

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 09 March 2023	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

MARK CONAGHAN
Head of Corporate Governance

Membership

Councillor Emma Rodden (Convener): Councillor Jim Paterson (Depute Convener):

Ms Mary Jane Bird: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Jennifer Adam:
Councillor Fiona Airlie-Nicolson: Provost Lorraine Cameron: Councillor Carolann Davidson:
Councillor Audrey Doig: Councillor Edward Grady: Councillor Gillian Graham: Councillor John
Gray: Councillor Anne Hannigan: Councillor Lisa-Marie Hughes: Councillor Robert Innes:
Councillor David McGonigle: Councillor Iain McMillan: Councillor Will Mylet: Councillor Ben
Smith:

Hybrid Meeting

Please note that this meeting is scheduled to be held in the Council Chambers. However, it is a hybrid meeting and arrangements have been made for members to join the meeting remotely should they wish.

Webcasting of Meeting

This meeting will be filmed for live or subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed. To find the webcast please navigate to <https://renfrewshire.public-i.tv/core/portal/home>

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.

Items of business

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 email democratic-services@renfrewshire.gov.uk

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.

- | | | |
|----------|---|----------------|
| 1 | Revenue and Capital Budget Monitoring as at 6 January 2023 | 4 - 10 |
| | Joint report by the Directors of Children's Services and Finance & Resources. | |
| 2 | Dargavel Education Provision | 11 - 65 |
| | Report by the Director of Children's Services. | |
| 3 | Renfrewshire – Getting it Right for Every Child – Inclusion Update | 66 - 71 |
| | Report by the Director of Children's Services. | |
| 4 | The Promise: Progress on delivering on Renfrewshire's Promise | 72 - 77 |
| | Report by the Director of Children's Services. | |
| 5 | Education Scotland Inspection of Park Mains High School | 78 - 83 |
| | Report by the Director of Children's Services. | |
| 6 | Education Scotland Inspection of Auchenlodment Primary School and Early Learning and Childcare Class | 84 - 90 |
| | Report by the Director of Children's Services. | |

7	Care Inspectorate Inspection of Brediland Residential House	91 - 100
	Report by the Director of Children's Services.	
8	Renfrewshire Children's Services Partnership Plan 2023/2026	101 - 151
	Report by the Director of Children's Services.	
9	Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2023/24	152 - 158
	Report by the Director of Children's Services.	
10	Addendum - Standard Circular 3a - Early Learning and Childcare Admission Policy	159 - 165
	Report by the Director of Children's Services.	
11	Children's Services Standard Circular 33 Update	166 - 216
	Report by the Director of Children's Services.	



To: Education and Children's Services Policy Board

On: 9 March 2023

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

Heading: Revenue and Capital Budget Monitoring as at 6 January 2023

1. Summary of Financial Position

- 1.1. The projected Revenue outturn at 31 March 2023 for Children's Services is an overspend of £4.139m (1.8%) against the revised budget for the year.
- 1.2. The projected Capital outturn at 31 March 2023 for Children's Services is an underspend of £0.100m (1.9%).
- 1.3. This is summarised over the relevant service in the table below and further analysis is provided in the Appendices.

Table 1: Revenue

Division	Revised Annual Budget £m	Projected Outturn £m	Budget Variance £m	Budget Variance %
Children's Services	£229.185	£233.324	(£4.139m)	(1.8%)

Table 2: Capital

Division	Revised Annual Budget £m	Projected Outturn £m	Budget Variance £m	Budget Variance %
Children's Services	£5.303	£5.203	£0.100	1.9%

2. Recommendations

Members are requested to:

- 2.1. Note the projected Revenue outturn position for Children's Services detailed in Table 1 above, and further note that the forecast position is based on best estimates and confirmed government support at this point in time;

- 2.2. Note projected Capital outturn position for Children's Services detailed in Table 2 above; and
- 2.3. Note the budget adjustments detailed in sections 4 and 6.

3. Children's Services Revenue

- 3.1. The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £4.139m (1.8% of total budget). Detailed service division reports can be found in Appendix 2, along with an explanation of each significant projected variance.
- 3.2. The main reasons for the projected outturn position are indicated below the table showing the objective analysis (which division is spending the budget).
- 3.3. A £3.479m overspend is anticipated within Children & Families related mainly to external residential accommodation placements. During the second year of the pandemic the service required to place a number of children and young people in external residential accommodation. These placements have resulted in overspend due to the cost of the specialised services required to meet the complex needs of the children and young people who have been accommodated.
- 3.4. All external placements are held under continual review by the service to ensure they continue to meet the needs of the individual children and young people. Options to mitigate cost pressure are examined on an ongoing basis.
- 3.5. The impact of rising energy costs across the various divisions of service is contributing a further £1.502m to the full-year projected overspend. This service is responsible for around 75% of the Council's annual electricity and gas costs.

4. Revenue Budget Adjustments

- 4.1. Members are requested to note from Appendix 1 that budget adjustments totalling £3.420m have been processed since the last report. These relate mainly to the increase in budget arising from the local government (non-teachers) pay award.

5. Children's Services Capital

- 5.1. The Capital Investment Programme 2022/23 to 2026/27 was approved by the Council on 3 March 2022.
- 5.2. The Capital Monitoring report at Appendix 3 indicates changes totalling £0.450m in the approved capital programme for Education and Children's Services since the previous Policy Board, bringing the total changes to date to a net of £8.056m. This relates to budget carried forward into 2023/24 from 2022/23 for Other School Investment Programmes. The total budget adjustments to date of £8.056m comprise £7.606m of changes reported up

until the previous Policy Board, plus a further £0.450m of changes since then (as described above).

- 5.3. Further detail, including reasons for significant variances, can be found at Appendix 3.

6. Capital Budget Adjustments

- 6.1. Since the last report, budget changes totalling £0.450m have arisen which reflect the following:

Budget carried forward to 2023/24 from 2022/23 (£0.450m)

- Other School Investment Programmes (£0.450m) to reflect the timing of the expected start of Park Mains High School and St Andrew's Academy extensions.

Implications of this report

1. Financial

The projected budget outturn position for Children's Services' Revenue budget is an overspend of £4.139m. Income and expenditure will continue to be monitored closely for the rest of the financial year and, where necessary, steps will be taken to mitigate any overspend including applying flexibility within specific grant funding as permitted by the Scottish Government.

The projected outturn position for Children's Services' Capital budget is an underspend of £0.100m. The Capital programme will continue to be monitored closely for the rest of the financial year.

2. HR and Organisational Development

None directly arising from this report.

3. Community/Council Planning

None directly arising from this report.

4. Legal

None directly arising from this report.

5. Property/Assets

None directly arising from this report.

6. Information Technology

None directly arising from this report.

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 directly arising from this report.

9. Procurement

None directly arising from this report.

10. Risk

The potential risk that the Council will overspend its approved budgets for the year will be managed at a Council-wide level by the Chief Executive and Directors.

11. Privacy Impact

None directly arising from this report.

12. CoSLA Policy Position

n/a

13. Climate Risk

None directly arising from this report.

List of Background Papers: None

Authors: Richard Conway, Extension 0879
Kevin Festorazzi, Extension 4885

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2022/23
1 April 2022 to 6 January 2023

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Subjective Summary	Approved Annual Budget at Period 8	Budget Adjustments	Revised Annual Budget at Period 10	Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	%	£000	£000
Employees	161,628	5,410	167,038	164,218	2,820	1.7%	2,169	651
Premises Related	9,020	(20)	9,000	10,817	(1,817)	(20.2%)	(1,812)	(6)
Transport Related	4,599	0	4,599	5,897	(1,298)	(28.2%)	(1,181)	(116)
Supplies and Services	30,125	(1,331)	28,794	28,858	(64)	(0.2%)	705	(770)
Third Party Payments	13,204	0	13,204	17,565	(4,361)	(33.0%)	(4,581)	220
Transfer Payments	14,388	83	14,471	14,875	(404)	(2.8%)	(1,203)	799
Support Services	68	0	68	59	9	12.5%	7	2
Depreciation and Impairment Losses	0	0	0	0	0	0.0%	0	0
GROSS EXPENDITURE	233,032	4,142	237,174	242,290	(5,116)	(2.2%)	(5,896)	780
Income	(7,267)	(722)	(7,989)	(8,966)	977	12.2%	627	351
NET EXPENDITURE	225,765	3,420	229,185	233,324	(4,139)	(1.8%)	(5,269)	1,130

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2022/23
1 April 2022 to 6 January 2023

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Objective Summary	Approved Annual Budget at Period 8	Budget Adjustments	Revised Annual Budget at Period 10	Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	%	£000	£000
Directorate	472	0	472	439	33	6.9%	30	3
Early learning and childcare	33,862	1,469	35,331	33,960	1,371	3.9%	1,386	(15)
Primary	57,764	216	57,980	58,441	(461)	(0.8%)	(712)	251
Secondary	79,112	406	79,518	80,381	(863)	(1.1%)	(960)	97
ASN (Special) Schools	6,428	42	6,470	6,534	(64)	(1.0%)	(84)	20
Additional support for learning (ASL)	15,587	545	16,132	16,795	(664)	(4.1%)	(732)	68
Psychological services	744	0	744	764	(20)	(2.7%)	(20)	0
Education development	1,770	2	1,772	1,772	0	0.0%	0	0
Attainment Challenge	(731)	(18)	(749)	(749)	0	0.0%	0	0
Facilities management	577	13	590	580	10	1.6%	(19)	29
Children & Families	30,180	746	30,926	34,405	(3,479)	(11.2%)	(4,158)	679
NET EXPENDITURE	225,765	3,420	229,185	233,324	(4,139)	(1.8%)	(5,269)	1,130

Objective Heading	Key Reasons for Projected Variance
Early Learning and Childcare	An underspend in Employee Costs is projected due to vacancies within the authority's Early Learning & Childcare Centres. This underspend is offset by a projected overspend in Transfer Payments in relation to an increase in the rate paid to funded providers (private and voluntary sector nurseries and childminders), and a projected overspend in Premises Costs resulting from the increase in energy costs.
Primary Schools	Overspends in Premises Costs and Transport Costs are projected. The overspend in Premises Costs is due an expected increase in energy and refuse collection costs. The overspend in Transport is due to an expected increase in the cost of the mainstream school transport contract. These overspends are partly offset by an underspend within Employee Costs which is due to the impact of 3 days' strike action by teachers.
Secondary Schools	Overspends in Premises Costs and Transport Costs are projected. The overspend in Premises Costs is due an expected increase in energy and refuse collection costs. The overspend in Transport is due to an expected increase in the cost of the mainstream school transport contract. These overspends are partly offset by an underspend within Employee Costs which is due to the impact of 3 days' strike action by teachers.
ASN Schools	An overspend in Premises Costs is projected. This is due to the increase in energy costs. This overspend is partly offset by an underspend within Employee Costs which is due to the impact of 3 days' strike action by teachers.
Additional Support for Learning	An overspend in Transport Costs is projected. This is due to increases in the cost of transport contracts for pupils with additional support needs.
Children & Families	An overspend in Transfer Payments is projected, mainly in relation to external residential accommodation placements, where the number of complex, expensive packages has increased significantly. All external placements are held under continual review by the service, with options to mitigate cost pressure being examined on an ongoing basis. The full-year projected (adverse) variance has improved since the previous position due mainly to increased funding provided by the Home Office to support the placement of unaccompanied asylum-seeking children as part of the National Transfer Scheme.

RENFREWSHIRE COUNCIL
CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES
1st April to 6th January 2023
POLICY BOARD: EDUCATION & CHILDREN'S SERVICES

		Current Year 2022-23						Full Programme - All years			
Project Title	Prior Years Expenditure to 31/03/2022 £000	Approved Budget 2022-23 £000	Budget Adjustments in 2022-23 £000	Revised Budget 2022-23 £000	Projected Outturn 2022-23 £000	Budget Variance (Adverse) or Favourable		Total Approved Budget to 31-Mar-27 £000	Projected Outturn to 31-Mar-27 £000	Budget Variance (Adverse) or Favourable	
EDUCATION & CHILDREN SERVICES											
Primary Schools Estate Programme(SEMP)	42,665	0	233	233	133	100	43%	42,898	42,798	100	0%
Paisley Grammar New Campus	1,110	10,950	(9,950)	1,000	1,000	0	0%	41,250	41,250	0	0%
Primary Schools Estate Programme(SEMP 2020)	0	0	0	0	0	0	0%	10,000	10,000	0	0%
Other Schools Investment Programmes	22,057	2,009	1,661	3,670	3,670	0	0%	26,231	26,231	0	0%
Technology Replacement Strategy ICT	0	400	0	400	400	0	0%	2,000	2,000	0	0%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	81,011	13,359	(8,056)	5,303	5,203	100	2%	137,558	137,458	100	0%

*Rolling programmes have a prior year year expenditure of £0 as the expenditure is not directly linked from one year to the next as a singular project.

Objective Heading	Key Reasons for Projected Variance
Primary Schools Estate Programme(SEMP)	Minor underspends relate to St Fergus new build and St Anthony refurbishment.



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

On: **09 March 2023**

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

Heading: **Dargavel Education Provision**

1. Summary

- 1.1. The purpose of this report is to advise members of the outcome of a further school roll projection exercise in respect of primary education needs, relating to the Dargavel housing development, and to recommend appropriate next steps.
- 1.2. The additional exercise was undertaken by Edge Analytics, an external data analytic company specialising in long term school capacity planning. Completion of this exercise has concluded a long-term provisional planning figure of 1,131 primary school pupils for the completed Dargavel development.
- 1.3. This figure is broadly in line with that reported to this Board in November based on work completed by Council officers. Edge Analytics have applied their model for Renfrewshire using the latest available evidence on resident pre-school age children, local schools, and their pupils, together with assumptions on the potential impacts of migration and planned local housing developments on future pupil numbers.
- 1.4. Edge Analytics' projection, based on their tried and tested methodology which has been used extensively across the UK, estimated a P1 intake for August 2023 of 110. It was however, highlighted that live admissions data for August 2023 indicated higher registrations than the Edge Analytics' model was projecting. As a result, Edge Analytics were requested to develop additional long-term forecasting scenarios. This additional modelling forecast if the current year's demand continued in the long-term, the number of primary pupils could potentially reach up to 1,500 by 2033.
- 1.5. It should, however, be noted that this forecast figure of 1,500 is at this stage, considered a potential maximum scenario, and based on extrapolating the impact and characteristics of only one year of live data over the long-term forecasting period. This is not consistent with the tried-and-tested modelling used by Edge across the UK and as such should be treated with an appropriate degree of caution but recognised as a potential long term outcome.

- 1.6. In this context and considering the provisional planning figure, it is recommended that officers should commence planning immediately for a new school for a minimum of 700 pupils, with a further updated report to Board in May on the planning exercise.
 - 1.7. Although it is recommended that initial planning should focus on the 1,131 figure, it would also be prudent to proactively scenario plan now based on the current high level of admissions being experienced. Should detailed monitoring of data used to support future year projections suggest that higher admission are becoming a clear trend, it will be important that the Council has a clear set of further options identified and that these can be taken forward in sufficient time to implement and deliver ahead of higher levels of demand emerging.
 - 1.8. Progress will be communicated to stakeholders and regularly reported to Members.
-

2. Recommendations

- 2.1. Members of the Education and Children's Services Policy Board are asked to:
 - note the outcome of the detailed external roll projection exercise;
 - agree that, at this stage, initial planning should focus on the projected roll of 1,131;
 - agree planning for an additional school, with a minimum capacity of 700 should progress immediately;
 - agree that additional options should also be developed to consider how to address potential additional capacity demands (up to the maximum planning scenario), should the current high rate of admissions continue; and
 - note that a further report will come back to Board in May.
-

3. Background

Roll Projections

- 3.1. As previously reported to Board in November 2022, the original school roll projection for Dargavel Primary was significantly underestimated.
- 3.2. A review of the figures was conducted by Council officers, and further informed by discussions with other local authorities to understand their experiences, processes and models within the context of new large-scale developments which necessitated additional schools. The engagement process informed further modelling which estimated a potential future requirement to accommodate circa 1,100 pupils by 2033, and this was reported to Board in November 2022.

- 3.3. To provide additional rigour and assurance around long-term planning and to inform future decision making, Children's Services commissioned a specialist data analytics company, Edge Analytics, to carry out an additional roll projection exercise. Edge Analytics have now completed their projection.
- 3.4. When applying their specialist modelling used for other large-scale new housing developments across the UK, Edge project the number of primary pupils within Dargavel could peak at 1,131 by 2033. This is broadly in line with our initial indicative planning projection of 1,100 by Council officers as reported in the November update to the Board.
- 3.5. Edge Analytics projection, based on their tried and tested methodology which has been used extensively across the UK, estimated a P1 intake for August 2023 of 110. It was later highlighted that live admissions data shows actual registrations are expected to be higher than the model forecast. As a result of this, Edge Analytics were requested to develop additional long term forecasting scenarios.
- 3.6. Specifically, Edge Analytics were asked to develop additional pupil planning scenarios which reflect current live data (140) and, because admissions have not been finalised, a potential registration of 150 pupils.
- 3.7. The additional modelling for 140 school registrations projected that if this year's demand was repeated and continued long-term, the number of primary pupils could potentially reach up to 1,399 by 2033.
- 3.8. The second model, based on 150 registrations, projected the number of primary pupils could potentially reach 1,500 by 2033, which is currently the expected end of the house building programme.
- 3.9. Both projection scenarios are based on only one year of live data admissions, which is not consistent with the approach normally adopted by Edge Analytics and should therefore be treated with an appropriate degree of caution. Notwithstanding, it does suggest a clear requirement to actively monitor over several years actual admission and wider data used to support longer term projections and to remain alert to the potential for a higher level of capacity demand to emerge over the long term.
- 3.10. In addition to the modelling projections, Edge Analytics have provided feedback that the characteristics of Dargavel development are at the very high end of pupil intake compared to anything they've experienced in other similar developments across the UK.
- 3.11. The exercise has demonstrated:
- the characteristics of the Dargavel development appear to demonstrate the potential for unprecedented growth in comparison to other large-scale housing developments across the UK;
 - the number of children requiring primary education as house building progresses, will need to be monitored yearly to establish if the 2023 admissions represent a spike, or a continuing trend; and
 - school pupil projection in this context is highly complex and fluid and is impacted by several unpredictable factors including parental choices,

economic climate and other variables which cannot always be confidently predicted.

Meeting Immediate Capacity Needs

- 3.12. As members will be aware, the Council is installing six new modular classrooms at the existing Dargavel Primary over the summer. This will create enough capacity for all pupils starting school in August 2023.
- 3.13. If the current high level of admissions were to continue, there is a risk that the six additional classrooms will not provide sufficient capacity for all pupils living within the school catchment area for the following school year, beginning in August 2024.
- 3.14. Given the footprint of the current school and grounds, and to ensure suitable outdoor space, it would not be possible to install any additional modular classrooms.
- 3.15. In such a context, there would be no further flexibility in terms of the size of the existing school.
- 3.16. In a situation where demand for a school exceeds its capacity for catchment pupils, there would be a requirement to apply the Council's Admissions Policy, which provides clear guidance as to how an increased demand should be managed and what options are available to families requiring a school place. The table below shows the agreed criteria used to allocate spaces, should a school become over-subscribed.
- 3.17. This policy provides a fair, transparent and consistent process for allocating spaces.

Denominational Primary Schools	Non-Denominational Primary Schools
1. The pupil is baptised Roman Catholic. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. <i>Not Applicable for non-denominational primary schools</i>
2. The pupil has sibling(s) in the school. <i>If oversubscribed at this point a ballot is required.</i>	2. The pupil has sibling(s) in the school. <i>If oversubscribed at this point a ballot is required.</i>
3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition. <i>If oversubscribed at this point a ballot is required.</i>	3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition. <i>If oversubscribed at this point a ballot is required.</i>

4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>	4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>
---	---

- 3.18. Officers are currently working through options should the school's capacity breach for the August 2024 intake, and a further report will come back to the Board in May. The Admissions Policy has been appended to this report at Appendix 1.

Next Steps for Primary Provision in Dargavel

- 3.19. At this stage, officers are recommending that initial decisions relating to education provision in Dargavel be informed by the Edge Analytic future roll projection figure of 1,131.
- 3.20. As a result of the high number of registrations for August 2023, the overall school pupil projections will be closely monitored to fully understand future trends and how these may impact on education provision long-term.
- 3.21. What is clear is that a new school will be required. It is therefore recommended that we plan for a new school with capacity to accommodate a minimum of 700 pupils.
- 3.22. Officers will bring a further report back to the May board outlining project scope, site selection, project governance, timescales etc.
- 3.23. As outlined in 1.6, although it is being recommended that initial planning should focus on the 1,131 figure, it will be prudent to proactively scenario plan in case the current high level of admissions become a clear trend. This will ensure the Council has a clear set of options to appropriately respond and sufficient time to implement these.
- 3.24. All developments/progress will be regularly communicated to stakeholders and reported to Members.

Implications for Wider Learning Estate

Early Years Provision

- 3.25. The number of places at Dargavel Early Learning and Childcare Centre can be increased from 72 to 96 by utilising capital funding already provided to the Council for its Early Years expansion programme. The additional 24 places will be achieved by making adaptations to the existing building by incorporating a covered external area to create additional internal playroom space. Children will continue to have access to a high quality outdoor learning environment, with a covered area adjacent to the indoor playroom. A package of work is under development to ensure these places become available as soon as possible and parents and carers have been updated.
- 3.26. This work will be undertaken while the centre is in session – we will work closely with our chosen contractor to ensure that disruption is kept to a minimum and that we are keeping parents/carers regularly informed on the progress of the works.

Secondary School Provision

- 3.27. Park Mains High School continues to operate well, with modular classrooms due to be installed to provide additional flexibility as an interim measure for the school. The existing building was designed to allow for future expansion if required, and there is sufficient space within the school's grounds to support the construction of a suitable extension.
 - 3.28. At this time, we have engaged specialist space planners to assist in the development of a permanent extension to the school and the Edge Analytics report will help us understand the scale of expansion required to ensure that the extended school building accommodates the increasing roll.
 - 3.29. A further report will come back to Board on the requirements and options, including developer contributions and financial implications for the Council. Engagement with the Park Mains Parent Council is ongoing.
-

4. Conclusion and Next Steps

- 4.1. The further roll projection exercise has provided a planning figure of 1,131 based on the consultant's tried and tested model used across the UK. If admissions were to continue at the rate of the current intake, the roll projection would be higher. At this stage it is considered prudent, for the reasons covered in the report, to base our initial planning on 1,131.
 - 4.2. As a result of this, it is recommended that planning should begin immediately for a new school in Dargavel to accommodate a minimum of 700 pupils.
 - 4.3. Although we are recommending that planning should focus on the 1,131 figure, officers will develop options, which can be implemented, should the 2023 admission figure become a long-term trend.
-

Implications of this report

- 1. **Financial**
The financial implications of the new build primary school and the extension to Park mains HS will require to be incorporated in to the Council's capital and revenue financial plans as the scale of works and proposed design develops. It is likely – in the absence of external capital funding being secured – that the Council will require to fund the capital costs through prudential borrowing.
- 2. **HR and Organisational Development**
None.
- 3. **Community/Council Planning**
None .
- 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.

13. Climate Risk

None.

List of Background Papers

None.

Children's Services

JC/LG

2 March 2023

Author: Julie Calder, Head of Education, julie.calder@renfrewshire.gov.uk,
telephone 0141 487 0884

RENFREWSHIRE COUNCIL

Admissions to Schools and Placing Request Policy

August 2022

1. BACKGROUND

- 1.1 Catchment areas
- 1.2 Associated schools
- 1.3 Denominational/non-denominational schools
- 1.4 Applying for a school place
- 1.5 Choice of school
- 1.6 Reserved places
- 1.7 Additional Support Needs schools / units.

2. THE APPLICATION PROCEDURE

- 2.1 Age for commencement of primary education
- 2.2 Deferred entry
- 2.3 Early commencement of primary education
- 2.4 Applying for a P1 school place during the normal catchment registration round
- 2.5 Transferring from P7 to S1 during the normal catchment transfer round
- 2.6 Applying for a school place outwith the normal catchment rounds
- 2.7 Change of circumstances
- 2.8 Applying for a catchment school place before being resident within the school's delineated catchment area
- 2.9 Applying for a placing request
- 2.10 Information for all requests

3 THE DECISION MAKING PROCEDURE / OVER SUBSCRIPTION

- 3.1 Processing applications for places in schools and the decision process
- 3.2 Allocation of catchment spaces for Primary 1
- 3.3 Allocation of catchment spaces for Primary 7 Transfer to Secondary 1
- 3.4 Allocation of catchment spaces outwith start of academic year / other stages / change of denomination
- 3.5 Allocation of placing requests

4 APPEALING A DECISION

- 4.1 Catchment
- 4.2 Placing request

5 RE-DIRECTION

- 5.1 The process
- 5.2 Returning to a catchment school after being redirected

6 TRANSPORT

- 6.1 Transport provision
- 6.2 Redirected children provision

7 SUBMISSION OF INFORMATION

APPENDICES

- Appendix A - Form: "Sending Your Child to School" Information Pack
- Appendix B - Reservation of Places in Schools Policy
- Appendix C - Catchment Allocations Policy for Primary Schools
- Appendix D - Catchment Allocations Policy for Secondary Schools
- Appendix E - Placing Request Allocations Policy
- Appendix F - Ballot Process Policy
- Appendix G - Form: Renfrewshire Schools (Secondaries and Associated Primaries)
- Appendix H - Form: School Registration
- Appendix I - Form: Request to Remain Notification Letter
- Appendix J - Form: Information For Parents—Transfer from Primary to Secondary

Forms A,G,H,I and J - may be subject to change depending on administrative / future requirements to gather / process information.

Any changes to Appendices B,C,D,E and F would require board approval.

1. Background

1.1 Catchment areas

- 1.1.1 The geographical area of Renfrewshire Council is divided into delineated catchment areas for primary and secondary schools. Each school is either non-denominational or denominational (Roman Catholic).
- 1.1.2 The arrangements described in this document do not apply to Gaelic education, there are separate arrangements for this provision of education.
- 1.1.3 Each residential property which is located within Renfrewshire Council has a 'catchment' denominational and non-denominational primary and secondary school assigned to it. This is determined by the geographical location of the property and each school's delineated catchment area in which the property is located.
- 1.1.4 Although the Council aims to provide enough places for all children at the preferred catchment primary and secondary school, living within the delineated catchment area of a school does not guarantee a child a place at a catchment school.
- 1.1.5 The Council's website www.renfrewshire.gov.uk "Find My Nearest ...", provides details on the catchment schools applicable to home addresses. You can also view a map (graphical representation) of a school's delineated catchment area. If there is any doubt regarding the catchment schools for a particular property, Children's Services can advise.
- 1.1.6 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.

1.2 Associated schools

- 1.2.1 Each primary school is associated with a number of other primary schools to a secondary school. The catchment area of the secondary school is generally made up of the catchment areas of the associated primary schools. There are 8 non-denominational clusters of associated schools and 3 denominational clusters of associated schools in Renfrewshire.
- 1.2.2 The exception to 1.2.1 above is St Catherine's Primary School whose delineated catchment area overlaps that of Trinity High School and St Andrew's Academy. St Catherine's Primary School works collaboratively with both schools.
- 1.2.3 It is assumed that for Renfrewshire parents/carers, the secondary school place that their child will transfer to is their home address catchment secondary school, of the same denomination as the primary school their child

already attends. The secondary school is deemed their designated local secondary school.

1.3 Denominational/Non-denominational schools

- 1.3.1 Any Renfrewshire parent/carer has the choice of requesting a place in either of their catchment schools, on first entry to education provided by Renfrewshire Council or as part of the transition from primary to secondary school.
- 1.3.2 Parents/carers of children who are baptised Roman Catholic, and who want their child to apply for a place in a denominational school, should inform the school/Council and provide evidence in the form of their child's Roman Catholic Baptismal Certificate at the time of application. The Council aims to provide enough places for all baptised Roman Catholic children to attend their catchment denominational school.

Only in exceptional circumstances will other documentation be considered e.g. asylum seeker with no access to original documents.

- 1.3.3 Parents/carers of children who are not baptised Roman Catholic, and who want their child to apply for a place in a denominational school, can also make a request.

1.4 Applying for a school place

Applications for a place in a **catchment** mainstream primary or secondary school can be made by Renfrewshire parents/carers for their child:

- for initial commencement of education at the beginning of the primary 1 year stage, or
- at any stage when becoming resident within the school's delineated catchment area, or
- when, as a result of being educated elsewhere (e.g. home schooling or private education), they have never attended a Renfrewshire Council educational establishment, but are now returning to the public education system, or
- at time of transition from primary to secondary education.

1.5 Choice of school

- 1.5.1 Information on all Renfrewshire's educational establishments is available via the Council's website. All of Renfrewshire's schools have their own website where you will find a wide variety of information specific to each school.
- 1.5.2 Requests for catchment placements should be made in line with the application procedures detailed within Section 2.
- 1.5.3. Parents/carers have the right to make a placing request for their child or children to be educated in a school other than their catchment school. The Council must grant placing requests unless there is a legal reason not to.

Please refer to “Sending Your Child to School” information pack (Appendix A) for further details. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

1.6 Reserved places

The Council is entitled to reserve a reasonable number of places for children moving into each school's delineated catchment area up to and during the following academic year. Please refer to Reservation of Places In Schools Policy (Appendix B) for further details.

1.7 Additional Support Needs schools / units.

Placement at an Additional Support Needs (ASN) School or specialist unit will be considered outwith this policy by Children's Services where:

- it is in the best interests of the child;
- the needs of the child have been assessed and recorded in their wellbeing plan; and
- there has been discussion with the Children's Services Inclusion Officer and a decision taken at the Education Support and Resource Group (ESRG).

2. THE APPLICATION PROCEDURE

2.1 Age for commencement of primary education

2.1.1 Enrolment to the primary one year stage at Renfrewshire schools takes place once a year at the start of the new session in August. Children who reach the age of five years between 1 March of that year and the last day of February of the following year are expected to apply for a place in a catchment school. For example, children turning 5 between 1 March 2020 and 28 February 2021 will be eligible to apply for a school place for August 2020.

2.1.2 If your child has already been in education elsewhere i.e. from another country / region and you are now requesting placement in a Renfrewshire school, the child's date of birth will determine the year stage they should be placed in.

2.2 Deferred entry

2.2.1 If a child reaches the age of five during January or February (after the August in which they are supposed to commence their primary education), parents/carers may choose to defer entry until the following academic year. A fully funded nursery place will be available for such children.

2.2.2 If a child reaches the age of five between the start of the new academic session in August and the end of December, parents/carers may also choose to defer entry for a year however, a funded nursery place will not automatically be provided.

- 2.2.3 If a parent/carer intends to defer commencement of their child's primary education, they should still apply to register their child in the appropriate catchment primary school and advise the head teacher of their intention to defer entry. The appropriate paperwork will then be completed and returned to Children's Services for processing.
- 2.2.4 Should your child's deferred entry be confirmed, it will be assumed that you will not require the P1 place for the commencement of the academic year for which the deferral was submitted; should you change your mind on deferring your child before the start of the academic year, there is no guarantee that a place will be available in your preferred catchment school.
- 2.2.5 If you defer your child's entry to primary education, you are required to apply for a place in your preferred catchment school in November of the deferral year in order to be considered for a P1 place commencing the next academic year in August. This application will be treated as a new application to register your child and will be treated equally along with all other applications submitted.
- 2.2.6 If at any other stage outwith Primary 1 placement, you wish to defer your child's progression to the next stage of their educational journey, you will be required to discuss this with their current school. It should be noted that a request to delay entry once education has commenced, is not normal practice. An assessment of the child may require to be carried out and the decision on placement will be determined by the Council.

2.3 Early commencement of primary education

The Council does not have to educate children who are not of school age. Parents/carers may wish to make a request for early entry to school for a child whose fifth birthday falls after the last day in February. Requests for early entry to school should be made directly to Children's Services headquarters.

2.4 Applying for a P1 school place during the normal catchment registration round

- 2.4.1 Applications for P1 places commencing at the beginning of the academic year in August should be made in person at a specified location during school registration days which take place in November.

Applications submitted after school registration days should be made to the catchment school of your choice until the end of the academic year prior to which your child will begin primary education. However it is advisable where possible to make your application during school registration days as this provides you with the optimum chance of securing a place in your preferred school. Delay in registering may result in a place not being available.

- 2.4.2 The exact dates for school registration days will be published annually from around the beginning of September onwards, and will be visible before the

commencement of school registration days on the Council's website as well as in the local published press.

- 2.4.3 Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

No.	Document	Verification Purpose
1	Child's full Birth Certificate	Required to verify child's date of birth for allocation of correct year stage. A copy will be held for verification of who has parental rights.
2	Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.	Required to verify that home address is within catchment area of the requested school. We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.
3	Child Benefit Statement. In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted. Or If appropriate to current circumstances - Court Order / Looked After Child / Foster Carer document(s).	Required to verify address of parent with whom the child is living with.
4	Roman Catholic Baptismal Certificate (if applicable)	Required to verify baptismal status which may be required for prioritisation purposes, only where a denominational school is oversubscribed.

The list above is not exhaustive and the Council retains the right to ask for further information when proof of residency is not satisfied.

- 2.4.4 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.
- 2.4.5 Parents/carers who intend to make a placing request for a non-catchment school should in the first instance apply for a place in their catchment school, and also inform the head teacher of their intention to submit a placing request. This is required to ensure there is a catchment place allocated in the event a placing request cannot be granted.
- 2.4.6 A placing request must be submitted for children to attend a primary school for which they do not reside within the delineated catchment area of. Please refer to "Sending Your Child to School" information pack (Appendix A) for further details.
- 2.4.7 In the event that the number of applications from catchment pupils is greater than the number of places available at that stage in the catchment school, the allocations process is detailed in Section 3. Priority is given to catchment pupils in the first instance, thereafter placing requests may be considered.
- 2.4.8 Following catchment allocations, if there are any further spaces available these will be allocated to placing requests in line with Placing Request Allocations Policy, please refer to Section 3.5.

2.5 Transferring from Primary 7 to S1 during the normal catchment transfer round

- 2.5.1 As part of the P7-S1 transition programme, all parents/carers of children in P7 who attend a Renfrewshire primary school will be advised of the designated catchment school allocated, based on the pupil's home address and denomination of primary school currently attended.

Evidence of residency may be requested by schools or Children's Services at any time, as part of the above allocations.

Pupils who attend a Renfrewshire school from outwith the authority will require to contact their own local authority or if they wish to attend a Renfrewshire secondary school, make a placing request application for consideration.

- 2.5.2 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent

paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.

- 2.5.3 At the time of being advised of the designated allocated school, parent/carers can make a request if they wish to attend the alternative catchment school for their area. They can also make a placing request application for a non-catchment school.
- 2.5.4 Renfrewshire parents/carers with children residing in the authority and not being educated in a Renfrewshire Council primary school, but who wish for their child to attend a Renfrewshire secondary school from the commencement of the S1 year stage, will require to contact Children's Services before the end of October to apply for a place in the following academic session. Failure to do so may result in a place not being available.
- 2.5.5 In the event that the number of applications from catchment pupils is greater than the number of places available at that stage in the catchment school, the allocations process is detailed in Section 3. Priority is given to catchment pupils in the first instance, thereafter placing requests may be considered.
- 2.5.6 Following catchment allocations, if there are any further spaces available these will be allocated to placing requests in line with Placing Request Allocations Policy, please refer to Section 3.5.

2.6 Applying for a school place outwith the normal catchment rounds

- 2.6.1 Applications for a catchment place to commence at any point during the academic year outwith the normal catchment rounds should be made by a parent/carer directly to the preferred catchment school.

Where places are available the school will agree a date and time for the parent/carer to complete a registration application and to provide the required appropriate documentary evidence as described in paragraph 2.4.3.

Applicants may find that the school is already full at the year stage requested. In this situation parents/carers will be asked to contact Children's Services to discuss options for redirecting their child to an alternative establishment. We will do our best to meet requests, please refer to Sections 5 and 6.2 for further details on re-direction.

- 2.6.2 Any application for a catchment school place being submitted during a school holiday should be directed to Children's Services. The department will arrange for you to make your submission at Children's Services headquarters by prior arrangement; documentary evidence, as per paragraph 2.4.3, will be required to be provided at this point. Children's Services will pass your application to the school on their return from the holiday period.

2.7 Change of circumstances

- 2.7.1 Allocations cannot be confirmed until all required documentary evidence has been received in full. If a child's location of residency changes after submission of a request for a catchment school, the parent/carer should inform the school immediately or, if during a school holiday, Children's Services. The Council reserves the right to refuse a place in any of its educational establishments when it is not satisfied that a request meets the required criteria for a place.
- 2.7.2 If you are or become a resident within the catchment area of the school which your child attends, and at a later date move out of the catchment area. You are deemed to be a "request to remain" (Appendix I). Technically you are now considered to be a placing request within the school, but without the requirement to fill out a placing request form. Continuation within the primary school does not automatically guarantee placement at the associated secondary school.
- 2.7.3 Where the new family residence is outwith the delineated catchment area of the school applied for but remains within Renfrewshire Council:
- and the parent/carer has not yet been sent confirmation of a registered place being granted or the new academic session has not started, the registration application will be rescinded and a new application will require to be submitted for the new catchment school as appropriate.
 - and a registered place has been confirmed at the school initially applied for however, you wish to make a registration application for your new catchment school, you will be required to inform the school you no longer require this place and make an application for the new catchment school as soon as possible.
- 2.7.4 If the location of the new residence is outwith Renfrewshire Council:
- and the parent/carer has not yet been sent confirmation of a registered place being granted or the new academic session has not started, the registration application will be rescinded and the parent/carer will be required to apply for a catchment place to the appropriate local authority where the new residence is located as soon as possible. If placement is still required at a Renfrewshire school a placing request will require to be made.
 - and a registered place has been confirmed at the school initially applied for however, you wish to make a registration application for your new catchment school. You will be required to inform the school you no longer require this place and make an application for a catchment place to the appropriate local authority where the new residence is located.
- 2.7.5 In all cases a request to remain, will be considered by the school where a child no longer resides within the delineated catchment area of the school they attend and they wish to remain registered or enrolled there (Appendix I).

2.8 Applying for a catchment school place before being resident within the school's delineated catchment area

- 2.8.1 Applications for catchment school places prior to becoming resident within the school's delineated catchment area should be made no more than 4 weeks in advance of taking up residency. If you attempt to make an application more than 4 weeks in advance of becoming resident within the school's delineated catchment area, you will be advised that you must reapply when your date of residency is no further than 4 weeks in the future.
- 2.8.2 On applying for a catchment place in advance of residency, satisfactory documentary evidence of future residency must be supplied; only on providing satisfactory documentary evidence will a catchment place (if available) be temporarily held (for a maximum of 4 weeks). On becoming resident within the school's delineated catchment area you must provide further documentary evidence confirming your residency; your child will not be able to enrol at a catchment school until evidence of residency is provided.
- 2.8.3 If after 4 weeks you fail to provide further documentary evidence of your residency within the school's delineated catchment area, the place will be released and made available or offered to other catchment applicants who satisfy the criteria. Should you make a further request for a future catchment place it will be placed at the end of the list of any "live" applications i.e. those already recorded for a place commencing 4 weeks or less in the future.

2.9 Applying for a placing request

Parents/carers who do not reside within the delineated catchment area of a Renfrewshire school are required to submit a placing request in order for their child to be considered for a place. Please refer to "Sending Your Child to School" information pack (Appendix A) for further details.

A placing request can be submitted at any time, however for the start of an academic session it is required that forms are submitted by the 15 March prior to August intake to allow the application to be included in the first round of allocations. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year. Requests received after this date will be considered on an individual basis.

Placing requests will only be considered where there are sufficient spaces, after catchment allocations have been made.

2.10 Information for all requests

Requests for documentary evidence is required to be produced the applicant will be given 4 weeks to produce original copies.

Requests for places received during school holidays, will be processed on a school's return as soon as possible; every endeavour will be made to target the first day pupils start the new academic year.

3 THE DECISION MAKING PROCEDURE / OVER SUBSCRIPTION

3.1 Processing applications for places in schools and the decision process

This section considers the timeline of when applications are received, when they are processed and when parents/carers will be advised. The overwhelming majority of applications for places are requested for the commencement of an academic year in August. For clarity, catchment allocations (3.2, 3.3 and 3.4) are considered and prioritised before any placing request applications (3.5).

3.2 Allocation of catchment spaces for Primary 1

Enrolment for P1 placements following registration of pupils in November will be processed firstly for catchment allocations and thereafter for placing request applications. The normal round of catchment allocations will be decided by the end of January, prior to August intake.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Should a school be oversubscribed by catchment applications priorities for catchment allocations will be adhered to, as per Appendix C.

It should be noted that the later applications are received and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers apply to register as early as possible with complete and satisfactory documentary evidence to help gain a place for their child in the school of their choice.

Places will only be confirmed once all the required evidence as detailed in Section 2.4.3 above is provided and the Council is satisfied with proof of residency for the applied school's catchment area. Parents/carers should be mindful of this and seek to conclude any outstanding information as soon as possible to secure a place for their child.

3.3 Allocation of Catchment spaces for Primary 7 Transfer to Secondary 1

Transfer from Primary to Secondary catchment decisions as part of the normal transfer round, will consist of parents being notified if living in Renfrewshire and attending a Renfrewshire school, by the end of October, prior to August intake, of the school designated for their child. The process if they do not wish to accept this placement and options available will be explained. If we do not hear from parents, the assumption is made that the place offered will be taken.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Should a school be oversubscribed by catchment applications priorities for catchment allocations will be adhered to, as per Appendix D. The normal round of catchment allocations will be decided by the end of November, prior to August intake.

It should be noted that the later applications are received and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers notify us of their request for alternative placement as early as possible with complete and satisfactory documentary evidence to help gain a place for their child in the school of their choice.

Requests may be made for documentary evidence in relation to home address and baptismal certification. Places will only be confirmed once all the evidence is provided and the Council is satisfied with proof of residency for the applied school's catchment area and if applicable baptismal certification. Parents/carers should be mindful of this and seek to conclude any outstanding information as soon as possible to help gain a place for their child.

3.4 Allocation of Catchment Spaces outwith start of academic year / other stage / change of denomination.

If you have moved house within Renfrewshire and changed catchment areas or moved into Renfrewshire from outwith the authority you are required to liaise with the appropriate catchment school. Applications to register for a catchment place to start at times other than commencement of the new academic year in August, i.e. outwith the normal allocation rounds, are processed directly with the schools.

In considering these applications, the date and time the application is received is used to determine the order they are processed. Those received earliest are processed first.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Where there are no catchment spaces available, the parent will be asked to contact Children's Services to discuss options for redirecting their child to an alternative establishment. We will do our best to meet requests and provide support with transport where appropriate. Please see Sections 5 and 6 for further details on re-direction.

3.5 Allocation of Placing Requests

Where a pupil does not wish to attend either the denominational or non-denominational school for their catchment area they are required to make a placing request.

Where a child is currently attending a Renfrewshire school and wishes to change denomination of school they currently attend they are required to make a placing request. This does not apply to P7 transfer catchment allocation rounds, parents will be advised of how to submit such a request in writing at the time of transfer.

Once catchment allocations are agreed, any remaining places will be allocated to placing requests in both primary and secondary sectors. For placing requests received by the 15 March, parents/carers will be advised by 30 April of the status of their child's application. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Placing request applications for places received after the 15 March will be provided with a decision within 2 months of submission of their application.

It should be noted that the later applications are received, and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers apply as early as possible.

It should be noted that for normal round of placing request applications for the start of a new school session, decisions cannot be made until the 15th of March at the earliest prior to the August intake. This is a requirement by law and as such may cause delays in attendance at induction days.

Should a school be oversubscribed catchment requests are given first priority, thereafter placing request applications are considered. Priorities for placing request allocations policy will be adhered to, as per Appendix E.

4 APPEALING A DECISION

4.1 Catchment

- 4.1.1 The Council appreciates that parents/carers may be very disappointed that their child cannot go to the school they desire because the year stage at the school is full.
- 4.1.2 There is no formal appeal process for catchment allocations. Section 28B of the Education (Scotland) Act 1980 obliges local authorities to make provisions for admission to school and priorities for admissions and placing requests. If a school is oversubscribed it may use admissions criteria. The Council's admissions policy for catchment allocations are attached as Appendices C and D.

Where there are not enough spaces to grant all catchment requests the admissions policy will be adhered to and where appropriate ballots carried out in line with ballot policy (Appendix F), there is no right of appeal to catchment decisions.

Following any ballot names will be held on a waiting list for any future allocations, people requesting placement after initial decisions have been made will be added to the end of the waiting list regardless of catchment priority banding.

4.2 Placing Requests

- 4.2.1 If a request is refused a parent may refer the decision to an appeal committee. They can make an appeal to the Education Appeal Committee, regarding the outcome of the placing request process, in relation to their application.
- 4.2.2 A parent can make as many placing requests in a year as they wish, but they are only entitled to appeal one. Please refer to “Sending Your Child to School” information pack (Appendix A) for further details on making a placing request appeal.

4 REDIRECTION

5.1 The process

- 5.1.1 In negotiation with parents/carers, redirected children will attend an appropriate alternative establishment until a place becomes available in their preferred catchment school following the decision making process in Section 3.
- 5.1.2 As places become available in the allocated catchment school these will be offered to parents/carers of redirected children in the order in which the applications for a place in the school were received.

5.2 Returning to a catchment school after being redirected

- 5.2.1 When places in the allocated catchment school become available, parents/carers may instead wish for their child to remain in their redirected school and not return to their allocated catchment school. In such situations, the child will no longer be regarded as a redirected child and will be removed from the redirected list. Further information is available in Section 6.2 in relation to transport provision.

6 TRANSPORT

6.1 Transport provision

- 6.1.1 Further information on meeting the criteria for free transport is available via the Council’s website “Home to School Transport Policy”.
- 6.1.2 Ordinarily, we will not provide support with transport to schools outwith Renfrewshire Council.

- 6.1.3 Pupils admitted to a school by way of a placing request will not be entitled to transport.

6.2 Redirected children provision

- 6.2.1 Where a child has been redirected to a non-catchment school, the cost of transport may be met by the Council if the free home to school transport criteria has been met.
- 6.2.2 If the family of a redirected child chooses to keep their child in the redirected school when a place in an appropriate catchment school becomes available, travelling costs will no longer be met by the Council. Parents will have 4 weeks from the date of notification to make alternative arrangements before transport is withdrawn.

7 Submission of information

- 7.1.1 The information provided as part of an application for catchment place or placing request must be full and correct in every respect to the best of the parent's/carer's knowledge. Renfrewshire Council will conduct checks to establish the accuracy of information supplied.
- 7.1.2 From the point of applying for a school place (catchment or placing request), there will be ongoing investigations and scrutiny of children's entitlement to attend, at any point, a school in respect of their residence; this will continue after school enrolment. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so. At any point, if there are any concerns regarding a child's entitlement to a place, Children's Services will seek documentary evidence to validate a child's entitlement to a place in a school.
- 7.1.3 A child's parent/carer is responsible for advising the school attended or Children's Services that they no longer reside within the school's delineated catchment area. Where parents request that they wish their child to remain in school, entitlement for Request to Remain will be considered. Where it is found that a child is no longer entitled to a place in a school (whether that be before or after school enrolment) since they no longer reside in a property in the delineated catchment area associated with the school, and a request to remain has not been approved, the Council will seek to exclude that child from the school in question.
- 7.1.4 Any attempts to obtain a place by deception may result in the rescinding of the parent's/carer's request for their child's place in a school and the matter being passed to our Legal Department / Procurator Fiscal's office for consideration of criminal proceedings.

Sending your child to school



Sending your child to school

General information

Within Renfrewshire there are a number of primary and secondary schools. To get information on schools, you can contact your catchment school or:

Renfrewshire Council
Children's Services
Renfrewshire House
Cotton Street
Paisley PA1 1LQ

Phone number: 0300 300 0170

E-mail: cssupport@renfrewshire.gov.uk

There is also information on our website at
www.renfrewshire.gov.uk

Denominational and non-denominational schools

Normally, your child will go to the catchment primary or secondary school for their area. Further information on placement allocations is available within our Admissions to Schools and Placing Request Policy.

You must register your child either at the catchment denominational school or at the non-denominational school for your area. In most parts of Renfrewshire there are Roman Catholic schools (denominational).

Please note: You can register at only one school.

Additional support needs

If you are a Renfrewshire resident and you are making a placing request for an independent additional support needs school, you are advised to discuss this with the Education Manager with responsibility for ASN in Children's Services before submitting the application form. You can use the contact details above.

Entry age

Your child will be admitted to school in August if their fifth birthday falls between 1 March of that same year and the last day of February of the following year. You can, however, ask for your child to start school early if their fifth birthday falls after the last day of February.

A separate leaflet and application for Early Entry, is available from www.renfrewshire.gov.uk or by telephoning 0300 300 0170.

Registering your child for primary education

Entry to primary schools is on a once-a-year basis at the start of the new session in August each year. Registration takes place in November. You will need your child's original birth certificate and proof of residence, to register them for school. Adverts appear in nurseries, schools and newspapers in early October providing details on how to register your child. You can register your child at only one school, either the denominational or non-denominational school in your catchment area. Delay in registering may result in a place not being available. If you are unsure which school you should register at, please call 0300 300 0170 for advice.

Moving into Renfrewshire

If you are moving into Renfrewshire and your child has already been to a school elsewhere, you should contact your new catchment school with proof that you now live in the area. Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

1. Child's full Birth Certificate
 2. Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease. We will check the information provided with other Council departments and our audit colleagues, this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and refer the matter to the Procurator Fiscal.
 3. Child Benefit Statement. (In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted). Or If appropriate to current circumstances: Court Order / Looked After Child/Foster carer document(s).
 4. Roman Catholic Baptismal Certificate (if applicable).
- The list above is not exhaustive and the Council retains the right to ask for further information when proof of residency is not satisfied.

Transfer from primary to secondary school

A group of primary schools in an area are normally associated with a secondary school. All secondary schools have a catchment area which includes their associated primary schools.

Pupils transfer from primary school to secondary school between the ages of 11 and 12 (in most cases). If you live within Renfrewshire, Children's Services can tell you the name of the secondary school to which your child should normally transfer after the primary 7 stage.

When your child is due to transfer from primary to secondary at the beginning of a new session in August, if you live within Renfrewshire you will be notified based on your home address and denomination of primary school attended, of the secondary school where a place has been allocated.

If you wish to attend the alternative denomination of secondary school for your catchment area, to that allocated you will be asked to put this request in writing. There is no guarantee of entry when changing denomination at the secondary school stage.

If you live out with Renfrewshire you should contact your local authority regarding provision, you can also consider making a placing request to attend a Renfrewshire secondary school.

You should note that the granting of a placing request to a primary school, when transferring from primary to secondary school does not guarantee entry to the associated secondary school.

Places in schools will be allocated in line with the Council's Admissions to Schools and Placing Request policy.

Renfrewshire secondary school handbooks are available from individual secondary schools. Details of induction days and parents' meetings will be provided by secondary schools.

Further information / Admissions to Schools and Placing Request Policy can be found by visiting www.renfrewshire.gov.uk or by telephoning 0300 300 0170.

Placing requests

You may ask for your child to go to a school other than your catchment school. This is called making a placing request. You do not need to tell us your reasons for making a placing request, but it may be helpful if you do. Please ensure all declarations are responded to, or we will be unable to process your application.

There are strong educational reasons for making sure that the transfer or entry of children to a school happens at the start of a school session in August, so it is better to make placing requests before the start of a session. Parents who are moving to a new area may have to make requests at other times.

The school you ask for is referred to as the 'specified school'. You can apply for only one school at a time. If we grant your placing request, we will write to you to confirm this and advise you to contact the school to arrange to enrol your child. The place being held for your child, at their catchment school will no longer be available.

If you want to make a placing request, please fill in the attached form. You must fill in one form for each child. Please send to Children's Services (not the school) the filled-in placing request for each child. Please also tell the head teacher of your catchment school that you are making a placing request.

We will acknowledge placing requests within five working days of receiving the form. **If you do not receive an acknowledgement, please contact us, as we may not have received your application.**

The Council has a duty to grant placing requests, wherever possible. However, it is not always possible to grant every placing request to a particular school. The size of the school, the current roll, the number of children who already live in the catchment area and other factors will affect the Council's ability to grant a placing request.

The law relating to placing requests covers children applying to change their school as well as those starting a primary or secondary school.

How decisions are made

After all catchment allocations have been decided, the director of Children's Services makes decisions about placing requests that are received in Renfrewshire House by 15 March, for the new session which begins in August.

We will consider all requests. If there are more requests than places available for a particular school, or a particular stage in a school, the director will make decisions based on our placing request priorities.

Please note, granting a placing request for one child does not guarantee entry for brothers and sisters, should you wish to make another placing request to the same school at a later date.

No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Guidelines and conditions

By law we are allowed to produce guidelines on how we will decide admissions to schools (this information is contained within our Admissions to Schools and Placing Request Policy).

If there are places available in a school, we will give first choice to those children who live in its

catchment area. This includes children who are considered suitable for primary education before the normal entry age.

Thereafter, for placing requests we give priority in the order below:

Placing Request Priorities
1. Renfrewshire Resident Denominational Primary School only: The pupil is baptised Roman Catholic. Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school. If oversubscribed at this point a ballot, prioritising siblings is required. If applicable and siblings attend the school please provide name(s) and stage(s).
2. Renfrewshire and Non-Renfrewshire Residents The pupil has sibling(s) attend the school
3. Renfrewshire Resident For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school
4. Renfrewshire Resident The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
5. Renfrewshire Resident Categories 1–4 do not apply
6. Non-Renfrewshire Resident Denominational Primary School only: The pupil is baptised Roman Catholic Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school
7. Non-Renfrewshire Resident For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school
8. Non-Renfrewshire Resident The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
9. Non-Renfrewshire Resident Categories 1–8 do not apply

In-line with placing request legislation, no decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Transport: Placing Requests

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

Why we may not grant placing requests

Once you have told us, in writing, that you want your child to go to a particular school, we can only refuse your request for certain reasons set out by law in the Education (Scotland) Act 1980.

Examples of where we do not have to admit your child to the school of your choice may be:

- If the school would have to employ an extra teacher or spend a lot of money, for example, if we would have to provide an extra classroom.
- If your child's education would suffer as a result of changing school.
- If education in the school you want would not be suitable to the age or ability of your child.
- If the specified school you have requested is an additional support needs school and your child does not have a requirement for the education or special facilities normally provided at that school.
- If we think that your child would be likely to disturb the order and discipline in that school, or the educational wellbeing of other pupils at the school.
- If accepting the request would prevent us from reserving a place at the school for a child who is likely to move into the area.
- If accepting the request would make it necessary for us to create an extra class or employ another teacher at a future stage of your child's primary education.

If we refuse your placing request

If we refuse your placing request, or if we have not given you our decision on your request by 30 April for new session P1 and S1 requests (or within two months for requests made at other times of the year or for new session other stages applications), you may make an appeal to an appeal committee.

You can appeal against a placing request refusal only once in a 12 month period. This does not mean that you cannot make another placing request. It just means that if we refuse your first placing request and you lodge an appeal, you cannot appeal to the appeal committee again, on another placing request decision, within 12 months of the date of receipt of the original appeal letter.

You must appeal in writing to the director of Children's Services. By the time of the appeal, you will know why we refused your placing request. At the appeal hearing you will have the chance to present your case in person or through a representative.

If the appeal committee agree that we were right to refuse your child a place in the school you want, you have 28 days from receiving the appeal committee's decision to appeal to the Sheriff Court.

In case places become available in the school you want, we will keep your request open until 31 August of the year you made it unless you tell us you want to change your request to another school.

Pupil travel

We do not provide travel for placing requests, however for catchment pupils we do provide free home to school transport for all primary pupils who live more than 1.6 kilometres (one mile) from their catchment school and to secondary pupils who live more than 3.2 kilometres (two miles) from their catchment school. The distances are based on the recognised shortest, safe walking route (further details available in the department's "Home to School Transport Policy". This policy may be reviewed at any time. We may provide transport for children with additional support needs. For more information, phone 0300 300 0170.

Gaelic Medium Education

Gaelic medium education, which means learning while speaking, reading and writing in Scottish Gaelic, is now an established sector in Scottish education.

Gaelic medium education includes children who come from families where Gaelic is spoken and children from families with little or no background in the language.

Gaelic medium education is currently available in almost all education authorities across Scotland. Renfrewshire Council has opened its first Gaelic Medium Primary Education provision for Primary 1, 2 and 3 pupils in West Primary School, Paisley. This provision is currently staffed with a Principal teacher and an additional class teacher with the head teacher of the school having overall responsibility.

To register/enrol your child in this provision, you can either contact the head teacher (Lynne McGinn) at the school (0300 300 0177 / westenquiries@renfrewshire.school), email admissionsandtransfers@renfrewshire.gov.uk, or telephone 0300 300 0170.

Visit our 'learning and education in Gaelic' page on our website (www.renfrewshire.gov.uk/schools) for information.

Although the information in this document is correct at the time of printing, it is possible that arrangements could change either before the start of, or during the course of, the school year in question, or in relation to later school years. This information leaflet only provides general guidance about placing requests.



Placing Request Application Form

Parent/Carer or Young Person over 16 Details:

Title:

First Name:

Last Name:

Home Address:

Postcode:

Telephone Number:

Email:

If you would like to discuss this application by telephone, please complete this security question:

What was the name of your first primary school?

Answer:

Child / Young Person:

First Name:

Last Name:

Date of Birth: / /

Gender:

Additional Support Needs:

Does the child/young person have any additional support needs? **Yes** ☐ **No** ☐

If so please specify, and attach any reports or evidence:

If the child/young person is receiving additional support in the current nursery or school, what is the support and who provides it?

Does the child/young person have, or there is in preparation, or have you asked for an assessment for a Coordinated Support Plan (CSP)? **Yes** ☐ **No** ☐



School Details:

My child currently attends (specify Nursery or School):

I would like my child to go to (specify school):

The catchment school for my area is:

Session to Start (e.g. 2020): 20 Stage required (please tick one box below).

Stage in primary: P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐ P7 ☐

Stage in secondary: S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐

If the application is for a place in stages S3 to S6 of a secondary school, please advise of subjects and levels being studied e.g. English, Level: National 4.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Priorities

We grant placing requests on the basis of priorities set out below:

Please tick one box below that applies to your situation:

Tick	Priority
<input type="checkbox"/>	1. Renfrewshire Resident Denominational Primary School only: The pupil is baptised Roman Catholic. If your child holds a baptismal certificate please provide a copy. Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school. If oversubscribed at this point a ballot, prioritising siblings is required. If applicable and siblings attend the school please provide name(s) and stage(s) below
<input type="checkbox"/>	2. Renfrewshire and Non-Renfrewshire Residents The pupil has sibling(s) attend the school and will continue to do so at time of placement. Please provide name(s) and stage(s)
<input type="checkbox"/>	3. Renfrewshire Resident For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school.



4. Renfrewshire Resident

The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).

5. Renfrewshire Resident. Categories 1–4 do not apply.

6. Non-Renfrewshire Resident

Denominational Primary School only: The pupil is baptised Roman Catholic. **If your child holds a baptismal certificate please provide a copy.**

Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.

7. Non-Renfrewshire Resident

For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school.

8. Non-Renfrewshire Resident

The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).

9. Non-Renfrewshire Resident

Categories 1–8 do not apply.

In line with placing request legislation, no decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Please add any other relevant information below



Data Protection

We need your details for the purposes of dealing with your application for a placing request and they will be used for the purposes of the Council's public functions. The Council may check your details with other information held and may share these with other Council services and other local authorities to check the accuracy of the information and to prevent or detect fraud or crime or to protect public funds.

Further information on how the Council handles your personal information can be found on:
www.renfrewshire.gov.uk/article/2201/privacy-policy

If your child currently attends a school or nursery outside the Renfrewshire Council area, we would also seek access to the education records for your child from that education authority. By signing the declaration below, you consent to Renfrewshire Council Children's Services receiving a copy and access to your child's current educational record held by that education authority.

If you require further information on how the Council will process your application, information on schools or help with completion of this application form, please contact: 0300 300 0170.

Declaration

I confirm that I have made myself fully aware of Renfrewshire Councils "Sending Your Child to School" information pack before submitting this application form. The information I have given is full and correct in every respect to the best of my knowledge.

I acknowledge that if the information that I have submitted is found to be fraudulent my placing request application will be rescinded and the Council could pass the matter to the Procurator Fiscal's Office.

I acknowledge that the form will be returned to me if I have not completed the application in full.

I have read and understood the statement under the Data Protection Act 1998.

I am aware that if this placing request is granted, it may not be possible for future sibling applications to be granted.

I also confirm that I am aware that if applicable to my application, when transferring from primary to secondary school the granting of a placing request does not guarantee entry to the associated secondary school. The allocation of secondary placement will be dependent on my home address and priorities for admission.

I understand that Renfrewshire Council do not provide transport for pupils attending schools as a result of successful placing requests.

Signature of Parent/Carer or Young Person (if over 16) Date



RESERVATION OF PLACES IN SCHOOLS POLICY

On occasion, a number of Renfrewshire schools are unable to provide a place for children moving into the catchment area during a school session.

The Standards in Scotland's Schools etc Act (2000) addresses this problem and allows authorities the right to reserve places in schools at the start of the session for children who may move into the catchment area during the session.

The authority can reserve as many places as are, in its opinion reasonably required to accommodate pupils who are likely to become resident in the catchment area of the school over the course of a school session. However, reserved spaces may be used at the start of a term if the catchment demand for places requires the spaces.

To facilitate the provision of a school place in a local school for children moving into a catchment area during a school session, places will be reserved at the start of the session as follows:

- (i) For primary schools, one place per class per stage and one place per composite class.
e.g. P1 max intake is = 50 (2 classes of 25).
2 classes = 2 reserved spaces for this year stage are required.

Current maximum class sizes in Primary Schools are:-

P1 = 25

P2 = 30

P3 = 30

P4 = 33

P5 = 33

P6 = 33

P7 = 33

For all stages Composite Classes = 25

(Minimum number of pupils in a composite year stage is 5

e.g. P1/2 = 5 P1 pupils and 20 P2 pupils)

- (ii) For secondary schools one place per two register classes, per year group.

A year stage intake is set so that one place is reserved for every two register classes in that year stage. This would be rounded up for schools with an odd number of register classes.

Number of Register Classes	Number of Reserved Spaces Held
1	1
2	1
3	2
4	2
5	3
6	3
7	4
8	4
9	5
10	5

- e.g. S1 maximum intake is = 165 (5 register classes of 33)
5 register classes = 3 reserved spaces will be held

Catchment Allocations Policy for Primary Schools

Based on the pupil's home address, this will determine the primary catchment schools available. The pupil should be enrolled at either the denominational or non-denominational school accordingly.

Only where there are not enough catchment spaces for all pupils, the following priorities will be applied in the order below:-

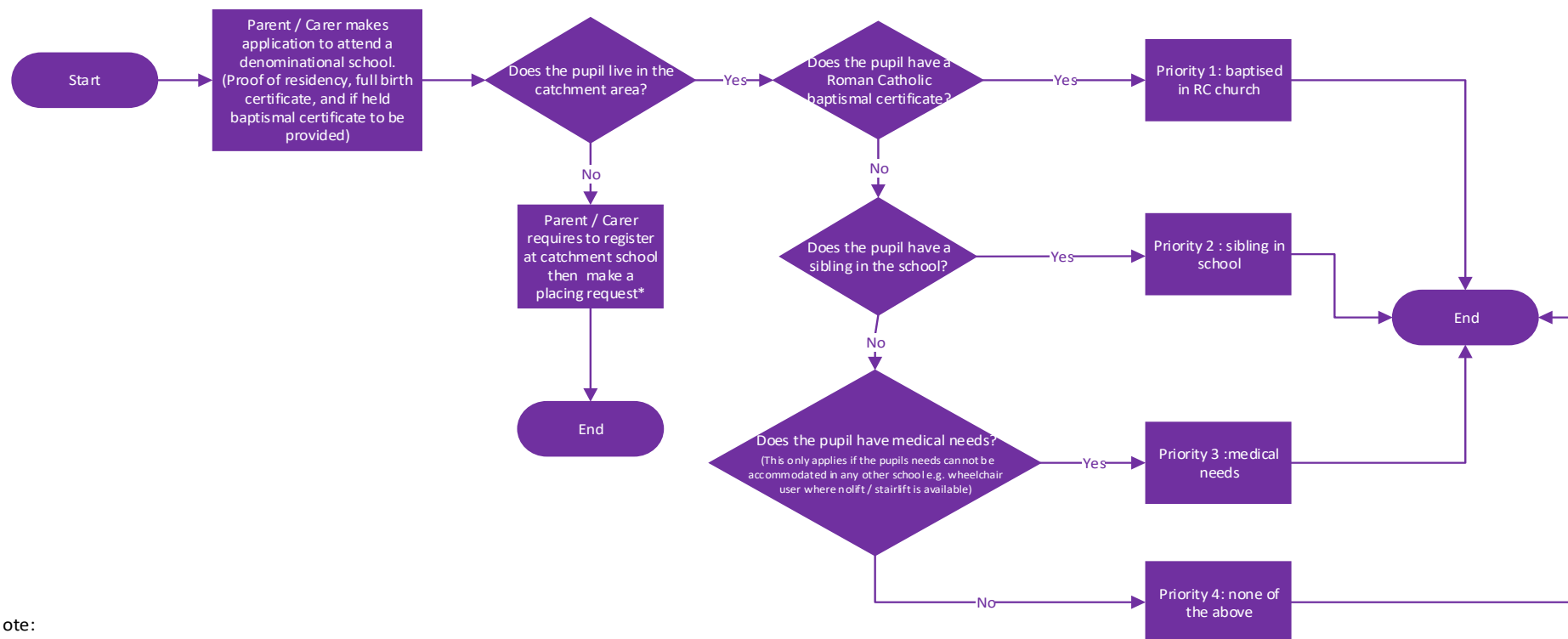
Denominational Primary Schools	Non-Denominational Primary Schools
1. The pupil is baptised Roman Catholic. • <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. <i>Not Applicable for non-denominational primary schools</i>
2. The pupil has sibling(s) in the school. • <i>If oversubscribed at this point a ballot is required.</i>	2. The pupil has sibling(s) in the school. • <i>If oversubscribed at this point a ballot is required.</i>
3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition. <i>If oversubscribed at this point a ballot is required.</i>	3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition. <i>If oversubscribed at this point a ballot is required.</i>
4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>	4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held. Ballot Process Policy (Appendix F) will be followed.
- Those pupils not offered a place through this process will be recorded on a "waiting list", this list will apply to the current academic year only.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

Pictorial representations of the policy process for both primary denominational and primary non-denominational journeys are detailed below.

P1 Enrolment for Denominational Primary Schools

Prioritisation



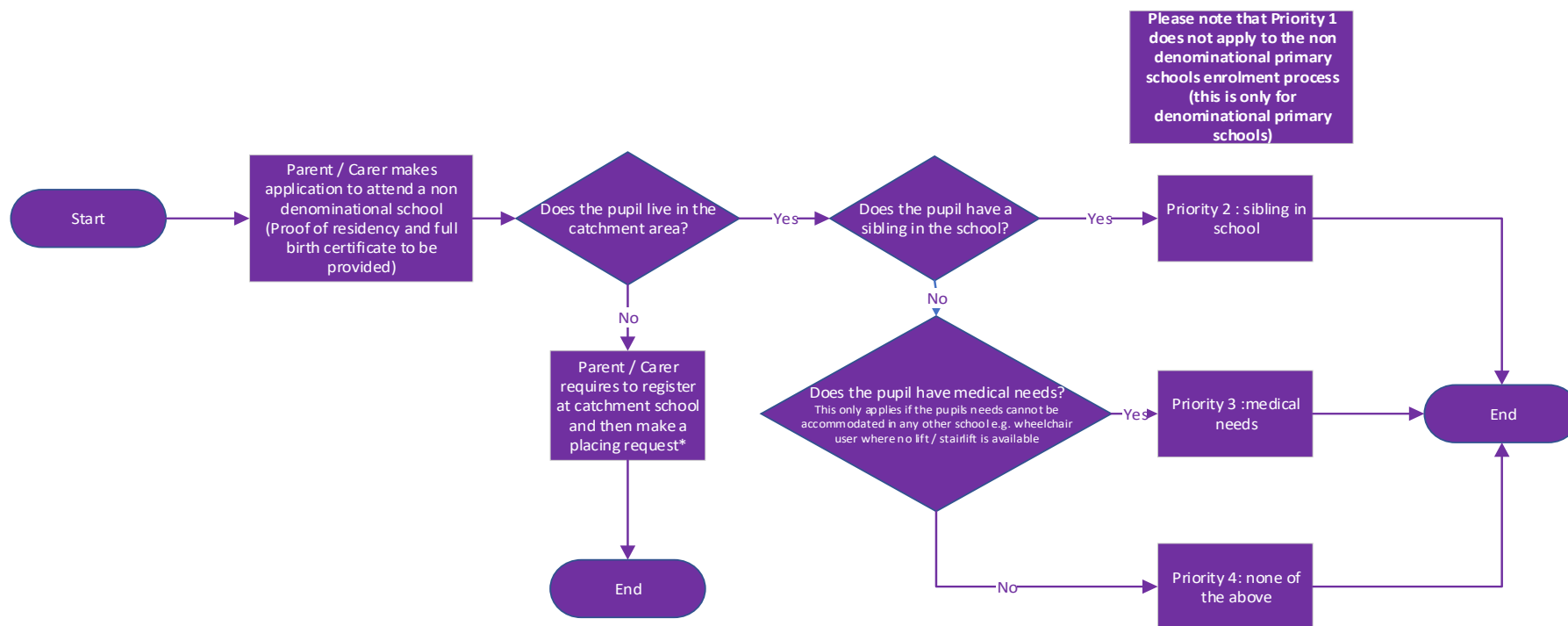
Note:

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held with priority for siblings provided. Those pupils not offered a place through this process will be recorded on a "waiting list" for the current academic year.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

* Where a pupil does not live in the catchment area for a school they will require to make a placing request. If there are spaces available following catchment allocations, applications will be allocated in line with Placing Request Priorities.

P1 Enrolment for Non Denominational Primary Schools

Prioritisation



Note:

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held with priority for siblings provided. Those pupils not offered a place through this process will be recorded on a "waiting list" for the current academic year.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

* Where a pupil does not live in the catchment area for a school they will require to make a placing request. If there are spaces available following catchment allocations, applications will be allocated in line with Placing Request Priorities.

Catchment Allocations Policy for Secondary Schools

Based on the primary school attended and the pupil's home address, this will determine the secondary catchment school for a pupil.

Only where there are not enough catchment spaces for all pupils, the following priorities will be applied in the order below:-

Denominational Secondary Schools	Non-Denominational Secondary Schools
1. The pupil is baptised Roman Catholic and has always attended a denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. The pupil has always attended a non-denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
2. The pupil is baptised Roman Catholic; has moved into a denominational primary school associated with the relevant secondary school after Primary 1 but has attended a denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	2. The pupil has moved into a non-denominational primary school associated with the relevant secondary school after Primary 1 but has attended a non-denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
3. The pupil is baptised Roman Catholic and has attended a denominational primary school since primary 1. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	3. <i>Not Applicable for non-denominational secondary schools</i>
4. The pupil is baptised Roman Catholic but attending a non-denominational school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	4. <i>Not Applicable for non-denominational secondary schools.</i>
5. The pupil attends a denominational primary school, associated to the relevant secondary school but is not baptised. <i>If oversubscribed at this point a ballot, prioritising siblings and length of time attended is required.</i>	5. The pupil attends a non-denominational primary school, associated to the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings and length of time attended is required.</i>
6. The pupil attends a non-denominational Renfrewshire school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	6. The pupil attends a denominational school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).	7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).
8. None of the above applies.	8. None of the above applies.

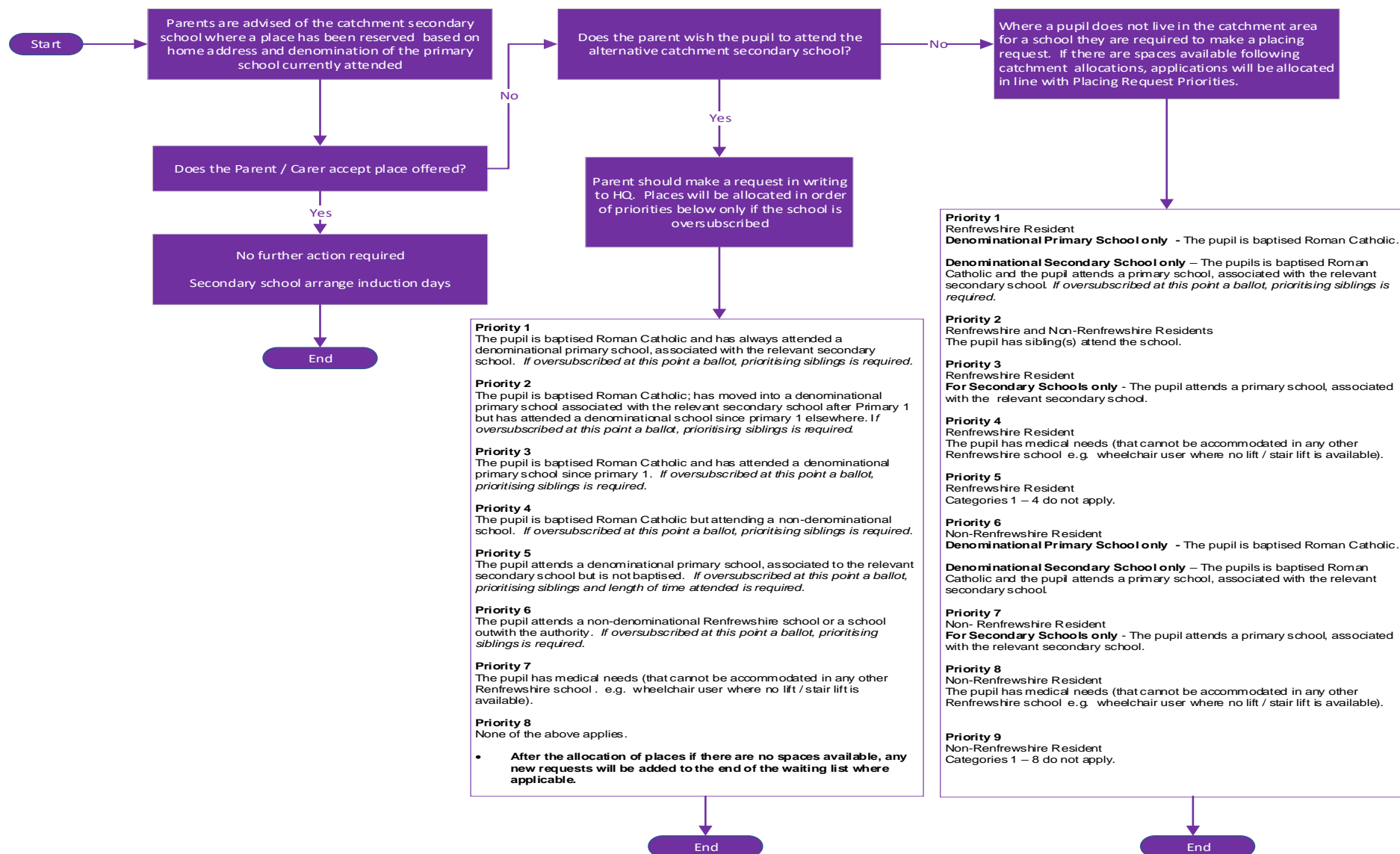
8. Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held. Ballot Process Policy (Appendix F) will be followed.
9. Those pupils not offered a place through this process will be recorded on a "waiting list", this list will apply to the current academic year only. After the allocation of places if there

are no spaces available, any new requests will be added to the end of the waiting list where applicable.

Pictorial representations of the policy process for both secondary denominational and secondary non-denominational journeys are detailed below.

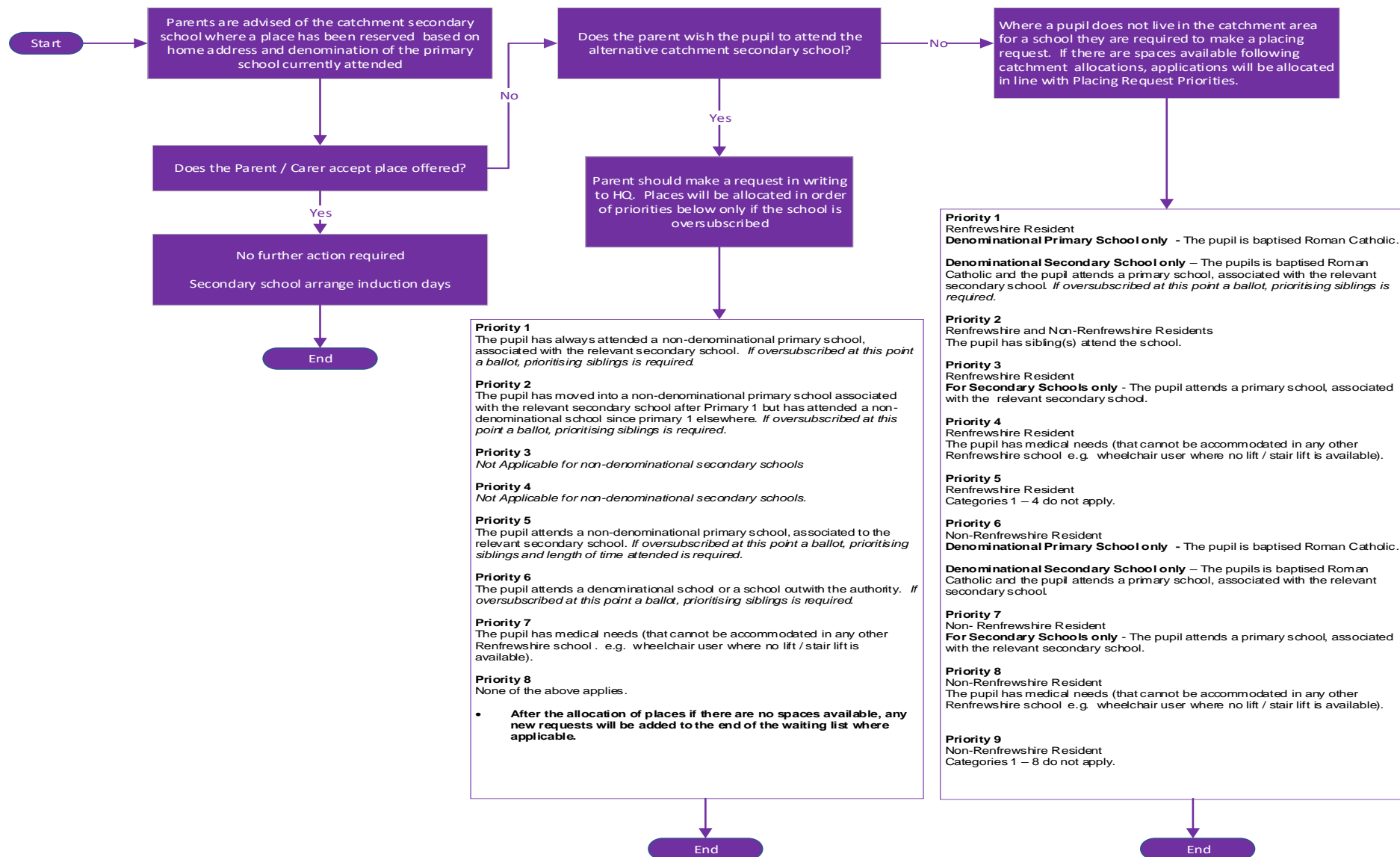
Primary 7 to Secondary 1 transfer: denominational

Prioritisation



Primary 7 to Secondary 1 transfer: non-denominational

Prioritisation



Placing Request Allocations Policy

When a pupil does not wish to attend the school for their catchment area and they wish to attend another school within Renfrewshire they are required to make a placing request.

The placing request will be considered, if following catchment place allocations, there are spaces still available.

Where there are not enough placing request spaces for all pupils, the following priorities will be applied in the order below:-

Priorities	
1. Renfrewshire Resident	Denominational Primary School only - The pupil is baptised Roman Catholic.
	Denominational Secondary School only – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
2. Renfrewshire and Non-Renfrewshire Residents	The pupil has sibling(s) attend the school.
3. Renfrewshire Resident	For Secondary Schools only - The pupil attends a primary school, associated with the relevant secondary school.
4. Renfrewshire Resident	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
5. Renfrewshire Resident	Categories 1 – 4 do not apply.
6. Non-Renfrewshire Resident	Denominational Primary School only - The pupil is baptised Roman Catholic.
	Denominational Secondary School only – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.
7. Non-Renfrewshire Resident	For Secondary Schools only - The pupil attends a primary school, associated with the relevant secondary school.
8. Non-Renfrewshire Resident	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
9. Non-Renfrewshire Resident	Categories 1 – 8 do not apply.

To be considered in the first round of allocations for the start of a new academic session, applications should be made before the 15th of March prior to the August intake. In line with placing request legislation, no decisions will be made before this date.

Where there are more requests than spaces available it may be necessary to carry out a ballot within a particular priority. Ballot Process Policy (Appendix F) will be followed.

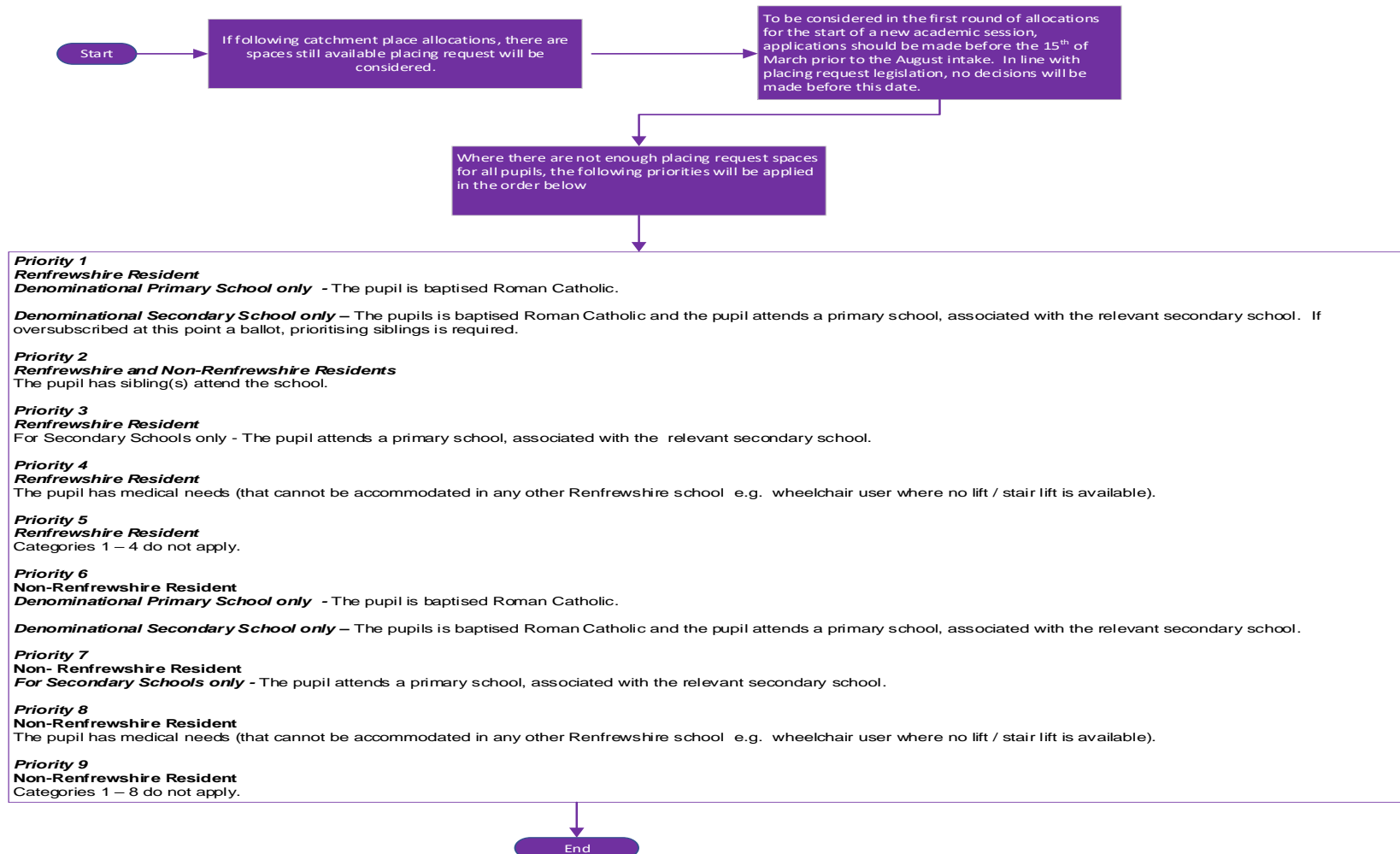
If further places become available after the first round of allocations, all current requests will be considered and allocated in order of priorities above.

Unsuccessful placing request applications for the start of a new academic year will be held until 31st August of that year. Applications made outwith the start of a new academic year, will be held until the end of the academic year applied for.

Pictorial representations of the policy process for placing request journey is detailed below.

Placing Request

Prioritisation



Ballot Process Policy

Where a ballot may be required for the allocation of places in schools, the ballot will be carried out by an officer from the Council's Internal Audit department. This officer is completely independent of the allocations process and is there to ensure fairness and transparency in the process.

- The officer is given a copy of the list of eligible children to be considered in the ballot.
- The officer will check the names on the list to ensure all eligible children are included and sign the sheet of names to verify all have been accounted.
- Where a priority states "*If oversubscribed at this point a ballot, prioritising siblings is required*" the children eligible who meet sibling criteria will be balloted firstly.
- When the names are checked, they are separated, folded and put into a large ballot envelope.
- As each successful name is pulled out, it is noted on the ballot sheet. (For twins / triplets etc if one sibling is drawn from the ballot the others will automatically receive the next allocation of spaces, if available).
- When the ballot has been concluded the officer selecting the names signs the ballot sheet and this is retained as a formal record of the procedure.
- The number of spaces available will be allocated in order of the ballot.

For catchment allocations –

In the eventuality of any further spaces becoming available these will be allocated in order of the ballot list. Any requests received after the initial ballot will be added to the end of the ballot list.

Ballot waiting lists will be held until the end of the academic year applied for.

For placing request allocations –

In the eventuality of any further spaces becoming available these will be allocated in line with priorities for placing requests, for all current applications held at that time.

Unsuccessful applications for the start of a new academic year, will be held until 31st August of that year. Applications made for out with the start of a new academic year, will be held until the end of the academic year applied for.

Secondary School	Associated Primary Schools
Castlehead High School (Non-Denominational Cluster)	Glencoats PS
	West PS
	Wallace PS
Gleniffer High School (Non-Denominational Cluster)	Brediland PS
	Bushes PS
	Heriot PS
	Langcraigs PS
	Lochfield PS
Gryffe High School (Non-Denominational Cluster)	Bridge of Weir PS
	Houston PS
Johnstone High School (Non-Denominational Cluster)	Auchenlodment PS
	Cochrane Castle PS
	Fordbank PS
	Howwood PS
	Kilbarchan PS
	Lochwinnoch PS
	Thorn PS
Linwood High School (Non-Denominational Cluster)	East Fulton PS
	Woodlands PS
Paisley Grammar (Non-Denominational Cluster)	Gallowhill PS
	Mossvale PS
	Ralston PS
	Todholm PS
	Williamsburgh PS
Park Mains High School (Non-Denominational Cluster)	Bargarran PS
	Barsail PS
	Bishopton PS
	Inchinnan PS
	Langbank PS
	Rashielea PS
Renfrew HS (Non-Denominational Cluster)	Arkleston PS
	Kirklandneuk PS
	Newmains PS
St Andrew's Academy (Denominational Cluster)	St Charles' PS
	St Fergus' PS
	St James's PS (Paisley)
	St John Ogilvie PS
	St Mary's PS
	St Paul's PS
	St Peter's PS
	St Catherine's PS (split catchment)
St Benedict's High School (Denominational Cluster)	Our Lady of Peace PS
	St Anthony's PS
	St David's PS
	St Fillan's PS
	St Margaret's PS
Trinity High School (Denominational Cluster)	St Anne's PS
	St Catherine's PS (split catchment)
	St James's PS Ren
	St John Bosco PS



REGISTRATION FOR EDUCATION

Parents can register their child in only one catchment school, either the denominational or the non-denominational school. If parents do not wish to attend either catchment school, a placing request application is required.

Name of School: _____

Pupil's Name: Forename(s): _____ Surname: _____

Sex: Male ☐ Female ☐

Date of birth:

<u>DAY</u>	<u>MONTH</u>	<u>YEAR</u>

 Was your child premature? Yes ☐ No ☐

If yes, were they born between:
 weeks 30-36 Yes ☐ No ☐
 Below 30 Weeks Yes ☐ No ☐

Nursery the child currently attends: _____

Parent/Carer Details:-

Forename(s): _____ Surname: _____

Address: _____

Postcode: _____ email: _____

Telephone No: _____ Mobile No: _____

Does the child have an older sibling in the school? Yes ☐ No ☐

Sibling(s) Name: _____ Year Stage: _____

Residence of child: (If different from parent/carers)

Postcode: _____ Telephone No: _____

Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

No.	Document	For Verification of	Received
1	Child's full Birth Certificate	Required to verify child's date of birth for allocation of correct year stage. Held for verification of who has parental rights.	
2	Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.	Required to verify that home address is within catchment area of the requested school. We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.	
3	Child Benefit Statement. In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted. Or If appropriate to current circumstances - Court Order / Looked After Child / Foster Carer document(s).	Verification of address of parent with whom the child is living with.	
4	Roman Catholic Baptismal Certificate (if applicable)	Verification of baptismal status. Only where a denominational school is oversubscribed this may be required for prioritisation purposes.	

The list above is not exhaustive and the Council retains the right to ask for further information.

Has the parent/carer been advised of his/her right to request to place the child in a school other than this one? Yes ☐ No ☐

Decision of Parent/Carer – Tick one as appropriate:

- ☐ Enrol in catchment school
- ☐ Making a placing request Which school is request being made to? _____
- ☐ Making a placing request for Gaelic Medium Education
- ☐ Deferring entry to school. Has parent made application to defer? Yes ☐ No ☐
(If deferring entry, please check if the parent has made an application to nursery. If the answer is no, parent should be advised to contact nursery and request an application as soon possible.)

Secondary Provision

Parents are advised that when registering at a primary school, there is no automatic guarantee of transfer from the primary school to the associated secondary school.

As part of the P7-S1 transition programme, all parents/carers of children in P7 who attend a Renfrewshire primary school will be advised of the designated catchment school to be allocated, based on the pupil's current home address and denomination of primary school currently attended.

Evidence of residency may be requested by Children's Services at any time, as part of the above allocation process.

Further information is available within the Council's Admissions to Schools and Placing Request Policy.

Data Protection

We need your details for the purposes of dealing with school registration and they will be used for the purposes of the Council's public functions. The Council may check your details with other information held and may share these with other Council services and other local authorities to check the accuracy of the information and to prevent or detect fraud or crime or to protect public funds.

Further information on how the Council handles your personal information can be found on: <http://www.renfrewshire.gov.uk/article/2201/privacy-policy>

Declaration

I confirm that I have read and understand the information provided above.

The information I have given is full and correct in every respect to the best of my knowledge.

I acknowledge that if the information that I have submitted is found to be fraudulent my application will be rescinded and the Council could pass the matter to the Procurator Fiscal's Office.

If I change address I understand that I require to notify the school immediately.

I also confirm that I am aware that when transferring from primary to secondary school the granting of a placing request does not guarantee entry to the associated secondary school. The allocation of secondary placement will be dependent on my home address and denomination of primary school attended.

I have read and understood the statement under the Data Protection Act 1998.

Signature of Parent/Carer

Date _____

PRIMARY REQUEST TO REMAIN LETTER
TO BE SENT RECORDED DELIVERY TO PUPIL'S NEW ADDRESS
FROM THE SCHOOL

Dear

Request to remain at :...NAME OF SCHOOL Stage P.....

CHILD'S NAME:..... D.O.B.:.....

I understand you have recently changed/are about to change residence to an area outwith the delineated area of INSERT NAME OF SCHOOL, you have requested that your child, remain in this school.

I would advise you that your request, which is in effect a placing request for your child to continue to be educated in this school, can be granted.

The Council's policy on home to school transport regarding placing requests will apply in these circumstances, "In the case of a pupil who attends a school by virtue of a placing request, the parents or carers are responsible for arranging transport to school".

I would also like to clarify that should you wish your child to attend the secondary school associated with this primary school you may require, if your home address is not within the catchment area of the secondary school, to submit a placing request at the primary 7 stage prior to transfer to secondary education.

On the understanding of the above _____ will be most welcome to remain in this school and I hope that he/she will enjoy a fulfilling future educational career with us.

Yours sincerely

Head Teacher

A copy of this letter once filled out and put on to school headed paper, should also be sent to Children's Services Support HQ.

SECONDARY REQUEST TO REMAIN LETTER

TO BE SENT RECORDED DELIVERY TO PUPIL'S NEW ADDRESS
FROM THE SCHOOL

Dear

Request to remain at :...NAME OF SCHOOL Stage S.....

CHILD'S NAME:..... D.O.B.:.....

I understand you have recently changed/are about to change residence to an area outwith the delineated area of INSERT NAME OF SCHOOL, you have requested that your child, remain in this school.

I would advise you that your request, which is in effect a placing request for your child to continue to be educated in this school, can be granted.

The Council's policy on home to school transport regarding placing requests will apply in these circumstances, "In the case of a pupil who attends a school by virtue of a placing request, the parents or carers are responsible for arranging transport to school".

On the understanding of the above _____ will be most welcome to remain in this school and I hope that he/she will enjoy a fulfilling future educational career with us.

Yours sincerely

Head Teacher

A copy of this letter once filled out and put on to school headed paper, should also be sent to Children's Services Support HQ.

Information For Parents – Transfer from primary to secondary school

A group of primary schools in an area are normally associated with a secondary school.

All secondary schools have a catchment area which includes their associated primary schools.

Pupils transfer from primary school to secondary school between the ages of 11 and 12 (in most cases). If you live within Renfrewshire, Children's Services can tell you the name of the secondary school to which your child should normally transfer after the primary 7 stage.

When your child is due to transfer from primary to secondary at the beginning of a new session in August, if you live within Renfrewshire you will be notified based on your home address and denomination of primary school attended, of the secondary school where a place has been allocated.

If you wish to attend the alternative denomination of secondary school for your catchment area, to that allocated you will be asked to put this request in writing. There is no guarantee of entry when changing denomination at the secondary school stage.

If you live out with Renfrewshire you should contact your local authority regarding provision, you can also consider making a placing request to attend a Renfrewshire secondary school.

You should note that the granting of a placing request to a primary school, when transferring from primary to secondary school does not guarantee entry to the associated secondary school.

Places in schools will be allocated in line with the Council's Admissions to Schools and Placing Request policy.

Renfrewshire secondary school handbooks are available from individual secondary schools. Details of induction days and parents' meetings will be provided by secondary schools.

Further information / Admissions to Schools and Placing Request Policy can be found by visiting www.renfrewshire.gov.uk or by telephoning 0300 300 0170.



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Renfrewshire – Getting it Right for Every Child – Inclusion Update

1. Summary

- 1.1. In August 2022, the Education and Children's Services Policy Board were asked to note the lessons that had been learned from the Additional Support Needs Review. These lessons shaped the development of the actions required to bring about improvements to support the wellbeing and learning of all our children and young people with additional support needs in mainstream school and early year's establishments.
- 1.2 There were nine actions agreed within the plan with the following common threads at the heart of their delivery:
- Improve communication and collaboration- ensuring the rights of the child are front and centre
 - Meeting the wellbeing and learning needs of all of our children and young people
 - Ensure we provide excellent Children's Services support services using a robust quality improvement framework
 - Invest in and develop all of our people to improve outcomes for children
 - Manage our resources effectively and equitably as close to the child as possible

The purpose of this paper is to update members on some of the main areas of progress.

- 1.3 In September 2022 the Scottish Government published the refresh of the Getting it Right for Every Child (GIRFEC) policy and practice materials. In line with this, Children's Services, in conjunction with the Renfrewshire Health and Social Care Partnership (HSCP), updated Renfrewshire Council's GIRFEC policy and procedures. This refresh is being launched through multi-agency training and awareness raising events ongoing from February through to June. These training sessions are fully subscribed and there is representation

from Children's Services and the Renfrewshire Health and Social Care Partnership and other services such as Police Scotland and the third sector organisations.

- 1.4 As part of this work there has been the development of "Link Up" initiative with the aim to promote networking opportunities across all agencies. This is an exciting opportunity for agencies including education, health and social care partnership, social work, children's reporter, Police and third sector partners to share good practice and network. There are two sessions on offer, and both are at full capacity.
- 1.5 Within our schools and centres one of our actions was to better enable our practitioners to better identify barriers to the learning and development of our children and young people. Part of this improvement agenda is also to strengthen decision-making in order to meet the needs of our children and young people. Progress within this action is strong and we are developing a clear, solution-focused assessment framework. This work has been carried out in partnership with Children's Services Educational Psychology department. Our schools and centre staff have also been key in shaping this process to ensure that we have robust and consistent approaches across all our schools/centres.
- 1.6 In line with national policy, we are also making good progress with updating Renfrewshire's Transition Policy for children and young people with additional support needs. This policy will ensure there is consistent practice across our schools and centres at transition points for example from early years to primary one, regardless of where the child is placed. This policy, as with all of our refresh work, will have the child and family at the centre of the decision-making process and plans and will ensure that transition discussions/planning take place at least two years prior to the transition date.
- 1.7 Improving our professional for all teaching and support staff has been a high priority. As such almost all schools are now trained in The CIRCLE Framework using a train the trainer model to ensure sustainability. This is an excellent resource that supports quality assessment and planning of interventions for children and young people. It provides support to set up an inclusive classroom environment, uses checklists and planning tools to support professional dialogue and can be used to document strategies and record professional learning.
(CIRCLE (Child Inclusion Research into Curriculum Learning and Education) is an evidence-based resource that support inclusive practice within education.)
- 1.8 In summary there has been significant progress made with this portfolio and there are strong plans in place to continue to ensure that our provision for children and young people with additional support needs is fair and equitable and that resources are deployed as close the child as possible for ease of access.

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to note the progress made within the inclusion strategy.
 - 2.2. The Education and Children's Services Policy Board are invited to meet with the Head of Service for Inclusion and the GIRFEC Lead Officer to learn more about the GIRFEC refresh.
-

3. Background

- 3.1. Across Scotland there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The needs of these children and young people can be complex and they may require a range of different supports and interventions to help them make the best of their education experiences.
- 3.2. The Education (Additional Support for Learning) (Scotland) Act 2004 changed the way in which support for pupils with additional support needs was managed and widened the definition of additional support needs. The local authority is required to have a range of supports and services to meet each child's educational needs by addressing barriers to learning within mainstream by making reasonable adjustments unless certain exceptions apply.
- 3.3. The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment.
- 3.4. In 2019, the Scottish Government published updated guidance on the presumption to provide education in a mainstream setting. This revised guidance states

"Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society.

An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people."

- 3.5. In 2020, the Scottish Government published a report on the national review of additional support for learning, "Support for learning: all our children and all their potential". This report contains a number of interlinked and co-dependent recommendations across nine high level themes. The overarching theme is of children and young people participation, in line with the principles of the United Nations Convention on the Rights of the Child (UNCRC).
- 3.6. One of the key messages from the national review was that children and young people want to be included in their schools and communities. This view was echoed by our children and young people, whose views were captured during our stakeholder engagement, which took place at the beginning of the review and again more recently in June 2022.

- 3.7 Another key message from the national report is that the concept of "mainstream" needs to be redefined and repositioned for the profile of children and young people as they are now and are projected to be in the future, not as they were in the past. Nationally there are examples of mainstream education settings that have stretched and adapted their culture and environments to the benefit of all children and young people. There are also very good examples of this in Renfrewshire where schools are providing responsive personalised adjustments for individual children and young people. Whilst this matters for all it is vital to include those with additional support needs (Support for learning; All our children and all their potential, Scottish Government 2020).
- 3.8 Capacity to deliver inclusion is an important focus across education. Working with partners to deliver joint training and approaches builds capacity of those in schools and other services.
- 3.9 It has been recognised nationally that categorising young people for support according to a particular need is not helpful, and we must ensure that holistic assessment of a child or young person's needs mean that the support they require can be provided in a way that will suit their needs, rather than the child having to adapt to a particular environment.

4.0 Next Steps

- 4.1 We are currently establishing a Renfrewshire GIRFEC website. This will be a central location in which all policies, procedures and proformas can be added and updated as required. We are working with teams across the service and linking in with multi-agency collaborations such as Ren10 to develop simple pathways for requesting assistance.
- 4.2 Through this partnership with other services and our schools/centres we will continue to collate and create a suite of interventions to ensure children and families are supported appropriately which are allocated equitably through a simple Request for Assistance mechanism. This builds on the work already established through the development of Ren10.
- 4.3 We will continue to provide bespoke professional learning, as required, to support the development of the staged intervention framework. This has already included engaging with 31 establishments and providing tailored sessions for Education Managers, Early Years Team, Early Years Teachers, Aspiring Principal Teachers and Home Link. We have also developed training for our Additional Support Needs Assistants and Classroom Assistants which focuses on their role in supporting children and young people with additional support needs. This learning has been shaped by the workforce through the results of an audit which asked them to identify their training needs. Further universal learning sessions are planned and bespoke work will be provided, as requested, following the delivery of training and the roll out of the updated policy.
- 4.4 As part of our training programme we have been working on auditing our response to the education audit for Prevent strategies. Prevent is one part of the government's overall counter-terrorism strategy, CONTEST.

The aim of Prevent is to:

- tackle the causes of radicalisation and respond to the ideological challenge of terrorism
- safeguard and support those most at risk of radicalisation through early intervention
- enable those who have already engaged in terrorism to disengage and rehabilitate

We are updating our current Child Protection training to ensure Prevent is refreshed annually.

- 4.5 Parent workshops are planned for the summer term. This will ensure that parents/carers of children and young people with additional support needs are fully aware of the work of the GIRFEC refresh and improvements to assessing, planning, and evaluating interventions in line with the staged intervention framework.

Implications of this report

1. Financial

All proposed changes will be implemented within the overall budget allocation for the service.

2. HR and Organisational Development

A revised career pathway will be developed for local government employees.

3. Council Planning

Renfrewshire's new Council Plan is currently being developed and will be presented to Elected Members after summer recess. The Plan will identify high-level strategic outcomes the Council intends to achieve over the next five years and the action needed to deliver on these. For now, actions are grouped under the following four themes: Place; People; Sustainability and Living our values.

The matters referred to in this report align and contribute to all high-level strategic outcomes. Incorporating the learning and feedback from the review into the development of the inclusion strategy will ensure resources are directed to children, young people and their families within the context of their needs and respective communities. This people and place-based approach also evidences the Councils approach to working fairly and collaboratively to deliver better services.

4. Legal

None.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality 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, prior to 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.
- 13. Climate Risk**
None.

List of Background Papers

[Getting it right for every child \(GIRFEC\)](#)

[The Promise Scotland](#)

[United Nations Convention on the Rights of the Child](#)

[General Teaching Council Scotland - Professional Standards](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004 - notes](#)

[Presumption to provide education in mainstream setting](#)

[Support for Learning: All our Children and all their Potential](#)

Children's Services

T McGillivray

Author: Tracy McGillivray, Head of Education (Inclusion and Quality Improvement)

Tracy.Mcgillivray@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: The Promise: Progress on delivering on Renfrewshire's Promise (#KeepThePromise)

Summary

- 1.1. Renfrewshire Council along with our partners are committed to delivering on The Promise to the Care Experienced community, that by 2030, Scotland is "the best place in the world to grow up in" and that all our children are "loved, safe, and respected and realise their full potential".
- 1.2. The Promise is the outcome of Scotland's three-year Independent Care Review, where more than 5,500 Care Experienced children and adults took part, to transform the wellbeing of infants, children, young people, and adults. It is one of seven concluding reports published in 2020 and organisations, communities, and groups across the country have all pledged to #KeepThePromise.
- 1.3. Elected members considered and approved a motion at Council on 4 September 2020 which was carried unanimously to support the development of a delivery plan for how Renfrewshire will deliver The Promise and the involvement of the Champions Board should be central to this plan.
- 1.4. In January 2021, the Education and Children's Services Board considered a report on how Renfrewshire planned to deliver on The Promise. Further update reports were provided in January 2022 and in August 2022.
- 1.5. As we enter year 3 of this 10-year programme of change there is good evidence of progress in Renfrewshire to #KeepThePromise with significant developments underway and more planned.
- 1.6. The delivery of The Promise in Renfrewshire requires a strongly committed multi-agency partnership working approach and demonstration of a collective understanding, commitment, and activity in relation to The Promise across all the partners. Renfrewshire Council and its partners are well placed to #KeepThePromise by 2030.

Recommendations

2.1 The Education and Children's Services Policy Board is asked to:

[a] note the progress being made within Renfrewshire to “#KeepThePromise”; and

[b] note that regular update reports will continue to be brought to Board to ensure elected members are sighted on implications for policy and practice in Renfrewshire as our Promise work progresses.

Background

- 3.1 In October 2022 the Promise Lead Officer started post. This post is being funded by contributions across Council Services and the Health and Social Care Partnership (HSCP). This post is managed by Children's Services. The post is designed to be a dedicated resource to drive forward the ambitious programme of change we have already embarked on. The creation of this dedicated senior leader resource is further evidence of Renfrewshire's commitment to #KeepthePromise.
- 3.2 Renfrewshire has a Promise Strategic Oversight Group with more than fifty individuals involved in the workstream from different agencies. This includes all key strategic partners, frontline staff and lived experience of the care system. The vision for Renfrewshire's Promise Strategic Oversight Group is “Renfrewshire listened and we will deliver on The Promise”.
- 3.3 The Policy and Governance Structure of Renfrewshire's Promise has been revisited and refreshed. Renfrewshire's Promise work is overseen by Renfrewshire Children's Services Partnership. The Children's Services Plan outlines key priorities for how the Promise will be delivered in Renfrewshire.
- 3.4 The roll out of Promise Keeper role has progressed significantly since its inception, and we have ambitious plans to grow this network in 2023. There are currently 102 Promise Keepers across Renfrewshire. A Promise Keeper can be a senior leader, middle manager, or member of frontline staff. Promise Keepers will be responsible for championing The Promise within their staff teams ensuring that their colleagues are aware of their responsibility to #KeepThePromise. They will also be central to ensuring The Promise remains at the forefront of service design and delivery. Promise Keeper values have been developed and recruitment to the role is ongoing. All Promise Keepers undergo training to ensure that they have a good understanding of The Promise and are being supported to fulfil this role.
- 3.5 Prior to December 2022 Renfrewshire has been successful in obtaining £200,000 of funding from the Corra Foundation to support three projects which will drive forward our Promise ambitions.

- 3.5.1 Project 1: The first grant of £50,000 enabled us to establish a Promise Ambassador whose role is to help Renfrewshire and its planning partners to make changes which reflect what is important to Care Experienced children, young people, and families. We have continued to fund this post internally on a temporary basis as we recognise its value in supporting our delivery of our Promise commitments.
- 3.5.2 Project 2: The grant of £50,000 was awarded to fund development of supports to parents whose children have been placed for adoption. The project aligns with the whole family support promoted by the Promise and aims to help children's future understanding of their birth family by encouraging and supporting parents to maintain indirect (or letterbox) contact with their children post-adoption. The funding will enable our adoption team to refine their approach and inform embedding of the service beyond the end of the funding period.
- 3.5.3 Project 3: Providing Family Group Decision Making (FGDM) and Lifelong Links for a small group of families, enabled by a £100,000 grant. The work is being delivered in partnership with Barnardo's. FGDM is being offered to parents within the pre and post birth social work team with the aim of reducing risk such that child protection measures are not required. In this approach, the extended family is supported to understand the risks and to develop their own solutions to overcome problems. The Lifelong Links work will focus on young people placed in out-of-authority residential setting for whom safe family placements cannot be identified. Interventions will be undertaken with their extended families and wider social networks to develop positive relationships to support them during their time in care and beyond.
- 3.6 Activity will begin in 2023 on a Supportive School Structure - Right to Education Project. Renfrewshire has been successful in a funding application to the Corra Foundation for an investment of £150,000 to support us to think differently and challenge ways of working around Supportive School Structure (Right to Education). This funding is for two years and will allow us to conduct targeted work to highlight the need to ensure that all Care Experienced (CE) children and young people have a key person who is their advocate/supporter. This key person will ensure their attendance, participation and achievement are being supported and monitored effectively. This resource will provide focus tracking, and a genuine response to building positive relationships to ensure that school and life outside school is supported appropriately.
- 3.6.1 The Right to Education Programme focusses on ensuring the voices of our children who are in and around the edges of care shape policy and procedures to improve outcomes and future destinations. One of the aims of the Promise nationally is to reduce the exclusions of Care Experienced children and young people from school and this project will work to ensure that preventative and relationship-based approaches continue to be developed to work towards that aim.
- 3.7 A Promise Self-Evaluation Tool has been developed to assess progress and areas for development in key areas across different services in Renfrewshire. The self-evaluation tool will be circulated across all services in the local authority and to partner agencies. We are gathering examples of best practice to provide opportunities to learn from each other and celebrate the positive work and progress that is underway. It will also assist with the identification of

gaps in provision and will allow services to plan how to make improvements to better deliver The Promise.

- 3.8 Embedded in the Promise is the use of language and the importance of care being a non-stigmatising experience. In 2022, Each and Every Child delivered a workshop to a wide range of staff from across the local authority. This session was very well received by all who attended and provided key information about tackling stigma around Care Experience. To ensure that the learning from the Each and Every Child framework is embedded locally, a Language Policy is currently being developed with rollout planned in early Spring 2023. This piece of work ensures that the words and phrases that we use to describe Care Experience are positive and do not further exacerbate existing stigma. Alternative words and phrases have been identified through consultation with Care Experienced people and staff from various areas of the local authority to ensure that this will be adopted in our work moving forward.
- 3.9 A programme funded by Renfrewshire Council and devised by Who Cares? Scotland called the Learning about Care Experience Schools Programme is being offered across Renfrewshire's education establishments (Early Learning Years to S6). The goal of the programme is to create more caring and inclusive school environments for Care Experienced pupils. The longer term aims of the programme are that:
- Care Experienced pupils stay in school longer and improve educational outcomes.
 - An increased understanding of Care Experience is an integral part of school life
 - A reduction of stigma and discrimination towards the Care Experienced.
- 3.10 The Promise must be kept by 2030 and there is clear evidence of progress happening across Renfrewshire Council and its partners. Given the partnership involved commitment, along with our wider accountability and collective activity approach we are well placed to increase the pace of, and the scale of change required to #KeepThePromise and to deliver better outcomes for our Care Experienced Children and Young People.

Implications of this report

1. Financial

It is likely that there will be financial implications as services undergo a redesign process to address the issues identified in The Promise. It is not yet clear what the financial implications will be.

2. HR and Organisational Development

As the plan for the delivery of The Promise becomes clearer the implications for staff and organisational development will also become clearer and there will likely be actions for HR and Organisational Development Teams.

3. Community/Council Planning

Building strong, safe and resilient communities

Providing families and children with support to remain together will ensure our communities are supportive places for children to grow up in.

Tackling inequality, ensuring opportunities for all

Providing families and children with the help they need at the earliest point possible will ensure our communities are inclusive for all.

Working together to improve outcomes

Providing good quality care is central to ensuring that the most vulnerable children and families in Renfrewshire are provided with an opportunity to achieve their potential

4. Legal

The Scottish Government (SG) has set out a Legislative Programme to Support the Change required to #KeepThePromise. This legislative programme involves introducing legislation between now and 2030 including: The incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots law; a Bail and Release from Custody Bill; a Children's Care and Justice Bill; a Housing Bill; a Legal Aid Reform Bill; and a Human Rights Bill. By the end of this parliamentary session, there are plans to bring forward a Promise Bill to make any further legislative changes required to #KeepThePromise. It is likely that there will be legal implications as a result of this legislative programme, and it is not yet clear what those legal implications will be.

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

Cosla and its 32 Member Councils are fully committed to #KeepThePromise and to delivering on the changes required throughout the Promise Plan 21 – 24, and beyond.

13. Climate Risk

None.

List of Background Papers

None

Children's Services

Author: Maurice Gilligan, Social Work Manager Operations/Promise Lead,

Email: maurice.gilligan@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Education Scotland Inspection of Park Mains High School

1. Summary

- 1.1 Park Mains High School was inspected by Education Scotland in November 2022 as part of a national sample of education. Education Scotland uses different models of inspection and at Park Mains High School the duration of the inspection was the short model. Inspectors assessed the school with a focus on two quality indicators, which were: learning, teaching and assessment and raising attainment and achievement.
- 1.2 This was a positive inspection which evaluated both quality indicators as 'good'.
- 1.3 The inspection report in the form of a letter to parents, published by Education Scotland on 24 January 2023, is attached as an appendix to this report and is also available from the Director of Children's Services or from the Education Scotland website. The letter to parents identified three key strengths of the school. These were:
- The staff, with strong leadership from the headteacher and senior leadership team, are establishing a culture of aspiration across the school. This is increasingly engaging young people more effectively in their learning.
 - Across the school, there are examples of strong practice in learning and teaching. Where these are most effective, young people benefit from learning that is creative, active, challenging, and well-paced.

- Young people are developing a range of skills through a wide variety of opportunities to learn, attain and achieve across a range of contexts. Achievements are celebrated widely, and this is motivating young people well.
- 1.4 The inspection report also identified three areas for further improvement:
- Senior leaders have correctly identified learning and teaching as a key priority in the school improvement plan. Maintaining this focus on high-quality learning and teaching will help to ensure that all learners experience learning and teaching that meets their needs.
 - Continue to improve attainment, particularly building on recent improvements in young people's attainment in numeracy.
 - Continue to develop the skills of staff at all levels in using information and data to inform and evaluate priorities for improvement.
- 1.5 There is an agreed set of procedures for responding to inspection reports which will support the school and Children's Services to plan how the area for further improvement will be addressed. Actions are detailed within the school improvement plan which is shared with parents. In addition, the school will be supported in its improvement journey by Children's Services.
-

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to note and celebrate the key strengths and recognise the area for further improvement in the Education Scotland report on Park Mains High School.
-

3. Background

- 3.1 Following a pause to inspections due to the pandemic, Education Scotland's routine programme of inspection of schools and early years settings resumed in September 2022. Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire's education establishments. The school team at Park Mains High School approached the inspection in a positive manner and embraced it as a professional learning opportunity in partnership with colleagues at Education Scotland.
- 3.2 The report includes three areas for further improvement, and progress in addressing this will be monitored by Children's Services staff through the Quality Improvement Framework.
- 3.3 The inspection report will inform planned improvement activity, and will enable the school and wider service, to build on the recognised strengths and focus further development on areas for improvement to enable the school to continue to deliver a quality educational provision.

Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that 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. It also ensures 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 inspection process also supports delivery of the Council Plan cross-cutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:

Economy - Equipping all children and young people to achieve success in life

Fair - Creating inclusive and supportive learning environments for children and young people
- Embedding children's rights in our decision-making processes

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** - None

12. **Cosla Policy Position** – N/A

13. **Climate Risk** - None.

List of Background Papers - The inspection report and additional evidence is published on the Education Scotland website and can be accessed via this [link](#).

SB/TMcG
30 January 2023

Author: Susan Bell, Education Manager
Susan.bell-hq@renfrewshire.gov.uk
07983 855712

24 January 2023

Dear Parent/Carer

In November 2022, a team of inspectors from Education Scotland visited Park Mains High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The staff, with strong leadership from the headteacher and senior leadership team, are establishing a culture of aspiration across the school. This is increasingly engaging young people more effectively in their learning.
- Across the school, there are examples of strong practice in learning and teaching. Where these are most effective, young people benefit from learning that is creative, active, challenging, and well-paced.
- Young people are developing a range of skills through a wide variety of opportunities to learn, attain and achieve across a range of contexts. Achievements are celebrated widely and this is motivating young people well.

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

- Senior leaders have correctly identified learning and teaching as a key priority in the school improvement plan. Maintaining this focus on high-quality learning and teaching will help to ensure that all learners experience learning and teaching that meets their needs.
- Continue to improve attainment, particularly building on recent improvements in young people's attainment in numeracy.
- Continue to develop the skills of staff at all levels in using information and data to inform and evaluate priorities for improvement.

We gathered evidence to enable us to evaluate the school's work using 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 Park Mains High School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	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 (SIF) will be available on the Education Scotland website at:

[Reports page](#) | [Inspection reports](#) | [Education Scotland](#).

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.

David Drysdale
HM Inspector



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Education Scotland Inspection of Auchenlodment Primary School and Early Learning and Childcare Class

1. Summary

- 1.1 Auchenlodment Primary School and Early Learning and Childcare Class (ELCC) was inspected by Education Scotland in October 2022 as part of a national sample of education. Education Scotland uses different models of inspection and at Auchenlodment Primary School and ELCC the duration of the inspection was five days i.e., the full model. Inspectors assessed the school and ELCC, with a focus on four quality indicators, which were: leadership of change; learning, teaching and assessment; ensuring wellbeing, equality and inclusion and raising attainment and achievement.
- 1.2 This was a very positive inspection which provided the following evaluations for the school: leadership of change was 'very good', learning, teaching and assessment was 'very good', ensuring wellbeing, equality and inclusion was 'very good' and raising attainment and achievement was 'good'. In the ELCC, leadership of change was 'very good', learning, teaching and assessment was 'good', ensuring wellbeing, equality and inclusion was 'very good' and securing children's progress was 'good'.
- 1.3 The inspection report in the form of a letter to parents, published by Education Scotland on 20 December 2022, is attached as an appendix to this report and is also available from the Director of Children's Services or from the Education Scotland website. The letter to parents identified four key strengths of the school. These were:

- Enthusiastic, confident and engaged children who demonstrate daily the chosen values of Auchenlodment Primary. They are highly motivated by meaningful leadership opportunities and are very proud of their school and Early Learning and Childcare class.
- The strong, effective leadership of the headteacher and depute headteacher. They are deeply committed to supporting children and staff to lead change which is continuing to improve outcomes for all learners.
- A committed staff team with a strong focus on nurture, inclusion and promoting wellbeing for all children. Staff provide children with opportunities to improve their wellbeing, celebrate their successes, increase participation and contribute to improving the work of the school and Early Learning and Childcare class.
- Across the establishment, all staff work very well together as a team. They engage enthusiastically in professional learning and reflect effectively on their practice. This is driving forward improvement and securing positive outcomes for children.

1.4 The inspection report also identified three areas for further improvement:

- Continue to embed approaches which support raising attainment in writing and numeracy.
- Continue to develop learning pathways to support children to build their skills across the curriculum.
- Practitioners should explore how they can develop the playroom further to provide children with access to spaces and resources to help them lead their own learning.

1.5 There is an agreed set of procedures for responding to inspection reports which will support the school and Children's Services to plan how the areas for further improvement will be addressed. Actions are detailed within the school improvement plan which is shared with parents. In addition, the school will be supported in its improvement journey by Children's Services.

2. Recommendations

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

3. Background

- 3.1 Following a pause to inspections due to the pandemic, Education Scotland's routine programme of inspection of schools and early years settings resumed in September 2022. Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire's education establishments. The whole establishment team at Auchenlodment approached the inspection in a very positive manner and embraced it as an excellent professional learning opportunity in partnership with colleagues at Education Scotland.
- 3.2 The report includes three areas for further improvement and progress in addressing these will be monitored by Children's Services staff through the Quality Improvement Framework.
- 3.3 The inspection report will inform planned improvement activity, and will enable the establishment and wider service, to build on the recognised strengths and focus further development on areas for improvement to enable the school and ELCC to continue to deliver a quality educational provision.

Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that 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. It also ensures 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 inspection process also supports delivery of the Council Plan cross-cutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:
- Economy** - Equipping all children and young people to achieve success in life
- Fair** - Creating inclusive and supportive learning environments for children and young people
- Embedding children's rights in our decision-making processes
4. **Legal** - None

5. **Property/Assets** - None
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. 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** – N/A
13. **Climate Risk** - None

List of Background Papers - The inspection report and additional evidence is published on the Education Scotland website and can be accessed via this [link](#).

Author: *Julie Colquhoun, Education Manager*
julie.colquhoun@renfrewshire.gov.uk
07534 081940

20 December 2022

Dear Parent/Carer

In October 2022, a team of inspectors from Education Scotland visited Auchenlodment Primary School and Early Learning and Childcare class. 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.

- Enthusiastic, confident and engaged children who demonstrate daily the chosen values of Auchenlodment Primary. They are highly motivated by meaningful leadership opportunities and are very proud of their school and Early Learning and Childcare class.
- The strong, effective leadership of the headteacher and depute headteacher. They are deeply committed to supporting children and staff to lead change which is continuing to improve outcomes for all learners.
- A committed staff team with a strong focus on nurture, inclusion and promoting wellbeing for all children. Staff provide children with opportunities to improve their wellbeing, celebrate their successes, increase participation and contribute to improving the work of the school and Early Learning and Childcare class.
- Across the establishment, all staff work very well together as a team. They engage enthusiastically in professional learning and reflect effectively on their practice. This is driving forward improvement and securing positive outcomes for children.

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

- Continue to embed approaches which support raising attainment in writing and numeracy.
- Continue to develop learning pathways to support children to build their skills across the curriculum.
- Practitioners should explore how they can develop the playroom further to provide children with access to spaces and resources to help them lead their own learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). 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 Auchenlodment Primary School and Early Learning and Childcare Class

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

Quality indicators for the Early Learning and Childcare Class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#).

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.

Lisa Marie McDonnell
HM Inspector



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Care Inspectorate Inspection of Brediland Residential House

1. Summary

- 1.1 Brediland Children's residential house was inspected by the care inspectorate in December 2022. This was in keeping with the routine schedule of inspection for all registered children's residential services.
 - 1.2 The Care Inspectorate publishes the inspection reports on its website. In addition to awarding grades in each of the themes inspected, the Care Inspectorate can make a recommendation or put in place a requirement. 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 by the Care Inspectorate. 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.
 - 1.3 Brediland Residential Children's house in Linwood is one of 4 registered houses we provide in Renfrewshire. Brediland Road provides care for 4 young people.
 - 1.4 This was an exceptionally positive inspection which has a particular focus on the quality indicator of 'How well do we support children and young people's rights and wellbeing? The inspection highlighted no formal requirements or recommendations and awarded a grade of 'very good'.
-

2. Recommendations

- 2.1 Members of the Education and Children's Services Policy Board are asked to note this positive evidence of very good care being delivered at Brediland residential Children's house.
-

3. Background

- 3.1. Social work and 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. Several social work and social care services are required to register with the Care Inspectorate. These registered services are subject to regular inspection by the Care Inspectorate. Typically, residential facilities will be subject to one inspection per year which will be unannounced.
- 3.2. The Care Inspectorate utilises the following gradings across each of the areas considered during each inspection:
1. Unsatisfactory
 2. Weak
 3. Adequate
 4. Good
 5. Very good
 6. Excellent
- 3.3. Brediland Children's House was inspected on 15th of December 2022. The inspection report published by the Care Inspectorate details 6 key messages from the findings of the inspection:
- Young people felt safe and protected from harm within the service.
 - The quality of relationships between staff and young people was recognised as a key strength where young people felt loved with their views listened to and respected.
 - Staff were confident and well trained to meet the needs of the young people.
 - Relationships with family and friends were well supported and young people who previously used the service, maintained contact with young people and staff.
 - The home environment was of a high standard where young people had an input and participated in the decoration throughout.
 - All young people had the opportunity to take part in a variety of activities tailored to their interests.
- 3.4. The care inspectorate highlighted that they were able to evidence that young people were kept safe and protected from harm and that staff had particularly good knowledge of all the young people and what made them feel safe. Relationships with external professionals strengthened safety planning and risk assessments.

- 3.5. All young people expressed that they felt safe. One young person commented, "I have finally found a place that I feel safe". Relationships with family and friends was identified as a key strength with evidence that staff understood how maintaining important relationships supported positive outcomes for young people.
- 3.6. The inspector highlighted that staff supported and prompted young people's individual ambitions and interests and that young people were engaged in the care and support they received.
- 3.7. The inspector identified that staff worked closely with education staff ensuring the young people received individually tailored support to participate in a positive and meaningful way in learning.
- 3.8. Brediland Road was first inspected on 16th February 2021 and a subsequent report published. The overall grade was Very Good. This most recent inspection concluding on 15th December 2022 provides evidence of consistency in the high standard of care provided in Brediland with no changes to the grade awarded from the previous inspection. The report concludes that the staff team demonstrated a real passion to support positive outcomes for all young people.

Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that our Renfrewshire is thriving: high standards of care ensures that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

The inspection process also supports delivery of the Council Plan crosscutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:

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** - None
12. **Cosla Policy Position** – N/A
13. **Climate Risk** - None

List of Background Papers - The inspection report is published on the care inspectorate website.

Author: Kevin Smith, Acting Children's Services Manager
Kevin.Smith@renfrewshire.gov.uk

35 Brediland Road Care Home Service

35 Brediland Road
Linwood
Paisley
PA3 3RA

Telephone: 01416 185 960

Type of inspection:
Unannounced

Completed on:
15 December 2022

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2018371531

About the service

35 Brediland Road is a residential children's house owned and managed by Renfrewshire Council. The house can accommodate up to four young people aged between eight and 20 years old. At the time of inspection there were four young people residing in the house.

The service is situated in the Linwood area of Renfrewshire. The house is a purpose-built bungalow and provides a lounge with open plan dining area, large kitchen, utility room, games room and relaxation/quiet room. There are four bedrooms each with ensuite. There is a large garden that includes a decking area. Local amenities are in close proximity.

About the inspection

This was an unannounced inspection that took place on 12 and 13 December 2022. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. To inform our evaluation we:

- spoke with three young people using the service and one young person who previously used the service
- spoke with two family members
- spoke with six staff including the manager
- spoke with three external professionals
- observed practice and daily life
- reviewed documents.

Key messages

- Young people felt safe and protected from harm within the service.
- The quality of relationships between staff and young people was recognised as a key strength where young people felt loved with their views listened to and respected.
- Staff were confident and well trained to meet the needs of the young people.
- Relationships with family and friends were well supported and young people who previously used the service, maintained contact with young people and staff.
- The home environment was of a high standard where young people had an input and participated in the decoration throughout.
- All young people had the opportunity to take part in a variety of activities tailored to their interests.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support children and young people's rights and wellbeing?	5 - Very Good
--	---------------

Further details on the particular areas inspected are provided at the end of this report.

How well do we support children and young people's rights and wellbeing?

5 - Very Good

We made an evaluation of very good for this key question. We identified major strengths in supporting positive outcomes for young people.

We saw that young people were kept safe and protected from harm. Staff had particularly good knowledge of all the young people and what made them feel safe. Relationships with external professionals strengthened safety planning and risk assessments. All young people expressed that they felt safe. One young person commented, "I have finally found a place that I feel safe".

All staff had received protection training and we saw examples where young people experienced therapeutic, loving and stable care from compassionate staff. Affectionate words were commonly used, and cuddles were part of everyday life. There was a culture of creating long lasting relationships. One young person who previously lived in the house continued to visit with their child and received ongoing practical and emotional support from staff. The relationships between staff and young people were strongly based on staff's understanding of child development, attachment and trauma. The knowledge and values of the staff team meant that restraint was used as a last resort. There had been a significant reduction in this practice. When this practice was used, clear processes were in place to appropriately support staff and young people.

Young people felt listened to and respected by staff who strongly advocated for them. Young people were able to seek support from staff when required and from an independent advocate who visited the house. It was suggested to the service that young people would benefit from having better knowledge of their rights.

Relationships with family and friends was identified as a key strength. Family and friends were invited to parties at the house and were encouraged to visit at other times. Family time continued to be facilitated within the house for a young person who was no longer living there. Family members told us of the close relationships they shared with staff. One family member described the feeling of "one big family". Staff understood how maintaining important relationships supported positive outcomes for young people.

The home environment was one young people would be proud of. Young people participated in the decoration of all rooms in the house. The living/dining area was used as a place to come together and catch up and play or relax. There was a games room and relaxation room that were used well by young people and staff. The young people had access to an extensive garden, supporting their physical wellbeing. There were many photographs of the young people and staff having fun.

Staff supported and prompted young people's individual ambitions and interests. There were lots of planned activities. Some young people had experienced a holiday abroad. Staff were keen for all young people to experience a holiday, and this was included in the service development plan.

Young people were engaged in the care and support they received. Their views were expressed individually during one-to-one time with staff and collectively in monthly 'young person meetings'. Minutes of these meetings noted the views expressed with identified actions for staff and young people. Some young people were actively involved in their personal plans, and this was evident in the language used. Personal plans were detailed, and staff spoke about ongoing development of these plans. Increasing young people's participation in plans and identifying more specific outcomes within the written plans will further strengthen this area of practice.

Young people's emotional and physical health was very well supported with an effective recoding system for appointments and outcomes noted. We were particularly impressed by the dedication of the manager and examples of him pursuing additional health supports for young people. Weekly team meetings had included inputs from mental health and addiction professionals. This contributed to the development of staff knowledge in how best to support the young people. Staff commented that specific training in mental health would make them more confident in this area of work. During weekly team meetings each young person was discussed, ensuring a shared understanding and consistent approach from the staff team. Staff rotas were reviewed weekly, ensuring young people did not miss planned activities or appointments.

Most young people were in education and staff worked closely with education staff ensuring the young people received individually tailored support encouraging participation in learning. This was evident in education plans. There was also evidence that when young people were not in education, staff actively explored learning options with them.

The young people were offered a varied and balanced diet. They were encouraged to participate and develop their cooking skills during 'make your own meal' on Fridays. Mealtimes were a relaxed, social time.

The staff team demonstrated a real passion to support positive outcomes for all young people. One young person said, "they are some of the best staff".

Complaints

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

Detailed evaluations

How well do we support children and young people's rights and wellbeing?	5 - Very Good
7.1 Children and young people are safe, feel loved and get the most out of life	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Renfrewshire Children's Services Partnership Plan 2023-2026

1. Summary

- 1.1 This report details the work undertaken by Renfrewshire's Children's Services Partnership to produce a Renfrewshire Children's Services Partnership Plan for the period 2023-2026, in accordance with statutory requirements.
 - 1.2 The report describes how the plan will shape children's services' planning over the coming years and guide associated reporting activity.
-

2. Recommendations

- 2.1 It is recommended that the Education and Children's Services Policy Board
 - 2.1.1 approve Renfrewshire Children's Services Partnership Plan 2023-2026
 - 2.1.2 note that the Renfrewshire Children's Services Partnership Plan will be submitted to the Scottish Government by June 2023
 - 2.1.3 note that Renfrewshire HSCP are jointly responsible for this plan (under delegated authority from NHS Greater Glasgow and Clyde Health Board) and the plan will be submitted to the Integration Joint Board on 31 March 2023
-

3. Background

3.1 The Children and Young People (Scotland) Act 2014 places a joint statutory duty on local authorities and health boards to produce Children's Services Plans covering three-year periods. The plans must outline the actions local authorities, health boards and other community planning partners will take to improve outcomes for children and young people through integrated, targeted and preventative approaches.

3.2 The Scottish Government produces statutory guidance on children's services planning, and this was refreshed in January 2020. The guidance outlines an "analyse-plan-do-review" cycle of strategic planning, which includes:

- Undertaking a strategic assessment of need, assets, capacity and resources
- Identifying a manageable number of priorities linked to community need
- Establishing a clear vision of what outcomes will be achieved and how these will be measured
- Agreeing activities that will be delivered to achieve these outcomes

Children's services planning guidance also identifies the alignment with other ambitions such as contained within the National Performance Framework, United Nations Convention on the Rights of the Child (UNCRC) Getting it Right for Every Child (GIRFEC) and local outcome improvement plans.

4. Renfrewshire's Children's Services Partnership Plan

4.1 Renfrewshire's Children's Services Partnership Plan 2023-2026 has been prepared in accordance with statutory guidance to meet the required planning and reporting period. The plan has been developed by Renfrewshire's Children's Services Partnership Board, composed of senior leaders from public and third sector agencies who provide services and support to children and young people in Renfrewshire.

4.2 The plan focuses on the added value that comes from working together rather than on the contribution of individual agencies. It does not seek to replicate the actions set out in the strategic and service plans of partners, but to present new, joint actions which will each include at least two of the partner organisations.

4.3 The plan is framed around a single partnership vision – "Renfrewshire's children are happy, healthy, safe and thriving" and four outcomes which partners want to achieve for the children and young people of Renfrewshire. These outcomes have been informed by a needs assessment and they are:

- Our children and young people will enjoy good physical and mental health
- Our children and young people will be safe and loved
- Our children and young people will have rights protected and their voices heard

- Our children and young people will achieve and make positive contributions to their community
- 4.4 The partnership has identified eleven high level aims that will guide activity over the next three years. These complement the plan's four outcomes and outline the areas of collaborative work the partnership believes will add value and have the most impact in helping our children and young people be safe, well, heard and achieve.
- 4.5 A detailed action plan and associated measures of success will be developed, in the coming months to ensure the activity is continually monitored as part of the requirement to review, assess and adapt our approach. This will initially align to the three priority high level aims the partnership has identified to progress in the short term, which are:
- Children, young people and their families can access all support in one place
 - Children and young people will be achieving physically, actively and have the best physical health
 - All agencies will work together to provide support to children and families at the earliest possible stage, as part of our commitment to The Promise
- 4.6 A mix of qualitative and quantitative information will be used to monitor progress against the actions and towards the four outcomes. This will be monitored at each meeting of the Partnership Board and will form the basis of annual reports.
- 4.7 Each partner agency will continue to monitor their own single-agency plans, which will include many initiatives which also contribute to the four outcomes identified in the Children's Services Plan.

5. Next Steps

- 5.1 Renfrewshire's Children's Services Partnership Plan will be shared with the Scottish Government in accordance with statutory requirements. The plan will be made publicly available, and work will progress with partners to consider the best routes to sharing and reviewing the plan's key messages with our children, young people and families.
- 5.2 Partners will collaborate through a recently established Oversight and Monitoring Subgroup to design, deliver and monitor progress in delivering activity against high level aims, adapting as required in response to evolving need and circumstance.

Implications of the Report

1. **Financial** – None.
2. **HR & Organisational Development** – None.

3. **Community/Council Planning** – the report details a range of activities which reflect local council and community planning themes.
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** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.
11. **Privacy Impact** – None.
12. **Cosla Policy Position** – None.
13. **Climate Change** – None.

Author: Jamie Gardyne, Senior Planning and Policy Development Officer

Renfrewshire Children's Services Partnership Plan

2023-26

Contents

1.	Renfrewshire's Children's Services Partnership Plan	4
2.	A message to our children and young people from the Renfrewshire Children's Services Partnership	5
3.	Our Vision	6
4.	Our services for children and young people	9
5.	Child's Rights Approach	10
6.	What we want to achieve	13
7.	How we got here	14
8.	What we're already doing	15
8.1.	Key partnership activity across Renfrewshire	15
8.2.	Building on success	17
9.	Our plan for the next three years	18
10.	High level aims	22
11.	Priority high level aims	22
12.	Governance	23
13.	Appendix 1: High Level Aims	25
13.1.	Priority High Level Aims	25
13.2.	Longer-Term High-Level Aims	31

13.3.	National Performance Framework – National Outcomes.....	32
14.	Appendix 2: Strategic Needs and Strengths Assessment	34
14.1.	Partner Feedback	34
14.2.	Strategic Needs Assessment	35

DRAFT

1. Renfrewshire's Children's Services Partnership Plan

Throughout Scotland, local authorities and health boards work with community planning partners to ensure services delivered to children, young people and their families are the best they can be.

In Renfrewshire, we do this by listening to our communities to identify what support people need, why they need it, when they need it and how best it can be provided. This work takes place through Renfrewshire's Children's Services Partnership (RCSP) whose members include the council, other public sector organisations, and the third sector. Together, we identify local priorities and plan how we can join up to add value and deliver services to children, young people and their families that make a real difference to their lives.

Our three-year Renfrewshire Children's Services Partnership Plan covers the period 2023 - 2026. It sets out our focus for Renfrewshire's children, young people and families and identifies the steps we will take to improve their lives.

2. A message to our children and young people from the Renfrewshire Children's Services Partnership

You deserve the best possible start in life, free from poverty and neglect. You deserve to feel safe, secure, cared for and respected. You deserve to learn, grow, and feel healthy and valued. You deserve to have hopes, aspirations and opportunities to have a bright, happy future.

We are all here to help you. We will support you and your family by supplying the right help at the right time. We will make sure Renfrewshire is the best possible place for you to grow up and help prepare you to take on life's opportunities and challenges.

We will make sure there's always someone ready to step in with help when you need it, and help you grow up healthy in body and in mind. We will help you develop your skills and knowledge to help you explore the world around you.

3. Our Vision

Renfrewshire's children and young people are happy, healthy, safe and thriving

About Renfrewshire's children and young people

We're really proud of the contribution our children and young people make to Renfrewshire. We've worked hard to create as many opportunities as possible for their voice to be heard when we design and deliver our services, knowing their insight presents inspiration and challenges us to do better.

Since 2019 Renfrewshire's children and young people have proved their ability to lead, plan, deliver, participate and engage in decision making through the council's Celebrating Renfrewshire Fund. With a dedicated steering group created each year, young people develop leadership and team working skills, and further mentor the following years steering group through peer learning.

In 2020 Renfrewshire Council was the only council to deliver a virtual PB programme on the Celebrating Renfrewshire platform. This was considered as good practice with Young Scot writing a case study highlighting our delivery.

A key outcome of the Celebrating Renfrewshire Fund is community empowerment. Building on the success of the participation of schools, it is expected involved young people, and their wider community, will benefit as they continue to use their voice in delivering further community based PB exercises or improvements.

Young people leading and securing a solid understanding of the PB process creates stronger communities and facilitates an inclusive approach to delivering future PB initiatives. For the young people, being included and making decisions to improve their community will become the norm and foster a sense of ownership and pride in the places they live. By shaping our communities, our children and young people will help create a Renfrewshire that is attractive to live, work and invest in. Our engagement shows our young population is willing and able to identify what's most important to them. This helps the Partnership design services which meet their needs and aspirations. This has been vitally important in the work we've progressed to improve our wellbeing/personal and social education, with youth voices helping to shape the tools we use and how we do it. We know PB is a local and national priority, and we continue to strengthen the breadth and depth of children and young people's contributions in local decision making, ensuring policies and places reflect their needs and interests.

Some of Renfrewshire's children and young people need more support than others to help them achieve a positive start in life. This can be down to challenges faced by an individual, by their family, or their wider community. Some of Renfrewshire's communities are more vulnerable than others. This can mean that some families are more likely to experience challenge, or the challenges they face are more complex and harder to deal with.

The Covid-19 pandemic made life more difficult for everyone. It affected our health, our relationships, how we felt, and the opportunities we had access to. Now, our communities face further challenge through a cost-of-living crisis, with the cost of heating our homes and buying food and basic provisions increasing. These factors make it even more important that we have a strong focus on how we work together to keep Renfrewshire's children and young people happy, healthy, safe and thriving.

We want Renfrewshire to be a fair place for all our communities, and we understand that tackling local poverty, particularly child poverty, is a key part of this. By helping the families most impacted by poverty, we hope to make it easier for children and young people to achieve their goals and aspirations. We know from our local data that 18% of Renfrewshire's children live in low-income families. In particular, we know that the families who need most support are those in the six priority groups identified by the Scottish Government. More than 8 out of 10 children in relative poverty in Scotland are characterised by at least one of the following:

- Come from lone-parent families
- Live in a household where someone is disabled
- Their family has at least three or more children
- Their family is minority ethnic
- Their family has a child under one year old
- Their mother is under 25 years of age

Work offers a sustainable route out of poverty for many families and has a strong role to place in a balanced approach to tackling child poverty. We recognise economic participation is an important factor impacting on the wellbeing of children and young people. Through our Invest in Renfrewshire initiative, we will ensure parents are supported to access, sustain and progress in employment where it's the right choice for their families.

The pandemic and cost-of living crisis has brought into sharp focus the economic insecurity of many households. Economic uncertainty presents challenges for our local businesses too, with many looking to adapt and respond to an ever-changing market. This

will have a corresponding impact on the required knowledge, skills and abilities of our children and young people as they make the transition to work, and the Partnership will take cognisance of emerging economic markers and ensure the young workforce is aligned to sector-specific requirements of planned investment activity.

More and more of Renfrewshire's children and young people are seeking support with their mental health and wellbeing. In 2022 we delivered our Mental Health and Wellbeing Census to our secondary school pupils, receiving over 4300 responses. This revealed that just over a quarter of respondents recorded scores that showed risk of clinical depression. This is more prevalent in females, those in receipt of free school meals and those in our 30% most deprived communities. We understand the link between adverse childhood experiences and the risk this presents to mental health and wellbeing. We also appreciate that the impacts of these events can sometimes carry through to adulthood, and that parents and carers might struggle to cope and respond positively to certain situations or challenges. This reinforces our approach to early intervention, and developing ways to work with children, young people and their families to help them cope before reaching a crisis.

We've taken steps to ensure our health professionals get to know our families and build positive and trusting relationships. Our Family Nurse Partnership Health Visiting Teams Renfrewshire have fully implemented the National Universal Health Visiting Pathway and Child Health Surveillance, providing families access to early and therapeutic support.

A small number of Renfrewshire's families need extra help to keep children and young people safe, secure and content. These are described as 'specialist services'. The number of children on Renfrewshire's Child Protection Register has decreased since 2017. This is good progress, however Renfrewshire still has a child protection rate (per 1000 population) that's generally higher than that across Scotland, so we know we have more to do in this area.

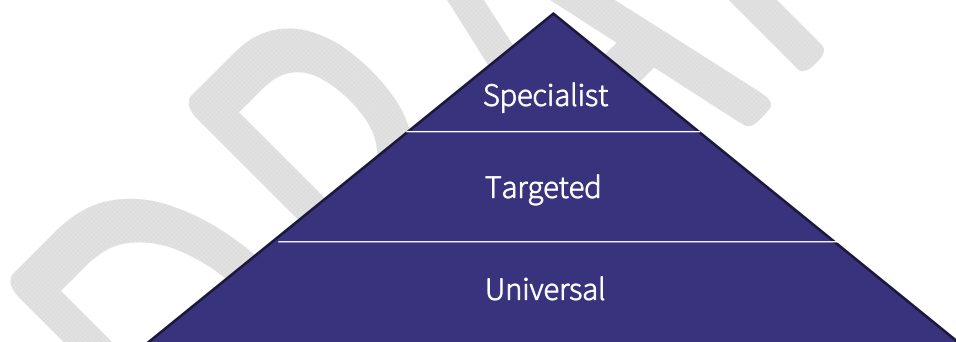
We're really encouraged that Renfrewshire's children and young people tell us they're making positive lifestyle choices. Our 2022 Health and Wellbeing Service has provided insight into the rates of smoking, vaping, and the consumption of alcohol and illicit substances, showing baseline information on the experience and behaviour of our young people in high schools. This will be updated and monitored to show changes in trends over time.

We know from the 2019 Hard Edges Scotland report that trauma can be a route into alcohol and/or drug use. The engagement work of the Renfrewshire Alcohol and Drugs

Commission shows that alcohol and drugs can be readily available to young people, and for some this can lead to use/ consumption. This can lead to hospital attendances, involvement with the justice system, negative impacts on education and so on. We know there are opportunities to provide better intervention and support to young people around alcohol and drug use, particularly those at key transition stages. We understand that alcohol and drugs can feature in the lives of children and young people who are living with trauma, and we want to make sure we provide early intervention and support to equip young people with the information, skills and coping strategies they need to navigate the challenges that alcohol and drugs can present.

4. Our services for children and young people

As partners, we provide three different types of services - universal targeted, and specialist



Universal services are the ones that are available to every child and young person in Renfrewshire. It includes the health visitor who checks that you're growing and thriving when you're a baby, the nurses who give you your vaccinations and look after your health as you grow, and the nurseries and schools who educate you. It covers things like access to a National Entitlement Card and the benefits it can bring including free bus travel and voluntary proof of age.

Targeted services may be useful if you or your family need a bit more help to overcome certain circumstances or challenges, even if just for a short period of time. This might relate to additional help in nursery or school, or advice or support to help you or your family manage an issue that's making life a bit more difficult. It might be our Families First teams,

the Mediation Team at our George Street Project helping young people avoid homelessness, the Street Stuff activities and youth work programmes, or the Adult and Family Learning Team helping families make positive changes together through learning.

Specialist services are offered to children, young people and families who need help with something that's complex and might require a lot of ongoing support. These services might help to keep you safe, healthy and achieving in a way that suits you and your needs. This might include support from a social worker or receiving care from the Child and Adolescent Mental Health Service (CAMHS).

Renfrewshire's Children Services Partners

Our third sector partners are often the eyes, ears and heart of our communities. The services they offer to our children, young people and families are built on strong, trusted relationships. Their work is often in response to a local need, and their approach is sensitive to the unique character of the community. We want our families to know who, when and how to seek support, and we will make best use of relationships our partners have with their communities to listen and respond to what they are telling us

Each individual agency within the partnership produces its own plans and priorities for the service they provide. Examples of these are the Children's Services Improvement Plan, Education Improvement Plan, the Health and Social Care Partnership Strategic Plan, the Community Learning and Development Strategy, the Skills Development Scotland Strategy Map, the Barnardo's Corporate Strategy and the Renfrewshire Sport Strategy. Our annual Local Child Poverty Action Report also provides information about the actions we are taking across Renfrewshire to tackle child poverty and support the Scottish Government's targets to reduce the number of children experiencing the effects of poverty by 2030.

5. Child's Rights Approach

The rights and wellbeing of children and young people is at the heart of our plan. Renfrewshire's Partners work together to promote equality and raise awareness of the United Nations Convention on the Rights of the Child (UNCRC) to make sure children and young people's rights are promoted and reflected in all that we do.

We uphold the principle that decisions and actions must reflect the views of children and young people and be in their best interests. We adopt a rights-based approach when working with young people to provide routes to decision making processes. A strong

example of this is the on-going work with Renfrewshire Youth Voice, a local charity supported by our Youth Services, which encourages and supports children and young people to get their voice heard when partners look to design or deliver activity. A key achievement of this group includes its work to co-develop a participatory budgeting model with Renfrewshire Council, which led to the creation of the £150,000 Celebrating Renfrewshire Fund, which resourced projects that have a positive impact on the lives of Renfrewshire's young people.

The voice of children and young people is especially important for families who experience break down. We appreciate how important it is that children and young people are not separated from their parents unless it's in their best interests, but if this does happen, the child or young person's views about where they should live must be listened to and help inform decisions that affect them. Our statutory services adopt a Getting it Right for Every Child (GIRFEC) model to consider a child's wellbeing needs, which means the child or young person's views play a key part in identifying what action(s) best suit their circumstances. Our teams also use imaginative ways to engage our care experienced children in meetings about them, ensuring their voices are always heard and acted upon.

We want to make sure all Renfrewshire's children and young people can lead healthy lives. For some families, a lack of money or access can make it difficult to meet basic needs. In recent years, a multi-million-pound Tackling Poverty Programme has helped provide targeted family support. This has helped families access the financial support they're entitled to, through services such as Healthier Wealthier Children, and has also supported the mental health of our young people through the funded Hearty Lives peer support project and a programme of community-based children's library services. The Tackling Poverty Programme has also provided help with the cost of school and extra-curricular activities and delivered outreach leisure activities and free meals to children and young people who may have otherwise missed out.

This work continues through the Fairer Renfrewshire programme set up in 2022, which aims to tackle inequality and other issues facing local communities in the wake of the Covid pandemic, including the cost-of-living crisis. The programme connects Tackling Poverty, Social Renewal and Alcohol and Drug Change work, connecting groups and organisations with our communities and those with lived experience of poverty to develop and provide targeted support to those that need it most.

For some, attending school can be challenging or anxious experience. In Renfrewshire, we work hard to make sure our children and young people have the right to participate in

education and are free to express their views without fear of discrimination. We've learned a huge amount in our conversations with our young people and have worked with them to design the Personal and Social Education PSHE curriculum in Renfrewshire Schools. This has provided a platform to discuss important issues in a meaningful way. Our school-based counselling programmes and other post-therapeutic supports have also achieved great success in helping young people cope with challenging situations safely. We have also developed learning programmes where children and young people participate in a range of learning activities including supported Duke of Edinburgh's Award programme and the EVOLVE programme, helping this group of learners achieve through alternative means.

Over the course of this plan, priorities will be underpinned by our refreshed Getting it Right for Every Child (GIRFEC). GIRFEC is an approach adopted throughout Scotland, and it provides a framework for improving the lives of our children and young people. One of GIRFEC's key principles is that support should be accessible to the right people at the right time. This will help to ensure all children and young people are safe, healthy achieving, nurtured, active, respected, responsible and included (SHANARRI).

In Renfrewshire, we are actively strengthening our GIRFEC approach to ensure it influences all that we do when working with children, young people and their families. Over the course of this plan, the refreshed staged intervention framework will enable education, health, social work and third sector to ensure families that need help are supported appropriately and fairly. We will integrate the refreshed policy and procedure across all agencies, and track progress through enhanced data and insight gathering, including that from children, young people and families. We will complement this with a training programme to make sure those who work with children and young people understand the refreshed framework, policies and procedures.

6. What we want to achieve

Based on what is known about the needs of children and young people of Renfrewshire, we have identified four outcomes that partners will work together to deliver.

1. We will ensure our children and young people enjoy good physical and mental health
2. We will ensure our children and young people are safe and loved
3. We will ensure our children and young people have their rights protected and their voices heard
4. We will ensure our children and young people achieve and make positive contributions to their community

Partners are already doing work that contributes to these outcomes and some examples of these are set out below. This partnership plan will focus on the actions where working together collaboratively will add value and bring greater benefits for our children, young people and their families.

7. How we got here



8. What we're already doing

8.1. Key partnership activity across Renfrewshire

We will ensure our children and young people enjoy good physical and mental health:

- Embedding a nurturing approach in schools and working with partners to support the emotional and mental wellbeing of children and young people
- Working with the community and the third sector on the Early Action System Change project to address coercive control in adolescent relationships
- Supporting positive parenting through initiatives such as the Family Nurse Partnership
- Implementing the Universal Health Visiting Pathway, including for antenatal care
- Family support delivered by national and local third sector organisations
- The Weigh to Go team supporting children and families with healthy eating and physical activity
- Delivering Healthier, Wealthier Children project to reduce child poverty
- Street Stuff
- Pizza Reading
- Provision of in-school counselling services for children and young people to support positive mental health and wellbeing
- Active Schools
- Embedding emotional literacy programmes across all education establishments
- Developing our Fairer Renfrewshire programme to ensure support for our low-income families
- Targeted employability support for families that align with our Child Poverty Priority Groups
- Duke of Edinburgh's Award Programme and outdoor learning
- Ensuring Renfrewshire's Mental Health Policy is embedded across all school establishments and with community partners

We will ensure our children and young people are safe and loved

- Oversight of joint work to keep children safe by Renfrewshire Child Protection Committee
- Joint working on gender-based violence

- ‘Home and Belonging’ multi-agency project for care experienced young people in their first tenancies
- New Personal and Social Education topics on drugs and alcohol
- Early Protective Messages training for practitioners working in Early Years or early stages of primary education
- The work of Renfrewshire Community Safety Partnership
- I Am Me and Keep Safe
- Mentors in Violence Prevention being delivered in schools and being developed for youth and community spaces
- Provision of ThinkUKnow online safety training for practitioners

We will ensure our children and young people have their rights protected and voices heard

- Promoting and developing youth voice opportunities for democracy in action, how young people can take part in decision making and contribute to positive changes in their lives and communities
- Renfrewshire-wide youth survey and community consultation to hear what young people’s views are now and for the future
- Partnership working with Renfrewshire Youth Voice youth charity to promote thematic and community-based youth forums
- Rights Respecting Schools
- Support The Promise Champions to ensure care experienced young people can shape and inform how we keep The Promise in Renfrewshire
- Pupil councils and citizenship groups in our schools
- Renfrewshire Young People’s Sports Panel

We will ensure our children and young people achieve and make positive contributions to their communities

- Encouraging young people to be involved in community planning and have a say on how resources can benefit them and their communities
- Supporting young people’s engagement in issues that matter to them such as Renfrewshire’s Climate Change Champions and Young and Equally Safe in Renfrewshire
- Recognising the importance of wider achievement awards as a way to value young people’s contribution and learning experiences
- Strong performance across literacy and numeracy in national qualifications
- Closing the poverty-related attainment gap
- Joint school and college-based vocational courses

- Employability skills as part of the school curriculum
- Promotion of volunteering
- Team up to Clean Up
- Renfrewshire School of Sport Education
- Youth participatory budgeting work

8.2. Building on success

Our last Renfrewshire Children's Services Partnership Plan set a strong vision for our children and young people that is still relevant today. We have strengthened relationships with partners, shared our ideas and identified where our strengths and gaps were. This led us to deliver some targeted activity which we can clearly see has made a difference and had a positive impact on our communities.

Our vision and outcomes continue forward into this new plan, the way we deliver must adapt and change in response to the new and evolving challenges being faced by our families. As partners, the tools, skills and time we must address these challenges changes too. We need to be clear on what works and what doesn't, what can be improved and what we need to focus resources on to make the biggest impact. This plan is the result of conversations, consultations and development sessions, reflecting the early intervention and prevention focus for Renfrewshire children, young people and families

We know there will be ongoing demand for partnership work around children and young people's health. Ren10, our multi-agency family service for mental health support is playing a key part in helping those in need access the right level of support at the right time. Key activity has included the development of non-violent resistance approaches, inter-agency training and the creation of digital supports. The network/platform is open and accessible to all in need and helps bridge the gap between universal services that deal broadly with wellbeing and the specialist support for severe mental health conditions. During its first year, the service supported over 1,000 children and young people, including 125 who were care experienced.

This approach has improved the way partners work too and is one of the key lessons we will carry forward in this plan. Ren10 has helped connect teams and services across education, social work, health and the Third Sector which has meant the journey and outcome of those using Ren10 can be better understood. This collaboration has also shown we can work smarter, by focusing on an area of under provision and reduce strain on other services.

We have also made good progress in supporting cared experience children and young people through The Promise in Renfrewshire and driving forward the recommendations of The Independent Care Review. Through the RCSP, we have raised the profile of The Promise with staff from across the Council and partners. We have developed values for Promise Keepers, individuals who will act as champions for The Promise in their organisations to make sure these principles are at the heart of decision making. As part of our commitment to youth voice, we have encouraged young people who are care experienced to take part in a range of arts engagement activities to share their life experiences and aspirations, and we have strengthened the role of the Renfrewshire Promise Champions group to provide a platform for amplifying these views and hopes for change in the future.

It is important we keep this work going in our new plan to fully implement the recommendations of The Independent Care Review. We know some services will benefit from more information and support to help them understand what The Promise means to them, and the difference they can make to the lives of care experienced children and young people in Renfrewshire. To do this, we will draw on our strengths and achievements in building relationships and collaboration to share our message and embed these values across Renfrewshire. This is one of our top three high level aims for 2023 onwards.

Our Tackling Poverty programme has supported families over the last 5 years, and with this work being taken forward by our Fairer Renfrewshire programme, we will continue to listen to families and the organisations that support them to develop partnership initiatives that will make a difference to the lives of our low-income families.

9. Our plan for the next three years

We will ensure our children and young people enjoy good physical and mental health

We know from our progress around Ren10 that bridging the gap between universal services which deal broadly with wellbeing and the highly specialist support for severe mental health conditions is important. Our GIRFEC approach drives us to make sure our children, young people and families get appropriate help at times of difficulty which results in better

wellbeing and greater resilience. Through Ren10, we realised how beneficial it is for clients to have the services they need linked together to ease their journey. We will apply this learning to develop a new model of whole family wellbeing support, which will let families and those working with them access all the support they need in one place. Our localities focussed approach will provide seamless and holistic support wrapped around individual needs, with our resources aligned to increase our capacity around prevention and early intervention.

We will encourage and support more children and young people to take up forms of regular exercise that interests them, and to eat healthily. We know there is a link between physical health and mental wellbeing, and we want children and young people to understand the importance of this and to develop healthy habits which result in them having fewer health problems in their adult lives. Again, this is one of our top three high level aims for 2023 onwards.

We will support low-income families to ensure they have access to healthy food, whether through meals at school or through activities in community settings. We will help them access the benefits they are entitled to maximise their income, and provide advice around energy, bills, credit and debt to minimise outgoings where possible.

We will build on our work on gender-based violence and coercive control, so that our children and young people understand how to keep themselves safe and healthy in their personal relationships.

Some of our children and young people have needs that mean they will continue to need support as adults. By working with partners on how transitions into adult services are dealt with, we want each young person and their family/carers to feel involved, fully prepared for the change and able to develop as much independence as they can and enjoy the same freedoms as their peers in a safe and supported way.

We understand that young people need access to reliable information to help them make informed life choices, and we will continue to work hard to create trusted local content and link to national helplines and bodies through the Young Scot and other digital information platforms.

We will ensure our children and young people are safe and loved

We know about the impact on wellbeing when a parent or other family member uses alcohol and/or drugs to a harmful level. We will have a new support service for children and young people affected by this, and our personal and social education will have a greater focus on this and other issues which can pose a risk to children and young people. We want children and young people to have the tools and the knowledge to support them to make positive choices about their lives. Our services will continue to adopt trauma-informed approaches, to focus on nurture and to act as responsive and loving corporate parents.

Being safe also means having somewhere safe to call home and feeling safe in the neighbourhood where you live. We will work together to make sure no families are homeless and that your home offers what you need to feel comfortable and secure. We want our communities to be welcoming places for children and young people, with the right kind of housing, green space and play areas, and neighbourhoods people feel safe in. By doing this, children and young people have space to thrive because their basic needs are met.

Keeping children safe from harm will always be a priority for this partnership, and issues of child protection are overseen by the Renfrewshire Child Protection Committee. The partnership will continue to support them to deliver on their priorities. We want all children to have the right help at the earliest possible opportunity when their wellbeing is impacted by a vulnerable adult in their lives, or when the behaviour of another person is causing harm.

We want children and young people's rights to be protected and their voices to be heard in society

The rights of every child are very important to us and shape our approach to how we deliver our services. The RCSP is committed to further effecting the requirements of the United Nations Convention on the Rights of the Child (UNCRC) to ensure our children and young people have the civil, political, economic, social and cultural rights they are entitled to.

We made strong progress in delivering against The Promise, a national commitment focused on helping children and families get support at an earlier stage, reducing the

number of children and young people who must come into care, and making sure that if children and young people do, that they are treated with love and respect. To do this, we need all our partners to be focused on giving the right support at the right time, not just to children and young people, but to their families too. We want to reduce the number of children and young people who need to come into care, and for families who need a bit of extra help to be supported to provide the best possible home for their children.

Participation and consultation are an important part of the development of this plan and as partners, we want to hear more of children and young people voices when we plan services for them. The new approaches we will put in place will help more children, young people and their families be able to make their views heard and all partners will continue to build on the strong relationships they already have and continue to involve children and young people in decision making and co-designing services.

We want our children and young people to be supported to achieve, thrive and make positive contributions to their communities.

We will further develop the work in schools on employability, personal development and leadership skills, including tailored support for children and young people with additional support needs and those that are care experienced. We want all children and young people to go on to a positive destination — employment, training or education — after they leave school.

We know that getting on in life is not just about getting qualifications. One of the things that helps us achieve are the links we make with others throughout life — whether this is through having a role model to guide you, being part of a club or group with shared goals or having access to social and cultural opportunities. We want to help every child and young person in Renfrewshire to have the same access to leisure, social and cultural activities, regardless of their background. We also want children and young people to be active citizens and contribute to their communities in a range of activities that reflect local concerns and priorities.

10. High level aims

Renfrewshire Children's Services Partners has identified 11 high level aims that guide our activity over the next three years. The aims complement the plan's 4 outcomes and outline the areas of collaborative work the partnership believes will add value and have the most impact in helping our children and young people be safe, well, heard and achieve. They have been informed by a robust strength and needs analysis, contributions from partners, children, families and communities and evaluation of the partnership's recent achievements and successes. Highlights from our strategic needs and strengths analysis are included in Appendix 2.

The RCSP will continually engage, listen, assess, review, and adapt our approach to the needs of children, young people and families over the course of this plan to reflect what they are telling us and be nimble in our efforts to respond. This will let us prioritise our resources, focus on our communities and ensure our efforts are helping families with the challenges they're experiencing at any given time.

11. Priority high level aims

There are areas where insight and opportunity suggest the RCSP can make biggest impact within our current resource and capacity. The RCSP has identified three priority high level aims that will be addressed in year 1 of the plan.

Our aim that **children, young people, and their families can access all support in one place** will be prioritised in response to the Scottish Government's Whole Family Wellbeing funding. Our plans to adopt a community-based, multi-agency approach will provide a holistic model of support that helps us re-direct health and social care spend to preventative, whole-family measures. We have learned a lot from our work around our mental health in our delivery of our Ren10 project, and we'll apply this learning to strengthen our relationships with our partners and improve the journey for children, young people and families who need help.

We know there are challenges that sometimes prevent our children and young people **achieving physically, actively and have the best physical health**. Sometimes cost is a prohibitive factor that means our children and young people miss out on leisure opportunities. This can be made worse if the opportunities that interest our children and young people are not accessible due to where, when, and how they're offered. Others may

lack the confidence to seek out and try new things, whilst some may lack the knowledge and awareness to equip them to make positive choices about their lifestyle. We understand now more than ever the importance of being healthy, and that building a community of strong, well and achieving children and young people will build a more resilient Renfrewshire. Over the course of year 1 of this plan, we will review and if necessary, re-design the services our partners offer to make sure they're aligned to what our children and young people will benefit most from.

Prevention and early intervention are a major driver of our work. We know that investing time to meet an individual's needs as early as possible in their journey often stops their challenges becoming more severe. As partners, we're committed to **working together to provide support to children and families at the earliest possible stage, as part of our commitment to The Promise**. In year 1 of this plan, we will further embed the principles of love, nurture and relationships in our work with care experienced young people and their families and carers, and ensure our partners are aware of our collective responsibility and accountability to deliver positive outcomes for our children and young people's lives.

12. Governance

This plan is produced and monitored by the Renfrewshire Children's Services Partnership Board, a group comprised of senior decision-makers from the public and third sectors who have a role to play in improving the lives of children and young people across the local authority area. The group is chaired by the Director of Children's Services for Renfrewshire Council and meets four times a year.

The board reports into the Community Planning Partnership Executive. The production of a partnership plan for children's services is a joint responsibility of each local authority, NHS Board, and the statutory Community Planning Partners, including the Integration Authority. As well as approval from the Community Planning Partnership and the Scottish Government, approval from elected members through the Education and Children's Services Policy Board (Council) and the Integration Joint Board will be sought.

The RCSP Board is supported by an Oversight and Monitoring Group, which offers a discussion and design space for partners to explore performance, activity, progress and identify solutions to challenges and barriers. All partnership agencies are represented on the group and have a named officer responsible for attending and progressing actions. The Oversight and Monitoring Group is responsible for reporting performance to the RCSP

Board and providing information to inform decision making. The group also prepares the annual report and the new plans as required.

Actions contained in our plan will be designed, delivered and reviewed through Operational Delivery Groups. These groups are made up of key stakeholders who have the skills, knowledge, and capacity to work together and deliver on the plan's key aims.

An illustration of the Renfrewshire Children's Services Partnership governance is noted in figure 1.

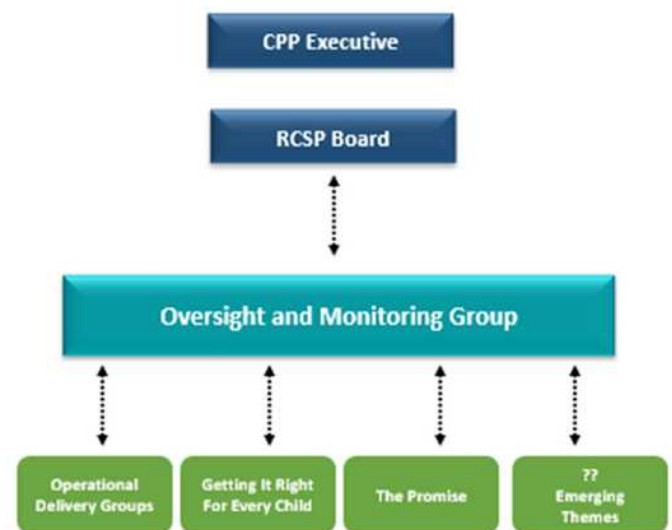


Figure 1 RCSP Governance

13. Appendix 1: High Level Aims

13.1. Priority High Level Aims

Outcome	Number	High level aims	Actions	Milestone	National Performance Framework link
WELL	1	Children, young people, and their families can access all support in one place	Whole Family Wellbeing / Locality develop approach to provide appropriate family supports and focussing on early intervention, providing opportunities for children, young people, parents and carers to shape the services that impact them.	Third sector capacity developed to support identified families	1,2,9,11
				Services are fit for purpose to meet the need of families	
			Further develop Request for Assistance Referral System	Create request for assistance referral system	
				Migrate supports and interventions to the referral system	

				Link Neighbourhood Locality Model and Whole Family Wellbeing Developments	
			Further develop and align support and interventions parenting by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care.	Integrate Parenting Strategy and Parental Engagement Strategy within Education	
				Scope parenting support to inform ongoing resourcing	
				Establish referral pathway and align to request for assistance	
			Develop the Social Front Door - Social work front door expansion from pilot	Where safe and appropriate, re-direct families away from statutory services to appropriate and alternative time-limited- supports	
				Feedback progress and impact to partners	
			Financial Management of Whole Family Wellbeing Fund	Identify allocation of Whole Family Wellbeing Fund	
				Manage funding budget through finance business partner model	
	2	Children and young people will be achieving	Provide more opportunities for all young people to participate in	Deliver annual physical activity survey and use information to	2,8,9,11

	.	physically, actively and have the best physical health	sport and physical activity	design a revised activity programme	
				Provide coach education and leadership courses	
				Deliver staff training and development	
				Improve the uptake of Bikeability cycle training	
				Review the Learn to Swim Programme in schools for 2023/24	
			Develop a menu of statutory and 3rd sector activities to promote physical activity and wellbeing.	Review activities on offer in Renfrewshire	
				Promote opportunities to our communities, targeting specific groups where required	
			Reduce climate anxiety Working with our C&YP through the Plan for Net Zero to address the priority issues which affect them and identify solutions to benefit them, their families and	Engage with children and young people to communicate message of climate action	
				Work with partners to enhance sustainable skills development	
				Promote local groups and opportunities aligned to positive	

			wider society and tackle existing and future inequalities to improve outcomes for all	climate action	
			Ensure safe access to nature and outdoor spaces for all	Increase opportunities for outdoor physical activity through enhanced infrastructure and activity	
				Identify adaptation measures to make community assets more dependable and accessible	
				Explore installation of living walls/buzz stops to create better quality journey routes	
			Curriculum Physical Education (PE) review and co-design of new curriculum plans, aligned with community opportunities.	Develop audit plan to review PE curriculum	
				Enhance links with local community clubs to increase collaboration in PE delivery	

HEARD	7	All agencies will work together to provide support to children and families at the earliest possible stage, as part of our commitment to The Promise.	The Promise Strategic Oversight Group and workstreams ensuring Renfrewshire 'Keeps the Promise' and delivers improved outcomes for individuals who are care experienced, wherever possible keeping children within their families and report on the progress of delivering the Renfrewshire Promise	Deliver the Promise Self-Evaluation Tool	1,9
				Embed Promise improvement recommendations in Renfrewshire's schools	
				Participate and relay information and learning from national Promise Forum, Renfrewshire Champions Board and Care Experienced Young People	
			Greater Accountability from all agencies (public, private and third sector) and the private sector in delivering on the promise	Ensure effective contribution and participation across relevant governance structures	
				Further develop the Promise Keeper role across all agencies involved in the Promise landscape	
			Ensuring greater representation of the Care Experienced Community in all activity concerned in	Embed the voice of the care experienced community in Renfrewshire's Promise Plan	

			delivering The Promise.	Partners and relevant agencies establish means to listen and act on care experienced voices	
			All agencies will support their workforce to help their staff understand their role in The Promise and the workforce will feel supported to respond to behaviour in a trauma informed.	Production of Getting it Right for Every Child Language Policy	
				Trauma informed practice is embedded across the work of organisations that have responsibilities towards care experienced children and young people	
			Identify collaborative approaches to identify gaps in partnership working across justice, policing and fire and rescue.	Design workshop to identify collaborative working to address identified gaps in partnership working	

13.2. Longer-Term High-Level Aims

Outcome	Number	High level aims	National Performance Framework link
WELL	4.	Young people and families/carers involved in Children's Services will have a smooth and positive transition from children to adult services	1,9
SAFE	5.	Our children and young people will have positive, healthy, and mutually respectful relationships. Targeted interventions on issues that present a risk to children and young people.	1,5,8,9
	6.	All children and young people have access to a safe and well- maintained place to live.	1,2,6,9,11
	7.	There will be effective multi-agency interventions to support children and young people at risk, including clear referral pathways for those working with vulnerable adults.	1,9
HEARD	8.	We will engage with children and young people in a meaningful way about decisions that affect them.	1,9
	9.	We will empower communities to shape the use of the resources.	1,2,3,9

	10.	All young people will be supported to achieve and sustain positive pathways after leaving school (YP include 16-25)	1,4,5,7,9
ACHIEVING	11.	Children and young people will have equity of access to social, cultural, and economic opportunities, regardless of their start in life.	1,2,3,5,6,7,9,11

13.3. National Performance Framework – National Outcomes

Outcome	Number	Outcome	Number	Outcome	Number
Children and young People We grow up loved, safe and respected so that we realise our full potential	1	Communities We live in communities that are inclusive, empowered, resilient and safe	2	Culture We are creative and our vibrant and diverse cultures are expressed and enjoyed widely	3
Economy We have a globally competitive, entrepreneurial, inclusive and sustainable economy	4	Education We are well educated, skilled and able to contribute to society	5	Environment We value, enjoy, protect and enhance our environment	6

Fair Work and Business We have thriving and innovating business, with quality jobs and fair work for everyone	7	Health We are healthy and active	8	Human Rights We respect, protect and fulfil human rights and live free from discrimination	9
International We are open, connected and make a positive contribution internationally	10	Poverty We tackle poverty by sharing opportunities, wealth and power more equally	11		

14. Appendix 2: Strategic Needs and Strengths Assessment

14.1. Partner Feedback

As a partnership we feel it's important to reflect on our work to understand how we can do better in the future. Together, we draw on our data, insight, experiences and relationships to understand what's working, what's not, what's surprising us and where we need to dig a bit deeper to help us plan our approach. Sharing and acting upon this information is one of the key areas where our partnership adds value.

We're confident of where we sit within our community planning approach and how our efforts contribute to Renfrewshire's local improvement outcomes. We know we're part of a coordinated effort to improve the lives of all our residents, and that working with children, young people and their families is a key part to this. Through the Covid pandemic, we demonstrated our ability to work together and adapt responsively to changing demand for services, seeking out new ways to deliver what mattered most to our most vulnerable. Our network of public and third sector organisations work strategically to identify the best route to our children, young people and families. This applies to delivering services, but also the routes to voices to make sure the experience of those we work with is a positive one.

These conversations have revealed to us that the needs of some families are extremely complex. The support we have on offer – though well used - doesn't always fully align to the needs and circumstances of those who seek it, creating a potential gap in supply. Our third sector partners are especially responsive in addressing these gaps where they can, but we appreciate there are issues around the sustainability of this support as resources and capacity are often funding dependent. There is also scope for us to improve our collective understanding of what these gaps in provision look like, and the difference in experience for families in one community compared to another. We're proud that Renfrewshire's network of public and third sector groups is strong and collaborative, but we know we can work together even better to balance and distribute our resource across our communities make the best use of the skills, knowledge and capacity on offer.

OUR KEY LEARNING FROM THIS IS THE NEED FOR A COORDINATED APPROACH TO DELIVER TIMEOUS SUPPORT THAT'S ACCESSIBLE TO CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES AND ADDRESSES THE CHALLENGES BEING FACED.

14.2. Strategic Needs Assessment

Key Issues

- Children and young people in our more deprived communities don't achieve as well as those in our less deprived communities
- Children and young people in our more deprived communities report lower levels of wellbeing compared to our less deprived communities
- An increasing number of our families are experiencing in-work poverty owing to low wages and increasing financial pressures
- Alcohol and drugs are prevalent issues in Renfrewshire's communities

Key Statistics

POVERTY, DEPRIVATION AND INEQUALITIES

- 24% of residents (42,856) live in a datazone within the 20% most deprived in Scotland, 13% (23,828) and 5% (9,505) live within the 5% most deprived areas. This has reduced since the 2016 rankings, when 27% lived within the 20% most deprived, 15% in the 10% most deprived, and 5% in the 5% most deprived.
- the percentage of people earning less than the Living Wage is higher in Renfrewshire (23.6%) than the overall Scottish (16%) and UK (20.4%) rates. In 2021, the male rate in Renfrewshire was 5.9 percentage points lower than the previous year, whereas the female rate was 4.9 percentage points higher.
- Children living in low-income families (before housing costs) increased from 11.9% in 2014/15 to 17.5% in 2019/20. In Scotland it reduced from 18.9% to 16.8%.
- Child poverty (after housing costs) increased from 19.3% in 2014/15 to 23.1% in 2019/20. In Scotland it increased from 22% to 24%.
- Despite these figures, in Renfrewshire the percentage of children in working households was the highest in 2020 it has been over the preceding 10 years, which could indicate a rise in in-work poverty.
- Between 16/17 and 20/21, there was a 29% increase in the total number of people supported with food parcels by the Trussells Trust in Renfrewshire. At the same time there was a 48% increase in Scotland. Over the last year, people supported have reduced in both Renfrewshire and Scotland, 11% and 7%, respectively, though increased by 33% in the UK.
- The Scottish Government aims that by 2040 no more than 5% of households are in fuel poverty and no more than 1% of all households are in extreme fuel poverty based on an estimated baseline of 23.8% fuel poverty in 2018. In Scotland 24% are in fuel poverty, 12% extreme and in Renfrewshire it's 22% and 9%

- Renfrewshire has the 4th highest gender pay gap in Scotland at 18.6%, which is 8.4 percentage points higher than the Scottish average of 10.2%.

HEALTH AND WELLBEING

- The rate of drug-related death in Renfrewshire is regularly above the Scottish rate and has been higher consistently since 2017. In 2020, the Scottish death rate was 327 per million, compared with a rate for Great Britain of 88 per million and an EU rate of 17 per million. The age-standardised rate per 100,000 residents is 29 for Renfrewshire compared with the Scottish average of 22.9.
- Alcohol consumption is higher in Renfrewshire overall, and male consumption is higher than female consumption both locally and nationally. However, in Renfrewshire male consumption is slightly lower than Scotland by 0.2 units per week, and female consumption is higher by 1.3 units per week.
- In Renfrewshire as of July 2021 there are 587 looked after by the Local Authority, which is 9% lower than the previous year (642), and 11% lower than in 2017. As of 31st July 2021, 92.5% were looked after in the community, which is slightly higher than Scotland (90%), and slightly lower than in 2017 (94%).
- In 20/21, there were 42 looked after school leavers; 23 were looked after at home and 19 were looked after away from home. 86% went on to positive destinations, compared to 88% nationally. This is up from 2016/17 when it was 64% in Renfrewshire and 76% nationally. This compares to the general cohort of young people where 97% went on to positive initial destinations.

HORIZON SCANNING

- Global food prices have hit record highs – the 2022 food price index was over 14% higher than that in 2021
- Inflation rose by 9.2% in the 12 months to December 2022, with this due to increases in electricity, gas and food prices
- In January 2023 the energy price cap set by Ofgem increased by 20% compared to previous levels, with universal support expected to end in April 2023

Detailed Needs Assessment Data

POVERTY, DEPRIVATION AND INEQUALITIES

SCOTTISH INDEX OF MULTIPLE DEPRIVATION

In Renfrewshire, 24% of residents (42,856) live in a datazone within the 20% most deprived in Scotland, 13% (23,828) in the 10% most deprived and 5% (9,505) live within the 5% most deprived areas. This has reduced since the 2016 rankings, when 27% lived within the 20% most deprived, 15% in the 10% most deprived, and 5% in the 5% most deprived.

The lowest ranking datazone is within Paisley's Ferguslie area, which is ranked 4, as well as for income and health, 5 for education and 12 for employment. It is within the 5% most deprived for all categories except access. There are 7 datazones within Ferguslie, 5 within the 5% most deprived, and 6 within the 20% most deprived.

SIMD AND EDUCATION OUTCOMES

People that live in areas of deprivation tend to have poorer outcomes than those in other areas, which can impact on health, wellbeing, employment and other aspects of life.

The percentage of school leavers that achieve one or more qualifications at level 3 or above in Scotland is 97.9%, and in Renfrewshire is 98.9%, with slight variations depending on deprivation level. In Renfrewshire for example 98.1% of those in the 20% most deprived areas compared to 98.9% in the 20% least deprived. However, the higher the qualification level, the wider this gap becomes. Almost twice the proportion of school leavers from the least deprived areas achieve level 6 or above than the most deprived areas.

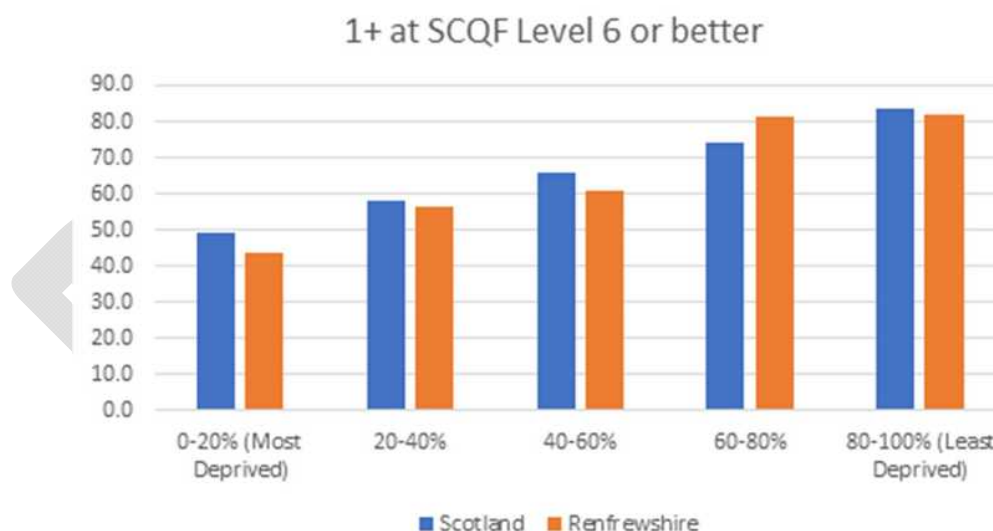


Figure 2: Attainment by SIMD, [Scottish Government](#), 2022

In Scotland, 97.6% of those in the least deprived areas go to positive initial destinations compared to 92.8% of those in the most deprived. Although is not a huge gap, the breakdown shows that those in the most deprived are more likely to go on to further education, training in, employment, voluntary work, and personal skills development than those in the least deprived areas. However, 65.1% of school leavers from the least deprived quintiles go on the higher education, compared to 29.2% of those in the least deprived areas, indicating that poverty is still a huge factor in the ability to go to university.

INCOME INEQUALITY

Low Income

According to the ONS Annual Population Survey, 27% of all employment in Scotland is in a 'lower paid' occupation, and in Renfrewshire this is 28%.

The national minimum wage is dependent on your age and is set annually by the Government based on recommendations from the Low Pay Commission. In 2016 the highest rate for those over 25 was renamed the 'National Living Wage', and in 2021 the threshold was changed so those over 23 were entitled to it. This name change is confusing because of the 'Living Wage' which has been set annually by the Living Wage Foundation since 2011. The Government's National Living Wage is based on median income levels, whereas the Living Wage, or Real Living Wage, is calculated independently based on the amount people need to meet their needs.

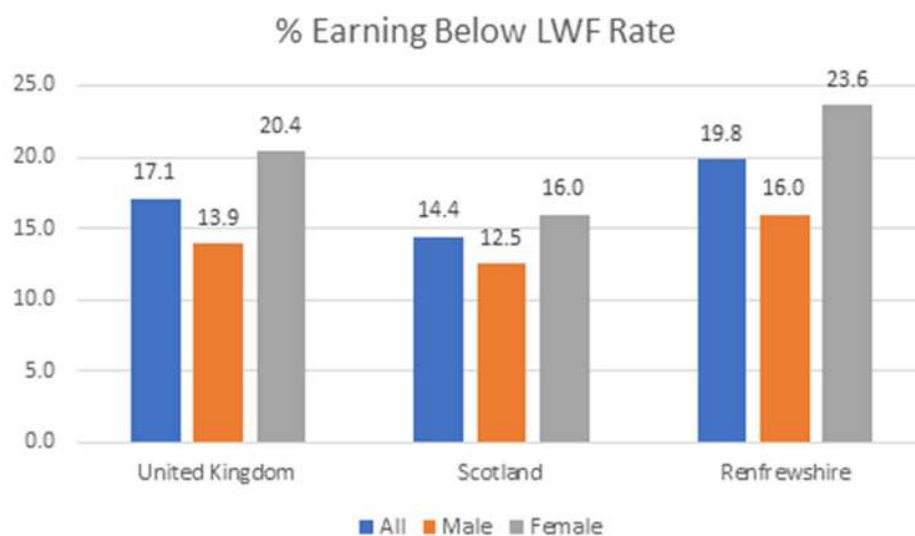


Figure 3: Earning below the real living wage, Annual survey of work and hours estimate, [ONS](#), 2022

In Renfrewshire the percentage of people earning less than the Living Wage is higher than the overall Scottish and UK rates. Since 2020, this reduced by 0.4% in Renfrewshire and 0.7% in Scotland, and in Scotland the percentage has reduced for males and females. However, in Renfrewshire, the rate reduced significantly for males and increased for females.

HOUSEHOLD FINANCES

We use our Public Services Panel to ask our communities how they're managing their household finances. In the 2022 survey 11% fewer people said they were managing well compared to 2020/21, with more people reporting they're getting by alright. This indicates the current cost of living crisis is impacting people's finances in Renfrewshire.

Table 1: Financial management, Renfrewshire, Public Services Panel, 2022

	Renfrewshire Public Services Panel Winter 2020/21	Renfrewshire Public Services Panel Spring 2022
Managing quite well	57%	46%
Getting by alright	32%	43%
Doesn't manage well/ Financial difficulties	11%	11%

INDICATORS OF CHILD POVERTY

Child poverty is difficult to measure, and it is measured differently at a national level than a local level. The Child Poverty (Scotland) Act 2017 contains targets for the percentage of children living in Child poverty after housing costs, but these are only determined at a national level. To measure child poverty at a local authority level we can use proxy indicators, data relating to the drivers of poverty, and local intelligence, such as support with school costs.

Table 2: Scottish Child Poverty Targets

Target	Interim - 2023	2030
Relative Poverty	< 18%	< 10%
Absolute Poverty	< 14%	< 5%
Low income and material deprivation	< 8%	< 5%
Persistent Poverty	< 8%	< 5%

CHILDREN LIVING IN POVERTY

The percentage of children living in low-income families is collected by DWP/HMRC and relates to the proportion of children under the age of 16 living in families either in receipt of out-of-work benefits, or tax credits where their income is less than 60% of the UK median income. This data is helpful to understand families in receipt of social security, however it is measured before housing costs. As shown in the graph below, this percentage was 4.9% higher in Renfrewshire over a 5-year period, when it was 1.4% lower in Scotland during the same period.

The Scottish national targets for child poverty are measured after housing costs, to consider families income after they have paid their housing costs. Child poverty estimates after housing costs are measured by End Child Poverty Coalition, which use the DWP/HMRC data and model an estimate based on local household statistics and local area housing costs data. These estimate that Child Poverty in Renfrewshire is currently lower than the Scottish average, but this is rising at a higher rate.

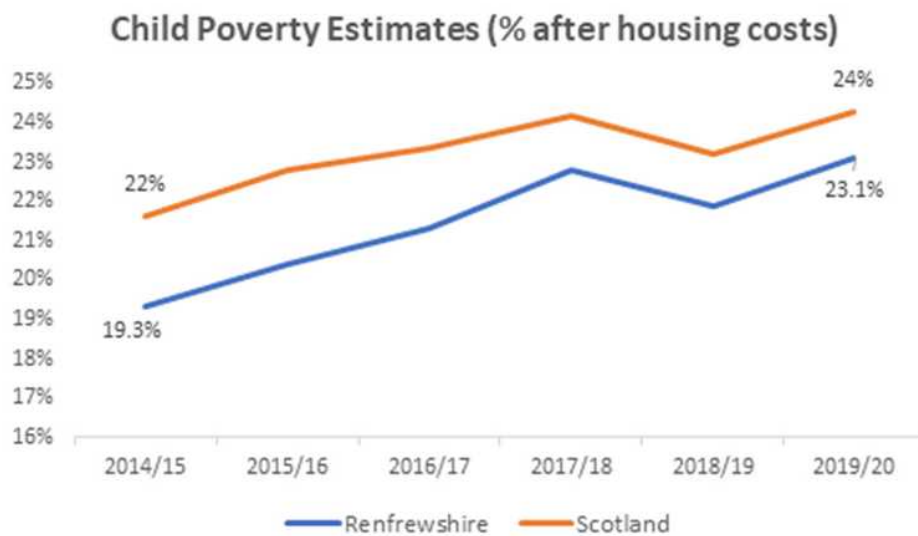


Figure 4: Child poverty estimates (after housing costs), End Child Poverty Coalition, 2021

CONTRIBUTORS OF CHILD POVERTY

The proportions of Children in low-income families in Renfrewshire has now overtaken Scotland as a whole, and child poverty is rising at a faster rate locally than nationally. It is important to look at the drivers of poverty to understand what could be contributing to this.

EMPLOYMENT

Employment is a key driver of poverty, as income is a main contributor to experiencing poverty. The percentage of children in working households includes all children under 16 living in a household where everyone aged 16-64 is in employment. In Renfrewshire, the percentage of children in working households was the highest in 2020 it has been over the preceding 10 years, which could indicate a rise in in-work poverty. In the UK, the majority of those in low-income household are working families (HBAI, 2020).

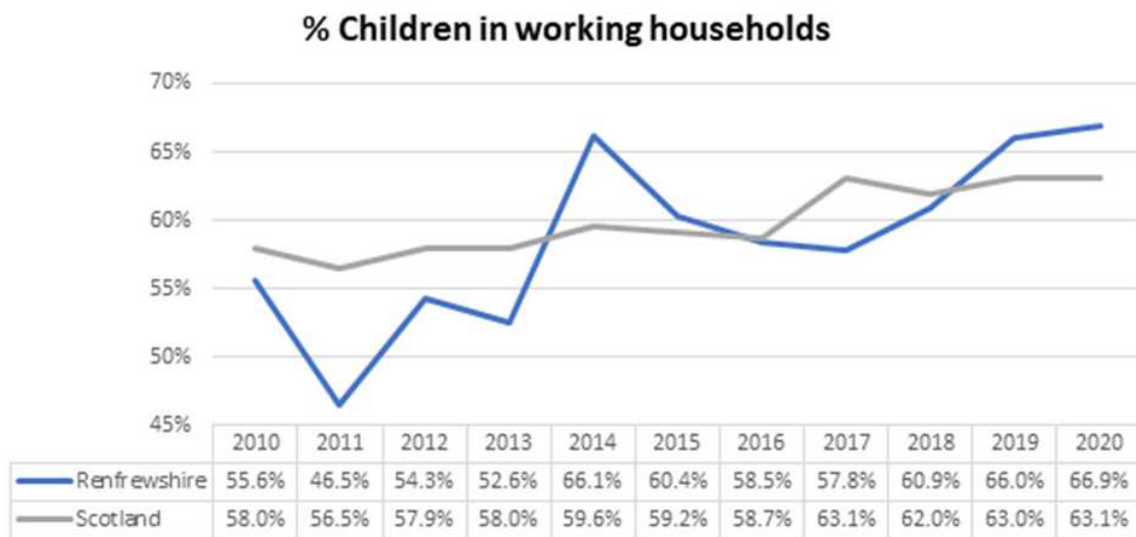


Figure 5: Children in working households, no one left behind toolkit, 2022

The Scottish Government has identified priority groups, which are groups sharing specific characteristics who are more likely to experience child poverty. This includes lone parent families, larger families, families with a child under one, families where the mother is under 25 years old, minority ethnic families, and families which include a parent or child with a disability. Some of this data is not available at a local level but almost 90% of all children in Scotland live within these six priority family types.

PARENTS' DEMOGRAPHICS

Single parent families often have similar housing costs to households with more than one parent, as well as a greater pressure due to childcare needs making them more likely to experience poverty. In Scotland, 39% of children from lone parent families are in relative poverty compared to 24% of all children. In Renfrewshire, the proportion of single-parent households is in line with Scotland, with some fluctuation over the last few years.

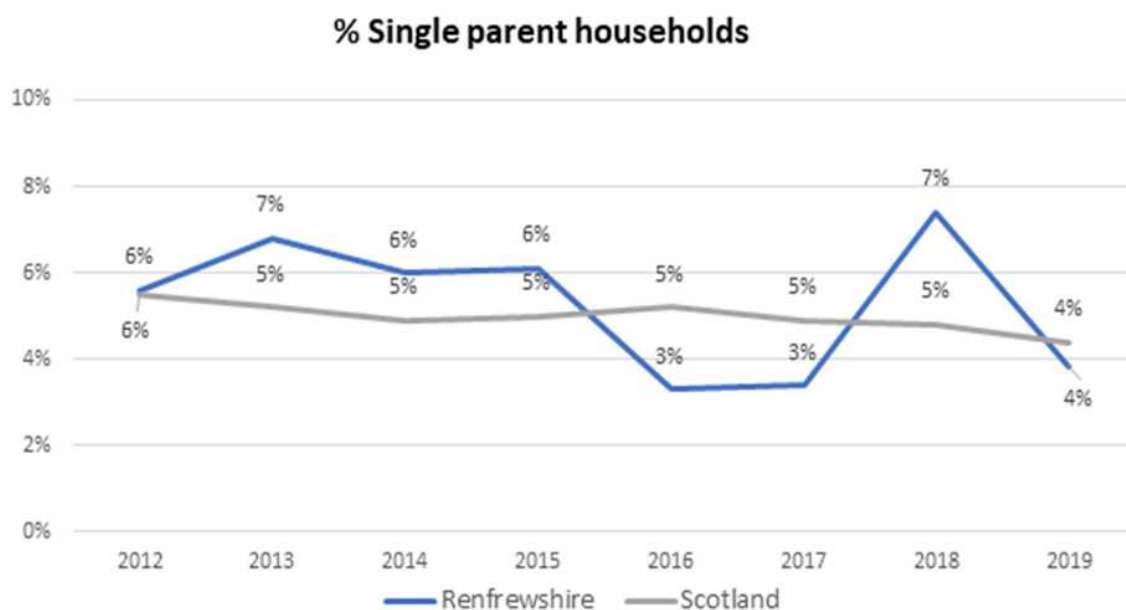


Figure 6: single parent households, no one left behind toolkit

Single parent households are around 4% of all households in Renfrewshire. In Scotland it is estimated that lone-parent families make up 25% of all families with dependent children, and 92% of lone parents are women. 65% of all lone parents are in paid employment ([Public Health Scotland, 2020](#)).

Families where the mother is under the age of 25 is a priority group identified by the Scottish government. This percentage has been decreasing in recent years, as people are having children at an older age. In 2010/11, 35% of Scotland and 34.7% of Renfrewshire first time mothers were under 25, and in 2020/21 this was 23% and 18.4%, respectively. However, this characteristic has potentially the highest likelihood of child poverty. The 3-year average for 2015-18 showed that 56% of all households with a mother under 25 had a child in relative poverty, though sample sizes have been too small in recent years to collect.

SOCIAL ISOLATION AND LONELINESS

Isolation and loneliness were already on the Scottish Government's agenda with a 2018 strategy targeting the issue. The Covid-19 pandemic brought a long stretch of social distancing and decreased contact, as well as periods of isolation with lockdown periods. Older people were already at a greater risk of social isolation and were more vulnerable to an increased risk of severe illness due to covid-19 so were more likely to be shielding, which was a quarantine. Similarly, for those with health conditions or disabilities that may have already limited activity were more likely to be shielding, which could in turn affect carers.

Renfrewshire's Public Services Panel asked people about isolation and loneliness in both winter 2020/21 and spring 2022. Responses are slightly more positive in 2022, but are still concerning, with 50% reporting being a little or a lot less happy now than before the pandemic, and 56% being a little or a lot more anxious.

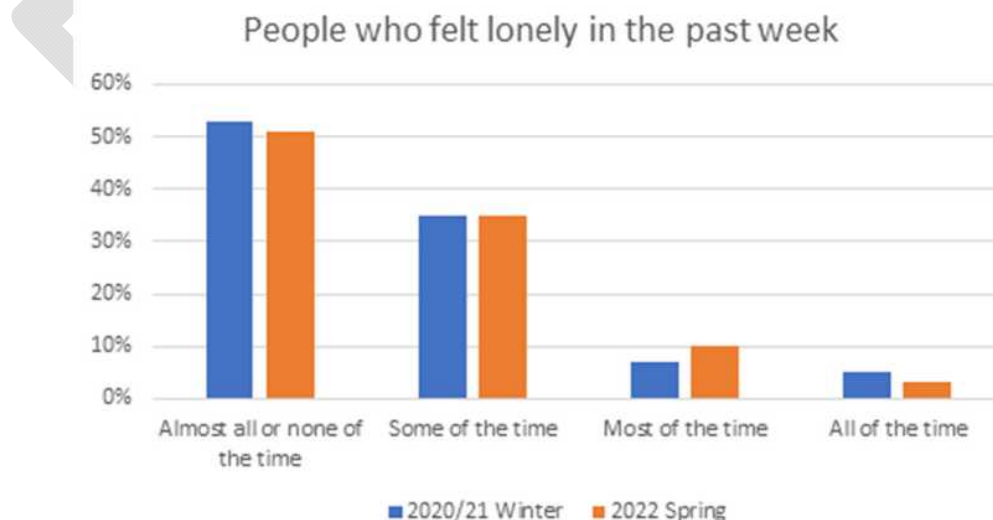


Figure 7: Loneliness, Renfrewshire Public Services Panel, 2022

CHILDREN AND YOUNG PEOPLE

Children in Care

Children and Young People that are 'in care' are those that are cared for by local authorities. These are young people with additional barriers, such as experience of abuse or neglect at home, involvement in the youth justice system, or unaccompanied minors seeking asylum. In these cases, and many others, the Local Authority and 23 other public bodies including the police, fire service, and health board, are 'corporate parents'; responsible for caring for and supporting these young people. They can be either looked after in their home with regular contact from social workers, or away from the home either by family or friends, foster, or other residences.

In Renfrewshire as of July 2021 there are 587 in Local Authority care, which is 9% lower than the previous year (642), and 11% lower than in 2017.

Table 3: Looked After Children, Children's Social Work Statistics, [Scottish Government](#), 2022

Local authority area	Children looked after on 31 July 2021	Children looked after on 31 July 2019 as a percentage of the 0-17 population	Starting to be looked after during 1 August 2020 to 31 July 2021	Ceasing to be looked after during 1 August 2020 to 31 July 2021		Children looked after on 31 July 2017
Renfrewshire	587	1.7%	94	153		659
Scotland	13,255	1.3%	2,738	3,856		14,897

ATTAINMENT

One of the biggest barriers for looked after children is the gap in educational attainment with children who are not looked after. Due to the impact of the Covid-19 pandemic, attainment figures cannot accurately be compared with previous years.

In 20/21, there were 42 looked after school leavers. Of these, 23 were looked after at home and 19 were looked after away from home. 86% went on to positive destinations, compared to 88% nationally. This is up from 2016/17 when it was 64% in Renfrewshire and 76% nationally. This compares to the general cohort of young people where 97% went on to positive initial destinations.

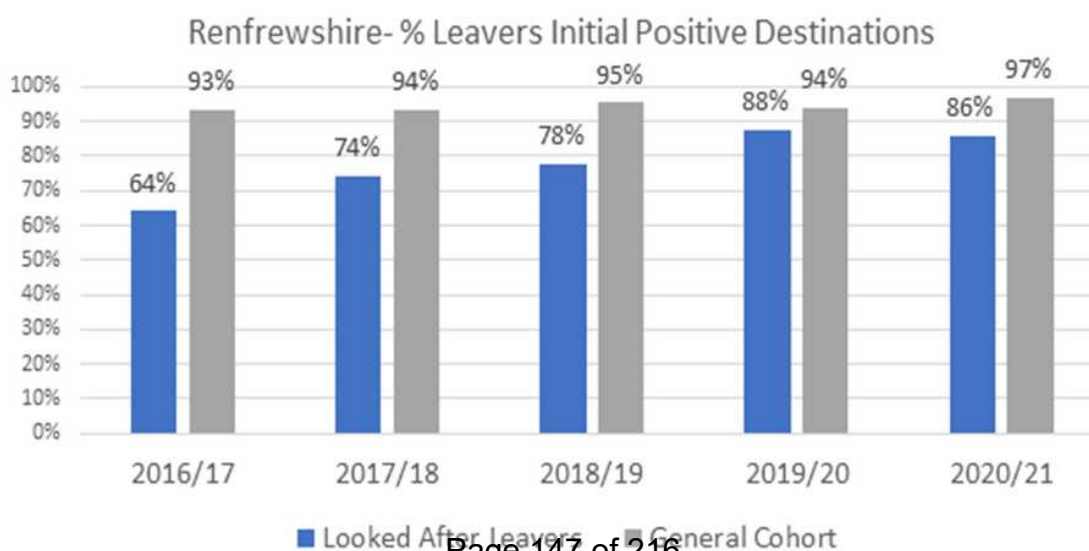


Figure 8: Renfrewshire Leavers Positive Destinations

CARE LEAVERS

In 2020/21, 153 young people ceased being looked after in Renfrewshire. Of these, 89 lived at home with their parents, 13 lived in kinship with friends or relatives, 3 had a kinship care order, 21 went on to continuing care, 12 were adopted, and 8 had supported accommodation or their own tenancy.

Young people looked after in foster, kinship or residential care can remain in their current care placement until they turn 21 for Continuing Care. When Continuing Care ends the young person is then eligible for Aftercare support until they turn 26. Aftercare services refer to local authorities' duty to provide advice, guidance, and assistance for young people who, at the point of leaving care, have reached 16 years of age. Corporate Parents have a duty to prepare young people for leaving care and provide support and advice.

CHILD PROTECTION

In 2021 there were 2,104 children on the Child Protection Register in Scotland, a decrease of 20% from 2020 and the lowest figure since 2002. In Renfrewshire as of July 2021 there are 71 children on the register, which is 28% lower than the previous year (98), and 34% lower than in 2017.

Table 4: Child Protection data, Children's social work statistics, Scottish Government, 2022

	No. case conferences (initial, pre-birth & transfer in)	No. registrations	Registrations as % pre-birth, initial & transfer in case conferences held	No. deregistrations	No. on Register on 31 July 2021
Renfrewshire	181	113	62%	140	71
Scotland	4,535	3,454	76%	3,985	2,104

The most common concerns identified at the case conferences of children who were on the Child Protection Register in Renfrewshire in 2021, were domestic abuse, parental substance use, parental drug use, and parental mental health issues.

Table 5: Child Protection data, Children's social work statistics, Scottish Government, 2022

	Renfrewshire	Scotland
Parental Drug use	30	699
Parental alcohol use	15	501
Parental substance use	36	932
Neglect	12	971
Parental mental health issues	23	950
Non-engaging family	5	537
Domestic abuse	42	989
Sexual abuse	11	154
Physical abuse	5	464

Emotional abuse	8	796
Child placing themselves at risk	*	80
Child exploitation	0	0
Child sexual exploitation	*	91
Other	12	410

In 2017, Renfrewshire's rate per 1,000 population aged 0-15 of the number of children on the register was 3.6, which was the 6th highest in Scotland, the rate of which was 2.8. In 2021 Renfrewshire was 15th highest in Scotland with a rate of 2.4, and more online with the Scottish rate of 2.3.

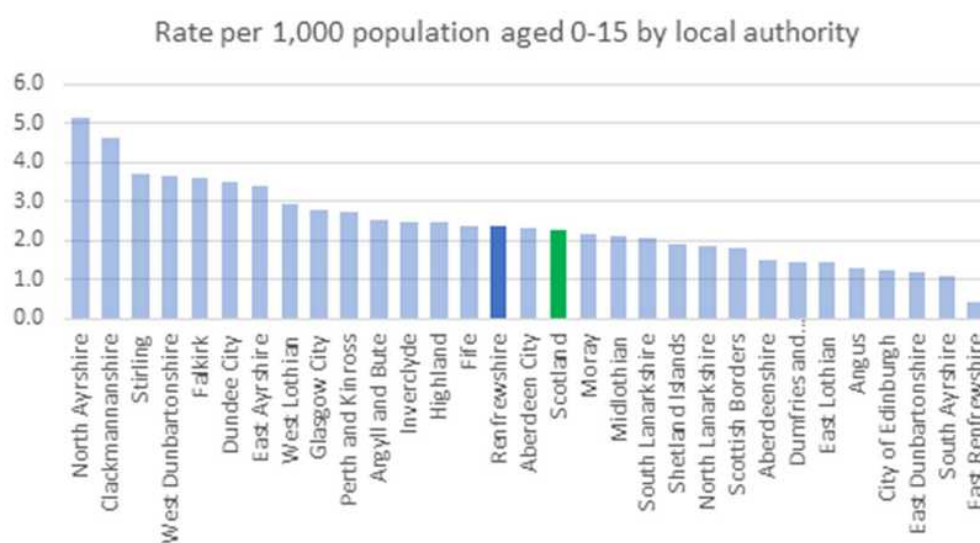


Figure 9: Child Protection data, Children's social work statistics, Scottish Government, 2022

LONGER-TERM IMPACTS OF COVID-19

The impacts of the pandemic were felt differently across our communities. Evidence suggests that mental health has been affected with increased levels of anxiety and social isolation related to lockdowns. Although restrictions have been lifted there could be longer term impacts because of being isolated for longer periods of time, such as strained relationships due to lack of contact. This can be particularly prevalent in those that are digitally excluded or live alone, often older people. Women were more likely to have been affected by school and nursery closures which may have impacted their jobs and could have lasting impacts on their careers. Children and young people were also affected by these closures, having to get used to distance learning, and those that had just left school struggled to find employment during lockdown. There are many groups that were particularly affected, outlined in Renfrewshire's Community Impact Assessment carried out in 2021. As we move into the endemic stage of the virus, there are many lasting impacts on communities to address. The UK Government Office for Science commissioned the British Academy in September 2020 to [review the long-term societal impacts of Covid-19](#). The ongoing project studying the 'Covid Decade' details the impacts on Health and wellbeing; Communities, culture and belonging; and

Knowledge, employment, and skills. In doing so, it identified nine areas of long-term societal impact:

1. Increased importance of local communities: community-based voluntary organisations were critical in the ongoing response efforts, and capacity to respond to challenges require sustainment of community networks and engagement.
2. Low and unstable levels of trust in governance: decline in trust in public services impedes the ability to 'mobilise public behaviour for wider social and health benefits.'
3. Widening geographic inequalities: different places have been affected differently and a place-based approach is needed to address these inequalities.
4. Exacerbated structural inequalities: existing inequalities in income, skills, education etc., within different dimensions of gender, race, disability etc. have been exacerbated.
5. Worsened health outcomes and growing health inequalities: existing health inequalities have also been exacerbated.
6. Greater awareness of the importance of mental health: access to support was interrupted which could have long-term impacts.
7. Pressure on revenue streams across the economy: increased pressures on government spending, increased debt, and decreased revenue due to unemployment, failing business, and reduced consumption.
8. Rising unemployment and changing labour markets: increased dependency on social security, which is currently not equipped to effectively support people.
9. Renewed awareness of education and skills: the move to distance learning highlighted socioeconomic inequalities in attainment and digital exclusion.

DRAFT



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

On: **9 March 2023**

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

Heading: **Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2023/24**

1. Summary

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire, through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
 - 1.2. This report provides information on the proposed allocation of funding during 2023/24 to out of school care groups in the private and voluntary sector and for early years voluntary sector organisations, playgroups and toddler groups.
 - 1.3. Acceptance of the recommendations contained within the report will result in £90,425 being disbursed to private and voluntary sector organisations.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to:
 - i. approve the resource allocation to support the delivery of services for children and young people as outlined in appendix 1 to this report; and
 - ii. agree the proposed allocation of grant funding for out of school care and pre five voluntary sector as detailed in appendices 2 and 3 attached to this report, subject to the completion of satisfactory checks and assessments.
-

3. Background

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.
 - 3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the Council to continue to support families with young children.
-

4. Proposals for the Allocation of Funding 2023/24

- 4.1. Renfrewshire Council continues to support voluntary sector organisations through the distribution of funding for the delivery of services for families with young children.
 - 4.2. For the avoidance of doubt the grant award arrangements are compliant with the Council's Conditions of Grant, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks also include financial information and latest Care Inspectorate grades for those services required to register with the Care Inspectorate.
 - 4.3. Appendix 1 of this report provides an overview of the proposed allocation of £90,425 for grants to voluntary sector organisations supporting children and families, out of school care services and pre-5 voluntary sector playgroups for 2023/24.
 - 4.4. Appendix 2 attached to the report provides a breakdown of the proposed allocation of £29,225 to the out of school care sector.
 - 4.5. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed by the Policy Board. The Education and Children's Services Policy Board at its meeting on the 15 March 2018 approved a point value of £100 per point. The proposed allocation of funding outlined in appendix 2 is based on a point value of £100.
 - 4.6. Appendix 3 of this report provides a breakdown of the proposed allocation of £2000 the pre-5 voluntary sector playgroups and toddler groups. The proposed allocation of funding is agreed in accordance with previous grant allocation, grant requests and available budget.
 - 4.7. Further applications for grants which are under £1,500 will be approved by the Director of Children's Services, using delegated authority on the basis of the Council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future Education and Children Services Policy Board meetings for approval.
-

Implications of this report

1. Financial

Cost relating to the proposals in this report will be met from existing funding resources.

2. HR and Organisational Development

None.

3. Community Plan/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 | - The provision of funding to local groups contributes to the development of local communities. |
| 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 Education (Scotland) Act 1980 empowers the Council to provide a range of grants. Payments will be in line with the Council's Conditions of Grant.

The Council's Conditions of Grant will apply to approved voluntary sector providers, out of school care and play group and toddler groups as detailed in appendices 1, 2 and 3 of the report.

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. 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.

A requirement of the Council's Conditions of the Grant is that services comply with the Equality Act 2010.

8. Health and Safety

None.

9. Procurement

None.

10. Risk

All grant awards issued by the Council are subject to the Council's approved Conditions of Grant as detailed in Section 4 of this report and to compliance with appropriate risk management procedures.

11. Privacy Impact

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

12. Cosla Policy Position

None.

13. Climate Risk

None.

List of Background Papers

None.

*Children's Services
JC/KMcD/LG/KO
31/01/2023*

Author: Julie Caldwell . Early Learning and Childcare Development Officer
julie.caldwell@renfrewshire.gov.uk / Kathleen McDonagh, Education Manager
kathleen.mcdonagh@renfrewshire.gov.uk

Distribution of Funding to Support Services for Children and Families 2023/24

Service	Outcome	Funding proposed 2023/24
Home-Start Renfrewshire and Inverclyde	Less isolation for families improving emotional health and confidence levels. Training and development opportunities provided to volunteers and parents/carers. (Grant funding is to support Renfrewshire families)	£45,200
<u>Care Inspectorate Provider Name:</u> Moorpark Community Association Cherrie Childrens Day-care <u>Name of Group on Application Form:</u> Moorpark Community Association Cherrie children's Daycare <u>Care Inspectorate Service Name:</u> Cherrie Children Daycare	Young children being supported within a safe and stimulating environment and being able to access good quality learning experiences supported by knowledgeable and enthusiastic staff.	£14,000
Out of School Care Services (appendix 2)	Support to out of school care services in the independent sector to provide high quality play experiences for children and an affordable service for parents/carers.	£29,225
Pre-5 Voluntary Sector Grants (appendix 3)	Support to individual pre-5 voluntary sector providers.	£2,000
Total		£90,425

Appendix 2

OUT-OF-SCHOOL CARE SUPPORT 2023/24													
Provider Details				Criteria								Total	
Care Inspectorate Provider Name	Name of Group on application form	Care Inspectorate Registration	SIMD 2023	Private 0 Points Voluntary 1 point	Renfrewshire Council Targeted Data Zone Area 5 Points	Subsidised Places 1 Point per 8 places	Equipment 1 point per 8 existing places	Expansion of childcare places 2 points per 8 places for existing providers	Expansion of childcare places 5 points per 8 places for New Provider	Holiday cover 1 point per 8 places	Use Schools or Community halls Term Time Only -1 point Year Round -2 Points	Points Accrued	Award Recommended
WACA Scotland Limited	Bishopton After Care Service	Bishopton After Care Service	9	0	0	1.25	5	0	0	5	-2	9.25	£925.00
WACA Scotland Limited	Bishopton Out of School Care - Cornerstone	Bishopton Out of School Care - Cornerstone	6	0	0	1.25	6.25	0	0	5	-2	10.5	£1,050.00
Carl's Kindergarten Ltd	CK's Out of School cCare - Dargavel aka Carl's Kindergarten Ltd	CK Childcare	5	0	0	3.125	8.75	0	43.75	8.75	-2	62.375	£6,237.50
Carl's Kindergarten Ltd	CK's Out of School Care - Erskine	CK Childcare	5	0	0	0.88	3	0	0	3	-2	4.875	£487.50
Hummingbird Out of School Care Limited	Hummingbird Out of School Care	Hummingbird Out of School Care Limited	4	0	0	0.00	3.75	0	0	3.75	0	7.5	£750.00
Insafe Hands Childcare Limited	in Safe Hands Childcare Ltd	St. James Out of School Care	2	0	5	0.50	7.5	0	0	0	-1	12	£1,200.00
Insafe Hands Childcare Limited	Insafe Hands CHildcare Ltd	Insafe Hands (Newmains)	4	0	0	0.00	5	0	0	5	-2	8	£800.00
Insafe Hands Childcare Limited	Insafe Hands Childcare Ltd	In Safe Hands	2	0	5	0.25	3	0	0	3	0	11.25	£1,125.00
Kilbarchan Community Nursery SCIO	Kilbarchan Community Nursery SCIO	Kilbarchan Community Nursery	6	1	0	0.00	2.5	0	0	0	-1	2.5	£250.00
KLAS Care C.I.C.	KLAS Care C.i.C Johnstone	KLAS Care C.I.C	4	0	0	1.75	5	0	0	0	-1	5.75	£575.00
KLAS Care C.I.C.	KLAS Care C.i.C	KLAS Care	3	0	0	1.00	5	0	0	5	-2	9	£900.00
The Committee of Linwood Community Care	Linwood Community Childcare	Linwood Community Childcare	2	1	5	0.00	4.88	0	0	4.88	-2	13.75	£1,375.00
Making Memories Childcare Ltd	Making Memories Ltd	Making Memories Childcare Ltd (Out of School Care)	7	0	0	0.50	3.75		18.75	3.75	0	26.75	£2,675.00
Momags Kids Club Limited	Momags Kids Club Ltd- Arkleston	Momags Kids Club at Arkleston	8	0	0	0.00	6.25	0	0	6.25	-2	10.5	£1,050.00
Momags Kids Club Limited	Momags Kids Club Ltd	Momags Kids Club at Kirklandneuk	1	0	5	0.00	6.25	0	0	0	-1	10.25	£1,025.00
Moorpark Community Association Cherrie Children's Day-care	Moorpark Community Association Cherrie children's Daycare	Cherrie Children Daycare	1	1	5	0.00	5	0	0	5	-2	14	£1,400.00
Ralston After School Care Committee	Ralston primary out of school care	Ralston After School Care	9	1	0	1.00	12.5	0	0	10	-2	22.5	£2,250.00
Roin Ltd	ROIN LTD T/A JENNYSWELL @ LOCHFIELD	Jennyswell OSC -Lochfield	4	0	0	0.00	4	0	0	0	-1	3	£300.00
Roin Ltd	ROIN LTD T/A JENNYSWELL OSC @ TODHOLM	Jennyswell OSC -Todholm	4	0	0	0.00	6.25	0	0	6.25	-2	10.5	£1,050.00
School's Out Centres Limited	School's Out Centres Limited	School's Out' - Bargarran	5	0	0	2.63	6.25	0	0	6.25	-2	13.125	£1,312.50
School's Out Centres Limited	School's Out Centres Limited	School's Out' - Barsail	4	0	0	1.75	5	0	0	5	-2	9.75	£975.00
Strawberry Field Nursery	Strawberry Field Nursery	Strawberry Field Out of School Care	8	0	0	3.63	7.5	0	0	4	0	15.125	£1,512.50
													£29,225.00

Distribution of funding support services for children and families - pre-five voluntary sector grants 2023/24

Organisation	Purpose of Grant	Recommendation Award 2023/24
Langbank Playgroup	To cover the costs of outings, play and party sessions.	£500
Langbank Under 3s	To enable current session prices to remain the same for parents/carers.	£500
Lochwinnoch Toddlers Group	To support with rental costs and for current session price to remain the same for parents/carers.	£500
Ralston Playgroup	To support with equipment costs, including outdoor toys.	£500
Total		£2,000



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Addendum - Standard Circular 3a - Early Learning and Childcare Admission Policy

1. Summary

- 1.1. The existing Standard Circular 3a: Early Learning and Childcare Admission Policy and guidance for staff was approved by the Education and Children's Services Policy Board on 27 October 2022. Standard Circular 3a details the Early Year's Admissions Policy and Guidance on the implementation of the policy.
 - 1.2. This report advises of an addendum to the policy to reflect a change in Scottish Government guidance relating to the eligibility criteria to early learning and childcare for 2-year-olds.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to approve the addendum to Standard Circular 3a: Early Learning and Childcare Admissions Policy which is attached as an appendix one to this report.
-

3. Background

- 3.1 The current Standard Circular 3a: Early Learning and Childcare policy and guidance for staff was updated and approved by the Education and Children's Services Policy Board in October 2022.
- 3.2 The proposed addendum to the policy is required to take account of a Scottish Government change to the criteria for eligible 2-year-olds. Currently funded early learning and childcare is available for 2-year-olds who are care experienced from the point of their 2nd birthday. Eligibility has now changed to include children who have the experience of care from an earlier stage in their

life. Under the original criteria children aged 2 years who are no longer care experienced at the point they turn 2 years of age would not automatically be entitled to early learning and childcare. The entitlement to early learning and childcare is as specified within the Scottish Government website:
<https://www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare>

4 Revised Standard Circular 3(a) - Early Learning and Childcare Admission Policy and Guidance for Staff

4.1 As outlined in paragraph 3.2, funded early learning and childcare is available for 2-year-olds if they have had the experience of care.

4.2 Given the change to the criteria the amendment to the policy is as follows:

Priority 3A relates to eligible two-year-olds who at any time since their 2nd birthday have been looked after by a local council, the subject of a kinship care order, the subject of a parent appointed guardian:

- *Who have a care experienced parent, or*
- *Whose parents are in receipt of qualifying benefits, as specified within the Scottish Government website*

This has been amended to “eligible two-year-olds who have been looked after by a local council, the subject of a kinship care order, the subject of a parent appointed guardian:

- *Who have a care experienced parent, or*
- *Whose parents are in receipt of qualifying benefits, as specified within the Scottish Government website*

4.7 The same amendment has been made to priority 5A of the policy. The guidance for staff has also been amended to reflect the policy change as specified above.

4.8 A copy of the full revised Standard Circular 3a, can be accessed via the attached link: [...\\Standard Circulars\\Current\\Early Learning and childcare admissions policy standard circular 3a.docx](#)

Implications of this report

1. Financial

There is no expected financial detriment as a result of this change.

2. HR and Organisational Development

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	- Flexible childcare placements will support parents to access and sustain employment, training or education.
4.	Legal None	
5.	Property/Assets None	
6.	Information Technology None	
7.	Equality 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 the service is being extended. If required, 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 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 None	
10.	Risk None	

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

None

13. Climate Risk

None

List of Background Papers

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.

- Standard Circular 3a - Early Learning and Childcare Admission Policy, Education and Children's Services Policy Board, 27 October 2022.

The contact officer within the service is Kathleen McDonagh, Education Manager, **07799034553**, kathleen.mcdonagh@renfrewshire.gov.uk

KMcD
10/02/2023

Authors: Kathleen McDonagh, Education Manager, **07799034553**
kathleen.mcdonagh@renfrewshire.gov.uk

Early Learning and Childcare Admission Policy

Priority One – Child protection and children in need (allocate in priority order)		
(A)	Any child considered in need of protection	Children on the child protection register or identified through child protection procedures.
(B)	Request for assistance from Social Work where a child is deemed to be in need	Request for assistance from Social Work where either: <ul style="list-style-type: none"> - The placement would help the child remain within the family environment rather than be looked after by the Local Authority. - The child is currently or has been subject to a statutory order, looked after, under a kinship care order or with a parent appointed guardian. - The placement would support the child's return to the family. - Children born to parents under 18 years of age who are in full-time education provided within a secondary school or to allow the parents to return to education.
Priority Two – Referral for Children and families identified as requiring support (allocate in priority order)		
(A)	Request for assistance from Social Work or health professionals for children with complex or multiple needs.	Children who require substantial direct and continuing intervention from at least one other agency out with education and whose additional support needs are putting the child at an educational and social disadvantage, including children born pre-term below 32 weeks.
(B)	Request for assistance where it has been identified that substantial family support is required.	Children and families who have been identified as requiring substantial support through a multi-agency child's plan meeting.
(C)	Request for assistance for children and families experiencing acute stress requiring high levels of support.	Children and families experiencing acute stress due to the following: <ul style="list-style-type: none"> • Asylum seekers; • Refugees; • Living in bed and breakfast, transient or who have a pattern of homelessness; • Military families; • Children of care experienced parents; and • Other acute family circumstances.
(D)	Request for assistance from other professionals for children with less significant additional support needs or where there are concerns about the circumstances of the child, parents, or family.	Children who require support because of circumstances which are placing the child, parent, or family at an educational, social or health disadvantage. This includes children who are adversely affected by the disability of any other person in the family or where there is a high level of support required for English as an additional language. The professionals who would request assistance within this priority includes education settings; health agencies; Social Work services; voluntary sector agencies.

Priority Three: children entitled to early learning and childcare (allocate in priority order)		
(A)	Early learning and childcare entitlement for eligible two-year olds.	Eligible two-year olds - includes children: <ul style="list-style-type: none">- who have been looked after by a local council, the subject of a kinship care order, the subject of a parent appointed guardian;- who have a care experienced parent; or- whose parents are in receipt of qualifying benefits, as specified within the Scottish Government website - https://www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare
(B)	Early learning and childcare entitlement for children aged 3 to starting school.	(a) Children born between August (if a child is still 4 years old on the date they are eligible to start school) and February with an entitlement to an additional year.
		(b) Children transferring from English reception class.
		(c) Children in their pre-school year residing in Renfrewshire within the admission panel designated area.
		(d) Children in their ante pre-school year residing in Renfrewshire within the admission panel designated area.
		(e) Children in their pre-school year residing in Renfrewshire from out with the admission panel designated area.
		(f) Children in their ante pre-school year residing in Renfrewshire from out with the admission panel designated area.
Priority Three – Further priority is given to children whose parents are: (NB allocate in priority order) <ul style="list-style-type: none">• in receipt of qualifying benefits in line with free school meals and or clothing grants- https://www.renfrewshire.gov.uk/article/3338/Free-school-meals-and-clothing-grants• Both parents / lone parent is in employment, education, or training.• One of two parents are in employment, education, or training.		
Priority Four – children from birth to 3 years (not entitled to funded early learning and childcare)		
	Children from birth to 3 years residing in Renfrewshire. <i>(wraparound care charges apply for places allocated within this priority)</i>	Priority is given to children whose parents are: (NB allocate in priority order) <ul style="list-style-type: none">• in receipt of qualifying benefits in line with free school meals and or clothing grants- https://www.renfrewshire.gov.uk/article/3338/Free-school-meals-and-clothing-grants• Both parents / lone parent in employment, education, or training.• One of two parents are in employment, education, or training.

Priority Five: children from birth to starting school residing out with Renfrewshire (allocate in priority order)

(A)	Early learning and childcare entitlement for eligible two-year olds.	<p>Eligible two-year olds - includes children:</p> <ul style="list-style-type: none"> - who have been looked after by a local council, the subject of a kinship care order, the subject of a parent appointed guardian; - who have a care experienced parent; or - whose parents are in receipt of qualifying benefits, as specified within the Scottish Government website - https://www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare
(B)	Early learning and childcare entitlement for children aged 3 to starting school	<p>(NB allocate in priority order):</p> <ul style="list-style-type: none"> • Children born between August (if a child is still 4 years old on the date they are eligible to start school) and February with an entitlement to an additional year. • Children transferring from English reception class • Children in their pre-school year • Children in their ante pre-school year. <p><i>Further priority is given to children whose parents are:</i> (NB allocate in priority order):</p> <ul style="list-style-type: none"> • in receipt of qualifying benefits in line with free school meals and or clothing grants- https://www.renfrewshire.gov.uk/article/3338/Free-school-meals-and-clothing-grants • Both parents / lone parent in employment, education, or training. • One of two parents are in employment, education, or training.
(C)	<p>Children from birth to 3 years</p> <p><i>(wraparound care charges may apply for places allocated within this priority)</i></p>	<p>Priority is given to (NB allocate in priority order):</p> <ul style="list-style-type: none"> • Child protection and children in need (in line with priority 1 • Children and families identified as requiring support (in line with priority 2) • Children from birth to 3 years who are not entitled to funded early learning and childcare (wraparound charges apply). <p>Priority is given to children whose parents are: (NB allocate in priority order):</p> <ul style="list-style-type: none"> • in receipt of qualifying benefits in line with free school meals and or clothing grants- https://www.renfrewshire.gov.uk/article/3338/Free-school-meals-and-clothing-grants • Both parents / lone parent in employment, education, or training. • One of two parents are in employment, education, or training.



To: Education and Children's Services Policy Board

On: 9 March 2023

Report by: Director of Children's Services

Heading: Children's Services Standard Circular 33 Update

1. Summary

- 1.1. Children's Services standard circulars provide schools and early learning and childcare centres with robust and definitive guidance to protect and support staff and children and young people.
 - 1.2. The update presented in this report relates to school excursions and residential trips in respect of trip cancellations due to pandemics which are no longer covered by the council's travel insurance policy.
 - 1.3. The standard circular noted below has been updated to ensure it is relevant with current practice and arrangements.
-

2. Recommendations

- 2.1. The education and children's services policy board is asked to approve an update to Standard Circular 33, Section 17 "insurance" attached as appendix 1 to this report:
-

3. Background

- 3.1. Children's Services standard circulars provide schools and early learning and childcare centres with robust and definitive guidance to protect staff and children and young people.
- 3.2. The update presented in this report relates to school excursions and residential trips in respect of trip cancellations due to pandemics which are no longer covered by the council's travel insurance policy.
- 3.3. A summary of these updates is provided in the table below:

Standard Circular	Standard Circular Name	Update Required
33	Children's Services Educational Excursions	Last update August 2016. Document now reflects current practice in relation to insurance arrangements in relation to pandemics.

Implications of this report

- 1. Financial**
Insurance processes have been updated in line with the council's insurance policy to reflect changes.
- 2. HR and Organisational Development**
None.
- 3. Community/Council Planning**
None.
- 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**
The update to these standard circulars provides schools and early learning and childcare centres with robust and definitive guidance to protect staff and children and young people.
- 9. Procurement**
None.
- 10. Risk**
None.
- 11. Privacy Impact**
None.

12. Cosla Policy Position

None.

13. Climate Risk

Energy management policies to reduce carbon emissions have been updated and information reflecting current measures to address climate change has also been updated.

List of Background Papers

(a) Standard Circular 33 – Educational Excursions 18/08/2016

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 Baillie, Resources Support Manager, laura.baillie@renfrewshire.gov.uk

Children's Services

IT/LB

09/01/23

Author:

Laura Baillie, Resources Support Manager, laura.baillie@renfrewshire.gov.uk



Children's Services
Cotton Street
Paisley
PA1 1LE

Children's Services

Educational Excursions

Table of Contents

Section	Page
1. Introduction	2
2. Definition of Educational Excursion	2
3. Procedure for Arranging Educational Excursions	3
4. Mandatory Educational Excursion Planning Checklist	4
5. Roles and Responsibilities	7
6. Code of Conduct	9
7. Ratios	9
8. Supervision	10
9. Risk Assessment	11
10. Child Protection/Vetting Accompanying Adults	13
11. Equal Opportunities	13
12. First Aid	14
13. Transport	14
14. Accommodation	16
15. Medical and other needs	16
16. Financial	17
17. Insurance	17
18. Emergency / Contingency Arrangements	18
19. Reporting Accidents / Incidents	19
20. Post Excursion	19
21. Additional Information	19
22. Audit	19

Children's Services – Educational Excursions

1. Introduction

This policy is designed to ensure that risks arising from excursions are minimised, so that the safety and wellbeing of staff and pupils are protected. It is essential that excursions are properly planned. This policy is designed in line with the Scottish framework for safe practice in off-site visits "Going Out There".

The framework is aimed to provide user friendly processes compliant with health and safety legislation, aims to increase opportunities for children and young people to access their learning through off-site excursions and the outdoors, improving learning outcomes for all. Giving more children and young people access to outdoor learning and play opportunities provides invaluable life experiences which could not be achieved without 'going out there' more regularly and more frequently.

A key feature of 'Going Out There' is that it adopts a low bureaucracy, enabling approach to outdoor experience and off-site excursions, reflecting step change in the approach to educational excursions detailed in the HSE High Level Statement 'School trips and outdoor learning activities: Tackling the health and safety myths'. The HSE statement makes clear that:

- The focus should be on how the real risks arising from such excursions are managed rather than a focus on paperwork.
- There is a need for a proportionate and sensible approach for planning and organising off-site activities.

It is necessary to adopt a robust approach to planning and organising excursions whilst at the same time ensuring that the approach is proportionate and sensible.

By adopting this framework establishments will benefit from being able to access an up to date bank of generic excursion visit plans, risk assessments and operating procedures within the Council's RENFO site and access further support via www.goingoutthere.co.uk website. This will allow them to have confidence that the approach they are taking meets legal requirements.

2. Definition of a Educational Excursion

Recognising the need for young people to be regularly involved in outdoor activity and learning, will involve establishments taking young people off-site. An excursion is any excursion that is arranged by teachers or other Renfrewshire Council staff for pupils.

This policy will apply to all excursions:-

Routine / regular excursions.

Day / evening excursions of a curricular nature.

Day / evening excursions of an extra-curricular nature.

Residential / overseas and adventure activity excursions.

For all excursions, reference should be made to the Excursions Matrix (Appendix 1) to establish permissions / advice required for particular types of excursions.

Routine and regular excursions will generally be to local venues within Renfrewshire, involve easily managed activities, happen on a regular basis and be completed within the normal establishment times. These may include excursions within the Renfrewshire

Council area to include regular excursions to swimming pools, libraries, local parks and other curriculum activities out with the establishment boundary.

Excursions in relation to school sports (i.e. school football team) may require to be held outwith Renfrewshire to enable fixtures with other local authorities to be accessed. In these circumstances only routine / regular excursions locations can be extended.

Adventure Activities

If planning a visit where adventurous activities are included, i.e canoeing, rock climbing the excursion leader should consider licensing requirements. Further information is available on the Adventure Activities Licensing Authority (AALA) website.

Visit Leaders wishing to organise and deliver their own adventure activities should hold relevant qualifications, prepare relevant risk assessments, ensure equipment and supervision is in line with current advice. For either of the above professional guidance can be obtained from the Sports Development Team.

3. Procedure for Arranging Educational Excursions

This is the **mandatory** procedure to be followed for all excursions. It is essential that each step is followed.

1. Approval must be sought as set out below, at the start of the planning for excursions before any arrangements are made i.e. collecting deposits.
2. The member of staff organising (Excursion Leader) should undertake the required steps within the mandatory checklist (Section 4). To include initial excursion plan and risk assessment following the guidance in Sections 5, 6,7,8 and 9 of this policy.
3. The Excursion Leader must seek appropriate professional advice (from Head of Establishment / Line Manager) depending on the nature of any activities to be undertaken i.e. residential/ overseas, adventure activities with risk to participants.
4. The Excursion Leader must seek permission by completing form EE1 – Request for Approval of Excursion (Appendix 2) and where appropriate form EE2 Head of Service Approval (Request for approval involving Residential / Overseas / Adventure Activities) (Appendix 3). These must be submitted to the Head Teacher or designated manager with responsibility for establishment excursions, along with supporting documentation including initial excursion plan, risk assessment and any professional advice sought, for approval.
5. Once the Head of Establishment / Manager and where required Head of Service approval has been obtained, the Excursion Leader must seek parental / carer permission. They should distribute appropriate Parental / Carer Agreement for the excursion to all parents / carers.
6. Once consent forms are returned from parents / carers the Excursion Leader must seek advice on any medical issues / additional support needs / other needs raised with appropriate personnel e.g. Occupational Health / Health and Safety / Additional Support Needs Team.
7. If the above steps, permission(s) and advice have not been obtained an excursion cannot take place. It is the responsibility of the Excursion Leader to leave sufficient time for all steps to be completed, and to liaise with those required to give permission or advice.

4. MANDATORY EDUCATIONAL EXCURSION PLANNING CHECKLIST

Use of the excursion planning checklist by the Excursion Leader and the undertaking of all steps on the checklist, is **mandatory**.

Excursion Title Excursion Dates

Excursion Leader

A: Initial Preparation	Date	Signed	Further Reference
1. Establish process to be followed within Excursion Matrix			Appendix 1
2. Draft relevant Excursion Plan, Risk Assessment and Parental Consent Routine / Regular – Appendix 4 Day / Evening Excursions – Appendix 5 Residential / Overseas – Appendix 6			As appropriate Appendix 4 Appendix 5 Appendix 6
3. If applicable obtain relevant professional advice. (e.g. Adventure Activities)			Section 2
4. Seek the permission and advice as set out in Policy (Residential / overseas excursions must be provided to HQ at earliest opportunity but at very least 8 weeks prior to departure)			Section 3 Appendix 1 Appendix 2 Appendix 3 (if appropriate)
B: Detailed Preparation – Once consent obtained	Date	Signed	Further Reference
1. Plan roles, responsibilities, pupil and staff numbers.			Sections 5, 6, 7, 8 and 9
2. Consider child protection implications and agree any necessary action.			Section 10
3. Plan first aid provision and responsible person. Ensure that procedures in place for safe carriage of medicines.			Section 12
4. Make provisional bookings for transport, equipment, accommodation etc.			Sections 13 and 14
5. Provide initial information to parents / carers and pupils including, staff involved, total costs, transport arrangements, activities and risks, behaviour code of conduct. A meeting is recommended for residential / overseas excursions, and may be considered for other excursions.			
6. Distribute appropriate – Parent / Carer Agreement to the Excursion to all parents / carers.			As appropriate Appendix 4 Appendix 5 Appendix 6

7. Seek advice from parent on any medical issues/ additional support needs raised and agree any necessary action.			Section 15
8. Plan financial arrangements including cash collection / holding.			Section 16
9. Obtain appropriate insurance information.			Section 17
10. Identify contingency and emergency arrangements, including designated establishment base contact.			Section 18 Appendix 8
11. Discuss class / office cover implications with member of staff responsible for cover.			Local Arrangements
12. Log excursion on establishment's calendar.			Local Arrangement
13. Formalise Excursion Plan and Risk Assessment Routine / Regular – Appendix 4 Day / Evening Excursions – Appendix 5 Residential / Overseas – Appendix 6			Section 9 Appendix 4 Appendix 5 Appendix 6
C: Final Preparations	Date	Signed	Further Reference
1. Confirm and record staff roles and responsibilities including supervision. Brief all staff.			Local Arrangement
2. Confirm and record contingency and emergency contacts / procedures. Appoint a deputy leader to take responsibility in the event of an emergency. Brief all staff.			Appendix 8
3. Ensure excursion party emergency contact details, copies of travel documents, insurance documents and medical papers left with establishment base designated emergency contact.			Local Arrangement
4. Confirm accommodation / travel arrangements.			Local Arrangement
5. Ensure Purchasing Card available for Residential / Overseas excursion.			Local Arrangement
6. Inform and prepare all participants on all aspects of excursion. Meetings are recommended for residential /overseas excursions, and should be considered for other excursions e.g. Adventure Activities.			Local Arrangement
7. Final excursion plan and risk assessment to be submitted to Head of Establishment, or designated Manager with responsibility excursions.			Local Arrangement
8. Provide the code of conduct to members of party, if required.			Section 6 Appendix 7

D: At The Start of Excursion	Date	Signed	Further Reference
1. Check weather forecast and road conditions.			MET Office / Traffic Scotland Websites
2. Check and record presence of all participants and change list if necessary. Ensure establishment base copy is also changed.			Local Arrangement
3. Remind participants of grouping and supervision arrangements.			Local Arrangement
4. Remind participants of contingency and emergency plans and check understanding.			Appendix 8
5. Check that pupils have sufficient supplies of any necessary medication with them, e.g. inhaler for asthma.			Appendix 15
6. Check Purchasing Card available (Residential / Overseas Excursions).			Local Arrangement
7. Check equipment.			Local Arrangement
8. Take consent forms, risk assessment, travel documents, insurance documents and medical information on excursion.			Local Arrangement
E: During Excursion	Date	Signed	Further Reference
1. Dynamic Risk Assessments throughout duration of excursion.			Section 9
2. Regular headcounts of pupils (in particular prior to departing / arriving at venues / using transport).			
F: After Excursion	Date	Signed	Further Reference
1. Inform establishment base of safe return if the excursion is out with normal daytime hours.			Local Arrangement
2. Return resources, consent forms etc.			Local Arrangement
3. Submit accident / incident reports if necessary.			Section 19
4. Review the excursion and implement any action required on the Debrief Form.			Section 19 Appendix 9
5. Ensure all documentation is kept for 1 year.			

5 Roles and Responsibilities

Employer's Responsibilities

- Provide local authority guidelines to Heads of Establishment / Managers and Excursion Leaders
- Assess proposals for certain categories of excursion (Residential / Overseas)
- Have emergency procedures in place for dealing with major incidents / emergencies
- Ensure training needs have been addressed
- Provide access to named staff for advice
- Have appropriate insurance cover in place
- Provide access to technical advice where necessary
- Have in place procedures to monitor and review off-site excursions and activities

Head of Establishment / Manager with responsibility for excursions

Heads of Establishment / Managers are expected to follow and implement guidance to ensure their responsibilities are fulfilled and that outdoor learning experiences and off-site excursions can occur frequently and regularly and are managed safely.

They should:

- Consider the Request for Approval of Excursion form EE1 submitted in relation to each proposed excursion.
- Be fully conversant with the relevant Renfrewshire Council policy and take overall responsibility for their application to each excursion.
- Ensure the excursion has suitable aims and effective ways of achieving them.
- In the instance of residential / overseas excursions, seek approval from Head of Service, form EE2 in line with agreed timescales.
- Ensure that all staff involved in excursions are fully conversant with this policy.
- Ensure that staff involved in the excursion are competent and sufficiently experienced. Experience can be demonstrated, for example through participation in an excursion of the type being planned in a role supporting an experienced Excursion Leader.
- Ensure that roles and responsibilities of all staff involved in excursions are clearly defined, based on the roles and responsibilities set out in this policy (i.e. first aid, emergency procedures).
- Ensure that the proposed excursion or activity is appropriate to pupil abilities.
- Ensure that permission has been obtained and that parents / carers are informed appropriately of all relevant information including emergency contacts, code of conduct etc.
- Ensure that appropriate Excursion plans and risk assessments have been completed and proportionate safety measures put in place.
- Ensure that appropriate child protection procedures are in place.
- Ensure the ratio of other accompanying adults to participants is appropriate (See Section 7).
- Ensure arrangements have been made for the medical needs and additional support needs of all the participants.
- Ensure the employer's policy on the administration of medicines has been followed.
- Ensure adequate first aid provision will be available.
- Ensure the mode of travel and travel arrangements are appropriate.
- Ensure that insurance arrangements are in line with Council policy and procedure, and that where required parents / carers are informed of the

- insurance arrangements.
- Ensure that financial arrangements are in line with Council policy and procedure, including cash collection and cash holding.
- Ensure there is a contingency plan, with clear lines of responsibility, which will cover incidents such as adverse weather, travel delays including a late return home.
- Devise an effective system to review and assess excursions.

The Head of Establishment / Manager will retain ultimate responsibility for all excursions.

Excursion Leader's Responsibilities

Excursion Leaders will consult with and seek advice and guidance from their Head of Establishment / Manager and local authority with regard to up-to-date agreements about practice and procedure in excursions. They should:-

- Undertake the mandatory steps set out in Section 3 of this policy. Complete the **mandatory** excursion planning checklist in Section 4, relevant excursion plan and risk assessments etc.
- Those in charge of participants have a common law duty to act as any reasonably prudent parent would and to do their best to ensure the health and safety of everyone in the group.

The Excursion Leader will take responsibility during the excursion.

Excursion Assistant (Accompanying Adults) Responsibilities

Excursion Assistants, including parents and carers supporting excursions as well as volunteers working for service providers, have an important role in supporting and enabling outdoor learning experiences and off-site excursions. They can help with the running of an activity and be part of the supervision ratio where competent to do so. Excursion Assistants should be carefully selected, briefed and prepared for their role. They should:-

- Be aware of the excursion plan and relevant risk assessment(s).
- Understand how they can ensure the health and safety of everyone in the group.
- Only be left in sole charge of participants where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the Excursion Leader and help with control and discipline.
- Inform the Excursion Leader if concerned about the health or safety of participants at any time during the excursion.

Parents' Responsibilities

Parents should be able to make an informed decision on whether their child should participate in an excursion and will need to:

- Complete consent form for agreement to the excursion and medical treatment.
- Inform the establishment if they decide to opt out.
- Confirm relevant aspects of ability and fitness of their child, and any particular medical or other needs.
- Provide the Excursion Leader with all information requested to include emergency contact number(s).
- Acknowledge and agree expected behaviour of their child during the excursion,

- including the Code of Conduct.
- Prepare their child for the excursion, especially when the establishment has identified the need for different clothing, rules and eating arrangements.

Participant's Responsibilities:

In agreement with parents and Excursion Leader participants will:

- Not take unnecessary risks.
- Follow the instructions of the Excursion Leader, excursion assistants and other supervisors including those at the venue.
- Dress and behave sensibly and responsibly.
- Be sensitive to local codes and customs.
- Look out for anything that might hurt or threaten themselves or anyone in the group and inform the Excursion Leader, Excursion Assistant or venue supervisor about it.
- Comply with the participants' Code of Conduct.
- Any participants whose behaviour may be considered inappropriate or a danger to themselves or to the group may be stopped from going on the excursion. The aims of the excursion for these participants should be fulfilled in other ways wherever possible.

6. Code of Conduct

The Excursion Leader must establish expectations of behaviour in advance for both pupils and parents/carers.

They should be informed that:

- normal establishment rules and disciplinary sanctions apply and that a high standard of behaviour is expected.
- pupils must follow the instructions of the Excursion Leader and other supervisors including those at the venue of the excursion.
- pupils must dress appropriately for the excursion activity.

A written code of conduct must be put in place for residential / overseas excursions. The Excursion Leader must make it clear to participants they must accept the code of conduct as established in advance of the excursion. Parents/carers will be informed they are expected to reinforce the excursion's code of conduct with their child.

Parents/carers should be asked to agree the arrangements for sending a participant home and if necessary, who should meet the cost.

A sample code of conduct is included as Appendix 7.

7. Ratios

It is important to have a suitable ratio of adult supervisors to participants for any excursion. The factors to take into consideration include:

- The participants, including Excursion Leader and Assistants.
- Previous experience (of participants and leaders).
- The venue.
- The activity.
- Getting there.

- The time of year.
- Medical and behavioural issues.

Supervision ratios should be appropriate for the nature and aims of the excursion, the age and stage of the participants, and be agreed in the context of the risk assessment.

The following **minimum guidelines should be applied** when considering adult to participant ratios:

1. 1 adult to 15 participants where the element of risk to be encountered is similar to that generally encountered in daily life, e.g. excursions to museums, to the cinema etc;
2. 1 adult to 10 participants for residential and all overseas excursions;
3. 1 adult to 6 for very young children (pre-five settings).

For children and young people with additional support needs, the ratio will depend on the specific needs of the participants and ratios of 1 adult to 2 pupils will be more normal and in some circumstances the participant will require the support of a personal assistant.

The Head of Establishment / Manager is ultimately responsible for ensuring and approving the appropriate ratio of adults, including Excursion Leaders and Excursion Assistants, to children and young people taking part.

8. Supervision

The Excursion Leader has overall responsibility for supervision during a trip. Breaks from this responsibility during the excursion need to be clearly identified, with clear hand over arrangements, and co-ordinated by the Excursion Leader. All adults who are in a supervisory role have a duty of care for the group at all times. There is no break from this responsibility during the trip.

There are numerous methods of supervising groups and examples can be found within the "Going Out There" toolkits but general consideration should be given to the following:

- Establishing rendezvous points
- Carrying out regular head counts
- Wearing easily identifiable clothing
- Having a buddy system
- Splitting large groups in to smaller groups with an identified leader
- Consider if higher risk activities will need greater adult supervision for example 1-6 on river activities, 1-3 in dinghy sailing etc.

The risk assessment process should identify suitable levels and methods of supervision. Consideration should be given to keeping parents informed about the supervision arrangements.

There may be times during an excursion where the participants come under the care of a third party (e.g. an outdoor instructor). In these circumstances, however, it must be realised that the Excursion Leader still retains ultimate responsibility. If any concerns arise, the Excursion Leader should discuss them directly with the third party in the first instance and then withdraw the group from the care of the third party if the problems are not resolved.

Remote Supervision

Remote supervision is the term used when the leader is not directly present with participants. Remote supervision comes in varying degrees and is used in a variety of circumstances. In its simplest form participants may be given time to look round a museum on their own: at the other end of the spectrum, young people may take part in wild country expeditions where they have limited contact with their Excursion Leaders for long periods of time.

Working without immediate supervision can help learners to develop independence and self-reliance. When such an activity is planned the excursion leader must be confident that learners have the appropriate skills to operate without undue risk. Training and briefing should reflect this.

Excursion Leaders remain responsible for participants even when not in direct contact with them. They should not underestimate the challenges of remote supervision. It requires extra planning and contingencies to be put in place. This should be reflected in the excursion plan and risk assessment.

Unaccompanied Excursions

There may be occasions when young people take part in excursions without any accompanying leader for the entire trip (e.g. pupils attending other high schools or colleges for classes). Before such excursions are considered, careful thought should be given to why this is deemed to be appropriate.

It may be considered that such an excursion is appropriate in the following circumstances:

- It will benefit the participant's personal development.
- It is part of a planned programme to reach an agreed outcome.
- The proposed participants are of an age commensurate with the level of self-reliance required.
- The proposed participants are assessed to have previously displayed appropriate behaviour.
- The proposed participants have been fully briefed with regards to what to do in the event of delays, missed transport links, incidents or accidents etc.
- The proposed participants have been allocated a 24/7 emergency contact support person from the organising establishment.
- The proposed participants have received skills training appropriate to the level of self-reliance required.

9. Risk Assessment

The Council is responsible for health and safety and welfare at work of its employees, and has a duty to ensure as far as is reasonably practicable, the health and safety of others. This includes all participants in excursions.

Preparing Risk Assessments

Generic risk assessments provide an overview of the foreseeable risks that might be met on an excursion with the aim of managing risks so that they are acceptable.

Leaders should use a generic risk assessment as a starting point, and add any significant and foreseeable risks specific to their excursion. This should take in to account:

- The aims and benefits of the excursion.
- The participants (including leaders and assistants).
- The venue.
- The activity.

- Getting there.
- Time of year.

Routine and Expected Excursions are by their nature low risk activities and should be quick and easy to risk assess. Higher risk activities require more detailed risk assessments which record how the risks will be reduced to an acceptable level.

The findings of the risk assessment and the relevant precautions / controls, should be agreed with and understood by all participants including Excursion Assistants (and parents where appropriate).

A range of generic risk assessments and sample specific risk assessments can be found in the attached appendices and on RENFO or within the “Going Out There” website toolkits section.

Completed risk assessments must accompany form EE1 / EE2 and be submitted to Head of Establishment / Manager for retention.

Dynamic Risk Assessment

Despite the best planning, the unexpected may happen during an excursion and Excursion Leaders have to be prepared to change and adapt as required. Experience and training will enable sound judgements to be made.

The Excursion Leader and Excursion Assistants should monitor the risks throughout the excursion and take appropriate action as necessary. This is called dynamic risk assessment and includes knowing when and how to apply contingency plans where they are needed. It also includes heeding advice and warnings from those with specialist expertise or local knowledge (especially with regard to higher-risk activities).

The actions taken as a result of dynamic risks assessment may be recorded after the excursion so that they can inform future planning.

Using an External Provider’s Risk Assessment

In your risk assessment preparation you can use an external provider’s risk assessment for the venue/activity, however, you must also prepare a risk assessment for other factors i.e. getting to and from venue, medical needs etc.

For example there is no need for Excursion Leaders to request copies of risk assessments from external providers such as museums and swimming pools where there is normal public access. However, it would be prudent to discuss safety arrangements and precautions with the provider for activities or venues of a less routine nature. Therefore, depending on the nature of the excursion and activities to be undertaken the Excursion Leader needs to consider whether they need sight of these.

It is not necessary to ask for risk assessments from transport providers.

Preparing Participants

It is good practice to prepare participants so that they understand the aims and nature of the excursion. Risk education is an important aspect of young people’s development and participants should take part in planning, implementing and evaluating their own contribution to excursions where possible.

Consideration should be given to ensuring that participants understand:

- The nature and demands of the excursion.

- The supervision arrangements, including which adult is responsible for them.
- The standards of behaviour expected at all times and not just during activities.
- What to do in the event of an accident / incident.
- Their role in ensuring the safety of all participants.
- The Code of Conduct.

10. Child Protection / Vetting Accompanying Adults

All members of staff involved in excursions must be trained in Child Protection and be able to follow the correct procedures. The Excursion Leader will take the roll of Designated Member of staff for Child Protection and will follow Renfrewshire Councils Child Protection Procedures.

Child protection should be considered during all risk assessments conducted in relation to the excursion and appropriate steps put in place to minimise risks.

Vetting Accompanying Adults

Parents and other volunteers are often an essential part of supervision ratios. When they assist on excursions they are called “accompanying adults”.

The main decision that has to be made is whether an accompanying adult needs to be vetted. The essential factor in this decision is whether the accompanying adult is doing ‘regulated work’. This term is explained in Chapter 2 of the Disclosure Scotland guidance under ‘Protection of Vulnerable Groups’ (PVG). If an accompanying adult is carrying out regulated work then they must be vetted.

There is a five step assessment process in order to determine whether or not someone is doing regulated work. This five step process must be applied in all cases.

11. Equal Opportunities

Equalities legislation makes it unlawful to discriminate without justification against pupils in all aspects of school life including school excursions. All pupils should be able to participate in excursions and activities, irrespective of additional support, medical needs, ethnic origin, gender, religion and belief and economic circumstance. All young people should be encouraged to participate in as wide a range of activities as possible.

Legislation makes it unlawful for a disabled pupil to be less favourably treated, or put at a substantial disadvantage, for a reason related to their disability in comparison to their non-disabled peers without justification. Pupils with a disability or additional support needs must be given the opportunity to participate in excursions. Special attention should be given to the appropriate ratios and additional safety measures should be considered at the planning stage. Where a pupil cannot participate in a particular activity as a result of a disability or an additional support need, an alternative activity of equal educational value, should be provided.

12. First Aid

First Aid must form part of the risk assessment for the excursion. The Excursion Leader must assess what level of First Aid might be needed. This must take into account the medical needs of pupils participating in the excursion as declared on the parental consent form or otherwise disclosed to the establishment. Provision must be made to cater for the particular needs of pupils participating in the excursion, for example administration of epi-pen.

The Excursion Leader must have ready access to a suitably stocked First Aid Kit. One member of staff accompanying the excursion must be designated as responsible for first aid. All adults on the excursion should know how to contact the emergency services.

For residential and overseas excursions a detailed risk assessment should be carried out by the trip leader which should be discussed with the head teacher to decide on whether the location and activities to be carried out on the trip merit a trained first aider to be present.

Areas for consideration are detailed below:

- the nature of the trip and activities the pupils will be taking part in;
- the country they are visiting;
- how near they are to medical facilities;
- what first aid provision is available on the site they will be visiting;
- pupils with specific medical needs; and
- requirement for administration of medicine for pupils

For day / evening excursions the risk must be assessed. Factors to consider will include the individual medical needs of participants, the length of time the excursion will last, whether the excursion will take place in an area removed from emergency assistance.

For day / evening excursions the risk must be assessed. Factors to consider will include the individual medical needs of participants, the length of time the excursion will last, whether the excursion will take place in an area removed from emergency assistance.

13. Transport

The Excursion Leader must give careful thought to planning transport. It is important to ensure that the travel plan is suitable for the age and nature of the participants. Consideration should be given to the following:

- The length, nature and complexity of the journey and implications for supervision etc.
- Selecting the right mode(s) of transport including use of public transport.
- Using a reputable transport provider.
- Contingency plans.
- The time of year and weather.
- The needs of any participants with limited mobility.

Service providers such as transport operators are all subject to regulation and inspection and Excursion Leaders can use them in the same way as any member of the public. There is no requirement to obtain risk assessments from transport providers.

Supervision on Transport

The Excursion Leader is responsible for the party at all times including maintaining good discipline whilst travelling, and during any unsupervised periods (e.g. motorway services, ferries etc.). The level of supervision that is necessary should be considered as part of the risk assessment, taking in to account:

- The age and nature of the participants.
- The mode of transport and the implications for supervising participants.
- The length, nature and complexity of the journey.

When planning transport, consideration should be given to the following:

- Preparing participants for the journey.
- The comfort and safety of participants.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of participants are being taken on a short journey.

Hiring Coaches and Buses

Excursion Leaders should use internal transport services or contractors who are within the procurement framework of providers.

Coaches and buses should be hired from a reputable company. Professional operators of buses and coaches are legally required to be licensed. Compliance with the various legal requirements is their responsibility not the hirer's.

When planning a long journey Excursion Leaders should ensure they agree a plan in advance with the company, for driver hours and rest periods.

Excursion Leaders are responsible for immediately raising any concerns over driver behaviour (speeding, tiredness, aggressive driving, attitude etc.). If there is no satisfactory resolution consideration has to be given to stopping the journey.

Licences and Permits for Driving Minibuses

Excursion Leaders should refer to guidance within the Council's Fleet Management Policy. Drivers of any vehicle must ensure that they have the correct entitlement on their licence. The law on driver licensing no longer permits car drivers who pass their test after 1 January 1997 to drive vehicles with more than 8 passenger seats without passing a Passenger Carrying Vehicle PCV driving test.

Establishment Minibus

The minibus should be properly maintained in accordance with the Council's Fleet Management Policy. Although the Head of Establishment / Manager is ultimately responsible for the establishment's minibus, the driver is responsible for the vehicle when driving it. The minibus driver must be qualified to drive a minibus and have a valid driving licence.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of participants are being taken on a short journey.

Private Cars

Excursion Leaders and others who drive participants in their own car must ensure their passengers' safety in line with legal requirements. This includes:

- Ensuring that front and back passengers wear properly adjusted seat belts
- Having appropriate seating in place for children (including booster seating and

- seatbelt adjustment devices)
- Ensuring that the vehicle is roadworthy and has a valid MOT
- Ensuring that there is appropriate insurance cover for carrying the participants. This will require cover for business purposes. (Heads of Establishment / Manager should check this is in place)

Anybody using their own car to transport participants should be carefully selected, and vetted if appropriate, by the Head of Establishment / Manager.

If using private cars to transport participants it is essential that parents are informed of the arrangements, to enable them to make an informed decision.

When using private cars, it is advisable that the driver is not put in a position where they are alone with a participant. The Excursion Leader should arrange a central dropping point for all participants rather than individual home drops.

14. Accommodation

In the planning stage the Excursion Leader should consider whether the accommodation:

- Fits with the aims and objectives of the excursion.
- Suits the needs and requirements of all participants (including disabled access).
- Is suitable for the gender mix of the group.
- Provides adequate security and privacy for all participants.
- Complies with appropriate safety standards for the nature of the excursion.

Prior to the excursion the Excursion Leader should if possible / appropriate:

- Make a prior visit.
- Obtain a floor plan showing the location of the group's rooms. Ideally the rooms should be close together with the leaders' quarters located to enable adequate supervision.
- Allocate rooms to participants.

On arrival the Excursion Leader should:

- Ensure all participants are aware of the lay-out of the accommodation and its fire precautions/exits.
- Check the accommodation to ensure it is safe and fit for purpose.
- Check for any potential hazards (balconies, electrical connections, access to other rooms etc.) and if necessary establish control measures to deal with these. Where the hazards are extreme or cannot be managed adequately consideration has to be given to insisting on alternative accommodation.
- Ensure all participants are aware of the system to ensure their overnight security.
- Ensure participants are aware how to obtain assistance if required during the night.

15. Medical and other Needs, including Dietary Needs

A summary of excursion types, with recommendations regarding parental consent and medical information, can be found in the matrix on Excursion Approval, Medical Information and Parental Consent within Appendix 1.

The majority of off-site excursions are a normal part of educational and other service provision and within this policy are referred to as 'Routine and Regular Excursions'. For this category of trip the process of gaining consent and informing parents should be kept as simple as possible and must not be restrictive.

For Routine and Regular excursions, and the majority of Day Excursions, the medical information which has been obtained at the start of an academic session (or other appropriate point) is sufficient. As part of this, parents should have been asked to agree to the participant receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities.

It is recommended that for more complex excursions parents are asked to provide an update on any medical issues as part of the trip specific consent.

Excursion specific parental consent is usually only requested for activities or excursions that involve a higher level of safety management. These include:

- Residential / Overseas excursions
- Adventure activities
- Hazardous environments
- Remote supervision or unaccompanied excursions

Sample consent forms for different types excursions can be found within Appendices 4, 5 and 6.

16. Financial Information

All financial arrangements, including cash collection and handling, must be in accordance with:

- The Council's Financial Regulations (Standard Circular 58)
- School Funds (Standard Circular 23)

Further guidance or assistance is available from Children's Services, Finance Section.

17. Insurance

The council has various insurance policies in place which provide different types of cover, including travel insurance . There is cover in place to adequately cover participants travelling on authorised excursions organised by the Council. Individual establishments should therefore **not** arrange any additional insurance in respect of participants travelling on the excursion.

Cover is in place in relation to a range of scenarios including personal property/ money loss, personal liability, cancellation/ curtailment/ delays, natural catastrophe, kidnap, hijack, and/ or harm such as injury or death. Specific levels of cover should teachers be asked by any parents for such details prior to an excursion is available from RENFO or the Insurance Section.

Establishments must understand in relation to personal property and money that while these items are covered by the council's travel insurance policy, the spirit of the policy is such that the council will only permit claims to its insurers for what is considered 'reasonable' in relation to the specific trip in question. It is essential therefore that as part of the planning process for the excursion, the establishment decides on what personal items will be permitted and the limit of money that each pupil will be permitted to bring on the excursion and be insured for.

Establishments must ensure that parents are made aware of the 'approved' items and money limits and that if a pupil chooses to bring items or sums of money outwith what has been approved, this is at their own risk and cannot be claimed for through the council's travel insurance policy.

The Excursion Leader should ensure while travelling that they keep with them the details they require to contact the insurers directly for any support required.

It should be noted that since the Covid-19 pandemic, **trip cancellations due to pandemics are not covered by the council's travel insurance policy** therefore parents must be made aware of this so they can take account of it when deciding if they wish to sign their children up for trips or not, but additionally if **any parent** (not establishment), wants to independently arrange their own travel insurance for **their child** (superseding the council's travel policy), then they are of course at liberty to do so.

18. Emergency / Contingency Procedures

Emergency procedures are an essential part of planning an excursion. Prior to departure on any excursion, information should be left with a pre-arranged establishment based contact. This information should include:

- Group names.
- Excursion location and itinerary.
- Expected timings.
- Transport arrangements.
- Emergency contact details for participants.
- Medical information regarding participants.

An Emergency Action Form (Appendix 8) should be completed for every excursion and carried by the Excursion Leader.

Establishment Based Contact

The establishment based contact has a key role in the emergency procedure. It is their role to ensure that:

- Information regarding an excursion is kept in a secure but accessible location.
- If an excursion is returning out-with normal hours, or involves an overnight, that excursion information is readily accessible.
- They know who to contact if an accident or incident is of a serious nature.
- They are available 24/7 throughout the duration of the excursion.

The nature, duration and type of excursion will determine the most appropriate Establishment Based Contact. For excursions of a longer duration or those involving higher risk activities it is recommended that more than one Establishment Based Contact is provided.

Immediate Action in an Emergency

In the event of an emergency the immediate priorities of the Excursion Leader or any Leader who has to deputise for them, are to:

- Assess the situation.
- Safeguard the uninjured members of the party.
- Attend to the casualties.
- Inform the emergency services.
- Inform the establishment based contact (if not available HQ Emergency Contact).
- Continue to manage the situation to the best of their ability.

Media / External Contact

If an incident or accident is likely to attract media attention, it is important wherever possible that communication with the media and other external agencies is undertaken by someone trained in this role. The following points should be considered:

- Nobody in the party should speak to the press.
- Media enquiries should be referred to Children's Services headquarters who will liaise with the

- communications unit.
- Opportunities for external agencies to get access to group members and leaders should be minimised.
- Group members should be discouraged from phoning home in the immediate aftermath of an incident - inaccurate or incomplete information might cause unnecessary speculation and anxiety. They should also be discouraged from taking personal photographs of accident sites.
- Casualty names should not be released externally.
- Nobody should discuss legal liability with other parties.

19. Reporting Accidents and Incidents

The Council's Accident Incident Recording Database (AIRD) should be used to record all accidents and incidents. Any lessons learned as a result of a 'near miss' should be incorporated into risk assessments and operating procedures.

20. Post Excursions

A debrief form should be completed for all excursions and appropriate actions followed up (Appendix 9).

In the event of a serious incident where the Council's emergency procedures have been utilised, it would be appropriate to conduct a review of the incident and how it happened and of how the procedures were implemented.

The purpose of the review should be to:

Establish the facts

Determine whether there are lessons to be learned

Provide information to parents

Exchange information with statutory investigation bodies as required e.g. police, HSE

Manage media enquiries.

Any lessons to be learned should be incorporated into risk assessments, operating procedures and emergency planning arrangements.

21. Additional Advice / Information

Children's Services, Resources Support Manager
Corporate Health and Safety Team
RENFO – Risk Assessment Templates

www.goingouthere.co.uk

22. Audit

For audit purposes, following excursion documentation below should be retained for a period of at least 6 months:-

Mandatory Checklist

Form EE1

Form EE2

Finalised Excursion Plan

Finalised Risk Assessment

EXCURSIONS MATRIX

Excursion Approval, Medical Information and Parental Consent				
Type of excursion	Information provided to parents	Medical information	Arrangement for consent	Authorisation of excursion
Routine and Regular excursions (Within Renfrewshire) N.B. Can be extended beyond Renfrewshire for school sporting events to other local authority venues Refer to Appendices 2,4, 8 and 9	Information provided to parents: <ul style="list-style-type: none"> • During induction meetings • Yearly parents' meetings • Newsletters • Handbook 	Annual update obtained from parents and retained in establishment	Consent given by parents using a consent form, which is completed at induction or annually	Head of Establishment / Manager
Day excursions Refer to Appendices 2, 5, 8 and 9	Specific information supplied in writing	Annual update obtained from parents and retained in establishment	Consent given by parents using annual consent form or a trip specific form (Specific trip consent is required if the excursion will involve adventure or coastal activities or will return out-with normal hours)	Head of Establishment / Manager
Residential / overseas excursions Refer to Appendices 2, 3, 6, 7, 8 and 9	Specific information supplied in writing and meeting with parents if required	Provided as an integral part of the consent form	Trip specific consent form required	Head of Establishment / Manager AND Head of Service Approval Required
Excursions which include activities with special planning considerations <ul style="list-style-type: none"> • Adventurous activities • Hazardous environments Guidance may be sought from Sports Development Team Refer to Appendices 2, 3, 6, 7, 8 and 9	Specific information supplied in writing as determined by excursion type	Provided as determined by excursion type	Consent determined by excursion type	Head of Establishment / Manager AND Head of Service Approval Required

EE1 – Request for Approval of Excursion

This form should be completed by the Excursion Leader in charge of a proposed excursion and submitted to the head of establishment / manager for approval at the earliest possible time. Day excursions may be approved by the head of establishment / manager, additional consent/permission for residential / overseas excursions is required from Head of Service (form EE2).

When approval is given, a copy should be retained by the head of establishment / manager and Excursion Leader. Any subsequent changes in planning, organising, staffing etc should be communicated to the head of establishment / manager for approval.

Not all sections will be relevant to every proposed excursion.

Name of establishment			
Excursion Leader			
1	Purpose of proposed excursion and specific educational objectives		
2	Type of Excursion (please tick one box):- Routine / Repeat <input type="checkbox"/> Routine / Repeat (Sporting Event) <input type="checkbox"/> Day / Evening <input type="checkbox"/> Residential / Overseas / Adventure Activity <input type="checkbox"/> (Please complete Form EE2 (Appendix 2) if you have ticked this box)		
3	Place(s) to be visited		
4	Dates and times: Date Leaving: _____ Time: _____ Date returning: _____ Time: _____		
5	Numbers Participating Staff _____ Pupils _____ Age Range _____		
6	Transport arrangements		

7	Name of organising company / agency (if any)
8	Estimated cost per pupil
9	<p>Proposed accommodation to be used</p> <p>Name:</p> <p>Address:</p> <p>Telephone:</p>
10	Details of the programme of activities / travel arrangements
11	Details of any hazardous activity and the associated planning, organisation and staffing and additional insurance arrangements if required.
12	Members of STAFF accompanying the party and specific responsibilities (eg first aid, depute leader).
13	Name, address and telephone number of the base / office liaison officer (ie contact person in the home area) who will hold copy information about the excursion

14	TO THE HEAD OF ESTABLISHMENT
	<p>I request your approval for the proposed excursion, full details of which are outlined above.</p> <p>I confirm that if approval is given I will provide the information required in Sections 15 (i) and 15 (ii) within the appropriate timescales.</p> <p>Signed _____ (Excursion Leader) Date _____</p>

15	THIS SECTION IS TO BE COMPLETED BY THE HEAD OF ESTABLISHMENT / MANAGER
	<p>I have studied this application and I am completely satisfied with all aspects including the planning, organisation and staffing.</p> <p>I am aware that I require to obtain Head of Service approval for this excursion (delete if not appropriate).</p> <p>Approval is given to proceed with arrangements for this excursion on the understanding that the Excursion Leader:</p> <ul style="list-style-type: none"> i. Ensures that I have the completed Mandatory Checklist, all relevant information including a final list of members and a detailed itinerary at least ten working days before the party is due to leave. ii. Completes a debrief report (Appendix 9) as soon as possible but no later than ten working days after the party returns. <p>Signed _____ Date _____</p> <p>Designation _____</p> <p>A copy of this form should be retained by the Head of Establishment / Manager; and</p> <p>A copy submitted to Children's Services, Establishment Excursions, Renfrewshire House, Cotton Street, Paisley or by email to excursions@renfrewshire_council</p> <p>(Together with form EE2 if appropriate)</p>

EE2 – Head of Service Approval for Excursion (Required only for Residential / Overseas)

Sections 1 – 6 to be completed by Excursion Leader

1	Name of establishment		
2	Location to be visited		
3	Date of departure		
4	Date of return		
5	Numbers Participating		
	A Pupils	Male	Female
	B Supervising staff		
	C Other adults		
6	Mode of travel		

To be completed by Head of Establishment / Manager

I attach copy of form EE1 for consideration ☐

I confirm that I am agreeable to approval to be given to proceed with arrangements for this excursion on the understanding that the Excursion Leader:

Ensures that I have the completed Mandatory Checklist, all relevant information including a final list of members and a detailed itinerary at least **ten working days before** the party is due to leave.

Head of Establishment / Manager Signature: _____

Designation : _____

Date: _____

Please send for approval to:-

Children's Services, Renfrewshire House, Cotton Street, Paisley, PA11LE or email to excursions@renfrewshire.gov.uk

This form will be returned to Head of Establishment / Manager as soon as possible. Do not proceed with further arrangements until this has been received.

For HQ Use Only: Approval is granted ☐ or Approval is refused ☐

Signature: _____
Head of Service

Date: _____

TEMPLATE - Excursion Plan for “Routine / Regular Excursions”

This is a generic Excursion Plan and provides suggestions for what should be included in an Excursion Plan.

- It should give sufficient information for the Head of Establishment / Manager to approve the excursion.
- See the sample Excursion Plan for how this generic document can be used in practice

ROUTINE EXCURSION TO

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Information to parents/consent	<ul style="list-style-type: none"> • provide information in induction material • give verbal reminder to group before excursion
2	Staff visit to venue	<ul style="list-style-type: none"> • preparatory visit to site (if appropriate) • carry out assessment of hazards at venue
3	Staff/participant ratios	<ul style="list-style-type: none"> • establish any factors affecting the ratio • ratios agreed by staff team
4	Getting to the venue	<ul style="list-style-type: none"> • how travel by vehicle will be managed • how travel on foot will be managed
5	Equipment required	<ul style="list-style-type: none"> • group personal clothing • list equipment to be taken by leader
6	Managing the activity	<ul style="list-style-type: none"> • supervision arrangements
7	Medical needs	<ul style="list-style-type: none"> • gather medical details of participants • carry medicines as necessary
8	Weather	<ul style="list-style-type: none"> • obtain forecast • change plan if necessary
9	Emergency procedures	<ul style="list-style-type: none"> • leave list of participants left at establishment • arrange contact person at base to be available
10	External provider (if applicable)	<ul style="list-style-type: none"> • discuss programme to be supplied • check provider's insurance
11	Risk Assessment completed	<ul style="list-style-type: none"> • see generic and specific Risk Assessments • review Risk Assessment after excursion if necessary
	Add further items as required	<ul style="list-style-type: none"> • List details for specific activity
Routine Excursion Plan approved by Head of Establishment		<div>Signature</div> <div>Date</div> <div>Date for review</div>

EXAMPLE - Excursion Plan for a “Routine / Regular Excursion”

This is a specific Excursion Plan. It provides an example of how an actual Excursion Plan might be prepared.

- It should give sufficient information for the Head of Establishment to approve excursions to a venue.

ROUTINE EXCURSIONS TO: *Green Loch Park*

ITEMS TO BE PLANNED		• How/when this will be done
1	Information to parents/consent	<ul style="list-style-type: none"> • Parents are told at induction about excursions to Green Loch Park as part of establishment curriculum. • They are given an opportunity to withdraw their children from the activity if they wish (via website / newsletter) . • Clothing reminders are given out at each parents' evening.
2	Staff visit to venue	<ul style="list-style-type: none"> • The Head of Establishment and all staff have visited Green Loch Park to risk assess the venue and plan activities • New staff will work alongside experienced staff to start with.
3	Staff/participant ratios	<ul style="list-style-type: none"> • Nursery ratio 1:5, P1-7 1:10 • The class teacher will decide if extra help is required for specific participants or activities
4	Getting to the venue	<ul style="list-style-type: none"> • groups will walk to the park (about 10 minutes). • The only significant hazard is crossing Green Road. The group will walk to the pedestrian crossing. • Staff will wear high vis vests
5	Equipment required	<ul style="list-style-type: none"> • The group will wear their outdoor clothing • Staff will carry spare clothes during the winter months • A first aid kit will be taken • Bags and gloves will be taken for litter
6	Managing the activity	<ul style="list-style-type: none"> • The only significant risk at the park is falling into the Green Loch which is very shallow. When working in the pond area pupils will be supervised at all times
7	Medical needs	<ul style="list-style-type: none"> • The class teacher will make sure that medical details are known and that any medicines are carried
8	Weather	<ul style="list-style-type: none"> • If there are any concerns about adverse weather a forecast will be obtained • The excursion will be re-arranged if necessary or plans adapted
9	Emergency procedures	<ul style="list-style-type: none"> • The list of participants and activity details will be left in the establishment office. • The class teacher will carry a mobile and contact the establishment office if necessary. • The office has been instructed to contact the Head of Establishment if help is needed.
10	External provider (if applicable)	<ul style="list-style-type: none"> • If the Rangers or other outside providers are helping out this will be organised well in advance • The rangers are council employees passed to work with young people. No further checks are required.
11	Risk Assessment completed	<ul style="list-style-type: none"> • Staff completed the Risk Assessment. • It has been discussed by the Head of Establishment and all staff. • New staff will be made aware of the Risk Assessment
Routine Excursion approved by Head of Establishment		<div> <div>J. Newton</div> <div>Signature</div> </div> <div> <div>12.9.14</div> <div>Date</div> </div> <div> <div>12.9.15</div> <div>Date for review</div> </div>

TEMPLATE - RISK ASSESSMENT- Routine / Regular Excursions

DESCRIPTION OF TASK / ACTIVITY		Generic Risk Assessment for Routine Excursions Routine Excursions typically involve low risk activities at venues that are regularly used by an establishment. They usually take place in the local area. This is a generic risk assessment identifying typical hazards and control measures. The establishment should ensure a specific risk assessment is carried for the venues they use on a regular basis.					
LOCATION							
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members by vehicle (list specific hazards here)	Group members	Adequate staff ratio Set clear procedures for behaviour on transport Monitor driving standards Emergency procedures in place	(list specific control measures here)			
2	Walking to venue (list specific hazards here)	Group members	Adequate staff ratio Ensure staff are familiar with the route Set clear procedures for walking as a group Identify and manage crossing roads Emergency procedures in place	(list specific control measures here)			
3	At the venue (list specific hazards here)	Group members	Adequate staff ratio Ensure staff have prior knowledge of the venue Carry out staff training for new staff Carry out a dynamic risk assessment Identify suitable supervision techniques Have a Plan B available Emergency procedures in place	(list specific control measures here)			
4	Adverse weather (list specific hazards here)	Group members	Obtain weather forecast if necessary Issue clothing advice and check before excursion Carry spare clothing when necessary Have a Plan B available Emergency procedures in place	(list specific control measures here)			
Prepared by:					Date:		
					Date for review:		
Checked and Approved by:					Date:		

EXAMPLE - RISK ASSESSMENT - Routine / Regular Excursions

DESCRIPTION OF TASK / ACTIVITY		Loch View Primary School Range of activities					
LOCATION		Green Loch Park					
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Walking to venue <i>Crossing Green Rd</i>	<i>Group members</i>	<i>Adequate staff ratio for group Staff are familiar with the route - use pedestrian crossing on Green Road Group has been briefed about how to cross in groups with nominated staff member Emergency procedures in place</i>	<i>Staff should wear high vis vests - these need to be bought</i>	<i>JJ</i>	<i>Aug 2013</i>	
2	At the venue <i>Glass on ground</i> <i>Falling in pond</i>	<i>Group members</i>	<i>Adequate staff ratio Staff have prior knowledge of the venue All new staff familiarised with venue Staff will check for glass at the bench area on arrival Pupils will be supervised at all times around the pond If the pond banks are muddy and slippery staff have a Plan B available Emergency procedures in place</i>				
3	Adverse weather	<i>Group members</i>	<i>Weather forecast will be obtained if necessary Clothing to be checked before leaving Staff will carry spare clothing when necessary Staff will have a Plan B available Emergency procedures in place</i>				
Prepared by:		<i>Whole staff team</i>		Date:	12.9.13		
				Date for review:	12.9.14		
Checked and Approved by:		<i>J. Newton (Head of Establishment)</i>		Date:	12.9.13		

EXAMPLE: Parental Information and Consent for Routine / Regular Excursions

For excursions of a routine nature establishments may decide to gain consent on an annual basis. It is important to outline:

- The type of excursion that consent is being given for
- The range of activities likely to be undertaken
- Supervision arrangements
- Insurance cover

A worked example of an annual consent letter is provided below:

Loch View Primary School	
ANNUAL CONSENT FOR ROUTINE / REGULAR OFF-SITE EXCURSIONS	
Dear parent/guardian	
Routine off-site excursions It is our policy to put classroom studies into "real" situations whenever possible. Our aim is to give our children practical experience, making learning more relevant and exciting. It also keeps us all more active and gives us the opportunity to work in small groups on a wide variety of tasks.	
Range of activities We regularly use Moss Bank and Jake's Field which are next to the school for younger pupils, and walk to Green Loch Park and The Dark Wood which are no more than 10 minutes from the school with the older classes. We use these venues for a wide range of activities covering all areas of the curriculum.	
Supervision arrangements We always send several adults with each class in order to make sure they are looked after in line with our authority's requirements. If you are interested in becoming one of our helpers on these occasions please let us know.	
Insurance Anyone participating in a school excursion is automatically covered by the authority's insurance. We can give you a copy of this if you want to see it.	
<i>J. Newton</i> Headteacher <i>Please complete and return the attached slip</i>	
<ul style="list-style-type: none">• I have read the information provided regarding routine off- site excursions.• I give permission for my child to go off-site on a regular basis as part of the school curriculum and understand that this may involve them in a wide range of activities.• I understand that my child will always be adequately supervised, as per the Local Authority guidelines, and that whilst off-site they are covered by the Council's insurance.	
Name of child:	
Date of Birth:	
Name of parent/guardian:	Relationship to pupil:
Signature:	Date:

Template - Excursion Plan for “Day Excursions”

This is a generic Excursion Plan. It provides general suggestions for what the Excursion Plan should contain.

- It should give sufficient information for the Head of Establishment to approve the excursion.

DAY EXCURSION TO **DATE**

EXCURSION LEADER

DEPARTURE TIME **RETURN**

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Aims and objectives of excursion	<ul style="list-style-type: none"> state the aims and objectives of the excursion
2	Information to parents/consent	<ul style="list-style-type: none"> information letter to be sent out parental consent gained
3	Staff/participant ratios	<ul style="list-style-type: none"> list any factors affecting the ratio detail ratios list of staff on excursion
4	Venue	<ul style="list-style-type: none"> provide information about specific venue detail any booking arrangements details of any preparatory excursion provide details for managing group at venue
5	Travel/transport	<ul style="list-style-type: none"> mode of travel/transport and supervision arrangements name and number of transport company planned comfort stops and supervision arrangements
6	Participants	<ul style="list-style-type: none"> how are participants being prepared? detail training/preparatory work outline how behaviour, risks/hazards, supervision etc will be discussed with participants
8	Equipment required	<ul style="list-style-type: none"> list and detail arrangements for collection of any equipment required for the activity First Aid kit if necessary
9	Managing the activity	<ul style="list-style-type: none"> supervision methods detail meeting times etc
10	Medical needs	<ul style="list-style-type: none"> detail how medical information will be obtained/shared/carried detail any specific concerns how will any required medication be carried?
11	Weather	<ul style="list-style-type: none"> arrangements for obtaining forecast if appropriate discuss severe weather alternative with Head of Establishment if necessary alternative plans if necessary
12	First Aid provision	<ul style="list-style-type: none"> detail First Aid provision at the venue decide if First Aid trained staff member is needed carry First Aid kit if necessary
13	Emergency procedures	<ul style="list-style-type: none"> detail where participant list will be left at establishment name contact person at base detail how staff will carry participant information (consents)
14	External provider (if applicable)	<ul style="list-style-type: none"> outline programme to be supplied establish role of external provider outline handover arrangements detail provider's insurance if appropriate
15	Risk Assessment completed	<ul style="list-style-type: none"> see generic and specific Risk Assessments discuss risks with staff and participants review Risk Assessment after excursion if necessary
	Add further items as required	<ul style="list-style-type: none"> List details for specific activity

I confirm that satisfactory planning and preparation has taken place for this excursion.

I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Day Excursion approved by Head of Establishment	Signature	Date
--	------------------	-------------

Example - Excursion Plan for “Day Excursions”

This is a specific Excursion Plan. It provides an example of how an actual Excursion Plan might be prepared.

- It should give sufficient information for the Head of Establishment to approve the excursion.

DAY EXCURSION TO *the National Museum of Scotland*
ACTIVITY *S1 Studying Evolution*
EXCURSION LEADER *Mrs McIntyre*

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Aims and objectives of excursion	<ul style="list-style-type: none"> • <i>Developing the S1 Evolution topic</i>
2	Information to parents/consent	<ul style="list-style-type: none"> • <i>A letter and consent form will be sent to parents</i>
3	Staff/participant ratios	<ul style="list-style-type: none"> • <i>Ratio of 1:10</i> • <i>List of staff to be prepared by Mrs McIntyre</i> • <i>Museum staff also available</i> • <i>Mrs McIntyre will provide assistance for special needs pupils as required</i> • <i>Each staff member will have a list of their group</i>
4	Venue	<ul style="list-style-type: none"> • <i>Venue provisionally booked for March 3rd see letter in file.</i>
5	Travel/Transport	<ul style="list-style-type: none"> • <i>McBlaynes coaches provisionally booked see letter in file.</i> • <i>McBlaynes 01234-987654</i> • <i>No comfort stop issues - short journey</i> • <i>Staff will be responsible for counting their group on the bus</i> • <i>Mrs McIntyre will do a full head count before each bus leaves the museum</i>
6	Participants	<ul style="list-style-type: none"> • <i>S1 will be covering this topic in science before the excursion.</i> • <i>The excursion will cost £5 (school to assist as necessary - Mrs McIntyre to arrange)</i> • <i>School uniform to be worn</i>
8	Equipment required	<ul style="list-style-type: none"> • <i>Science notebooks for all pupils</i> • <i>First Aid kit to be taken</i>
9	Managing the activity	<ul style="list-style-type: none"> • <i>Pupils working in small groups under supervision on project work after lecture.</i> • <i>All groups will meet at 1pm by museum entrance.</i>
10	Medical needs	<ul style="list-style-type: none"> • <i>Printout list of S1 pupils from school information</i> • <i>Miss Fraser to check medicines required and share with staff</i> • <i>Group leaders will ensure they have any medication for their group members</i>
11	Weather	<ul style="list-style-type: none"> • <i>Unlikely to be an issue for journey</i> • <i>Decision to be made on day by Mrs McIntyre</i>
12	First Aid provision	<ul style="list-style-type: none"> • <i>First Aid available at the venue</i> • <i>Mr Morton is First Aid qualified</i> • <i>First Aid kit will be taken</i>
13	Emergency procedures	<ul style="list-style-type: none"> • <i>The list of participants will be left in the school office.</i> • <i>Mrs McIntyre will carry a mobile and contact the school office if necessary.</i> • <i>The office has been instructed to contact the Head of Establishment if help is needed.</i>

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
14	External provider (if applicable)	<ul style="list-style-type: none"> • <i>National Museum</i> • <i>School staff present at all times</i> • <i>No need to check insurance for this venue</i>
15	Risk Assessment completed	<ul style="list-style-type: none"> • <i>Risk Assessment has been completed</i> • <i>Behaviour and supervision will discussed with pupils</i> • <i>Risk Assessment will be reviewed after excursion if necessary</i>

I confirm that satisfactory planning and preparation has taken place for this excursion.

I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Day Excursion approved by Head of Establishment	<i>S. Taggart</i> Signature	<i>15.1.13</i> Date
--	---------------------------------------	-------------------------------

TEMPLATE – RISK ASSESSMENT – DAY EXCURSION

DESCRIPTION OF TASK / ACTIVITY		Generic Risk Assessment for Day Excursions This is a generic risk assessment identifying typical hazards and control measures. The establishment should ensure a specific risk assessment is carried out for each Day Excursion					
LOCATION							
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members by vehicle (list specific hazards here)	Group members	Adequate staff ratio Set clear procedures for behaviour on transport Monitor driving standards				
2	Walking to venue (list specific hazards here)	Group members	Adequate staff ratio Ensure staff are familiar with the route Set clear procedures for walking as a group Identify and manage crossing roads				
3	At the venue (list specific hazards here)	Group members	Adequate staff ratio Have prior knowledge of the venue if possible Carry out a dynamic risk assessment Identify suitable supervision techniques Have a Plan B available				
4	Adverse weather (list specific hazards here)	Group members	Obtain weather forecast if necessary Issue clothing advice and check before excursion Carry spare clothing when necessary Have a Plan B available				
5	External provider (list specific hazards here)	Group members	Qualified to carry out the activity Insured to carry out the activity Has provided detailed and suitable programme				
6	Emergencies	Group members	List of participants left at establishment List of participants carried by all staff Medical details and medicines carried Mobile phone carried				
Prepared by:					Date:		
					Date for review:		
Checked and Approved by:					Date:		

EXAMPLE - RISK ASSESSMENT – Day Excursion

DESCRIPTION OF TASK / ACTIVITY		S1 off-site excursion					
LOCATION		National Museum of Scotland					
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members by vehicle Managing large group	Group members	<i>Adequate staff ratio Clear procedures have been set for behaviour on transport Monitor driving standards Contact between coaches by mobile Head count before leaving establishment and museum</i>				
3	At the venue Stairs Balconies Long passages General public access	Group members	<i>Adequate staff ratio 1:10 Pupils briefed about behaviour/running School staff have prior knowledge of the venue Pupils have been told to stay in groups</i>				
4	Adverse weather	Group members	<i>Obtain weather forecast if necessary Mrs McIntyre to monitor on day</i>				
5	External provider Museum staff unfamiliar with group	Group members	<i>Establishment staff will take part in the session and will be responsible for behaviour etc</i>				
6	Dealing with emergencies	Group members	<i>Experienced staff team List of participants left at establishment List of participants carried by all staff Medical details and medicines carried Mobile phone carried Easy access to emergency services</i>				
Prepared by:		Mrs P McIntyre (Depute)		Date:	9.1.13		
				Date for review:	If used again		
Checked and Approved by:				Date:			

Sample Primary School
Sample Address

Dear Parent/Guardian

Primary 7 trip to the National Museum of Scotland

As part of our topic this term on Scottish History we have organised an excursion to the **National Museum of Scotland in Edinburgh on Friday 1st April 2013.**

Travel will be by coach leaving at 9am and returning at 3pm.

Your child will need to bring a packed lunch and wear school uniform. There will also be an opportunity to visit the museum shop so your child may wish to bring a small amount of money (£5 maximum.)

During the excursion we will initially be exploring the museum in small groups with an identified adult leader but during the afternoon pupils will get the chance to revisit an area of their choice with a partner. A member of staff will be present in all of the areas pupils will be given access to and clear instructions will be given about where to meet.

All aspects of this off-site excursion are covered by Renfrewshire Council's insurance.

You have previously given consent for your child to take part in off-site excursions as an integral part of their curriculum so we will assume consent unless you tell us otherwise. If you have any questions or concerns regarding the excursion please get in touch.

If there is specific medical or personal information that you have not already provided, that might affect your child during the trip, please let us know.

We will assume that the emergency contact details you have previously provided are the ones to use for this trip. If this is not the case please contact the school office.

Yours sincerely

Head of Establishment

TEMPLATE – Excursion Plan for Residential / Overseas Excursions

This is a generic Excursion Plan. It provides general suggestions for preparing an Excursion Plan.

- It should give sufficient information for the Head of Establishment to approve the excursion.

RESIDENTIAL EXCURSION TO
DATES
EXCURSION LEADER

.....

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Aims and objectives of excursion	<ul style="list-style-type: none"> • state the aims and objectives of the excursion
2	Information to parents/consent	<ul style="list-style-type: none"> • provide information letter to parents • gain parental consent in writing • obtain current contact details from parents
3	Staff/participant ratios	<ul style="list-style-type: none"> • establish any factors affecting the ratio • consider any equality issues • decide on suitable ratio • prepare list of staff on excursion
4	Travel/transport	<ul style="list-style-type: none"> • mode of travel/transport and supervision arrangements • name and number of transport company • planned comfort stops and supervision arrangements
5	Accommodation	<ul style="list-style-type: none"> • arrangement/layout of accommodation • overnight supervision and security • fire evacuation procedures • security of any money and valuables
6	Programme	<ul style="list-style-type: none"> • provide detailed programme • details of supervision arrangements
7	External provider (if applicable)	<ul style="list-style-type: none"> • ATOL and ABTA approved • discuss programme to be supplied • establish clear handover times and procedures • ensure participants' wellbeing during activity • ensure external provider has Risk Assessments • check provider's insurance
8	Insurance	<ul style="list-style-type: none"> • check excursion is covered by Employers insurance • check external providers hold adequate insurance
9	Participants	<ul style="list-style-type: none"> • hold a meeting for participants • hold a meeting for parents • carry out training/preparatory work • collect money • issue clothing advice • discuss behaviour, supervision, risks
10	Equipment required	<ul style="list-style-type: none"> • list and collect equipment for the excursion • carry First Aid kit
11	Medical needs	<ul style="list-style-type: none"> • gather up-to-date medical details of participants • take list of medical details on excursion • carry medicines as required
12	Weather	<ul style="list-style-type: none"> • travel risks • obtain forecast close to excursion date • discuss severe weather alternative with Head of Establishment if necessary • change plans if necessary
13	First Aid provision	<ul style="list-style-type: none"> • establish if First Aid is available at the venue • decide if First Aid qualification is needed • carry First Aid kit
14	Emergency procedures	<ul style="list-style-type: none"> • leave list of participants at establishment • arrange 24/7 contact person to be available at base • carry list of participants on excursion
15	Risk Assessment completed	<ul style="list-style-type: none"> • consult employer's generic Risk Assessment • prepare specific Risk Assessment for excursion (only those

		<p>elements you are responsible for)</p> <ul style="list-style-type: none"> • discuss risks with staff and participants • review Risk Assessment after excursion if necessary
	<p>Add further items as required</p> <p>Examples:-</p> <p>Foreign and Commonwealth Office (FCO) guidance for the country to be visited.</p> <p>Local codes and customs, practices and procedures.</p> <p>Dealing with special medical conditions when overseas</p> <p>Language</p> <p>Vaccinations</p> <p>Parental consent (including requirements for care orders and wards of court, separated parents etc)</p> <p>Food and drink (safety of tap water)</p> <p>EU Health Insurance Card (EHIC)</p> <p>Location of British Embassy or Consulate</p> <p>Contact numbers for emergency services overseas</p> <p>Procedures for exchange visits</p> <p>Vetting Host Families</p>	<ul style="list-style-type: none"> • List details for specific activity

I confirm that satisfactory planning and preparation has taken place for this excursion. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Residential Excursion approved by Head of Establishment	Signature	Date
--	------------------	-------------

Example - Excursion Plan for Residential / Overseas Excursions

This is a specific Excursion Plan. It provides an example of how an actual Excursion Plan might be prepared.

- It should give sufficient information for the Head of Establishment to approve the excursion.
- It should give sufficient information for the Local Authority to approve the excursion.

NAME OF ESTABLISHMENT
RESIDENTIAL EXCURSION TO
DATES
EXCURSION LEADER

Sample Primary
York
1st – 3rd May 2013
Mr James

ITEMS TO BE PLANNED		<ul style="list-style-type: none"> • Typical examples of detail to be provided
1	Aims and objectives of excursion	Expand on knowledge about historical project
2	Information to parents/consent	Mr James will send letter to parents in January and ensure written consent before any money is collected. A parents meeting will be held in Feb. Separate meeting with J...’s parents (ASN) to discuss participation.
3	Staff/participant ratios	Staff numbers will be finalised depending on participation. Mr James, Mr and Mrs Black will all be going and J...’s Mum might attend. Minimum ratio of 1:10
4	Travel/transport	We will be travelling in the establishment minibus and if J... attends he will travel by car with mum. Mr James and Mr Black will drive the minibus – both have relevant licences.
5	Accommodation	Accommodation at Seaview Guest House -see attached information and correspondence.
6	Programme	See attached itinerary
7	External provider (if applicable)	Museum, York Castle, Museum – no need to check insurance or risk assessments
8	Insurance	Residential Excursion covered by Council’s insurance
9	Participants	Participants are all involved in history project. They have drawn up their own code of conduct for the trip and signed it. A kit list will be provided by Mr James in April.
10	Equipment required	Mr James will collect the residential first aid kit from the main office prior to departure. Mrs Black will take games and resources for evening activities.
11	Medical needs	Up to date medical information will be obtained on the consent form. Mr Black will be in charge of any medication J....’s mum will look after his needs if he attends
12	Weather	We will obtain forecast close to excursion date and if there are any travel risks we will discuss severe weather alternative with Mrs Fraser.
13	First Aid provision	Mr James has a valid first aid certificate.
14	Emergency procedures	Mrs Fraser will be the emergency contact A list of all participants and the excursion plan will be left with her and in the main office
15	Risk Assessment completed	See attached risk assessment

I confirm that satisfactory planning and preparation has taken place for this excursion. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Residential Excursion approved by Head of Establishment	Signature	Date
--	------------------	-------------

Template - RISK ASSESSMENT for “Residential / Over Seas Excursions”

DESCRIPTION OF TASK / ACTIVITY		Generic Risk Assessment for Residential Excursions This is a generic risk assessment identifying typical hazards and control measures. Excursion Leaders should add specific details relevant to each residential excursion.					
LOCATION							
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members <ul style="list-style-type: none"> • Getting on/off transport • Behaviour • Rest breaks • Driver behaviour if applicable 	Group members	Ensure: <ul style="list-style-type: none"> • Adequate staff ratio • Getting on/off transport is supervised • Clear procedures for behaviour • Rest breaks are supervised • Regular head counts are carried out • Driving standards are safe at all times 				
2	In the accommodation: <ul style="list-style-type: none"> • Fire • Safety overnight • Unsuitable accommodation • “Free time” • Security of possessions 	Group members	Ensure: <ul style="list-style-type: none"> • Adequate staff ratio • Dynamic risk assessment is carried out • Fire procedures are adequate • Fire practice is carried out • There is suitable gender segregation • Adequate supervision arrangements exist • Group will be safe and secure overnight • Belongings will be secure • Brief the group 				
3	Around the residential venue <ul style="list-style-type: none"> • Traffic • “Free time” • Other hazards (identify them in Excursion Plan) 	Group members	Ensure: <ul style="list-style-type: none"> • Prior knowledge of the venue if possible • Adequate staff ratio • Dynamic risk assessment is carried out • Assess any dangers from traffic/roads • Behaviour code explained to group • Identify suitable supervision techniques • Brief the group 				

4a	Programme activities led by external provider <ul style="list-style-type: none"> Risk Assessments are the provider's responsibility. 	Group members	Ensure: Suitable programme has been agreed <ul style="list-style-type: none"> Provider is aware of any medical issues Provider will look after the welfare of group Clear hand-over at start/finish of sessions Provider is insured 				
4b	Programme activities led by establishment staff <ul style="list-style-type: none"> Plan not clear to all staff Supervision arrangements not clear Risks not assessed 	Group members	Ensure: Dynamic risk assessment carried out <ul style="list-style-type: none"> Clear plan for session exists All staff are able to carry out allocated tasks Supervision arrangements are established Behaviour code explained to group Meeting times/places clearly established Group briefed for session 				
5	Adverse weather <ul style="list-style-type: none"> Effect on transport Effect on programme 	Group members	Transport: <ul style="list-style-type: none"> Obtain weather forecast if necessary Carry out dynamic risk assessment Consider effect of weather on travel Abandon excursion if weather too extreme Programme: <ul style="list-style-type: none"> Issue clothing advice and Check group clothing if necessary Carry spare clothing when necessary Have a Plan B available for programme 				
6	Emergencies <ul style="list-style-type: none"> Need to obtain outside assistance Need to contact home establishment Need for information on group members Need to contact parents 	Group members	Senior Officer at home establishment: <ul style="list-style-type: none"> Provides 24/7 contact Holds list of participants Holds parent contact numbers Staff on excursion: <ul style="list-style-type: none"> Hold list of participants Hold parent contact numbers Hold medical details Medicines available to appropriate people Carry mobile phones 				
Prepared by:					Date:		
					Date for review:		
Checked and Approved by:					Date:		

EXAMPLE - RISK ASSESSMENT for “Residential / Over Seas Excursions”

DESCRIPTION OF TASK / ACTIVITY		S2 Residential cultural / music trip					
LOCATION		Sample location					
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members <ul style="list-style-type: none"> Getting on/off transport Behaviour Rest breaks Driver behaviour if applicable 	Group members	Ensure: <ul style="list-style-type: none"> Adequate staff ratio Getting on/off transport is supervised Clear procedures for behaviour Rest breaks are supervised Regular head counts are carried out Driving standards are safe at all times 	<i>Issue staff with group list to assist with head count at service station</i>	tbc	tbc	
2	In the accommodation: <ul style="list-style-type: none"> Fire Safety overnight Unsuitable accommodation “Free time” Security of possessions 	Group members	Ensure: <ul style="list-style-type: none"> Adequate staff ratio Dynamic risk assessment is carried out Fire procedures are adequate Fire practice is carried out There is suitable gender segregation Adequate supervision arrangements exist Group will be safe and secure overnight Belongings will be secure Brief the group 	<i>Check with accommodation that disabled room provided can be adequately supervised by staff</i>	tbc	tbc	
3	Around the residential venue <ul style="list-style-type: none"> Traffic “Free time” Other hazards (identify them in Excursion Plan) 	Group members	Ensure: <ul style="list-style-type: none"> Prior knowledge of the venue if possible Adequate staff ratio Dynamic risk assessment is carried out Assess any dangers from traffic/roads Behaviour code explained to group Identify suitable supervision techniques Brief the group 	<i>Meet with pupils to establish behaviour code</i> <i>On arrival pupils will be shown areas they may/may not use</i>	tbc		
4a	Programme activities led by external provider <ul style="list-style-type: none"> Risk Assessments are the provider's responsibility. 	Group members	Ensure: <ul style="list-style-type: none"> Suitable programme has been agreed Provider is aware of any medical issues Provider will look after the welfare of group 				

DESCRIPTION OF TASK / ACTIVITY		S2 Residential cultural / music trip					
			<ul style="list-style-type: none"> Clear hand-over at start/finish of sessions Provider is insured 				
4b	Programme activities led by establishment staff <ul style="list-style-type: none"> Plan not clear to all staff Supervision arrangements not clear Risks not assessed 	Group members	Ensure: <ul style="list-style-type: none"> Dynamic risk assessment carried out Clear plan for session exists All staff are able to carry out allocated tasks Supervision arrangements are established Behaviour code explained to group Meeting times/places clearly established Group briefed for session 	<i>Group leaders to be issued with group list for concert and cinema.</i> <i>Group meeting each morning to explain plans for the day.</i>			
5	Adverse weather <ul style="list-style-type: none"> Effect on transport Effect on programme 	Group members	Transport: <ul style="list-style-type: none"> Obtain weather forecast if necessary Carry out dynamic risk assessment Consider effect of weather on travel Abandon excursion if weather too extreme Programme: <ul style="list-style-type: none"> Issue clothing advice and Check group clothing if necessary Carry spare clothing when necessary Have a Plan B available for programme 	<i>Mrs James will check forecast on the morning of departure and raise any concerns with Headteacher.</i>	Mrs James		
6	Emergencies <ul style="list-style-type: none"> Need to obtain outside assistance Need to contact home establishment Need for information on group members Need to contact parents 	Group members	Senior Officer at home establishment: <ul style="list-style-type: none"> Provides 24/7 contact Holds list of participants Holds parent contact numbers Staff on excursion: <ul style="list-style-type: none"> Hold list of participants Hold parent contact numbers Hold medical details Medicines available to appropriate people Carry mobile phones 				
Prepared by:		Mrs James			Date:		
					Date for review:		
Checked and Approved by:					Date:		

EXAMPLE – PARENTAL/CARER AGREEMENT TO RESIDENTIAL / OVERSEAS EXCURSION

SECTION A – To be retained by Parent/Carer

1.	Destination/Description of Excursion
2.	Dates and estimated times of: a. Departure b) Return
3.	Cost of Excursion (where applicable)
4.	Member of Staff responsible for Excursion
5.	Telephone Numbers – Daytime: Evening: Other:

SECTION B – To be returned to school / establishment

Excursion To _____
Surname _____ Forename _____ Class _____
Address _____ _____
Contact Telephone Numbers – Daytime: Evening / Other:
Emergency Contact (Name and Telephone Number):
Relevant Medical Details (e.g. asthma):
I agree to my son/daughter taking part in the above named excursion.
Signature of Parent/Carer..... Date.....

SECTION C Please circle as applicable

- | | | | |
|----|---|-----|----|
| 1. | Does your child suffer from any allergies? | YES | NO |
| 2. | Is your child taking any medication at present? | YES | NO |
| 3. | Does your child suffer from any condition that may affect participation? | YES | NO |
| 4. | Has your child been in contact with any contagious or infectious disease or suffered from anything in the past four weeks that may become Infectious or contagious? | YES | NO |
| 5. | When did your last have a tetanus injection? Date..... | | |
| 6. | Does your child have any special dietary requirements? | YES | NO |
| 7. | Is there any activity in which your child must not participate? | YES | NO |

IF YOU HAVE ANSWERED YES TO ANY OF THE QUESTIONS ABOVE PLEASE GIVE DETAILS HERE:

.....

.....

.....

SECTION D PARENTAL/CARER AGREEMENT TO RECEIVING EMERGENCY MEDICAL TREATMENT

Pupil Date of Birth.....

Name, telephone number and address of Family Doctor

.....

Please tick **ONE** box and sign.

☐

I agree to my child receiving emergency medical treatment, including blood transfusion, and anaesthetic as considered necessary by the medical authorities present.

☐

I agree to my child receiving medical treatment/anaesthetic as considered necessary by the medical authorities present with the exception of the administration of blood or blood products. I accept full legal responsibility for this decision and release Renfrewshire Council and its staff from any liability for any consequences resulting from my decision not to consent to the transfusion of blood or blood products.

Date..... Signed by Parent/Carer

SAMPLE CODE OF CONDUCT

Pupil's Code of Conduct

Your health, safety and welfare on this excursion are of paramount importance to the school/ establishment. In line with Renfrewshire Council policy, to ensure that the above aims are met, each participant and their parent/carer must sign the following "Code of Conduct".

- normal school / establishment rules apply – a high standard of behaviour is expected
- rules at the camps must be observed at all times
- be punctual at all meeting times
- always wear a seatbelt on the coach
- if mobile phones are to be carried, must be informed. In certain circumstances use of the phones may be prohibited.
- no pupil should ever be on their own
- purchase, carrying or consumption of alcohol, tobacco or illegal substances is strictly forbidden
- only pupils assigned to particular rooms/tents are allowed in them

Code of Conduct – Parental Responsibility

If there is any significant violation of the Code, the Excursion Leaders reserve the right to send the offending pupil home at the parent/carers' expense

We have read the Code of Conduct and agree by it at all times.

Signed (pupil)

Signed (parent/carer)

Date

Return to

SAMPLE EMERGENCY ACTION FORM

Excursion Leader Ensure this form is available at all times	Warnings and advice
Establishment Base Contact Person/s:	<ul style="list-style-type: none"> • Co-operate fully with emergency services • Do not admit liability • Do not make comment to the media – refer to Renfrewshire Council (07747 485544) • Inform establishment base emergency contact who will ensure Children's Services HQ are aware of the situation • Seek and follow advice from establishment /Children's Services HQ • Do not contact parent/carers establishment / HQ contact will take charge of this.
Establishment Base Telephone Number(s)	
Out of Hours Emergency Telephone Number:	
Children's Services HQ Emergency Telephone Number:- 07747 485544	
Calls from abroad:	

SAMPLE DEBRIEF FORM

EXCURSION TITLE _____

EXCURSION DATES _____

EXCURSION LEADER _____

Action	Action to Take	Date Actioned	Signed
Points to follow up with parents			
Points to follow up with pupils			
Points to follow up with staff			
Lessons for future excursions			
Issues to report to Establishment Head / Manager			
Issues to report to Children's Services HQ			
Other issues to report (i.e. health and safety, child protection)			

Form to be submitted to Head of Establishment for review, ten working days after return of excursion.

Signed _____

Date _____

Head of Establishment