

Notice of Meeting and Agenda Education and Children Policy Board

Date	Time	Venue
Thursday, 19 January 2017	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Councillor Bill Brown: Councillor Lorraine Cameron: Councillor Andy Doig: Councillor Roy Glen:
Councillor John Hood: Councillor Brian Lawson: Councillor Paul Mack: Councillor Mark
Macmillan: Councillor Iain McMillan: Councillor James McQuade: Councillor Alexander Murrin:
Councillor Will Mylet: Councillor Bill Perrie: Councillor Jim Sharkey: Councillor Tommy Williams:
Reverend Graeme Clark: Mr Iain Keith: Mr Jack Nellaney

Councillor Jacqueline Henry (Convener): Councillor Maureen Sharkey (Depute Convener):

Further Information

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

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

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

Members of the Press and Public

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

Items of business

Apologies

Apologies from members.

Declarations of Interest

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

- | | | |
|----------|---|----------------|
| 1 | Revenue Budget Monitoring Report | 5 - 10 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |
| 2 | Capital Budget Monitoring Report | 11 - 16 |
| | Report by Director of Finance & Resources. | |
| 3 | Presentation - Gender Based Violence | |
| | Presentation by Head of Child Care and Criminal Justice. | |
| 4 | Changes to Education Scotland Inspection Model | 17 - 20 |
| | Report by Director of Children's Services. | |
| 5 | Joint Inspection of Houston Primary School and Nursery Class, Houston | 21 - 28 |
| | Report by Director of Children's Services. | |
| 6 | Annual report of the Adoption and Fostering Panels 2015/16. Update on Developments for Looked After Children. | 29 - 52 |
| | Report by Director of Children's Services. | |
| 7 | Response to Scottish Government Consultation to Changes to National Care Standards | 53 - 66 |
| | Report by Director of Children's Services. | |
| 8 | A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - Consultation Response | 67 - 84 |
| | Report by Director of Children's Services. | |
| 9 | School Estate Management Plan (SEMP) - Revision to Proposal to relocate Spateston Pre-5 Centre to the St Anthony's School Building | 85 - 90 |
| | Report by Director of Children's Services. | |

10	Risk Management Plan 2016/17 - Mid-year Update	91 - 110
	Report by Director of Children's Services.	
11	Educational Excursion Policy (Amendment)	111 - 118
	Report by Director of Children's Services.	



To: Education and Children Policy Board

On: 19 January 2017

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

Heading: Revenue Budget Monitoring to 11 November 2016

1. Summary

- 1.1 Gross expenditure is £41,000 (0.0%) over budget and income is £69,000 (1.5%) greater than anticipated which results in a **£28,000 net underspend position** for the services reporting to this Policy Board.

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

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	£28,000 Underspend	-	Breakeven	-

2. Recommendations

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note that since the last report there have been a number of budget adjustments resulting in a net increase of £152,816 primarily relating to budget increase for Employability and the transfer of Disclosure Scotland budgets from Finance and Resources.

The increases are partially offset by the transfer of budgets for Corporate Landlord maintenance and Healthy Lifestyles.

3. **Children's Services**

Current position:	Net underspend £28,000
<i>Previously reported:</i>	<i>Breakeven</i>

3.1 **Central Admin:**

Current position:	Net overspend (£148,000)
<i>Previously reported:</i>	<i>Net overspend (£152,000)</i>

The overspend relates to additional staffing costs.

3.2 **Pre Five:**

Current position:	Net overspend (£327,000)
<i>Previously reported:</i>	<i>Net overspend (£106,000)</i>

The overspend relates to staffing costs and property costs.

3.3 **Primary Schools:**

Current position:	Net underspend £302,000
<i>Previously reported:</i>	<i>Net underspend £165,000</i>

The underspend relates to transport costs and teachers' salaries.

3.4 **Secondary Schools:**

Current position:	Net underspend £205,000
<i>Previously reported:</i>	<i>Net underspend £131,000</i>

The underspend relates to transport costs and teachers' salaries.

3.5 **Special Schools:**

Current position:	Net overspend (£72,000)
<i>Previously reported:</i>	<i>Net overspend (£99,000)</i>

The overspend relates to teachers' salaries.

3.6 **Community Learning and Development**

Current Position:	Net overspend (£37,000)
<i>Previously reported:</i>	<i>Net overspend (24,000)</i>

The overspend relates to staffing costs.

3.7 **Education Development:**

Current position:	Net underspend £55,000
<i>Previously reported:</i>	<i>Not previously reported</i>

The underspend relates to staffing costs.

3.8 **Additional Support for Learning:**

Current position:	Net overspend (£333,000)
<i>Previously reported:</i>	<i>Net overspend (£115,000)</i>

The overspend relates to staffing and transport costs.

3.9 **Childcare Services**

Current position:	Net underspend £386,000
<i>Previously reported:</i>	<i>Net underspend £200,000</i>

The underspend relates to lower than anticipated expenditure on residential placements and Fostering and Adoption allowances.

3.10 **Projected Year End Position**

It is anticipated, at this stage, that Children's Services will achieve a break-even year-end position subject to any unforeseen demand pressures emerging over the rest of the year.

Implications of the Report

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

List of Background Papers

None

Author: George McLachlan, Extension 6133
Margo Simpson, Extension 5392

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2016/2017
1st April 2016 to 11 November 2016

POLICY BOARD : CHILDREN'S SERVICES						
Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)
	£000's	£000's	£000's	£000's	£000's	%
Employee Costs	119,214	67,402	68,203	(693)	67,510	-0.2% overspend
Property Costs	9,926	6,071	6,153	(2)	6,151	-1.3% overspend
Supplies & Services	2,159	2,001	2,067	(82)	1,985	0.8% underspend
Contractors and Others	19,068	9,061	9,235	(259)	8,976	0.9% underspend
Transport & Plant Costs	4,614	2,376	2,351	0	2,351	1.1% underspend
Administration Costs	15,412	241	398	(62)	336	-39.4% overspend
Payments to Other Bodies	24,771	13,886	13,687	84	13,771	0.8% underspend
CFCR	0	8	7	0	7	12.5% underspend
Capital Charges	15,745	0	0	0	0	0.0% breakeven
GROSS EXPENDITURE	210,909	101,046	102,101	(1,014)	101,087	0.0% overspend
Income	(8,355)	(4,639)	(4,579)	(129)	(4,708)	1.5% over-recovery
NET EXPENDITURE	202,554	96,407	97,522	(1,143)	96,379	0.0% underspend

Bottom Line Position to 11 November 2016 is an underspend of **£000's 28 0.0%**

Anticipated Year End Budget Position is breakeven of **£000's 0 0.0%**

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2016/2017
1st April 2016 to 11 November 2016

POLICY BOARD : CHILDREN'S SERVICES						
Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)
	£000's	£000's	£000's	£000's	£000's	%
Central Administration	9,800	640	1,584	(796)	788	-23.1% overspend
Pre-Five Service	15,908	8,232	8,559	0	8,559	-4.0% overspend
Primary Schools	50,522	26,622	26,449	(129)	26,320	1.1% underspend
Secondary Schools	74,112	37,822	37,617	0	37,617	0.5% underspend
Special Schools	6,633	3,082	3,155	(1)	3,154	-2.3% overspend
Schools Support Services	0	0	0	0	0	0.0% breakeven
Community Learning & Dev	1,151	616	653	0	653	-6.0% overspend
Healthy Lifestyles	0	1	3	(2)	1	0.0% breakeven
Add Support for Learning (ASL)	6,662	2,917	3,250	0	3,250	-11.4% overspend
Facilities Management	342	49	49	0	49	0.0% breakeven
Educational Development	640	206	151	0	151	26.7% underspend
Psychological Services	687	410	410	0	410	0.0% breakeven
Childcare	36,088	15,680	15,512	(215)	15,297	2.4% underspend
Criminal Justice	9	130	130	0	130	0.0% breakeven
NET EXPENDITURE	202,554	96,407	97,522	(1,143)	96,379	0.0% underspend

Bottom Line Position to 11 November 2016 is an underspend of **£000's** **28** **0.0%**

Anticipated Year End Budget Position is breakeven of **£000's** **0** **0.0%**



To: EDUCATION & CHILDREN POLICY BOARD

On: 19 JANUARY 2017

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 11th November 2016 totals £9.595m compared to anticipated expenditure of £9.628m for this time of year. This results in an under-spend position of £0.033m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.033m u/spend	0% u/spend	£0.024m o/spend	0% o/spend
Total	£0.033m u/spend	0% u/spend	£0.024m o/spend	0% o/spend

- 1.2 The expenditure total of £9.595m represents 40% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
-

2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 11th November 2016, and is based on the Capital Investment Programme which was approved by members on 3rd March 2016, adjusted for movements since its approval.
- 3.3 The revised construction programme for the new Riverbrae school continues still with expected completion in the summer of 2017. The position with regards contractor claims remains ongoing as outlined in the report to the Board in November.

4. **Budget Changes**

- 4.1 Since the last report budget changes totalling £0.195m have arisen which reflects the following:-
- New Funding in 2016/17:
- St Paul's PS/Foxlea Nursery Co-location/Refurb (£0.020m) which is an additional contribution from revenue from Additional Support For Learning.
 - Mossvale/St James PS Refurb & Extension (£0.098m) which is a transfer from revenue made up of £0.028m from IT and £0.070m from the client.
- Budget transferred in 2016/17 from Corporate Landlord (£0.077) reflecting transfers from the Lifecycle Capital Maintenance Fund for energy measures which were part of the original funding packages:
- Mossvale/St James PS Refurb & Extension (£0.047m).
 - St Fergus PS - New Build (£0.030m)

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –
Greener - Capital investment will make property assets more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. 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.

List of Background Papers

- (a). Capital Investment Programme 2016/17 & 2017/18 – Council, 3rd March 2016.

The contact officers within the service are:

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

Author: *Geoff Borland, Principal Accountant, 0141 618 4786,
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Education & Children - Appendix 1

RENFREW SHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN

Project Title	Approved Programme @03/03/16	Current Programme MR 8	Year To Date Budget to 11-Nov-16	Cash Spent to 11-Nov-16	Variance to 11-Nov-16	% Variance	Cash to be Spent by 31-Mar-16	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Schools Investment Programme	0	347	46	47	-1	-2%	300	14%
Early Years Estate Programme	2,100	1,056	132	145	-13	-10%	911	14%
Primary Schools Estate Programme(SEMP)	17,737	10,703	4,699	4,653	46	1%	6,050	43%
Other Schools Investment Programmes	8,793	10,648	4,744	4,744	0	0%	5,904	45%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Rowanlea/Arkleston Children's Units	0	0	0	0	0	0%	0	-
Close Support Unit	0	750	7	7	0	0%	743	1%
TOTAL EDUCATION & CHILDREN BOARD	29,030	23,904	9,628	9,595	33	0%	14,309	40%



To: **Education and Children Policy Board**

On: **19 January 2017**

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

Heading: **Changes to Education Scotland Inspection Model**

1. Summary

- 1.1. Education Scotland has introduced a number of changes to the way it inspects education establishments and also how it reports its findings to parents.
 - 1.2. This report highlights some of the changes which have already been made to inspections and some changes due to be made from January 2017.
 - 1.3. The changes to the letter to parents has an impact on the way Children's Services' reports inspection findings to the education and children policy board.
-

2. Recommendations

- 2.1. Education and Children Policy Board is asked to note the changes to Education Scotland inspection models and changes to the reporting format of these inspections to this board.
-

3. Background

- 3.1. Since 2006 Education Scotland has used an inspection model which was based around evaluations of five quality indicators from its self-evaluation documents How Good is Our School? (3) for primary and secondary and Child at the Centre for early learning and childcare.
- 3.2. In 2016, Education Scotland revised these documents and in August 2016 began inspections using four quality indicators from the 4th edition of How Good is Our School? and Child at the Centre. Education establishments also choose a further quality indicator which is not evaluated. The four quality

indicators now used by Education Scotland relate to leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.

- 3.3. Reports on the findings from inspections, now known as 'letters to parents' have been reduced in size and provide the strengths of the school, areas for development and the quality indicator evaluations.
- 3.4. The revised letter to parents will now form part of the reports to the Education and Children Policy Board on the inspections of our educational establishments.
- 3.5. Currently, the inspection of an establishment is announced a few weeks before the inspection. A typical inspection commences on the Monday afternoon with the sharing of findings taking place on the Friday morning. Education Scotland has now advised that from January 2016 it will be introducing short-notice inspections and also a reduction in the number of days used for inspections for some establishments.
- 3.6. Reports to the Education and Policy Board on inspections from January 2017 will indicate whether the establishment was short notice and/or shorter in duration.

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
None.
3. **Community Plan/Council Plan Implications**

Children and Young People	- Education Scotland inspections provide external quality assurance for the Council and parents on education provision.
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4. **Legal Implications**
None.
5. **Property/Assets Implications**
None.
6. **Information Technology Implications**
None.
7. **Equality and Human Rights Implications**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only.

8. **Health and Safety Implications**
None.
 9. **Procurement Implications**
None.
 10. **Risk Implications**
None.
 11. **Privacy Impact**
None.
-

List of Background Papers

- (a) none

Children's Services
TMcE
7 December 2016

Author: Tony McEwan, education manager (planning and performance) Tel: 0141 618 7198
tony.mcewa@renfrewshire.gov.uk



To: **Education and Children Policy Board**

On: **19 January 2017**

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

Heading: **Joint inspection of Houston Primary School and Nursery Class, Houston**

1. Summary

- 1.1. Houston Primary School was jointly inspected by Education Scotland and the Care Inspectorate, in October 2016, as part of a national sample of education provision. The letter to parents, published by Education Scotland on 20 December 2016, is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website www.educationscotland.gov.uk
- 1.2. The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion. In addition the Care Inspectorate evaluated the quality of care and support; the quality of environment; quality of staffing and quality of management and leadership.
- 1.3. This was a positive joint inspection and the letter to parents identified five key strengths of the school and nursery class. These were:
 - highly motivated and engaged children who are keen to learn;
 - the leadership of the headteacher and her deposes in bringing about change;
 - the strong collaborative working of all staff which is taking forward school improvement;
 - the high levels of attainment in literacy and numeracy; and
 - the strong positive relationships between the school and its community which are supporting children in their learning, wellbeing and development.

- 1.4. The report identified two areas for further improvement. These were:
- develop further the approaches to learning and teaching to promote increased personalisation and choice, and enable children to become more independent learners; and
 - within the nursery, continue to improve how staff track and monitor children's progress over time.
- 1.5. Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by children's services. Within two years of the publication of the letter to parents, children's services will inform parents of the progress made by the school in addressing the main points for action.
-

2. Recommendations

- 2.1. Members of the education and children policy board are asked to note the key strengths and the areas for improvement in the Education Scotland and Care Inspectorate report on Houston Primary School and Nursery Class.

3. Background

- 3.1. Education Scotland's letters to parents are published online by Education Scotland.
- 3.2. The report includes two recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.
- 3.3. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.
- 3.4. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
None.
3. **Community Plan/Council Plan Implications**

Children and Young People	- 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.
Community Care, Health and Well-being	- 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 school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.
Empowering our Communities	- 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.
Greener	- Participation in the eco-schools programme encourages young people to become environmentally aware.
Jobs and the Economy	- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

4. Legal Implications

Standards in Scotland's Schools etc Act 2000.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact
None.

List of Background Papers

(a) None.

Children's Services

TMcE

7 December 2017

Author: Tony McEwan, Education Manager (planning and performance),
Telephone no: 0141 618 7198

20 December 2016

Dear Parent/Carer

In October 2016 a team of inspectors from Education Scotland and the Care Inspectorate visited Houston Primary School and Nursery Class. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and young people's success and achievements.

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

- Highly motivated and engaged children who are keen to learn.
- The leadership of the headteacher and her deputies in bringing about change.
- The strong collaborative working of all staff which is taking forward school improvement.
- The high levels of attainment in literacy and numeracy.
- The strong positive relationships between the school and its community which are supporting children in their learning, wellbeing and development.

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

- Develop further the approaches to learning and teaching to promote increased personalisation and choice, and enable children to become more independent learners.
- Within the nursery, continue to improve how staff track and monitor children's progress over time.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for Houston Primary School:

Leadership of Change	Very Good
Learning, teaching and assessment	Good
Raising attainment and achievement	Very Good
Ensuring wellbeing, equality and inclusion	Very Good

Nursery class

Leadership of Change	Very Good
Learning, teaching and assessment	Good
Securing children's progress	Good
Ensuring wellbeing, equality and inclusion	Very Good

¹ *How good is our school? (4th Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

Here are the Care Inspectorate's gradings for the nursery class

Quality of care and support	Good
Quality of environment	Very Good
Quality of staffing	Good
Quality of management and leadership	Very Good

Requirements/recommendations made by Care Inspectorate for the nursery class:

During the previous Care Inspectorate inspection, the nursery had one requirement and two recommendations. From these, one requirement and one recommendation have been met. Outstanding issues relating to recording observations to show children's progress and how this is being tracked are carried forward in this inspection. As a result of this inspection, there are no requirements and one recommendation

The letter is available on the Education Scotland and Care Inspectorate websites at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/HoustonPrimarySchoolRenfrewshire.asp> and

<http://www.scswis.com/>

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 about the school's progress as part of its arrangements for reporting on the quality of its schools.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address any Requirements and Recommendations made as a result of this inspection.

Charles Rooney
HM Inspector

Malcolm Wilson
Care Inspector

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the telephone number below and we will let you know what is available.

If you want to give us feedback or make a complaint about our work, please contact us by e-mail: complaints@educationscotland.gsi.gov.uk, or telephone us on the number below, or write to us addressing your letter to

**The Complaints Manager
Education Scotland**

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To: Education and Children Policy Board

On: 19 January 2017

Report by: Director of Children's Services

**Heading: Annual Report of the Adoption and Fostering Panel 2015/16
Update on developments for Looked After Children**

1. Summary

- 1.1. This report refers to the ninth annual report of Renfrewshire's Fostering and Adoption Service.
 - 1.2. The Annual report sets out the work undertaken by the Fostering and Adoption Panel and the Service in the year 2015/2016 and is set in the context of the broader issues pertaining to Looked After and Accommodated Children.
 - 1.3. The report also makes reference to the continuing progress being made with the recruitment of Renfrewshire's own foster carers. During the year an additional 5 foster care households were approved.
 - 1.4. The report also considers the future work of the panel, the continued work on improving timescales for adoptive placements and the outcome of the inspection of the Fostering and Adoption Service by the Care Inspectorate.
-

2. Recommendations

- 2.1. The Education and Children Policy Board is asked to
 - a) note the contents of the Fostering and Adoption Annual Report 2015/16
 - b) note the continuing partnership with Who Cares Scotland on issues relating to care experienced young people

3. Background

- 3.1. The Regulations supporting the Children (Scotland) Act 1995 require Social Work in its role as a Fostering and Adoption agency to operate a Fostering Panel and an Adoption Panel. These panels have the responsibility for putting forward recommendations to the agency decision maker (currently the Head of Child Care and Criminal Justice Services) regarding the suitability of people to adopt or foster children. Furthermore, the Adoption Panel considers and approves plans for children to be adopted or for the Council to apply for Permanence Orders. The Panel also considers and approves the matching of a particular child with a particular family where the plan is for the child to live there permanently.
- 3.2. Renfrewshire operates a Fostering Panel and an Adoption Panel; each with separate constitutions. The panels will often meet at the same time however each meeting separates out the Fostering panel business from the Adoption panel business to ensure that the appropriate regulations are met regarding a quorum, and for the attendance of the legal and medical adviser. From August this year we have separate Social Work managers both to chair the panel and manage the Service. This separation of roles allows for more arms length scrutiny by the panel chair.
- 3.3. There are currently 20 panel members comprising elected members, social work and education staff, a legal adviser, a medical adviser, carers, independent panel members, and an independent member from the Adoption and Fostering Alliance Scotland. The panel is chaired by a Social Work Manager-Operations, from Children's Services and meets twice monthly. The vice chair of the panel is the independent representative from the Adoption and Fostering Alliance Scotland which came into being when the British Association of Adoption and Fostering (BAAF) ended in the summer of 2015. There are typically 6 to 8 members sitting on the panel at each meeting. The Fostering Panel and the Adoption Panel met 22 times and considered 72 agenda items over the course of the year. This is a high level of activity and has been consistently so over the past few years.
- 3.4. The panel has a unique overview of the work being undertaken to assess and approve foster carers and adopters alongside the work being undertaken by social workers to progress plans for children who cannot be cared for within their own family. The annual report has been produced as a means of sharing this work with a wider audience and to assist in the process of service planning.
- 3.5. Between 1/10/15 and 30/9/16 9 households attended preparation groups and 6 household subsequently applied to be assessed as foster carers. Renfrewshire had 87 active households of foster carers at 30th September 2016. In the period 1/10/15 and 30/9/16, an additional 5 households were registered as foster carers, and 3 foster care households left the service.
- 3.6. The report notes the ongoing need to recruit foster carers and adopters in light of the fact that numbers of children being accommodated and in need of permanent care continues to rise. We are in the process of discussing our marketing and recruitment plan for next year with the Council communications team.
- 3.7. In the period 1/10/15 and 30/9/16 a total of 9 Renfrewshire households were approved as adopters at the Renfrewshire panel. A further 3 interim (short term) foster carers were approved as permanent carers. This is a positive outcome for the children involved.

- 3.8. During the last year, the descriptors used for foster placements have changed in keeping with national guidance. Respite carers are now known as short break carers. Short term carers are now called interim carers and permanent carers remain the same.
- 3.9. The Fostering and Adoption services are subject to regulation and were inspected by the Care Inspectorate in August 2105. The Care Inspectorate reports were positive with gradings of 5 (very good) being applied to all domains inspected.
- 3.10. The Adoption Service has been working in partnership with the Scottish Governments Permanence and Care Excellence programme (PaCE) which has resulted in a significant decrease in the time taken to move young children on to adoptive placements. The success of this programme has meant that it is being rolled out nationally.
- 3.11. The Children and Young People Act (Scotland) 2014 increases the responsibility/ duty of Local Authorities to provide Through care and Aftercare placements up to the age of 21. This means that more young people are remaining in the same placement after they are 18. The service continues to assess foster carers to be supported carers wherever this is appropriate.
- 3.12. Who Cares? Scotland is a voluntary organisation which works directly with and for children and young people who are looked after and accommodated. It provides individual advocacy but also ensures that the voices of children and young people who are care experienced are heard nationally. Influencing decision makers is one of the most critical functions it fulfils on behalf of Looked After Children in Scotland.
- 3.13. There is a long established and very positive working relationship between Renfrewshire Council and Who Cares? Scotland. The Council commissions an advocacy service from Who Cares? and they have also supported care experienced young people to participate in the work of the Council's Champion's Board. Who Cares? have delivered extensive Corporate Parenting training within our schools and Renfrewshire co-hosted their 2015 conference.
- 3.14. Two years ago Who Cares? approached Children's Services to advise that they were applying to the STV Children's Appeal for funding to undertake work within a local authority area to raise awareness of the issues faced by children in the care of the local authority and to promote understanding and acceptance of looked after children by their communities. They asked Renfrewshire if we would consider being the partner authority if their application for funding was successful and we agreed.
- 3.15. The STV Children's appeal awarded Who Cares? Scotland just under £1 million over a 5 year period.
- 3.16. The project focuses on two neighbourhoods defined by the catchment area of two Secondary Schools in Renfrewshire and the work will focus on relationship building with young people looked after in all types of care before starting to engage with the wider school community, pupils, teachers, and parents to begin the awareness raising work. This project presents Renfrewshire with the opportunity to be involved at a local community level to build on the achievements of the anti-stigma work previously undertaken nationally by Who Cares? Scotland.

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young
People

- The work of the adoption and fostering Service means our most vulnerable children and young people who require to be looked after away from home or permanent care are protected and safe

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

None

Children's Services

11 January 2017

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THE FOSTERING AND ADOPTION SERVICE

ANNUAL REPORT 2015/2016

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Foreword

Welcome to the annual report of The Fostering and Adoption Service. This report has been jointly compiled by the Chair of the Fostering and Adoption Panel and the Social Work Manager for the Fostering and Adoption Service and takes both a retrospective look at the previous year as well as looking to the future.

As at the 30th September 2016 Renfrewshire Council had 695 'Looked After' Children. Of these 235 were looked after at home, 177 were looked after by friends/relatives and related carers and 282 were accommodated with foster carers or within different residential placements.

A significant number of these children will be unable to return home to live with birth parents or relatives. The work of the Fostering and Adoption Service is vital in ensuring that children are placed appropriately and safely and that children who require permanent placements out with their families are moved to an appropriate household at the earliest opportunity.

The Panel provides an important quality assurance role in ensuring that the work undertaken to assess children's long term care needs and the assessment of their potential carers is carried out to the highest standards. Their role is to make recommendations to the agency decision maker who ultimately approves children's permanence plans or confirms that a household can adopt or become foster carers.

The Panel continues to be busy. From the 1st October 2015 to the 30th September 2016 32 children's permanence plans were approved by the Agency Decision Maker. This is a slight rise from the same period in 2014 / 2015 where 30 children's permanence plans were approved.

In recent years the fostering service has made great progress in recruiting foster carers and we have successfully shifted the balance of placements from external to internal. On 30.9.16 there were 134 children with Renfrewshire foster carers and 84 children in external fostering agency placements. These figures demonstrate the continuing upward trend of placing children with Renfrewshire foster carers.

We have also forged strong collaborative working arrangements with the Centre for Excellence for Looked After Children (CELCIS), jointly delivering training to social work staff and agreeing to be part the PACE (Permanence and Care Excellence) pilot in 2014. This has now been rolled out across our service which has ensured a whole systems approach to permanence for children who require this.

Peter Macleod
Director of Children's Services

Introduction

This is the annual report of Renfrewshire Council's Fostering and Adoption Service and the fostering and adoption panel.

The purpose of the Panel is to consider applicants who wish to be foster carers, adopters or supported carers and to consider individual children's needs for alternative permanent carers (i.e. where the care plan for the child is that they do not return home to their birth family), this includes considering the most appropriate legal action to secure this. The Panel also consider the matching of a child with specific foster carers or adoptive carers to ensure that these are of a consistently high standard. The Panel will make a recommendation to the Agency Decision Maker.

With increasing numbers of children unable to return to their birth families activity within the fostering and adoption team continues to be high and the recruitment of foster carers and adopters continues to be a prime objective. The number of children unable to return home to live with birth families continues to increase and this is reflected in the amount of permanence planning work within the social work locality teams. For many of the children involved in the permanency planning process their journey will have started with child protection procedures which resulted in them becoming accommodated.

During the last year we have separated the structure of the panels so that we now hold a fostering panel and a permanence and adoption panel. We have also separated the management of the service from the chairing of the panel, and have a separate social work manager in each role.

The descriptors used for foster placements have changed in keeping with national guidance. Respite carers are now known as short break carers. Short term carers are now called interim carers and permanent carers remain the same.

The fostering service and the adoption service continue to be inspected by the regulatory body, the Care Inspectorate. Their most recent Inspection took place in August 2015 where all aspects of service delivery in both the Fostering and Adoption Service were assessed as Grade 5 which is very good across all domains inspected.

Included in the annual report are some of the business aspects of the panel and the types of cases considered by the Panel. It is intended that by producing an Annual report the work of the Fostering Panel and the Adoption Panel will be transparent and that this accountability will lead to improved services.

Context

The work of the Fostering Panel and the Adoption Panel needs to be viewed in the context of the numbers of Looked After and Accommodated children.

Accommodated and Looked After Children/Young People

As of 30th September 2016 Renfrewshire Council had 695 Looked After Children/Young People.

Independent Sector Foster Care	84
Local Authority Foster Care	134
Local Authority Children Houses	31
Independent Sector Residential Schools	7
Independent Sector Residential Special Needs	4
Pre-adoption	16
Independent Sector – Secure	1
Independent Sector – Residential Unit	5
Children cared for by related carers/friends/relatives	177
Children looked after at home	235
Total	695

Cases Considered by the Fostering Panel and the Adoption Panel

Below is a breakdown of the items considered by the Panels between 1.10.15 – 30.9.16

Business Item	Number	Comments
Child adoption plans & links	14	
Approval of Renfrewshire adopters (households)	9	8 – domestic adopters 1 fostering family – adoption of child in their care
Review of Registration (adoption)	1	
Permanent fostering plans – link with current foster carer	10	The 10 children/young people were linked through the Fostering and Adoption Panel to their current foster carers. 5 children/young people with Renfrewshire Foster Carers and 5 with foster carers from independent fostering agencies
Permanent fostering plans - legal routes	18	
Approval of Renfrewshire foster carers (households)	5	3 interim fostering households and 2 short break households
Approval of Renfrewshire short-term foster carers to permanent foster carers	3	
Approval of supported carers (households)	12	
Initial review of foster carer after their 1 st year	3	
Other review of foster carers at fostering panel	7	

Panel Membership

We are fortunate to have a consistent and committed panel membership over the past year; we have recruited three new panel members with three panel members resigning. Panel membership continues to reflect a good range of experience and expertise, from social work, education, health and voluntary sector. The Panel continues to be well supported by adopters, foster carers and elected members. The Adoption and Fostering Alliance (AFA) Scotland also continue to provide an independent panel member who also chairs panels. AFA Scotland continues to offer vital support, training and consultancy to practitioners.

Our medical advisers continue to offer a valuable service and support to the panel in respect of provision of information in relation to the children and adults being presented to panel.

We also have ongoing representation from Renfrewshire Councils Legal Service who provides written legal advice to the Panel in relation to adoption and permanence work, as well as attending the Panel to provide legal advice as required.

In the past year training for Panel members has included an input in relation to the new terminology regarding placement descriptors: - permanent fostering remains permanent fostering; short term fostering is now described as interim fostering; and respite is now described as short break fostering. There was also input on the work of the Panel over the last year.

Staffing

We have recruited three new social workers, and a new senior social worker to the Fostering and Adoption Team following other staff leaving.

At this time the structure of the Fostering and Adoption Team is: -

A Social Work Manager – who also has responsibility for kinship care, the pre and post birth team and Women and Children First service

Service Manager – responsible for the day to day management of the service

2 senior social workers– 1 for adoption/permanence, 1 for fostering.

9 full time equivalent social workers posts.

1 social work assistant.

Commitment to permanence planning

Between 1.10.15 and 30.9.16 Renfrewshire has progressed adoption and permanence plans for 32 children. Renfrewshire Council recognises the importance in progressing plans for children within appropriate time scales. There are a number of initiatives being implemented by senior management to support and enable social work staff involved in permanence work to undertake both the direct work with the child and family and the necessary reports. These initiatives include training for social workers and carers on issues specifically relevant to permanence and also working closely with fieldwork staff with regards to the needs of the child and planning for adoption or permanency.

The FACT (Family Assessment and Contact Team) assist with intensive parenting assessments for families who have already experienced permanence with previous children. These assessments are completed within appropriate time scales and, if permanence is the assessed plan for the child, a Form E (this is the report used to link the child with adopters or carers) is completed.

Making the decision to place a child permanently out with their birth family involves a high level of assessment and scrutiny. Throughout the process checks and balances are in place to ensure the best possible outcome for the child. Permanence planning work is complex, however it is also highly rewarding when children find new families to care for them for life.

The timeframe for adoption is crucial to a child's attachment security, development and longer term stability. Recent national statistics show that the average time (for all ages) between a child becoming looked after and the decision to pursue permanence is 11 months. It then takes an average of 10 months (again all ages) before a child is matched and placed with an adoptive family. Therefore there is an average period of 21 months between the child initially being placed into Local Authority Care to being then placed with their adoptive family. The work between Renfrewshire Council, the Scottish Government and CELCIS (PACE) initiative continues to reduce timescales for a child being matched and placed with an adoptive family. The benefits of this have been evidenced at the Fostering and Adoption Panel over the year 2015 – 2016 where plans for adoption are being approved.

FOSTERING SERVICE

As of the 30.9.16 we had 87 fostering households, this included permanent foster carers, interim foster carers and short break foster carers.

Development of the Fostering Service 2015 - 2016

- Our 'young people in foster care' forum has developed significantly over the last year. The group meets on a monthly basis and they have developed their own newsletter which is circulated to all children/young people in foster care.
- The development of separate Fostering and Adoption Panels and business meetings to make this more efficient and effective for panel members.
- The development of weekend training to foster carers and respite foster carers unable to attend training during the week due to work commitments to ensure all carer's training needs are supported.
- Continuing to be pro active in recruiting more carers specifically for older children and children with disabilities.
- A number of our own foster carers have claimed the children/young people that they care for, converting them to permanent foster carer status.
- Separation of the management of the Service and the chairing of the fostering and adoption panels.
- The fostering team contributed to the Scottish Government's consultation on the new proposed standards for foster carers.

Inspection

The Fostering Service was inspected by the Care Inspectorate in August 2015. The areas that were inspected were – Quality of Care and Support; Quality of Staffing; Quality of Management and Leadership. The Fostering service was awarded grade 5 (very good) for each of these areas. As there were no recommendations or requirements from this inspection we will not be inspected again until April 2017.

Recruitment activity 1.10.15 – 30.9.16

During the week of 26.11.15 we ran a recruitment campaign. We had two open afternoons and 1 open evening in the three main towns in Renfrewshire. We also made use of a local newspaper to run an article in relation to fostering. Unfortunately we did not get a positive

response; however, we are looking at future campaigns differently and plan to make more use of digital recruitment methods, for example using face book and twitter.

The introduction of an electronic facility for initial enquiries via e mail has proved effective. All enquires are followed up by our duty worker within 10 working days of being received, giving the enquirer time to receive and read our information pack. We have included the criteria for fostering within the report (see appendix 1).

Should the enquirer wish further information an initial visit will be completed by a social worker from the fostering and adoption team.

Discussion between the visiting social worker and the senior social worker takes place to consider whether the enquirers should be invited to preparation groups. Enquirers would then be advised of the date for next preparation group.

Where there are health issues, the enquirer has a criminal conviction or has had previous involvement with social work, an early medical or PVG check may be requested. Advice is sought from the Renfrewshire Fostering Panel medical adviser in relation to health issues and where enquirers have disclosed criminal convictions a report is submitted to the Head of Childcare and Criminal Justice before deciding to take the enquiry further.

Preparation groups

The next step after the initial enquiry, and screening, is for potential applicants to attend preparation groups. They must do this before submitting an application to be assessed to foster. Between 1.10.15 – 30.9.16 we held 2 sets of preparation groups for fostering, one in October and the second one in April. In total 9 households attended and this resulted in 6 fostering applications for assessment.

Preparation groups run for six sessions using the Fostering Network 'Skills to Foster' materials, the material used for the preparation groups has been reviewed in order to make use of up to date research and our own recently developed training materials. Our social workers team are skilled at leading these groups and there is also input by the senior social workers at the last session. Two workers lead all six sessions thus providing continuity for the participants.

The groups are the start of the assessment process and an opportunity for the participants to receive more in depth information and discussion about the implications of fostering; as such it is important that all enquirers attend. Experienced foster carers come along to talk to the group about their different experiences of caring for foster children.

The preparation groups cover a range of topics including managing challenging behaviour, brain development, attachment issues, safer care and working with birth parents. Participants are asked to give written feedback on each of the sessions and on any issues that the discussions may have raised for them. At the end of the six week period the workers leading the group will also complete written reports on each of the participants and their contributions over the previous weeks. They will also highlight areas of concern or where further consideration may be necessary regarding the participants suitability to proceed to the formal application and assessment stage.

Within this period of time we have assessed 3 interim fostering households for permanent fostering for the young people in their care.

New foster carers and carer de-registrations

In the period 1.10.15 – 30.9.16 an additional 3 interim fostering households were registered, plus 2 short break fostering households. 3 interim fostering households were approved as permanent fostering households for a child/young person in their care and 1 interim fostering household was approved as an adopter for a specific child in their care. Three households were deregistered between 1.10.15 – 30.9.16.

Over the last number of years a steady increase in the number of Renfrewshire fostering households has allowed us to be less dependent on the Independent and Voluntary foster care sector. On 30.9.16 there were 134 children/young people with Renfrewshire foster carers and 84 children/young people in external fostering agency placements. These figures demonstrate the continuing upward trend of placing children with Renfrewshire Council foster carers.

Foster Carer Reviews

New foster carers are reviewed by the Fostering Panel at the end of their first year as foster carers. Between 1.10.15 and 30.9.16 the Fostering and Adoption Panel reviewed 3 foster carers after their first year. This is an opportunity for carers to talk about their experience and whether their expectations of the fostering task had been met. The majority of new foster carers expressed satisfaction with their first year with most remaining enthusiastic and committed. They have all provided a high level of care to children and have found the support provided by their social worker to be beneficial as well as finding the training offered informative and beneficial to the fostering task.

Social Workers from the fostering team visit carers on a regular basis to carry out supervision as well as performing a range of duties including ensuring health and safety checks are carried out annually, annual medical information is received and PVG checks are up to date. Safer caring policies are in place for each fostering household which ensure a minimum of at least two unannounced visits are carried out annually. Supervising Social Workers will also attend children's review meetings and Children's Hearings with the carers. Joint visits by the child's social worker and the social worker from the fostering and adoption team takes places when a new placement is established and routinely thereafter.

Experienced foster carers are also reviewed on an annual basis, by the senior social work managers. The foster carers provide written as well as verbal contribution to the review process, as well as written reports by their birth children. Reports by their supervising social worker, child's social worker and child are also completed for the review process. We are currently reviewing the foster care review process regarding the paper work and its suitability for purpose.

Foster Carer Training

The post of training and development officer for Accommodated Children's Services has continued to be very beneficial in the development of our foster carers learning. This includes a programme of training for newly approved foster carers as well as more specialised training for experienced foster carers which is directed at developing foster carers skills and appropriate to their age range of approval. This includes child protection, children affected by parental substance misuse, attachment and trauma, safer caring, theraplay, internet safety, blood borne viruses and permanence. The core programme for training is divided into 4 different pathways depending on the foster carers experience and learning from previous pathways, (see appendix 3). A survey of Renfrewshire Councils foster carers was undertaken

in July 2016 and it was found that, of the 23 foster carers who responded, 82.61% of them found the current training programme was meeting their learning needs

To compliment this internal training joint training with our neighbouring authorities has taken place with foster carers and social workers. In February 2016 joint training focused on Social Media Safety with a presentation by Police Scotland.

This year we have also developed training for secondary carers, support carers and adopters. Three training sessions took place - January, March and April on attachment, trauma and Theraplay. It covered brain development, how trauma affects behaviour and gave strategies to help recovery by using theraplay games. On each occasion we had around 15 participants and feedback was positive.

Social workers, foster carers and adopters also have the opportunity to attend external training courses. The Fostering Network and AFA has provided training to new social workers within the Fostering and Adoption Team including such training as Skills to Foster, the Role of the Supervising Social Worker and assessment of foster carers and adopters. Foster carers, adopters and supervising social workers have also attended external conferences such as the role of men in Fostering, and workshops provided by AFA on relevant topics.

As part of the Scottish Government consultation on the new proposed standards for foster carers, views on foster carer training pre approval, post approval and continuing professional development were sought. The Fostering Service contributed to this consultation in relation to our experience of foster carer training and development.

Carers Support Groups

Our foster carers continue to organise a monthly support group, this has now been up and running for over three years, there is a current proposal to increase this group to every two weeks. This is an informal support group where foster carers can drop in as they wish; issues raised within the group are fed back to the fostering team via the carers supervising social worker or the foster carers consultation group

Consultations

The service consults regularly with foster carers on a range of issues. All Foster Carers are invited to attend the Carers Consultation Group which now meets every four months. The most recent carer consultation group met on 22.6.16. Discussions focused on staff changes, new placement descriptors, placement agreements, the Neurosequential Model of Therapy (NMT) study (see below) and support group. This also provides an opportunity for foster carers to discuss any issue that has arisen for them or other carers.

The Senior Manager invites foster carers to meet with her twice a year. Again this is forum for foster carers to raises issues and for the Senior Manager to consult with foster carers.

Feedback from those attending the Adoption and Fostering Panel is also sought via the use of questionnaires; this includes prospective adopters and foster carers. These are regularly reviewed by the Panel Advisor and Panel Chair.

Panel members are invited to attend annual appraisal meetings with the panel chair and panel advisor. Feedback from panel members is gathered from this meeting and ideas generated are incorporated into the business meeting agenda for consideration.

The fostering service has developed a young person's forum for children residing in foster care. They meet 4 weekly and are currently devising a young person's newsletter. This group is currently supported by Who Cares? Scotland who attend the group along with staff from the fostering and adoption service.

This year two formal consultations were held with our foster carers with regards to their experience of using Glasgow and Partners Emergency Social Work Service and training needs for foster carers. Of the 33 foster carers who responded 36.6% have had to make use of the service and 54.55% felt that they received an appropriate response. Of the 23 foster carers who responded 82.61% felt that their learning needs were being met and 83.33% felt there were no gaps in their training needs.

The quarterly newsletter continues to go out to all fostering households. Foster carers are encouraged to contribute to the newsletter in relation to their learning or experiences.

Neurosequential model of therapy (NMT)

Renfrewshire Council was one of the Local Authorities, within Scotland, who participated in a research study undertaken by Edinburgh University to look at the benefits of NMT for children in a foster placement. The study is aimed at young children in foster care between age of 3.5 years to 7 years. The children selected have all been exposed to early neglect or adversity which then impacted on their early development and functioning. The NMT study proposes that therapeutic experiences can change the brain activities to allow healing and restoration of healthy functioning by way of repetitive play, interaction with the carers and emotional support. The principal suggests that exercises and activities that provide patterned and repetitive neural input to the lower brain region helps to diminish trauma and related symptoms (anxiety, impulsivity etc.)

Specific children were identified, with parental consent, as part of the study, based on the length of time they have been in foster care. Carers of these children were asked to participate two training sessions and record their observations of the children over time. This study is ongoing.

Children's Group (We Care Too)

We have developed a group for foster carers birth children who meet at different times throughout the year. This is an activity based group where young people can meet up with other young people whose family foster to discuss what this means for them. The group is run by our fostering staff team. The group held a competition to name their group with the name chosen being 'We Care Too'.

Break Through Group

The Break Through group is for children in foster carer, 8 years plus, and has now been up and running for nearly a year. This group meets on a monthly basis and has an average of 10 children/young people attending. The group was set up to produce a quarterly newsletter by the children/young people in foster care for the children/young people in foster care.

Future developments of the fostering service 2016 -2017

- To increase foster placements for children aged 10 – 18 years and children with disabilities
- Ensure that foster carers have the capacity to care for children 10 – 18 and children with disabilities through training and development.
- To improve participation with foster carers on their own training needs

- Raise profile of the fostering and adoption team so that all social work staff have an understanding of the work undertaken to develop the service leading to better outcomes for the children referred and placed
- To promote the use of foster carers annual review forms by field work staff and young people to improve the outcomes for children using the service.
- The development of foster carers reviews returning to the Fostering and Adoption Panel after the first three years.
- To develop a self evaluation audit relating to the completion of the forms used to assessment foster carers (Form F) and the forms used to match the children (Form E).

SUPPORTED CARERS SERVICE

Support Carers

The Supported Carers service moved back to be located within the Through and Aftercare service in August, and are no longer be part of the Fostering and Adoption Service.

Within the period 1.10.15 to 30.9.16 the Fostering and Adoption Panel has approved 12 fostering households as supported carers. Nine of whom were foster carers from independent agencies, 2 were foster carers for Renfrewshire Council and 1 new support carer. We now have 20 supported carers.

Inspection

The Supported Carers service was inspected by the Care Inspectorate in November 2014 and the next inspection is due imminently.

ADOPTION AND PERMANENCE SERVICE

Developments within the adoption service 2015- 2016

- Approved adopters and prospective adopters have been invited to attend training in relation to attachment, trauma and neglect.
- The structure of the adoption support group has been changed after consultation with adopters.
- Review of later life letters and adoption support plans.
- Recruitment of new panel members
- Continued participation in adoption activity and exchange days.
- Continue to develop work undertaken with PACE and CELCIS to reduce length of time and ages of children whose permanence plans are presented to the Fostering and Adoption Panel
- Continued to make referrals to Scottish Adoption Support Services (SAAS - Barnados) for young people, birth parents and adopters requiring additional support.
- The continued development of separated Fostering and Adoption Panels and business meetings to make this more efficient and effective for panel members.

Inspection

The Adoption Service was inspected by the Care Inspectorate in August 2015. The areas that were inspected were – Quality of Care and Support; Quality of Staffing; Quality of Management and Leadership. The Adoption Service was awarded grade 5 (very good) for each of these areas. There were two recommendation and no requirements from this inspection.

The recommendations were:

1. The service should ensure that they have effective system in place to enable accurate information to be recorded and verified. Action to ensure that this happens in our development plan.
2. The Service should ensure that where possible all adopted children have later life letters. A process for ensuring this has been set up.

We will not be inspected again until April 2017.

Recruitment of Adoptive Parents

There continues to be a need for both adoptive carers and permanent foster carers for children of all ages who meet our adoption criteria (appendix 4). Nationally there is recognition that more carers are also required for sibling groups and older children.

From 1.10.15 to 30.9.16 there have been two adoption preparation groups both of which included prospective adopters from 3 of our neighbouring authorities. A total of 9 households attended (3 households from neighbouring authorities) from which we received 5 application for adoption.

Renfrewshire Council's adoption service has made good use of the Scottish Adoption Register and resulted in positive matches for our children. Between 1.10.15 and 30.9.16 we referred 11 adopter households and 7 children's profiles for adoption.

We have participated in two Adoption Exchange days between 1.10.15 to 30.9.16 and have presented 13 children. This has proven to be very successful as we have linked 5 children with adoptive families with 4 further links having been identified, 3 of whom are a sibling group. (see appendix 4)

Renfrewshire Council attended an adoption activity day in Perth in July. Two approved adoptive families, from Renfrewshire, attended. This was only the second such event held in Scotland and it included the children, whom authorities are seeking families for, coming along for a play day with prospective adopters.

Adopters

In the period between 1.10.15 to 30.9.16 nine households were recommended for approval as adopters.

Also within this period three short term foster carers were approved as permanent foster carers for the children/young people in their care.

Family Finding

During the period 1.10.15 – 30.9.16 fourteen children were presented to the Adoption Panel for consideration of their adoption plans and links. In all cases the Agency Decision Maker accepted the panel's recommendations to approve the plans and links.

Scotland's Adoption Register

Scotland's Adoption Register is a project funded by the Scottish Government and is currently operated by register staff located in St Andrew's Adoption Agency and became operational in 2011.

The Register is a computer database that collects and stores data on both children who have a plan for adoption and approved adopters throughout Scotland. The purpose of the register gathering this information is to improve the chances of finding families for children. Our Adoption Service routinely uses the register for family finding.

Renfrewshire Council Adoption service continues to work closely with Inverclyde Council, East Renfrewshire Council, West Dunbartonshire and East Dunbartonshire. Meetings are held bi-monthly to look at working together in sharing resources such as planning adoption preparation groups together, linking children with each other's adopters and recruitment.

Adoption Support Group

The adoption support group continues and has developed over the past year. Adopters were consulted on what type of support group they saw as beneficial and what was the best time to run a support group. In response to feedback received from adopters these meetings now take place on a Saturday morning, on a quarterly basis. The group varies between a drop in facility to which the children can also attend and there are play activities available to the children, while their parents talk with other adopters and staff. The group can also be of a more formal construction with a speaker being invited along after suggestions from the group. The last support group had a speaker on social media safety.

For the majority of people who attend the group the main benefits are meeting other people in similar situations and hearing about strategies and tips for dealing with difficult situations. The group has also been the starting point for the development of friendships and informal supports.

Future developments of the adoption service – 2016 -2017

Over the next year we intend to strengthen our adoption service by looking at;

- Continuing the recruitment of new adopters
- Recruitment of new Fostering and Adoption Panel Members
- Develop feedback from Panel Members in relation quality of reports and presentation of social workers as part of the quality assurance process.
- To develop a self evaluation audit relating to the completion of assessment forms (E and F) .
- Ensuring all adopted children have a later life letter
- Continue to develop our Adoption Support plans and ensure all adopted children have a support plan in place. While developing the support available to adopters through training and follow up visits after a year of the adoption order being granted.
- Development of an adoption newsletter.
- Continued development work with our linking process using the Adoption register
- Support Adoption Exchange days and Adoption Activity Days.
- To review adoption support via SASS in relation to origins counselling.
- Create a formal link and make use of Scotland's Birthlink Service to support family origin searches for children and families who have experienced adoption with Renfrewshire.

Conclusion

This report has highlighted the work of the Fostering, Adoption and Supported Carers Services and the work of the Fostering Panel and the Adoption Panel. It is evident from the activity of the Fostering and Adoption Panels that the number of children unable to return to live with their birth families remains high within Renfrewshire.

The Fostering Service and Adoption Service been inspected by the Care Inspectorate in 2015 and received positive reports, the service will be inspected again in 2017. All three services continue to use self assessment methods to identify areas for improvement and development of the services and consult with children and young people in service to inform practice. Recommendations made by the Care Inspectorate are also acted on. Renfrewshire continues to demonstrate a strong commitment to children who require alternative families because they are unable to live with their birth families.

We are delighted to report the growing number of supported carers which enables us to offer continued support to our care experienced young people as they move to adulthood and independent living.

This report forms part of the quality control system that monitors the practice of the Panel and the quality of the work being undertaken on behalf of Renfrewshire's most vulnerable children.

As Chair of the Adoption and Fostering Panel, and the Social Work Manager responsible for the Service we would like to take this opportunity to thank Panel members for their hard work and commitment to Renfrewshire's most vulnerable children. Also our Foster Carers dedication to children means that we can provide the best outcomes to them both now and in the future. We look forward to the coming year and to continuing our work with all agencies to improve the outcomes and secure the future of Renfrewshire children who require both temporary and permanent care.

Joyce Gartshore.

Chairperson of the Adoption Panel and the Fostering Panel

Clare Cuning

Social Work Manager

**Renfrewshire Council
Fostering Criteria****Who Can Foster?**

At Renfrewshire Council we accept applications from different backgrounds as everyone has their own individual experience to offer.

Requirements to foster:

1. Are over 21 years
2. Have a spare bedroom
3. Are currently in good health

You can be:

1. Single, married, cohabiting or in a civil partnership
2. Own or rent the property you live in
3. Be employed or unemployed
4. Be of any religious background or sexual orientation

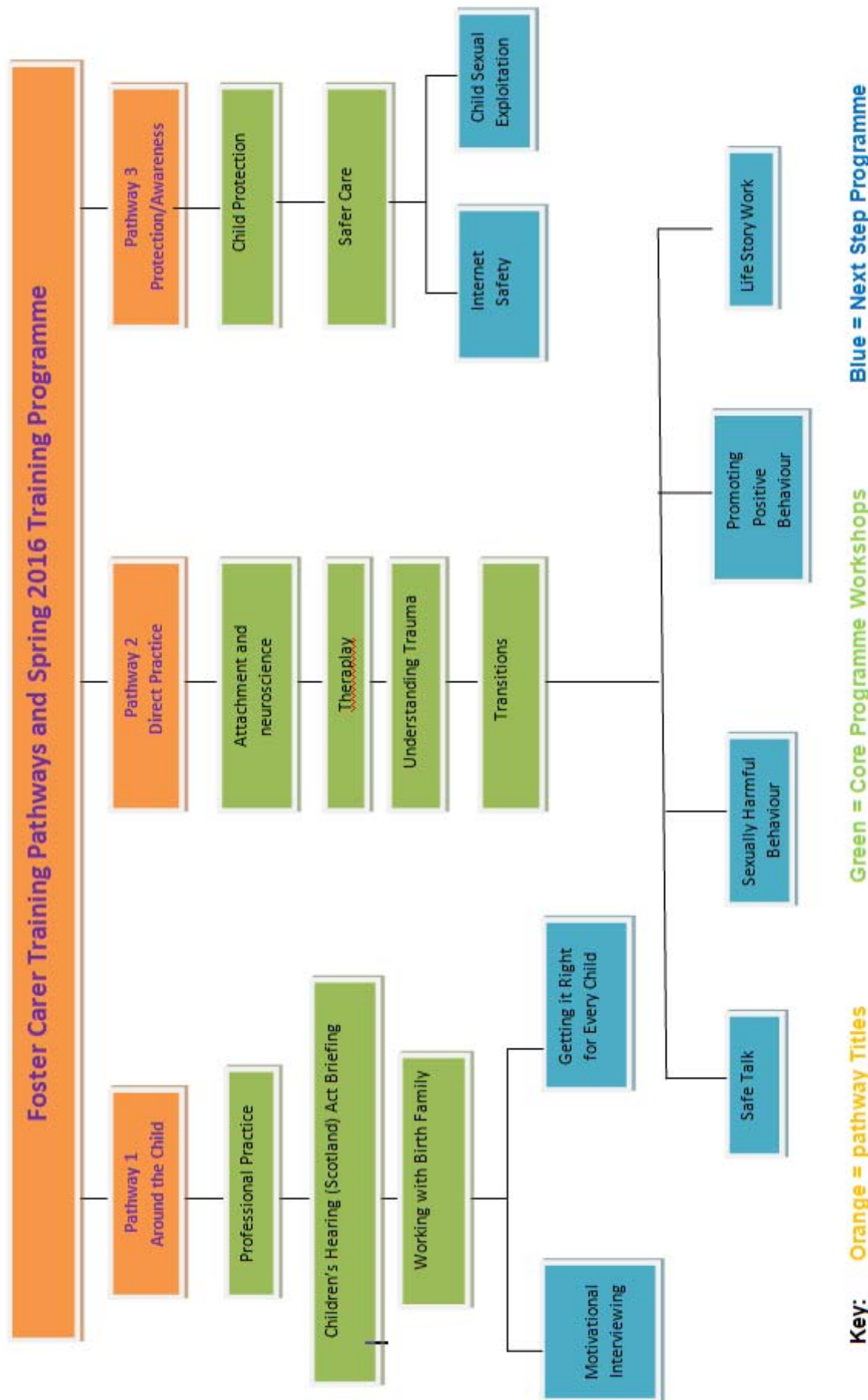
Preparation Groups

Enquiries will be required to attend preparation groups before making a formal application. The purpose of these groups is to provide the opportunity to learn more about fostering, and the children who require to be in a foster placement.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

Local Authority, Health and Police Checks

All applicants will be subject to stringent local authority, health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.



Renfrewshire Council

Adoption Criteria

Age

All applicants must be over 21 years of age.

Status

Enquiries will be considered from couples or single applicants.

A couple may be the same sex and couples do not need to be married. Same sex couples are not required to be in a Civil Partnership.

Joint applicants must be in an enduring family relationship.

Preparation Groups

Enquiries will be required to attend preparation groups, if groups are available, prior to making a formal application. The purpose of these groups is to provide enquiries with the opportunity to learn more about the children available for adoption, their backgrounds and the genetic factors adopters may have to consider when parenting adopted children.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

Infertility

Prospective adopters should have completed infertility investigations at least 6 months prior to application.

Local Authority Health and Police Checks

All applicants will be subject to stringent local authority health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.



To: Education and Children Policy Board

On: 19 January 2017

Report by: Director of Children's Service

Heading: Response to Scottish Government Consultation on Changes to National Care Standards

1. Summary

- 1.1 Social care services in Scotland are governed by National Care Standards, which are regulated by the Care Inspectorate and by Healthcare Improvement Scotland. The standards are currently arranged in three groups – Services for Adults, Services for Children & Young People and Services for Everybody. The existing care standards are based on the six principles of dignity, privacy, choice, safety, realising potential and equality and diversity. At present there are 23 different sets of standards, each covering a different type of care service, such as residential services for older people, care at home services and fostering services. They set out what people can expect from a service and underpin the Scottish Social Services Council (SSSC) Codes of Practice and are used by the Care Inspectorate and Healthcare Improvement Scotland when inspecting services.
- 1.2 In June 2014, the Scottish Government launched a public consultation exercise on reviewing existing national care standards. It proposed changes intended to simplify the current system for both providers and service users and to reflect closer working between health and social care services. In October 2015, this was followed up by a consultation on the proposed principles which would underpin the care standards. Renfrewshire Council's

response to this was submitted to the Social Work, Health and Wellbeing Policy Board in January 2016.

- 1.3 Five principles were agreed and published in February 2016. The current consultation seeks views on the 7 proposed standards.
 - 1.4 This paper outlines the proposals from the consultation document and the key issues highlighted in Renfrewshire Council's response. A copy of the consultation paper and full response is included as Appendix 1. The response will be submitted by 22 January 2017, subject to Board approval.
-

2. Recommendations

- 2.1 Elected members are asked to:
 - Note the contents of this report
 - Note that this paper will also be submitted to the Integration Joint Board
 - Approve the response which will be submitted to the Scottish Government by 22 January 2017
 - Agree that Renfrewshire Council continue to participate in the development of new care standards
-

3. Background

- 3.1 The existing system of national care standards comprises 23 sets of standards which each cover a different type of care service. These set out what people can expect from each type of service in relation to the care and support they receive.
- 3.2 A set of principles were proposed and consulted on in between October and December 2015. This reflected a shift towards a more rights-based approach to planning services and delivering care. In February 2016, the following principles were agreed:
 - Dignity and respect
 - Compassion
 - Be included
 - Responsive care and support
 - Wellbeing

- 3.3 It is proposed that there will be 7 new care standards. Whereas previous standards were based on the type of service being provided, the new proposed standards are based on a person's circumstances and treatment, with statements in each standard which refer to the five principles.
- Standard 1: I experience high quality care and support that is right for me
 - Standard 2: I am at the heart of decisions about my care and support
 - Standard 3: I am confident in the people who support and care for me
 - Standard 4: I am confident in the organisation providing my care and support
 - Standard 5: And if the organisation also provides the premises I use
 - Standard 6: And where my liberty is restricted by law
 - Standard 7: And if I am a child or young person needing social work care and support
- 3.4 Unlike previous consultations on national care standards, the Scottish Government has asked agencies to consider the views of service users. Previous responses approved by elected members have been concerned solely with the Council's views. Where service provider and service user views differ, it is made clear in the response which party expressed that view.

4. Renfrewshire Council Children's Services Response to Consultation

- 4.1 Renfrewshire Council's Children's Services response is based on consultation with staff, managers, service users and carers. A majority agree that the principle of updating the Care Standards is positive and will drive improvement. However it is felt that there are an excessive amount of statements underlying the National Standards and that a few statements could be viewed as contradictory. There are particular issues regarding the wording of some of the statements and with the application of these statements across the care groups; some statements appear to be more relevant to specific services than to others.
- 4.2 It is felt that the wording in certain statements is ambiguous and would be open to interpretation by the differing care groups. Clarification is required to ascertain in what way compliance with each the statements will be deemed to have been met.
- 4.3 The full response from Renfrewshire Council Children's Services is included as Appendix 1 to this report.

Implications of the Report

1. **Financial** – *None*.
2. **HR & Organisational Development** - *None*
3. **Community Planning** – *None*
4. **Legal** - *None*

5. **Property/Assets** - *None*

6. **Information Technology** - *None*

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because 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 & Safety** - *None*
9. **Procurement** – *None*.
10. **Risk** - *None*
11. **Privacy Impact** - *None*

List of Background Papers

None

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Tel: *0141 618 6812, Lisa.Fingland@renfrewshire.gcsx.gov.uk*

Appendix 1: Consultation Response from
Renfrewshire Council Children's Services
(a): Respondent Information Form (RIF)

Please Note this form must be returned with your response.

Consultation on the National Health and Social Care Standards

Are you responding as an individual or an organisation?

☐ Individual (See Part (i) below)

☐ Organisation (See Part (ii) below)

Did you attend an engagement event / workshop before completing this response?

No ☒ Yes ☐ Date Name of Event:.....

Full name or organisation's name

Renfrewshire Council: Children's Services

Address

Renfrewshire House, Cotton Street, Paisley

Postcode

PA1 1TZ

Email

Lisa.Fingland@renfrewshire.gcsx.gov.uk

Phone number

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

☒ Publish response with your name / name of organisation

☐ Publish response only (anonymous) – Individuals only

☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for the Scottish Government to contact you again in relation to this consultation exercise?

Yes ☒ No ☐ Date Completed: ...22 December 2016.....

(b): CONSULTATION QUESTIONNAIRE

Q1: To what extent do you think the Standards will be relevant and can be applied across all health, care and social work settings?

Strongly Agree	
Agree	
Neither agree nor disagree	x
Disagree	

Renfrewshire Council welcomes the review of care standards. However, our consultation with stakeholders indicates a level of concern about how these generic standards can be applied to all care groups and circumstances.

Most consultees found the wording of the standards to be contradictory and/or ambiguous in places and open to interpretation. These are detailed in responses below.

The interaction between standards relating to the rights of the child and the care standards is not clear.

Many of the statements refer to wishes and choices when services are actually concerned with needs and preferences. Referring to wishes and choices creates unrealistic expectations.

Carers feel that 'empathy' should be referred to in the standards.

Use of words such as 'prompt', 'proper' and 'right' can be open to interpretation. The statements should be supported with clear guidance.

Q2: To what extent do these Standards reflect the experience of people experiencing care and support?

Strongly Agree	
Agree	x
Neither agree nor disagree	
Disagree	

Comments

The standards are felt to be broadly reflective of the experience of individuals.

Specific comments are included in the responses to Q3 to Q9.

Q3: (Standard 1: I experience high quality care and support that is right for me.)

To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	
Neither agree nor disagree	
Disagree	x

Is there anything that is missing or should be added to this Standard?

There is a need for greater clarity. For example, 1.3 may be challenged by young people and there is a need to balance risk with rights. Similarly, 1.11 may be challenged where meeting wishes is not in the best interests of the individual and must be balanced with the duty of care. Some statements refer to 'things being right for me' but there is a need to balance support for the individual with the needs of the wider care group and the resources available to providers.

1.14 should recognise capacity issues and include the statement 'where appropriate'.

Some carers felt that 1.19 was open to mis-interpretation, particularly by children and young people. Use of technology needs to be appropriate and safe.

The use of the word 'proper' in 1.25 is ambiguous; likewise the use of 'suitably presented' in 1.30.

Statement 1.41 is the aim for all care providers but needs to reflect that individuals make personal choices which may not be in their own best interests. It should also reflect that care providers are only one element in the protection of vulnerable people and can only support people known to them.

Q4: (Standard 2: I am at the heart of decisions about my care and support.)

To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	x
Neither agree nor disagree	
Disagree	

Is there anything that is missing or should be added to this Standard?

Renfrewshire Council welcomes this statement as it reflects the way in which practice has developed locally in terms of including children and young people in care plan development.

Carers felt that Statement 2.3 has confusing wording and could be clearer.

Statement 2.6 should reflect that there will be circumstances (e.g. with young children) where costs would not be discussed.

Statements 2.9 and 2.15 need to recognise the balance between meeting wishes and the duty of care, as well as any capacity issues an individual may have.

Statement 2.14 needs to recognise the potential risk to others. The addition of "if it is assessed and deemed safe for everyone in the house" would make this standard more appropriate.

Statement 2.15 is open to interpretation and does not acknowledge that people make choices which may not be in their best interests. As noted above, preferences should be referred to rather than choices.

Statement 2.18 needs to reflect any potential risks it could create and balance rights with the duty of care and parental responsibility.

A general point about Standard 2 was raised by carers; it was felt that it does not fully recognise the specific needs of individuals who are non-verbal or have a communication impairment.

Q5: (Standard 3: I am confident in the people who support and care for me.)

To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	x
Neither agree nor disagree	
Disagree	

Is there anything that is missing or should be added to this Standard?

Statement 3.7 is ambiguous and does not reflect the practitioner-client relationship.

There were concerns about the wording of 3.8 in relation to 'physical comfort'.

Wherever possible, services endeavour to meet Statement 3.10 but there are circumstances where resource issues make this impractical.

Carers believe Statement 3.13 contradicts 2.15. Guidance would be helpful in relation to appropriate boundaries.

Foster carers were not clear whether Statement 3.14 in relation professional codes should apply to them.

In Statement 3.17, reference to 'right number' is ambiguous. Further, there is a difference between services meeting needs and meeting wishes as the latter may contradict the former.

Care services can make individuals feel safe and secure within the service but cannot determine whether a community feels safe.

Statement 3.23 does not reflect the practical considerations involved in service delivery, where the degree of one-to-one support for spontaneous activity is not available.

Q6: (Standard 4: I am confident in the organisation providing my care and support.)

To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	x
Neither agree nor disagree	
Disagree	

Is there anything that is missing or should be added to this Standard?

Renfrewshire Council believes that it is important that people who use services are fully aware of the reasons which inform decisions about their care and support. Children and young people are involved in some recruitment decisions and are able to express views about things they would like to change.

Foster carers were not clear whether this section applied to them or to the local authority, particularly statements 4.4 to 4.7.

In Statement 4.11, 'appropriate notice' is ambiguous and open to challenge.

Q7: (Standard 5: And if the organisation also provides the premises I use.)

To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	
Neither agree nor disagree	x
Disagree	

Is there anything that is missing or should be added to this Standard?

Some of these statements reflect a position that providers would like to achieve but it should be recognised that this requires a programme of capital expenditure by providers and is a medium-to long-term goal. Similarly, the 'wishes' referred to in 5.23 may not be achievable but stakeholders agree that physical space must meet needs.

Foster carers would like clarification as to whether their homes should be considered 'premises' in relation to this Standard.

Q8: (Standard 6: And where my liberty is restricted by law.) To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	x
Neither agree nor disagree	
Disagree	

Is there anything that is missing or should be added to this Standard?

No comments to add in relation to Standard 6.

Q9: (Standard 7: And if I am a child or young person needing social work care and support.) To what extent do you think this Standard describes what people should expect to experience from health, care and social work services?

Strongly Agree	
Agree	
Neither agree nor disagree	x
Disagree	

Is there anything that is missing or should be added to this Standard?

As the new standards are intended to be generic, it is not clear why there are separate sections for early years and children but not for other care groups. The other standards include statements for specific care groups already.

There is no specific mention of children with disabilities in Standard 7; carers of children with disabilities expressed concern about this. There is also no specific mention of respite care.

It was felt that Statement 7.5 does not fully recognise the extent or significance of trauma experienced by a child or young person, and that it would be difficult to determine whether this has been or can be fully overcome.

The use of the word 'normal' in Statement 7.8 is subjective and it is suggested that 'normal' be replaced with 'positive'.

Statement 7.12 needs clarity as to when timescales begin and recognise the complexity of legal issues which may impact on individual cases.

Carers noted that, in relation to 7.16, fostering and adoption panels have independent chairs and it is unlikely that they would 'know' the child, only the child's history. They felt this statement could be improved.

Q10: To what extent do you agree these new Standards will help support improvement in care services?

Strongly Agree	
Agree	
Neither agree nor disagree	
Disagree	

Comments

Carers felt that the ethos could drive improvement but that the ambiguity in the statements would make this challenging. They also recognised the resource challenges in the public sector.

Q11: Is there anything else that you think needs to be included in the Standards?

Yes	x
No	

Comments

Foster carers were not clear of the extent to which these new standards fully replace the previous standards for fostering and adoption.

Carers would like the inclusion of more references to the transition from children's services to adult services. They would also like some reference to disability and to continuation of care.

Q12: Is there anything you think we need to be aware of in the implementation of the Standards that is not already covered?

Comments

Further guidance is required as to how these standards will be assessed. Carers expressed concern that some of the statements are potentially at odds with parental responsibility.

Q13. What should the new Standards be called?

- ☐ National Care Standards
- ☒ ~~National Health and Social Care Standards~~
- ☒ ~~National Healthcare and Social Care Standards~~
- ☒ ~~National Care and Health Standards~~
- ☒ ~~National Care and Support Standards~~
- ☒ ~~Other – please provide details.....~~

Q14. Any other comments, suggestions:

There are concerns that frequent references to wishes and choices raise create unrealistic expectations. Services are focused on needs and preferences.

Some stakeholders have asked how consistency will be maintained across different services and care groups. They have also noted that the standards do not necessarily reflect the individual nature and requirements of each service.

(c): Additional Information

We recognise that people may have more than one experience of / involvement with health and care services. For example; you may work in a hospital or care home and also be a registered carer for a friend or relative receiving care services. For the purposes of this consultation please indicate the main capacity in which you are responding.

(i) As an individual **service user** (including on behalf of family) ☐

As an individual who **works or volunteers** in health/social care ☐

Please tick to select the services that you have used / have experience of:

Acute health care (emergency care, hospitals etc)	
Primary health care (GP and other community health services)	
Independent health care	
Adult social care	
Early learning and childcare	
Social work (including fostering, adoption, care homes for children and young people)	
Community justice	
Other: (please state)	

(ii) As a **representative of an organisation** / service provider

Please tick to select the type of services that your organisation provides:

Acute health care (emergency care, hospitals etc)	
Primary health care (GP and other community health services)	
Independent health care	
Adult social care	
Early learning and childcare	x
Social work (including fostering, adoption, care homes for children and young people)	x
Community justice	x
Other: (please state)	

Other Formats

Once finalised these new Standards will be made available in various formats. It would be helpful to know which format(s) may be required. Please indicate from the list below which formats you are most likely to use.

Easy Read ☐ Large Print ☐ Audio ☐ Braille ☐

Other languages (please indicate which)

Please indicate how you are most likely to access these Standards:

online / electronic ☒ paper copy ☐ Both ☐



To: Education and Children Policy Board

On: 19 January 2017

Report by: Director of Children's Services

Heading: A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Consultation Response

1. Summary

- 1.1. It is recognised that early years are a critical time in a child's life and that the provision of quality early learning and childcare services can contribute to improved life chances, particularly for those in the most disadvantaged families.
- 1.2. The Scottish Government has announced its intention to increase the entitlement to free early learning and child care from the current level of 600 hours to 1140 hours by 2020 for all three and four year olds and eligible two year olds.
- 1.3. The Scottish Government's commitment to the increase in provision of early learning and childcare aims to give Scotland's children the best start in life to enable them to reach their full potential. The increase in provision will also reduce the cost of childcare for parents.
- 1.4. In response to their commitment the Scottish Government launched a consultation, A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland on 15 October 2016. Responses to the Consultation had to be submitted by the 9 January 2017. The Education and Children Policy Board, at its meeting on the 3 November 2016 agreed a draft response to the consultation be submitted and that the response be brought to the next meeting of this board for homologation.
- 1.5. Attached to this report (at appendix 1) is the response that was submitted to the Scottish government on behalf of Renfrewshire. This was prepared following discussions with heads of centres, head teachers and officers from Children's services and colleagues from early learning and childcare partner establishments.

2. Recommendations

- 2.1. The education and children policy board is asked to homologate the draft response (at appendix 1) to the Blueprint for 2020 consultation relating to the expansion of early learning and childcare that was submitted to the Scottish Government.

3. Background

- 3.1. The early years are recognised as a critical time in a child's life. The provision of quality early learning and childcare services can contribute to improved life chances, particularly for those in the most disadvantaged families. Within Renfrewshire the Early Years Strategy was developed to ensure the early years services are a priority and delivered from a family and child support perspective.
- 3.2. Local authorities were granted the power to make provision for pre-school education for children under the Education (Scotland) Act 1980. The Standards in Scottish Schools Act 2000 placed a duty on local authorities to secure a pre-school education for all 3 and 4 year olds.
- 3.3. The Children and Young People (Scotland) Act 2014 redefined the local authority responsibility for pre-school education to a broader early learning and childcare responsibility. The Act provided that all 3 and 4 year olds and vulnerable two year olds were entitled to 600 hours of free early learning and childcare on an annual basis. The Act also introduced the requirement that local authorities should provide a range of flexible provision to meet the needs of the children entitled to the provision and their families.
- 3.4. The Scottish Government has announced its intention to increase the entitlement to free early learning and child care by 2020. The Scottish Government is proposing that the entitlement be increased from the present 600 hours to 1140 hours on an annual basis.
- 3.5. The Scottish Government views this increase, to almost doubling the level of entitlement, as transformational by giving Scotland's children the best start in life to enable them to reach their full potential. The increase in provision will also reduce the cost of childcare for parents.
- 3.6. The Scottish Government recognises that the proposed increase in entitlement to free quality early learning and childcare is a major challenge. There are challenges in ensuring adequate infrastructure (buildings), workforce and in ensuring that the entitlement is delivered in a flexible manner which meets the needs of the children and parents using the services.

- 3.7. Parents who responded to Renfrewshire's consultation during winter 2015 on childcare provision indicated they wanted affordable, flexible, accessible and quality services and parents indicated that they needed to purchase additional hours over and above the 600 hours. It should be noted that just under half of those who responded indicated that current provision in Renfrewshire was not as flexible as they would wish. The proposed increase in the level of entitlement to free early learning and childcare will address the issue of affordability. The flexibility, accessibility and quality of future provision will be addressed as Renfrewshire develops our future plans for the way in which services are provided and delivered.
- 3.8. The proposed expansion will present a number of challenges, including ensuring that the estate is available to meet the increased level of entitlement. The Scottish Government has indicated that there will be some capital resource available to support the delivery of the increased entitlement. However, there is also an expectation that the expansion is planned to reflect and include innovative approaches to delivering services.
- 3.9. The Scottish Government has indicated that examples of innovative approaches to early learning and childcare may include delivering the entitlement via woodland nurseries, a service which operates in the outdoors. The Scottish Government has also suggested that providers make more flexible use of open areas in and outside nursery buildings identifying these spaces to accommodate children. The more flexible use of open spaces in and around the nursery will result in more children being provided with a service from the present accommodation. When planning for the expansion the Scottish Government expects that consideration for delivering early learning and childcare should include a blended approach where children spend some time in nursery and some time in a child minders home.
- 3.10. The approaches outlined in paragraph 3.9 will result in less physical buildings being required to enable the expansion and therefore may reduce the cost on infrastructure developments. Whilst acknowledging that these approaches could result in lower financial pressure for the renovation of existing properties or reduce the need for some new build facilities there will be other challenges to be addressed including recruiting a workforce prepared to work in the open air all year round, parental expectations and the requirements of the Care Inspectorate and Education Scotland.
- 3.11. The changes outlined in paragraph 3.9 will require a change to the national space standards for early learning and childcare, and these are currently being reviewed at a national level. The view of the Care Inspectorate on the impact on space standards or other areas of the care standards isn't yet known.
- 3.12. The second area of challenge relates to ensuring that the workforce is available to deliver the increased entitlement. The Scottish Government has estimated that there will be a need for an additional 20,000 workers across Scotland to deliver the new entitlement. The Scottish Government hasn't yet indicated the breakdown of the additional workforce including what level of additional management time will be required.

- 3.13. Locally a workforce development group has established to consider and address the delivery of sufficient confident and qualified early learning and childcare staff available to deliver our services.
- 3.14. Whilst there are challenges in preparing local authorities to meet the new responsibilities these are also replicated in the independent sector. The challenges in that sector include ensuring they also have a confident and qualified staff group. The decision of the Scottish Government to ensure that staff in adult social care are paid the Scottish Living Wage is a positive development however could have an impact on the recruitment and retention of early learning and childcare staff in the independent sector. The Scottish Government has acknowledged this challenge and are seeking views on how best to achieve the Scottish Living Wage in the independent sector.
- 3.15. The planning for the expansion will also require a continued focus on the quality of provision. It is important that as the service grows that children continue to have access to quality learning and play experiences, which takes account of child development and the relevant curriculum guidance, in order to have a positive impact on closing the attainment gap for the most vulnerable children.
- 3.16. The attached draft response was submitted to the Scottish Government on the due date of 9 January 2017 and is now provided for the consideration of elected members. The responses to the questions should be read in conjunction with the consultation documentation.

Implications of this report

1. **Financial Implications**
The expansion to 1140 hours of early learning and childcare will require funding from the Scottish Government.
2. **HR and Organisational Development Implications**
The expansion of free early learning and childcare entitlement will have major workforce implications in terms of ensuring that we have sufficient staff and that they are confident and qualified to deliver the new offer to children and parents.

There will be implications for cleaning, catering and business support, including a need for additional staff.

Infrastructure / staff / admin
3. **Community Plan/Council Plan Implications**
None
4. **Legal Implications**
The increased free early learning and childcare entitlement is one which local authorities will have a legal duty to deliver.

Early learning and childcare provision will also require to be procured from 4

providers in the independent and third sector.

5. Property/Assets Implications

The present early years estate is being audited to allow planning for refurbishment, extension or new build.

Other Council properties, areas of land may also require to be explored as possible sites for new builds nurseries.

6. Information Technology Implications

Improved systems for data management.

7. Equality and Human Rights Implications

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

None

9. Procurement Implications

Services from providers in the independent and third sectors will require to be procured.

10. Risk Implications

The risk implementations in delivering the 1140 hours includes:
securing the required number of suitable qualified staff;
securing the required refurbishments/ new builds by 2020; and maintaining the required number of commissioned places in the independent sector.

11. Privacy Impact

None.

List of Background Papers

- (1) Expansion of free early learning and childcare entitlement, education and policy board, 3 November 2016.

*Children's Services
KMcD
12 December 2016*

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A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland

A Scottish Government Consultation RESPONDENT INFORMATION FORM

Please Note this form **must** be returned with your response.

Are you responding as an individual or an organisation?

☐ Individual

☒ Organisation

Full name or organisation's name

Renfrewshire Council, including representation from ELCC partner providers

Phone number

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The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

☒ Publish response with name

☐ Publish response only (anonymous)

☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

☒ Yes

☐ No

A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland

CONSULTATION QUESTIONNAIRE

Question 1: How do we ensure children are fully supported at the transition stages throughout their early-learner journey? What support should be provided to ensure that the ELC workforce and teachers have the skills, knowledge and capacity to support transitions?

Comments

- There is already a strong commitment to supporting transitions during all stages including from home to nursery, playroom to playroom and from nursery to school. Within nursery the ideal would be for the staff to follow the child across each of the stages, however the difficulties in achieving this due to staff changes and staff teams skill mix were noted.
- Home visiting was identified as being extremely beneficial in supporting children and families in their transition from home to nursery or school. It was noted that some flexibility in staffing is required to enable this. Support staff, such as the Families First locality teams (created under the Renfrewshire Early Years Strategy to provide speedy services for children and families) and Home link workers could support the home visiting process and in ensuring a focus on the needs of the whole family as well as supporting the child.
- Maximising the knowledge and information of the family as a whole and by providing the opportunities to support the children and family on an ongoing basis, for example by providing follow-up visits to the family home, effective settling in process by allowing the parent to spend time in the service, Play and Stay sessions to enable parents to be more involved in their child's learning.
- Maximise opportunities to develop relationships between staff and children/families, for example being flexible in the allocation of key workers to meet the needs of the child and the family.
- Ensure parents are kept informed and are knowledgeable of the range of support services, such as speech & Language and of how to access these.
- Consideration to physical environments by pursuing opportunities for children to move across rooms, including the varying stages of development. This level of flexibility of mixing age groups will be especially important when children are attending for longer days as planned by the introduction of 1140 hours, in allowing siblings to see each other.
- Ensuring opportunities for dialogue / effective communication between establishment base staff and peripatetic staff such as early years teachers.
- Establishing effective arrangements for sharing information on children from nursery into primary and by ensuring that the protocol is clear and is effectively followed and understood by primary and nursery staff, thus ensuring information on children is appropriately shared (transition records, children's plans, discussions and visits) and there is a continuum in children's learning. Keep parents informed and involved in the processes.
- Ensuring staff are appropriately equipped and skilled to assess and write reports which accurately reflect individual children.

- Regular opportunities for whole staff teams to be trained on key subject matters at the same time instead of 1 or 2 going at a time i.e. in-service days as it is difficult to cascade it to the whole staff.
- Provide staff with the opportunity to share and experience good practice through visit to other establishments and by shadowing staff.
- Ensuring ongoing professional development opportunities for staff, through offering flexible deliver options such as evening or weekend training session and encouraging staff to up skill themselves by accessing resources such as Education Scotland Hub.
- Provide opportunities for all early years level (nursery and primary) to access shared training sessions.
- Early years methodology should be adopted and shared across the early level (nursery and P1 level), thus ensuring more of a nurturing/ play based approach to learning.

Question 2: What support is required to ensure that the ELC workforce have the skills, knowledge and capacity to deliver high quality provision for two year olds? How can the ELC sector best meet the specific learning, developmental and environmental needs of two year olds? What approach should be taken on the transition for these children when they turn three?

Comments

- Improve the initial training for nursery and teaching staff to ensure a deep understanding of child development from 0 to 5 years. One year training for nursery staff is not sufficient to ensure breadth of knowledge and depth of understanding across all stages of child development.
- By ensuring a focus on children's development stage and ensuring the environment, resources, routines and interactions are appropriate to meet the needs of the children.
- By providing a nurturing approach in relationships work with children and families, where staff work closely with parents and other agencies to support individual children.
- Provide ongoing training and support to up-skill primary school senior management staff and nursery staff working in nursery classes, and other staff to ensure they have the appropriate knowledge and skills, by providing content based training sessions, sharing of practice and buddying.
- Work closely with parents to encourage and support them and by offering guidance and advice on resources to support their children as required.
- Use assessments based on stage of development
- By ensuring a mix in the skill base of staff working in establishments.
- Increase the number of qualified teachers working in nurseries.

Question 3: How can the qualification routes and career paths that are open to early learning and childcare practitioners be developed to ensure that the ELC sector is seen as an attractive long-term career route?

Comments

- Review the initial training routes to become an early years worker with a view of re-introducing a two year qualification for early years practitioners to ensure appropriate time to gain a depth of knowledge meaningful opportunities to undertake work place experience.
- There is a need to continue to consider the range of entrance routes including qualification routes, from 'on the job training' or directly into college or university. Appropriate ongoing CPD opportunities are required to ensure appropriate skills and knowledge.
- Improving access to BA qualification for staff, through funding support and the number of places available.
- The introduction of a national pay scale that is higher than the living wage and is in line with other professional bodies, which will help to promote early learning and childcare as a professional career option and encourage males into the profession.
- Ongoing work with staff to support them to value themselves as competent professionals. This should be reinforced during initial training and on an ongoing basis.
- Increase the entrance level for early years staff to increase the opportunities of achieving high quality staff and services.
- Improve the progression routes to ensure increased opportunities.
- Consideration needs to be given to the balance of early years teachers and child care graduates across the sector.

Question 4: How can we increase the diversity of the ELC workforce, in particular increasing the gender balance in the sector?

Comments

- Improve the working conditions across the whole service.
- Promote the benefits of having males working in the service.
- Need to promote as a profession with High Schools, careers, etc to raise standards of quality of staff into the profession
- Promote as work experience opportunity for male students.
- Introduce a national pay scale that is above the living wage for all staff working across 0 to 5 years.
- Consider the introduction of salary scale linked to the level of qualifications.
- The Scottish Government to fund the Scottish Living Wage across the sector in the way it has committed to doing so in adult social care.

Question 5: How can payment of the Living Wage and wider Fair Work practices be encouraged across the ELC sector?

Comments

- Renfrewshire Council is committed to ensuring that staff providing services on our are paid the Scottish Living Wage. Work has commenced to consider how this can be delivered via procurement arrangements however there will be significant financial implications in delivering this ambition.
- Funding to allow local authorities to contract with the Scottish Living Wage as a condition would require adequate funding from the Scottish Government.
- To achieve consistency across the country the payment of the Scottish living wage would need to be a requirement of a tender arrangement with partner providers. It is recognised that the rate paid per place in partner providers should reflect the true cost of providing an early learning and childcare place.
- Work will be required to calculate the cost of providing early learning and childcare in the independent sector taking into account the payment of the Scottish living wage.
- National benchmarks on payment to partners and national pay scales would be beneficial.
- The establishment of a consistent level of salary and conditions of service across the sector to achieve equity and reduce the risk of a high turnover of staff in the voluntary and private sectors.
- If an appropriate level of funding is not provided then this could result in an increased cost to parents.

Question 6: What actions should be taken to support increased access to outdoor learning, exercise and play?

Comments

- Actively promotion of outdoor learning as a means of supporting children's development. The inclusion of a statement about the importance of access to free flow outdoor learning to be included in national guidance.
- A review of the national space standards and new design guide to include outdoor outdoor areas which are adjacent/ connected to nursery buildings and within the spacing requirements.
- As part of the capital allocations to be made available to Councils this should include financial support to enhance existing outdoor areas to maximise opportunities for this to be incorporated within the required space standards.
- The provision of clear guidance on the required adult to child ratio on woodland / outdoor trips.
- Liaison with park and other relevant departments to explore opportunities for early years services accessing park and other outdoor areas.
- Enhance the adult to child ratio to promote/enable the provision of woodland nursery provision.
- Active publicity for parents and promotion of the benefits of learning outdoors, including in woodland areas, to reduce the current levels of risk aversion to such learning opportunities.

- Access to outdoor learning, exercise and play is an area for development however it is unrealistic to expect that this model of delivery will provide the capacity within the early years sector to deliver the proposed increase in entitlement.

Question 7: How could accountability arrangements for early learning and childcare be improved?

Comments

- Streamline standards used during external inspections, which could include specific standards to be used by either Care Inspectorate / HMIE
- Improve the consistency of practice with inspectors.
- Establish the one Inspectorate body and possibly introduce more frequent inspections.
- Enabling inspectors to have a support focus as well as the role of regulator.
- Monitor the implementation of the new self evaluation tool to ensure it is having an impact on improving practice.
- Increase the regularity of Education Scotland inspections.

Question 8: What factors must be considered in delivering flexible ELC provision, while continuing to ensure a high quality service? To what extent could funded ELC support parents and carers with non-standard working hours, such as working shifts and weekends?

Comments

- In order to ensure quality there needs to be consideration to providing 'core hours' to ensure the needs of children are met by continuing to ensure an educational focus as well as care, particular in ensuring our children have the best start and in addressing the attainment gap.
- Support for staff in the management and tracking of children's learning if there is no limit to level of flexibility.
- Clarification on what is meant by flexible early learning and childcare – does this mean providing services into the evenings and weekends. This level of flexibility will offer further support to vulnerable children and parents working outwith the usual Monday to Friday pattern.
- The costs of delivering a flexible provision isn't yet clear but to deliver the Scottish Government's ambition it needs to be backed by appropriate funding allocation to local government.
- There will need to be an understanding at a local level on parental needs and expectations in relation to the expansion.
- Further consideration into the management of placement allocations that continues to ensure a level of efficiency and an ability to respond parents working shifts.
- What will models look like? Ideas and information on a range of suitable models would be helpful.
- A review of staffing contracts and conditions would be required. If service to be completely flexible – ie evenings and weekends how can we continue to meet the needs of the existing workforce, particularly given it is predominately female and who will have their own family commitments to manage.

- If more males were attracted to profession this could assist in managing a much more flexible service.
- Employing additional and new staff will assist with delivering flexibility. There will however be a need for Councils and other employers to consider / review existing contractual conditions.
- Guidance on a minimum and maximum number of hours per day would be beneficial – will this be 6 hours per day or more? A criteria for prioritising and allocating places will require to be established.
- In order to ensure quality the models developed will need to continue to ensure opportunities for staff to have collegiate time for joint planning and evaluation.
- Additional staff will be required during lunch (meal) times to ensure a quality experience for the children and enable staff to have a lunch break. Employing staff for a small number of hours per day/week may result in a high turn over of staff and therefore a lack of stability.
- It isn't clear from the Blueprint if the provision of free meals for all children has been included in the costing of the service. It will be important to ensure the provision of free meals for all children in the early years service given the present commitment to free meal entitlement for all children in primary 1 to primary 3.

Question 9: How can we ensure fair and sustainable funding for all providers offering the ELC entitlement?

Comments

- The introduction of the living wage or national pay scale would possibly reduce the high turnover of staff in the sector.
- The level of funding allocated to partner providers would require to be increased to enable providers to pay a living wage. To enable Councils to do this additional funding from the Government would be required.
- The level of funding to be allocated to providers in the independent sector requires to be at sufficient level that reflects the cost of a place to enable them to be financial viable given that there will be less hours for them to sell. It is essential that any deficit does not result in increased costs for parents.
- Recognition of the cost of varying models and settings.
- Ensuring that parents can utilise the 1140 hours flexibly, for example over a 50 week period as well as term time.
- By offering a blended approach to delivering early learning and childcare flexibly.
- There is an expectation that, if the same level of quality early learning and childcare is to be provided by a childminder and a private / third sector provider, then the procurement and inspection arrangements should be the same.

Question 10: What more can we do to promote and support the involvement of childminders in the entitlement to ELC? What are the barriers, if any, to becoming a childminder? How can we ensure quality while preserving the unique value of home-based care?

Comments

- There needs to be clarification on whether childminders will provide early learning and childcare.
- A recruitment and marketing campaign would be required at a national and local level.
- Use social media to promote childminding by highlighting the benefits and promotion as an equal choice of provision. This could assist in the current shortage of childminders to cover the increase in demand.
- By promoting a blended approach to delivering 1140 hours of early learning and childcare. If parents choose an establishment then the need for a childminding service will be greatly reduced.
- There is a need to address the imbalance in the provision of childminders, as there are often more available in areas that are less populated (rural areas and villages) and fewer in urban areas.
- By ensuring childminders are subject of the same model of external scrutiny as other providers, for example Education Scotland inspection, this would help to raise the profile and confidence of childminders as deliverers of early learning and childcare. However the feasibility of this is questionable.
- Childminders requiring to meet the same qualification requirements as other sector staff to avoid educational / childcare disparities.
- By providing clarification on the expectations around procurement processes.
- By promoting childminding as a career pathway into other services.
- Financial support to meet the required standards when setting up to register as a childminder, including providing training.
- Balancing the increased expectations and maintaining the balance which enables childminders to continue to meet their own family needs.
- The level of support required to assist childminders keep up to date with policy changes such as Building the Ambition.

Question 11: How do we ensure that the voice of children and their families is heard as we plan this expansion?

Comments

- Market research and face to face contact with parents.
- Managing the number of consultations for parents, as lately parents have been asked to respond to a number of childcare audits which were circulated via the Scottish Government, local authorities, establishments and other interested bodies.
- Use social media as a more effective mechanism for surveying parents.
- Ensure that any publicity is spread widely as a number of parents that will benefit from the increased provision will not be current users of early learning and childcare services.

Question 12: How can we ensure equality of access for all children? What barriers do children with disabilities and additional support needs currently face in accessing early learning and childcare? What further action is required to address these barriers?

Comments

- A blended approach may be beneficial for some children as they may struggle to cope with the longer day in a nursery environment, due to capacity in room, noise level.
- Waiting list for children to get help from specialist services such as speech and language therapists can be a barrier.
- Additional specialist support staff / ASNAs may be required to support children attending for longer periods of time.
- At times there is not appropriate provision available due to an increasing number of children presenting with ASN, this impacts on resources as there is a need to ensure appropriate staffing and support for children.
- The provision of specialists training for the existing and new workforce to support children.
- The provision and cost of transport to support children to access specialist placements.
- Disparity between provisions in the allocation of ASN support, additional support is often not allocated to support children attending partner nurseries.

Question 13: How can we support higher take-up rates amongst eligible two year olds, and other groups less likely to access entitlement?

Comments

- Improving local links with health visitors, family worker, DWP and other agencies to promote the entitlement.
- Enabling parents the opportunity to access their entitlement flexibly and to purchase a top-up provision.
- Use social media / leaflet drops to raise awareness. Highlight parents don't have to take full entitlement.
- By visually advertising nursery environments and highlighting the benefits of a nurturing provision – either a nursery class or centre - to help parents understand the positive impact for young children.
- Ensuring that the provision is local to encourage take up.
- Ensuring continuity of provision for children by enabling children to attend the same service for their 2 year old place and beyond.
- Offer a blended model of choice of provision that includes the use of childminders that meets the needs of families

Question 14: How can more social enterprises, and third sector providers, be encouraged to enter the early learning and childcare sector?

Comments

- The option would need to be attractive with an appropriate level of resource and support available.
- Voluntary (parent managed) nurseries can be overwhelming for the parents due to the level of regulation. A significant level of support is required to prevent this model of provision from becoming unsustainable.
- There is a need for local networks of support for voluntary and third sectors providers.
- Sufficient market research is required to ensure services can be sustained.
- There has to be professional status for early learning and childcare.
- The level of resource required to provide quality assurance support to an expanding range and number of providers.

Question 15: How can the governance arrangements support more community-led ELC provision particularly in remote and rural areas?

Comments

- There would need to be a level of flexibility to respond to the very unique models and situations. External inspectors would require to have some understanding of such unique services.
- Education Scotland and Care Inspectorate should offer advice and support as well as regulation.
- Consideration on how to efficiently manage the range of specialist / small scale community led provision without increased resource allocation.

Question 16: How can the broader system for promoting, accessing, and registering for a place in an ELC setting be improved? Please give examples of any innovative and accessible systems currently in place?

Comments

- The registering and allocation of places via local establishments and admissions panel was identified as best practice, as this approach enables a better understanding of family needs and circumstances. The involvement of Health visitors and other professionals such as social workers enhance this approach.
- Entitled places are allocated on an annual basis to ensure equity no matter when the eligible place is due to begin. This approach can have financial implications for partner providers as they will not receive the funding until the child is eligible to take up the place.
- Whilst a centralised approach to admissions could be beneficial for data management this would be problematic in managing the complex system of flexible provision and would be resource intense. Some partners felt that a central approach could be detrimental to them. This approach would require an extremely strong understanding of the needs of a local area or children

could be inappropriately allocated places, such as the distance to travel to a service should a preferred choice not be available.

- Adopt a change in the terminology used to advise parents of the types of places available by stopping referring to morning and afternoon sessions and referring to a flexible place that meets the needs of the child and family.
- The language of 'deferred year' should be changed

Question 17: Do parents and carers face any barriers in accessing support with the costs of ELC provision (beyond the funded entitlement)? What more can we do to ensure additional hours are affordable?

Comments

- An inequality in the rate for a funded place between providers can be a barrier for parents.
- Deposits / payments in advance for childcare can be a barrier, particularly for a parent new to employment.
- Ensuring that information about childcare tax credits and other childcare benefits are widely publicised and support and advice on accessing these needs to be assessable to parents.
- Transportation costs between an early learning and childcare service, work location and home can be a barrier.

Question 18: How can ELC providers, particularly private and third sector providers, be encouraged to extend capacity?

Comments

- There needs to be clarity on the funding to be made available to enable providers to plan for the future. The level of funding needs to be fair and reflect the true cost of an early learning and childcare placement, including administrative processes for managing complex placement allocation and fees to be charged for places beyond the entitled provision.
- Partners are concerned about the cost for paying staff the living wage and the implications this could have if the funding was not available to pay all staff within a nursery / company the living wage, including those staff working with age groups that are not yet eligible for funded early learning and childcare.
- Services are not all on the same footing and running costs vary, with some located in Council buildings and others owning their own buildings.
- There is concern that the increased free provision will result in a loss of income from wraparound provision.

Question 19: What funding model would best support our vision for high quality and flexible ELC provision, which is accessible and affordable for all?

Comments

- The preferred option is to continue with the local government block grant option. Information on future funding allocation and time to plan/ develop

services that ensure quality, flexibility, accessibility and affordability for all is essential.

- A focus on supporting the needs of the most deprived / vulnerable children is essential, and therefore adequate resources must be provided to enable the development key services in identified SIMD.
- Data information on local populations requires to be more robust to enable accurate planning – the NAMS/ SEEMIS systems requires to be further developed and systems for tracking cross border places need to be more robust.
- The proposals relating to funding following the child / childcare accounts are viewed as problematic in terms of planning the expansion and the risk of the funding not being used for early learning and childcare provision resulting in high levels of debt and perhaps resulting in the most vulnerable children losing out on an entitled place.

Question 20: If it were possible for aspects of the entitlement to be phased in ahead the full roll out by 2020, how should this be implemented?

Comments

- Early information about the funding available, including capital, is required to enable effective planning to roll out the expansion.
- Recruitment of staff and training of staff to a high standard should be priority before full implementation. Partners are concerned that they will be unable to recruit and retain staff as they will lose staff to the local authority due to the higher levels of pay.
- Phasing in the entitlement by targeting those children who are most in need, using SIMD to determine this.
- Understanding the needs of families is crucial as it is difficult to plan provision of these extra hours without this knowledge – e.g. should more of the entitlement be provided across 50 weeks instead of the current school year.



To: Education and Children Policy Board

On: 19 January 2017

Report by: Director of Children's Services

Heading: School Estate Management Plan (SEMP) Revision to proposal to relocate Spateston Pre 5 Centre to the St Anthony's Primary School Building

1. Summary

- 1.1. At its meeting of 21 January 2016 the education and children policy board approved the SEMP proposal to relocate Spateston Pre 5 Centre into surplus accommodation within St Anthony's Primary School.
- 1.2. The original proposal advised that by closing the Spateston Pre 5 Centre building, which was categorised as being in poor condition, the Council could better utilise its property assets and improve its services to children and young people.
- 1.3. A number of new considerations mean that a review of the viability of the original proposal is required.
- 1.4. The principal drivers for this review relate to the extension of provision of early years education and childcare; and the potential impact of new planning permissions granted for new housing developments in the area. These factors were not known at the time of the original decision.
- 1.5. In assessing these factors children's services determined that improvement in its service to children and young people would be best achieved through 2 separate projects: a new build Spateston Pre 5 Centre and a refurbished St Anthony's Primary School.
- 1.6. If elected members decide to proceed with the revised proposal noted at section 4 of this report, the proposed programme could be delivered as detailed below:
 - Approval to proceed received January 2017
 - Start of design phase (both projects) January 2017
 - Start of construction phase St Anthony's Primary School January 2018

- Start of construction phase Spateston Pre 5 Centre June 2018
 - Completion Spateston Pre 5 Centre Summer 2019
 - Completion St Anthony's Primary School Summer 2019
 - Demolition of vacant facilities (commences) August 2019
-

2. Recommendations

The education and children policy board is asked to:

- 2.1. Note that the SEMP proposal of 21 January 2016 to relocate Spateston Pre 5 Centre to a refurbished and extended St Anthony's Primary School is no longer considered to be viable;
 - 2.2. Approve the revised proposal to build a new Spateston Pre 5 Centre on the site of the existing Centre, augmented by an area of Council owned land immediately adjacent to the centre, at Churchill Avenue in Johnstone;
 - 2.3. Approve the revised proposal to refurbish St Anthony's Primary School.
-

3. Background

- 3.1. At its meeting of 21 January 2016 the education and children policy board approved the SEMP proposal to relocate Spateston Pre 5 Centre into surplus accommodation within St Anthony's Primary School.
- 3.2. The original proposal advised that by closing the Spateston Pre 5 Centre building, which was categorised as being in poor condition, the Council could better utilise its property assets and improve its services to children and young people.
- 3.3. A number of new considerations mean that a review of the viability of the original proposal is now required.
- 3.4. The principal driver for this review is the potential impact of the Scottish Government's policy on the expansion of early years education and childcare from 600 hours to 1,140 hours per annum. This was not known at the time of the original decision.
- 3.5. In this respect, an analysis of the early years provision in the Johnstone area demonstrates that the space needed for Spateston Pre 5 Centre to deliver 1,140 hours of early education and childcare would be greater than the available surplus accommodation within St Anthony's Primary School.
- 3.6. A further consideration contributing to the need to review this proposal relates to the potential impact of new housing developments which were not included in the original roll projection exercise for St Anthony's Primary School.
- 3.7. When the original proposal was developed children's services carried out a roll projection exercise on the basis of the housing information available at the time. This exercise demonstrated that the school and pre 5 centre could be accommodated in the existing St Anthony's Primary School building with minor extension and refurbishment of the building.

- 3.8. In the intervening period planning permission has been approved for further housing in the area which could potentially increase the roll at St Anthony's Primary School reducing the volume of surplus accommodation available to the pre 5 centre.
-

4. Revised proposal

- 4.1. In considering the factors outlined in section 3 of this report children's services has revised its SEMP proposal affecting Spateston Pre 5 Centre and St Anthony's Primary School, the detail of which is noted below.
- 4.2. It is anticipated that the Scottish Government's policy on the expansion of early years education and childcare, from 600 hours to 1,140 hours per annum, will mean that the Council will have to reassess its provision for internal and external early years learning and childcare spaces at Spateston Pre 5 Centre.
- 4.3. It is acknowledged that the space Spateston Pre 5 Centre will require cannot be accommodated within the surplus space at St Anthony's Primary School and the head of property services was therefore asked to ascertain if it was possible to augment the existing centre's site with an area of Council owned land immediately adjacent to the centre.
- 4.4. Property services have advised that a Council owned site, of 0.72ha accessed via Churchill Avenue in Johnstone, could augment the existing site.
- 4.5. This building would accommodate the existing cohort and would allow for an extension of early years education and childcare in the form of a woodland nursery within the grounds of the centre.
- 4.6. Given the potential roll increase and current financial constraints it is proposed that the refurbishment of St Anthony's Primary School is taken forward on a phased basis.
- 4.7. Phase 1 of this refurbishment will address the condition challenges of the building.
- 4.8. Phase 2 of the refurbishment principally relates to the school grounds and further work will be required on this phase following completion of the building work.
- 4.9. To deliver 2 separate projects property services recommend the following indicative programme outline:

4.9.1. Spateston Pre 5 Centre

- | | |
|-------------------------------|--------------|
| • Commence design development | January 2017 |
| • Commence construction | June 2018 |
| • Handover new facility | Summer 2019 |
| • Demolish existing building | August 2019 |

4.9.2. St Anthony's Primary School (phase 1)

- | | |
|-------------------------------|--------------|
| • Commence design development | January 2017 |
| • Commence construction | January 2018 |
| • Complete phase 1 | Summer 2019 |
-

Implications of this report

1. Financial Implications

The revised proposals outlined in the report may have implications for the existing agreed schools estate management plan funding package. As the proposals develop and cost projections become clearer, the director of finance and resources will work with children's services to assess these implications and associated funding requirements. In the event that the developed proposals highlight a significant funding requirement, a further report to the board will be provided outlining the implications for the Council's capital plans.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

- | | |
|---------------------------------------|--|
| Children and Young People | - Improved school and early years environments support learning and achievement. |
| Community Care, Health and Well-being | - Improved school and early years environments support health and wellbeing. |
| Empowering our Communities | - Sustainable approaches to ensuring high quality assets will be developed. |

4. Legal Implications

None.

5. Property/Assets Implications

This revised proposal aims to deliver a refurbished St Anthony's Primary School on its existing site and a new Spateston Pre 5 Centre on the site of the existing centre; augmented by an area of land immediately adjacent to the centre at Churchill Avenue in Johnstone. Project development will determine the extent of the site required for the centre and property services will assess issues relating to land transfer / excambion and geotechnical investigation. These proposals are designed to provide sustainable accommodation that is fit for education in the 21st century.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

None.

9. Procurement Implications

The procurement model for the delivery of this project is being developed by corporate procurement and finance and resource services. The new build and refurbishment will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through an open competitive tender process.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

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

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

Children's Services
IT/GMcK/LG
11 January 2017

Author: Ian Thomson, education manager (resources). 0141 618 7241,
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To: Education and Children Policy Board

On: 19 January 2017

Report by: Director of Children's Services

Heading: Risk Management Plan 2016/17 – Mid Year Update

1. Summary

- 1.1 In keeping with 'Risk Matters', the Council's combined risk management policy and strategy, the service risk management plan is refreshed on an annual basis.
 - 1.2 This paper presents a mid-year update on the service risk management plan presented to this Board in May 2016.
-

2. Recommendations

- 2.1 It is recommended that the Education and Children Policy Board:
 - Approves the addition of a risk relating to the care and support of unaccompanied asylum seeking children
 - Notes the contents of this report.
-

3. Background

- 3.1 At the midyear review of the register there has been good progress made in the control and management of the identified risks.
- 3.2 A new risk has been added to the register to acknowledge the potential impact of the humanitarian crisis in Calais and Renfrewshire Council's willingness to provide care and support for unaccompanied asylum seeking children. It has been deemed a risk due to the specialist support which may be required and the complex legal situation. This risk has been scored as having as likely to occur and having a potentially moderate impact, giving it a risk score of 12, which places it in the 'Moderate' category.

3.3 There have been no changes in terms of the risk scoring for any risks on the Children's Services Risk Register.

3.4 Responsibility for Raising Attainment and Workforce Planning & Organisational Development transferred to the new Assistant Director of Children's Services as of 1 December 2016.

3.5 Due to the addition of a risk related to unaccompanied asylum seeking children, the service risk profile is now as follows:

Evaluation:	Low	Moderate	High	Very High	Total
No. of Risks:	1	10	3	0	14

3.6

Top Children's Services risks

The following provides a brief narrative update on the top Children's Services risks.

(1) Public Protection

Social work services, both in Children's Services and the Health and Social Care Partnership, have a public protection role relating to child protection, adult protection and protecting the public from offending behaviour. Effective partnership working with the police and other key agencies is critical to ensuring risk is appropriately managed.

(2) Workforce Planning and Organisational Development

Workforce Planning & Organisational Development: A flexible, skilled workforce is essential to the delivery of high quality education and social care services. If planning and development activity is not prioritised, it could lead to short- and long-term workforce difficulties. Recruitment of both permanent and supply teachers is a particular challenge.

(3) Getting It Right For Every Child (GIRFEC) and implementation of the Children & Young People Act 2014

Failure to fully embed GIRFEC principles across services and fulfil legal duties could result in poorer outcomes for children and young people and reputational damage for the Council.

3.7

Progress against planned actions

In relation to the 14 Children's Services Risks, there are 28 related actions to be undertaken. Progress on this is reported as part of the service improvement plan monitoring process.

Children's Services and the Corporate Risk Management Group continue to monitor the Children's Services risk register on a quarterly basis on behalf of the Corporate Management Team.

Implications of the Report

1. Financial

Recurring costs associated with the measures in place for each risk are considered proportionate to the level of risk, and new planned actions are also considered to be cost effective.

The financial requirements to support the service risk management plan should be met within the service budget allocations. Any unplanned and unbudgeted cost pressures that arise in relation to any of the risks identified will be subject to review in consultation with the Chief Executive and the Director of Finance and Resources.

2. HR and Organisational Development

Any risks relating to HR and Organisational Development issues are reflected within Appendix 1.

3. Community Planning

Any risks relating to the Community Planning themes are reflected within Appendix 1.

4. Legal

Any risks that may have legal implications are reflected within Appendix 1.

5. Property/Assets

Any property-related risks are reflected within Appendix 1.

6. Information Technology

Any risks relating to ICT are reflected within Appendix 1.

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.

8. Health and Safety

Any risks relating to health, safety and wellbeing are reflected within Appendix 1.

9. Procurement

Any risks relating to procurement are reflected within Appendix 1.

10. Risk

For member assurance, all areas of the service have been consulted to ensure that the relevant risks have been identified.

The risk scores are believed to be as realistic as possible taking account of the type of risks recorded and the effectiveness of the measures in place to manage them.

The risk profile shows there are significant risks being managed by the service; however for assurance, the senior leadership team believe that this risk can be managed and contained (in relation to the Council's risk capacity and

tolerance).

Although the risks require close monitoring and scrutiny throughout the year, many are longer term risks that are likely to be a feature of the risk management plan over a number of years.

11. Privacy Impact

Any risks relating to privacy matters are reflected within Appendix 1.

List of Background Papers

(a) Background Paper 1: Service Risk Management Plan 2016/17

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

Lisa Fingland, Service Planning & Policy Development Manager, 0141 618 6812, lisa.fingland@renfrewshire.gcsx.gov.uk

Authors: *Lisa Fingland, Service Planning & Policy Development Manager
Tel: 0141 618 6812; email Lisa.Fingland@renfrewshire.gcsx.gov.uk*

Appendix 1: Children's Services Risk Register 2016/17

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.01 Public protection	Encompassing: 1) Adult and child protection 2) Effective risk management 3) Management of high-risk offenders 4) Multi-agency training and procedures	Social work services, whether in Children's Services or the Health and Social Care Partnership, have a statutory public protection role relating to child and adult protection and offending behaviour. Effective partnership working with key agencies and the police is critical to ensuring risk to and from individuals is effectively managed.	Director of Children's Services	* Multi-agency child and adult protection committees well established, with independent chair in place for both. * Procedures developed and implemented across partnerships through the child and adult protection committees and through North Strathclyde Community Justice Authority. * Transition Plan in place to support the development of a Community Planning Partnership model for delivery of community justice services. * Chief Officers Group, comprising of leaders from all relevant partners agencies, meet on a regular basis to discuss key issues. Joint Communications sub-group now established. * Multi-agency child and adult protection training programme in place, facilitated by dedicated trainer. * Practice and service quality subject to regular external scrutiny by Care Inspectorate and other bodies as required. *Female offenders service operational. * Management and supervision policies in place and levels of management review established. * Lead officers for child protection, public protection and community justice.	03	05	15 High
Action Codes		Linked Actions	Latest Note		Assigned To	Due Date	Status
CHSSIP1617.03a		Ensure all relevant employees have the training, awareness and skills to keep those people at risk of harm as safe as possible.	A range of training modules are available in a number of different formats, and the Council also offers training on adult and child protection to partners free of charge. The child protection training programme has been updated to include internet safety and child sexual exploitation. Preparation for the implementation of the Children and Young People (Scotland) Act 2014 has also been a focus for training. This work is ongoing throughout the year and progress reflects this.		Director of Children's Services	31-Mar-2017	
CHSSIP1617.03c		Implement the Penal Policy Improvement Project in Renfrewshire.	The project is underway. Renfrewshire's focus is prevention of remand for female offenders, through the introduction of a ball supervision service. This		Criminal Justice Service	31-Mar-2017	

		service was implemented on 30 March 2016 and is reducing the female remand population.	Manager		
CHSSIP1617.03d	Implement, with partners, the improvement plan arising from the multi-agency inspection of integrated children's services in Renfrewshire.	IRD arrangements have been established. Interagency leadership event held addressing key funding. Training plans developed and being delivered to staff.	Heads of Service	31-Mar-2017	
CHSSIP1617.03e	Implement the Up2U intervention on gender-based violence with criminal justice service users in Renfrewshire.	All appropriate criminal justice staff completed training in April 2016. All court assessments are screened for suitability and work is underway with service users assessed as appropriate. We are also exploring our role in the wider evaluation of the programme.	Criminal Justice Service Manager	31-Mar-2017	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation	
CHSRR16.02 Workforce planning and organisational development		A flexible and skilled workforce is essential to the future development of high quality services, and may lead to short and longer term workforce difficulties should this not be prioritised.	Assistant Director of Children's Services	<ul style="list-style-type: none">* Representation on the Council's Workforce Development & Equality Group (WDEG) which is tasked on an ongoing basis with reviewing competency requirements for all job roles.* iLearn system in place providing online access to learning and development.* Dedicated training staff in place within the service.* Literacy Development Programme being rolled out.	03	04	12 High	
	Encompassing (1) Workforce planning: structural change and having a flexible, motivated and skilled workforce (2) Organisational development: management development, individual personal / employee development and performance management (3) Leadership and culture							
Action Codes	Linked Actions	Latest Note		Assigned To	Due Date			Status
CHSSIP1617.09a	Deliver the Literacy Development Programme in partnership with University of Strathclyde to provide high quality professional learning opportunities for teachers.	Literacy Development is a key focus of the Council's Tackling Poverty work and the service is targeting children in the 20% most deprived areas of Renfrewshire. Training for head teachers and class teachers has been developed in partnership with the University of Strathclyde to support this. The work is ongoing throughout the year and progress reflects this.		Education Manager (Curriculum and Early Years)	31-Mar-2017			
CHSSIP1617.09b	Continue to develop the Leadership Strategy as part of the implementation of Teaching Scotland's Future.	Leadership Development Programme has been extended to aspiring PTs and DHTs in primary and secondary schools. A programme has been developed and delivered with early years heads and deputies.		Education Manager (Curriculum and Early Years)	31-Mar-2017			
CHSSIP1617.09c	Implement and embed a new design and approach for children's social work services.	New teams have been established, recruitment has been completed and transfer of casework is near conclusion.		Children's Services Manager	31-Mar-2017			

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.03 GIRFEC and implementation of the Children & Young People Act 2014	Children's Services aims to provide high quality services to meet the needs of children, young people and vulnerable adults. It is critical to manage risk as failure to do so might impact on our ability to ensure children, young people and vulnerable adults feel safe, nurtured, achieving, respected and responsible, healthy, included and active and reaching positive destinations.	Children's Services aims to provide high quality services to meet the needs of children, young people and vulnerable adults. It is critical to manage risk as failure to do so might impact on our ability to ensure children, young people and vulnerable adults feel safe, nurtured, achieving, respected and responsible, healthy, included and active, and are supported to reach positive destinations.	Director of Children's Services	<ul style="list-style-type: none"> * Workstreams in place for each key element of the Children & Young People (Scotland) Act 2014. * Standard circulars implemented and available to all staff. * The recommendations of internal and external scrutiny reports are implemented. * The GIRFEC Policy is in place which ensures compliance regarding the further development and implementation of the GIRFEC Agenda. * Delivery of multi-agency training on new Act planned for 2016. * Active contributor to Renfrewshire Child Protection Committee. * Deployment of additional support assistants is regularly reviewed and monitored. * Flexible pre-school education provided and provision for 2 year olds to support parents back to work. 	02	05	10 High
Action Codes	Linked Actions	Latest Note		Assigned To		Due Date	Status
CHSSIP1617.08c	Ensure compliance with the provisions of the Children & Young People (Scotland) Act 2014, in particular Named Person, Child's Plan and Information Sharing.	Arrangements were in place to ensure that Renfrewshire Council was ready to implement the provisions of the Act for the expected commencement date of August 2016. Following a decision of the Supreme Court, the implementation of the Named Person scheme has been delayed. Renfrewshire will contribute to the Scottish Government consultation on addressing the concerns of the Supreme Court.		Director of Children's Services		31-Mar-2017	
CHSSIP1617.09d	Develop and deliver multi-agency training in relation to the implementation of the Children & Young People Act.	A training strategy has been produced and approved. A range of training and learning events have taken place. More significant learning/ training programmes are now under development and the next phase of delivery will begin in October 17.		Training and Development Manager		31-Mar-2017	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.04 Integrated service arrangements	Encompassing: (1) Establishing strong links between services which remain the responsibility of Renfrewshire Council and those transferred to the Integration Joint Board.	If the Council does not establish strong links between those services transferred to the Health and Social Care Partnership and those which remain with Renfrewshire Council,	Director of Children's Services	<ul style="list-style-type: none"> * Programme Board overseeing arrangements for integrating services. * Children's Services management structure in place and Extended Senior Management Team meeting regularly * Chief Social Work Officer continues as professional lead for social work practitioners in both Children's Services and the Health and Social Care Partnership and will chair six monthly meetings of social work senior managers working in both 	03	03	9

(2) Ensuring a smooth transition for those services delegated to the Integration Joint Board from 1 April 2016.		there is a potential risk to service users, employees, the community and the reputation of the services involved.	services. * Heads of Service Liaison Group meeting 6-weekly to discuss operational and strategic issues.		
Action Codes	Linked Actions	Latest Note			
CHSSIP1617.03b	Develop structures and approaches to support the transition of community justice services to a Community Planning Partnership model.	The Lead Officer Community Justice is now in post and work to prepare a strategic plan for community justice in Renfrewshire is underway. The Community Justice Steering Group reports on progress regularly to the Safer and Stronger Thematic Board. The draft national strategy and performance framework have recently been published and these will inform local planning and priority setting.			
CHSSIP1617.08b	Contribute to the development of a new Carers Strategy for Renfrewshire.	The new strategy is in development. Engagement meetings with young carers and with services are planned.			
CHSSIP1617.08g	Prepare, with partners, a new Integrated Children's Services Plan for Renfrewshire.	Work has commenced on the programme of work to deliver the next Integrated Children's Services Plan. The broad approach to developing the plan has been agreed. Work will progress over the next three months on developing the draft plan for consultation during March 2017.			
			Assigned To	Due Date	Status
			Criminal Justice Service Manager	31-Mar-2017	
			Senior Officer (GIRFEC)	31-Mar-2017	
			Head of Early Years and Inclusion	31-Mar-2017	

Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation	
CHSRR16.05 Development of early intervention and preventative services for children	If the service did not develop early intervention and prevention services whilst continuing to develop and modernise existing care services for children, there is a risk that plans to improve longer-term outcomes for children will not be achieved and that future demand for social work services will increase.	Director of Children's Services	* Ongoing development of in-house fostering service. * Introduction of evidence-based programmes with partners e.g. Triple P, Functional Family Therapy, Incredible Years. * New approach to permanency planning supported by CELCIS. * Redesign of social work fieldwork teams.	03	03	9 Moderate	
Encompassing: 1) Implementation of evidence-based programmes, with partners 2) Ongoing development of services for accommodated children and care leavers 3) Redesign of frontline social work services for children and families							
Action Codes	Linked Actions	Latest Note			Assigned To	Due Date	Status
CHSSIP1617.05a	Expand the Families First approach to Gallowhill, Foxbar and Johnstone to ensure children have the best start in life.	Staff teams have been recruited and the service has now commenced. The first two projects, in Ferguslie and Linwood, have already been evaluated and has been shown to have a positive impact on families.			Head of Early Years and Inclusion	30-Jun-2016	

CHSSIP1617.05b	Implement the Children's Services actions from the Tackling Poverty Strategy.	Very good progress is being made across each of the Tackling Poverty work streams. Additional social work staff are in place to allow more targeted family support and the literacy development programme is having a positive impact on the teaching of reading. The cost of the school day fund has supported children to ensure they are included in all aspects of school life. The use of standardised assessment is providing important data in order to ensure improvement. The joint employability project is improving sustained destinations.	Heads of Service	31-Mar-2017	
CHSSIP1617.05c	Extend provision of the Promoting Positive Thinking Strategies (PATHS) programme to a further 10 schools. (next 18 months).	An additional 3 schools have commenced training and delivery of PATHS. A negotiated contract with the provider is being pursued to extend the number of schools able to participate. A further group of 3 schools have been identified to commence training in the programme in January 2017. The remaining 4 schools will commence training in March 2017.	Head of Early Years and Inclusion	31-Mar-2017	
CHSSIP1617.08a	Roll out new approaches to permanency planning for looked after children to ensure children have the opportunity to reach their full potential from a safe and secure base.	Children's Services has been working with the Centre for Excellence for Looked after Children in Scotland (CELCIS) on tests of change in relation to long-term planning for looked after children. The focus on finding long-term stable placements has been very successful. Our emphasis is, and will continue to be, on ensuring that placements are sustainable, whether this is a permanent return home, a permanent arrangement to remain with kinship carers or foster carers, or in some cases, adoption. Changes within the service have reduced the time taken to put permanent arrangements in place for children, and this has made a significant contribution to the reduction in the number of Looked After and Accommodated Children. However, all placement decisions will always prioritise the safety and needs of the individual child. This work is ongoing throughout the year and progress reflects this.	Children's Services Manager	31-Mar-2017	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.06 Failure of major providers	Encompassing (1) Monitoring of external commissioning / procurement activity	Failure or loss of a major service provider may impact on our capacity to protect vulnerable children and adults.	Director of Children's Services	* Appraisal of providers conducted as part of procurement process. * Purchasing patterns monitored by finance managers and senior operational managers within the service. * Programme of reviews of all service providers. * Main providers registered and inspected by the Care Inspectorate, with reports accessible for review. Participation in local and national contingency arrangements relating to providers facing financial uncertainty to ensure minimal impact on local service users.	03	03	9 Moderate
Action Codes	Linked Actions	Latest Note			Assigned To	Due Date	Status

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.07 Financial and demographic pressures	Encompassing (1) Medium and longer term financial planning (2) Corporate and service review activities (3) Strategic commissioning approach (4) Development of cost care models	If the service's financial and demographic pressures were not effectively planned for and managed over the medium to longer term, this would impact on the ability of the service to deliver services to the most vulnerable people in Renfrewshire.	Director of Children's Services	<ul style="list-style-type: none">* Long term financial planning processes, including roll out of strategic commissioning approach.* Budget monitoring processes in place and subject to ongoing review.* Client group budget management meetings held.* Programme of financial management training in place for budget holders.* Eligibility criteria established as appropriate.* Programme of service reviews in place.* Investment in service redesign opportunities to improve efficiency and effectiveness.	03	03	9 Moderate
Action Codes	Linked Actions		Latest Note		Assigned To	Due Date	Status
CHSSIP1617.09c	Implement and embed a new design and approach for children's social work services.		New teams have been established, recruitment has been completed and transfer of casework is near conclusion.		Children's Services Manager	31-Mar-2017	
CHSSIP1617.10b	Deliver and report on the second epidemiology study of children in Renfrewshire.		Preparatory work has commenced on this including the development of the questionnaire and the preparation of data which Renfrewshire will pre-populate to allow effective analysis of the outcomes. Children and young people will be supported to complete the questionnaire in school from mid-November 2017. The analysis of data and future planning of services will commence in January 2017 and be used to inform the development of the next Integrated Children's Services Plan.		Head of Early Years and Inclusion	30-Sep-2017	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.08 Data protection	Encompassing (1) Subject Access Requests (2) Data sharing agreements	Failure to develop and implement robust procedures around data protection could lead to inappropriate sharing of sensitive information and potential sanctions from the Information Commissioner.	Director of Children's Services	* Process developed for responding to requests for personal data. * Process developed for managing electronic and manual record containing personal data. * Data protection training and awareness sessions offered to relevant staff within the service.	03	03	9 Moderate
Action Codes	Linked Actions	Latest Note		Assigned To	Due Date	Status	

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.09 Continuous improvement		Self-evaluation of performance and practice is key to the continuous improvement of the service. There is a risk that insufficient development of this agenda will impact on service development activity and increase the burden of external scrutiny.	Director of Children's Services	<ul style="list-style-type: none"> * Registered services subject to regular inspections by Care Inspectorate * Schools subject to regular inspection by Her Majesty's Inspectorate of Education. * Regular programme of external scrutiny by Care Inspectorate and HMIE for the whole service. * Inspection activity reported to Policy Board and Council as appropriate. 	03	03	9 Moderate
Encompassing 1) Programme of self-evaluation in educational establishments based on How Good Is Our School? 2) Supported self-evaluation with the Care Inspectorate 3) Case file auditing							
Action Codes	Linked Actions	Latest Note		Assigned To	Due Date	Status	
CHSSIP1617.06e	Implement the National Improvement Framework in our schools.	All establishments have produced a standards and quality report and establishment improvement plan in line with the requirements of the National Improvement Framework. The first year of the teacher judgement survey has now been collected by the Scottish Government with the expectation that results will be published in December 2016. Many of the planning requirements for schools and Councils will not take effect until the beginning of the school session 2017. We continue to monitor developments to legislation in the meantime.		Education Manager (Planning & Performance)	31-Aug-2016		

Context		Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.10 Raising Attainment	<p>The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>In addition the Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations.</p>	The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens. In addition The Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations	Assistant Director of Children's Services	<p>* Programme of work to ensure compliance with provisions of the Children & Young People (Scotland) Act 2014</p> <p>* Self-evaluation:</p> <ul style="list-style-type: none"> - Establishments and services engage in self-evaluation to improve learning and teaching - Establishment Review Teams monitor performance and link to inspection activity <p>* Raise levels of attainment:</p> <ul style="list-style-type: none"> - Implementation of the National Improvement Framework - Implementation of standardised assessments for literacy and numeracy at key stages - Improvement of information sharing on children's progress by increased parental engagement <p>* Support high quality teaching and learning:</p> <ul style="list-style-type: none"> - Implementation of GTCS - Professional Review and Development and Professional Update for all teachers across Renfrewshire. - High quality professional development opportunities through leadership development programme for teachers at all levels. 	03	03	9 Moderate
Action Codes		Linked Actions	Latest Note				
CHSSIP1617.06a	Close the educational attainment gap between children from low-income families and their better-off peers.		Renfrewshire has been chosen as one of Scotland's Attainment Challenge authorities and will attract significant additional funding from the Scottish Government to support this. A plan for how the work will be progressed has been submitted to the Scottish Government.	Head of Schools			
CHSSIP1617.06b	Implement the use of standardised		Partnership work with the University of Strathclyde on literacy is ongoing. The first standardised assessments of numeracy and literacy at P4 and P7 have taken place and work is ongoing to evaluate the testing process and consider the results within that context.	All primary schools undertook standardised assessments in literacy and			
				Education		30-Jun-	

	assessments at key stages to support teacher professional judgement and establish a baseline in the attainment of literacy and numeracy.	numeracy at P4 and P7 in May 2016. The results of these are being considered alongside the Teacher Judgement Survey recently undertaken for P1, P4, P7 and S3. Work is also ongoing with schools to evaluate the testing process.	Manager (Planning & Performance)	2016	
CHSSIP1617.06c	Review allocation of ASN support to schools through a staged intervention process.	Work is underway to ensure that processes for ASN support are in line with GIRFEC developments. Self-evaluation questionnaires and focus groups will be used to review and analyse the data.	Education Manager (GIRFEC)	31-Mar-2017	
CHSSIP1617.06d	Review our social, emotional behavioural needs (SEBN) provision for secondary sector learners to reflect current curriculum structure including access to senior phase provision up to S6.	The review is complete and our plans for Flexible Learning in 3 locations are in operation. The implementation of the third Flexible learning base in Renfrew High school has been delayed due to procurement process and young people are being supported on an outreach basis.	Education Manager (GIRFEC)	31-Mar-2017	
CHSSIP1617.06f	Make better use of the data we hold to support the learning and teaching of young people.	All secondary schools use 'Insight' to benchmark their attainment data and support school improvement. Progress is measured in literacy and numeracy, improving attainment for all, leavers destinations and closing the attainment gap. In 2015 and 2016, we provided secondary schools with more detailed data on attainment. Work is ongoing to improve the quality of benchmarking data to primary schools. The Scottish Government has implemented a Teacher Judgement Survey for all pupils in P1, P4, P7 and S3 and high-level data will be published in 2017. Work is underway locally to analyse the information from the survey and from the standardised assessments undertaken towards the end of 2015/16 session. Detailed analysis of attainment information is a key strand of the Council's proposed Scottish Attainment Challenge action plan. Preparation is ongoing for the delivery of a second large scale survey of children and young people in Renfrewshire (following on from the 2011 survey) and this will inform the future development of a range of services for children and young people.	Education Manager (Planning & Performance)	31-Mar-2017	
CHSSIP1617.06g	Improve the sharing of information on children's progress through increased parental engagement.	Guidance on reporting has been shared with schools. Schools have been involved in the pilot. Final guidance will be issued Jan/Feb 2017.	Education Manager (Curriculum and Early Years)	31-Mar-2017	
CHSSIP1617.06h	Improve outcomes for young people in Renfrewshire through youth work, youth information, empowerment activities and outdoor learning.	The team continues to target youth work activities to young people in schools and communities and offers a comprehensive youth work programme in support of the action.	Education Manager (Policy and Strategy)	31-Mar-2017	

Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
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CHSRR16.11 Property		Children's Services continues to review and improve the condition of schools. It is essential that we manage risks and take steps to address the deterioration of the estate through a school estate management plan which considers financial risk and aims to mitigate against health and safety concerns and disruption to school life.	Head of Schools	School Estate Management Plan (SEMP) being implemented. Consultative processes are in place to ensure stakeholders contribute to the design and upgrade of new and refurbished properties. Liaison with the corporate asset management section in relation to the corporate asset management strategy. Health and safety monitoring and liaison groups established where appropriate. School disruption management plans are in place where appropriate.	2	4	8
Action Codes	Linked Actions	Latest Note			Assigned To	Due Date	Status
CHSSIP1617.10a	Continue to develop and improve the school estate.	The programme for Bargarran/St John Bosco now includes an element of redesign but the project remains on time and the additional spend can be accommodated within the school estate funding package. Work at St Fergus and at St Paul's/Foxlea remains on time and on budget. Unforeseen additional works have delayed the delivery of Phases 1 and 2 of the Mossvale/St James campus and Property Services are investigating cost mitigation measures. A revised budget for the St Anthony's/Spateston project has been agreed and consultation will be undertaken to determine the scope of the refurbishment and extension. The contractors on the Riverbrae project report further slippage but have indicated that this is recoverable. The projected budget position at present is in excess of a £2m overspend. Property Services continue to work with Legal Services to review events that may be referred to dispute resolution.			Education Manager (Resources)	31-Mar-2019	

Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
CHSRR16.12 Lifelong Learning The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote effective learning and teaching and provide access to learning opportunities which	The Council provides services to assist schools in the delivery of the curriculum. It is essential to manage risk as failure to do so might impact on our capacity to promote	Director of Children's Services	<ul style="list-style-type: none"> *Community learning and development services working in partnership with schools. *Opportunities for continuing professional development in approaches and method. *High quality professional development opportunities through leadership development programme for teachers at all levels. * Recognition of learners' achievement. * Establishments and services engage in self evaluation to 	02	03	6 Moderate

<p>support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>In addition The Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations.</p>	<p>effective learning and teaching and provide access to learning opportunities which support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>In addition The Council provides a range of programmes to develop the skills young people need for adult life. It is essential to manage risk as failure to do so might impact on our capacity to support young people into positive destinations.</p>		<p>improve learning and teaching.</p> <ul style="list-style-type: none"> * Establishment review teams monitor performance. * Increased focus within schools on employability skills * Monitoring of pupil participation in vocational programmes and award schemes. 			
Action Codes	Linked Actions	Latest Note		Assigned To	Due Date	Status
CHSSIP1617.07c	<p>Improve outcomes for families through community based adult learning opportunities focused on literacies, ESOL and Work.</p>	<p>The team continues to support families and adult learners and has a particular focus on family learning initiatives centred on literacy, numeracy and support for refugees or new Scots.</p>		Education Manager (Policy & Strategy)	31-Mar-2017	

Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact	Evaluation
<p>CHSRR16.13 Potential Fraud</p> <p>The council implements a range of measures to prevent and detect serious organised crime and corporate fraud. Should measures not implemented and monitored effectively there would be increased threat to resources and security of information.</p>	<p>The service is mindful of activities that could be open to potential fraud. If these activities are not sufficiently scrutinised there could be financial and reputational impacts to the council.</p>	<p>Director of Children's Services</p>	<ul style="list-style-type: none"> * The service is represented on the council's Integrity Group * Fraud specific controls are not in the public domain and are recorded elsewhere. 	1	3	<p>3 Low</p>

Action Codes	Linked Actions	Latest Note	Assigned To	Due Date	Status
Context	Risk Statement	Owned by	Current Risk Control Measures	Likelihood	Impact
CHSRR16.14 Unaccompanied Asylum Seeking Children	Providing care and support to unaccompanied asylum seeking children arriving from Europe and elsewhere has associated risks which differ in some respects from the risks associated with business as usual. Specialist support and strong partnership working is critical to ensuring the safety and wellbeing of these children and young people. Providing this support may incur an additional financial risk for the council.	Director of Children's Services	<ul style="list-style-type: none"> * Decision making founded on legal advice. * Regular strategic and operational meetings in place to manage the process. * Civil Contingencies Team actively involved in planning and take decisions. * Regular meetings of senior staff in place to deal with issues * Strong partnership working arrangements. * Constructive ongoing dialogue with Care Inspectorate. * Staffing model agreed and contingencies in place. * Corporate Management Team fully engaged. 	04	04
					12 Moderate

Risk Matrix for Adverse Impact

Introduction

Risk should be analysed consistently across the council in terms of the significance of its impact and the likelihood of occurrence. The Risk Matrix is therefore the tool that is to be used for this purpose. The impact element of the same matrix may be used for the grading of adverse events, complaints or claims.

Impact

When considering the consequences of a potential risk, all scenarios must be considered. It may even be appropriate to consider the worst case scenario, however, those undertaking the risk analysis must be able to provide a robust rationale and have evidence to support their selection. For example, if 'death' could be the ultimate potential impact in relation to a specific problem, the risk assessors must have knowledge that this outcome has occurred in the past either internal or external to Renfrewshire Council. (A full list of descriptions to assist in analysing consequence is contained on the following two pages of this appendix);

Likelihood

Similarly when considering the likelihood of occurrence, the risk assessor's judgement must be based on the prevalence of the event/ circumstance and outcome, backed up by experience and data such as relevant incidents/ events, complaints and/ or claims.

Evaluation

As shown in the matrix below, Impact x Likelihood produces an evaluation of the significance of risk, described as 'Low', 'Moderate', 'High' or 'Very High'.

How a risk is evaluated will determine how the risk is then treated:

Likelihood	Consequent Impact				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Extreme
5 Almost Certain	5	10	15	20	25
4 Likely	4	8	12	16	20
3 Possible	3	6	9	12	15
2 Unlikely	2	4	6	8	10
1 Remote	1	2	3	4	5

Low (1-3),

Moderate (4-9),

High (10-16), or

Very High (17-25)

Consequence Impact

"Domains"	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Extreme
Objectives and Projects	<ul style="list-style-type: none"> Barely noticeable reduction in scope / quality / schedule 	<ul style="list-style-type: none"> Minor reduction in scope / quality / schedule 	<ul style="list-style-type: none"> Reduction in scope or quality, project objectives or schedule. 	<ul style="list-style-type: none"> Significant reduction in ability to meet project objectives or schedule. 	<ul style="list-style-type: none"> Inability to meet project objectives, reputation of the organisation seriously damaged and failure to appropriately manage finances.
Injury (physical and psychological) to clients/staff.	<ul style="list-style-type: none"> Adverse event leading to minor injury not requiring first aid. 	<ul style="list-style-type: none"> Minor injury or illness, first-aid treatment needed. No staff absence required. 	<ul style="list-style-type: none"> Significant injury requiring medical treatment and/or counselling. 	<ul style="list-style-type: none"> Major injuries or long term incapacity/ disability (loss of limb), requiring medical treatment and/or counselling. 	<ul style="list-style-type: none"> Incident leading to death or major permanent incapacity.
Client experience / outcome	<ul style="list-style-type: none"> Reduced quality of client experience / outcome not directly related to service delivery. 	<ul style="list-style-type: none"> Unsatisfactory client experience / outcome directly related to service provision – readily resolvable 	<ul style="list-style-type: none"> Unsatisfactory client experience / outcome, short term effects – expect recovery < 1Wk 	<ul style="list-style-type: none"> Unsatisfactory client experience / outcome, long term effects - expect recovery > 1Wk 	<ul style="list-style-type: none"> Unsatisfactory client experience / outcome, continued ongoing long term effects.
Complaints / claims	<ul style="list-style-type: none"> Locally resolved complaint 	<ul style="list-style-type: none"> Justified complaint peripheral to direct service provision 	<ul style="list-style-type: none"> Below excess claim. Justified complaint involving inappropriate service. 	<ul style="list-style-type: none"> Claim above excess level. Multiple justified complaints. 	<ul style="list-style-type: none"> Multiple claims or single major claim.
Staffing and competence	<ul style="list-style-type: none"> Short term low staffing level (< 1 day), where there is no disruption to service. 	<ul style="list-style-type: none"> Ongoing low staffing level results in minor reduction in quality of client care Minor error due to ineffective training / implementation of training. 	<ul style="list-style-type: none"> Late delivery of key objective / service due to lack of staff. Moderate error due to ineffective training / implementation of training. Ongoing problems with staffing levels in Children's Services 	<ul style="list-style-type: none"> Uncertain delivery of key objective / service due to lack of staff. Major error due to ineffective training / implementation of training. 	<ul style="list-style-type: none"> Non delivery of key objective/ service due to lack of staff. Loss of key staff. Critical error due to insufficient training/ implementation of training.

Service / business interruption	<ul style="list-style-type: none"> Interruption in a service which does not impact on the delivery of client care or the ability to continue to provide service 	<ul style="list-style-type: none"> Short term disruption to service with minor impact on client care. 	<ul style="list-style-type: none"> Some disruption in service with unacceptable impact on client care. Temporary loss of ability to provide service. 	<ul style="list-style-type: none"> Sustained loss of service which has serious impact on delivery of client care resulting in major contingency plans being invoked. 	<ul style="list-style-type: none"> Permanent loss of core service or facility. Disruption to facility leading to significant "knock on" effect.
"Domains"	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Extreme
Financial	<ul style="list-style-type: none"> Negligible organisational financial loss (£< 1k). 	<ul style="list-style-type: none"> Minor organisational financial loss (£1-10k). 	<ul style="list-style-type: none"> Significant organisational financial loss (£10-100k). 	<ul style="list-style-type: none"> Major organisational financial loss (£100k-1m). 	<ul style="list-style-type: none"> Severe organisational financial loss (£>1m).
Inspection / assessment / audit	<ul style="list-style-type: none"> Small number of recommendations which focus on minor quality improvement issues. 	<ul style="list-style-type: none"> Minor recommendations made which can be addressed by low level of management action. 	<ul style="list-style-type: none"> Challenging recommendations but can be addressed with appropriate action plan. 	<ul style="list-style-type: none"> Enforcement Action. Low rating. Critical report. 	<ul style="list-style-type: none"> Prosecution. Zero Rating. Severely critical report.
Adverse publicity / reputation	<ul style="list-style-type: none"> No media coverage, little effect on staff morale. 	<ul style="list-style-type: none"> Local Media – short term. Minor effect on staff morale / public attitudes. 	<ul style="list-style-type: none"> Local Media – long term. Impact on staff morale and public perception of the organisation. 	<ul style="list-style-type: none"> National Media (< 3 days). Public confidence in the organisation undermined. Usage of services affected. 	<ul style="list-style-type: none"> National Media (> 3 days). MP / MSP Concern (Questions in Parliament).
Council / Personal Security, and Equipment	<ul style="list-style-type: none"> Damage, loss, theft (£< 1k). 	<ul style="list-style-type: none"> Damage, loss, theft (£1-10k). 	<ul style="list-style-type: none"> Damage, loss, theft (£10-100k). 	<ul style="list-style-type: none"> Damage, loss, theft (£100k-1m). 	<ul style="list-style-type: none"> Damage, loss, theft (£>1m).

Likelihood

	1 Remote	2 Unlikely	3 Possible	4 Likely	5 Almost Certain
Probability	<ul style="list-style-type: none"> Will only occur in exceptional circumstances 	<ul style="list-style-type: none"> Unlikely to occur but definite potential exists 	<ul style="list-style-type: none"> Reasonable chance of occurring – has happened before on occasions 	<ul style="list-style-type: none"> Likely to occur – strong possibility 	<ul style="list-style-type: none"> The event will occur in most circumstances



To: Education and Children Policy Board

On: 19 January 2017

Report by: Director of Children's Services

Heading: Educational Excursion (Amendment)

1. Summary

- 1.1. The Education and Children Policy Board on 20 August 2016, approved the Educational Excursion Policy.
- 1.2. Following the approval of this paper queries were raised by head teachers and excursion leaders on the requirement of it being essential that a trained first aider be present on overseas and residential excursions. This is detailed in Section 12 "First Aid" of policy document. Attached as Appendix 1.
- 1.3. Following further discussion with Corporate Health and Safety and a review of the Scottish framework for safe practice in off-site excursions "Going Out There", developed in partnership by the Scottish Government, it was agreed that this may not be necessary for every trip.

It was agreed that 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.

2. Recommendations

- 2.1. The education and children policy board are asked to approve the amendment of Section 12 "First Aid" of Standard Circular 33 attached as Appendix 2 to this report.
-

3. Background

- 3.1. Prior to the policy document being updated there was no mandatory requirement for a trained first aider to be present at an overseas or residential

trip. In addition to this the Scottish framework for safe practice in off-site excursions “Going Out There”, developed in partnership by the Scottish Government, confirms also that this also may not be necessary for every trip.

- 3.2** Schools have a limited number of trained first aiders that could be made available for every trip. This would result in result in personnel and financial resource implications for every school.
-

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People

- Promotes supporting education beyond the classroom.

Community Care, Health and Well-being

- Improved health, safety and welfare of users.

Safer and Stronger

- It will support continuous review of the health and safety performance which will lead to improved service provision.

4. Legal Implications

This report will assist the department to meet its legal requirement under health and safety legislation and the Standards in Scotland's Schools Act etc. 2000 Section 2(1).

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

Improved health, safety and welfare of employees and service users.

9. Procurement Implications

None.

10. Risk Implications

It will allow the department to manage risk as effectively as possible and where reasonably practicable will support the elimination or control of identified risks.

11. Privacy Impact

None.

12. COSLA Policy Position

None.

List of Background Papers

- (a) Background Paper 1: Educational Excursions (Standard Circular 33) ECPB
20/08/16

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, 0141 618 7185, alison.gallagher@renfrewshire.gov.uk)

Education and Leisure Services

LB/GMcK/LG

11 January 2017

Author: Laura Baillie, Resources Support Manager, 0141 618 7185,
laura.baillie@renfrewshire.gov.uk

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 it is essential that at least one member of staff accompanying the excursion holds a current first aid certificate.

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.

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.

