

Notice of Meeting and Agenda Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 23 August 2018	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Mr Iain Keith: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Derek Bibby: Councillor Bill Binks: Councillor Carolann Davidson: Councillor Natalie Don: Councillor Edward Grady: Councillor Neill Graham: Councillor Lisa-Marie Hughes: Councillor Karen Kennedy: Councillor Scott Kerr: Councillor Paul Mack: Councillor John McNaughtan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw: Councillor Jim Paterson (Convener): Provost Lorraine Cameron (Depute Convener):

Further Information

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>

For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Members of the Press and Public

Members of the press and public wishing to attend the meeting should report to the customer service centre where they will be met and directed to the meeting.

Presentation

Members are requested to note that a presentation on the Attainment Challenge will be held at the conclusion of this meeting.

Items of business

Apologies

Apologies from members.

Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

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Report by Director of Finance & Resources.

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To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Finance and Resources and Director of Children's Services

Heading: Revenue Budget Monitoring to 22 June 2018

1. **Summary**

- 1.1 Gross expenditure is £28,000 (0.1%) greater than anticipated and income is £28,000 (6.2%) greater than anticipated which results in a **breakeven position** for the service reporting to this Policy Board

This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Breakeven	0%	N/A	-

2. **Recommendations**

- 2.1 Members are requested to note the budget position.

3. Budget Adjustments

3.1 Members are requested to note the following budget adjustments to the baseline budget:

- £219k additional funding for school clothing grants
 - £88k allocated in relation to the distribution of agreed corporate savings
 - £17k allocated to Corporate Landlord
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4. Children's Services

Current position:	Breakeven
<i>Previously reported:</i>	<i>n/a</i>

4.1 Central Admin:

Current Position	Net overspend of £113,000
<i>Previously reported:</i>	<i>n/a</i>

The overspend mainly relates to additional staffing and admin costs. This is expected to continue to the year end and will be met from underspends in other service areas.

4.2 Pre-Five Service:

Current Position:	Net overspend of £17,000
<i>Previously reported:</i>	<i>n/a</i>

The overspend relates to salary costs, partly offset by underspends in other expenditure areas. This is expected to continue to the year end and will be met from underspends in other service areas.

4.3 Primary Schools:

Current Position:	Net underspend of £150,000
<i>Previously reported:</i>	<i>n/a</i>

The underspend relates to teachers' salaries. This is expected to continue to the year end, and will offset overspends in other service areas.

4.4 Secondary Schools:

Current Position:	Net underspend of £82,000
<i>Previously reported:</i>	<i>n/a</i>

The underspend relates to teachers' salaries and payments to other bodies, partly offset by an overspend in transport. This is expected to continue to the year end, and will offset overspends within other service areas.

4.5 Special:

Current Position	Net underspend of £9,000
<i>Previously reported:</i>	<i>n/a</i>

The underspend relates to teachers' salaries. This is expected to continue to the year end, and will offset overspends in other areas.

4.6 Additional Support for Learning (ALS):

Current Position	Net overspend of £102,000
<i>Previously reported:</i>	<i>n/a</i>

The overspend relates to transport costs and additional support needs assistants. This is expected to continue to the year end and will be met from underspends in other service areas.

4.7 Psychological Services:

Current Position	Net overspend of £9,000
<i>Previously reported:</i>	<i>n/a</i>

The overspend relates to Educational Psychologists' salaries. This is expected to continue to the year end and will be met from underspends in other service areas.

4.8 Projected Year End Position

It is anticipated at this stage that Childrens' Services will achieve a breakeven position at year end.

Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.
2. **HR & Organisational Development** – none
3. **Community/Council Planning** - none
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none.
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none
9. **Procurement** – none
10. **Risk** – none
11. **Privacy Impact** - none
12. **Cosla Policy Position** - none

List of Background Papers

None

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RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 22 June 2018

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	117,227	20,043	20,286	(144)	20,142	(99)	-0.5%	overspend
Property Costs	9,410	241	245	26	271	(30)	-12.4%	overspend
Supplies & Services	6,177	635	646	(2)	644	(9)	-1.4%	overspend
Contractors and Others	15,686	2,033	1,879	0	1,879	154	7.6%	underspend
Transport & Plant Costs	4,113	980	1,053	0	1,053	(73)	-7.4%	overspend
Administration Costs	14,112	43	60	(3)	57	(14)	-32.6%	overspend
Payments to Other Bodies	25,384	4,361	4,266	52	4,318	43	1.0%	underspend
CFCR	0	0	0	0	0	0	0.0%	breakeven
Capital Charges	16,879	26	26	0	26	0	0.0%	breakeven
GROSS EXPENDITURE	208,988	28,362	28,461	(71)	28,390	(28)	-0.1%	overspend
Income	(3,972)	(449)	(410)	(67)	(477)	28	6.2%	over-recovery
NET EXPENDITURE	205,016	27,913	28,051	(138)	27,913	0	0.0%	breakeven

Bottom Line Position to 22 June 2018 is breakeven of	£000's	
	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven of	<u>0</u>	<u>0.0%</u>

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 22 June 2018

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Central Administration	10,986	263	471	(95)	376	(113)	-43.0%	overspend
Pre-Five Service	15,229	2,769	2,786	0	2,786	(17)	-0.6%	overspend
Primary Schools	56,667	7,825	7,675	0	7,675	150	1.9%	underspend
Secondary Schools	72,784	10,709	10,694	(67)	10,627	82	0.8%	underspend
Special Schools	5,754	675	668	(2)	666	9	1.3%	underspend
Add Support for Learning (ASL)	9,783	1,142	1,243	1	1,244	(102)	-8.9%	overspend
Facilities Management	345	84	84	0	84	0	0.0%	breakeven
Educational Development	455	184	184	0	184	0	0.0%	breakeven
Psychological Services	672	157	166	0	166	(9)	-5.7%	overspend
Childcare	32,341	4,105	4,080	25	4,105	0	0.0%	breakeven
NET EXPENDITURE	205,016	27,913	28,051	(138)	27,913	0	0.0%	breakeven

	£000's	
Bottom Line Position to 22 June 2018 is breakeven of	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven of	<u>0</u>	<u>0.0%</u>



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 23 AUGUST 2018

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 22th June 2018 totals £2.620m compared to anticipated expenditure of £2.610m for this time of year. This results in an over-spend position of £0.010m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.010m o/spend	0% u/spend	<i>n/a</i>	<i>n/a</i>
Total	£0.010m 0/spend	0% u/spend	<i>n/a</i>	<i>n/a</i>

- 1.2 The expenditure total of £2.620m represents 14% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 22nd June 2018, and is based on the Capital Investment Programme which was approved by members on 2nd March 2018, adjusted for movements since its approval.
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4. **Budget Changes**

- 4.1 Since the capital budget was approved, changes totalling £8.651m have arisen which reflects the following:-

Budget increases totalling £4.400m:

- Reflecting the Council's 2018/19 capital allocation of the Early Years expansion to 1,140 hours from the Scottish Government.

Budget carried forward from 2017/18 of £4.251m

- School Investment Programme £0.057m;
- Early Years Estate Programme £0.053m ;
- Early Years 1,140 Hours Expansion £0.576m;
- Primary School Estate Programme (SEMP) £1.304m;
- Other Schools Investment Programmes £1.340m;
- Close Support Unit £0.921m.

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –

Creating a sustainable Renfrewshire for all to enjoy – Capital investment in new and existing assets will ensure Renfrewshire is more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.
12. **Cosla Policy Position** – none.

List of Background Papers

- (a). Non-housing Capital Investment Programme 2018/19 -20/21 – Council, 2nd March 2018.

The contact officers within the service are:

- Geoff Borland, Extension 4786
- Alison Fraser, Extension 7376
- George McLachlan, Extension 6133

Author: *Geoff Borland, Principal Accountant, 0141 618 4786, geoffrey.borland@renfrewshire.gov.uk.*

Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Approved Programme @02/03/18	Current Programme MR 3	Year To Date Budget to 22-Jun-18	Cash Spent to 22-Jun-18	Variance to 22-Jun-18	% Variance	Cash to be Spent by 31-Mar-19	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Schools Investment Programme	0	57	0	0	0	0%	57	0%
Early Years Estate Programme	0	53	0	0	0	0%	53	0%
Early Years 1,140 Hours Expansion	0	4,976	0	0	0	0%	4,976	0%
Primary Schools Estate Programme(SEMP)	9,263	10,567	2,375	2,377	-2	0%	8,190	22%
Other Schools Investment Programmes	600	1,940	70	75	-5	-7%	1,865	4%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Close Support Unit	0	921	165	168	-3	-2%	753	18%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	10,263	18,914	2,610	2,620	-10	0%	16,294	14%



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Response to the Scottish Government Consultation on Early Learning and Childcare Service Model for 2020

1. Summary

- 1.1. At present children aged 3 and 4 and eligible 2-year olds are entitled to 600 hours of funded early learning and child care. The Scottish Government has indicated that the funded hours for children will increase to 1140 in 2020.
- 1.2. On the 29 March 2018, the Scottish Government published a consultation paper on the blueprint for 2020: the expansion of early learning and childcare in Scotland - <https://consult.gov.scot/children-and-families/service-model-for-2020>. Responses to the consultation were required to be submitted to the Scottish Government by 29 June 2018.
- 1.3. Children's Services submitted a response to the consultation indicating it was a draft and required consideration by the Education and Children Policy Board. A copy of the draft response to the consultation from Renfrewshire Council is attached as appendix 1 of this report.

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to:
 - (i) consider the draft response; and
 - (ii) homologate Renfrewshire's response to the consultation relating to 'Early Learning and Childcare Service Model for 2020' which was submitted to the Scottish Government by the due date of 29 June 2018.

3. Background

- 3.1 Currently, under The Children and Young People (Scotland) Act 2014, children aged 3 and 4 years and eligible 2-year olds are entitled to 600 hours of funded early learning and childcare per annum. Renfrewshire Council has fulfilled this duty by ensuring that a range of options, including attendance at a Renfrewshire Council service or a service provided by an independent or third sector provider on the framework agreement, is available for eligible children. The Scottish Government is committed to increasing the level of entitlement from the current level to 1140 hours per annum by 2020.
- 3.2 The Scottish Government has outlined their proposal to introduce a new and more progressive service model by 2020 to ensure that funded early learning and childcare entitlement is delivered in high quality settings. It is the Government's intention to develop a model where the 'funding follows the child', a key aspect of which will be a National Standard that all providers wishing to deliver the funded entitlement will have to meet. A service models working group, which included representation from the Scottish Government, COSLA and local authorities are working to develop the details of this new model.
- 3.3 The consultation paper on 'A blueprint for 2020: the expansion of early learning and childcare in Scotland - early learning and childcare service model for 2020' is seeking the views on the proposed 'funding follows the child' model. Responses to the consultation were required to be submitted to the Scottish Government by 29 June 2018.
- 3.4 Renfrewshire's response to the consultation includes the views of; Renfrewshire Council's heads of centres; primary head teachers with early learning and childcare classes; council officers from within children's services; owners and managers from childcare services that are currently in partnership with Renfrewshire Council to deliver early learning and childcare; and childminders.
- 3.5 Renfrewshire's response to the consultation is attached as appendix 1 to this report.

Implications of this report

1. Financial Implications

The Scottish Government is funding the expansion of funded early learning and childcare from 600 hours to 1140 hours. The cost of delivering the expansion will be contained within the financial resources provided.

2. HR and Organisational Development Implications

None

3. Community/Council Planning

- | | |
|------------------------------|---|
| Our Renfrewshire is thriving | - Ensuring the best start in life for children and young people. |
| Our Renfrewshire is well | - Early intervention will lead to healthier outcomes for children and young people. |

Our Renfrewshire is safe	- Local services will benefit children, young people and members of the community.
Building strong, safe and resilient communities	- The quality of community life is enhanced by supporting parents, children and young people.
Tackling inequality, ensuring opportunities for all	- Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.
Creating a sustainable Renfrewshire for all to enjoy	- Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education.

4. Legal Implications

None

5. Property/Assets Implications

None

6. Information Technology Implications

None

7. Equality and Human Rights Implications

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations.

8. Health and Safety Implications

None

9. Procurement Implications

None

10. Risk Implications

None

11. Privacy Impact

None

12. Cosla Policy Position

Cosla is involved in negotiations with the Scottish Government regarding the expansion of 1140 hours of early learning and childcare.

List of Background Papers

- (a) A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, The Scottish Government, 2017
- (b) A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - Early Learning and Childcare Service Model for 2020: Consultation Paper, The Scottish Government, March 2018

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

The contact officer within the service is Kathleen McDonagh, Education Manager, 0141 618 7196, Kathleen.mcdonagh@renfrewshire.gov.uk

KMcD/JT/SQ
9 March 2018

Authors: Judith Thomas, Early Learning and Childcare Development Officer, Judith.thomson@renfrewshire.gov.uk and Kathleen McDonagh, Education Manager, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk

Early Learning and Childcare Service Model for 2020: Consultation Paper

Consultation 1140

Renfrewshire Council have consulted with a range of practitioners and managers from within the local authority, funded providers who are in partnership with the local authority and childminders from within the Renfrewshire area. The response reflects the views of those professionals who participated in the consultation.

Question 1:

What factors should be considered in developing a simple, standardised yet flexible process for becoming a funded provider?

Renfrewshire Council has established practice for procuring early learning and childcare provision from the independent sector. It is the view of current providers that the process could be reviewed to increase the contract time of the partnership agreement, our contract time is usually for 2 years with an opportunity to extend for a further 2 years. An approach to becoming a funded provider that considers the needs of families within the local authority area is essential. Standardising the expectations in relation to quality criteria across the country would be welcomed. All providers believe that the assessment of quality within any service is crucial to the sustainability of an agreement to be a funded provider. We believe that the local authority has a role in the quality assurance of services and would continue to do this using the new single shared standard. Both Education Scotland and Care Inspectorate have an important role in assessing the quality of provision. There needs to be clarity in the new national standard and the models used to assess provision to ensure consistency of approach through the inspection process. If the inspection model is to change there requires to be a recognition of the different skill sets of the existing inspection bodies and the necessity of this to ensure that quality is retained within both education and childcare. Partner providers within our local authority are keen that there is a standardised national agreement depicting the length of time they require to be operating before they can apply for partnership status; however, the local authority would need to be assured of their sustainability as a business to ensure stability and accessibility for children and families. Ensuring accessibility of provision within areas is also a key factor for Renfrewshire which may mean the inclusion of relatively new services. To ensure high quality early learning and childcare the criteria must be clear and applied consistently, including for relatively new providers. Childminders commented on the new standard by stating that to give families the choice of setting most suitable for their child they would welcome an option for them to become a funded provider through the local authority's procurement process.

From a Council perspective there continues to be a level of uncertainty and lack of clarity particularly in relation to the new national standard and the initial baseline for any prospective funded provider. Clarity around the expectation on Councils to improve the to improve the quality of provision in Provider establishments would be welcomed.

Question 2:

What are the key shared principles which should underpin an effective and positive partnership between local authorities and funded providers?

All professionals consulted believe that children and families should access a service underpinned by quality, flexibility, affordability and accessibility. Renfrewshire Council currently focus on this belief and support partner providers within their partnership agreement to deliver and continually improve a high level of quality early learning and childcare. They are committed to ensuring the same high-quality service across local authority and funded providers, thus ensuring children have the best start in life and supporting the closing of the attainment gap. In delivering a 'provider neutral approach' the level of agreement with providers would require to be clear about the expectation on continuous professional development of practitioners. Our current partner providers are currently supported and monitored to ensure the quality of services are sustained at a high standard to ensure that they are continually on a journey of improvement. This level of support is welcomed by our partner providers. Developing the workforce will be key and the payment of the 'living wage' will support the sustainability of the workforce within all providers. There is a concern about the proposal that the living wage is only to be paid to those delivering the 1140 hours, therefore an unnecessarily two-tier approach.

Families should have the choice of where their child accesses the 1140 hours of early learning and childcare and in doing this there needs to be agreement that regardless of where children attend this needs to be free at point of delivery to ensure a 'provider neutral' system.

Question 3:

(a) We are proposing that the National Standard includes a qualification requirement for childminders delivering the funded entitlement to be qualified to or working towards the same qualification level as is required for an ELC practitioner (SCQF level 7). What are the advantages of including this criteria?

Renfrewshire Council would welcome the introduction of a qualified workforce across all areas of early learning and childcare. This would ensure that through the choice of provision families can access a consistent standard of quality across all options available to them. As part of this requirement there will be an opportunity for childminders to access professional development opportunities, keeping their practice current and in line with other funded providers. Childminders within the area have welcomed this suggestion and view this as a positive change in raising the profile of their service in line with other early learning and childcare options for families. Some have raised concern that if this requirement is put in place there could be current providers who would decide to withdraw the service they provide or not pursue being a funded provider which would make the sustainability of their service in the long term questionable.

(b) Are childminders able to access adequate funding to pay for training to SCQF level 7? Are childminders able to access training to SCQF level 7 in a way that is flexible enough to allow them to continue to run their businesses?

Renfrewshire Council continues to provide opportunities to the childcare workforce to access training to enable them to meet SSSC requirements. Childminders can currently apply for funding through the workforce development fund for continued professional development (CPD) opportunities and to pursue a qualification. They can also apply for funding and access additional training through the SCMA. There are a variety of flexible options available that would also ensure that they continue to meet the needs of the service they provide. Renfrewshire Council work closely with the local Further education college to provide training that can be accessed out with the working day. Councils would require ensuring that within their workforce

plans there is a commitment and timeline to support the training of childminders to gain the required qualification.

4. Our aspiration is to see outdoor learning and play becoming a defining feature of funded ELC in Scotland.

Does criteria 3 capture this ambition? If not, how could it be strengthened in a way that is sustainable for providers?

The pedagogical approach to children's learning considers children's learning across a range of learning environments. A quality provision would need to consider this within their rationale of what quality early learning and childcare is to them and in doing this the setting would need to provide access to quality outdoor learning for all children daily. Within the standards there should be a greater focus stated on the quality of outdoor learning. This should refer to learning and to the curriculum to ensure that all funded providers both within the local authority and partners are focusing on the purpose to the outdoor learning taking place. An emphasis on the training of staff to provide quality experiences and opportunities within the outdoor environment could be enhanced within criteria 3. Education Scotland inspections and evaluations should be considered within the statements to ensure that there is a holistic view of the quality of early learning and childcare taking place.

What challenges, if any, exist for funded ELC providers to ensure children have access to outdoor play? How can these challenges be overcome?

The immediate environment can hinder the opportunities children have to access the outdoors due to limitations within existing buildings, this is the case within a number of local authority and funded providers. All providers need to be supported to think beyond the immediate establishment outdoor space to spaces within their local community. Funding can be a challenge for providers and in particular for childminders to purchase appropriate clothing for children to enable them to access outdoors throughout the year. There are training implications for all practitioners to gain the expertise on the provision of high quality learning and teaching outdoors as a holistic part of the early learning and childcare experience.

5(a) Will the criteria set out in the draft national standard:

- **Ensure that high quality, accessible, flexible and affordable Early Learning and Childcare is delivered in all funded provider settings?**
- **Support increased choice for parents and carers?**

The explanation on what the funding follows the child approach and being provider neutral looks like sets out the objectives of the national standard. It is expected that the model created will allow any prospective funded provider to establish what they would need to achieve to become one'. The emphasis of high quality needs to be strengthened throughout each criteria within the standard to capture the importance of this thus enabling all providers to understand the expectations on them and met the standard. There needs greater clarity throughout the standards with greater emphasis placed on the quality aspect within each.

It is difficult to comment on the extent on which the national standard will support the above given that the standards are still being developed.

(b) Is there any criteria not included in the National Standard that is required to ensure a high quality service is provided to all children?

Pedagogical leadership is an essential part of the success of a high-quality service. This is an aspect that should be included to ensure that funded providers have leaders in place that can put learning and teaching at the heart of what they do. Throughout the standards there is an emphasis on the local authority to oversee the funded providers in their area. There should be greater emphasis on the responsibility of providers to ensure that their own service is being driven by highly effective pedagogical leaders. This approach will ensure that all services are of the highest standard and delivering a quality service to the children in their care. Funded providers need to be thinking beyond 'good' to achieve excellence for all.

At this stage it is difficult to determine if the draft national standard will effectively address the four principles of the Scottish Government's Blueprint for 2020 - quality, affordability, flexibility and accessibility – across all providers.

(c) Do the proposed criteria within the National Standard seem fair and proportionate for all? Do the proposed variations for some criteria seem fair and proportionate for childminders?

The proposed criteria seem fair and proportionate but need to be enhanced as discussed above. The baseline assessment of quality is stated as 'good', this should be emphasised to include that all should be aspiring to achieve excellence for all children. The childminders shared that they would want to achieve the same standards as others within the early learning and childcare profession to ensure that they viewed as an equitable professional within the service. Renfrewshire Council believes that childminders should achieve the same standards as other providers.

Like many Councils, Renfrewshire has some concern about the additional responsibility and expectations of them under the new provider neutral approach, greater clarity of the role of councils is required.

6. What areas would you like to be addressed in the technical guidance note for supporting implementation of the ELC Living Wage Commitment?

Renfrewshire Council welcomes the principle of increasing pay rates in the independent sector. There is however angst amongst existing partnership providers that a two-tiered system is being created by having a structure where those delivering the entitlement receive the living wage and others within a setting being paid less. This type of structure would restrict movement of staff within a service and inhibit the overall deliver of a service. Professionals working within the early learning and childcare sector have a very strong understanding of the importance of the earliest years of a child's life and the need to get it right. There is also a concern that by imposing a two tier model the most inexperienced and unqualified staff could be working with our most vulnerable children, those children who are not eligible for early learning and childcare. There should be equity across the setting for all staff, this will help with staff retention across services.

Clarity is required from the Scottish Government about future uplifts to revenue funding beyond 2020/21 to ensure that future commissioning rates enable funded providers to maintain the Living Wage commitment.

7. Should newly established ELC settings be able to deliver the funded hours on a probationary basis, pending the outcome of their first inspection, provided they meet all other aspects of the National Standard? Are there any particular challenges or issues that may arise from this approach?

It is recognised that a probationary approach would develop a greater choice for families as they plan the early learning and childcare for their children. However, our view is that the probationary period would need to be specific in the length of time from becoming a funded provider to receiving their first inspection to assess the quality of the service. The measure of this prior to inspection would be the responsibility of the local authority. This has the potential to become a major part of the local authority's role dependant on the number of new services who are in a probationary period and exacerbate concerns about inconsistencies on judgement. There is also a concern that if families choose to place their child within a probationary setting and the quality falls short of the required standard children could be required to be placed elsewhere so that parents can receive the funding. The level of risk from this approach could outweigh any benefits.

Further clarity is required on the role of the local authority during this time in relation to making an assessment against the new standard on the quality of practice until the service has its first inspection.

8. What support will service providers require to prepare for the introduction of the National Standard and meet the criteria and delivery of the new service model?

There is a concern amongst existing partner providers regarding the retention of practitioners within their workforce as a result of the 1140 expansion, movement amongst practitioners across the local authority and partner providers is already evident. Ensuring the quality of the services will be a challenge moving forward as providers employ inexperienced staff into the service and to upskill them to the high standard we should expect for our children. This will happen but will take time to develop. Providers will require support to maintain and upskill their staff. Across the country they will require time to reflect and understand the new standard and inspection regime prior to the full implementation of the 1140 expansion.

It is difficult to provide a confident view on what we expect the requirements to be given that the standard is still in draft form and the future inspection framework unknown.



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Early Learning and Childcare Entitlement - 1140 Expansion Plan

1. Summary

- 1.1. Children aged 3 and 4 and eligible 2 year olds are presently entitled to 600 hours of funded early learning and childcare. The Scottish Government has indicated that the hours of funded early learning and childcare will increase from the present 600 hours per annum to 1140 hours by August 2020.
- 1.2. Renfrewshire Council presently offers parents a choice of provider for the funded early learning and childcare entitlement. Parents can access the funded hours for their child via a council provision or from an independent or third sector provider on the Council's framework arrangement. The present framework arrangement expires in August 2019 and work is being progressed to develop a procurement framework for the period August 2019 to July 2020 for the present 600 hours of funded early learning and childcare.
- 1.3. The Scottish Government Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, published in 2017, set out the Government's policy objective that an increase in the hours of free early learning and childcare would give children the best start in life and support closing the poverty related attainment gap. The expansion of early learning and childcare is to be underpinned by the following four key principles - quality, accessibility, flexibility and affordability.
- 1.4. The Scottish Government has released additional funding to local authorities to support the phasing of expansion from 2017/18 to 2020/21. Renfrewshire received an additional £639,000 revenue and £913,000 capital during financial year 2017/18. In January 2018, the Scottish Government agreed with COSLA a single year funding package for the expansion. Renfrewshire's share of this for 2018/19 was £1,860,316. The funding includes £717,241 to provide 26 additional graduates to work in establishments operating in low SIMD areas.

- 1.5 Local authorities submitted projected revenue and capital costs to deliver the 1140 expansion to the Scottish Government in March 2018. These formed the basis of a multi-year revenue and capital funding agreement between the Scottish Government and COSLA. Councils were advised of their allocations on 1 May 2018. Renfrewshire has been allocated £14,013,000 of capital funding to deliver the infrastructure projects outlined in paragraph 4.3. The recurring revenue funding for Renfrewshire rises to £22,528,000 from 2021/22. The funding available to Renfrewshire is being released on a phased basis to support the delivery of the expansion plan as detailed in Section 1 on page 7 of this report and is broadly in line with our submission.
- 1.6 This report provides detail of the Renfrewshire plan for delivering the expansion of funded early learning and childcare provision from the present 600 hours to 1140 hours by 2020. The costs associated with the expansion in Renfrewshire will be contained within the funding allocated by the Scottish Government.
- 1.7 There remains a number of significant risks in achieving the expansion within the timescale set that will require to be proactively managed by the Council during the expansion period, including: ensuring the infrastructure developments are in place by 2020; securing sufficient qualified staff; and future sustainability of the independent and third sector providers.
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2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to note:
- (i) the Scottish Government has allocated Renfrewshire capital funding totalling £14,013,000 and annual revenue funding reaching £22,528,000 from 2021/22, to allow delivery of the increased entitlement of funded early learning and childcare;
 - (ii) the work already taken place and the further work planned to deliver the expansion of early learning and childcare in Renfrewshire;
 - (iii) that the Director of Children's Services is presently working with procurement to enable provision to be in place with independent and third sector providers for the period August 2019 to July 2020; and
 - (iv) note that a report on the procurement arrangements will be presented to a future meeting of the Finance, Resources and Customer Services Policy Board.
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3. Background

- 3.1 Currently, under The Children and Young People (Scotland) Act 2014, children aged 3 and 4 years and eligible 2 year olds are entitled to 600 hours of funded early learning and childcare per annum. Renfrewshire Council has fulfilled this duty. The Scottish Government is committed to increasing the level of entitlement from the current level to 1140 hours per annum by 2020. A phased approach to delivering the increased entitlement over the next three years is to be progressed.

- 3.2 The Scottish Government asked Councils to submit draft expansion plans by the end of September 2017. Renfrewshire Council submitted a draft expansion plan on 29 September 2017. The draft plan was considered and approved by the Education and Children's Services Policy Board on 2 November 2017.
- 3.3 The aggregate projected costs from Councils exceeded the Scottish Government's financial predictions. The Scottish Government and COSLA agreed to undertake further work to develop plans and agree the financial resources to support the expansion of funded early learning and childcare. The Scottish Government issued new guidance in January 2018 and requested that Councils submit revised plans based on this.
- 3.4 Renfrewshire Council submitted a revised plan, to the Scottish Government, in early March. The revised plan was approved by the Education and Children's Services Policy board on 15 March 2018.
- 3.5 The revised expansion plan reflected feedback from the Scottish Government on Renfrewshire's September 2017 submission, and the new Government guidance issued in January 2018 while continuing to achieve the Scottish Government's four key principles - quality, accessibility, flexibility and affordability.
- 3.6 The main changes in the Renfrewshire plan have been developed by revisiting the guidance around "use what you have" and "buy where possible". Applying these two principles results in:
- a reduction in the number of new builds;
 - an increase in the number of local authority extended day/year centres and a reduction in the number of nursery classes; and
 - securing more places from partner providers.
- 3.7 Under the revised plan Renfrewshire requires 5 new builds, 1 major refurbishment, 12 minor adaptations, 9 extensions and 3 new outdoors projects.
- 3.8 Local authorities are responsible for ensuring that the 1140 hours commitment is delivered through their own provision and working with providers from the independent and third sector, including child minders. Renfrewshire's revised plan continues to ensure a mix of provision across geographical areas. Guidance on future commissioning arrangements with providers is being developed by the Scottish Government.
- 3.9 Renfrewshire presently delivers the 600 hours of funded early learning and childcare through our own internal provision and from independent or third sector providers on the council's framework arrangement. The present framework arrangement expires at the end of August 2019. The Director of Children's Services is presently working with procurement to ensure that new contractual arrangements will be in place for the period August 2019 to July 2020 and this will provide a gateway for independent and third sector providers to continue as partners in the delivery of funded early learning and childcare.

- 3.10 In March 2018, the Education and Children's Services Policy Board agreed to the Director of Children's Services to continue engaging with partner providers to explore their ability to support the expansion programme and to negotiate a new rate from August 2018. A rate of £4 was agreed for session 2018/19, with negotiations ongoing in relation to rates for future years until the 2020 expansion and during the phasing period.
- 3.11 The Scottish Government has provided funding to local authorities to allow the delivery of the expansion of funded early learning and childcare entitlement. Within the funding being made available there is resource to employ additional graduates in establishments operating in low SIMD areas. Renfrewshire's allocation of the funding is for 26 graduates to work in identified council and partner establishments. £717,241 of the 2018/19 revenue grant is attributable to additional graduates whom we aim to employ from August 2018.
- 3.12 There remains a number of significant risks in achieving the expansion within the timescale set, including: having the infrastructure developments in place by 2020; securing sufficient qualified staff and the capacity of the independent and third sector to provide the required number of places. An Audit Scotland report published in February 2018, relating to early learning and childcare, highlighted risks in relation to the levels of funding timescales to enable local authorities to plan and deliver for the expansion. In line with the Council's approach to the management and delivery of all major projects, officers will continue to progress the implementation in relation to the 1140 expansion whilst remaining alert to and proactively managing the identified key risks to hopefully mitigate the risks identified.
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4. Renfrewshire Council's Revised 1140 Expansion Plan

- 4.1 Renfrewshire's revised plan has been developed in line with the revenue and capital funding allocation to enable the expansion between 2018 and 2020. The plan has also been developed in line with Government advice to 'use what you have' in terms of the workforce, infrastructure and by securing places with the independent and third sector partner providers.
- 4.2 Ensuring quality will continue to underpin the delivery of early learning and childcare across Renfrewshire. The revised plan also continues to ensure that the expansion to 1140 hours of early learning and childcare is underpinned by the key principles of accessibility, flexibility and affordability.
- 4.3 The plan has a reduced number of new builds and capital projects and an increase in places being offered on a doubling, such as morning or afternoon. The following infrastructure developments to facilitate the expansion will be progressed:
- 5 new builds;
 - 1 major refurbishment;
 - 12 minor adaptations;
 - 9 extensions; and

- 3 new outdoor projects.
- 4.4 Work is being progressed to ensure that the Renfrewshire infrastructure projects reflect and build on our most recent designs which have been developed through consultation with all stakeholders. In addition, the design briefs will also be in line with the Scottish Government “[Space to Grow](#)” guidance. Given the scale of expansion across Scotland, there is a risk that current providers in the construction industry will be unable to deliver the building works required on time.
- 4.5 The plan ensures a range of provision across geographical areas, in terms of Council and partner provision and models of service delivery, including term time/school day provision, in recognition that families are looking for both types of provision. In some areas, parents will have the opportunity to access a blended model of delivery with a childminder.
- 4.6 The plan offers parents a range of options for accessing their child’s free early learning and childcare entitlement across each geographical area. In each area, parents will be able to choose from the following options:
- a service which opens between 8 am to 6 pm provision over the school year, 46 or 50 weeks;
 - specific options of 6 hours per day over 38 weeks (school day model);
 - 22.8 hours over 2.5 days for 50 weeks (8am to 6pm model); or
 - 25 hours per week over 45.6 weeks (by offering 8 am to 1 pm or 1 pm to 6 pm).
- 4.7 Renfrewshire’s expansion plan will deliver the following:
- an increase in the number of local authority establishments open over a longer day/year from 10 to 24 (includes one service for children with complex needs);
 - a reduction in the number of local authority services operating only in term time reducing from 22 to 13;
 - an increase in the number of places commissioned from independent and third sector providers under a framework agreement; and
 - a blended childcare model with childminders (split place between a childminder and nursery).
- 4.8 The proposed range of provision, phasing of places and infrastructure developments across each geographical area are detailed in appendix 1. The phasing plan will require to be refined on a year on year basis, in terms of establishing the exact places available to enable 1140 hours of early learning and childcare to be allocated. The Council has a duty to ensure that the legislative requirement to provide children with 600 hours of funded early learning and childcare is maintained.
- 4.9 In terms of the phasing of 1140 hours of early learning and childcare, in line with Scottish Government guidance, children and families living in low SIMD areas will be given priority.

- 4.10 Children's Services will work with existing partner providers from the independent and third sector to discuss and agree their involvement in the phased introduction of the increased entitlement of funded early learning and childcare.
- 4.11 Nine early learning and childcare nursery classes, located in primary schools, have been identified to become an extended day/50 week per year establishment. The reason for this change of model is in response to the Government advice to 'use what you have'. Extending the operating hours of the nursery classes to a longer day and full year provision creates a significant number of additional places for children to access their 1140 hours of funded early learning and childcare.
- 4.12 The nursery classes which will become centres are: Williamsburgh, St Catherine's, St Margaret's, St John Bosco, St Anne's, East Fulton, Lochwinnoch, Bridge of Weir and Houston. Whilst these establishments will be open 50 weeks each year, parents will continue to be able to access school day/term time provision and the opportunity to access more flexible provision such as a placement spread across 50 weeks and a longer day.
- 4.13 Children's Services is taking forward work to ensure that we have sufficient staff to deliver the expansion of early learning and childcare. The work includes a rolling recruitment programme and consultation meetings with existing staff. Existing staff who presently work term time only are being offered the opportunity to move onto 52 week contracts.
- 4.14 The 1140 hours workforce working group is engaged in discussions with West College Scotland to explore specific training programmes for Renfrewshire Council. Other plans include training staff whilst in work through the Scottish vocational qualification route (SVQ 2 and 3), training young people through the modern apprenticeship programme and through working with schools to promote the foundation apprenticeship childcare qualification for young people.
- 4.15 Strengthening the leadership of early years centres continues to be a focus and priority for Renfrewshire Council. Officers from children's services are continuing to explore, plan and deliver continued professional learning opportunities for existing leaders (Heads and deputies) and middle managers (senior staff) within the Council and partner services. In addition, courses relating to leadership and pedagogical leadership are being explored. Furthermore, discussions are ongoing with local colleges and universities regarding the provision of leadership qualifications and degree qualification for existing staff.
- 4.16 A focus on leadership is required to strengthen and enhance the quality of existing leaders and build the capacity of future leaders. This is essential as additional leaders will be required as the expansion is rolled out and to ensure quality provision.
- 4.17 The revenue funding to support the 1140 expansion includes funding to provide 26 additional graduates in services operating in low SIMD areas. The graduates will work in identified Council and partner establishments. Recruitment for the graduate posts is underway.

- 4.18 There will be significant challenges in ensuring that there are sufficient, experienced and skilled workers available to deliver the expansion of funded early learning and childcare. The workforce challenge isn't one that is faced by local authorities alone with independent and third sector providers also facing problems in this area, raising concerns about future sustainability.
- 4.19 The Scottish Government has outlined a proposal to introduce a new and more progressive service model by 2020 to ensure that funded early learning and childcare entitlement is delivered in high quality settings. It is the Government's intention to develop a model where the 'funding follows the child', a key aspect of which will be a National Standard that all providers wishing to deliver the funded entitlement will have to meet.
- 4.20 On the 29 March 2018 the Scottish Government published a consultation paper on the blueprint for 2020 relating to the funding follows the child service model. Renfrewshire Council submitted a draft response to the Scottish Government by the due date of 29 June 2018. This response is being submitted in a separate paper to the Education and Children Policy Board.
- 4.21 In the interim period August 2019 to July 2020 contractual arrangements are required to be agreed to enable the Council to work with providers from the independent and third sector to deliver the present entitlement of 600 hours of funded early learning and childcare.
- 4.22 Negotiations will continue with partner providers in relation to the expansion proposals and specifically with those who potentially would benefit from infrastructure developments as outlined above.
- 4.23 Renfrewshire will continue to engage with existing partners and with independent and third sector providers who are not currently in contract with the Council. Quality will remain the main criteria for working with providers to deliver early learning and childcare. Council officers will continue to offer support and challenge to our partners to ensure high quality experiences for children. There is a possibility that there will be insufficient independent and third sector providers able to provide the places to support the Renfrewshire expansion plan.
- 4.24 A communications plan is being developed to support the Council in communicating information on the expansion of early learning and childcare to 1140 hours. The communication plan will address the various stakeholders in early learning and childcare including messages for parents, staff, wider community, partner providers and elected members.
- 4.25 A Steering Board has been established to oversee the delivery of the expansion of funded early learning and childcare. The Steering Board has a number of workstreams including specific ones on workforce planning, infrastructure and procurement. The Steering Board will manage the range of challenges facing the Council as it moves forward with the plan to deliver this ambitious policy initiative.

Implications of this report

1. Financial

Renfrewshire Council's delivery of the expansion plan will require to be in line within the Government funding throughout the phasing period, culminating in the additional £22,528,000 revenue in 2021/22 and total capital funding of £14,013,000.

The table below shows Renfrewshire's annual allocations on an annual basis from 2017/18 to 2021/22.

Year	Revenue	Capital
2017/18	£639,000	£913,000
2018/19	£2,667,000	£4,400,000
2019/20	£12,205,000	£5,100,000
2020/21	£20,196,000	£3,600,000
2021/22	£22,528,000	

2. HR and Organisational Development

Additional early years staff and managers will be required to deliver the expansion. A workforce group has been established and is leading on recruitment and training options to help ensure that there are sufficient staff available to allow the delivery of the increased entitlement to funded hours of early learning and childcare.

Current staff who work term time are being offered a voluntary opportunity to expand to a 52 week contract. Current staff are also being offered the opportunity to increase the number of hours they work up to a maximum of 35/37 full time hours, as applicable to their establishment.

Management structures will require to be developed in response to the revised models of provision.

The expansion will also impact on support staff, including ASNAs, support workers, business support, catering, cleaning and janitorial.

Engagement with the trade unions will continue throughout the expansion planning and implementation process. Representation on the expansion workstreams will be encouraged.

Renfrewshire's plans for the early learning and childcare workforce are in line with the Council's workforce plan which will be subject to ongoing review.

3. Community/Council Planning

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| Our Renfrewshire is thriving | - Ensuring the best start in life for children and young people. |
| Our Renfrewshire is well | - Early intervention will lead to healthier outcomes for children and young people. |
| Our Renfrewshire is safe | - Local services will benefit children, young people and members of the community. |
| Building strong, safe and resilient communities | - The quality of community life is enhanced by supporting parents, children and young people. |
| Tackling inequality, ensuring opportunities for all | - Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements. |
| Creating a sustainable Renfrewshire for all to enjoy | - Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education. |

4. Legal

The Council will require to comply with any change to support for early learning and childcare in the Children and Young People (Scotland) Act 2014.

5. Property/Assets

The revised plan indicates that Renfrewshire will require 5 new builds, 1 major refurbishment, 12 minor adaptations, 9 extensions and 3 new outdoor projects.

In term of providing suitable dining facilities work has taken place to identify where additional resources will be required to implement the service. A further detailed assessment will require to be undertaken.

6. Information Technology

Information and technology will be required to be set up for new services.

7. Equality and Human Rights

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations.

8. Health and Safety

It is integral to the Council's aim of securing the health and wellbeing of employees and those affected by its undertakings and without this continued effective focus, there is a risk that will adversely impact on the Council both financially and in terms of service delivery.

9. Procurement

The Renfrewshire Expansion Plan will consider the way in which providers are contracted to deliver early learning and childcare services for entitled children. The Scottish Government is currently considering procurement practices for engaging independent providers or third sector in delivering early learning and childcare.

10. Risk

There is a significant risk, given the expansion across Scotland, that the infrastructure programme will not be deliverable. There will be a demand on the construction industry which could result in insufficient providers being available to build and deliver the adaptations required.

There is a significant risk that, given the scale of expansion across Scotland, Children's Services will be unable to recruit sufficient staff to deliver the expansion of funded early learning and childcare.

There is also a risk that providers in the independent and third sector will face significant challenges in retaining and recruiting sufficient staff.

There are risks that insufficient independent and third sector providers will be able to deliver the required number of places.

There is a significant risk around independent and third sector sustainability due to their concerns about retaining their workforce, living wage implications receiving a sustainable rate for early learning and childcare and sustainable around non-funded hours part of other businesses. These concerns have been raised across Scotland, as well as in Renfrewshire.

11. Privacy Impact

Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

12. COSLA Policy Position

COSLA has been involved in the negotiations with the Scottish Government regarding the expansion of 1140 hours of early learning and childcare. The Renfrewshire plan reflects the COSLA position.

List of Background Papers

- (a) A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, The Scottish Government, 2017
- (b) Early Learning and Childcare Entitlement Expansion Plan, Education and Children's Services Policy Board, 24/08/17
- (c) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 2/11/17
- (d) A blueprint of 2020: the expansion of early learning and childcare in Scotland – early learning and childcare service model for 2020 consultation paper, The Scottish Government 2018.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

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KMcD/JT/SQ/LG
8 August 2018

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1140 Expansion – Proposed Expansion in Geographical Areas

Geographical Panel Areas	Provision	Proposed Phasing Numbers			Infrastructure Developments
		2018/19	2019/20	2020/21	
<ul style="list-style-type: none"> Johnstone / Lochwinnoch 	<ul style="list-style-type: none"> 4 local authority extended year 1 local authority TT 2 partner provider extended year service 1 current non-partner extended year service Blended provision with childminders 	89	187	321	<ul style="list-style-type: none"> 2 new builds (relocation / expansion of existing LA services) 1 extension 2 minor refurbishment
<ul style="list-style-type: none"> Erskine/Inchinnan/Bishopton 	<ul style="list-style-type: none"> 3 local authority extended year 4 partner provider extended year service 3 partner providers TT 1 new build extended year service 1 current non partner extended year service 	21	192	375	<ul style="list-style-type: none"> 1 new build 1 minor refurbishment 1 extension 1 outdoor
<ul style="list-style-type: none"> Renfrew 	<ul style="list-style-type: none"> 3 local authority extended year 4 partner provider extended year service 2 current non partner extended year service Blended provision with childminders 	92	177	295	<ul style="list-style-type: none"> 1 extension 1 extension (new service) 1 minor refurbishment
<ul style="list-style-type: none"> Houston/Bridge of Weir/Kilbarchan 	<ul style="list-style-type: none"> 2 local authority extended year 3 partner provider extended year service 1 partner provider TT 	10	101	271	<ul style="list-style-type: none"> 1 new build (relocation/expansion of existing LA service) 1 extension 1 minor refurbishment

Geographical Panel Areas	Provision	Proposed Phasing Numbers			Infrastructure Developments
		2018/19	2019/20	2020/21	
<ul style="list-style-type: none"> Linwood 	<ul style="list-style-type: none"> 1 local authority extended year 1 local authority extended year (ASN) 1 local authority TT 1 partner provider extended year service 	33	100	100	<ul style="list-style-type: none"> 1 major refurbishment
<ul style="list-style-type: none"> Glenburn/Foxbar 	<ul style="list-style-type: none"> 3 local authority extended year 3 local authority TT 1 partner provider extended year service Blended provision with childminders 	106	179	202	<ul style="list-style-type: none"> 2 extensions 3 minor refurbishments
<ul style="list-style-type: none"> Paisley West 1 	<ul style="list-style-type: none"> 1 local authority extended year 2 local authority TT 1 partner provider extended year service 1 partner provider TT 	64	91	70	
<ul style="list-style-type: none"> Paisley West 2 	<ul style="list-style-type: none"> 2 local authority extended year 2 local authority TT 4 partner provider extended year service 	33	154	84	<ul style="list-style-type: none"> 1 minor refurbishments 1 outdoors

Geographical Panel Area	Provision	Proposed Phasing Numbers			Infrastructure Developments
		2018/19	2019/20	2020/21	
<ul style="list-style-type: none"> Paisley Central 1 	<ul style="list-style-type: none"> 2 local authority extended year 2 local authority TT 4 partner provider extended year service 1 new build extended year service 1 current non-partner extended year service 	82	130	257	<ul style="list-style-type: none"> 1 new build 2 minor refurbishments
<ul style="list-style-type: none"> Paisley Central 2 	<ul style="list-style-type: none"> 2 local authority extended year 2 local authority TT 3 partner provider extended year service 1 current non-partner extended year service 1 current non-partner TT service 	67	144	206	<ul style="list-style-type: none"> 2 extensions 1 minor refurbishments 1 outdoors



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge 2018-19 Strategy

1. Summary

- 1.1 This board report provides an overview of the Renfrewshire Attainment Challenge 2018-19 Strategy. The information presented in section 4 of this report has been summarised from the Renfrewshire Attainment Challenge 2018-19 Strategy (appendix 1) which was submitted to Scottish Government in March 2018.
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2. Recommendations

- 2.1 The education and children's services policy board is asked to approve the Renfrewshire Attainment Challenge 2018-19 strategy.
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3. Background

- 3.1 There are nine Scottish Attainment Challenge authorities including Renfrewshire. There are three aims of the Attainment Challenge. These are to; improve learning and teaching, improve health and wellbeing and reduce the poverty-related attainment gap. Core to the Renfrewshire Attainment Challenge strategy are these three aims.
- 3.2 As part of the grant requirements, the council is required to submit an annual strategy with associated funding requirements to Scottish Government for approval.

- 3.3 The strategy builds on the Year 3 plan (2017-18) and consists of four main Attainment Challenge work-streams; learning and teaching, data analysis, families and communities and leadership. The strategy has been developed through consultation with a range of key stakeholders and through drawing upon the growing positive evidence base that is being collated nationally and locally.
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4. **Progress**

- 4.1 The strategy remains relatively consistent to the 2017-18 plan. However, there have been some changes made in relation to numeracy and health and wellbeing.
- 4.2 Based on discussion and direction from the Scottish Government, the plan for numeracy has been further developed and resource amounts have increased. This will allow us to increase the pace and scope of developments in numeracy across Renfrewshire.
- 4.3 Through direct consultation with stakeholders and due to the findings of the Renfrewshire Youth Assembly, there was a clear need to develop a focused plan on Health and Wellbeing. As such, a plan has been included in the 2018-19 bid to respond to this need.
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Implications of the Report

1. **Financial** – implications are outlined in the Renfrewshire Attainment Challenge 2018-19 Strategy (appendix 1).
2. **HR & Organisational Development** – implications are outlined in the Renfrewshire Attainment Challenge 2018-19 Strategy (see appendix 1)
3. **Community Planning** – implications are outlined in the Renfrewshire Attainment Challenge 2018-19 Strategy (appendix 1)
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.

7. **Equality & Human Rights** The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** – none.
 9. **Procurement** – none.
 10. **Risk** –The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.
 11. **Privacy Impact** – none.
 12. **Cosla Policy Position** – not applicable.
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List of Background Papers

- (a) Background Paper 1 – none
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Renfrewshire Attainment Challenge 2018-19

Workstream	Costings
Project Delivery	£553,000.00
Learning and Teaching	£2,467,000.00
Families and Communities	£1,126,000.00
Leadership	£336,000.00
Existing Challenge Schools Difference from original funding to PEF funding to allow existing plans to continue (no detriment model)	£76,000.00
Total	£4,558,000.00

Staffing and Non-staff Costing Breakdown

Non-Staff Intervention/resource	Primary and Secondary Costs are merged	Staffing	Primary/ Secondary		Notes
			FTE	COST	
1. Project Delivery	0k	Teachers	41.1	£1528k	
2. Learning and Teaching	£748k	Principal Teacher	2	£120k	
3. Families and Communities	£336k	Ed / Devt Officers	7	£403k	
4. Leadership	£336k	Ed Psychologists	2.5	£145k	
		Data Analysis Officers	2	£83k	
		Project Manager	1	£54k	
Existing Challenge Schools	£76k	Family Learning Coord	1	£42k	
		Family/home link worker	13	£368k	
		Early years professionals	6	£174k	
		Research / Support Officers	4	£108k	
		PT Management Costs	0	0	
		Sessional Staff	13	£40k	
Non-Staff Total 2018/19	£1,496k	Staff Total 2018/19	92.6	£3,062k	
					Total for 2018/19
					£4,558k

Overview of Projects

Project Title	Continuation	Addition to Continuation	New Programme
1. Project Delivery			
1.1. Supporting Functions	✓		
1.2. Data Analysis	✓		
2. Learning and Teaching			
2.1. Literacy	✓		
2.2. Numeracy		✓	
2.3. Assessment	✓		
2.4. Curriculum and Transitions		✓	
2.5. Health and Wellbeing			✓
3. Families and Communities			
3.1. Renfrewshire Nurturing Relationships Approach	✓		
3.2. Supporting Children and Families	✓		
3.3. Family Engagement in Learning	✓		
4. Leadership			
4.1. Staff	✓		
4.2. Pupils			
Total	8	2	1

Proposed Improvement Plan 18-19 Attainment Challenge

1.1	Project Delivery: Supporting Functions		Leadership	
			Learning and Teaching	
			Families and Communities	
			Programme Costs	x
Continuing Intervention from 2017/18 Plans? Y/N		Y		
2018/19 Proposed Funding		£187k		
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Project Manager	£54k	
		Quality Assurance Lead Officer	£81k	
		Research Assistant	£27k	
		Support Officer	£25k	

1.2	Project Delivery: Data Analysis	Leadership	X
		Learning and Teaching	X
		Families and Communities	X
		Programme Costs	
Continuing Intervention from 2017/18 Plans? Y/N		Y	
2018/19 Proposed Funding		£ 366k	
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		Management Information Officer	£49k
		Information Systems Officer	£34k
		11 x difference from teacher to PT Point 2	£90k
		4.1 backfill FTE teachers to support management & leadership of PTs	£193k

2.1	Learning & Teaching: Literacy	Leadership		
		Learning and Teaching		X
		Families and Communities		
		Programme Costs		
Continuing Intervention from 2017/18 Plans? Y/N		Y		
2018/19 Proposed Funding		£960k		
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Literacy Projects with University of Strathclyde: £180k 12fte Literacy and Numeracy teachers £564k Libraries Attainment Team £130k Literacy Development Officer £66k Resources £20k		
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18				
Continuation of plan. However, we will scale down the support required from the University of Strathclyde and focus on the sustainability of the literacy approach within the authority.				

2.2	Learning & Teaching: Numeracy	Leadership	
		Learning and Teaching	X
		Families and Communities	
		Programme Costs	
Continuing Intervention from 2017/18 Plans? Y/N		Y	
2018/19 Proposed Funding		£406k	
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Numeracy Development Officer £58k Supporting Making Maths Count £20k Numeracy Professional Development (SEAL) £70k <u>Resources</u> £20k	
		Practitioner Enquiry £30k Modelling and Coaching Officers £208k	
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18			
As part of discussion and agreement at review meeting, with Government, we have now scaled up the numeracy workstream. Continuing to have a strategic lead in Numeracy & Mathematics will allow further development of the curriculum across the authority as well as providing a central coordinator for professional development opportunities for all. The strategic lead will also continue to represent Renfrewshire in the West Partnership Numeracy collaborative.			
The work in 2018/2019 will build on the developments initiated and implemented in 2017/2018. In developing our Numeracy Strategy, we have adapted and adopted a common approach with Literacy in using the 3 Domain Model, established by the University of Strathclyde. This model will ensure there is a consistent approach in supporting children and young people in learning via a holistic approach. This includes consideration of the children's cognitive skills and knowledge about Numeracy and Mathematics, their cultural capital and funds of knowledge and their identity as a mathematician. This approach supports the recommendations of the 'Making Maths Count' final report through embedding the messages and recommendations in practice.			

This approach has been significant in forming Renfrewshire's Numeracy Strategy.

Moving forward, we plan to further increase the level of targeted support to schools, in line with our poverty related analysis of schools. We will do this by utilising Modelling and Coaching Officers to facilitate bespoke, targeted support that reflects the needs of the school whilst promoting and embedding best practice in line with the Renfrewshire Numeracy and Mathematics Strategy. Central to all initiatives is upskilling staff and deepening teacher subject knowledge and pedagogical understanding. As part of this development, there will be a commitment to developing Practitioner Enquiry. There will be a focus on empowering and encouraging teachers to challenge and transform education. Support will be given to help them monitor and develop their own practice, investigate new strategies and initiatives and increase their knowledge of teaching and learning. Consequently, this will enable them to make better professional and autonomous judgements, enhance their self-esteem and professional identity.

In our continued pursuit to build capacity, collaboration and alignment within and across workstreams, we will utilise the position of transition teachers (already in place) to develop and embed cross sector numeracy growth mind-set activities. The team will also develop a tracking/ target setting tool to be used by transition teachers in the first instance, which links to both the literacy and numeracy workstreams and the 3 Domain Model.

Outcomes:

- Improve teacher confidence in delivering Numeracy and Mathematics.
- Increase pace of work and challenge to include depth and understanding for pupils.
- Promote positive attitudes to and build a growth mind-set toward Numeracy and Mathematics learning.
- Increase teacher confidence in identifying rationale underpinning specific approaches to teaching Numeracy and Mathematics.
- Develop teacher knowledge and understanding of Mathematics.

Measures:

- Teacher Judgement Survey Data.
- Scottish National Standardised Assessment Data.
- National Qualification Data.
- Quantitative and qualitative analysis of baselines, surveys and professional dialogue.

As a result of this work, in the longer term we would want to see increased attainment in numeracy, mathematics and other STEM subjects.

2.3	Learning & Teaching: Assessment	Leadership		
		Learning and Teaching		X
		Families and Communities		
		Programme Costs		
Continuing Intervention from 2017/18 Plans? Y/N		Y		
2018/19 Proposed Funding		£65k		
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Development Officer £58k Resources £7k		
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18				
Continuation of current plan however resources are required in order to deliver primary and secondary moderation and assessment models.				

2.4	Learning & Teaching: Curriculum and Transitions	Leadership											
		Learning and Teaching	X										
		Families and Communities											
		Programme Costs											
Continuing Intervention from 2017/18 Plans? Y/N		Y											
2018/19 Proposed Funding		£833k											
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		<table> <tr> <td>Curriculum & Transition Development Officer</td> <td>£60k</td> </tr> <tr> <td>10fte Transition Teachers</td> <td>£473k</td> </tr> <tr> <td><u>Curriculum Pedagogy in Primary 1</u></td> <td><u>£33k</u></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Transitions from Early Years to Primary One Pilot</td> <td>£267k</td> </tr> </table>		Curriculum & Transition Development Officer	£60k	10fte Transition Teachers	£473k	<u>Curriculum Pedagogy in Primary 1</u>	<u>£33k</u>	<hr/>		Transitions from Early Years to Primary One Pilot	£267k
Curriculum & Transition Development Officer	£60k												
10fte Transition Teachers	£473k												
<u>Curriculum Pedagogy in Primary 1</u>	<u>£33k</u>												
<hr/>													
Transitions from Early Years to Primary One Pilot	£267k												
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18 <p>The Transition from Primary to Secondary project will continue as per the Year 3 bid. However, given that Barnardo's Five to Thrive work is embedded in engaged schools, this project will end in August and internal capacity will be developed to drive this work forward via the project detailed below.</p> <p>Transition from Early Years to Primary One Pilot</p> <p>The key transition point of moving from nursery to primary school can be challenging for many children, especially those from the most disadvantaged backgrounds. We recognise that specific focus is needed to ensure continuity of learning and progress at this juncture.</p>													

Across our early years centres and primary schools, there is good pastoral support for our children regarding transition. However, there is a need to develop and improve collaborative planning across the early level to ensure seamless curricular transition from nursery into primary one. We intend to facilitate an early year's programme in four of our early year's centres and associated primary schools, from quartile 1, that will focus on developing a consistent approach to early level curriculum planning and transition. As part of this pilot, practitioners will have access to the P.1 Pedagogy professional development which is an existing Attainment Challenge programme.

In phase 1, six early years practitioners will work with primary 1 teachers to:

- Improve the learning environments to suit needs and interests of children.
- Focus on the transfer of curricular information between nursery and primary one.
- Enhance moderation to share understanding and awareness of benchmarks in literacy and numeracy.
- Develop a tailored curriculum to meet the needs of individual groups of children at early point of transitions.
- Provide opportunities for Early Years practitioners and primary one teacher's to jointly plan for small groups and individual children.

The programme will complement existing Attainment Challenge work, in particular, the Primary 1 Pedagogy programme which focuses on enhancing primary one learning environments and improving pedagogical approaches to learning and teaching . It will also complement Five to Thrive, now embedded in engaged schools, and focuses on the theoretical concepts of transitions and parental engagement at this key stage. This pilot programme will provide high quality professional learning opportunities for early year's practitioners and primary 1 teacher's and enhance the understanding of early level outcomes.

Outcomes:

- Improved early level curricular transition for children.
- Improved curriculum planning between nursery and primary.
- Improved information sharing between nursery and primary so there is a continuum in learning and development across the early level.

Measures:

- Pre / Post staff surveys measuring implementation of training in practice.

- Attainment data.
- Individual children profiles.
- Teacher and Early Years staff judgement data.
- Practitioner focus groups focusing on information sharing, curriculum planning, benefits / challenges of approach.

If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18

Based on SIMD information, a number of potential early year's centres and primary schools have been identified to take part in the pilot. Planning has taken place centrally to scope how this pilot will be implemented.

2.6	Learning & Teaching: Health and Wellbeing	Leadership	
		Learning and Teaching	X
		Families and Communities	
		Programme Costs	
Continuing Intervention from 2017/18 Plans? Y/N		N	
2018/19 Proposed Funding		£203k	
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		Development Officer costing £58k Supporting professional development £10k Place2Be (6 primaries)* £125k (Aug-Mar) Place2Be Training (1 cohort = 8 schools) £10k Each cohort consists of 2 senior leaders from 8 schools (16 participants) *to be confirmed pending discussion with Place2Be	
If new for 2018/19 please provide information on the rationale for this new workstream, the proposed impact of this workstream in 2018/19 and how that will be measured.			
<p>The Scottish Government recognises that good health and wellbeing is essential for successful learning and happy lives for children and young people. Findings from the ‘Health and Wellbeing: the responsibility of all 3-18’ (Sep 2013) curriculum impact report emphasises that <i>“the provision of greater resources, support and professional learning opportunities for staff is needed to address key areas of mental, emotional and social wellbeing.”</i></p> <p>Children and young people are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age. Growing evidence indicates that promoting positive mental health also improves a range of positive school outcomes, including attitudes to learning, better attendance and lower exclusion rates.</p>			

Place2Be provides emotional and therapeutic services based in primary and secondary schools, building children's resilience through talking, creative work and play. Place2Be provides children's mental health services to help them to cope with wide-ranging and often complex social issues including bullying, bereavement, domestic violence, family breakdown, neglect and trauma. The services include work with pupils, staff and parents in the form of intensive 1-1 therapeutic counselling, drop-in sessions, group work and class sessions. Impact based data supports that 82% of children with severe difficulties show improvements in wellbeing after Place2Be Counselling, 79% show an improvement in friendships and for 62% their difficulties have less impact on learning. Place2Be has been piloted successfully in schools in other Challenge Authorities including Glasgow and North Ayrshire who have also reported similar positive impact.

The authority recently carried out a health and wellbeing audit across all primary schools. The findings of this audit suggest that health and wellbeing is a priority for the majority of schools and in particular mental health and substance use education in the curriculum. The recent Youth Assembly also highlighted to the authority that mental health should be a maintained priority. These findings have been further supported through the Dartington Study and engagement with partners in Health and Police Scotland.

As a result, there is a need to support schools with the development of health and wellbeing programmes focusing on the up-skilling of staff in mental and emotional wellbeing and with the development of curriculum progression planners aligned to CfE benchmarks. These will ensure that there is clear progression in learning and teaching through a CfE level from Early to Third level. There will be a focus on developing the emotional literacy of our children and young people and ensuring staff are well equipped to support those with mental and emotional needs.

Key tasks for the Development Officer include:

- Scope and map existing mental health training experiences of teachers and support staff across establishments. This would involve scoping who has been trained, what partners were involved and highlighting the gaps.
- Develop a training plan which would address the gaps in relation to training. This would involve organising and commissioning trainers, developing a training programme, engaging appropriate partners and evaluating the impact of the training.
- Develop Progression Planners to show health and wellbeing progression aligned to the benchmarks from Early to Third Level.
- Coordinate the introduction of Place2Be Counselling service into 6 of our most deprived primary schools and 2 secondary schools.

- Coordinate the accelerated roll-out of PAThs across additional primary schools to support the development of emotional literacy in children.
- Support Health partners to deliver their Relationships and Sexual Health priorities and be the authority lead on LGBTQI strategy group.

Outcomes:

- Better understanding of local health and wellbeing priorities / trends.
- Increase in staff confidence, skill and knowledge in teaching HWB and in particular mental and emotional wellbeing.
- New Progression Planners will support teachers to provide a progressive curriculum for children and young people and enable them to demonstrate progression through CfE levels in all areas of health and wellbeing.
- Place2Be counselling services will provide targeted and universal support to children and young people across the selected schools. Children who have Place2Be's one-to-one counselling will show significant improvement in their emotional wellbeing and peer relationships, with fewer behavioural difficulties. Teachers and parents will report that improvements in these areas have a positive impact on children's classroom learning. A programme of SCEL-endorsed training and consultation will support school leaders to bring about strategic change to create 'mentally healthy' schools.
- PAThs resource, and training through Barnardos, will facilitate the development of self- control, emotional awareness and interpersonal problem-solving skills in children.
- Young people in secondary schools will be signposted to, and access, appropriate supports and services to maintain healthy relationships and sexual health.

Measures:

- Pre and post training evaluations will be conducted via surveys to capture the impact that training has on skill, confidence and knowledge.
- Staff focus groups will be conducted which will focus on how training has impacted on the practice of teachers and their overall understanding of health and wellbeing issues.
- Place2Be Monitoring and Tracking systems. Place2Be termly impact reports. Place2Be pre and post training evaluations.
- Education Managers will visit schools with a specific focus on QI 3.1 'Ensuring wellbeing, inclusion and equality' to have professional dialogue with senior leaders about the impact of interventions. Pupil focus groups.
- Schools and Education Managers will measure the impact on children and young people through learning conversations

and use of assessments such as the wellbeing web and standardised assessments such as GL PASS.

If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18

This work will build on existing work which has taken place throughout the authority. PAThs is part of the Attainment Challenge strategy and has been implemented in a number of schools throughout the authority and staff have been trained in this approach. The approach will complement our Health and Wellbeing plan and will therefore be coordinated by the Development Officer. Based on funding, we would aim to recruit a Development Officer swiftly to ensure this area of work is effectively coordinated and managed. Initial discussions have taken place with Place2Be to explore their capacity to deliver in Renfrewshire.

3.1	Families & Communities: Ready to Learn: Renfrewshire Nurturing Relationships Approach	Leadership	
		Learning and Teaching	
		Families and Communities	X
		Programme Costs	
Continuing Intervention from 2017/18 Plans? Y/N		Y	
2018/19 Proposed Funding		£291k	
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		2.5fte Educational Psychologist 2fte Principal Teacher (point 3) Research Assistant	£145k £117k £29k
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18			
Continuation of current plan. Additional 0.5fte Educational Psychologist included as per earlier change request that was agreed.			

3.2	Families & Communities: Ready to Learn: Supporting Children & Families	Leadership	
		Learning and Teaching	
		Families and Communities	X
		Programme Costs	
Continuing Intervention from 2017/18 Plans? Y/N		Y	
2018/19 Proposed Funding		£625k	
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff.		9FTE Inclusion Support Assistants £245k Cost of the School Day £50k Families First Programme £150k Interpreters Bank Pilot £10k PAThs resource £60k Parents in Partnership - change to programme £110k	
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18			
Parents in Partnership (PIP)			
The core Parents in Partnership model will continue as per the original plan. However, a number of further pilots will be conducted this year. This includes a Parent’s in Transition pilot which will be delivered in collaboration with Transition Teachers, and is aimed at earlier engagement with parents. As showcased at the Education Leaders Forum, this project is core to connecting and aligning projects across work-streams and encourages the sharing of information, intelligence and resources to achieve collective impact and reduce duplication for pupils and families.			
The aim is to increase engagement and impact of the core S1 PIP programme allowing parents to see the importance of engagement and working in partnership with the school to achieve the best outcomes for their children. The pilot clusters have			

been identified and selected due to their involvement in the Five to Thrive programme. This would include 14 primary schools creating strong links with associated secondary schools. A new branch of PIP, in partnership with the Adult Learning and Literacies team, will also focus on the development of parent's own skills and knowledge with the aim of establishing parent ambassadors for the PIP programme.

If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18

Parents in Partnership will continue to deliver a core model in each Secondary school to support parental engagement. Extensive plans, showcased at the Education Leaders Forum, have been devised to implement pilots in primary schools in conjunction with Transition Teachers. Development sessions have also taken place to map this work out and a number of schools have indicated interest in this pilot.

3.3	Families & Communities: Family Engagement in Learning	Leadership	
		Learning and Teaching	
		Families and Communities	X
		Programme Costs	
Continuing Intervention from 2017/18 Plans? Y/N		Y	
2018/19 Proposed Funding		£ 210k	
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		Family Learning Coordinator 2 Family Learning Workers Part time Family Learning Support workers 2fte (previous sessional budget) Sessional Staff Resources	£42k £69k £54k £40k £5k
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18			
The Family Engagement in Learning programme will continue as per the year 3 bid.			

4.1 4.2	Project Delivery : School Leadership	Leadership		X
		Learning and Teaching		
		Families and Communities		
		Programme Costs		
Continuing Intervention from 2017/18 Plans? Y/N		Y		
2018/19 Proposed Funding		£ 336k		
2018/19 Breakdown of Resource: Please provide a breakdown of what this funding will be used for including details of teachers/others staff		Aspiring leaders programme £35k Step Back leadership programme £30k Leadership collaboration across primary schools £216k Coaching and mentoring approaches £25k Pupil Leadership Academy £30k		
If new for 2018/19 please give details of the plans you have in place to deliver this workstream or provide details of changes to a workstream from 2017/18				
Leadership will continue as per the Year 3 bid.				



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Care Experienced Fund – Attainment Challenge

1. Summary

- 1.1 This report provides an update on the care experienced children attainment fund which has recently announced by the Scottish Government in June 2018. This fund will become part of the Attainment Challenge strategy and aims to support care experienced children and young people in Renfrewshire.
 - 1.2 The term 'care experience' is now a widely used term within the sector to describe any person who has experience of being in care, regardless of their placement length, type or age.
-

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to approve the planning for the care experienced children attainment fund as part of the Attainment Challenge.
-

3. Background

- 3.1 In June 2018, the Scottish Government announced it will invest £33 million specifically to support the educational needs of care experienced children and young people between now and the end of this parliamentary term.

- 3.2 This fund is part of the Scottish Government's commitment to ensuring that all care experienced children and young people are supported, underpinned by the getting it right for every child (girfec) approach to improve outcomes and support their wellbeing.
 - 3.3 With the agreement of COSLA, allocations have been calculated based on data from the annual Children Looked After Survey, for children aged between 5-15 who were looked after on 31 July 2017.
 - 3.4 For this initial part year to end March 2019, the funding amount for each child will be £800. Though the calculation is based on this age group, it is for the local authority to decide how the funding will be best used to improve the attainment of care experienced children and young people. For future years, the full year allocation will be the equivalent of £1,200 per child.
 - 3.5 The allocation for Renfrewshire in 2018/19 has been calculated at £359,200 based on 449 Looked after Children aged 5-15 on 31 July 2017.
 - 3.6 The funding should have a clear focus on delivering equity and improving educational outcomes for care experienced children and young people. It cannot be used to replace or replicate existing services.
-

4. Progress

- 4.1 In anticipation of this funding the Senior Leadership Team met in June to discuss the strategy and initial considerations on how best to use the funding. Official notification was received on 9 July 2018 continuing the extent of the funding.
- 4.2 In line with national operational guidance, a collaborative project board has been established to identify the priority areas and plans for this fund. The project board includes representatives across Children's Services. This group will meet regularly to set outcomes, monitor and evaluate progress.
- 4.3 In the first instance, the project board will consider the current evidence base with regards to supporting care experienced children and young people. With this in mind, the board will liaise with appropriate agencies, to deliver additional activities, interventions or resources, specifically for the benefit of care experienced children and young people, and to enhance any current provisions.
- 4.4 The project board will include the champions board or other groups of care experienced young people to co-produce approaches, interventions or activities which could be funded.
- 4.5 The board will devise an action plan including clear outcomes, indicators and measures for evidencing impact. The board will also complete a quality assurance check-list and risk register as part of the Attainment Challenge project management process.

- 4.6 This board will form an Attainment Challenge work-stream. The authority will be accountable for the use of funding allocated and are required to report on spend, and any outcome measures available. Reporting will be done as part of existing relevant authority reporting requirements.
- 4.7 The Attainment Challenge Governance Board will have strategic responsibility of the fund and project board.
-

Implications of the Report

1. **Financial** – none
2. **HR & Organisational Development** – none
3. **Community Planning** – none
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** –The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.
11. **Privacy Impact** – none.
12. **Cosla Policy Position** – not applicable.

List of Background Papers

(a) None

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To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Pupil Equity Fund (PEF) update

1. Summary

- 1.1 This board report provides an update on the Pupil Equity Fund (PEF) in Renfrewshire. The report discusses the progress made in relation to the central coordination of the PEF, outlines some of the impact of the PEF and discusses the challenges related to the PEF. The report concludes by outlining forward plans for 2018-19.
-

2. Recommendations

- 2.1 To note the updates in relation to the PEF.
-

3. Background

- 3.1 The PEF is being provided as part of the £750 million Attainment Scotland Fund which will be invested over the current parliamentary term (2016 to 2021). The fund is allocated directly to schools and targeted at closing the poverty related attainment gap.
- 3.2 Publicly funded primary, secondary and special schools will receive £1,200 in 2018/19 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria.
- 3.3 The 2018/19 funding allocation has been calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3.
 - The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
 - The estimated number of special school pupils in the P1-S3 age range registered for free school meals.
- 3.4 This funding is to be spent at the discretion of the head teacher working in partnership with each other and their local authority.
- 3.5 As part of the PEF, Renfrewshire received £4,248,000 in 2017-18 and £4,272,240 for the 2018-19 session.
- 3.6 In line with the national guidance and with support from the authority, each school has devised a PEF plan which outlines their intentions of spend. This plan is now incorporated into their overall school improvement plan.
- 3.7 PEF plans are devised in consultation with staff, pupils and parents and build on areas related to the Attainment Challenge i.e. literacy, numeracy and health and wellbeing. Further to this, colleagues have had the opportunity to consider the learning thus far at a variety of internal and external peer challenge / support events and this has driven subsequent plans.
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4. Progress

- 4.1 A PEF coordinator was recruited in 2017 to support the authority and schools with the central coordination of the PEF. The coordinator has been working in collaboration with schools to provide support in relation to finance, staffing and procurement. Considerable progress has been made in relation to the central coordination of the PEF.
- 4.2 A central database has been compiled which outlines the main areas of spend for schools. This database highlights any procurement and staffing issues which schools must respond to. Support in doing this has initially been provided by key authority departments such as HR and business support. The information in the database has been shared with education managers so they have an overview of school plans and can guide them during the support and challenge visits.
- 4.3 Further to this, a short-life working group meets regularly to monitor the PEF. This is a cross-sector group with representatives from children's services, HR, finance and business and customer services.

- 4.4 Scoping work took place late 2017 to understand the impact of the PEF at school level. This involved two head teachers visiting and observing PEF related activity in a number of schools. This information was fed back to the central team.
- 4.5 In February 2018, an authority event was held where this scoping work was showcased to staff. Best practice and common challenges faced by schools were discussed. Presentations were delivered from schools where the impact of their PEF plans was showcased. Colleagues were able to consider and discuss the learning from year 1 and this process has encouraged head teachers to review and develop their PEF plan for year 2. The plans will continually adapt as this learning continues.
- 4.6 At this event, the PEF coordinator and education manager, responsible for PEF, discussed the national PEF guidance and outlined the implications for schools. This gave head teachers the opportunity to ask questions related to staffing / procurement.
- 4.7 Two West Partnership PEF events were held in March 2018 where the authority was asked to present examples of their work. The events provided a national overview of PEF, areas of good practice and challenge.
- 4.8 Following these events, schools were asked to submit their 2018-19 PEF plans which were scrutinised by the PEF coordinator for any staffing, financial and procurement issues. Feedback and support was provided to each school so they can implement their plans in August.
- 4.9 To further support schools and to showcase good practice, case studies have been developed from primary and secondary schools which highlight the impact that PEF has had on pupils to date.
- 4.10 There are a number of themes which have emerged from the case studies with regards to impact (see appendix 1 and 2 for examples of the case studies). PEF has helped to enrich children's emotional development and there is evidence to support that PEF interventions / approaches has had an impact on attainment in literacy and numeracy.
- 4.11 PEF has enabled staff to lead change and helps build their confidence. Parental and family engagement has been a focus for many schools and PEF has helped schools better understand family circumstances and establish closer links between home and school. Staff also report that they are more confident in working with parents to help them support children.
- 4.12 In the case studies, parents also report improvements as a result of PEF initiatives / approaches. Parents report that they are now able to use the same language as the teachers at home and this helps them to better support their child with homework. Parents also note improvements in their children's learning and confidence.

- 4.13 With regards to challenges associated with PEF, schools report common themes. These are related to the management of PEF (the fund is downloaded directly to schools), the movement of staff, recruitment and procurement regulations. However, these challenges are not unique to Renfrewshire and have been nationally recognised.
- 4.14 The short-life working group will continue to meet and monitor the PEF. Schools have plans in place for 2018-19 and these will be implemented in August when schools return after summer. School will receive on-going support and coordination from the central team. The continuing impact of the PEF will be captured via qualitative and quantitative methods.
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Implications of the Report

1. **Financial** – Financial implications are monitored in the PEF risk register.
2. **HR & Organisational Development** – HR and OD implications are being monitored by the PEF coordinator and discussed at the short-life working group.
3. **Community Planning** – none.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – Risks are monitored in the PEF risk register.
7. **Equality & Human Rights** The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none.
9. **Procurement** – Procurement have provided guidance to schools on their 2018-19 PEF plans and this is being monitored by the PEF coordinator and discussed at the short-life working group.
10. **Risk** – Risks are monitored by the PEF short-life working group.
11. **Privacy Impact** – none.
12. **Cosla Policy Position** – not applicable.

List of Background Papers

- (a) Appendix 1: PEF case study
- (b) Appendix 2: PEF case study

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Approach

National Improvement Framework:

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

Agreed actions

- One Attainment Challenge teacher
- One Attainment Challenge nursery officer
- After school Reading Café to support children and parents
- Resources to support learning and teaching

PEF allocation

Children, staff and parents were fully consulted using questionnaires, formal and informal meetings, assemblies, and through the Parent Council. The school took full advantage of parents' evenings to talk with parents and carers about the PEF and noted that the 'Engaging Children and Families Toolkit' was a useful framework to help structure discussions and focus on priorities.

The Head Teacher reported that she had been a long serving member of staff at St Catherine's, starting as a class teacher before becoming Depute Head Teacher. As a result, she felt that she had a very good knowledge of the families and the community that the school served, and had benefitted from working with previous Head Teachers who were positive role models

Why it worked well

The Head Teacher believed that as a Class Teacher she had gained the respect of the staff by having high standards, working hard, and caring about the children and their families. The Head Teacher reported that her professional learning, in preparation for headship, had greatly benefitted her ability to lead and manage the PEF.

The Head Teacher stated that the school had a history of collecting attainment data to track and support children's learning, and consequently the staff had a sound knowledge of children's progress. The Head Teacher emphasises the complimentary skills of the management team, and the professionalism of the St Catherine's staff as a key elements in taking forward the PEF initiatives.

The Reading Café

The Head Teacher reported that the Reading Café had been very successful. She attributed this to the time taken to ensure that the staff had been fully involved in the planning; the emphasis on building relationships between children, parents and staff; and the provision of a framework to support the organisation and management of each session. Using impact and evaluation data, the Head Teacher was able to demonstrate that all parents whom had attended the Reading Café had evaluated the experience very highly. In addition, the staff had also reported increased knowledge of family circumstances; closer links between home and school; and more confidence in working with parents to help them support their children.

Impact on Pupils

All of the children in the focus group felt they had been consulted on the PEF. They felt that their suggestions for improvement were acted upon, and talked about the benefits of the additional equipment in the playground.

All of the children were able to talk about activities in the school that supported literacy, numeracy and health and wellbeing. Several children talked about the benefits of the nurture room, and another child talked about supporting a friend who was dyslexic.

All of the children had enjoyed the Reading Café, reporting that it had made them more confident to read aloud and had improved their spelling. One child commented that the Reading Café had been 'the best thing ever' and several others noted it had 'brought me closer to my mum'. Indeed, there was general agreement in the group that reading together with a parent at home was enjoyable. All of the children identified that working with their parents, alongside other children from their class in the Reading Café wasn't embarrassing because 'they trusted one another'.

Impact on Parents

Both of the parents in the group agreed that they had been consulted about the PEF, however they emphasised that at St Catherine's it was the children, not the parents, who were at the centre of the consultation process.

Both of the parents felt that communication in the school was very effective, commenting on how much they appreciated the monthly reports which allowed them to sort out any concerns with their child's learning at an early stage. One parent commented that the Head Teacher could, 'Tell you the family history of every child in the school.' and both of the parents expressed very high levels of satisfaction with the staff team at St Catherine's.

The parents also commented on the effectiveness of the Reading Café. They had appreciated meeting staff in a more informal setting and seeing staff as, 'Just like ordinary people'. They had also enjoyed learning how to use the same techniques as the teacher to help their child at home. One parent commented on how helpful the reading strategies bookmark had been. In particular, the parents also noticed the pleasure to be gained from reading with their children and the positive impact this had on their relationships at home.

Impact on Staff

The staff group felt that the Head Teacher had consulted them effectively both through formal and informal meetings and were fully invested in the actions that had been identified.

They expressed confidence and trust in the Head Teacher's judgement, and recognised the effectiveness of the Reading Café approach. Whilst initially they felt a degree of uncertainty about working directly with parents, this proved to be unfounded due to the time spent agreeing the details of how the Reading Café would operate; the support staff offered one another; and the provision of the framework to assist with the organisation and management of each session. The staff group also reported the benefits of being able to share the reading strategies from the Literacy Project with Parents; meet with parents in a more relaxed setting; and being able to share their own experiences of the challenges of parenthood.

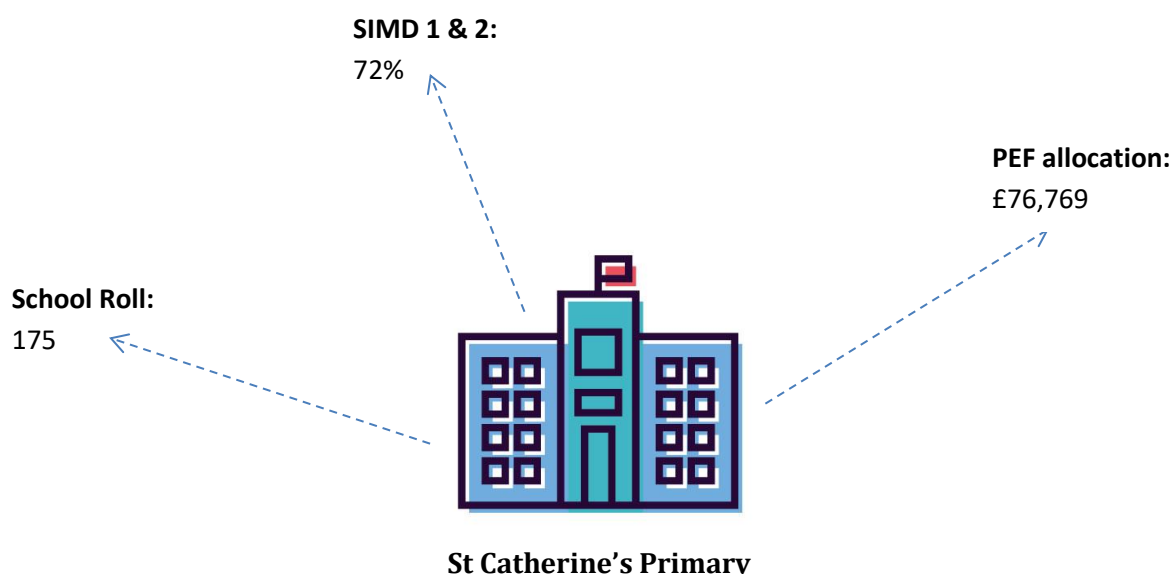
The staff group felt that forward planning meetings were a very good opportunity to look closely at attainment data and how best to support individual children. One member of staff commented that the Head Teacher was always keen to keep the focus on improvement and would regularly, at these meetings, ask the question, 'What do you need to support this child?' The staff group reported that there were high levels of professional engagement and that all staff were willing to take on distributed leadership.

Challenges identified:

- Encouraging more parents to come to events
- Making family learning sustainable

Next steps for St Catherine's Primary:

- Build on the success of this year (early intervention/targeted support)
- Extend the Reading Café approach (model) to include non-fiction texts and digital learning
- Develop family learning and training of support staff in numeracy
- Develop a relationship with 'Place to Be' a mental health charity
- Take forward P1 pedagogy



St Margaret's Primary School: Case Study

Background:

Early learning professionals have developed a programme to address the need to prepare children for a structured learning environment, focused on their transition from home to nursery, and nursery to school.

They have created a **research based** programme which gives parents the opportunity to build relationships with each other, as well as their child's early years setting. The programme aims to equip parents and carers with resources and expertise for the transition.

Aims and Objectives:

- The programme is designed to lay the pedagogical foundations for children to develop social and communication skills, heighten their interest in the world around them and their curiosity about how it works.
- 'Parental involvement in the form of 'at home good parenting' has a significant positive effect on children's achievement... The scale of the impact is evident across all social classes and ethnic groups.' Desforges, 2003
- Parents/carers are given the opportunity to develop skills and techniques to support their child's learning, whilst developing relationships with other parents.

Programme Structure and Session Agenda:

- 6 week programme for 2 hours per week, with 10 parents/carers and their child
- The sessions are separated in to a range of timed play and reflective activities
- Timescales are set throughout the sessions which allow children to adapt to a specific structure and use a time frame in order to complete activities.
- Parents are given instructions for their children to listen, respond and follow.



Good Start Great Start

Going to school can be a daunting time for parents as well as children. The programme aims to strengthen parenting roles so parents understand how best to support and prepare their children for an important stage in their academic development. In turn, children have a support network where they learn to build confidence, work with others, listen with interest, take turns and develop the ability to solve problems. They also have a space in which to become familiar with the school environment.

A day at Good Start Great Start:

Super Snacks

This activity focuses on the values of nutritional eating with emphasis on the importance of children starting the day with a good breakfast - to help them be alert and an active learner at school. Before they start, children have a hand-washing routine guided by parents.

Make & Do

Parents and children undertake a weekly 'Make & Do' task which support children's 'school readiness skills' and provide a resource for the families to take home. The activities include playdough, puppet making, growing plants, shapes, and sending letters.

Me Time – Children

Age groups are divided to enjoy separate peer activities. For children, this time allows them to play with children out with their normal social groups which helps build a network of new friends they might be going to school with. There is also a mixture of group activities to encourage further social interaction and develop gross motor skills. Indoors/outdoors activities provide a contrast which prepares children for calmer activities to follow.

Me Time – Adults

For parents/carers, 'Me Time' gives them the opportunity to get to know each other and build a support network of parents and new friends. This time provides opportunity to share concerns facilitated by weekly discussions with set themes i.e. Communication, Play, and Behaviour.

Story Bags

A range of themed story bags are provided with guidance notes to help parents/carers with ideas and vocabulary to use during the activity.

Scrapbook

Children and parents create a scrapbook documenting their days throughout the programme. It is used to create memories to take home.

All Join In

The group finish the session with singing and a positive affirmation exercise, i.e. 'I am glad because..', Nursery Rhymes, and a Thank you.

Comments from parents:

"Friday is our day. We come here and then carry it on and go out for lunch together."

"I wish it was on for longer than 6 weeks"

"It gives me a chance to have that 1-2-1 time that I don't get to do at home"

"I can't believe she spoke out today. I just told a parent that regardless how many weeks we come, she will never speak out, and she did!"

"We love it. It has so much more involved in it than I expected."





To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Progress Report: School Estate Management Plan 2014

1. Summary

- 1.1. In May 2014 the education policy board approved Renfrewshire Council's School Estate Management Plan (SEMP).
 - 1.2. The focus of the SEMP at that time was to address sufficiency challenges across the school estate and better utilise property assets to improve services to children and young people.
 - 1.3. The purpose of this report is to provide elected members with an update on progress made on the delivery of the 2014 SEMP.
-

2. Recommendations

- 2.1. The education and children's services policy board is asked to note the content of this report.
-

3. Background

- 3.1. Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 3.2. The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets.
- 3.3. The 2014 SEMP set out a strategy to address the sufficiency challenges affecting the primary and early years sectors; allowing the service to focus available resources on the delivery of new and redesigned schools and early learning and childcare establishments.

- 3.4. The purpose of this report is to provide elected members with an update on progress made on the delivery of the Council's school estate objectives identified in the 2014 SEMP.

4. Progress Report

4.1. Construction Projects

Project	Construction Start Date	Expected Occupation Date	Actual Occupation Date	Project Completion Date	Contractual Duration	Actual Duration	Contractor
Riverbrae School	November 2014	August 2016	August 2017	August 2017	94 weeks	144 wks	CBC
Mossvale Primary School and Early Learning and Childcare Centre and St James' Primary School	January 2016	January 2017	May 2017	July 2017	66 weeks	77 wks	Clark Contracts
St Fergus' Primary School	April 2016	April 2017	April 2017	April 2017	49 weeks	53 wks	Clark Contracts
Bargarran Primary School and St John Bosco Primary School and Early Learning and Childcare Centre	February 2017	August 2018	April 2018	October 2018	89 weeks	79 wks	Heron Bros.
St Paul's Primary School and Foxlea Early Learning and Childcare Centre	May 2017	August 2018	August 2018	June 2018	56 weeks	56 wks	Morrisons
St Anthony's Primary School	March 2018	August 2019	TBD	TBD	56 weeks	TBD	TBD
Spateston Early Learning and Childcare Centre	March 2018	October 2019	TBD	TBD	48 weeks	TBD	TBD

- 4.1.1. Riverbrae is a new build school designed to support children and young people with severe and complex additional support needs. The school was handed over to the Council in August 2017. However, a number of areas remained incomplete and a programme of work to resolve these matters was ongoing. As of summer 2018, all major snagging works have been completed and all areas of the building and its grounds are operational.

The building supports the delivery of learning and teaching across all stages from birth to 18 year olds and it has bespoke facilities to support children and young people with complex communication needs. The building supports the full range of the curriculum and facilities include training and hydro therapy pools; a gym and separate fitness suite; an assembly facility and drama space; a music class and music therapy space; an art and craft class; and a home economics class incorporated within an enterprise area. The school also has a full range of ancillary therapy rooms and medical support facilities. Externally, the school has extensive grounds for play and outdoor learning; an all weather playing surface for sports and physical activity; an external dining area; and woodland areas for leisure activities and environmental education.

- 4.1.2. The refurbishment and extension of Mossvale Primary School and Early Learning and Childcare Centre and St James' Primary School has provided 3 additional classrooms to address the increasing rolls and it has allowed for the integration of the Early Learning and Childcare Centre into the school building. The refurbishment has also delivered educational support areas; enhanced gym facilities with changing rooms; increased dining spaces; and there has been an enhancement of external learning areas. In addition, infrastructure works have also improved the performance of heating and drainage systems.
- 4.1.3. St Fergus' Primary School is a new build school designed as a single stream school for 175 pupils. The school was handed over to the Council in April 2017. However, a number of areas were incomplete and a programme of work to resolve these matters concluded as of summer 2018.

The building supports the delivery of learning and teaching in a flexible environment which provides for teacher directed learning; flexible, independent learning; quiet learning spaces; and immediate access from all classes supports outdoor learning. The school has grounds for play and outdoor learning; an all weather playing surface for sports and physical activity; and areas for external dining and environmental education.

- 4.1.4. Bargarran and St John Bosco Primary Schools and St John Bosco Early Learning and Childcare Class transferred to a new shared building two months ahead of schedule in April 2018.

The shared site provides for circa 260 pupils in each primary school and an early learning and childcare class for 100 children. The building supports the delivery of learning and teaching in a flexible environment which provides for teacher directed learning; flexible, independent learning; quiet learning spaces; and immediate access from all classes and playrooms supports outdoor learning. Both schools share a number of facilities such as gyms; dining areas and administrative offices; external spaces for play and outdoor learning; an all weather playing surface for sports and physical activity; and areas for external dining and environmental education.

- 4.1.5. St Paul's Primary School and Foxlea Early Learning and Childcare Centre transferred to a new shared building in the summer of 2018. The shared site is designed to provide for circa 212 mainstream pupils with a communication unit which can accommodate a further 24 pupils. The early learning and childcare centre accommodates 80 children and the new building also provides a crèche and areas for adult learning.

The building supports the delivery of learning and teaching in a flexible environment which provides for teacher directed learning; flexible, independent learning; quiet learning spaces; and immediate access from all classes and playrooms supports outdoor learning. The school and early learning centre share a number of facilities such as gyms and dining area and some external areas for play and outdoor learning including; an all weather playing surface for sports and physical activity; and areas for external dining and environmental education are also shared.

4.1.6. The refurbishment of St Anthony's Primary School was approved by the education and children policy board in January 2016. Internal adaptations have commenced to provide improved learning environments; an improved reception area; and improved facilities for pupils supported within the communication unit. Adaptation to allow for better utilisation of administrative and support facilities in the central section of the building are also underway and covered learning zones immediately adjacent to classrooms will be created to support outdoor learning. The refurbishment will be carried out over 5 phases and disruption management arrangements will be negotiated with the head teacher who will represent the interests of the school community.

4.1.7. A new build Spateston Early Learning and Childcare Centre was approved by the education and children policy board in January 2016. Design development has been ongoing. However, a report on ground conditions at the new site, received in June 2018, has identified a number of challenges to the development of the project at this particular site. As a result alternative locations within the immediate area are currently being considered. It is anticipated that the project's delivery programme will not be seriously compromised by this change to location and a report on this matter will be presented to the education and children services policy board in November 2018.

4.2. To address a number of sufficiency concerns a programme of capacity reduction was undertaken to make certain schools more efficient and improve the core fact statistics for overall occupancy within the Council area. The undernoted describes the action taken and current sufficiency ratings.

4.2.1. St David's Primary School shares accommodation with Cochrane Castle Primary School and West Johnstone Early Learning and Childcare Centre. The sufficiency rating of the school in May 2014 was C - poor. This was calculated by measuring its capacity which was 179 against a roll at the time which was 69. This meant that the school had a 41% occupancy level in 2014. By reallocating 2 classes from St David's Primary School to Cochrane Castle Primary School, the capacity of the school was reduced by 66 spaces to 113 spaces and the occupancy level improved to 61% achieving a revised sufficiency rating of B - satisfactory.

The school's roll at September 2017 was 58 and the sufficiency rating has fallen to 51%, category C - poor. While this is a concern it is of note that classes at Primary 1 and 2 are larger than those further up the school and roll projections continue to be monitored to establish if this is an upward trend.

4.2.2. The sufficiency rating of St Fillan's Primary School was C – poor in May 2014. This was calculated by measuring the school's capacity which was 262 against a roll at the time which was 143 pupils. This meant the school had a 54.58% occupancy level in 2014. By removing a modular unit from the school grounds the capacity of the school was reduced by 66 spaces to 196 spaces and the occupancy level improved to 73% achieving a revised sufficiency rating of B - satisfactory.

The school's roll at September 2017 was 132 and while the sufficiency rating has remained the same, category B – satisfactory, the percentage occupancy level has fallen to 67%. As a result of this roll projections will continue to be monitored.

- 4.2.3. The sufficiency rating of East Fulton Primary School was C – poor in May 2014. This was calculated by measuring the school's capacity which was 424 against a roll at the time which was 239 pupils. This meant the school had a 56.37% occupancy level in 2014. By removing a modular early learning and childcare unit from the school grounds and reconfiguring the classes to provide this within the main building within main school building the capacity of the school was reduced by 66 spaces to 358 spaces and the occupancy level improved to 67% achieving a revised sufficiency rating of B - satisfactory.

The school's roll at September 2017 was 230 and while the sufficiency rating has remained the same, category B – satisfactory, the percentage occupancy level has fallen slightly to 64%. As a result of this roll projections will continue to be monitored.

- 4.3. The SEMP of May 2014 recommended a series of catchment reviews to address historical geographical anomalies. Formal consultations were undertaken during school session 2014 / 2015; these reviews were approved and most catchment areas were revised for the beginning of the school session in August 2015. The following schools were affected by these changes: St Mary's and St Fergus' Primary Schools; St Fillan's and Our Lady of Peace Primary Schools; and St Anne's and St James' Primary Schools. The catchment changes affecting West and Glencoats Primary Schools came into effect in August 2016.
- 4.4. A further series of catchment reviews were proposed but were not taken forward for reasons detailed below:
- 4.4.1. A review of boundaries between St Catherine's and St John Ogilvie Primary Schools was not undertaken in light of the new housing development at the BASF site which is within the St John Ogilvie Primary School catchment area. This development has necessitated an extension to the St John Ogilvie Primary School building and further assessment of the two catchment areas identified that the proposal to realign the Whitehaugh area from St Catherine's Primary School to St John Ogilvie Primary School would create unnecessary accommodation pressures at St John Ogilvie Primary School.

A review of boundaries between St Anthony's and St David's Primary Schools was seen to be an unnecessary disruption because, at the time, the capacity reduction exercise at St David's Primary School provided a solution to the occupancy challenges facing the school. While the reduction in roll is a concern it is of note that classes at Primary 1 and 2 are larger than those further up the school and roll projections continue to be monitored to establish if this is an upward trend.

4.4.2. A review of boundaries affecting Lochfield, Todholm and Williamsburgh Primary Schools was not undertaken. This proposal was deferred pending further development of new housing proposals which would impact on the catchment areas of all these schools. Children's Services continues to liaise with the Council's planning department to monitor developments in this respect.

4.5. Unfunded proposals which were not developed.

4.5.1. The proposal to develop a shared site for St Catherine's and Gallowhill and Primary Schools and Gallowhill Early Learning and Childcare Class has not been progressed. In 2014 both schools presented condition challenges which resulted in the development of the proposal to co-locate the schools on a shared site. At that time the proposal was prioritised but not funded and over time property services have improved the condition of both schools which are now categorised as B - satisfactory. This fact combined with increasing rolls at both schools means that the proposal is no longer appropriate or viable.

4.5.2. Co-location of West Primary School and Early Learning and Childcare Class and Hugh Smiley Early Learning and Childcare Centre has not been progressed. While works to improve the condition of the West Primary School buildings have not been taken forward via the Council's SEMP, property service are taking forward a programme of building improvement which will continue during 2018. This will involve re-roofing, re-rendering and re-wiring the building and replacing windows to improve the overall performance of the building. The sufficiency challenges in relation to the school building will be reassessed as part of the expansion of early years programme currently being developed by children's services.

The challenges facing the Hugh Smiley Early Learning and Childcare Centre will be addressed through the expansion of early years programme currently being developed by children's services.

4.5.3. The 2014 SEMP identified a need for property upgrades to improve conditions at St Anne's Primary School; Brediland Primary School; Glenburn Early Learning Centre; and Paisley Early Learning Centre. At that time all of these buildings were categorised as condition C – poor. A series of interventions to address the condition concerns highlighted has led to significant improvement and the most recent condition surveys undertaken during 2017 demonstrate that the condition of St Anne's Primary School; Brediland Primary School; Glenburn Early Learning and Childcare Centre; and Paisley Early Learning and Childcare Centre has improved to category B – satisfactory.

4.6. The most recent roll projections show an increasing pupil roll over the next ten years. As a result it is likely that the majority of our current primary school buildings will have a sufficiency rating of category B (satisfactory) or better within the next five years.

Implications of this report

1. **Financial**
None

2. HR and Organisational Development

None.

3. Community/Council Planning

Our Renfrewshire is well - Improved school and early years environments support health and wellbeing.

Reshaping our place, our economy and our future - Improved school and early years environments support learning and achievement.

Creating a sustainable Renfrewshire for all to enjoy - Sustainable approaches to ensuring high quality assets will be developed.

Working together to improve outcomes - Improved school and early years environments support learning and achievement.

4. Legal

None.

5. Property/Assets

None

6. Information Technology

None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety

None.

9. Procurement

None

10. Risk

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

List of Background Papers

- (a) Background Paper 1:
Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2:
Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3:
Proposal to consult on: The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.
- (D) Background Paper 4:
Response to the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk

Children's Services

IT/GMcK/LG

7 August 2018

Author: Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Renfrewshire Council Children's Services Anti-Bullying Policy

1. Summary

- 1.1. Renfrewshire Council is committed to the personal and social wellbeing of all children and young people. The existing policy on Tackling Bullying in Renfrewshire was approved by the Education and Children Policy Board on 14 May 2015. The revised policy brings the previous policy into line with recent guidance and the three-year review period recommended in the 2015 policy. The revised policy is attached as an appendix to this report.
- 1.2. The revised policy has been informed by 'Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People (The Scottish Government 2017). This policy sits alongside other Renfrewshire Council policies such as Promoting Positive Relationships (August 2014); and Protecting Children and Ensuring Their Wellbeing (Standard Circular 57 – August 2014).
- 1.3. This policy will apply to all educational establishments and settings and to all practitioners, including community learning and development and out of school care services and partners in the private and third sector who work in partnership with Renfrewshire Council to uphold the spirit of the policy.
- 1.4. In line with the guidance set out in Respect for All, each establishment is required to develop its own local anti-bullying policy that reflects the Renfrewshire Council policy as well as include the consultation they have carried out with pupils, parents and staff locally. Guidance on how to do this will be included in the policy. Establishments are expected to have produced a local policy within 6 months of the approval of this document.

- 1.5. A wide range of stakeholders were involved in reviewing and updating the policy, including head teachers, pupils, parents and representatives from children's services. Officers also sought support with policy revisions from respectme, Scotland's anti-bullying Service, and have engaged an external anti-bullying expert to help ensure the revised policy implementation is supported on an ongoing basis.
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2. Recommendations

2.1 Elected members are asked to:

- approve the policy attached as Appendix 1 to this report
-

3. Background

- 3.1 Renfrewshire's policy on anti-bullying provides guidance to staff, parents, children and young people on the prevention, identification and management of bullying, this relates to both bullying behaviour and the impact it has.
- 3.2 The focus for the policy is to help all our establishments create environments where bullying cannot thrive. Our aim continues to be supporting the development of respectful relationships amongst children and young people in Renfrewshire. The policy will provide working guidance for staff to meet the required standard in preventing bullying, in dealing with bullying and in responding to the impact it has. The guidance will also detail the provision of information for parents and carers.
- 3.3 The policy includes specific reference to equality and prejudice-based bullying behaviours and online bullying.
- 3.4 The policy provides information and guidance on:
- the definition of bullying and bullying behaviours;
 - awareness raising and prevention;
 - responding to bullying;
 - responsibilities for all staff, adults, children and young people;
 - supporting children and young people;
 - working with parents and carers as partners;
 - reporting, responding and recording of alleged bullying/bullying incidents;
 - responsibilities of the local authority;
 - data monitoring; and
 - further guidance to support implementation.

4. Policy Development and Consultation

- 4.1 A working group which consisted of representatives from Children's Services; schools; libraries; youth and sports services, community learning and social work services was established to review and update the policy on tackling bullying in Renfrewshire. Advice and support was also sought from partner agencies such as Police Scotland and *respectme*, Scotland's anti-bullying Service as well as an external anti-bullying consultant.
- 4.2 Consultation with parents on the draft policy on anti-bullying was undertaken in January 2018. An on-line survey was circulated to all parent councils who were in turn encouraged to circulate it to parents and carers; 253 responses to the consultation were received. The key findings were:
- Parents and carers have told us that they value being included in school life and over 92% that were surveyed in January 2018 said that parents and carers and schools share a clear responsibility to talk to their children about bullying.
 - Parents felt there was room for improvement in relation to communicating local anti-bullying policies and approaches.
 - Parents stated that they found school websites and social media as very useful places to get information.
 - Pupils that were consulted with in early May 2018 stated that they think it is important to tell everyone that it is okay not to be friends with everyone, but you don't have to be mean to those you are not friends with.
- 4.3 Consultation with pupils took place in May and June 2018 through written responses done with teachers and series of focus groups to share their views and experiences. The key themes that emerged from this consultation were:
- pupils value the positive relationships they have with staff;
 - staff in school do a very good job of making them feel safe;
 - pupils appreciate being involved and asked about bullying in their school;
 - adults can sometimes over react;
 - pupils would like to see better supervision on playgrounds;
 - parents and schools should work in partnership with each other;
 - they want to be listened to and taken seriously - they value this when it happens;
 - friendships are very important and are a source of support; and
 - they value consequences in place for those who bully as well as help. People bullied should get the help they need.

- 4.4 A summary of the consultation findings is included as Appendix 2 to this report.
-

5. Implementation and Communication

- 5.1 When approved, the policy will be disseminated throughout Children's Services at service meetings, in-service days, educational establishment and settings meetings with staff, children and young people and parents and parent councils, as well as by the production of a leaflet for parents. The policy will also be discussed with Trade Unions through liaison meetings. The policy will be available on the council's website.
- 5.2 Renfrewshire Council are planning a series of roadshows/events to share the revised policy and to inform staff, pupils and parents and carers of the content and expectations. This will be done through our 11 school clusters and will begin in late August 2018. This will ensure knowledge and expectations are cascaded to the appropriate stakeholders. These roadshows will take place in the community and will be supported by an external expert on anti-bullying who will be working with Renfrewshire Council throughout this process.
- 5.3 Following the roadshows/events, each establishment will then have six months to review and develop a local anti-bullying policy that is in step with the local authority one.
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6. Monitoring

- 6.1 It is essential that all educational establishments and settings are alert to alleged bullying behaviours and are vigilant in identifying allegations and incidents of bullying behaviours, ensuring they are dealt with and recorded. Every educational establishment and setting will be required to update the school's information management system (SEEMIS) when incidents occur to allow the head teachers and Children's Services to monitor trends.
- 6.2 Supportive guidance for schools was issued in May 2018 by The Scottish Government titled 'Recording and Monitoring of Bullying Incidents in Schools'. This was developed by a sub-group of Scottish Government, Education Scotland and other stakeholders. The SEEMIS Bullying & Equalities module is seen as the most appropriate tool for schools and local authorities to monitor and record bullying. Renfrewshire Council implemented this module in August 2017.
- 6.3 The reported incidents will be reported annually through its improvement planning process by Children's Services to the Education and Children's Services Policy Board. Compliance with the policy will be monitored by officers through the quality improvement framework process. The identification of successful strategies will be noted through this process and shared with head teachers and heads of centre.

- 6.4 A report of the nature and types of bullying incidents including those which are characterised by the protected characteristics of the Equalities Act 2010 (perceived or actual) will be presented to the Education and Children's Services Policy Board on an annual basis.

Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** – Training and awareness-raising of the revised policy will form part of the implementation plan.
3. **Community/Council Planning** –
 - Building strong, safe and resilient communities – Implementation of the policy will support vulnerable children and young people and minimise potential harm arising from bullying behaviours.
 - Tackling inequality, ensuring opportunities for all – Implementation of the policy will continue to address inequalities, through the recognition of the harmful effects of bullying behaviour and the promotion of restorative approaches.
4. **Legal** - None
5. **Property/Assets** – None
6. **Information Technology** – None
7. **Equality & Human Rights** The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** - None
9. **Procurement** – None
10. **Risk** – None
11. **Privacy Impact** – The process for recording bullying incidents is now electronic rather than paper-based. The SEEMIS system is secure and parents have consented to pupil information being held there.
12. **Cosla Policy Position** – None

List of Background Papers

None

LF/GMcK/LG
12 July 2018

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Renfrewshire Council Children's Services

Anti-Bullying Policy

Publication Date: August 2018
Responsible Officer: Chief Education Officer
Review Due: August 2021

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1. Policy Statement

- 1.1 This policy sets out the approach to be taken in all Renfrewshire Council education establishments in relation to bullying behaviour and supporting the development of respectful relationships. It applies to all early years' centres, schools and community learning and development provided by Renfrewshire Council. It is the expectation of Renfrewshire Council that private and voluntary sector providers working with us in partnership will uphold the spirit of the policy. This will be communicated as part of any procurement or partnership process.
- 1.2 This policy has been developed to take account of the national guidance on anti-bullying, 'Respect for All – The national approach to anti-bullying for Scotland's children and young people' and builds on the previous policy on anti-bullying which was developed in 2015.
- 1.3 Children have the right to be safe. Bullying impacts on this right and can affect their right to an education.
- 1.4 Our aim is to create environments where bullying cannot thrive. In line with the guidance set out in 'Respect for All', and in order to ensure local ownership of anti-bullying, each establishment is required to develop its own local anti-bullying policy that reflects the Renfrewshire Council Policy as well as the consultation they have carried out with pupils, parents and staff.
- 1.5 Within six months of the launch of Renfrewshire Council's Anti-Bullying Policy, each establishment should have a copy of both Renfrewshire Council's Anti-Bullying Policy and their own local policy available for all staff, parents and carers, and pupils.
- 1.6 Establishment policies should reference the work done to consult with parents, and carers as well as pupils and staff locally. They must reference the local authority policy and lay out what that establishment does to create environments where bullying cannot thrive, including any activities that are specific to that establishment and the pupils who attend.
- 1.7 Establishment policies need not be as detailed as the local authority one, but must be linked to on school websites and within their policy document. A supporting resource from respectme can be found here - <http://respectme.org.uk/wp-content/uploads/2017/11/Policy-thought-to-Practice-2017.pdf>
- 1.8 In the development of this policy, schools obtained feedback from pupils on their experiences and views on bullying in both May and June 2018 and as part of the All Children Study of Wellbeing, undertaken at the end of 2016 across Renfrewshire. The views of parent council chairs, as representatives of their school's parent body, were sought, and a focus group of senior school staff was also held to ensure that the establishment perspective is represented in this policy.

- 1.9 Pupils told us they want to feel safe and have their concerns taken seriously and parents told us they wanted to be included in discussions about bullying. A respect and acknowledgment of this is woven throughout this policy.
- 1.10 Children's services have a well-established and positive partnership with respectme, Scotland's Anti-Bullying Service, dating back to 2009, and that organisation supported the council with the development of the 2015 policy and provided feedback on this revised policy.

2. Principles

- 2.1 Renfrewshire Council believes that a safe, nurturing and respectful learning environment is fundamental in supporting every child to thrive and achieve. The Council recognises the impact that bullying behaviour can have on wellbeing and is committed to preventing, reducing and responding to bullying behaviour in all forms in our establishments.
- 2.2 Renfrewshire Council will promote a culture of positive behaviour and respectful relationships in its establishments.
- 2.3 Children and young people should be encouraged to report incidences of bullying behaviour or suspected bullying behaviour. Every learning establishment must offer a range of friendly, safe and confidential ways for children and young people to raise concerns about themselves or others. This reflects the views and experiences expressed by pupils in the development of this policy.
- 2.4 Renfrewshire Council recognises that bullying behaviour is not limited to the school environment and responding to it effectively needs strong partnership working – between the establishment, pupils, parents and communities.

3. Legislative and Policy framework

- 3.1 The legislative and policy framework in which this policy has been developed includes:
- Getting It Right for Every Child (GIRFEC, updated 2012);
 - Curriculum for Excellence, in particular, the Health and Wellbeing Framework, (Scottish Government, 2004);
 - The Equality Act, 2010;
 - The Children and Young People Act, 2014;
 - Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
 - The United Nations Convention on the Rights of the Child (UNCRC), 1989;
 - The Human Rights Act, 1998;
 - The Standards in Scotland's Schools etc. (Scotland) Act, 2000;

- Corporate Parenting Policy (Renfrewshire Council 2009);
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools (Scottish Government, 2013);
- The National Improvement Framework for Education; and
- 'Respect for all – the national approach to anti-bullying behaviour for Scotland's children and young people' (source/date)

4. Definitions

- 4.1 Renfrewshire Council has adopted the definition of bullying used in 'Respect for All':

Bullying is both behaviour and impact: the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

- 4.2 This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

- 4.3 Bullying can happen face to face and online. Renfrewshire Council will address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate kind of bullying. This is about where bullying happens, not what happens.

- 4.4 Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. These differences include, but are not limited to, the protected characteristics covered by the Equalities Act 2010:

- Age;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion and belief;
- Gender;
- Sexual orientation; and
- Marriage and Civil Partnership

- 4.5 In line with the Equalities and Human Rights Commission's technical guidance for schools in Scotland, 'Age, and Marriage and Civil Partnership are not protected characteristics for the schools provisions. We recognise, however, that children may still experience prejudice related to these characteristics.
- 4.6 Prejudice-based bullying behaviour is not restricted to these categories. It may also result from perceptions about a child or young person for other reasons, such as their socio-economic background, being looked-after, being a young carer, being an asylum seeker or refugee, body image or other family circumstances. Appendix A provides a more detailed summary of prejudice-based bullying.
- 4.7 In line with 'Respect for All', Renfrewshire council acknowledges that not all disagreements between children and young people are necessarily bullying in nature and establishments should consider the definition set out in this policy when investigating and resolving allegations of bullying behaviour. There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Some behaviour which may be treated as bullying may actually be criminal in nature bullying. Threatening someone to do something sexual is not bullying - it is sexually aggressive behaviour and a form of gender-based violence. Bullying can be motivated by prejudice as can crime. A hate crime is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice.
- 4.8 Renfrewshire Council recognises that all children and young people have the right to be safe and bullying is breach of their Rights. Children and young people have the right to have their views taken into account and to enjoy all of the protection and expectations outlined in the United Nations Convention on the Rights of the Child (1989).
- 4.9 Pupils stated that they value clarity on what is bullying and what is not. Pupils who took part on the consultation agreed with the definition and this should be in all local policies.

5. Renfrewshire Council's approach to bullying behaviour

- 5.1 Renfrewshire Council expects all educational establishments to create environments where bullying cannot thrive. Renfrewshire Council aims to foster a culture and ethos of respect and responsibility, in an environment where all adults, children and young people are able to play an active part in preventing and responding to bullying behaviour.
- 5.2 Environments where bullying cannot thrive are ones where pupils and the community play a part in school life. Children's rights are promoted and respected. Diversity is celebrated and there is a shared understanding of what behaviour is acceptable and what is not. Pupils expressed a clear desire to be listened to and to be involved in how schools respond to and prevent bullying. This is a core part of creating environments where bullying cannot thrive.
- 5.3 Leadership is a vital component of success. How an establishment responds to bullying is reflective of the culture and ethos in the school. This is set by those who lead through role modelling and setting an example in their establishment.
- 5.4 'Respect for All' provides guidance for local authorities, schools, third sector organisations, parents, and children and young people both in terms of what they should expect from others but also what is expected of them. It can be found here - <http://www.gov.scot/Publications/2017/11/6766>
- 5.5 Schools and organisations can also access 'Policy into Practice', a helpful workbook to guide them through the process of revising their policy at www.respectme.org.uk
- 5.6 Anti-bullying training is provided to our staff in partnership with respectme. It is available throughout the year and can be accessed through the service's Continuous Professional Development (CPD) catalogue. respectme also offers training and resources to parents and carers.

6. Roles and responsibilities

- 6.1 The senior manager in each education establishment (head teacher, head of centre or equivalent) has overall responsibility for preventing and responding to bullying behaviour and promoting respectful relationships within their establishment. They can do this by:
 - promoting and role-modelling an environment where bullying cannot thrive, and to develop a culture of positive behaviour and respectful relationships within their establishment;
 - ensuring that their establishment has its own anti-bullying policy in line with the timescales set out in this Policy, reviewed every 3 years, which reflects the Council's policy and the requirements set out in national guidance;

- ensuring all staff within their establishment have a clear understanding of the policy on anti-bullying and their roles and responsibilities in relation to this;
- identifying a lead for anti-bullying within their establishment;
- ensuring that all children and young people within their establishment know how to report any concerns about bullying behaviour;
- ensuring that staff adhere to all procedures for reporting, recording and responding to incidents of bullying behaviour;
- monitoring information on incidents of bullying behaviour and taking appropriate action where required; and
- ensuring staff are able to take up appropriate professional learning opportunities in relation to anti-bullying.

6.2 All staff must be aware of, and adhere to, the school and Council's policy and procedures in relation to bullying. All staff in each establishment are responsible for:

- contributing to a culture of positive behaviour and respectful relationships;
- ensuring that children and young people know how to recognise and report an incident of bullying behaviour and are comfortable with the means of doing so;
- being aware of their responsibility to prevent and respond to prejudice-based bullying behaviour;
- ensuring that they are aware of, and are adhering to, the procedures for monitoring and recording alleged incidents of bullying behaviour;
- actively contribute to the development, delivery, and review of anti-bullying behaviour strategies within the learning environment; and
- acting as a positive role model in establishing respectful relationships.

6.3 Establishments should ensure their anti-bullying policy also sets out expectations of behaviour for pupils and parents in reporting and resolving matters relating to bullying behaviour.

7. Support for Children and Young People

7.1 Support for children and young people affected by bullying behaviour is essential, both immediately following the incident, and, during an agreed period of review. This includes support for those children and young people who have exhibited bullying behaviour. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is little or no long-term effect on someone who has been subjected to bullying behaviour.

During the pupil consultation, most pupils stated that they value the relationships they have with adults and the care and support they offer, most feel safe at school and enjoy opportunities to be involved. Staff should continue to use their skills at building safe and meaningful relationships with pupils.

7.2 When responding to bullying or suspected bullying, staff should ask themselves the following questions:

- What was the behaviour?
- What impact did it have?
- What does this child want me to do?
- What do I need to do about it?
- Is there any evidence of prejudice behaviour or attitudes?

7.2 Remembering that bullying is both behaviour and impact, Renfrewshire Council staff are expected to address both behaviour and impact. Sometimes Renfrewshire Council staff may need to deal with behaviour such as prejudice-based language and threats that may appear to have little or no impact. The use of prejudice or derogatory language is never acceptable in Renfrewshire Council's establishments regardless of intent or impact and should always be challenged.

7.3 Approaches which schools may adopt to prevent and reduce incidences of bullying behaviour and promote respectful relationships include:

- making links between discussion and policies on children's rights, diversity, equality and positive behaviour and bullying to help ensure a whole school approach to relationships and behaviour.
- themed assemblies and guest speakers;
- curricular activity;
- playground initiatives;
- pupil-led programmes and activities;
- mentoring and/or buddy systems;
- health and wellbeing activities;
- regular discussions with pupil and parent councils;
- wider engagement with parents about particular issues (e.g. online behaviour);
- mediation; and
- actively promoting positive respectful relationships through establishment values rather than focusing on bullying behaviour.

Pupils stated that they value the opportunity to be involved in and lead on initiatives in schools and establishments. This can include senior pupils talking to younger pupils and delivering scenario-based training to staff where appropriate.

- 7.4 As bullying behaviour also occurs outside of the school day and often through social media, there should be greater emphasis on the need for pupils, parents, and communities to be aware of the signs of bullying behaviour. The head teacher/head of establishment should seek to raise awareness of the school's policy through its pupil and parent councils. Bullying that takes place outside of school that has an impact on a child or young person must still be taken seriously. When schools are made aware of such incidents, staff will work in partnership with their communities to address these issues.
- 7.5 Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour.
- 7.6 Any bullying behaviour must be challenged; however, all people (including those who are bullying) should always be treated with respect. Not labelling children does not diminish the seriousness nor impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the problematic behaviour.
- 7.7 This is a solution-oriented approach that is designed to help people change the way they behave without being stigmatised. Rather than labelling them, staff and volunteers can help children and young people change by telling them that the behaviour is bullying and that what they did is not acceptable.
- 7.8 Renfrewshire Council is committed to ensuring children and young people have a voice in the development of anti-bullying policy and practice in their local authority and in their school. Schools should reflect this in their local policies.
- 7.9 Pupils told us that they think it is important to tell pupils in all schools and establishments that it is okay not to be friends with everyone, but you do not have to be mean to people that you are not friends with. Adults should consider how to discuss this locally and use it as a principle to underpin discussions on relationships.
- 7.10 A majority of pupils told us they would like better supervision in the playground. All schools should consider their approach to levels of supervision and how they respond to behaviour and concerns in the playground. Initiatives that involve children in the playground are valued. Some expressed that adults telling them to 'ignore bullying' was not helpful advice.

- 7.11 Pupils also shared that they sometimes feel that concern or worry from adults feels the same as anger or disappointment. Adults should be mindful of this and seek to clearly express how they feel with children and young people directly. If they are concerned or worried, to be explicit about this.

8. Working with Parents and Carers as partners

- 8.1 It is vital that when devising a local policy all establishments involve parents in its development. All establishments must ensure they have processes in place to engage with parents and carers and foster an approach that promotes partnership and shared responsibility. The development of school policy on bullying should include consultation with parents/carers.
- 8.2 Establishments should ensure that copies of both the local and the authority-wide bullying policy are easily accessible to pupils, parents and carers, and staff. Both policies should be available on the establishment's website and hard copies available on request. Consultation has indicated that school websites and social media are valued as a means of communication with parents and schools should reflect that.
- 8.2 Staff should use their professional judgement to determine at which stage parents/carers should be involved when there are bullying concerns. Renfrewshire Council expects its staff to consider the wishes of a young person in relation to sharing concerns about bullying with parents. Staff should act in the spirit of GIRFEC and consider the best interest of a child. If a child or young person indicates that telling a parent could cause harm or distress, this needs to be considered. Their right to privacy is not an absolute right, and where there is a child protection concern, local procedures must be followed. Local policies should reflect a partnership between schools and parents/carers in tackling bullying.

9. Reporting, recording, and responding to concerns

- 9.1 Educational establishments will provide a number of ways in which alleged incidents of bullying behaviour can be reported by children and young people. Each establishment will ensure children, young people and parents are aware of how concerns can be raised.
- 9.2 Establishments should consider ways to promote discreet or anonymous reporting mechanisms for pupils.

- 9.3 Parents and carers should be informed of how they can raise concerns formally and informally. Reports of alleged bullying made by parents/carers/others will be treated as bullying incidents and schools will aim to complete an investigation and implement any remedial action as soon as possible and communicate the outcome to affected children, young people and their parents. Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. If the incident occurs at the end of the school day or outwith school hours, the investigation should commence at the start of the following school day. If a parent/carer is not satisfied with the way in which the establishment has handled an incident of alleged bullying, they should be referred to Renfrewshire Council's complaints procedure.
- 9.4 Each incident of bullying which takes place in a school will be recorded in the Bullying & Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools. The Scottish Government Guidance on 'Recording and Monitoring of Bullying Incidents in Schools' can be accessed here - <https://beta.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/>
- 9.5 When recording bullying incidents, the following information must be included:
- the children and young people involved as well as other adults;
 - the type of bullying experienced – name calling, threats or rumours etc;
 - any underlying prejudice including details of any protected characteristics;
 - the impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns; and
 - actions taken including resolution at an individual or organisational level.
- 9.6 This section of the policy is concerned with the processes to be followed in relation to bullying, typically after adults have responded to what happened and the impact it had. Renfrewshire Council's practice and approach to bullying is detailed in the earlier sections of this policy and this should be reflected in any subsequent recording. All Renfrewshire Council staff are directed to the content of Sections 5, 6, 7 and 8 of this policy on how to approach and respond to concerns about bullying.

- 9.7 Renfrewshire Council staff should use their professional judgement when deciding when to record on the SEEMIS module. In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and the impact before deciding if it is bullying and should be recorded. The purpose of recording is for schools to learn about what kind of bullying is happening in their school and to identify if there are trends or issues that require addressing, based on what the recording tells them. It should be seen as an improvement tool.
- 9.8 All data recording, monitoring and reporting will be undertaken in line with current data protection legislation.
- 9.9 Recording and monitoring the number and nature of incidents of bullying behaviour ensures that appropriate responses can be made and supports the identification of trends and opportunities for early intervention.
- 9.10 Information on incidents of bullying behaviour is used for management information purposes and will be monitored by senior managers within each establishment. It may also be discussed as part of the Council's quality improvement framework for establishments.
- 9.11 The monitoring of incidents of bullying behaviour will include monitoring of incidents relating to the protected characteristics set out in the Equality Act 2010.
- 9.12 Incidents that happen away from school can still impact on the health and wellbeing of children and young people and they will require help and support at these times. Schools may also choose to record incidents (in line with this guidance) that they have been made aware of that are affecting a pupil or pupils.

10. Policy review and development

- 10.1 This policy was developed in line with the revised guidance published by the Scottish Government in November 2017.
- 10.2 This policy will be reviewed no more than 3 years after its implementation date and thereafter at intervals of no more than 3 years. This is in line with national guidance.
- 10.3 The Chief Education Officer is responsible for ensuring that the policy is reviewed every three years or when there has been a significant change to national policy.
- 10.4 Renfrewshire Council will consult with relevant stakeholders as part of the regular policy review.

Appendix A: Prejudice-based bullying

This section outlines the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Additional Support Needs: These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings - for example, in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees: Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and, given that race is a protected characteristic, understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

Disability: Disability is a protected characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure.

The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Gypsy/Travellers: Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying and given that race is a protected characteristic parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other traveller families, such as Roma, may have similar concerns.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

Looked After Children and Young People: Looked after children and young people can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are looked after and seen in some way as 'different'. Children who are looked after away from home can also experience bullying behaviour in their residential care home, at school and in their community. Looked after children and young people may not always have a stable support network to turn to when experiencing bullying. For some children, forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice, however, means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and Gender: Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are perceived not to conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Socio-economic Prejudice: Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/ social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc can become widespread through those considering themselves to be in the dominant socioeconomic group. Bullying of children who endure parental substance misuse can also be prevalent.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Anti-Bullying Policy Appendix 2: Pupil and Parent Views

The development of the revised policy included extensive consultation with pupils. The consultation was undertaken by the independent bullying expert engaged by the council to support the revision and implementation of the bullying policy. Fourteen primary schools provided a collective response to a pro-forma designed to provide a structure to a discussion between pupils and teachers about bullying. Responses came from classes from P2 to P7. Two primary schools and two secondary schools freed up pupils to take part in focus groups where more in-depth views could be gathered.

Using the two methods allowed pupils to use their voice in a group setting or to contribute anonymously, if that felt more comfortable. The inclusion of pupil views in the development of policy demonstrates to children and young people that their views are taken seriously by Renfrewshire Council. Once the policy has been approved, the implementation phase will include feedback to pupils to show how they have influenced the new policy.

The key points from the written responses are detailed below.

What does the school do well to deal with bullying and to make you feel safe?	
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- | | |
|--|---|
| <ul style="list-style-type: none"> • Teacher always available to talk or intervene • Checks in with pupils – can tell when someone is sad • School talks to children individually • Staff available in the playground • Provide solutions • Teaches children to be kind – how to apologise and not raise their voice | <ul style="list-style-type: none"> • Consequences for children who bully (kept in at break, reflection) • Golden-time/behaviour charts (traffic light system) • Anti-bullying assemblies and videos/work in class – learning how to recognise different types of bullying • School contacts parents |
|--|---|

What could the school do better?	
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- | | |
|---|---|
| <ul style="list-style-type: none"> • More staff in the playgrounds and at pitches • More severe punishments, even for smaller incidents • Involve parents more (letters home) • Worry boxes are not effective for all but were for a small number of pupils | <ul style="list-style-type: none"> • Explain the different types of bullying • More assemblies and classwork about bullying • Friendship / anti-bullying clubs • Buddies (older pupils), more buddy benches • Always take it seriously |
|---|---|

What do you think your teachers need to hear? What is the one message you would give them about bullying?
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- | | |
|---|---|
| <ul style="list-style-type: none"> • They need to hear what is happening and who it involves • Listen to every part of the story • Don't tell me just ignore it • Bullying doesn't always stop when a teacher intervenes the first time | <ul style="list-style-type: none"> • How it affects someone being bullied (upset, stressed) • Sometimes children might lie to appear innocent • Don't give children into trouble in front of the class – take them aside and explain |
|---|---|

- Don't always know what the person bullied is going through
- why what they are doing is wrong

What do your parents or carers need to hear? What is the one message you would give them about bullying?

- What is going on and why
- Give and share information
- They need to listen
- Do not over react
- Ask their child about their day, give them time to speak about their thoughts and feelings
- Give children time to talk about it
- Know that a lot goes on outside of school as well
- Work with the school – call them or trust that the school will contact
- Always take it seriously
- Children can't always deal with it themselves
- Might not want to talk about being bullied

What do the other pupils need to hear? – What is the one message you would give them about bullying?

- Don't bully
- You must tell a grown-up / someone you trust – they're there to help
- Don't be afraid to ask for help
- Be kinder / more respectful of one another
- Treat people how you want to be treated
- Don't encourage bullying behaviour by laughing or getting involved
- Don't ignore it – stand up for yourself and others
- Think about the consequences of your actions and how it affects them
- Trust and talk to your friends
- Don't respond or hit back
- It's not your fault

What advice do you think should be in an antibullying policy for all of Renfrewshire Council?

- Tell someone you trust (friends, family, teacher etc.)
- Stick up for yourself and others
- Be clear what bullying is and isn't
- Treat others as you would like to be treated
- Think of the consequences – could be more serious (“dealt with immediately and severely”)
- Be honest, kind and respectful
- It's not big or cool to bully someone
- Encourage open communication

Similar themes emerged from the focus group discussions. A common issue was that children wanted more supervision in the playground. They felt that issues occurring within the playground were not always dealt with well and that pupils were sometimes told just to avoid one another. One school has Play Champs from P6 and P7, and this was felt to be a success.

In every school, someone brought up an example where they felt staff had seen bullying behaviour and not dealt with it. However, pupils across the schools involved in consultation all stated that they had many very good teachers who made them feel safe and will help them.

During the focus group work, many children started the session by giving what they believed were the right answers about dealing with bullying. Further discussion identified that whilst most children and young people knew what they should do, there were barriers to them always disclosing that they had experienced or witnessed bullying. Younger pupils were aware that they should tell a teacher if they see bullying, but they expressed concerns about “telling tales” and were worried about the consequences if they did tell an adult. Older pupils said that they worry about parents “over-reacting” and that this could be a barrier to sharing concerns or reporting bullying. Of particular interest was the comment that young people find it difficult to distinguish between concern, anger, and disappointment when an adult reacts, and that this may put them off raising an issue. The older pupils also stated that adults should try and remember what it was like being a teenager; it is a confusing time and they don’t have the knowledge that adults do.

One of the strongest messages from pupils was that they do not think that ‘hitting back’ or ‘hitting someone hard enough that they don’t hit back’ is good advice, but it is something they often hear. Many pupils stated that they had been told this but did not act on the advice, as they don’t want to hit someone and fear getting into trouble as well as making the situation worse. There was a clear consensus that they did not value this advice.

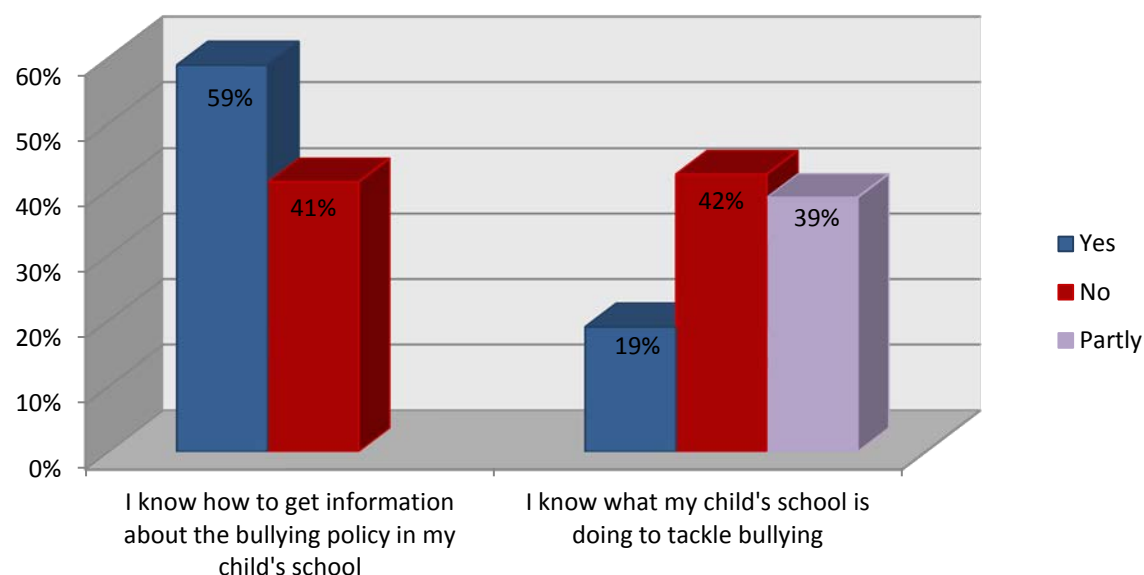
One secondary school shared the findings of a consultation they undertook as part of the development of their school policy. This indicated that most pupils understand what they “should do” if they encounter or experience bullying, and that they were witnessing more prejudice-based bullying. Pupils felt that little was being done about bullying behaviour and that ‘punishments’ needed to be clearer.

Some schools have included groups of pupils from across the schools to help develop anti-bullying initiatives and pupils stated that they enjoyed this experience. Some also said that they would like to be involved in creating scenarios which could be used in anti-bullying training for staff.

Consultation with Parents, January/February 2018

Parental consultation took the form of an online survey which was circulated to Parent Council Chairs in the first instance. Chairs were encouraged to share it with the wider parent group across the school in order to ensure that a range of parent voices were captured. The survey had 10 questions and was responded to by 253 people; most respondents completed all questions. Respondents also had the option to add comments. Almost all respondents answered as an individual; only 2% were responding on behalf of the wider parent council.

Respondents were asked whether they knew how to get information about the bullying policy in their child’s school and whether they knew what action the school was taking to tackling bullying. More than half of parents – 59% - said they knew where to get information whilst 58% said they knew all or some of the actions the school was taking to address bullying behaviours.

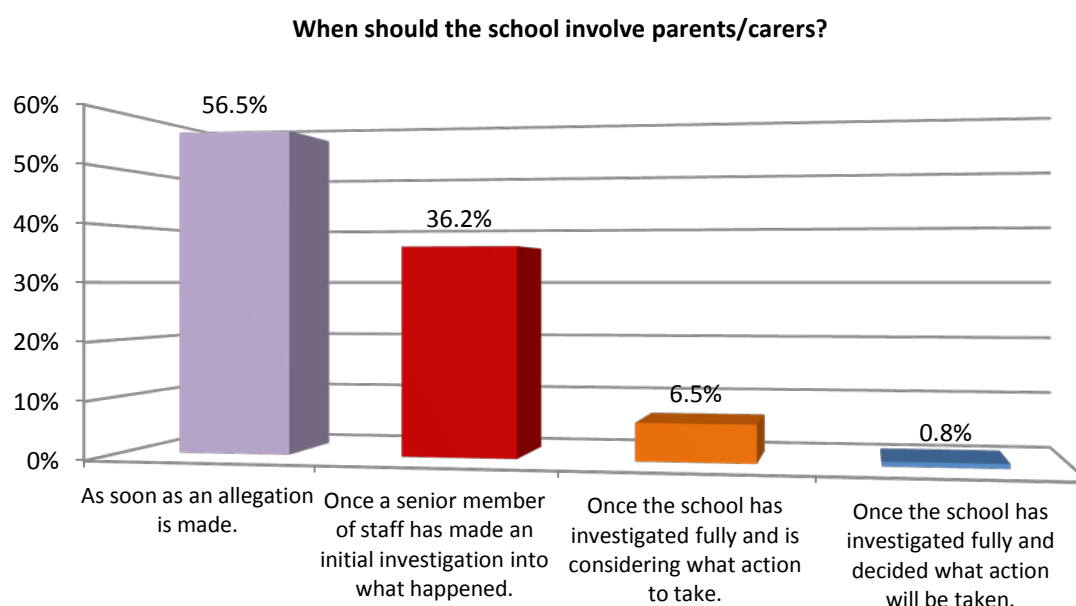


Parents and carers were asked how useful they find different approaches to communication between the school and parents, and the table below shows the responses. The use of letters sent home is still seen as valuable by parents and carers, and almost as many respondents would find it helpful to access information on tackling bullying on the school's website. The perceived usefulness of discussions at parent councils may reflect the fact that not all parents attend these.

	Not useful/slightly useful	Somewhat useful	Very/extremely useful
Discussions at parent council meetings	35.5%	33.5%	31.02%
Letters sent home	14.0%	26.4%	59.60%
Information in school handbook	23.9%	32.8%	43.32%
Hold a separate information session/workshop after school hours	19.0%	30.0%	51.01%
School website	11.8%	29.8%	58.37%

Most respondents felt that parents and schools were equally responsible for talking to children and young people about bullying. Only 5% and 4% respectively thought it was solely the responsibility of parents or of the school. A few respondents added comments to their answer and it was noted that there are differing perceptions of what constitutes bullying, and that it would be helpful if parents and schools had a complementary approach to promoting respectful behaviours.

A majority of respondents believed the school should involve parents and carers as soon as a bullying allegation is made.



Parents and carers were asked if they had suggestions for the types of support schools could offer pupils who have been bullied, or how they thought schools might reduce bullying behaviour.

The images overleaf show the key words used most often in suggestions for support and actions to tackle bullying. They include specific suggestions such as peer mentoring, buddy systems, and counselling. A few direct quotations from parents are given here.

Listening sessions where the child can talk openly

Assure the victim it's not their fault and that it's right to report bullying

More information to children as to what types of bullying there is. Children are not aware of what a small action means to someone else.

Tackle it earlier and involve senior pupils more as peer mentors and role models

Do you have any suggestions for the type of support schools should offer pupils who have been bullied?



Do you have any suggestions for actions schools could take to reduce bullying behaviour?



The survey was sent to all parent council chairs and the responses received represented 33 different schools. Two primary schools and one secondary school generated much higher response rates; together these three accounted for 44% of responses received. This is not linked to there being any particular issues within those schools.



To: Education and Children's Services Policy Board

On: 23rd August 2018

Report by: Director of Finance and Resources

Heading: Land within Grounds of Renfrew High School, Renfrew

1. Summary

- 1.1 This report seeks authority to declare land, shown outlined and highlighted on the attached plan, surplus to the Council's requirements in order that a disposal to Scottish Gas Networks for the purpose of installing a new Gas Governor.
-

2. Recommendations

It is recommended that the Board: -

- 2.1 Declare the land at Haining Road, Renfrew shown outlined and highlighted on the attached plan E2604C surplus to the Council's requirements.
- 2.2 Authorise the Head of Corporate Governance to dispose of the land to Scottish Gas Networks, and to allow a right of access over the secondary entry to the site.
- 2.3 Note that as part of this transaction Scottish Gas Networks will return to the Council land originally disposed to them for this purpose, which was latterly found not to be suitable.

3. **Background**

- 3.1 The sale of land at this location for a proposed new Gas Governor was the subject of a report to the Board on 1st June 2017, by which the Board confirmed surplus declaration of an appropriate land holding for sale to Scottish Gas Networks. That sale has progressed to completion, however essential sewer services have been identified post sale within the ground, which compromise that site as a location for the new Gas Governor. Accordingly, Scottish Gas Networks have asked if we could review the disposal to “move” the land package some 5 metres north west to avoid these services.
- 3.2 As with the original site, the land is located on the western edge of the site, adjacent to the public footpath. Access would need to be taken from a staff only entrance to the school. Access would be required for installation works, and then annually thereafter. A right of access in favour of SGN would be granted to accommodate this.
- 3.3 The revised site location has been reviewed with Children’s Services who have confirmed they would have no operational requirements.
- 3.4 The size of the alternative site is the same as that which has been sold, so no further financial consideration is necessary. What should be noted however, is that part of the original site sold and shown outlined and cross-hatched on the attached plan E2604C will be returned into the ownership of the Council, and that land, previously declared surplus to requirements, will no longer be so surplus, and will return to the operational asset of the School.
- 3.5 Scottish Gas Networks will meet the Council’s reasonable professional and legal expenses in undertaking this further transaction.

Implications of the Report

1. **Financial** – Capital receipt under original deal of £2,800.
2. **HR & Organisational Development** – None.
3. **Community Planning** – None.

4. **Legal** – Disposal of revised landholding and return to ownership of remnant, most likely under an excambion, together with the grant of access.
5. **Property/Assets** – As per this report.
6. **Information Technology** – None.
7. **Equality & Human Rights**
 - (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because no groups or individuals have any involvement currently at the property. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – None.
9. **Procurement** – None.
10. **Risk** – None.
11. **Privacy Impact** – None.
12. **Cosla Policy Position** – None.

List of Background Papers

- (a) Background Paper 1 – Report to the Education and Children Policy Board on 1st June 2017 entitled Land within grounds of Renfrew High School, Haining Road, Renfrew.

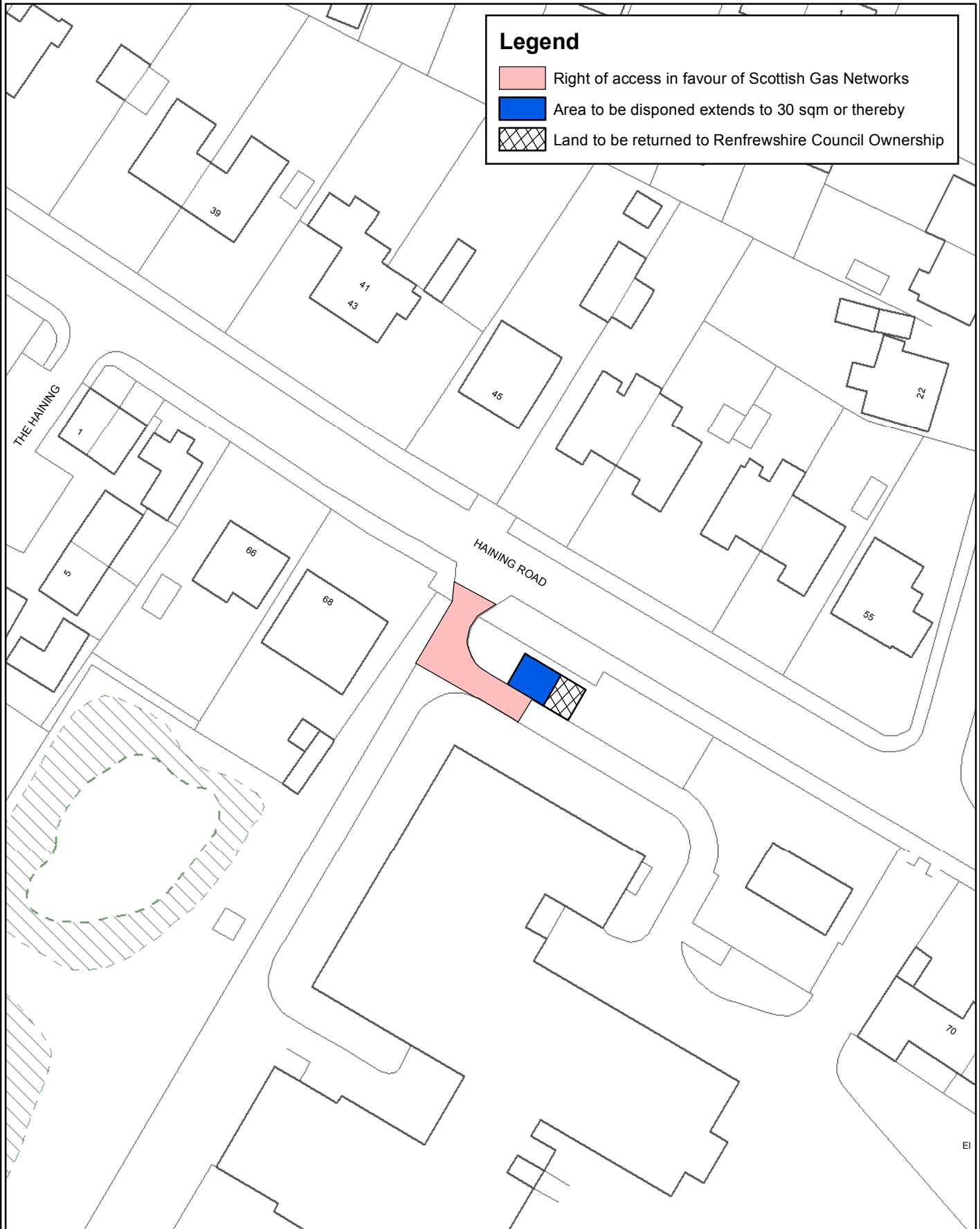
The foregoing background papers will be retained within Finance and Resources for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Joe Lynch, Head of Property Services, tel. 0141 618 6159, email: - joe.lynch@renfrewshire.gov.uk.

Author: John Mitchell
Tel: 0141 618 6177
Email: john.mitchell@renfrewshire.gov.uk

Date: 31/07/2018

Legend

- Right of access in favour of Scottish Gas Networks
- Area to be disposed extends to 30 sqm or thereby
- Land to be returned to Renfrewshire Council Ownership





To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Inspection of St Anthony's Primary School, Johnstone

1. Summary

- 1.1 St Anthony's Primary School was inspected by Education Scotland in April 2018 as part of a national sample of education. The letter to parents, published by Education Scotland on 12 June 2018, is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.
- 1.3 This was an exceptionally positive inspection which evaluated all four quality indicators as 'very good'. The letter to parents identified four key strengths of the school. These were:
 - The leadership of the head teacher and senior management in improving the work of the school. Across all areas of the school, a strong staff team who are committed to ensuring children receive high quality learning experiences where wellbeing is at the centre of school life.
 - The work of the school in improving approaches to literacy and English language. The shared and consistent approach to reading and writing which is creating for children a literacy rich environment.

- Hard working, courteous and well behaved children who show resilience. Positive relationships between teachers and children which support a purposeful inclusive learning climate, characterised by mutual respect.
- The effective partnership working across the school community to support and enhance children's learning.

1.4 The letter to parents identified the following area for further improvement:

- Staff should now look to refresh the curriculum rationale and learning pathways to take better account of the school's unique setting in its community and improve relevance and progression. This should extend to embedding the skills for learning, life and work across all aspects of school life.

1.5 Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare a short action plan (detailed within the School Improvement Plan) indicating how they will address the point for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by children's services.

2. **Recommendations**

2.1 Members of the Education and Children's Services Policy Board are asked to note the key strengths and the areas for improvement in the Education Scotland report on St Anthony's Primary School.

3. **Background**

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes one recommendation for improvement. This will be addressed through the school's improvement plan, produced by the school and supported by children's services staff.

3.3 Progress on the school improvement plan will be monitored by children's services staff on a proportionate basis.

3.4 Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of the Report

1. **Financial** : None
2. **HR & Organisational Development**: None
3. **Community/Council Planning** –
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal**: None
5. **Property**: None
6. **Information Technology**: None
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety**: None
9. **Procurement**: None
10. **Risk**: None
11. **Privacy Impact**: None
12. **Cosla Policy Position**: Not applicable

List of Background Papers

None

Author: Julie Colquhoun, Education Manager, tel: 0141 618 6009

12 June 2018

Dear Parent/Carer

In April 2018, a team of inspectors from Education Scotland visited St Anthony's Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The leadership of the headteacher and senior management in improving the work of the school. Across all areas of the school, a strong staff team who are committed to ensuring children receive high quality learning experiences where wellbeing is at the centre of school life.
- The work of the school in improving approaches to literacy and English language. The shared and consistent approach to reading and writing which is creating for children a literacy rich environment.
- Hard working, courteous and well behaved children who show resilience. Positive relationships between teachers and children which support a purposeful inclusive learning climate, characterised by mutual respect.
- The effective partnership working across the school community to support and enhance children's learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- Staff should now look to refresh the curriculum rationale and learning pathways to take better account of the school's unique setting in its community and improve relevance and progression. This should extend to embedding the skills for learning, life and work across all aspects of school life.

We gathered evidence to enable us to evaluate the schools work using four quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Anthony's Primary School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from How good is our school? (4th edition) , Appendix 3: The six-point scale .	

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/renfrewshire/8622922>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Charles Rooney
HM Inspector



To: **Education and Children's Services Policy Board**

On: **23 August 2018**

Report by: **Director of Children's Services**

Heading: **Education Scotland Continuing Engagement Visit to Johnstone High School**

1. Summary

- 1.1 Following the Education Scotland inspection of Johnstone High School in November 2016, a further visit took place in February 2018. The letter to parents, published by Education Scotland on 5 June 2018, is attached as an appendix to this report. The letter to parents is also available on the Education Scotland website: <https://education.gov.scot/>.
- 1.2 The purpose of the visit was to evaluate the progress made with the recommendations for improvement set out in the inspection report. The areas of focus were: learning, teaching and assessment, raising attainment, health and wellbeing and the S1-S3 curriculum.
- 1.3 The letter highlighted a number of positive improvements including:
 - The introduction of teacher learning community groups which had facilitated the sharing of best practice and improved consistency in learning and teaching.
 - More rigorous approaches to tracking, early intervention and targeted support which had impacted on improved attainment.
 - The work which had been done with staff to ensure they were aware of their role to support the wellbeing of all young people.
 - The increased breadth of subject choice in S1-S3.
- 1.4 The letter also identified the following areas for further improvement:
 - Continue to develop approaches to departmental reviews which focus on evidencing impact on improved outcomes for learners.
 - Continue to improve attainment in the senior phase.
 - Increase the opportunities for young people in S1-S3 to develop their literacy, numeracy and health and wellbeing across the school.
 - Continue to build on the work being done to ensure that all young people feel safe in school.

- 1.5 Education Scotland confirmed that the school had made progress since the inspection and that they would ask for a report from Renfrewshire Council in one year's time detailing continued progress made.
The school and the service will prepare an action plan indicating how they will address the recommendations for further improvement in the report, and share this plan with parents. The school will be supported in its improvement by children's services.
-

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to note the improvements and the areas for further improvement identified by Education Scotland.

3. Background

- 3.1 Education Scotland's letters to parents are published online by Education Scotland.
- 3.2 The letter includes a number of recommendations for further improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.
- 3.3 Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within one year of the Education Scotland visit detailing the progress made with the recommendations. This report will be made available to parents.
- 3.4 Children's services welcome the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire Council's education establishments.
-

Implications of this report

1. **Financial**
None.
2. **HR and Organisational Development**
None.
3. **Community/Council Planning**
- Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.

4. **Legal**
None.
5. **Property/Assets**
None.
6. **Information Technology**
None.
7. **Equality and Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health and Safety**
None.
9. **Procurement**
None.
10. **Risk**
None.
11. **Privacy Impact**
None.
12. **Cosla Policy Position**
None.

List of Background Papers

None

MS 20/7/18

Author: Maureen Sneddon, Education Manager 0141 618 5317



5 June 2018

Dear Parent/Carer,

**Johnstone High School
Renfrewshire Council**

In March 2017, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and Renfrewshire Council. Recently, as you may know, we visited the school again. During our visit, we talked to young people and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting young people's learning and achievements. This letter sets out what we found.

Plan and implement improvements in a streamlined way so that the strong vision for the school can be further advanced.

The senior leadership team has a high priority on developing a culture of school improvement, which is focused on the school vision and values and involves young people, parents, staff and partners. As a result the school community feels that this is creating a more inclusive and supportive learning and working environment. The headteacher and senior leaders provide clear direction for a more streamlined approach to improvement planning by focusing on two key priorities; health and wellbeing, and learning, teaching and assessment. While new self-evaluation arrangements are at the early stages of implementation, staff are showing a good awareness of their collective responsibility for improving outcomes for learners. Opportunities for young people to contribute to school improvement and develop their leadership skills have increased. Senior staff recognise that more work is required to develop these opportunities further into a coherent programme that enables young people to participate more fully in school improvement. The school benefits from strong partnership with the Parent Council and wider parent body. Parents speak positively about their opportunities to actively engage in supporting self-evaluation and school improvement.

Through distributed leadership of learning, develop a shared understanding across the school community of what effective teaching, learning and assessment look like. This will ensure consistently high-quality learning and teaching in all lessons.

As members of professional learning groups, all staff have good opportunities to lead aspects of improving teaching, learning and assessment. The work is well supported by senior leaders. These groups are an important part of everyone working together

to improve young people's learning experiences. Staff are positive about the impact of development opportunities on their own leadership skills, in supporting young people's wellbeing and in improving practice in classrooms. The school is making good progress in developing a shared understanding across the school community of what effective learning and teaching look like. Staff have worked hard in consultation with parents and young people to develop 'The Johnstone High School Lesson' (JHS Lesson). This sets out clear expectations for structured lessons and methodologies which involve young people more actively in their learning. Staff have used the JHS Lesson as a focus for learning visits across departments and faculties. In most lessons young people are quietly attentive, motivated and engaged. The school recognises that further work is needed to ensure consistency in young people's experiences across the school. More time is required to evaluate the impact of the improved practices in learning and teaching across the school. There is also a need to ensure that young people have a better understanding of their progress in learning through more effective target setting and improved feedback.

Ensure staff are aware of their responsibilities for the health and wellbeing of young people across the school.

By focusing on promotion of positive behaviour and respect for all, senior leaders have built a strong foundation for improving young people's health and wellbeing. A variety of developments across the school are improving staff's understanding of their roles in relation to improving young people's engagement in learning, young people's relationships with others and their health and wellbeing. These developments are having a positive impact on young people's awareness of their own wellbeing. The school recognises that further work is required to embed fully a culture where staff and young people are using the school's values to incorporate wellbeing in all aspects of school life. The school has developed further its approach to making sure that all young people know an adult they can speak to if they have any concerns. Most young people say they have someone to talk to if they are worried about anything. There is still work to be done to fully ensure that all young people feel safe in school and believe that the school helps everyone to treat others fairly and with respect. The school should continue to build on developments such as the 'Go To' room, created by young people in S6 to provide support to younger pupils.

Raise attainment and continue to prioritise equity for all young people.

The school is significantly improving its use of data to plan for improvements in attainment. Senior leaders have developed processes to monitor progress towards targets with identified outcomes for young people. They have recognised the need to have a clear overview of young people's progress from S1 through to S3 across all curriculum areas, as well as from S4 to S6. Senior leaders and staff at all levels are beginning to track carefully the attainment of young people in S1-S6. All staff show a good awareness of their collective responsibility for raising attainment. At S4 to S6, whilst there are encouraging early signs of improvements, we have asked the school to continue to prioritise attainment and improve the percentage of young people achieving qualifications, especially in mathematics. The attainment of young people in S4 to S6 remains below that of other young people with similar needs and

backgrounds from across the country in some key measures. The school's tracking data predicts improvements in attainment in this year's qualifications. The school is continuing to prioritise equity through a number of measures. This includes using Scottish Attainment Challenge funding to provide additional targeted support for young people who require extra help. More time is required to see the impact of the improvements in learning and teaching on young people's attainment.

Review the curriculum for S1-S3 to ensure that young people at these stages benefit fully from Curriculum for Excellence.

The school has undertaken widespread consultation with young people, parents and staff to review the curriculum S1-S3. This review aims to ensure that all young people can access learning which provides the right range of skills, qualifications and achievements to allow them to succeed. In a majority of curriculum areas, teachers have extended the range of courses and programmes to cater more effectively for young people's needs and interests. It is too early to evidence the impact of these changes yet on young people. However the school has carried out a survey of young people and their parents. This reports positive comments about the changes to date. Senior leaders have developed a three year plan to increase the breadth of learning across the S1 to S3 curriculum. They recognise that further work is required to ensure that young people have opportunities to develop their literacy, numeracy and health and wellbeing across the school.

What happens next?

The school has made progress since the original inspection. We will ask for a report on progress within one year of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. The Area Lead Officer will work with Renfrewshire Council to support ongoing improvements. We will write to you again detailing the improvements the school has made and outlining any further action, agreed with Renfrewshire Council that we intend to take.

Jacqueline Gallagher
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Age of Criminal Responsibility Bill Consultation

1. Summary

- 1.1 Following a period of intensive work across the Scottish Government, supported by contributions from key professional stakeholders, the Age of Criminal Responsibility (Scotland) Bill was introduced to Parliament on 13 March 2018.
- 1.2 The Bill reflects the authentic decriminalisation of children under 12, but also recognises that protection of the child is not the sole consideration when they have harmed others. The Bill will mean that the age of criminal responsibility will increase from 8 to 12 years old, and no child under 12 will accrue a criminal record for their behaviour. Harmful behaviour by children aged eight to 11 will never, following the Bill's implementation, be treated as commission of an offence, but will be responded to in a different way. This is already the case in relation to behaviour by children under the age of eight.
- 1.3 In addition, the Bill makes provision in connection with this change in the areas of: disclosure of conviction and other information; provision of information to persons affected by harmful behaviour by children; and the powers of police to deal with harmful behaviour by children.
- 1.4 The draft response to the consultation is attached as appendix 1. In the draft response we welcome the raising the age of criminal responsibility in line with recommendation from the UN Committee on the Rights of the Child of a minimum age of 12 years old. We support the intention of the Bill to better protect children from the harmful effects of early criminalisation, while ensuring that incidents of harmful behaviour by those aged under 12 can continue to be effectively investigated and responded to appropriately.

- 1.5 The consultation process closed on 6 July 2018. The draft response (appendix 1) was submitted, in order to meet the timescale of the consultation, noting that approval will be sought at the Education and Children's Services Policy Board on 23 August 2018.
-

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to homologate the draft response, as detailed in Appendix 1.
-

3. Background

- 3.1 The Age of Criminal Responsibility Bill was introduced to Parliament on 13 March 2018 by the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, MSP¹. It is a Scottish Government Bill for an Act of the Scottish Parliament to raise the age of criminal responsibility to 12 years and to make consequential changes to the law on the disclosure of criminal records and other information. Provisions are also made in relation to the powers of police to deal with harmful behaviour by children and provision of information to persons affected by harmful behaviour by children.
- 3.2 The main purpose of the Bill is to raise the age of criminal responsibility (ACR) in Scotland from eight to 12 to align it with the current age of criminal prosecution and reflect Scotland's commitment to further realisation of international human rights standards so that:
- Children are not stigmatised by being criminalised at a young age due to being labelled an "offender".
 - Children are not disadvantaged by having convictions for the purposes of disclosure, which can affect them later in life.
- 3.3 The Bill proposes to further enable practitioners to turn around the lives of troubled, primary school age children, who are often vulnerable themselves. There is recognition that the harmful behaviour of children is often a symptom of deeper welfare concerns and trauma in their lives. Treating them as criminals does not help. Understanding this, and responding with compassion and the willingness to work with these children, will ensure that fewer go on to enter the criminal justice system as they grow into adulthood, and will help make Scotland a safer place for all.

¹ <http://www.parliament.scot/parliamentarybusiness/Bills/107986.aspx>

Current law

- 3.4 The current position, as set out in Section 41A of the Criminal Procedure (Scotland) Act 1995 states that “it shall be conclusively presumed that no child under the age of eight years old can be guilty of any offence.” This is understood to mean that a child aged under eight cannot commit an offence and therefore cannot be prosecuted. A child aged under eight who does something which would, if the child was aged eight or over, be an offence may be referred to the Principal Reporter for consideration of whether to arrange a children’s hearing in relation to the child. But the child cannot be dealt with on the ground that they have committed an offence.
- 3.5 Currently a child under the age of 12 years may not be prosecuted for an offence. This means that, while a child aged eight to 11 is considered capable of committing an offence, an offence committed by a child of this age is not dealt with through the criminal courts. Instead, the child may be referred to the children’s hearing system, where he or she may be dealt with using the offence ground or, depending on the circumstances, another ground. Children aged eight to 11 can acquire convictions currently, as the offence ground being accepted or established in or for the purposes of children’s hearings proceedings counts as a conviction. The offence has the potential to stay on a young person’s record for the rest of their lives. For young people, and specifically those who move between victimisation and offending, this may harm their future prospects and limit future life chances.
- 3.6 Article 40(3) of the United Nations Convention on the Rights of the Child sets out the requirement to set a minimum age of criminal responsibility. The United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“the Beijing Rules”) ² Rule 4.1 requires that “the age shall not be set at too low an age level.” The United Nations Committee on the Rights of the Child has been consistently critical of Scotland’s low age of criminal responsibility and states that setting the age below 12 is not internationally acceptable.
- 3.7 In 2016 the Report of the Advisory Group on the Minimum Age of Criminal Responsibility³ recommended increasing the minimum age to 12. The public consultation which followed saw widespread support for increasing the age to 12 or older. The Age of Criminal Responsibility (Scotland) Bill was subsequently introduced in the Scottish Parliament on 13 March 2018.

Changes made by the Bill

- 3.8 The Bill will mean:
- The age of criminal responsibility will increase from 8 to 12 years old, and no child under 12 will accrue a criminal record for their behaviour.

² <https://www.ohchr.org/Documents/ProfessionalInterest/beijingrules.pdf>

³ <http://www.gov.scot/Resource/0049/00497071.pdf>

- Children aged 8-11 can no longer be referred to a children's hearing on the ground that they have committed an offence. They can be referred to the Reporter on one of the sixteen existing 'care and protection' referral grounds or effectively dealt with under the Whole System Approach. If necessary, a hearing will be able to make appropriate disposals to address their needs, and the causes of their behaviour.
- Victims of harmful behaviour by children under 12 may receive information about any reporter decision or children's hearing disposal connected to that behaviour.
- Victims of harmful behaviour by children under 12 will still be eligible for compensation under additional eligibility criteria.
- Where it is necessary to manage an immediate risk to the child or to others, the police will have the power to take a child to a place of safety. This is a short term measure to allow them to determine appropriate next steps for the care and protection of the child. Existing child protection procedures remain the most appropriate longer term measures.
- In connection with very serious incidents, the police will have the power to apply for a court order to interview or take forensic samples from a child under 12. Judicial oversight will ensure that these powers will only be used when it is necessary and proportionate.
- Police and social work will collaborate to plan and potentially carry out investigative interviews, with social work involvement being proportionate to the nature of the case and the extent and acuteness of the child's individual needs.
- Children under 12 will have access to additional support before, during and after any formal investigative interview. This will include a legally qualified advocacy worker.
- Anyone who was under the age of 12 when they received a conviction (including a conviction resulting from a referral to the children's hearing on the offence ground) will no longer have that disclosed.
- Non-conviction information relating to behaviour that occurred when an individual was under the ACR may be disclosed, but only following an independent review. This information can only be included on an Enhanced Disclosure Certificate or a Protecting Vulnerable Groups Scheme Record.

Consultation Response

- 3.9 In the draft consultation response we welcome the raising of the age of criminal responsibility in line with the recommendation from the UN Committee on the Rights of the Child of a minimum age of 12 years old. We support the intention of the Bill to better protect children from the harmful effects of early criminalisation, while ensuring that incidents of harmful behaviour by those aged under 12 can continue to be effectively investigated and responded to appropriately. Responding to childhood behaviour in a criminalising, stigmatising manner serves only to promote escalation and

further harm. We would therefore be supportive of future consideration of further incremental increase of the age of criminal responsibility.

- 3.10 Given the potential lifelong implications of the disclosure of information, we welcome the intention of the Bill to afford children the opportunity to learn and move on from rather than be hindered by mistakes made in childhood. However we recognise that there are some rare circumstances where, for the protection of vulnerable people, information may require to be disclosed. The role of the Independent Reviewer will be key and it's important therefore that guidance is developed to assist in ensuring decisions are made which balance the potential need for public protection with the rights of the child and fairness.
- 3.11 The Bill makes provision for child interview orders which authorise an investigative interview of a child in certain circumstances. Our reading of the Bill is that the intention is for these interviews, when required, to be jointly planned between police and social work and in the main jointly carried out. Although there may be only a small number of cases, there could be resource implications for local authorities of social workers being involved in carrying out interviews that would previously have been a police only role. We support the decision not to legislate for all interviews of children carried out under ACR and recognise this is proportionate and in line with GIRFEC principles.

Implications of the Report

1. **Financial** – There is no indication of financial implications. The provision of the Bill in relation to child interview orders and investigative interviews may lead to social workers being involved in interviews that are currently carried out on a single agency basis by police. However the volume of such interviews is expected to be very low.
2. **HR & Organisational Development** – None.
3. **Community/Council Planning** –
 - Our Renfrewshire is fair - The Bill aims to better protect children from the harmful effects of early criminalisation, while ensuring that incidents of harmful behaviour by those aged under 12 can continue to be effectively investigated and responded to appropriately.
 - Our Renfrewshire is safe – The policy of the Bill is to better protect children from the harmful effects of early criminalisation, while ensuring that incidents of harmful behaviour by those aged under 12 can continue to be effectively investigated and responded to appropriately. Action to address the child's behaviour will remain based on what is needed, commensurate with their age and stage of development, notwithstanding the removal of the criminal label.

- Building strong, safe and resilient communities - Raising the ACR seeks to make it explicit to children that while any behaviour under the age of 12 will be fully investigated, they will not be responded to by providing a stigmatising label or involving them in a process which re-creates adversarial criminal procedure. Rather, if the concerns about harmful behaviour are accepted or established, support will be provided in order to help the child understand and acknowledge the harm they have done, and to attend to their wider individual and environmental welfare needs, before supporting them to move on and rehabilitate from an incident in childhood.
 - Tackling inequality, ensuring opportunities for all - Given the potential lifelong implications of the disclosure of information, the intention of the Bill to afford children the opportunity to learn and move on from rather than be hindered by mistakes made in childhood supports the aim of ensuring opportunities for all. The Bill aims to improve the position of children with care experience (especially children looked after away from home) whose behaviours are more likely to have been reported to police, and therefore to attract a criminalising state response, than Scotland's child population in general.
4. **Legal** – The Bill changes the age of criminal responsibility in Scotland from eight to 12.
 5. **Property/Assets** – None.
 6. **Information Technology** - None.
 7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** – None.
 9. **Procurement** – None.
 10. **Risk** - None.
 11. **Privacy Impact** – None.
 12. **Cosla Policy Position** – None.

List of Background Papers

(a) Background Paper 1

<http://www.parliament.scot/parliamentarybusiness/Bills/107986.aspx>

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Laura McLean, Child Protection Advisor, Children's Services. 0141 6186697, laura.mclean@renfrewshire.gov.uk .

Author: Dorothy Hawthorn, Head of Child Care and Criminal Justice, 0141 618 6827, dorothy.hawthorn@renfrewshire.gov.uk

SUBMITTING EVIDENCE TO A SCOTTISH PARLIAMENT COMMITTEE

DATA PROTECTION FORM

Name:	Laura McLean
Date:	2/7/18
Organisation: (if required)	Renfrewshire Council Children's Services
Topic of submission:	Age of Criminal Responsibility Bill

☒ I have read and understood the privacy notice about submitting evidence to a Committee.

☒ I am happy for my name, or that of my organisation, to be on the submission, for it to be published on the Scottish Parliament website, mentioned in any Committee report and form part of the public record.

☐ I would like to be added to the contact list to receive updates from the Committee on this and other pieces of work. I understand I can unsubscribe at any time.

Non-standard submissions

Occasionally, the Committee may agree to accept submissions in a non-standard format. Tick the box below if you would like someone from the clerking team to get in touch with you about submitting anonymously or confidentially (not for publication). It is for the Committee to take the final decision on whether you can submit in this way.

☐ I would like to request that my submission be processed in a non-standard way.

EQUALITIES AND HUMAN RIGHTS COMMITTEE

AGE OF CRIMINAL RESPONSIBILITY (SCOTLAND) BILL

SUBMISSION FROM

Please do not add any organisation logos

Please insert your response below

- The UN Committee on the Rights of the Child recommends that the age of criminal responsibility is a minimum of 12 years old, which the Bill adheres to. What are your views on the appropriate age of criminal responsibility in Scotland?

We welcome the raising of the age of criminal responsibility in line with the recommendation from the UN Committee on the Rights of the Child of a minimum age of 12 years old. We support the intention of the Bill to better protect children from the harmful effects of early criminalisation, while ensuring that incidents of harmful behaviour by those aged under 12 can continue to be effectively investigated and responded to appropriately.

Responding to childhood behaviour in a criminalising, stigmatising manner serves only to promote escalation and further harm. As noted in the policy memorandum, Scotland has proven approaches to confronting and correcting this childhood behaviour that do not need a criminal justice response. We would therefore be supportive of future consideration of further incremental increase in the age of criminal responsibility, recognising the current framework of Getting Right for Every Child, including the Whole System Approach which encompasses early and effective intervention.

- The Bill makes a number of changes relating to the disclosure of offences and provides that any conduct by a child below the age of 12 (should the ACR be increased) that would previously have been recorded as a conviction will no longer be recorded as such. The Bill does however, allow for disclosure of 'other relevant information' held by the police about pre-12 behaviour. The Committee would welcome views on whether the Bill strikes the right balance in terms of addressing offending behaviour by young children under 12 and the disclosure of such information.

Given the potential lifelong implications of the disclosure of information, we welcome the intention of the Bill to afford children the opportunity to learn and move on from rather than be hindered by mistakes made in childhood. However we recognise that there are some rare circumstances where, for the protection of vulnerable people, information may require to be disclosed. The role of the Independent Reviewer will be key and it's important therefore that guidance is developed to assist in ensuring decisions are made which balance the potential need for public protection with the rights of the child and fairness.

- The Bill provides that children under 12 who are subject to a police interview will have the right to have an advocacy worker present during the interview. What will the impact be on your organisation or on the children you work with who might access the advocacy service?

We support any action which has the potential to provide additional support to children and young people. We welcome the intention for advocacy workers to be suitably qualified and experienced, however note the later proposal that the advocacy worker should be legally qualified. Caution is required to ensure that the advocacy role does not solely replicate the role of the duty solicitor. Consideration requires to be given as to how this role will engage with the child and key services and the role that they should play before and after any interview.

The Bill states the right of the child to have a supporter and the right to support and assistance from a suitably qualified and experienced advocacy worker independent of the local authority. Further clarification and guidance would be welcomed in relation to the appropriateness of both being present during the interview. The Bill indicates that an interview may not begin unless the supporter is on the premises. It is later noted that an interview may not begin unless the advocacy worker is on the premises. Does this mean that both supporter and advocacy worker must be on the premises for an interview to begin?

- Raising the age of criminal responsibility would necessitate a number of changes in relation to information which can be provided to victims. The Bill seeks to balance the best interests of victims (including child victims) and the best interests of the child responsible for any harm caused. Again, the Committee would welcome views on whether an appropriate balance in this area has been achieved.

The need to balance the best interests of the child with the needs of victims for appropriate relevant and proportionate information is recognised. The Bill appears to continue the victim information scheme that the Scottish Children's Reporter Administration already has in place which will, we believe, offer assurances to victims. Given the focus is on process information, such as decisions to convene a hearing and the determination of any such hearing, and remains at the discretion of the Reporter (within the legislative guidance), we do not see this as significantly impacting on the child. In practice, we anticipate that the potential for any disclosed information to be used against a child should be kept in mind in any decision making.

- Part 4 of the Bill relates to police powers and provides a package of powers designed to ensure that serious behaviour by any child under the age of 12 can be investigated but that such investigations are carried out in a child-centred way. Those powers include, amongst other things, the taking of forensic samples, removing a child to a place of safety and the power to search children. The Bill restricts the application of most of these powers so that they are only available to the police in the most serious of cases. The Committee would welcome views on the approach taken to police powers in the Bill.

In terms of the sections of the Bill relating to the taking of forensic samples, we would highlight the importance of appropriate child friendly facilities to undertake this task.

- Please tell us about any other comments you feel are relevant to the Bill.

One of the earlier questions refers to a police interview. Our reading of the Bill is that the intention is for these interviews, when required, to be jointly planned between police and social work and in the main jointly carried out. Although there may be only a small number of cases, there could be resource implications for local authorities of social workers being involved in carrying out interviews that would previously have been a police only role. We support the decision not to legislate for all interviews of children carried out under ACR and recognise this is proportionate and in line with GIRFEC principles.



To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Social Work Complaints Handling

1. Summary

- 1.1 This report outlines the changes to the social work complaints process which came into force on 1 April 2017 and which now applies to all new complaints about social work services. The procedures, introduced by the Scottish Public Services Ombudsman (SPSO), replace the Complaints Review Committee with an option for external independent review by the SPSO.
-

2. Recommendations

- 2.1 Elected members are asked to:
- Note the changes to the process for complaints about social work services provided by the Council
-

3. Background

- 3.1 The process for handling complaints about social work services changed on 1 April 2017.
- 3.2 Prior to 1 April 2017, there was a four-stage process for social work complaints. Stage 1 (informal complaints) and Stage 2 (formal complaints) were dealt with at the frontline. Complainants who were not satisfied with the response could progress to Stage 3 (review) and that would be undertaken by a senior manager. If the complainant was still unhappy, they could progress to Stage 4 for the complaint to be reviewed by the Social Work (Complaints Review) Appeal Panel, members of which were independent of the council. This process was extensively reviewed by the Scottish Public Services

Ombudsman and Renfrewshire Council's response to the consultation was approved by the Education and Children Policy Board in January 2016. The amended process brought social work complaints procedures into line with processes for all other local authority services.

- 3.3 Complaints made about an issue which occurred prior to 1 April 2017 continued to be dealt with under the previous process. As the cut-off for making a complaint is 12 months after the event, all social work complaints are now subject to the new process.
- 3.3 From 1 April 2017, new complaints about social work services have been dealt with in the same way as complaints about other council services. There is a two stage process.
- 3.4 Stage 1 – Frontline Resolution – aims to resolve complaints at the first point of contact within 5 working days. This timescale can be extended by up to a further 10 days if such an extension makes it more likely that a satisfactory resolution is reached.
- 3.5 Stage 2 – Investigation – is for complaints which have not been resolved at Stage 1 or that are deemed complex, serious or high risk. These must be acknowledged within 3 working days and a response provided within 20 working days.
- 3.6 A complainant who is not satisfied with the outcome of a Stage 2 complaint has the option to refer it to the Scottish Public Services Ombudsman for independent external review.
- 3.7 The Social Work Complaints Handling Procedure is attached as an appendix to this report.

Implications of the Report

- 1. **Financial** - None
- 2. **HR & Organisational Development** - None
- 3. **Community/Council Planning** – None
- 4. **Legal** – None
- 5. **Property/Assets** – None
- 6. **Information Technology** - None

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** - None
 9. **Procurement** – None
 10. **Risk** - None
 11. **Privacy Impact** - None
 12. **COSLA Policy Position** – None.
-

List of Background Papers

None

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Renfrewshire Council Social Work Model Complaints Handling Procedure

Issued: April 2017

The Social Work Complaints Handling Procedure

Foreword

Our complaints handling procedure reflects Renfrewshire Council's commitment to valuing complaints. It seeks to resolve customer dissatisfaction as close as possible to the point of service delivery and to conduct thorough, impartial and fair investigations of customer complaints so that, where appropriate, we can make evidence-based decisions on the facts of the case.

The procedure has been developed by social work experts and third sector organisations working closely with the Scottish Public Services Ombudsman (SPSO). This procedure has been developed specifically for our social work services, so that staff have all the information they need to handle social work complaints effectively. The procedural elements tie in very closely with those of the Local Authority and National Health Service complaints handling procedures, so where complaints cut across services, they can still be handled in much the same way as other complaints.

As far as is possible we have produced a standard approach to handling complaints across local government and the NHS, which complies with the SPSO's guidance on a model complaints handling procedure. This procedure aims to help us 'get it right first time'. We want quicker, simpler and more streamlined complaints handling with local, early resolution by capable, well-trained staff.

Good complaints handling includes providing joint responses to complaints whenever they relate to more than one service. This procedure gives our staff information and guidance on how and when to do this, to ensure that our customers get a comprehensive response to their complaints whenever this is possible.

Complaints give us valuable information we can use to improve service provision and customer satisfaction. Our complaints handling procedure will enable us to address a customer's dissatisfaction and may help us prevent the same problem from happening again. For our staff, complaints provide a first-hand account of the customers' views and experience, and can highlight problems we may otherwise miss. Handled well, complaints can give our customers a form of redress when things go wrong, and can also help us continuously improve our services.

Resolving complaints early creates better customer relations. Handling complaints close to the point of service delivery means we can resolve them locally and quickly, so they are less likely to escalate to the next stage of the procedure. Complaints that we do not resolve swiftly can greatly add to our workload and are more costly to administer.

The complaints handling procedure will help us do our job better, improve relationships with our customers and enhance public perception of Renfrewshire Council. It will help us keep the user at the heart of the process, while enabling us to better understand how to improve our services by learning from complaints.

Sandra Black
Chief Executive, Renfrewshire Council

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How to use Renfrewshire Council's Model Complaints Handling Procedure

This document explains to staff how to handle complaints. A separate document provides information for customers on the complaints procedure. Together, these form our complaints handling procedure.

When using this document, please also refer to the 'SPSO Statement of Complaints Handling Principles' and best practice guidance on complaints handling from the Complaints Standards Authority at the SPSO.

www.valuingcomplaints.org.uk

What is a complaint?

Renfrewshire Council uses the SPSO's definition of a complaint, that is:

'An expression of dissatisfaction by one or more members of the public about the social work service's action or lack of action, or about the standard of service provided by or on behalf of the social work service.'

Renfrewshire Council's Social Work service's are administered by Renfrewshire Council's Health and Social Care Partnership (HSCP) and by Children's Services (CS).

Any complaints about other services will be handled under Renfrewshire Council's standard complaints handling procedure (CHP).

A complaint may relate to the following, but is not restricted to this list:

- failure or refusal to provide a service
- inadequate quality or standard of service
- dissatisfaction with one of our policies or its impact on the individual
- failure to properly apply law, procedure or guidance when delivering services
- failure of administrative processes
- delays in service provision
- treatment by or attitude of a member of staff
- disagreement with a decision made in relation to social work services.

[Appendix 1](#) provides a range of examples of complaints we may receive, and how these may be handled.

A complaint is not:

- a routine first-time request for a service
- a claim for compensation only
- a disagreement with decisions or conditions that are based upon social work recommendations, but determined by a court or other statutory body, for example decisions made by a children's panel, parole board or mental health tribunal
- an attempt to reopen a previously concluded complaint or to have a complaint reconsidered where we have already given our final decision.

You must not treat these issues as complaints, and should instead direct customers to use the appropriate procedures.

[Appendix 2](#) gives examples of more complex complaints, some of which are not appropriate for this CHP. The section on **Complaints relevant to other agencies** provides information about some of the other agencies that may be able to assist customers if their complaint is not appropriate for this CHP.

Who can make a complaint?

Anyone who receives, requests, or is affected by our social work services can make a complaint. This is not restricted to 'service users' and their relatives or representatives, but may also include people who come into contact with or are affected by these services, for example people who live in close proximity to a social work service provision, such as a care home or day centre. In this procedure these people are termed 'customers', regardless of whether they are or were using a service.

Sometimes a customer may be unable or reluctant to make a complaint on their own. We will accept complaints from third parties, which may include relatives, friends and advocates. The third party should normally obtain the customer's consent. This can include complaints brought by parents on behalf of their child, if the child is considered to have capacity to make decisions for themselves. However, in certain circumstances, the third party may raise a complaint without receiving consent, such as when there are concerns over someone's wellbeing. The complaint should still be investigated, but the response may be limited by considerations of confidentiality. You must ensure that you follow Renfrewshire Council's policies on gaining consent and information sharing.

Independent advocates may bring complaints on behalf of social work service users or other customers, if they are unable to raise an issue themselves, or if they are unable to identify when something is wrong. More information about using advocates to support customers is available in the section on **Supporting the customer**.

If you have concerns that a complaint has been submitted by a third party without appropriate authority from the customer, you should seek advice from a more senior member of staff. The provision of a signed mandate from the customer will normally be sufficient for us to investigate a complaint. However, the timing of when we require this mandate may vary depending on the circumstances. If the complaint raises concerns that require immediate investigation, this should not be delayed while a mandate is sought. It will, however, be required before the provision of a full response to the third party.

When a complaint is raised on behalf of a service user by a third party who claims to hold a Power of Attorney or Guardianship order the actual document should be examined to ensure that these documents give the appropriate powers to raise a complaint. Where the service user has capacity checks should be made with them to ensure that they consent to a complaint being raised on their behalf even though a Power of Attorney is in place.

Individuals with parental rights and responsibilities may wish to complain on behalf of a child or young person. In addition complaints may be accepted by others who Renfrewshire Council accept as making a legitimate complaint on behalf of a child or young person.

Handling anonymous complaints

We value all complaints. This means we treat all complaints, including anonymous complaints, seriously and will take action to consider them further, wherever this is appropriate. Generally, we will consider anonymous complaints if there is enough information in the complaint to enable us to make further enquiries. If, however, an anonymous complaint does not provide enough

information to enable us to take further action, we may decide not to pursue it further. Any decision not to pursue an anonymous complaint must be authorised by a senior manager.

If an anonymous complaint makes serious allegations, these should be dealt with in a timely manner under relevant procedures. This may not be the complaints procedure and could instead be relevant child protection, adult protection or disciplinary procedures.

If we pursue an anonymous complaint further, we will record the issues as an anonymous complaint on the complaints system. This will help to ensure the completeness of the complaints data we record and allow us to take corrective action where appropriate.

What if the customer does not want to complain?

If a customer has expressed dissatisfaction in line with our definition of a complaint but does not want to complain, tell them that we do consider all expressions of dissatisfaction, and that complaints offer us the opportunity to improve services where things have gone wrong. Encourage the customer to submit their complaint and allow us to handle it through the CHP. This will ensure that the customer is updated on the action taken and gets a response to their complaint.

If, however, the customer insists they do not wish to complain, you should record the complaint as an anonymous complaint. This will ensure that the customer's details are not recorded on the complaints database and that they receive no further contact about the matter. It will also help to ensure the completeness of the complaints data recorded and will still allow us to fully consider the matter and take corrective action where appropriate.

Supporting the customer

All members of the community have the right to equal access to our complaints procedure. It is important to recognise the barriers that some customers may face complaining. These may be physical, sensory, communication or language barriers, but can also include their anxieties and concerns. Customers may need independent support to overcome these barriers to accessing the complaints system.

Customers who do not have English as a first language, including British Sign Language users, may need help with interpretation and translation services. Other customers may need other forms of communication support, including documents written in accessible language such as easy read format. Some may need support workers or advocates to help them understand their rights, and help them to communicate their complaints.

We must always take into account our commitment and responsibilities to equality. This includes making reasonable adjustments to ensure that all customers can access our services.

The Mental Health (Care and Treatment) (Scotland) Act 2003 gives anyone with a 'mental disorder' (including mental health issues, learning difficulties, dementia and autism) a right to access independent advocacy. This legislation says that independent advocacy must be delivered by independent organisations that only provide advocacy. They help people to know and understand

their rights, make informed decisions and have a voice. The Scottish Independent Advocacy Alliance website has information about local advocacy organisations throughout Scotland.

Wherever possible we will identify what additional needs a customer may have and help them find appropriate support or refer them to their local independent advocacy organisation to help them in pursuing a complaint.

This would include signposting to local agencies such as the Paisley Law Centre, You First Advocacy and RAMH Advocacy Service.

Complaints and appeals

While some social work decisions may be reviewed under alternative arrangements at a local level (for example through appeal or peer review), the SPSO has the power to consider professional social work decisions. The customer should not be required to seek a reconsideration of a decision under both appeal and complaint processes, nor should they be required to make further complaint if dissatisfied with the outcome of an appeal.

Therefore, whilst we have discretion to operate appeals procedures, these must be regarded as a special form of complaint investigation (stage 2 of this CHP). Such appeals processes must be compliant with this procedure in terms of the rigour and documentation of the process, must be concluded within 20 working days with a written response to the customer, and must be recorded as a stage 2 complaint on the relevant complaints database. If the customer raises additional issues of dissatisfaction as well as challenging a professional decision, then the process must consider and respond to every element of the customer's dissatisfaction so that no additional complaint process is required.

The final response letter must provide relevant text advising the customer of their right to refer the matter to the SPSO for independent consideration. The SPSO will then investigate matters in full, in line with their standard procedures.

Complaints involving social work services and another service or organisation

A complaint may relate to our social work service and another service provided by Renfrewshire Council, or provided by another organisation, such as a health and social care partnership, the NHS or a housing association. Initially, these complaints should all be handled in the same way. They must be logged as a complaint, and the content of the complaint must be considered to identify which services are involved, and what parts of the complaint we can respond to and which parts are appropriate for another organisation. How these complaints are then handled will depend on delegation arrangements and on the other organisation involved, as follows:

Complaints relating to a social work service and another service provided by Renfrewshire Council. Where a complaint relates to two services provided by us, these services must work together to resolve the complaint. A decision must be taken as to which service will lead on the response.

You must ensure that all parties are clear about this decision. It is important to give a joint response from the lead service, and also ensure that both services contribute to this.

Complaints relating to a social work service and another service provided by another organisation, such as a separate NHS organisation or a housing association

The aim with such complaints is still to provide a joint response (particularly where the organisations are linked, eg. NHS providers), though this may not always be possible. Contact must be made with the customer to explain that their complaint partly relates to services which are delivered by another organisation, and that to resolve their complaint, we will need to share information with this organisation. You must check whether you need specific consent from the customer before you can share their information with the other services, and take appropriate action where necessary, bearing in mind any data protection requirements.

If it is possible to give a joint response, a decision must be taken as to which service will lead the process. We must ensure that all parties are clear about this decision. The response must cover all parts of the complaint, explain the role of both services, and (for investigation stage complaints) confirm that it is the final response from both services.

If a joint response is not possible, you should explain to the person making the complaint the reasons why they will receive two separate responses, and who they can get in contact with about the other aspects of their complaint. You must also write to both the customer and the other services involved, setting out which parts of the complaint you will be able to respond to.

Remember, if you need to make enquiries to another organisation in relation to a complaint, always take account of data protection legislation and our guidance on handling our customers' personal information. The Information Commissioner has detailed guidance on data sharing and has issued a data sharing code of practice.

Renfrewshire Council will aim to issue joint a response to customer complaints in the majority of cases whether the partnership consists of Council led services or any other partner agencies such as the NHS, or third sector agencies.

Complaints about services commissioned by us

As part of the service provider's contractual obligations, they must provide a robust complaints process which complies with this CHP, and this obligation must be set out in their contract. This applies to all contracted services, including care services. The expectations around complaints handling by the provider should also be explained to service users in their service agreement with the provider. At the end of the investigation stage of any such complaints the provider must ensure that the customer is signposted to the SPSO, as with any other complaint made to Renfrewshire Council.

Contracts with commissioned services should reflect the following good practice:

It is important that a complaint is resolved as quickly as possible and as close as possible to the time when the event being complained about occurred. The contracted service provider should be given the opportunity to respond to a complaint first, even if the customer has initially approached

Renfrewshire Council, unless there is good reason why this would not be appropriate. However, Renfrewshire Council will have discretion to investigate complaints about providers contracted to deliver services on its behalf.

These services may also be registered as a care service with the Care Inspectorate to deliver a care or support service. If this is the case, customers have the right to complain directly to the Care Inspectorate or to make use of the provider's CHP and thereafter make a complaint to the Care Inspectorate, regardless of any investigations undertaken by Renfrewshire Council.

Where services are commissioned on behalf of the Renfrewshire Council, customers can make complaints under this CHP in relation to the assessment of need, the commissioning or recommendation process, and any element of the service that has been publicly funded. Complaints about any part of service that has been privately funded cannot be considered through this CHP.

Service providers who are not registered with the Care Inspectorate as a care or support service but who are contracted to deliver other services on behalf of Renfrewshire Council must still comply with this CHP.

Complaints for the Care Inspectorate

Local authorities and any contractors that provide care services must be registered with the Care Inspectorate. This is the independent scrutiny and improvement body for care and social work across Scotland, which regulates, inspects and supports improvement of care services.

The Care Inspectorate has a procedure for receiving information, concerns and investigating complaints, from members of the public or their representatives, about the care services they use. The Care Inspectorate's complaints procedure is available even when the service provider has an alternative complaints procedure in place.

The Care Inspectorate encourages people to complain directly to the organisation they receive a service from. However, some people are not comfortable doing this and to support them, the Care Inspectorate will take complaints about care services directly.

When complaints are brought to us about registered care services, we have the right to share complaint information about the registered care provider with the Care Inspectorate, to decide who is best placed to investigate the complaint. We can also share the outcome of complaints about contracted and registered services with the Care Inspectorate.

Contact details for the Care Inspectorate can be found on their website:

www.careinspectorate.com/

Or:

telephone 0845 600 9527

fax 01382 207 289

complete an online complaints form at www.careinspectorate.com/ or
email enquiries@careinspectorate.com

Complaints about Personal Assistants

Where an individual directly employs a Personal Assistant to provide their support, using a Direct Payment (as part of a Self-directed Support package), they are not subject to registration with the Care Inspectorate under the Public Services Reform (Scotland) Act 2011, its regulations and amendments. The employer remains responsible for the management of their employee, including their performance management. The Care Inspectorate would only be able to take complaints about such support workers if they work for a registered care agency.

Complaints relevant to other agencies

Customers may raise concerns about issues which cannot be handled through this CHP, but which other agencies may be able to provide assistance with or may have an interest in. This may include:

The Mental Welfare Commission:

Email: enquiries@mwscot.org.uk

Tel: 0800 389 6809 (service users and carers only)

Website: www.mwscot.org.uk

The Children's Commissioner:

Email: inbox@cypcs.org.uk

Tel: 0800 019 1179

Website: www.cycps.org.uk

The Scottish Social Services Council:

Email: via their website

Tel: 0345 60 30 891

Website: www.sssc.uk.com

Customers may also raise concerns that information has not been provided in line with information sharing and data protection legislation, in which case they should be signposted to Renfrewshire Council's Information Governance Team. Any correspondence they have received from Renfrewshire Council will also specify the next steps to take if there are ongoing concerns, including signposting to the Information Commissioner:

Email: scotland@ico.org.uk

Tel: 0131 244 9001

Website: www.ico.org.uk

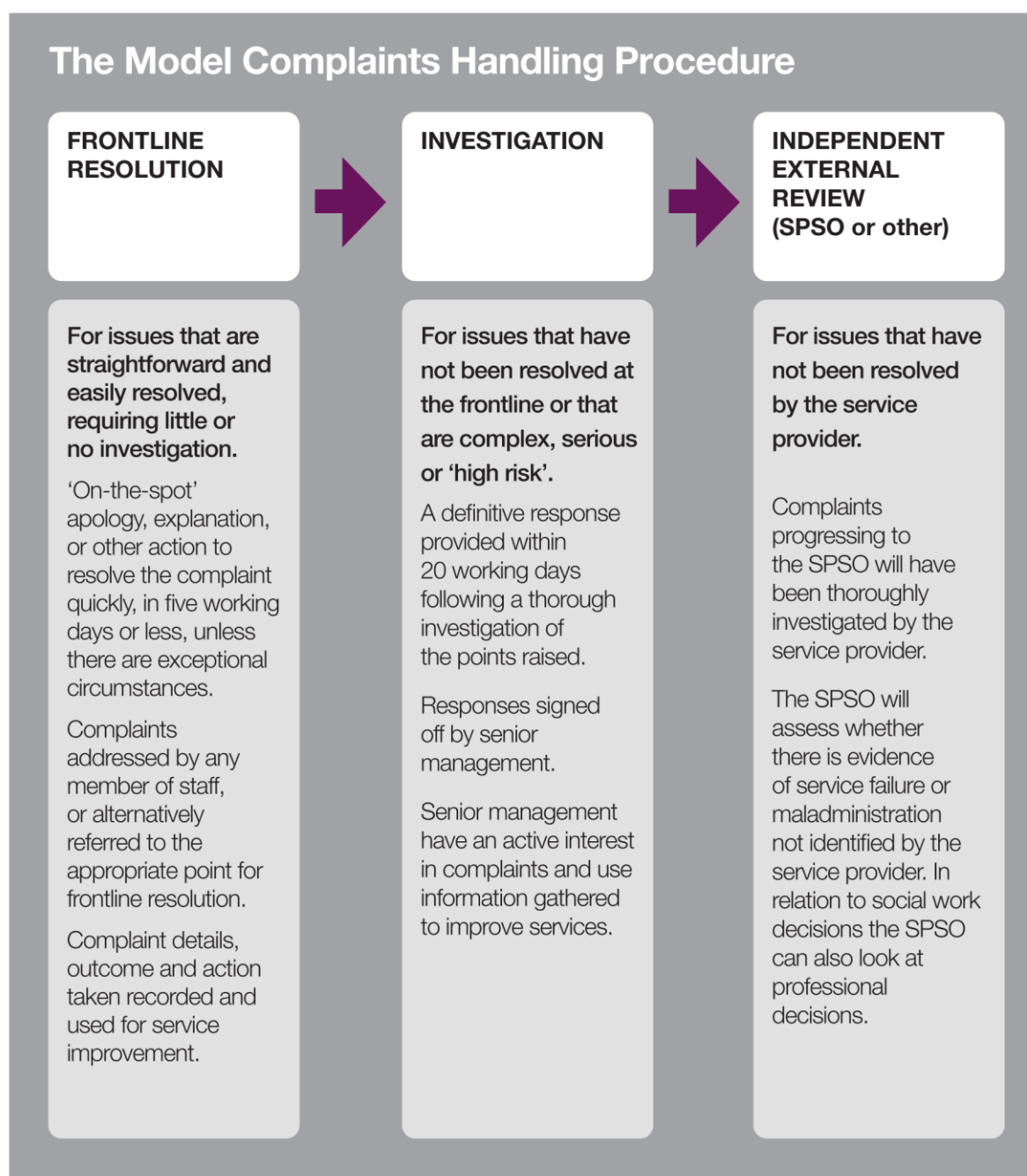
This list is not exhaustive, and it is important to consider the circumstances of each case, and whether another organisation may also have a role to play.

The complaints handling process

Our CHP aims to provide a quick, simple and streamlined process for resolving complaints early and locally by capable, well-trained staff.

Our complaints process provides two opportunities to resolve complaints internally:

- **frontline resolution**, and
- **investigation**.



For clarity, the term 'frontline resolution' refers to the first stage of the complaints process. It does not reflect any job description within Renfrewshire Council but means seeking to resolve complaints at the initial point of contact where possible.

Stage one: frontline resolution

Frontline resolution aims to quickly resolve straightforward customer complaints that require little or no investigation. Any member of staff may deal with complaints at this stage.

The main principle is to seek early resolution, resolving complaints at the earliest opportunity and as close to the point of service delivery as possible. This may mean a face-to-face discussion with the customer, or asking an appropriate member of staff to handle the complaint.

[Appendix 1](#) gives examples of the types of complaint we may consider at this stage, with suggestions on how to resolve them, as well as those that may be more appropriate to escalate immediately to the investigation stage.

In practice, frontline resolution means resolving the complaint at the first point of contact, wherever possible, or within five working days of this contact. This may be taken forward by the member of staff receiving the complaint or, where appropriate, another member of staff.

In either case, you may resolve the complaint by providing an on-the-spot apology where appropriate, or explaining why the issue occurred and, where possible, what will be done to stop this happening again. You may also explain that, as an organisation that values complaints, we may use the information given when we review service standards in the future.

A customer can make a complaint in writing, in person, by telephone, by email or online, or by having someone complain on their behalf. You must always consider if it is appropriate to attempt frontline resolution, regardless of how you have received the customer's complaint.

What to do when you receive a complaint

- 1 On receiving a complaint, you must first decide whether the issue can be defined as a complaint. The customer may express dissatisfaction about more than one issue. This may mean you treat one part as a complaint, while directing the customer to pursue another part through an alternative route (see [Appendix 2](#)).
- 2 If you have received and identified a complaint, record the details on our complaints system at the earliest opportunity. The date of receipt of the complaint is always 'day 1', regardless of when the complaint is recorded.
- 3 Decide whether or not the complaint is suitable for frontline resolution. Some complaints will need more extensive investigation before you can give the customer a suitable response. You must escalate these complaints immediately to the investigation stage.
- 4 Where you think frontline resolution is appropriate, you must consider four key questions:
 - what exactly is the customer's complaint (or complaints)?
 - what does the customer want to achieve by complaining?
 - can I achieve this, or explain why not? and
 - if I cannot resolve this, who can help with frontline resolution?

What exactly is the customer's complaint (or complaints)?

It is important to be clear about exactly what the customer is complaining about. You may

need to ask the customer for more information and probe further to get a full understanding.

What does the customer want to achieve by complaining?

At the outset, clarify the outcome the customer wants. Of course, the customer may not be clear about this, and you may need to probe further to find out what they expect, and whether they can be satisfied.

Can I achieve this, or explain why not?

If you can achieve the expected outcome, for example by providing an on-the-spot apology or explain why you cannot achieve it, you should do so. If you consider an apology is appropriate, you may wish to follow the SPSO's guidance on the subject:

[SPSO guidance on apology](#)

The customer may expect more than we can provide. If so, you must tell them as soon as possible. An example would be where the customer is very dissatisfied that their child has not been assigned to the social worker they were expecting, when this worker is no longer available.

You are likely to have to convey the decision face-to-face or on the telephone. If you do so face-to-face or by telephone, you are not required to write to the customer as well, although you may choose to do so. It is important, however, to keep a full and accurate record of the decision reached and given to the customer.

If I cannot resolve this, who can help with frontline resolution?

If you cannot deal with the complaint because, for example, you are unfamiliar with the issues or area of service involved, pass the complaint to someone who can attempt to resolve it.

Timelines

Frontline resolution must be completed within **five working days**, although in practice we would often expect to resolve the complaint much sooner.

You may need to get more information to resolve the complaint at this stage. However, it is important to respond to the customer within five working days, either resolving the matter or explaining that their complaint is to be investigated.

Extension to the timeline

In exceptional circumstances, where there are clear and justifiable reasons for doing so, you may agree an extension of up to ten working days with the customer. This must only happen when an extension will make it more likely that the complaint will be resolved at the frontline resolution stage.

When you are considering an extension, you must get authorisation from the appropriate manager, who will decide whether you need an extension to effectively resolve the complaint. Examples of when this may be appropriate include staff or contractors being temporarily unavailable, or when awaiting responses from third parties or commissioned services. If it is clear from the outset that

the complaint is so complex that it clearly cannot be resolved as a frontline complaint (in five working days), it should be handled directly at the investigation stage. Where an extension is authorised, you must tell the customer about the reasons for the extension, and when they can expect a response.

All attempts to resolve the complaint at this stage must take no longer than **15 working days** from the date you receive the complaint. The proportion of complaints that exceed the five working day timeline will be evident from reported statistics, and should be kept to a minimum. These statistics must go to our senior management team on a quarterly basis.

Any extension must be agreed at locality manager level and above. However ideally this decision should be made by the relevant Head of Service.

[Appendix 3](#) provides further information on timelines.

Closing the complaint at the frontline resolution stage

When you have informed the customer of the outcome, you are not obliged to write to the customer, although you may choose to do so. You must ensure that our response to the complaint addresses all areas that we are responsible for, explains the reasons for our decision and explains what the customer should do if they remain dissatisfied. It is also important to keep a full and accurate record of the decision reached and given to the customer. The complaint should then be closed and the complaints system updated accordingly.

A written response to a stage 1 complaint is not a requirement of the CHP. However a written response may be helpful in certain circumstances for example if an extension has been granted at stage 1 or if the issue is one of an ongoing nature that staff feel has the potential to escalate to stage 2. Staff must consider each complaint on a case by case basis and issue written responses as appropriate.

When to escalate to the investigation stage

A complaint **must** be escalated to the investigation stage when:

- frontline resolution was tried but the customer remains dissatisfied and requests an investigation into the complaint. This may be immediately on communicating the decision at the frontline stage or could be some time later
- the customer refuses to take part in the frontline resolution process
- the issues raised are complex and require detailed investigation, or
- the complaint relates to serious, high-risk or high-profile issues.

When a previously closed complaint is escalated from the frontline resolution stage, the complaint should be reopened on the complaints system.

Take particular care to identify complaints that might be considered serious, high risk or high profile, as these may require particular action or raise critical issues that need senior management's direct input. The SPSO defines potential high-risk or high-profile complaints as those that may:

- involve a death or terminal illness

- involve serious service failure, for example major delays or repeated failures to provide a service
- generate significant and ongoing press interest
- pose a serious risk to our operations
- present issues of a highly sensitive nature, for example concerning:
 - immediate homelessness
 - a particularly vulnerable person
 - child protection
 - adult protection.

Stage two: investigation

Not all complaints are suitable for frontline resolution and not all complaints will be satisfactorily resolved at that stage. Complaints handled at the investigation stage of the complaints handling procedure are typically complex or require a detailed examination before we can state our position. These complaints may already have been considered at the frontline resolution stage, or they may have been identified from the start as needing immediate investigation.

An investigation aims to establish all the facts relevant to the points made in the complaint and to give the customer a full, objective and proportionate response that represents our final position.

What to do when you receive a complaint for investigation

It is important to be clear from the start of the investigation stage exactly what you are investigating, and to ensure that both the customer and the service understand the investigation's scope.

It is often necessary to discuss and confirm these points with the customer at the outset, to establish why they are dissatisfied and whether the outcome they are looking for sounds realistic. In discussing the complaint with the customer, consider three key questions:

1. What specifically is the customer's complaint or complaints?
2. What does the customer want to achieve by complaining?
3. Are the customer's expectations realistic and achievable?

It may be that the customer expects more than we can provide. If so, you must make this clear to the customer as soon as possible.

Where possible you should also clarify what additional information you will need to investigate the complaint. The customer may need to provide more information to help us reach a decision.

You should find out the person's preferred method of communication, and communicate by this means where reasonably practicable.

Details of the complaint must be recorded on the complaints system. Where appropriate, this will be done as a continuation of frontline resolution. The details must be updated when the investigation ends.

If the investigation stage follows attempted frontline resolution, you must ensure the officer responsible for the investigation has full access to all case notes and associated information, and record that you have done so.

Timelines

The following deadlines are appropriate to cases at the investigation stage:

- complaints must be acknowledged within **three working days**
- you should provide a full response to the complaint as soon as possible but not later than **20 working days** from the time you received the complaint for investigation.

Extension to the timeline

It is important that every effort is made to meet the timeline, as failure to do so may have a detrimental effect on the customer. Not all investigations will be able to meet this deadline. For example, some complaints are so complex that they require careful consideration and detailed investigation beyond the 20 working day timeline. However, these would be the exception and you must always try to deliver a final response to a complaint within 20 working days.

If there are clear and justifiable reasons for extending the timeline, senior management will agree an extension and set time limits on any extended investigation. You must keep the customer updated on the reason for the delay and give them a revised timescale for completion. The reasons for an extension might include the following:

- essential accounts or statements, crucial to establishing the circumstances of the case, are needed from staff, customers or others but the person you must contact cannot help because of long-term sickness or leave
- you cannot obtain further essential information within normal timescales, or
- the customer has agreed to mediation as a potential route for resolution.

These are only a few examples, and you must judge the matter in relation to each complaint. However, an extension would be the exception and you must always try to deliver a final response to the complaint within 20 working days.

If a joint response is being prepared to a complaint that covers more than one service, the lead service must inform the customer of the reasons for any delay and when they can expect a response, even if the delay relates to input from the other service.

As with complaints considered at the frontline stage, the proportion of complaints that exceed the 20 working day timeline will be evident from reported statistics, which are provided to senior management on a quarterly basis.

[Appendix 3](#) provides further information on timelines.

Alternative resolution and mediation

Some complex complaints, or complaints where customers and other interested parties have become entrenched in their position, may require a different approach to resolving the matter.

Where appropriate, you may consider using services such as mediation or conciliation, using suitably trained and qualified mediators to try to resolve the matter.

Mediation will help both parties to understand what has caused the complaint, and so is more likely to lead to mutually satisfactory solutions.

If you and the customer agree to mediation, an extension to the timeline will need to be agreed.

Closing the complaint at the investigation stage

You must let the customer know the outcome of the investigation, in writing or by their preferred method of contact. Our response to the complaint must address all areas that we are responsible for and explain the reasons for our decision, taking an appropriate approach to any confidential information. You must record the decision, and details of how it was communicated to the customer, on the complaints system. You must also make clear to the customer:

- their right to ask the SPSO to consider the complaint
- the time limit for doing so, and
- how to contact the SPSO.

Signposting to the SPSO

Once the investigation stage has been completed, the customer has the right to approach the SPSO if they remain dissatisfied.

The SPSO considers complaints from people who remain dissatisfied at the conclusion of our complaints procedure. The SPSO looks at issues such as service failure and maladministration (administrative fault), and the way we have handled the complaint. In relation to social work decisions, they can also look at professional judgement.

The SPSO recommends that you use the wording below to inform customers of their right to ask SPSO to consider the complaint.

Information about the SPSO

The Scottish Public Services Ombudsman (SPSO) is the final stage for complaints about public services in Scotland. This includes complaints about local councils and the NHS in Scotland. If you remain dissatisfied when you have had a final response from Renfrewshire Council, you can ask the SPSO to look at your complaint. The SPSO cannot normally look at complaints:

- where you have not gone all the way through the council's complaints handling procedure
- more than 12 months after you became aware of the matter you want to complain about, or
- that have been or are being considered in court.

The SPSO's contact details are:
SPSO

4 Melville Street
Edinburgh
EH3 7NS

Their freepost address is:
FREEPOST SPSO

Freephone: 0800 377 7330
Online contact www.spsso.org.uk/contact-us
Website: www.spsso.org.uk

Governance of the complaints handling procedure

Roles and responsibilities

Overall responsibility and accountability for the management of complaints lies with Renfrewshire Council's Chief Executive and senior management.

Our final position on the complaint must be signed off by an appropriate senior officer and we will confirm that this is our final response. This ensures that our senior management own and are accountable for the decision. It also reassures the customer that their concerns have been taken seriously.

Chief Executive/ Chief Officer: The Chief Executive or Chief Officer provides leadership and direction in ways that guide and enable us to perform effectively across all services. This includes ensuring that there is an effective complaints handling procedure, with a robust investigation process that demonstrates how we learn from the complaints we receive. The Chief Executive may take a personal interest in all or some complaints, or may delegate responsibility for the CHP to senior staff. Regular management reports assure the Chief Executive of the quality of complaints performance.

Chief Social Work Officer (CSWO): The CSWO has an important role in the consideration of complaints information and, on occasion, the content of individual complaints. Their role in overseeing the effective governance of social work services and monitoring these arrangements includes complaints about social work services. The CSWO should also take appropriate account of complaints information in fulfilling their obligations to promote continuous improvement and best practice. Furthermore, the CSWO or their delegated officers may have specific interest in complaints relating to individuals for whom they have decision-making responsibilities.

Directors: On the Chief Executive's behalf, directors may be responsible for:

- managing complaints and the way we learn from them
- overseeing the implementation of actions required as a result of a complaint

Directors have delegated some elements of complaint handling (such as investigation and drafting of response letters to appropriate senior managers. However Directors have retained ownership and accountability for the management and reporting of complaints. Heads of service or a appropriate senior managers will normally be responsible for preparing and signing decision letters to customers to that end they must be sure they are satisfied that the investigation is complete and their response addresses all aspects of the issues raised within the complaint. In cases where the complaint is of serious, sensitive or complex nature it will be signed off at the most appropriate senior level and this will be decided by the complaints lead officer.

Heads of service: Head of service may be involved in the operational investigation and management of complaints handling. As senior officers they may be responsible for preparing and signing decision letters to customers, so they should be satisfied that the investigation is complete and their response addresses all aspects of the complaint. Heads of Service are also responsible for ensuring that learning from complaints is shared appropriately and that improvements and recommendations are effectively implemented on a service wide basis.

Complaints investigator: The complaints investigator is responsible and accountable for the management of the investigation. They may work in a service delivery team or as part of a centralised customer service team, and will be involved in the investigation and in co-ordinating all aspects of the response to the customer. This may include preparing a comprehensive written report, including details of any procedural changes in service delivery and identifying wider opportunities for learning across the organisation.

All of the organisation's staff: A complaint may be made to any member of staff in the organisation. All staff must therefore be aware of the complaints handling procedure and how to handle and record complaints at the frontline stage. They should also be aware of who to refer a complaint to, in case they are not able to handle the matter. We encourage all staff to try to resolve complaints early, as close to the point of service delivery as possible, to prevent escalation.

Renfrewshire Council SPSO liaison officer: Our SPSO liaison officers may role include providing complaints information in an orderly, structured way within requested timescales, providing comments on factual accuracy on our behalf in response to SPSO reports, and confirming and verifying that recommendations have been implemented. The SPSO liaison role is a corporate post which co-ordinates the gathering of information. The SPSO liaison officer designate the responsibility for information gathering to an appropriate Council Officer on a case by case basis in order to ensure that all pertinent facts are reported to the SPSO.

Renfrewshire Council Complaints Lead Officer

Responsible for monitoring and reporting on the complaints process to Renfrewshire Council's senior management team and appropriate Council Boards.

Customer Contact Teams

Responsible for receiving complaint, logging information on Renfrewshire Council's management information system and distributing complaints to the relevant officers (up-dated lists provided by Renfrewshire Council services).

Complaints about senior staff

Complaints about senior staff can be difficult to handle, as there may be a conflict of interest for the staff investigating the complaint. When serious complaints are raised against senior staff, it is particularly important that the investigation is conducted by an individual who is independent of the situation. We must ensure we have strong governance arrangements in place that set out clear procedures for handling such complaints.

Complaints about Councillors

Complaints that relate to the conduct or actions of Councillors must comply with the Scottish Parliament approved Code of Conduct. The Standards Commission for Scotland is responsible for promoting and enforcing the Code. Any complaints concerning the conduct of Councillors should be referred to:

Commission for Ethical Standards in Public Life in Scotland

Public Standards Commissioner

Thistle House
91 Haymarket Terrace
Edinburgh
E12 5HE

Telephone: 0300 011 0550

Email: info@ethicalstandards.org.uk

Recording, reporting, learning from and publicising complaints

Complaints provide valuable customer feedback. One of the aims of the CHP is to identify opportunities to improve services across Renfrewshire Council. We must record all complaints in a systematic way so that we can use the complaints data for analysis and management reporting. By recording and using complaints information in this way, we can identify and address the causes of complaints and, where appropriate, identify training opportunities and introduce service improvements.

Recording complaints

To collect suitable data it is essential to record all complaints in line with SPSO minimum requirements, as follows:

- the customer's name and address
- the date the complaint was received
- the nature of the complaint
- how the complaint was received
- the service the complaint refers to
- the date the complaint was closed at the frontline resolution stage (where appropriate)
- the date the complaint was escalated to the investigation stage (where appropriate)
- action taken at the investigation stage (where appropriate)
- the date the complaint was closed at the investigation stage (where appropriate)
- the outcome of the complaint at each stage, and
- the underlying cause of the complaint and any remedial action taken.

We have structured systems for recording complaints, their outcomes and any resulting action. These provide a detailed record of services that have failed to satisfy customers.

Renfrewshire Council's management information system records complaints, their outcomes and any recommendations or resulting actions. Complaint data is analysed to identify trends and service failures to ensure appropriate action is taken to improve service delivery and customer's experience of the service.

Reporting of complaints

Details of complaints are analysed for trend information to ensure we identify service failures and take appropriate action. Regularly reporting the analysis of complaints information helps to inform management of where services need to improve.

We publish on a quarterly basis the outcome of complaints and the actions we have taken in response. This demonstrates the improvements resulting from complaints and shows that complaints can influence our services. It also helps ensure transparency in our complaints handling service and will help to show our customers that we value their complaints.

We must:

- publicise on a quarterly basis complaints outcomes, trends and actions taken
- use case studies and examples to demonstrate how complaints have helped improve services.

This information should be reported regularly (and at least quarterly) to our senior management team.

Learning from complaints

At the earliest opportunity after the closure of the complaint, the complaint handler should always make sure that the customer and staff of the department involved understand the findings of the investigation and any recommendations made.

Senior management will review the information gathered from complaints regularly and consider whether our services could be improved or internal policies and procedures updated.

As a minimum, we must:

- use complaints data to identify the root cause of complaints
- take action to reduce the risk of recurrence where possible
- record the details of corrective action in the complaints file, and
- systematically review complaints performance reports to improve service delivery.

Where we have identified the need for service improvement:

- the action needed to improve services must be authorised
- an officer (or team) should be designated the 'owner' of the issue, with responsibility for ensuring the action is taken
- a target date must be set for the action to be completed
- the designated individual must follow up to ensure that the action is taken within the agreed timescale
- where appropriate, performance in the service area should be monitored to ensure that the issue has been resolved
- we must ensure that Renfrewshire Council staff learn from complaints.

Publicising complaints performance information

We also report on our performance in handling complaints annually in line with SPSO requirements. This includes performance statistics showing the volumes and types of complaint and key performance details, for example on the time taken and the stage at which complaints were resolved.

Maintaining confidentiality

Confidentiality is important in complaints handling. This includes maintaining the customer's confidentiality and explaining to them the importance of confidentiality generally. We must always bear in mind legal requirements, for example data protection legislation, as well as internal policies on confidentiality and the use of customer information.

Managing unacceptable behaviour

People may act out of character in times of trouble or distress. The circumstances leading to a complaint may result in the customer acting in an unacceptable way. Customers who have a history of challenging or inappropriate behaviour, or have difficulty expressing themselves, may still have a legitimate grievance.

A customer's reasons for complaining may contribute to the way in which they present their complaint. Regardless of this, we must treat all complaints seriously and properly assess them. However, we also recognise that the actions of customers who are angry, demanding or persistent may result in unreasonable demands on time and resources or unacceptable behaviour towards our staff. We will, therefore, apply our policies and procedures to protect staff from unacceptable behaviour such as unreasonable persistence, threats or offensive behaviour from customers. Where we decide to restrict access to a customer under the terms of an unacceptable behaviour policy, we have a procedure in place to communicate that decision, notify the customer of their right of appeal, and review any decision to restrict contact with us. This will allow the customer to demonstrate a more reasonable approach later.

In the case of clients whose behaviour has breached our acceptable behaviour policy and who have had their access restricted we would still have the same access to the complaints process but would require appropriate monitoring on a case to case basis.

Time limit for making complaints

This CHP sets a time limit of six months from when the customer first knew of the problem, within which time they may ask us to consider the complaint, unless there are special circumstances for considering complaints beyond this time.

We will apply this time limit with discretion. In making decisions we will take account of the Scottish Public Services Ombudsman Act 2002 (Section 10(1)), which sets out the time limit within which a member of the public can normally ask the SPSO to consider complaints. The limit is one year from when the person first knew of the problem they are complaining about, unless there are special circumstances for considering complaints beyond this time.

If it is clear that a decision not to investigate a customer's complaint will lead to a request for external consideration of the matter, we may decide that this satisfies the special circumstances criteria. This would enable us to consider the complaint and try to resolve it, without the complaint going straight to the SPSO.

Appendix 1 – Frontline resolution complaints

The following tables give examples of complaints that may be considered at the frontline stage, and suggest possible actions to achieve resolution.

Complaint	Possible actions to achieve resolution
A service user complains that a social worker did not turn up for a planned visit.	<ul style="list-style-type: none">• Apologise to the service user• explain that you will look into the matter• contact the social worker/manager to find out the reason for the missed appointment, then• explain the reasons and offer a new appointment.
A member of the public complains that a home carer parked in a private resident's car parking place.	<ul style="list-style-type: none">• Take the customer's details and explain that you will look into the matter• contact the home care service to find out if this is the case• if so, request that this does not happen again, and• contact the customer, apologise and advise that the worker has been asked to find alternative parking.
A member of public complains that his neighbours (residents of a children's house) have been playing football in the street where they live and are being abusive to passers-by.	<ul style="list-style-type: none">• Explain to the customer that you will look into the matter and call them back• contact the manager of the children's house to verify the facts• request that the manager meet with the neighbour to apologise and engender good relations, then• call back the customer to update them.
A complaint about a service provider commissioned by social work services.	<ul style="list-style-type: none">• Discuss with the customer the different ways for this complaint to be handled, i.e. by a complaint to the Care Inspectorate or through the provider's own CHP, and• ensure, whatever process is agreed, that the customer is clear how they can progress their complaint to the next stage, should they remain dissatisfied. This may be within the provider's CHP, to the Renfrewshire Council, or to the Care Inspectorate. The customer should be advised that they can come back to Renfrewshire Council for further advice if they need to at any stage.
A service user complains that their care	<ul style="list-style-type: none">• Clarify with the customer whether the complaint

<p>needs assessment does not accurately reflect their needs, or that the care package proposed would not meet the needs identified in their assessment.</p>	<p>relates to an assessment of needs or a proposed care package. Establish specifically what the customer is complaining about and what has happened so far. Ask them what they are seeking from their complaint, and explain that you will look into the matter</p> <ul style="list-style-type: none"> • make internal enquiries to establish what stage the assessment and care planning processes are at • while considering the complaint, if the team indicate that a new assessment or care planning meeting may be offered, pass this offer onto the customer, and ask the team to contact the customer to take this forward, and • if the team are not prepared to look at the matter again, explain why the assessment or care package decision is considered to be adequate, and signpost to the next stage of the CHP.
<p>A customer complains about social work services impacting on their discharge from hospital.</p>	<ul style="list-style-type: none"> • Check with the hospital social work team about the customer's care planning in relation to discharge from hospital, and the timing of medical decisions and social work input • it may become apparent at that stage that the discharge process was complicated by a range of issues, in which case it may be appropriate to escalate the complaint to investigation • it may also become apparent that the customer is still in hospital, and may or may not be considered ready for discharge. If they are ready, then pass the complaint onto the team directly involved to respond to as quickly as possible • if the situation is not current, and there were delays from social work services, find out why these happened, and • respond to the customer by their preferred method, to inform them of the outcome of their complaint. Offer an apology if appropriate, and outline what steps have been put in place to prevent a recurrence of the situation.

Appendix 2 - Complex social work scenarios

A concern may not necessarily be a complaint. In some cases a measure of discretion or further clarification is required in determining whether something is a complaint that should be handled through this procedure or another matter which should be handled through another process. There are also some specific circumstances when complaints should be handled in a particular manner. Issues that commonly arise include:

1. Child or adult protection concerns

Customers may express concerns that a child or adult is at risk, but frame their concern in terms of dissatisfaction that 'nothing has been done about this'. The member of staff will need to consider whether the person is authorised to make complaints on behalf of the child or adult in question, whether they expect the matter to be handled as a complaint and whether the professional view is that these matters are best addressed through initiating the applicable protection procedures. Where the need to initiate protection procedures and investigate concerns within those procedures is identified, this will usually represent Renfrewshire Council's final response to the complaint, and the complaint should be closed. The person making the complaint should be advised that this is the outcome of the complaint and signposted to the SPSO.

Where a complaint is received about some aspect of protection processes that have already been initiated, for example in relation to the way the processes was applied, this should be considered a complaint, and progressed within the complaints handling procedure.

2. Complaints about professional decisions

A customer may wish to complain about or appeal against a social work decision. Such decisions must be considered in line with the timescales for complaints as specified in the CHP.

Some decisions may be considered through an internal appeal procedure. However, any such appeal route must be considered as constituting a special form of stage 2 of this procedure, in that it will result in a thorough response **to all concerns** and onward referral to the SPSO.

3. Legal action

Legal action takes several forms and each must be handled in a distinctive way:

- (a) **Judicial Review:** If a person wishes to seek judicial review of a social work decision then they should be encouraged to seek legal advice.
- (b) **Litigation:** Where a customer says that they are seeking compensation and that legal action is being actively pursued, this is not a complaint. Where a customer indicates that they intend to litigate but have not yet commenced legal action, they should be informed that if they take such action, they should notify the complaints team and that the complaints process will be closed. If it becomes apparent that legal action is being pursued, the complaints team must clarify with the customer if all the issues they have raised will be considered through legal action; any outstanding issues must still be addressed through the CHP.
- (c) **Legal tribunals, etc:** Sometimes the matter complained of may be the subject of ongoing consideration by a relevant legal body, for example where a customer complains of lack of

contact with their child who is being looked after by Renfrewshire Council, when that matter falls to be determined by the Children's Panel. In such cases the customer should be directed to raise the matter either directly or through their legal representatives within that other defined process and the matter should not be accepted as a complaint.

This is distinct from a complaint that Renfrewshire Council and its staff have failed to properly carry out their roles and responsibilities. In the example above, a Children's Panel may have set contact frequency but it is not being properly facilitated by social work staff due to staffing shortages or some other factor. That is a matter of legitimate complaint under this procedure.

4. Complaints about the content of reports submitted to legal bodies

Renfrewshire Council may receive complaints about the accuracy of reports by professional social work staff submitted to Courts or other bodies such as Children's Panels, Parole Boards or Mental Health Tribunals. In such circumstances, the report is provided as a service to the court or tribunal, not as a service to the customer. The customer has no right to veto such reports or insist that content is subject to their approval but they can complain about the content of the report.

Renfrewshire Council should consider each complaint and it will usually be necessary to undertake a short screening process to establish whether the issue is appropriate for the CHP. This will depend on the nature and seriousness of alleged inaccuracy, and the status of the report in relation to the progress of court or other proceedings. In particular Renfrewshire Council should consider whether the complaint relates to accuracy of facts, to opinion or to the standard and quality of the work carried out by the professional concerned, and should take one of three actions accordingly:

1. advise the customer that, due to the timescales involved, the issue should be raised when the report is presented in court/to the relevant body, as that is the appropriate forum for deciding on the matter
2. advise the customer that the complaint raises issues that will be considered under the CHP (such as issues of fact), and progress accordingly, or
3. advise the customer that the complaint raises a mixture of issues that will be considered under the CHP and other issues that should be raised within the relevant forum when the report is submitted.

If you refuse to consider some or all issues as per 1 or 3 above and direct the customer to raise the matter within the legal process, you must still provide clear information about the reason for this decision, and signpost the customer to the SPSO for access to a review of this decision.

Renfrewshire Council should also consider whether the complaint relates to a breach of data protection legislation, in which case it must be processed accordingly, with a potential referral to the Information Commissioner.

5. Campaigns

The introduction of a new policy or changes in service, such as the closure of a facility, may lead to a high volume of complaints being received. These should be handled under this procedure on an individual basis on their merits, addressing the issue of how that particular customer is affected by the change. It may be appropriate to provide information about the process that led to the changes, or when the policy may next be reviewed.

Occasionally, however, such complaints are evidently part of an organised campaign. Indicators may be that all complaints have identical content or are on a 'form' letter or that all complainers are known to be members of a pressure group that has made separate representations through Renfrewshire Council petitions or elected members.

Renfrewshire Council should not accept an unreasonable burden on its complaints processes produced by an organised campaign. Instead, Renfrewshire Council may either issue a single 'form' response or may ask the organisers to nominate a single person to make a single complaint on behalf of the group. In such circumstances it would be important to be clear that all the complaints being brought to Renfrewshire Council are identical, and setting out clearly what issues are being considered under the complaint. Any other additional concerns that individuals may have would need to be handled as new complaints.

6. Persons under investigation

Renfrewshire Council is likely to have a role in investigating the actions of individuals towards other, more vulnerable people, for example those suspected of child or adult abuse or Guardians and Powers of Attorney who are allegedly misusing their powers.

Those individuals are still customers as defined within this procedure and any complaint from them must be considered on its individual merits. For example, a complaint about an improper exercise of investigative procedures should be looked into as a complaint. Any response should take into account any confidentiality issues, and this should be explained to the customer.

However, if it is evident that the person is not complaining about the process or the actions of staff, but is complaining that they are under investigation, this should not be accepted as a complaint. Instead it should be explained to the customer that Renfrewshire Council has a statutory obligation to investigate such matters, and this is not conditional upon their agreement or approval. Their objection to the process is not considered to be a complaint, though they may be directed to seek appropriate legal advice to protect their rights.

7. Looked after and accommodated children/adults under local authority guardianship

Renfrewshire Council has a special duty of care to children in its care or adults for whom it exercises decision-making powers. Special care should be taken when investigating complaints made by or on behalf of those individuals.

Artificial barriers of confidentiality should not be imposed to prevent people with a relevant interest in the affairs of an incapacitated adult from complaining on their behalf.

Children who are looked after by the Local Authority may complain. They may have little in the way of a support network and may be estranged from their family. It may also be inappropriate for

the family to represent the child's interests. Particular care, therefore, should be taken to ensure that the child's complaint is understood and, particularly for younger children, that the response is understood by them.

In both cases, the need for personal contact with the customer, and the possible involvement of advocacy services, should be actively considered.

8. Grievances/Staff complaints

This procedure is for external customers of Renfrewshire Council to complain about services received by them or affecting them or to complain on behalf of others. It is not an appropriate procedure for the handling of complaints by staff, which should be routed through the usual HR/Personnel processes.

9. Allegations of fraud/criminality/professional malpractice or incompetence

Discretion is required where the complaint is so serious as to immediately merit investigation under disciplinary processes or referral to another agency.

If it is determined that the complaint falls into this category, you should always try to respond to the complaint within the CHP timescales. Even where the outcome of the complaint leads to further internal procedures being followed, the customer can still be advised of this as an outcome, and the complaint closed, with signposting to the SPSO.

However, in some cases, particularly where the police are involved, you may have to await the outcome of another process before you can decide on the outcome of the complaint. Where such a decision is made you must inform the customer and advise them of their right to come to the SPSO if they are dissatisfied with this approach.

10. Complaints brought by foster carers

Complaints brought by foster carers can relate to the support services they receive from Renfrewshire Council, the way our staff engage with them, or services a child in their care is or was receiving or has requested from us.

Any complaint brought by a foster carer on behalf of a foster child in the care, or formerly in their care, should be considered under this CHP. A foster carer has sufficient interest in the wellbeing of a child to complain on their behalf. Where possible, the views of the child should also be taken into account and if they are different from the views of the foster carer, this should be referred to in the response.

Foster carers who are recruited and supported by us may bring complaints about these services. However, approval and de-registration of the carer by Renfrewshire Council may be considered through alternative appeal mechanisms. As noted under the section 'Complaints and appeals', these appeals must be handled in line with the CHP timescales and end with signposting to the SPSO.

Complaints from foster carers supported by private agencies will not be addressed within this CHP if the complaint is wholly about their own circumstances and support rather than those of the child. Such complaints should be directed to the complaints process of the relevant agency.

An agency foster carer may still complain about the way our staff have interacted with them or about any element of service that they might reasonably expect to be provided by Renfrewshire Council, for example invitations to meetings, provision of information about the child in their care or the manner and content of communications with Renfrewshire Council. This list is not exhaustive and such complaints should be carefully considered in terms of the role of Renfrewshire Council staff, before directing them to pursue their complaint with their fostering agency.

Where a complaint cannot be considered in part or in whole by Renfrewshire Council, the customer must be given a clear explanation as to why this is, what (if any) parts of their complaint will be investigated and how they may refer the matter to the SPSO.

Appendix 3 - Timelines

General

References to timelines throughout the CHP relate to working days. When measuring performance against the required timelines, we do not count non-working days, for example weekends, public holidays and days of industrial action where our service has been interrupted.

Timelines at frontline resolution

You must aim to achieve frontline resolution within five working days. The day you receive the complaint is day 1. Where you receive it on a non-working day, for example at the weekend or on a public holiday, day 1 will be the next working day.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Day 1: Day complaint received by Renfrewshire Council, or next working date if date of receipt is a non-working day.</p>				
				<p>Day 5: Frontline resolution achieved or complaint escalated to the investigation stage.</p>

Extension to the five-day timeline

If you have extended the timeline at the frontline resolution stage in line with the CHP, the revised timetable for the response must take no longer than 15 working days from the date of receiving the complaint.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 10	Day 15
<p>Day 1: Day complaint received by Renfrewshire Council, or next working day if date of receipt is a non-working day.</p>						
				<p>In a few cases where it is clearly essential to achieve early resolution, you may authorise an extension within five working days from when the complaint was received. You must conclude the frontline resolution stage within 15 working days from the date of receipt, either by resolving the complaint or by escalating it to the investigation stage.</p>		<p>Day 15: Frontline resolution achieved or complaint escalated to the investigation stage.</p>

Transferring cases from frontline resolution to investigation

If it is clear that frontline resolution has not resolved the matter, and the customer wants to escalate the complaint to the investigation stage, the case must be passed for investigation without delay. In practice this will mean on the same day that the customer is told this will happen.

Timelines at investigation

You may consider a complaint at the investigation stage either:

- after attempted frontline resolution, or
- immediately on receipt if you believe the matter to be sufficiently complex, serious or meriting a full investigation from the outset.

Acknowledgement

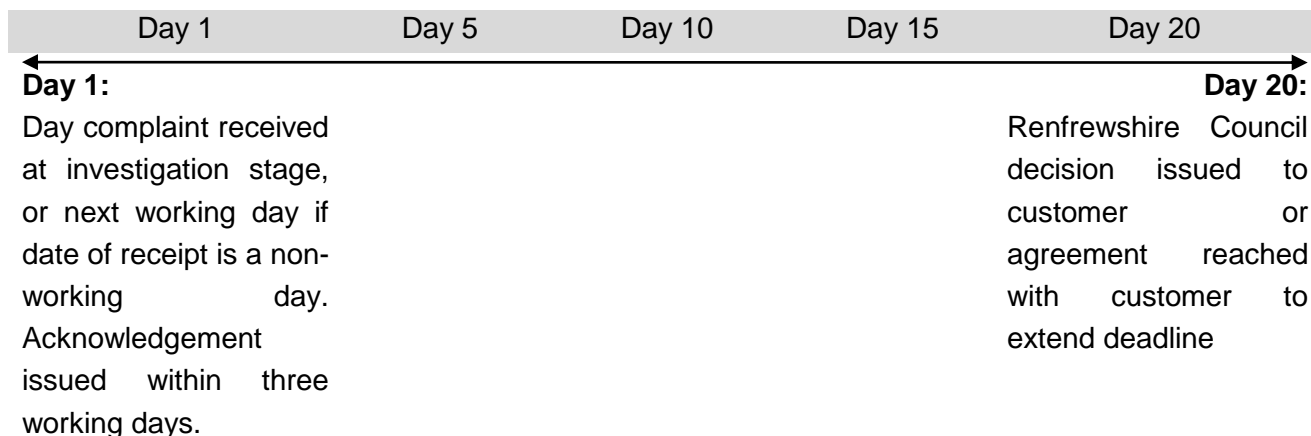
All complaints considered at the investigation stage must be acknowledged within **three working days** of receipt. The date of receipt is:

- the day the case is transferred from the frontline stage to the investigation stage, where it is clear that the case requires investigation,
- the day the customer asks for an investigation after a decision at the frontline resolution stage. You should note that a customer may not ask for an investigation immediately after attempts at frontline resolution, or
- the date you receive the complaint, if you think it sufficiently complex, serious or meriting a full investigation from the outset.

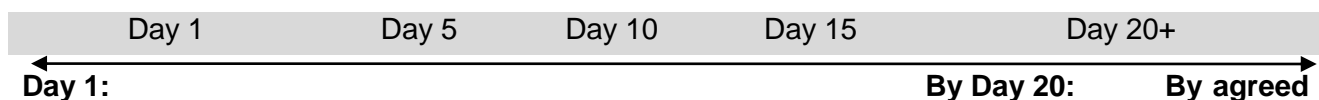
Investigation

You should respond in full to the complaint within **20 working days** of receiving it at the investigation stage.

The 20 working day limit allows time for a thorough, proportionate and consistent investigation to arrive at a decision that is objective, evidence-based and fair. This means you have 20 working days to investigate the complaint, regardless of any time taken to consider it at the frontline resolution stage.



Exceptionally you may need longer than the 20-day limit for a full response. If so, you must explain the reasons to the customer, and agree with them a revised timescale.

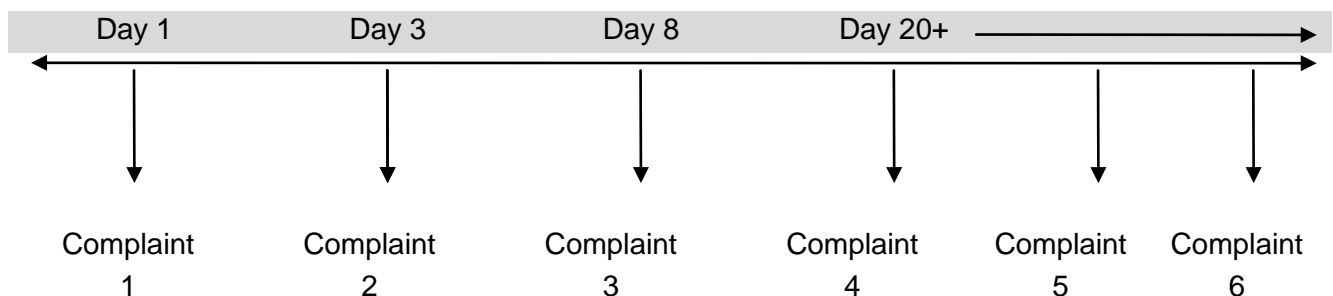


Day complaint received at investigation stage, or next working day if date of receipt is a non-working day. Acknowledgement issued within three working days.

In agreement **date:** with the Issue our customer where final possible, decide decision a revised on the timescale for complaint bringing the investigation to a conclusion.

Timeline examples

The following illustration provides examples of the point at which we conclude our consideration of a complaint. It is intended to show the different stages and times at which a complaint may be resolved.



The circumstances of each complaint are explained below:

Complaint 1

Complaint 1 is a straightforward issue that may be resolved by an on-the-spot explanation and, where appropriate, an apology. Such a complaint can be resolved on day 1.

Complaint 2

Complaint 2 is also a straightforward matter requiring little or no investigation. In this example, resolution is reached at day three of the frontline resolution stage.

Complaint 3

Complaint 3 refers to a complaint that we considered appropriate for frontline resolution. We did not resolve it in the required timeline of five working days. However, we authorised an extension on a clear and demonstrable expectation that the complaint would be satisfactorily resolved within a further ten working days. We resolved the complaint at the frontline resolution stage in a total of eight days.

Complaint 4

Complaint 4 was suitably complex or serious enough to pass to the investigation stage from the outset. We did not try frontline resolution; rather we investigated the case immediately. We issued a final decision to the customer within the 20-day limit.

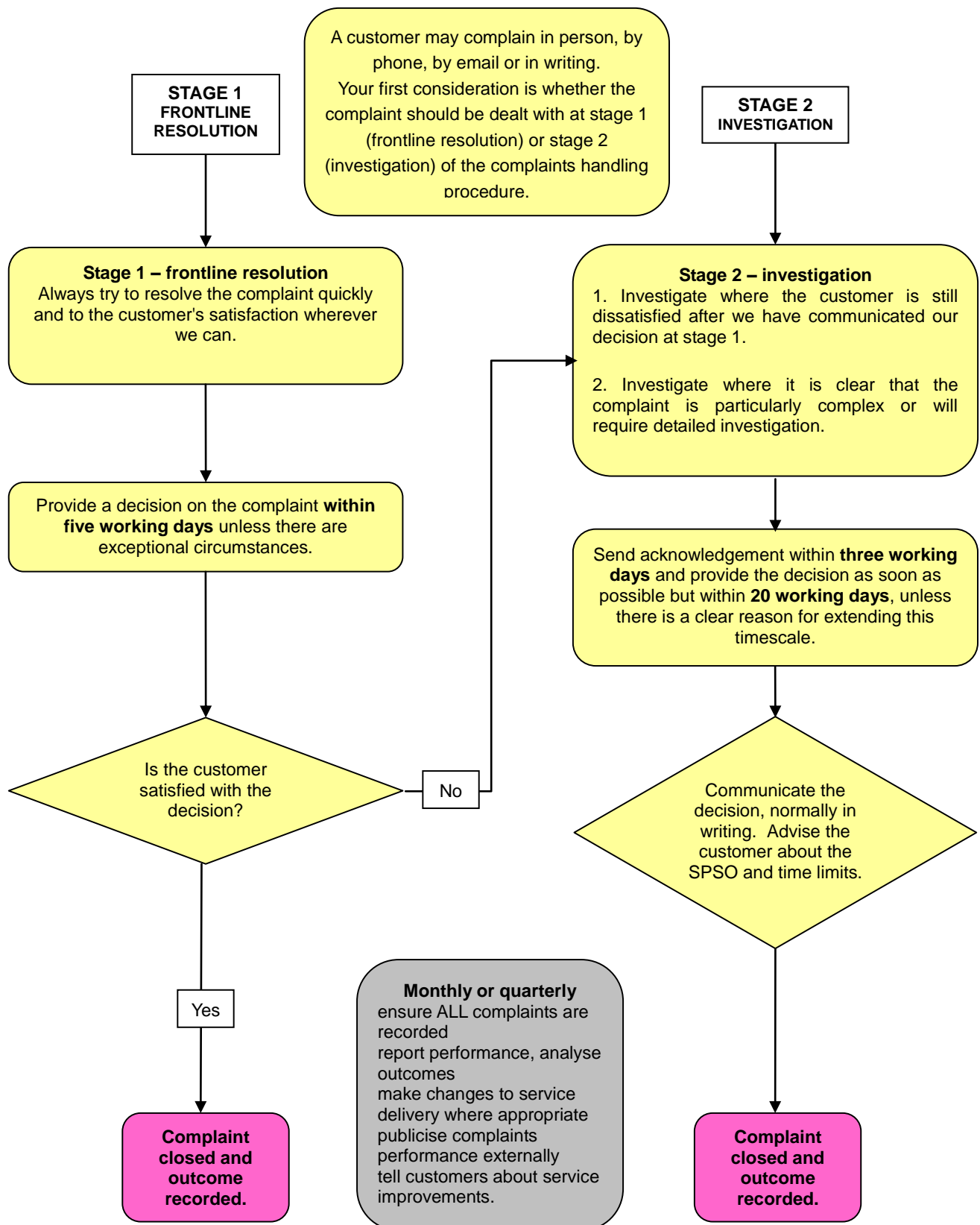
Complaint 5

We considered complaint 5 at the frontline resolution stage, where an extension of ten working days was authorised. At the end of the frontline stage the customer was still dissatisfied. At their request, we conducted an investigation and issued our final response within 20 working days. Although the end-to-end timeline was 30 working days, we still met the combined time targets for frontline resolution and investigation.

Complaint 6

Complaint 6 was considered at both the frontline resolution stage and the investigation stage. We did not complete the investigation within the 20-day limit, so we agreed a revised timescale with the customer for concluding the investigation beyond the 20-day limit.

Appendix 4 - The complaints handling procedure





To: Education and Children's Services Policy Board

On: 23 August 2018

Report by: Director of Children's Services

Heading: Inspection of a Registered Service - Throughcare

1. Summary

- 1.1 The Throughcare Housing Support Service was inspected May 2018 by the Care Inspectorate as part of inspection regime of the national regulator for care services. The report was published by the Care Inspectorate on 21 May 2018 and is attached as an appendix to this report. The report is also available from the director of children's services or from the care inspectorate website: <http://www.careinspectorate.com/>
- 1.2 The purpose of the inspection was to evaluate the quality of care. The inspector assessed the service with a focus on three quality indicators which were: care and support; staffing; and management and leadership.
- 1.3 The report identified a number of areas for improvement in relation to staffing levels, training and development; the recording of care planning and risk management for the young people; notification processes to the Care Inspectorate of reportable incidents; and quality assurance arrangements. As a result of the findings the service was judged as weak and a number of recommendations and requirements have been made in the report.
- 1.4 The report did also highlight some strengths in particular staff relationships with young people and the partnership with health colleagues.
- 1.5 Children's Services have taken immediate action to address the issues highlighted in the report. An action plan has been developed and this will be kept under close review.

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to note:
- (a) the outcome of the inspection of the Throughcare Housing Support Service, attached as appendix 1;
 - (b) immediate action has been taken to address the requirements and recommendations within the report; and
 - (c) a report will be brought back to members on the progress of the service in addressing the findings of the inspection report.

3. Background

- 3.1 Social care services are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to vulnerable individuals and groups. In addition to service-wide inspection, individual registered services are subject to regular inspection by the Care Inspectorate. Typically, residential facilities will be subject to two inspections per year, including at least one unannounced inspection. Other services are likely to be inspected annually or bi-annually.
- 3.2 The Care Inspectorate may impose requirements and/or recommendations in its inspection reports. Requirements are legally enforceable and set out what is required by a care service to comply with the Regulation of Care (Scotland) Act 2001 or with the conditions of registration. A recommendation will set out an action that would improve or develop the quality of the service, but failure to meet a recommendation would not result in enforcement.
- 3.3 In Renfrewshire, Children's Services have 9 registered care services including residential care services, Fostering and Adoption services and the Throughcare Service which provides support to previously accommodated young people.
- 3.4 Previously the Social Work Service would take six monthly reports to the Community and Family Care Policy Board to provide an overview on the outcome of the inspection of registered services. A decision was then made that reports would be brought to Education and Children's Services Board by exception, in the event that the outcome from an inspection was not at a level that we would want or expect to deliver on an ongoing basis.

- 3.5 Renfrewshire Council's Through Care Team provides housing support to previously accommodated young people in the Renfrewshire area. Accommodation and support is provided in two ways. Charleston Square is a purpose-built supported housing development in Paisley offering 10 self-contained flats. The service is staffed 24 hours per day. The service also has independent satellite flats in the community situated in a range of locations across Renfrewshire. Young people living in the satellite flats are supported on an outreach basis where staff support young people in the community.
- 3.6 The recent inspection report made a number of requirements and recommendations. These related to staffing levels, training and development; the recording of care planning and risk management for the young people; notification processes to the Care Inspectorate of reportable incidents; and quality assurance arrangements.
- 3.7 The inspection report highlighted that the supported accommodation at Charleston Square was experiencing staffing shortages and in the Care Inspectorate's view the resource was not always appropriately staffed. Furthermore, the inspector also found that staff were not getting appropriate opportunities to attend training events. While the service has experienced sickness and vacancies, appropriate staffing levels were maintained in line with our registered requirements. Vacancies have been permanently filled since the inspection and the service is fully staffed. The training needs of individual staff are being reviewed and will inform the development plan for the service. The Service will keep staffing levels under review to ensure these are appropriate to the needs of the young people in the service.
- 3.8 The Inspector also found that the care planning processes for the young people were not robust enough and that more emphasis was required on the assessment of risk in relation to the support for the most vulnerable young people living in Charleston Square. Since the conclusion of the Inspection care plans and risk assessments have been completed for each resident in Charleston Square and they will be kept under regular review.
- 3.9 A related matter was the consistent reporting of notifiable incidents to the Care Inspectorate in accordance with regulatory requirements such as the hospital admission of a young person and the absence of the registered manager due to sickness. Staff have been reminded of the requirement and oversight by the external manager established.
- 3.10 The Inspection found that the management and leadership of the service needed to be improved and that quality assurance processes required to be more robust. The quality assurance arrangements for the service have been reviewed and steps taken to ensure close oversight of the improvement action plan which addresses all of the requirements and recommendations of the inspection report.

- 3.11 While fully recognising the issues highlighted in the report it is noted that strengths were also identified including working with partners in health, staff's knowledge of the young people and their ability to engage effectively with the young people. The report noted the feedback from the service users who spoke to the Inspector which was largely positive with young people advising that they felt supported.
- 3.12 Renfrewshire Council is highly aspirational for our most vulnerable children and young people. Children's Services acknowledge the particular issues raised in this report and have taken immediate action to address these. The measures we have put in place are being closely monitored and kept under review and include a detailed action plan to address each of the issues raised.
- 3.13 Children's Services are confident the measures we have taken will ensure that the service improves to the previous high standards identified in earlier inspections. We are confident that future inspections will reflect progress has been made.

Implications of this report

1. **Financial:** None.
2. **HR and Organisational Development:** None.
3. **Community/Council Planning:**

Our Renfrewshire is thriving:

we strive for high standards of care across our services to offer our children and young people the opportunity to develop their full potential enabling them to contribute to a fairer society.

Our Renfrewshire is well:

by providing an environment which encourages care, welfare and development the service play a crucial role in developing young people to participate in their community and become responsible citizens.

4. **Legal:** None.
5. **Property/Assets:** None.
6. **Information Technology:** None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety: None.

9. Procurement: None.

10. Risk: None.

11. Privacy Impact: None.

12. Cosla Policy Position: not applicable

List of Background Papers none

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Renfrewshire Council Through Care Team Housing Support Service

10 St. James Street
Paisley
PA3 2HT

Telephone: 0141 618 4531

Type of inspection: Unannounced
Inspection completed on: 21 May 2018

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Care service number:
CS2005101044

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate in April 2011.

Renfrewshire Council Through Care Team provides housing support to vulnerable young people in the Renfrewshire area. Accommodation and support is provided in two locations.

Charleston Square is a purpose-built supported housing development in Paisley offering 10 self-contained flats. One flat offers short-term respite accommodation for young people living with supported carers. The service is staffed 24 hours per day.

The service also has seven young people being supported in satellite flats situated in a range of locations in Renfrewshire. Young people living in the satellite flats are supported on an outreach basis where staff meet young people in the community.

The service had recently gone through a restructuring process where the outreach team was operating from 10 St James Street, Paisley.

At the time of our inspection there were 17 young people being supported across both services.

What people told us

We spoke with five young people as part of our inspection. Most were satisfied with the quality of support with all young people advising staff were approachable and easy to talk to. We received some less positive feedback with one young person stating there was a significant drop in support when first moving into his own tenancy. Another young person said they would like more activities and another young person told us there was no care planning.

Below are some of the comments we received:

"I like the flat and staff are alright".

"There's no care planning here".

"They (staff) always take an interest in you".

"I've been happy with the support".

"It would be good to have more support at the beginning".

Self assessment

Not requested at this inspection.

From this inspection we graded this service as:

Quality of care and support	2 - Weak
Quality of staffing	2 - Weak
Quality of management and leadership	2 - Weak

Quality of care and support

Findings from the inspection

We graded the quality of care and support weak at this inspection. Although we identified some strengths, these were compromised by significant weaknesses which were impacting on people's experiences and outcomes.

We thought a key strength was how the service worked in partnership with health professionals to ensure staff and young people were knowledgeable around health issues. This included health professionals visiting the service and staff proactive in seeking specialist advice when required.

Through Renfrewshire Council's Champion's Board young people had opportunities to participate in strategic planning and it was pleasing to see an example of this. At a service level, however, we found insufficient levels of participation particularly in relation to service development and individual care planning.

(See recommendation 1)

A significant weakness was the absence of care planning which had limited outcome focussed work with young people. It was disappointing to find young people not progressing in key areas of their life. One staff member told us "young people just seem to down tools when they come here".

For some of the young people tracked, we saw disengagement from protective factors such as employment or college. Staff told us this was a trend and we concluded that insufficient staffing levels and the absence of care planning was significantly impacting on outcomes for young people.

(See requirement 1)

Staff and management told us reduced staffing levels were impacting on outcomes for young people. We saw that Charleston Square was often staffed by one support worker. One staff member told us "you're stuck in the office, so can't work in flats or community". Another said "At times we struggle to offer any support, it's like being glorified door keeper".

Previously looked after and accommodated, many of the young people at Charleston Square presented with a range of complex needs. At our inspection we found ambiguity in the aims and objectives of the service and disparity in terms of the needs of young people and the resources available. Support and staffing levels must be informed by an ongoing assessment of the needs of residents.

(See requirement 2)

There was no evidence of risk planning or assessment being undertaken at the service. For one young person we requested immediate action to ensure plans were in place to reduce risk and promote their safety. The limitations in risk assessment at the service were extremely concerning representing a significant weakness.

(See requirement 3)

We concluded the service could improve how it supported and engaged young people in activities. It was pleasing to see efforts made to have residents meetings, group meals and activities such as yoga and summer barbeques. However, we thought more could be done to establish these as frequent events and engage young people more generally in positive activities.

Requirements

Number of requirements: 3

1. Renfrewshire Council must, after consultation with each service user and within 28 days of the date which the service user first received the service, prepare a written plan which sets out how the service user's health, welfare and safety needs are to be met.

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 5.-(1)

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'My future care and support needs are anticipated as part of my assessment' (HSCS 1.14) and 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices. (HSCS 1.15)

2. Renfrewshire Council must ensure that Charleston Square is staffed sufficiently to meet the needs of young people. Staffing levels must be informed by an ongoing assessment of need and the levels of support required for young people.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'my needs are met by the right number of people' (HSCS 3.14)

3. Where necessary to ensure the safety of young people, Renfrewshire Council must ensure risks assessments are completed in partnership with all stakeholders. These plans must show an analysis of risk and clear plans to promote the safety of young people.

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event. (HSCS4.14)

Recommendations

Number of recommendations: 1

1. In partnership with young people, methods to involve young people in assessing and planning their care should be reviewed. This should include how feedback is used to improve the standard of care at the service.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I am fully involved in assessing my emotional, psychological, social and physical needs at an early stage, regularly and when my needs change'. (HSCS 1.12) and 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve'. (HSCS 4.8)

Grade: 2 - weak

Quality of staffing

Findings from the inspection

We graded the quality of staffing weak at this inspection. We did identify some strengths, particularly in support workers ability to engage with young people effectively. Based on our observations and feedback we thought relationships with young people were sufficiently stable and positive.

We were also impressed with staff's knowledge of young people particularly at the outreach service. We found staff confidently offering support and using external supports when required to meet the needs of young people. It was pleasing to see one young person involved in the recruitment process for staff.

It was disappointing to find low morale at the service with staff feeling unable to support young people appropriately at times. One staff member told us "we used to do care plans but this fell away with no staff ". One external professional told us it was difficult working in partnership with support staff at Charleston Square due to their limited availability.

We saw inadequate levels of case recording for young people residing at Charleston Square and concluded this should be reviewed. Daily recording of young people's wellbeing and recording of key work sessions should be implemented.

(See recommendation 1)

Staff told us they had not had training for a significant period of time citing the impact of staff shortages on their development. One staff member told us "I've not had any training since I started" whilst another told us "training, we don't really get any just now".

We concluded not all staff felt confident in mental health first aid some of whom were lone working in Charleston Square. We concluded a review of staff training needs is required to ensure young people always get the emotional and practical support they need.

(See recommendation 2)

It was pleasing to see staff at the outreach service benefitting from sufficient levels of supervision. Recorded supervision was limited across all levels of staff at Charleston Square and not in accordance with Renfrewshire Council's policy.

(See recommendation 3)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. Staff must keep clear, accurate and up-to-date records in relation to their ongoing work with young people. The registered manager must ensure effective recording systems are in place and that staff are confident in using these.

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. (NHCS 3.14)

2. Renfrewshire Council should review staff training needs across the service. Staff must have time to develop knowledge, learn new skills and reflect on their practice.

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. (NHCS 3.14)

3. All staff and management at Charleston Square should adhere to Renfrewshire Council's policy on supervision.

This is to ensure care and support is consistent with the Health and Social Care Standards which state 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. (NHCS 3.14)

Grade: 2 - weak

Quality of management and leadership

Findings from the inspection

We graded management and leadership weak. At the time of our inspection the registered manager was absent although the concerns highlighted in this report were a direct result of poor leadership over a significant period of time.

We were concerned to find insufficient quality assurance processes to support improvement at the service. This was particularly disappointing when viewed in the context of some poor outcomes and practice highlighted throughout this report.

(See requirement 1)

We were concerned about the service's response following some serious incidents. We saw no reports, records of staff de-briefs, risk planning or reflective learning for staff. A review of how the service responds to incidents must take place to ensure a safe environment for young people.

(See requirement 2)

Incidents had not been notified to the Care Inspectorate in accordance with regulatory requirements. Guidance on the details of notifiable incidents can be found in 'Records that all registered services (except childminding) must keep and guidance on notification reporting.' on www.careinspectorate.com.

(See requirement 3)

We found confusion from managers and staff in relation to roles and responsibilities particularly in relation to care planning. We thought a clear set of aims and objectives for the service was required to bring clarity to staff and external professionals.

(See recommendation 1)

In consultation with young people, information provided to new residents should be updated and the format improved. This should be accessible to young people and include information on care planning, reviews and participation.

(See recommendation 2)

Staff and external professionals told us leadership was lacking across the service. Several external professionals told us about the difficulties working with the service in terms of agreeing the levels of support required for vulnerable young people. We concluded that a culture change is required to offer needs-led and nurturing support to young people.

Although a service improvement plan had been developed for the service, we spoke to several staff, including a manager who was not aware of it. To support the improvements identified in this report, a robust action plan, including timescales and persons responsible must be implemented.

(See requirement 4)

Requirements

Number of requirements: 4

1. The provider must implement robust quality assurance practice and systems that result in improved outcomes for young people.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. (HSCS 4.19)

2. The provider should ensure that all required notifications are made to the Care Inspectorate.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I benefit from different organisations working together and sharing information about me promptly'. (HSCS 4.18)

and

Records that all registered care services (except childminding) must keep and guidance on notification reporting. Care Inspectorate Publication code: OPS-0212-119. Amended version 1 April 2015.

3. Following incidents at the service, Renfrewshire Council must ensure systems to support learning and safe care are in place and being used by all staff.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'My care and support is provided in a planned and safe way, including if there is an emergency or unplanned event'. (HSCS 4.14)

4. Renfrewshire Council must produce an action plan to address the recommendations and requirements in this report. All staff should be aware of the plan and working towards the agreed outcomes.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. (HSCS 4.19)

Recommendations

Number of recommendations: 2

1. Renfrewshire Council should develop and update their service aims and objectives. This should include how young people are supported through a clear care planning framework.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'If I am supported and cared for by a team or more than one organisation, this is well co-ordinated so that I experience consistency and continuity' (HSCS 4.17)

2. In consultation with young people, the service should improve and develop a new information booklet for residents. Young people's rights in relation to care planning and participation must be included.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership'. (HSCS 4.7)

Grade: 2 - weak

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings	
20 Jan 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good 5 - Very good
4 Jun 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good 5 - Very good
31 Oct 2011	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed 5 - Very good

Date	Type	Gradings	
10 Mar 2010	Announced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good Not assessed
25 Feb 2009	Announced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good 4 - Good

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