcoming and friendly city, lots of wonderful architecture but a lot of vandalism, gangs/gang fighting, knife crime… a lot of violence in deprived places e.g. schemes"

Draft

Draft

HEALTH, WELLBEING AND DEVELOPMENT

Promote healthy development through equitable, poverty aware, communication-informed, culturally sensitive, and disability-inclusive support

Aim: To improve health and developmental outcomes for babies, children and young people by delivering equitable access to timely, high-quality physical, emotional and developmental support. Our approach will be **poverty aware**, **communication informed, culturally sensitive** and **disability-inclusive**, and will prioritise prevention and early intervention to reduce inequalities and improve outcomes.

Need profile at a glance: Health, Wellbeing and Development

Early development

1 in 4

Around one in four children has at least one developmental concern flagged at health visitors' 27–30 month review, and concerns are almost 3 times more common in the most deprived areas.

Trend

Rising

Mental health need continues to rise, with increasing referrals and sustained pressure on waiting times (including neurodevelopmental assessment).

Inequalities

2.5–3×

Gaps are widening: developmental concerns and healthy weight outcomes are linked to deprivation.

Approach

Demand outstrips capacity in some service areas; inequalities in access and outcomes require targeted, culturally informed and disability-responsive support.

Implication: Prioritise prevention and early intervention (first 1001 days), reduce waiting-related harms, and strengthen whole-system action to narrow health inequalities.

Need Profile

Pregnancy–Early Childhood

- There have been improvements across a range of key health and wellbeing domains/outcomes, however significant health inequalities remain where improvements do not benefit all children. In order to help ensure **every baby** thrives in

Glasgow, we reaffirm the importance of the first 1001 days (NESTA Babies and Families project).

- **Breastfeeding rates are improving in Glasgow, particularly for young parents** supported by a strong, rights-based and non-judgemental infant feeding system. Across all demographic groups, breastfeeding rates have improved year-on-year since the 2017 baseline, with an increase from 68% of mothers persisting with breastfeeding past 6-8 weeks in 2017, to 76% persisting in 2025. The greatest improvements is within the youngest age and lowest SIMD groups, however the gap between the most and least deprived remain and require further work (80% of least deprived mothers continue breastfeeding past 6-8 weeks in comparison to 72% of most deprived mothers; and 78% of mothers age 40+ continue at this milestone, compared to 41% of under-20s). *(Source: Scottish Breastfeeding Programme for Government Breastfeeding Report Card/ ScotPHO indicators)*
- **Childhood immunisation uptake remains strong for most vaccines,** reflecting a shared partnership commitment to protecting children's health. However, **MMR uptake at 24 months remains below the national target**, with **lower uptake in more deprived areas**. There is ongoing targeted work to improve access and confidence in communities experiencing higher deprivation and population mobility, including mobile vaccination units in local communities and culturally sensitive approaches. *(Source: PHS Childhood Immunisation Statistics; ScotPHO)*
- **Healthy weight in early childhood remains a priority,** with over 1 in 4 Primary 1 children classified as overweight or obese. The rate of childhood obesity has remained high, with significant inequalities where children in the most deprived areas are twice as likely to be at risk of obesity. At the 4 – 5 year health visiting review, 56% of Glasgow's children are within the healthy height/weight range, compared to 68% in NHSGGC and 75% across Scotland. This reinforces the importance of whole-system prevention through nutrition, physical activity and family support – paying attention to the design and accessibility of healthy environments. *(Source: Primary 1 BMI statistics, Public Health Scotland)*

Health Needs: Childhood to Adolescence

- Despite increasing mental health demand from children and young people across Scotland – in particular for neurodevelopmental assessment, anxiety and emotional distress *(Source: CAMHS waiting times, Public Health Scotland; 15)*, **Glasgow City CAMHS has continued to improve timescales for supporting children and young people**. In the last three years, CAMHS intensive support service (including Tier 4 intensive and emergency mental health supports) has reduced waiting times. The focus on reducing the post-pandemic waiting list resulted in a large number of children and young people seen for the first time in 2023/24 (2657 patients). There was a 29% reduction in the number of young people supported in 2024/25 as focus shifted towards return appointments, and an increase of 5% in 2025/26. In the last year, 99.7% of all

patients were seen within the target 18-week period, and for the last 3 quarters of 25/26, **100% of patients were seen within 18 weeks**.

Glasgow City CAMHS			
Year	**2023/24**	**2024/25**	**2025/26**
No of children and young people supported	2657	1883	1970
% seen within 0-18 weeks	94.9%	98.3%	99.7%

- **Avoidable hospital admissions for long-term conditions remain high**, with **children in Glasgow more likely than the national average to be admitted for asthma**, reflecting the combined impact of poverty, housing quality and environmental factors on children's health.
  (Source: ScotPHO hospital admissions indicators)
- **Substance use and risk-taking behaviours affect a minority of young people but with disproportionate harm**, including **alcohol- and drug-related hospital admissions among 11–25 year-olds**, often overlapping with poverty, trauma and mental health needs.
  (Source: ScotPHO alcohol and drug harm indicators)
- **Opportunities for physical activity and active travel are unequal**, with **lower participation in sport, outdoor play and active travel to school in more deprived neighbourhoods**, affecting children's physical health, confidence and wellbeing.
  (Source: ScotPHO physical activity and active travel indicators)
- **Sexual health is a key aspect of young people's wellbeing**, with inequalities in outcomes reflecting wider social and economic factors. Prevention, education and accessible, youth-friendly services are central to supporting informed choices and positive health outcomes
  - Sexual health outcomes are being shaped **by inequality, trauma, online influences and service accessibility**. Increasing numbers of young people over the age of 13 years will have been exposed to sexualised and misogynistic content online (CCE, 2023 and 2025). Girls and young women may experience sexual harassment both online and offline in mainstream settings, including schools (ESAS and Girlguiding 2025).
  - **Some groups of young people experience higher levels of vulnerability** including **care experienced young people**, who are more likely to experience poorer sexual health outcomes **(Children's health in care in Scotland study, 2021)** and exploitation (Children in need: A focus on sexual abuse and exploitation - GOV.UK, 2025). Targeted, trauma-informed and rights-based support is essential.
  - Young people's use of sexual health services dropped during COVID **and has not returned to pre-pandemic levels.**
  - **Need for sexual health support remains high, particularly among older adolescents – yet service use is increasingly concentrated in a small**

number of sites. We need to consider whether current service configurations provide the best and most equitable support across the city.

- **Crisis and harm related presentations are increasing, including among younger teenagers – reinforcing the importance of upstream prevention.** Attendance at **Archway** – the specialist service for rape and sexual assault – shows the highest increase in support for young people aged13-15 years.

Service responses: Health, Wellbeing and Development

Universal

- **Health Visitors** deliver the universal pathway, offering support from pregnancy through the early years, including infant feeding, immunisations, developmental reviews and parental wellbeing.
- **UNICEF UK Baby Friendly Initiative (Gold – Achieving Sustainability, reaccredited May 2026)** evidences consistent, rights-based infant feeding support across maternity, health visiting, family nurse partnership and community services, with ongoing work reinforcing quality and workforce practice.
- **Relationships, Sexual Health and Parenthood Education (RHSP)**, delivered through schools and supported by health and third sector partners, strengthens young people's knowledge, confidence and ability to make informed choices.
- **Whole-system approaches to healthy weight and physical activity** promote healthy nutrition, active lifestyles and supportive environments through coordinated action across health, education and community settings. In 2024/25, 40% of Glasgow school pupils participated in physical activity through the Physical Education, Physical Activity and School Sport (PEPASS) partnership, providing physical activities through breakfast, lunch and afterschool clubs. The most popular activities were football, dance and multisport. A total of 28 Schools achieved Sports Gold Awards.
- **Tier 1 (Universal) Mental Health Support**: The Glasgow City Children's Services Partnership has developed a range of community-based mental health and wellbeing supports that promote emotional wellbeing, resilience and early help for children, young people and families. Examples include Yo Mo (Young Movers), a Healthy Minds programme delivered by the Baba Yangu Foundation and Kooth and Togetherall , which are anonymised online support platforms.

Targeted

- **Family Nurse Partnership** offer first time mothers up to the age of 24 intensive and therapeutic support from a family nurse to improve outcomes for children

through therapeutic support for parents. The intervention starts early in pregnancy to improve health and wellbeing, optimising children's health, and seeks to guide young parents towards economic self-sufficiency in the longer term, helping to plan their future and achieve their aspirations. FNP support around 600 families, with high uptake and low attrition rates reflecting the strength of the relational approach.

- **School Nursing**: School Nurses are specialist public health nurses who provide support to school age children. They focus on prevention and early intervention helping children to maximise their health and wellbeing. Animation designed for children and families can be accessed through the NES website.
- **Youth Health Service** offers confidential, holistic services for young people 12–19 years of age in nine venues across the city, supporting clinical (mental health, sexual health, drugs & alcohol) and non-clinical (housing and employability) issues. The principle presenting issues relate to mental health and wellbeing, primarily anxiety, anger and low mood, with significant wider issues linked to bullying, trauma/ abuse, self-esteem, relationships and family. Other contributing factors are sleep, bereavement and studies/ employment. The service continues to develop to respond to these issues, with over 75% of young people reporting improvement in their mental health and wellbeing, as measured by the CORE scale.
- **Sandyford Sexual Health Services** provide specialist sexual and reproductive health care for young people, including contraception, STI testing and treatment, pregnancy support and targeted outreach for those at higher risk.
- **Tier 2 Mental Health Support**: These approaches provide timely, accessible support for children, young people and families with emerging emotional distress, helping to address needs early and prevent escalation to crisis or specialist services. Supports include the Compassionate Distress Response Service for Young People, LGBT Youth Scotland coaching and group sessions, and targeted counselling through Scottish Asian Counselling Service and Urban Community Project. A total of 2499 children and young people were supported via tier 1 and 2 services in 2025/26, with 2101 reporting an improved outcome.
- **Targeted Mental Health Services:** Supports include CAMHS, CAMHS Out of Hours, ICAMHS (intensive 6-week service) and the Paediatric Liaison Service, which provide assessment, evaluation and support to children and young people who require clinical support.
- **Children and Young People's Network Team**: Provides early support, advice and navigation for parents and carers of children awaiting neurodevelopmental assessment, helping families understand needs, access practical strategies and reduce stress and escalation during waiting periods.

- **School Counselling Service:** Supports the diverse range of children and young people's needs through 1:1 counselling, play and art therapy, tailored to individual pupils' needs.

Children, babies and young people's views

Health and Wellbeing was the second highest priority for children and young people. Children from primary school age, up to care experienced young people in their early 20s, emphasised the importance of mental health support for themselves and their friends:

- "mental health help"
- "Some people might suffer quietly and end up bad, like depression, anxiety, stress, suicide"
- "shorten the waiting list for... autism and ASN diagnosis."

Children and young people described physical movement, creative expression and finding something they enjoy as important for supporting their mental health:

- "[Sport] relaxes me and calms me down"
- "You enjoy doing something you love"
- "[Music] takes you to a whole new world"

Positive friendships were also described as essential for wellbeing and maintaining good mental health in helping young people feel secure and supported:

- "They can comfort you when you need it"
- "Because without them we will be lonely"
- "Someone you can trust"

Food was often linked to good mental health and wellbeing, described as a basic requirement for health and development and impacted by poverty:

- "Food security - make sure everyone has food"
- "Food and water keeps you healthy"
- "Food... gives us energy and makes us feel good whenever we're upset"
- "[UNCRC] Article 24 is a good one. You have the right to... clean water, clean food and the right to be clean, basically."

Draft

Children and young people also highlighted the importance of community influences in maintaining healthy lifestyles, therefore emphasising the value of school and neighbourhood prevention initiatives in relation to drugs and alcohol:

- "cautious of violence and drugs... surrounded by alcoholism"
- "Substance users make us feel unsafe, there is no sense of community, the culture here, the Glasgow effect."
- "exposed to alcohol and drug abuse from a young age due to this being normalised here"

VOICE, INFLUENCE & PARTICIPATION

From voice to influence: babies, children and young people driving better decision-making and system improvement.

Aim: To ensure that children and young people are meaningfully heard, actively involved, and able to influence the decisions that shape their lives, with clear feedback loops showing how their input leads to change. This is both at the individual level shaping decisions about their own care, as well as community level shaping broader strategic decisions about investment and service design and delivery.

Need profile at a glance: Voice, Influence & Participation

Access

Interpreting support

An average of **8%** of families required interpreting support, rising to **nearly 20%** in some areas (snapshot July 2024).

Participation

Voice & participation

Children and young people **engage** through Pupil Voice Forums, Senior Phase Parliaments, My Meeting My Plan, and other targeted participation to **share views** across a range of domains.

Rights support

212

Approach

Participation must be accessible and inclusive, removing barriers for children with disabilities and those who need language support. Embed participation

Children's Rights Team supported **212** care experienced children and young people in 2025 (191 in 2024; 186 in 2023).

as standard practice with **clear feedback loops** ("you said, we did"), and ensure accessible formats, interpretation and advocacy are consistently available.

Service responses: Voice, Influence & Participation

Universal

- **Pupil Voice Forums (primary and secondary pupils) & Senior Phase Parliaments (S4 – S6)**
  - These are regular **citywide participation platforms** that provide children and young people with opportunities to share views on what mattes to them and influence decision-making across the city.
  - A core principle of the Forum and Parliaments is the **'You Said We Did'** feedback loop, where presentations and workshops are delivered highlighting what has changed in response to children and young people's feedback.





- **UNCRC Rights Respecting School Awards (RRSA)**
  - Every school has been or is now involved in the RRSA process, with **21 schools holding Gold Award** status, and **159 having achieved at least a Bronze Award** since 2021. Glasgow now has its own RRSA assessors who

work to ensure children's rights standards are maintained and raised across Glasgow's schools.

- St Mungo's presented at one of the Children's Services Plan Development Sessions, and outlined the different ways their voice and active participation had led to changes in their school and community. See illustration below.



- **The City Development Plan**
  - The Glasgow City Development Plan sets out the actions intended to improve housing and infrastructure in the city. This involved large-scale engagement with children about play in the city. A methodology was co-produced with secondary school students and with Education Services for primary schools (project by Centre for Civic Innovation with planning support from Neighbourhoods. Regeneration and Sustainability). The outcome of this engagement is influencing the play renewal programme in local parks.
- **Play Sufficiency Assessment**
  - The Play Sufficiency Assessment gathered a significant level of feedback from children and young people about how play works in Glasgow and what needs to improve. This has helped shape planning and investment in parks, green space and neighbourhood play opportunities, supporting a more child-friendly city in collaboration with a range of partners, including Neighbourhoods, Regeneration and Sustainability (NRS), Centre for Civic Innovation (CCI) and Education Services, among others.

Targeted

- **Youth Bank**
  - This approach is being developed as a citywide, youth-led engagement and decision-making model that brings together locality-based Youth Bank groups and regular citywide summits. The model enables young people to influence priorities, assess funding applications and shape how resources are allocated, moving beyond one-off consultation towards a cycle of sustained and meaningful participation. It is designed to create a continuous route through which young people's views and lived experience are captured. This feedback will inform Children's Services Planning processes over the lifetime of the Plan.

- **My Meetings**
  - The Social Work Independent Review Team has supported our care experienced children to participate in **606** My Meetings in 2023, **537** in 2024 and **478** in 2025. The number of meetings has reduced as the number of Independent Reviewing Officers has decreased, but plans are being developed to review the approach and share the learning in order to support full and effective participation of children and young people.

- **Glasgow's Young Champs**
  - This is a participation and advocacy forum for care experienced children and young people, enabling them to influence decisions that affect their lives and the wider care system. Working alongside Adult Champs (senior leaders, corporate parents and elected members), the group ensures young people's voices directly inform service improvement and policy development in line with The Promise. The Champs group is shaped by the interests and priorities of its members, offering opportunities for consultation, leadership, training, qualifications, social connection and positive experiences. It aims to create a continuous feedback loop where care experienced young people are heard, empowered and supported to drive meaningful change. The group meet at least once fortnightly and, as part of a larger relaunch, are scoping a new venue which meets the needs of all members and is accessible in order to enable expansion of the group.

- **Children's Rights Service**
  - The Children's Rights Service supports an increased number of care experienced children each year. Children and young people seek support with issues related to decisions impacting their care, inclusion, advocacy

and privacy. The team supported **186 children and young people** in 2023, **191** in 2024 and **212** in 2025.

- **Child Friendly Complaints**
  - Child-friendly complaints procedures have been introduced across the HSCP, NHS GG&C, Glasgow City Council, Glasgow Life and other key partner agencies across the city. The complaints procedure is based on the Scottish Public Services Ombudsman process, with awareness raising taking place across the Children's Services planning Partnership, and most recently in primary care settings and GP practices. The Children's Rights Service provides support with complaints.

- **Commissioning and Procurement**
  - There is ongoing work to ensure Equality Impact Assessments are undertaken for tenders, with recent updates to explicitly integrate UNCRC principles, with plans for wider roll out following the pilot.

- **Cultural Competency Work**
  - Children's Services teams have recognised the need to develop culturally sensitive and inclusive approaches due to the changing profile of families living in the city. GCVS, Glasgow Caledonian University and Refuweegee have supported engagement work which identified development needs related relationship-building, power dynamics and knowledge of different cultural norms. The need for more diversity in the workforce is pivotal to this work. The next phase will centre on drafting an improvement plan that will include easier access to information and training, provision of more accessible assessment and reporting processes, and enhancing diversity in the workforce, incorporating learning from successful approaches such as the Roma Community Connectors project.

Children, babies and young people's views

Children and young people often explained what it means to be included and listened to through the language of **rights**. Many were confident using children's rights terms and, at times, referred directly to the UNCRC:

- "The main priority is Article 12, Article 15, Article 24 and Article 29" (voice, meet in groups, be healthy and education)
- "we've got [UNCRC Schools' Award] Gold for the second year in a row"

- "I think it's great that Scotland… are enforcing [UNCRC] rules"

Children and young people described a clear link between **rights being upheld** and **everyday experiences of respect, belonging and influence**:

- "Being seen and heard by the people around us, freedom to express ourselves"
- "I think children should be respected the way that adults are… if a child is not getting the respect that they deserve, then why should you get respect back If you're not respecting someone else?"
- "freedom to express ourselves"
- "Childrens rights are very important to us. We question if every child gets the privileges and opportunities that we get. Sign of respect when asked about rights."

When children and young people talked about being "listened to", they linked it to **inclusion**, **dignity** and **wellbeing**:

- "So you feel included and your opinion matters"
- "To not feel ignored, so your opinions are heard, to feel heard"
- "People need to listen to what you say and if you're sad and no one listens, you will be depressed"
- "Because we have mouths for a reason."

Being included was also strongly associated with **education and learning**. Schools were repeatedly described as central to belonging: a place to be safe, build relationships, be respected, and access opportunities:

- "I would change the educational system that children and young people not only have access to go to school but also they will have more opportunities like extracurricular activities and training, safe and inclusive schools".
- "Giving everyone the best possible chances and opportunities at life, having voices heard"
- "People might be getting bullied [in school]. People want to be included."
- "[School] helps us to meet new people and to educate"
- You can socialize and meet good people [at school]"

Overall, the views expressed about inclusion and involvement were strongly aligned with UNCRC principles, especially **Article 12** (the right to be heard), **Article 13** (freedom of expression) and **Article 2** (non-discrimination). Children also connected inclusion to their rights to **education** (Articles **28** and **29**) and to be **healthy** (Article **24**). Their accounts suggest that

children's rights are being taught and discussed in Glasgow, but – crucially – children and young people evaluate rights-respecting practice through lived experience: in school, at home, and in everyday interactions with services and the public. They framed being listened to as beyond "nice to have" and being part of the decisions to improve their lives and the lives of others, therefore clearly shifting the focus of the Plan from **voice** to **influence**.

Draft

FAMILY, FRIENDSHIPS & BELONGING

Strengthening families, positive relationships and fostering inclusive communities.

Aim: Provide compassionate, whole-family support that strengthens families and the communities around them. We will work alongside families in a strengths-based, nonjudgemental and trusting way, valuing their expertise and helping to build positive friendships, peer support and social networks. We will offer timely, practical help so children, young people and families feel connected, supported and able to thrive.

Need profile at a glance: Family, Friendships & Belonging

Care experience

~18%

Glasgow has the largest population of care experienced children in Scotland, accounting for around 18% of Scotland's care experienced population.

Trend

Reducing

The number and rate of looked after children has shown a sustained downward trend over the past decade, while remaining higher than national average.

Place

SIMD 1

Need remains concentrated in the most deprived communities, reinforcing the importance of place-based family support with access to safe community spaces:



Housing stability

3,503

3,503 children were living in temporary accommodation in Glasgow (February 2025), affecting stability, belonging and the security of everyday routines.

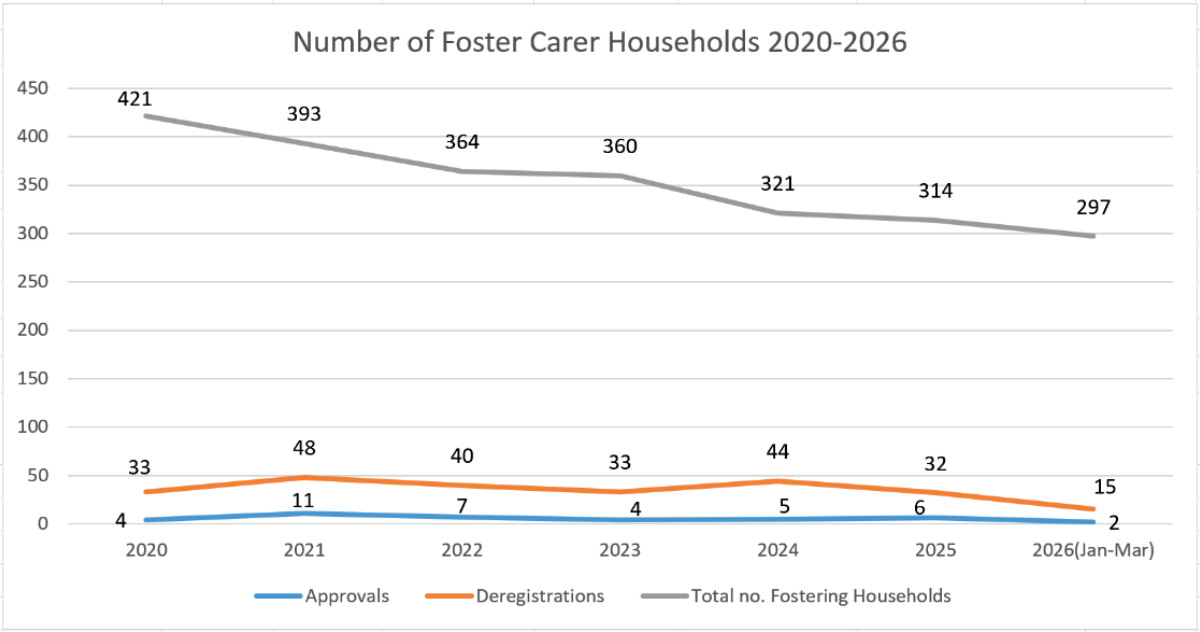
Implication: Strengthen whole-family, relational support to keep families together where safe, improve placement and housing stability, and reduce disruption that undermines children's belonging and wellbeing.

Need Profile

- The Children's Services Planning Partnership has developed the Glasgow Family Support Strategy 2024 - 30, which sets out the **vision for working with families and working together to provide consistently high quality support**. The strategy identifies **voice and influence** as a priority area, and highlights the importance of **inclusive, non-stigmatising and culturally competent services**. The strategy has informed the development of this plan, and supporting families remains a key priority of the Children's Services planning Partnership, in line with the Promise.
- In 2025/26, **990 families received enhanced family support** following referral from health visitors, family nurses, school nurses and social workers. This included **1,548 children and young people**, with **over three-quarters living in the most deprived areas** (SIMD 1 and 2). Most families received between 3 and 10 hours of support per week.
- **Glasgow has the largest population of care experienced children in Scotland**, accounting for approximately **18% of Scotland's care experienced population**, despite having around **11% of the national child population**, highlighting the scale of need within the city.
- **While levels remain high, the number and rate of looked after children in Glasgow have shown a sustained downward trend over the past decade, reducing by almost 50% from 3,294 in 2016, to 1,674 in 2026.** Similarly, the number of **looked after children who live away from home** (i.e. exclusive of those under supervision orders at home or in kinship placements), has reduced 60% from **1,371 in April 2016 to 546 in March 2026.** Also, the length of time children are being looked after (subject to Compulsory Supervision Orders) and staying in their placements has reduced, reflecting the impact across the sector of earlier intervention, family support and permanence approaches. However, **rates in Glasgow City remain higher than the national average** and need remains concentrated in the most deprived communities.
- Homelessness significantly undermines family stability and children's sense of belonging, **with 3,503 children living in temporary accommodation in Glasgow as of February 2025**. Due to the housing emergency, families with children also spend longer than average in temporary accommodation, often experiencing multiple moves.
- Since 2021, all children aged 3 to 5 and 2-year olds impacted by poverty or with care experience have been entitled to **1140 childcare hours per year**. In Glasgow City, around **95% of parents and carers of 3 to 5 year olds access their funded childcare hours**. Fewer parents and carers of 2-year olds access the entitlement, however, this encompasses 15,000 children per year in Glasgow nurseries, and the Early Years and Childcare Team is working to further increase uptake across all groups.
- GCC has 500 **0-2 year old nursery places** available. As there are no funded places for this age group, cost is a significant barrier to parents and carers' uptake of the places and can be a **barrier to employment**. Many of the places are allocated to **vulnerable**

families or working families on a low income, and Council nurseries are given the **scope to waive childcare fees** due to family circumstances. **Demonstrations of Change** have also been set up to address barriers to employment, which includes increasing access to child care.

- The aim of the **Families for Children's fostering service** is to ensure all of Glasgow's children grow up in a loving, caring, nurturing family environment. Post pandemic financial pressures and lifestyle shifts (including working from home and conversion of spare rooms into offices and more young adults staying at home longer) present a **significant challenge to our recruitment and retention of foster carers**, which is a national challenge.



There is also an increase in the complexity of presenting needs for children and young people, in particular with regard to mental health, physical disability and neurodiversity. More recently, there has been an increase in the numbers of young children and babies requiring foster care, despite significant efforts to support families to stay together. This has led to the need for a **refreshed fostering campaign** to try and attract a diverse group of prospective carers to meet the range of babies, children and young people's needs.

- **Adoption is one of the most significant and lifelong decisions** for a child, young person and their parents. When adoption is the agreed permanence plan, every effort has been made to support the child to remain safely within their birth family or wider family network. For a child, **adoption brings permanence, security and belonging**.

  The number of prospective adoptive carers has also decreased nationally, with plans in place to refresh the approach to recruitment in Glasgow to ensure we get the best match, at the earliest opportunity, for children

When children are placed with adoptive families, we are committed to providing adoption support to ensure the family have the right help at the right time to ensure they continue to thrive, in line with the aspirations of the Promise:

> "Children who cannot live with their families must still feel that they belong, are loved and will be cared for throughout their lives." (The Promise, 2020)

Service responses: Family, Friendships & Belonging

Universal

- **Universal early learning, childcare and school environments** promote inclusion, positive peer relationships and a sense of belonging for all children. For example, Glasgow is one of 6 local authorities who have been supporting children living in poverty through the **All Age Childcare** system. As well as nursery childcare hours for children aged 9 months to 2 years, It provides Family wellbeing model support to their families, and Primary age children receive childcare outside school hours while new models of support are offered to their families to promote . Since 2022 93 nursery children and 370 Primary children have received support.
- **The Glasgow Community Learning and Development (CLD) Strategic Partnership** are tackling barriers to access and participation for families with additional support needs and poverty-related barriers to learning, with targeted support for minority ethnic communities and kinship carers.

  The number of **adults participating in family learning in 2024/25 increased by 1,342 compared to 2023/24, and 3,698 more young people participated in CLD activity in 2024/25 than in 2023/24**. In 2024/25, 2,305 families engaged with Early YEARs Children and Families programmes, including 531 family activity sessions. **Young people participating included LGBTQIA+, care experienced and justice backgrounds, with specific focus on LGBTQIA+ girls and young women.**
- **Universal health pathway** supports parental wellbeing and early relationships, and acts as trusted points of connection for families experiencing emerging stress.

Targeted

- **Family Support Services**, delivered in line with the Glasgow Family Support Strategy (2024–30), are rooted in whole-family, strengths-based and trauma-informed principles, prioritising early help, relational practice and flexible, non-judgemental support.

- **Statutory social work and intensive family support services** respond to families experiencing significant adversity, prioritising relationship-based practice, stability and continuity, and keeping families together, where risks can be mitigated to keep children safe.
- **Glasgow Intensive Family Support Service (GIFSS)** provides time-limited, intensive, relationship-based support for families where children are at risk of being accommodated, helping stabilise family life and prevent escalation to statutory care.
- The **Glasgow Virtual School** offers a **Specialist Family Support Service (SFSS)**, providing parents and carers with a range of therapeutic supports and interventions on an individual or group work basis. The overarching aim of the service is to continually enhance emotional wellbeing for young people and their families within an educational setting. Parents have fed back that the service has helped to validate their feelings and provide non-judgemental support and advice:

  "It has helped our communication skills with our son and our trust in this type of service. My wife enjoyed speaking to someone knowledgeable who wasn't judgmental."

  "Having a safe space to share personal hardships I was facing with my child, discussing feelings, solutions and just gaining validation that it was ok to feel this way."

- **Continuing Care and Aftercare (CCAC) services** provide sustained support for care experienced young people transitioning to adulthood, including practical help, emotional support and trusted relationships to reduce isolation and homelessness risk.
- **The Family Wellbeing Hub** is built on the principle that **parents are our partners in care**, with third sector and statutory partners working together to facilitate support groups and connect with targeted services. Through building trust and relationship-based practice, families report increased confidence, reduced isolation and greater empowerment in caring for the children.
- **Kinship service** supports care experienced children in their home and community environments, enabling young people to continue to stay with family members and preventing moves into other types of accommodation placements.
- **Roma Community Connectors**: Neighbourhood approaches to engaging the Roma community, building trust through lived experience and working in partnership with health, social work and third sector partners to promote engagement and broker trusted relationships in order to strengthen local support for families.

Children, babies and young people's views

Children, babies and young people emphasised the importance of family throughout the engagement work:

- "Spending time with my Dad"
- "My family because I feel important in my family"
- "Knowing that your parents are okay… they love you no matter what"
- "Good relationships, learn things from parents."

Feedback from babies expressed the importance of their parents and carers, and reinforces the importance of strengthening families and sense of belonging:

- "Me. His mummy is his favourite. Mummy makes him feel safe"
- "Her daddy. She smiles when her daddy comes home"
- "I like mummy, and Bunny and food."

Children, young people and families spoke about the vital importance of activities with their family and 'third spaces'. These are social environments that are separate from home (first space) or school/workplace (second space). 'Third spaces' are youth clubs, libraries and community hubs, alongside good-quality green spaces. They play a vital role in helping children and families build relationships, feel a sense of belonging and support positive wellbeing. However, some participants involved in the engagement work commented that there is often a lack of safe, accessible and affordable places to go in their communities:

- "Youth clubs too expensive. Even gym membership is too expensive."
- "More parks"
- "More local activities for children and families…low price or free"
- "No pre-5 activities in the area."
- "I like to go to play groups with my family and it's so important to me."

Practitioners highlighted that while opportunities do exist, families do not always know what is available locally, reinforcing the need for clearer communication and information sharing through online communication and digital inclusion.

Draft


Parks
THE HIDDEN GARDEN
Pollok!
WARM PLACE BABY CUDDLES!
FEEL SUPPORTED IN WARM PLACE HELPING HAND WITH KIDS
Book bug is very good to improve our language skills by singing and read a new story every time.
WHAT WORKS WELL?
Warm place companionship and gets you out the house.
Venting to supportive + non judging people
Warm Place - listening, signposting/leaflets + visiting org's
Warm Place Good place to meet new friends & enjoy my time with kids
coffee
Nursery worker in school!
LOCAL CHARITIES
WOMEN ON WHEELS
HOME-START
Church groups
dependance

Draft

INCLUSIVE LEARNING AND POSITIVE FUTURES

From the early years on, flexible learning helps children and young people build skills, confidence and positive futures.

Aim: To ensure all children and young people access inclusive, high-quality learning that removes barriers, builds confidence, and supports achievement across early years, primary, secondary and wider provision. We will create clear, flexible routes into skills development, employment, and positive life opportunities, ensuring every learner is supported to reach their full potential.

Need profile at a glance: Inclusive Learning and Futures

Additional Support Needs

Over 29,000

Estimated number of pupils with Additional Support Needs (51% of secondary; 34% of primary pupils).

Poverty-related need

~40%

Almost 40% of pupils are entitled to free school meals, underlining the scale of poverty-related barriers affecting learning.

Attendance & Absence

Citywide

Attendance has remained broadly stable over the past three years. Primary attendance improved slightly, from 90.1% in 2022/23 to 91.0% in 2024/25, while secondary attendance fell slightly, from 87.5% to 86.8% over the same period.

Care Experienced Outcomes

Upwards trend

In 2023/24, 89.1% of care experienced pupils moved on to a positive destination, continuing an upward trend and remaining above the national figure. However, looked after school leavers are still less likely than all school leavers to enter a positive destination, so reducing this gap remains a priority.

Attainment: Primary

Widening Inequalities

Primary attainment remains steady, but the poverty-related gap is widening.
Literacy rose slightly to **68.5%** and numeracy remains around **75%**, but the gap between pupils in the most and least deprived areas has widened - to **24 points in literacy** and **20 points in numeracy**.

Attainment: Secondary

Steady Attainment

Secondary attainment remains steady, with persistent inequality.
Around **95%** of leavers achieved SCQF Level 4, **86%** achieved Level 5 and **65%** achieved Level 6 in 2024/25. The attainment gap has remained broadly stable - narrow at **Level 4 (6 points)**, wider at **Level 5 (14 points)**, and largest at **Level 6 (30 points)**.

Implication: Focus on inclusive learning environments, targeted support to remove barriers, and strengthened transitions into positive destinations—especially for care experienced and neurodiverse learners. A wide range of provision supports inclusive learning, including Forest School, Fit for Future, the Glasgow Virtual School and nurture approaches to help tackle inequalities.

Service responses: Inclusive Learning and Futures

- Glasgow has a wide range of provision to meet diverse needs, including **Forest School, Fit for Future, the Glasgow Virtual School** and the city-wide **Nurture programme** in schools and children's houses.
- Education Services provide a number of opportunities for pupils to be involved in **decision-making** that affects them. They are meaningfully involved in participation through (among others):
  - **Glasgow Schools' Pupil Voice Forum**, which includes every Primary and Secondary School in Glasgow
  - **Senior Phase Parliament**
  - **Anti- Racism Conversations Group** Anti-Racism Conversations (ARC)
  - **Girls for Equality Group**
  - **Rights Respecting School Awards** (RRSA) help all schools achieve their UNICEF Schools' Awards

- Training 51 staff **in UNCRC delivery** and 68 staff in **Developing Pupil Participation**
- **Glasgow Virtual School** provides support to care experienced and unaccompanied asylum seeking children and young people in need of extra education support.

- Education Services provide a range of **counselling and wellbeing services** through the Pupil Equity Fund, and support the implementation of the community mental health framework through the coordination of Kooth and Togetherall, which are **online platforms providing anonymised mental health support**.

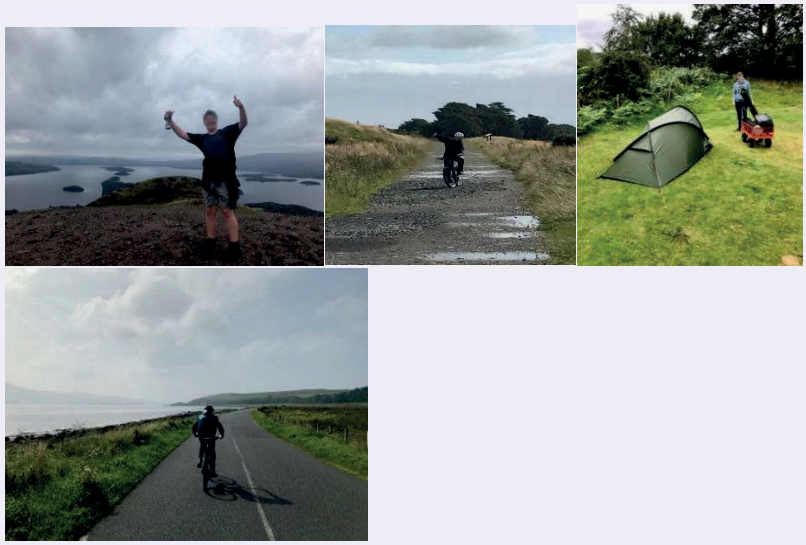
- **Glasgow Life** has introduced compulsory UNCRC Learning and Development modules for all staff.

- **Glasgow's care experienced pupils** are staying at school longer and achieving more and higher qualifications than care experienced children across the rest of the country. Support mechanisms in Glasgow, including **nurture** provision in all schools, **Glasgow's Virtual School** which provides **EVIP (Enhanced Vocational Inclusion Programme), Care Experienced Learner Tuition** and the **Interrupted Learners' Service**, are all having positive impacts on care experienced children's engagement and attainment.

  In 2024/25:

  - Literacy and numeracy improved. SCQF Level 3 attainment in Literacy increased from **72.2% in 2023/24 to 79.2% in 2024/25** and from **72.2% to 77.0% in numeracy across these years.** At the same time, national figures trended slightly downward.
  - The percentage of Glasgow's care experienced pupils remaining at school until S6 has increased from **35.4% in 2020/21 to 42.5% in 2024/25,** which is significantly higher than the national average of 24.6% to 29.9% in the same period.
  - At **SCQF Level 5**, the percentage of care experienced pupils achieving one or more awards increased from **44.8% in 2020 to 60.2% in 2024/25** (national average 53.6% in 2024/25).

- The **Outdoor Resource Centre and Blairvadach Outdoor Education Centre** offer outdoor education to care experienced children and young people. In 2024/25 they supported 34 pupils (24 secondary and 11 primary level), of whom 27 achieved a unit or course (see Impact Report for more information).



Children, babies and young people's views: learning, wellbeing and futures

The service responses outlined above led to positive feedback, reflecting hope and optimism for the future:

- "I have a plan for the future."
- "I feel more confident in reading and writing."
- "I enjoy learning new things; I am more confident; I am feeling happier."

Across age groups, children and young people described education as central to their lives: a route to opportunity, a place where relationships are built, and generally as a setting that supports wellbeing, with acknowledgment of the stress of exams, the need for mental health support and resource constraint.

Their views highlighted six consistent themes.

1) Early learning is joyful and relational. Babies and toddlers showed strong enthusiasm for learning through play—creativity, pretending and building. Parents also described a love of books and being read to:

- "He likes pop-up books and books he can touch";
- "She loves books and loves being read to"
- "She likes to be read to".

2) School as a social centre - and a place that must feel safe. Children and young people described school as more than exams and achievements: it is where friendships form and where they are "shaped as people". They were clear that negative experiences can sit alongside opportunity, and that feeling safe in school matters. At the same time, school was still seen as a way to build a positive future:

- "Having a way to have a future; not just a bleak present. It's going to take time but there is a way."

Unaccompanied asylum seeking young people also emphasised how important learning English and attending college has been for them—opening up routes to skills, friendships and future plans:

- "I think Education is very important for who is new in Scotland… I have learned a lot now and I have improved myself… I am grateful for everyone that teached me and helped me a lot."
- "The good thing about college is that you have time to choose what you want to do and there's a lot of opportunity for you to choose… your career course."

3) Education as a route to opportunity. Many young people linked school directly to future jobs, qualifications and success:

- "Education helps structure your life so you can get a job and make money."
- Another young person (14) emphasised "getting their education done, figuring out what they want to do in life."

4) Resourcing and fairness in the school day. Young people highlighted the need for better school funding and practical support, noting that shortages affect every day learning and inclusion:

- "More extracurricular activities and career guidance."
- "Inclusive education for neurodivergent students (e.g., Language Communication Resource schools for autism/ADHD)."
- "More support for children and families who have autism and ADHD."
- Teachers "complain about not having enough stuff to do like printing… give schools more money."
- "If you forgot your pen… the teacher won't give you one or you'll get detention."

5) Mental health, trust and safety. Young people described a direct link between school and mental health— reflecting that schools are sometimes supportive, and sometimes a source of stress. They said schools "are not setting up the correct things" for mental health. Younger children asked for "mental health support in schools" and "coping strategies". Some secondary pupils worried that telling staff could "make it worse… they'll phone Social Work".

- "Obviously education does matter but your mental health and being safe comes first."

Draft

6) Stress, workload and assessment. Young people said school can be overly stressful and not always organised in a child-centred way. They wanted workloads and assessment to feel fair, coordinated and meaningful:

- "Tests don't measure success."
- "Education needs to be more co-ordinated and less stressful."
- "Don't feel assessments are co-ordinated. Homework can be for the next day."
- "What is High School for?"

In addition to education experiences, young people highlighted the **importance of their future** throughout the consultation sessions, including during a poster activity which aimed to capture the areas most important to them:

- "our future plans"
- "secure future"
- "economic security… job security"

One young person who participated in the activity summarised our **shared ambition for Glasgow's children**:

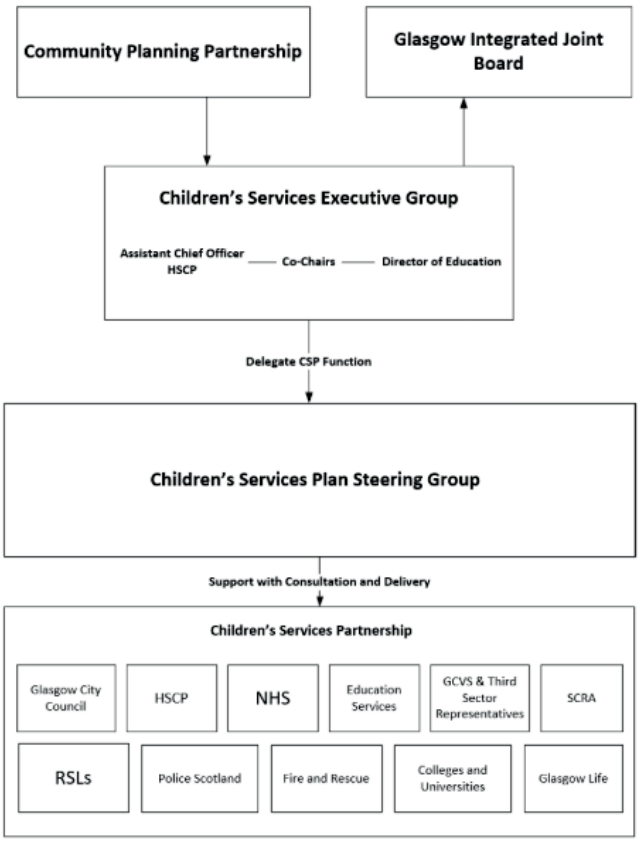
- "Every child should have equal opportunities to succeed in whatever goals and aspirations they may have in life (education, etc)."

GOVERNANCE AND ACCOUNTABILITY

Overall responsibility for children's services is delegated by Glasgow City Council to the **Integrated Joint Board (IJB)**. This Plan has been approved by the **Children's Services Executive Group** and the **IJB** on behalf of the wider Community Planning Partnership.

The **Community Planning Partnership** has identified poverty as the "overriding priority" for the city and the Glasgow Community Plan 2024 - 34 outlines a **whole system approach** to eradicating family poverty and addressing health and social inequalities, reflecting the inter-connectedness of the priorities in the Children's Services Plan, and the need for holistic support for families. The development of the **performance measures** to support the Children's Services Plan has been informed by the Community Plan's evolving **Impact Framework** and the CSP measures will contribute to the ongoing progress monitoring, demonstrating the shared commitment to addressing family poverty. The iterative approach to constructing these performance frameworks has been based on **family feedback, practitioner insight and data, a focus on early intervention and prevention and a mixed method approach to evidence**, with overlap in some of the measures, as well as the ways of working to improve outcomes for families.

Ongoing oversight and monitoring of the progress with implementing the Plan will be led through the **Children's Services Executive Group**, with reporting through relevant governance routes, in line with Scottish Government requirements for children's services planning. Our approach also responds to learning from the Scottish Government's national review, *Scotland's Children's Services Plans 2023–2026 review: improving outcomes for children, young people and families* (published February 2025). We have built on positive feedback from the previous Plan and continue to utilise **creative, rights-based engagement** with babies, children, young people and families to sense-check progress, strengthen feedback loops and shape improvement. We will also continue to align our priorities with the **National Performance Framework Outcomes** (see Appendix 4). Building on feedback from the previous Plan, we are now more explicitly including **data indicators** (see Appendix 5).



Children's Rights Report (2026-2029)

Children's Rights were an embedded core component of the previous Children's Services Plan 23-26. Part 3 of the UNCRC (Incorporation) (Scotland) Act 2024 requires Local Authorities to evidence their commitment to ensuring compliance with the specific provisions of the UNCRC through planning and delivery of rights-respecting practice, and their plan to continue to embed children's rights in their area. The reporting periods align with the Children's Service Plan reporting period and are therefore presented together.

This Plan incorporates Glasgow's **Children's Rights Report - Children's Services**, as agreed with the Children's Services Executive Group.

A working group, including the Equalities and Fairer Scotland Lead, the Children's Rights Team, and Children's Services and Planning colleagues, completed the Getting Ready for UNCRC Incorporation Framework. The feedback has been integrated into the Plan. Children's rights underpin our statutory duties to act in the **best interests** of babies, children and young people (Children (Children and Young People (Scotland) Act 2014)), and this guides our work across the partnership. We will also work with community planning partners across wider service areas to strengthen how children's rights are embedded, applying a shared understanding of what it means to act in the best interests of children in decisions that affect them.

Public Sector Resources: Strengthening Financial Sustainability

This Plan is being delivered in the context of a wider, long-term programme of **public sector reform** in Scotland that prioritises prevention, empowers communities, supports joined-up working, and makes best use of evidence and data to improve outcomes. More than a decade on from the **Christie Commission (2011)**, its key messages remain profoundly relevant: demand and complexity of need continue to grow and, in some areas, now exceed system capacity. Against a background of sustained financial constraints, the challenge is not simply to sustain services, but to **transform how support is designed and delivered** so we can improve outcomes for babies, children and young people in ways that are **financially sustainable** over the longer term.

In Glasgow, this means continuing to shift towards joined-up, whole-family and place-based approaches - working more as a single system, reducing duplication, and creating clearer pathways that offer earlier help, prevent escalation and support families to build resilience.

This direction aligns with and is reinforced by key local strategies and programmes including the **Public Sector Reform programme** being led by the Council, and **Transforming Together** being led by NHSGGC. It is also supported by the newly announced GCHSCP **STEP Forward** programme, which will involve undertaking service reviews to help ensure we are maximising public value - strengthening transparency about what we do, what impact it has, and where we need to redesign services so resources are used in the most effective way.

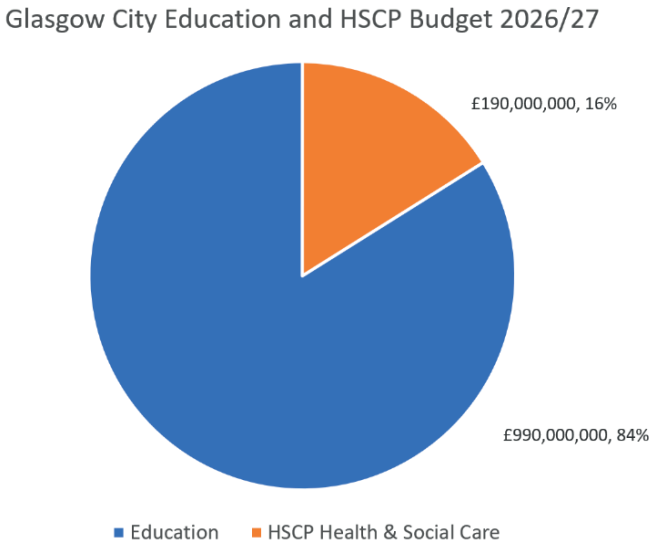
- **Shift investment upstream** where possible - strengthening prevention and early intervention to reduce escalation to high-cost crisis interventions.
- **Manage demand and improve flow** through clearer pathways, earlier help, and better transitions (including step-down), so families experience timely support and services can focus on highest need.
- **Reduce duplication and bureaucracy** by working more as a single system - improving information sharing, streamlining processes, and making it easier for families and practitioners to navigate support.

- **Maximise public value** by strengthening how we understand costs and outcomes, using service reviews (including through STEP Forward) to test what is working, stop or redesign what is not, and scale approaches that deliver impact.
- **Strengthen commissioning and workforce sustainability** with partners - including the third sector - so resources are targeted to need, capacity is used effectively, and we can deliver consistent, high-quality support.

The financial context remains challenging for all partners. Rising demand, inflationary pressures and unavoidable cost increases mean budgets are under sustained pressure. This reinforces the need for clear prioritisation, a focus on prevention and early intervention, and reform that protects children's rights and minimises adverse impacts on families and communities.

Children's Services Finances

Across the HSCP and Education Services, we have a budget of £990 million for 2026/27 for education services and £190 million for HSCP health and social care services to operate 142 primary and 30 secondary schools, 109 council managed early learning and childcare settings, the health visiting, school nursing and Family Nurse Partnership services, and social work and care services. There is a large third and independent sector which generates additional income for the city, in addition to directly funded services. As reflected throughout this plan, partner agencies deliver a wide range of targeted supports and services for babies, children, young people and families. However, the overall Children's Services Planning Partnership budget is being stretched by the level of need and demand, and we are working to create efficiencies and remove duplication in ways that minimise impact on children and families. Our work is guided by **Equalities Impact Assessments** and is scrutinised through Glasgow City Council's Education, Skills and Early years City Policy Committee and the Integrated Joint Board.



Item No 08 - Integration Joint Board Financial Allocations and Budgets 2026-2027

Glasgow City Education_Services_Annual_Business_Plan_2026-27.pdf

APPENDICES

Appendix 1. Key Local Policies and Strategies Relevant to the Children's Services Plan and Children's Rights Report

Strategic and statutory context

Glasgow City Health and Social Care Partnership (HSCP) has delegated authority to coordinate children's services planning on behalf of the Community Planning Partnership, bringing together statutory and third sector partners to plan, deliver and improve services for babies, children, young people and their families across the city. The development, delivery and monitoring of this Plan is overseen by the **Children's Services Executive Group (CSEG)** on behalf of the Community Planning Partnership. The Plan provides a shared strategic framework that supports joint accountability to the **Scottish Government**, inspection bodies and, most importantly, to babies, children, young people and families in Glasgow.

This Integrated Children's Services Plan has been developed in line with **Part 3 of the Children and Young People (Scotland) Act 2014**, which places a **joint statutory duty** on local authorities and health boards to prepare and publish a Children's Services Plan every three years. In Glasgow, responsibility for children's services planning and delivery is exercised through the **Integrated Joint Board (IJB)** under delegated authority from Glasgow City Council and NHS Greater Glasgow and Clyde.

As well as the Children and Young People (Scotland) Act, other legislation underpinning the work of the community planning partnership to deliver the Plan includes:

- The **Children (Scotland) Act 1995** setting out the duty to safeguard children, promote their welfare and give legal responsibilities to those looking after children.

- This has been updated by **the Children (Scotland) Act 2020** that gives children stronger participation rights and protections in court processes that affect them.
- The **Children's Hearings Scotland Act (2011)** governs the children's hearings system, and therefore how children and young people experience care, being looked after and the whole children's hearings process.
- The **UNCRC Incorporation Act (2024)** makes Scotland the first country in the UK to turn the United Nations Convention on the Rights of the Child into enforceable law. This Act provides:
    - legal remedy for children if their rights are breached
    - interpretative context for other laws, prioritising children's rights
    - children's rights framework for public bodies to evaluate new services or strategies
- The **Children (Care, Care Experience and Services Planning) (Scotland) Act (2026)** is also being phased in from 2026/27. This will operationalise elements of the Promise, giving more responsibility to Scottish and local Government to improve the rights and entitlements of care experienced young people. Proposed changes include:
    - Registration of foster care services as charities.
    - Limitations on profit-making in residential care
    - Clarification of definitions of "care experience" to improve access to support

Summary table of local policy and strategies aligned with lead body

Local policy / strategy	Lead body	Purpose and relevance to the Children's Services Plan 26-29
Glasgow City Integrated Joint Board Strategic Plan for Health & Social Care (2023–26)	Glasgow City HSCP / IJB	Sets the overall strategic direction for integrated health and social care services, including prevention, early intervention and reducing inequality. Provides the overarching framework within which children's services are planned and delivered. This has been extended for a further 2 years until 2028.

Glasgow Community Plan 2024 - 34	Glasgow City Council	The most recent version of the Community Plan identifies poverty as the "overriding priority" for the city and outlines a whole system approach to eradicating poverty and addressing health and social inequalities.
Glasgow City Integrated Children's Services Plan (2023–26)	Glasgow City HSCP	Predecessor plan setting the foundations for the current CSP, including learning from delivery, inspection and engagement with babies, children, families and practitioners.
Glasgow Family Support Strategy (2024–30)	Children's Services Planning Partnership / HSCP	Sets out the city's approach to whole-family support, early intervention and prevention, aligned with GIRFEC, UNCRC and The Promise. Directly underpins CSP priorities relating to poverty, family support and community-based provision.
Glasgow's Promise Plan (21-24)	Glasgow City HSCP / Partners	Local delivery plan responding to the Independent Care Review. Focuses on keeping families together, improving experiences of care and supporting care experienced children and young people.
Glasgow City Council Strategic Plan (2022–27)	Glasgow City Council	Provides the wider corporate context for tackling poverty and inequality, supporting inclusive growth and improving life chances for children and families.
HSCP Locality Plan (North East, North West and South) 26-28	Glasgow City HSCP	Translate strategic priorities into place-based delivery. Support neighbourhood-level planning and integration of services for children, young people and families.
Glasgow Children's Hearings Improvement Partnership (CHIP)	Scottish Government	CHIP is a multiagency group working to improve the experience and outcomes for children and young people involved in Children's Hearings.
Glasgow Local Child Poverty Action Report 25/26	Glasgow City Council / HSCP	Sets out local actions to reduce child poverty, improve household income and mitigate the impacts of poverty on children's wellbeing and outcomes.
Domestic Abuse Strategy (2023–28)	Glasgow City HSCP / Partners	Guides prevention, protection and recovery responses for children and families affected by

		domestic abuse, linking directly to safeguarding and wellbeing priorities.
Education Services Strategy - All Learners, All Achieving (2022-27)	Glasgow City Council Education Services	Sets the strategic direction for inclusive education, attainment and positive destinations, aligning with CSP priorities on learning, skills and transitions.
Local Housing Strategy (2023–28)	Glasgow City Council	Provides the strategic framework for housing supply, homelessness prevention and housing support, recognising the impact of housing insecurity on children and families.
Carers Strategy (2022–25)	Glasgow City HSCP	Supports unpaid carers, including young carers, and informs CSP activity relating to family wellbeing and support.
NHSGGC Annual Delivery Plan	NHS Greater Glasgow & Clyde	Sets out NHSGGC's annual priorities for delivery against national health outcomes, including child health, prevention, health inequalities and mental health. Provides the annual health system context for CSP delivery.
NHSGGC Mental Health Strategy (2023–2026)	NHS Greater Glasgow & Clyde	Provides the strategic direction for mental health services across the Board area, including CAMHS, early intervention and community-based supports for children and young people.
Children and Young People's Mental Health Improvement & Early Intervention Framework	NHS Greater Glasgow & Clyde	Guides prevention, early intervention and whole-system approaches to children and young people's mental health and wellbeing, aligning closely with CSP priorities on health and wellbeing.
Early Years Mental Health Improvement Framework	NHS Greater Glasgow & Clyde	Supports early attachment, parental mental health and infant wellbeing, aligning with CSP early years, prevention and family support priorities.
Health Improvement Strategic Direction (2023–2028)	Glasgow City HSCP	Focuses on prevention, tackling health inequalities and improving population health outcomes, including early years, family wellbeing and poverty-related health impacts.

Child Protection Procedures	Multi-agency	Sets out the responsibilities of health services in protecting children and responding to concerns about harm, underpinning CSP safeguarding priorities.
Equality Outcomes and Mainstreaming Report (2023–2027)	Glasgow City HSCP	Sets out the HSCP approach to advancing equality, reducing health inequalities and meeting Public Sector Equality Duties relevant to children and families.
NHSGGC Infant Feeding Policy (updated Jan 2026)	NHS Greater Glasgow & Clyde	Sets the framework for consistent, rights-based and non-judgemental infant feeding support across maternity, neonatal and community health services.
UNICEF UK Baby Friendly Initiative – Gold (Achieving Sustainability) (2023, ongoing)	Glasgow City HSCP	Gold (Achieving Sustainability) re-accredited in May 2025. Underpins NHSGGC Infant Feeding Policy and practice.
Glasgow Community Learning and Development Strategic Plan (2024–2027)	Glasgow Life	Sets the strategic framework for youth work, family learning and community-based education in Glasgow. Strongly aligned with CSP priorities on poverty, participation, empowerment and UNCRC incorporation.
Stronger Together: Children's Rights Service 2023 & 2024 Report	Glasgow City Council – Children's Rights Service	Annual report of the Children's Rights Service, setting out how children's rights are promoted, protected and embedded across services for care experienced children and young people. Provides evidence of UNCRC implementation, participation and advocacy activity, and informs rights-based improvement within the Children's Services Plan.
Police Scotland Glasgow City Local Policing Plan (2023–2026)	Police Scotland	Sets out local policing priorities for community safety, child protection, preventing exploitation and reducing harm – including progressing a public health approach - supporting CSP priorities on safety, protection and partnership working.

Draft

Appendix 2. Infant and Toddler Voice: Consultation Report

Glasgow is on an ongoing improvement journey with how capture and views and experiences of our youngest in Glasgow. As part of the Plan's development - Stepping Stones for Families and Play Café facilitated engagement sessions with babies and toddlers alongside their families. The following themes emerged below:

CONNECTION

We want to be close to our main caregivers: mums, dads and grandparents etc. We want to experience the big wide world with them near us.

"Gaga! Gaga!" (Granny) L, age 2

"I like to go to play groups with my family and its so important to me" (Z, 10 months)

A who is 1 year has an older sister (M) who is 6. "When M is back from school she is the happiest child ever."

"I loves her daddy. She smiles when her daddy comes home." **(Mum of I, 15 months)**



ATTENTION

We want adults in our lives who are able to be present and have the time/space to give us focused attention. "

"Sit with me!" Aria 3yrs

"R takes a book from her library and looks at it, turns the page. She likes to be read to." **(N, mum of R, 11 months).**

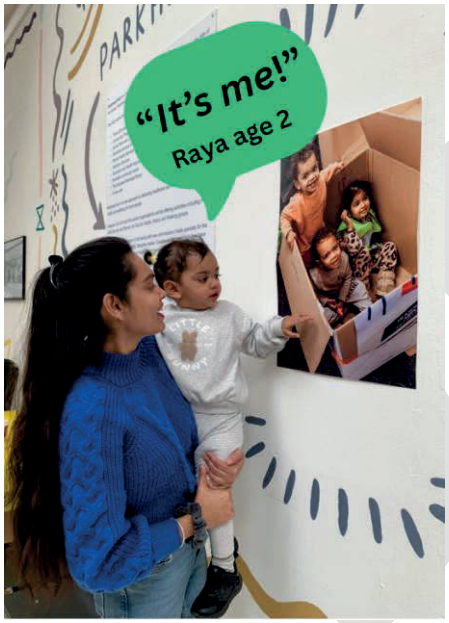
Draft



COMMUNITY

We want to be welcomed and loved by our community. We learn through kindness, sharing and hospitality. When we see ourselves and our friends represented in culture we feel valued and seen!

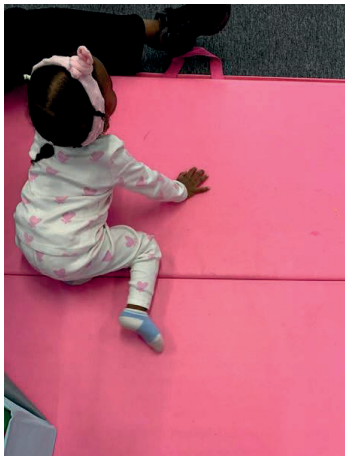
R likes to meet other children her age. (R, 11 months)



MOVEMENT

We need safe spaces to roam, run and dance! In the winter we need big indoor spaces to use all our energy. "HOP! HOP! BUNNY!" (M, 1yr)

R (11 months) likes songs in stay-and-play. She likes animals and animal noises.



NURTURE

To help us grow big and strong we need good food, cosy beds, fresh air and lots of cuddles!

“My bed is pink! I have teddies to cuddle” **L, 3yrs**

H has a sleep friend called “Bunny”. It makes her feel cuddled and she likes biting it. **(S, mum of H, 11 months)**

NATURE

Being outdoors is important to us sometimes this is difficult because of the climate, we don’t always have the right clothes or activities to play outside. If we are new to Scotland our parents often need extra support to play outside with us. “

“We love it out here in the courtyard! It is so relaxing!” (**O, mum of A, age 2**)

N likes activities but difficult to access activities. No clue how to put his name on the waiting list. **(Y, mum of N, aged 2)**

C likes to play in the garden (C, aged 2)

Draft



PLAY

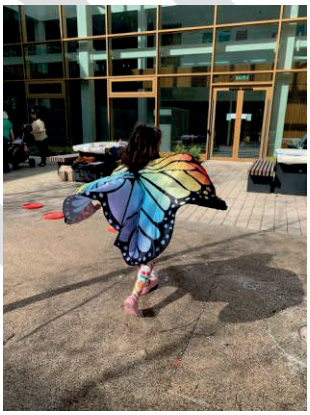
We want to PLAY! Play with our families, play with our friends, play with toys, play with our imaginations, play with movement, music and the arts! We love when adults set up exciting experiences and let us play at our own pace! "

"Bubbles!" "BUBA!" Saba (mum) and baby Musa 1yr

"C admires a kitchen. She likes pans, chopping things when her mum is cooking. She makes pasta with her garlic press C likes being a doctor, cooking and washing the dishes" **(S, mum of C, 2)**

J likes being a doctor. She loves music. She tries to play tunes on the piano that she hears from the TV. **(A, dad of J, 2)**





Appendix 3. Equalities Impact Assessment

Accessible **here [add link once published]**.

Draft

Appendix 4. Summary table of UNCRC Articles, National Improvement Framework, SHANARRI and Glasgow's Priorities

Glasgow CSP and CR Priority	Key UNCRC Articles	NIF Priority Areas	SHANARRI Wellbeing Indicators
Voice, Influence & Participation	Art. 3 (Best interests) Art. 12 (Right to be heard) Art. 13 (Freedom of expression)	• Children's and young people's participation • Improvement through self-evaluation	Respected Included Responsible
Safety & Protection	Art. 19 (Protection from harm) Art. 20 (Children unable to live with family) Art. 39 (Recovery and support)	• Safeguarding • Wellbeing and care-experienced children	Safe Nurtured Achieving
Health, Wellbeing & Development	Art. 24 (Health and health services) Art. 27 (Standard of living)	• Health and wellbeing • Closing the attainment gap	Healthy Active Achieving
Child Poverty	Art. 26 (Social security) Art. 27 (Adequate standard of living) Art. 28 (Education)	• Equity and excellence • Closing the poverty-related attainment gap	Included Achieving Responsible

Draft

Inclusive Learning and Futures	Art. 28 (Education) Art. 29 (Aims of education)	• Improvement in attainment • Positive destinations and transitions	Achieving Confident Responsible
Family, Friendships & Belonging	Art. 5 (Parental guidance) Art. 18 (Support for parents)	• Early intervention and prevention • Improvement through partnership	Nurtured Included Respected

Draft

Appendix 5. Key Data Indicators for SMART Goals with Plan Priorities

Priority Area	Key Data Indicators	What it Shows for Glasgow	Data Sources
Child Poverty	Children living in relative and deep poverty	Scale, depth and geographic concentration of child poverty across Glasgow	Centre for Civic Innovation – Child Poverty Dashboard (Glasgow-specific): https://cciglasgow.org/child-poverty-dashboard/ Scottish Government – Children in Low-Income Families statistics: https://www.gov.scot/collections/children-in-low-income-families/
	Children in the six priority poverty family groups	Disproportionate impact on lone parent families; families with a disabled adult or child; larger families; minority ethnic families; families with children under one; families with a mother under 25	Centre for Civic Innovation – Child Poverty Dashboard: https://cciglasgow.org/child-poverty-dashboard/ Scottish Government – Child Poverty Priority Groups: https://www.gov.scot/publications/tackling-child-poverty-delivery-plan/
	Children living in temporary accommodation	Housing instability affecting children's wellbeing, schooling and family life	Scottish Government – Homelessness in Scotland statistics: https://www.gov.scot/collections/homelessness-statistics/ Glasgow City Council housing updates: https://www.glasgow.gov.uk/homelessness
	Uptake of the Scottish Child Payment	Reach of income maximisation efforts and identification of unmet need	Centre for Civic Innovation – Child Poverty Dashboard: https://cciglasgow.org/child-poverty-dashboard/ Social Security Scotland – Scottish

			Child Payment: https://www.socialsecurity.gov.scot/benefits/scottish-child-payment
	Local income-related financial support accessed	Use of early financial support to prevent crisis	HSCP Section 22 data and survey Glasgow City Health and Social Care Partnership committee papers: https://glasgowcity.hscp.scot/
Safety and Protection	Children on the Child Protection Register	Safeguarding demand and patterns of risk	HSCP Child Protection data, reported to the Child Protection Committee; https://www.glasgowchildprotection.org.uk/ Scottish Public Health Observatory – Child Protection indicators: https://www.scotpho.org.uk/
	Recorded incidents of domestic abuse	Family harm, stress and safeguarding risk	Police Scotland – Domestic Abuse statistics: https://www.scotland.police.uk/about-us/our-performance/
	Referrals to the children's hearings system	Risk, vulnerability and statutory response	Scottish Children's Reporter Administration: https://www.scra.gov.uk/
	Accident and Emergency attendances due to injury	Crisis and harm-related presentations	Public Health Scotland – Unintentional Injury statistics: https://www.publichealthscotland.scot/
Health, Wellbeing and Development	Breastfeeding rates	Early health, attachment and inequality	Public Health Scotland – Infant Feeding statistics: https://www.publichealthscotland.scot/

Draft

	Childhood immunisation uptake	Protection from preventable disease and inequality in uptake	HSCP Key Performance Indicators; reported to the IJB Finance, Audit and Scrutiny Committee Public Health Scotland – Childhood Immunisation statistics: https://www.publichealthscotland.scot/
	Developmental concerns at the Health Visiting Universal Pathway 27–30 month review	Early child development inequalities	Public Health Scotland – Early Child Development: https://www.publichealthscotland.scot/
	Healthy weight in Primary 1 children	Nutrition, physical activity and environment	Public Health Scotland – Child Healthy Weight: https://www.publichealthscotland.scot/
	Referrals to specialist child and adolescent mental health services	Mental health need and service pressure	National Health Service Greater Glasgow and Clyde: https://www.nhsggc.scot/
Voice, Influence and Participation	Child-friendly complaints	Accessibility of feedback and redress	Glasgow City Council – Children's Rights Service: https://www.glasgow.gov.uk/childrensrights
	Participation in planning and decision-making	Influence of children and young people on services	Children's Services Plan and Promise Action Plan reports Education, Skills and Early Years Policy Committee reports Care experience Fund annual reporting

Draft

			Joint Inspection of Children's Services reports: https://www.careinspectorate.com/
Family, Friendships and Belonging	Numbers and rates of children who are looked after	Scale, stability and inequality in profile of accommodated children	Scottish Government – Children Looked After statistics: https://www.gov.scot/collections/childrens-social-work-statistics/ Understanding Glasgow – Looked After Children: https://www.understandingglasgow.com/
	Placement stability	Continuity of care and belonging	Glasgow City Council – Social Care data: https://www.glasgow.gov.uk/socialcare
	Transitions and destinations for care experienced young people	Outcomes into adulthood	Scottish Government – Education Outcomes for Care Experienced Young People: https://www.gov.scot/collections/education-outcomes-for-looked-after-children/
	Children affected by homelessness	Disruption to family life and belonging	Centre for Civic Innovation – Child Poverty Dashboard: https://cciglasgow.org/child-poverty-dashboard/
	Childcare demand and access	Support for family routines, employment and stability	Glasgow City Council – Early Learning and Childcare: https://www.glasgow.gov.uk/earlylearning
Inclusive Learning and Positive Futures	School attendance and absence	Engagement with learning	Glasgow City Council – Education statistics: https://www.glasgow.gov.uk/education
	Literacy and numeracy attainment	Educational outcomes and gaps	Education Scotland: https://education.gov.scot/

Draft

			Glasgow Education Attainment figures: NIF Report 2025/26
	Additional support needs	Complexity of need and inclusion	Understanding Glasgow – Additional Support Needs: https://www.understandingglasgow.com/
	Positive post-school destinations	Transitions to employment, education or training	Scottish Government – School Leaver Destinations: https://www.gov.scot/collections/school-leaver-destinations/

Draft