

Notice of Meeting and Agenda Education and Children Policy Board

Date	Time	Venue
Thursday, 18 August 2016	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 Roy Glen: 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 Maureen Sharkey: Councillor Tommy Williams: Reverend Graeme Clark: Mr Iain Keith: Mr Jack Nellaney

Councillor Jacqueline Henry (Convener): Councillor Stuart Clark (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.

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To: Education and Children Policy Board

On: 18 August 2016

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

Heading: Revenue Budget Monitoring to 24 June 2016

1. Summary

- 1.1 Gross expenditure and income are in line with the budget resulting in a **net breakeven** 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	Breakeven	-	N/A	-

2. Recommendations

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note that since the budget was approved there have been a number of budget adjustments resulting in a net increase of £102,271 primarily relating to adjustments for additional funding releases for Early Years, Education Property and Tackling Poverty and the transfer of Childcare and Criminal Justice budgets from Social Work Resources. The budget increases are partially offset by a number of minor transfers in relation to previously agreed savings, the

reallocation of Business Support funding and Corporate Landlord maintenance and the transfer of Leisure Budgets.

3. **Children's Services**

Current position:	Breakeven
<i>Previously reported:</i>	<i>N/A</i>

3.1 **Central Admin:**

Current position:	Net overspend (£47,000)
<i>Previously reported:</i>	<i>N/A</i>

The overspend relates to additional staffing costs.

3.2 **Pre Five:**

Current position:	Net overspend (£68,000)
<i>Previously reported:</i>	<i>N/A</i>

The overspend relates to staffing costs and property costs.

3.3 **Primary Schools:**

Current position:	Net underspend £85,000
<i>Previously reported:</i>	<i>N/A</i>

The underspend relates to transport costs and teachers' salaries.

3.4 **Secondary Schools:**

Current position:	Net underspend £116,000
<i>Previously reported:</i>	<i>N/A</i>

The underspend relates to transport costs and teachers' salaries.

3.5 **Special Schools:**

Current position:	Net overspend (£50,000)
<i>Previously reported:</i>	<i>N/A</i>

The overspend relates to teachers' salaries.

3.6 **Community Learning and Development**

Current Position:	Net overspend (£16,000)
<i>Previously reported:</i>	<i>N/A</i>

The overspend relates to staffing costs.

3.7 **Additional Support for Learning:**

Current position:	Net overspend (£78,000)
<i>Previously reported:</i>	<i>N/A</i>

The overspend relates to staffing costs.

3.8 **Childcare Services**

Current position:	Net underspend £58,000
<i>Previously reported:</i>	<i>N/A</i>

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

3.9 **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

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POLICY BOARD : EDUCATION AND CHILDREN : CHILDREN'S SERVICES

Bottom Line Position to 24 June 2016 is an overspend of	0	0.0%
Anticipated Year End Budget Position is an overspend of	0	0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2016/2017
1st April 2016 to 24 June 2016

POLICY BOARD : EDUCATION AND CHILDREN : CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)	
	£000's	£000's	£000's	£000's	£000's	£000's	%
Central Administration	(436)	629	570	106	676	(47)	-7.5% overspend
Pre-Five Service	16,893	2,820	2,888	0	2,888	(68)	-2.4% overspend
Primary Schools	53,992	9,986	9,797	104	9,901	85	0.9% underspend
Secondary Schools	77,813	13,964	13,848	0	13,848	116	0.8% underspend
Special Schools	7,115	703	753	0	753	(50)	-7.1% overspend
Schools Support Services	0	0	0	0	0	0	0.0% breakeven
Community Learning & Dev	1,365	196	212	0	212	(16)	-8.2% overspend
Healthy Lifestyles	(362)	0	1	(1)	0	0	0.0% breakeven
Add Support for Learning (ASL)	7,093	993	1,071	0	1,071	(78)	-7.9% overspend
Facilities Management	397	10	10	0	10	0	0.0% breakeven
Educational Development	1,111	220	220	0	220	0	0.0% breakeven
Psychological Services	749	165	165	0	165	0	0.0% breakeven
Childcare	36,014	4,905	493	4,354	4,847	58	1.2% underspend
Criminal Justice	55	(164)	(227)	63	(164)	0	0.0% breakeven
NET EXPENDITURE	201,799	34,427	29,801	4,626	34,427	0	0.0% breakeven

£000's
<u>0</u>
<u>0</u>

Bottom Line Position to 24 June 2016 is an overspend of
Anticipated Year End Budget Position is an overspend of



To: EDUCATION & CHILDREN POLICY BOARD

On: 18 AUGUST 2016

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 24th June 2016 totals £2.208m compared to anticipated expenditure of £2.201m for this time of year. This results in an over-spend position of £0.007m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Education & Children Services	£0.007m o/spend	0% o/spend	<i>n/a</i>	<i>n/a</i>
Total	£0.007m o/spend	0% o/spend	<i>n/a</i>	<i>n/a</i>

- 1.2 The expenditure total of £2.208m represents 8% of the resources available to fund the projects being reported to this board. Appendix 2 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 is the first capital budget monitoring to members in 2016/17 and it details the performance of the Capital Programme to 24th June 2016, and is based on the Capital Investment Programme which was approved by members on 3rd March 2016, adjusted for movements since its approval. Appendix 1 lists the approved projects for information.
-

4. **Budget Changes**

- 4.1 Since the capital budget was approved budget changes totalling £0.231m have arisen which reflects the following:-

Budget carried forward from 2015/16 (£3.002m):

- Schools Investment Programme (£0.605m).
- Early Years Estate Programme (£1.056m).
- New Linwood ASN School (£1.830m).

Budget brought forward from 2016/17 to 2015/16:

- Primary Schools Estate Programme(SEMP) (£0.490m).

Budget re-profiled from 2016/17 to 2017/18:

- Primary Schools Estate Programme(SEMP) (£2.100m) reflecting funding transferred from the Early Years Programme which will be used in later years.

Budget transferred out in 2016/17:

- Schools Investment Programme (£0.258m) reflecting underspends on completion of the Park Mains High School and St James Primary Schools Programmes being transferred to the Strategic Asset Management Fund.

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 (Finance & Resources)
- Alison Fraser (Children's Services)
- George McLachlan (Children's Services)

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Education & Children - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN

Project Title	Approved Programme @03/03/16	Current Programme MR 3
EDUCATION & CHILDREN SERVICES		
Schools Investment Programme	0	347
Early Years Estate Programme	2,100	1,056
Primary Schools Estate Programme(SEMP)	17,737	16,835
Other Schools Investment Programmes	8,793	10,623
Technology Replacement Strategy ICT	400	400
Rowanlea/Arkleston Children's Units	0	0
TOTAL EDUCATION & CHILDREN BOARD	29,030	29,261

Appendix 1

CAPITAL PROGRAMME 2016/17 - BUDGET MONITORING REPORT TO 24 JUNE 2016 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 24-Jun-16	Spent to 24-Jun-16	Variance to 24-Jun-16	% variance	Unspent Cash Flow For Year	% Cash Spent
<i>Education & Children</i> Education & Children Services	29,030	29,261	29,261	2,201	2,208	-7	0%	27,052	8%
TOTAL	29,030	29,261	29,261	2,201	2,208	-7	0%	27,052	8%

To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Criminal Justice Grant 2016/17 and service update

1. Summary

- 1.1. The Community Justice Services Division of the Scottish Government allocates the grant funding for criminal justice social work to the Community Justice Authorities (CJAs) across Scotland. The grant is ring fenced funding, in accordance with section 3 of the Management of Offenders (Scotland) Act 2005.
- 1.2. The indicative grant allowance for Criminal Justice Social Work for Renfrewshire for 2016/17 will be £3,354,876 representing an increase of £49,950. A detailed breakdown of the allocation is provided in Appendix 1 of this report.
- 1.3. For a number of years the grant provided has been subject to less workload fluctuations through a process of financial dampening and North Strathclyde Community Justice Grant has benefited from this protection. Dampening ended in 2014/15, however it was recognised that a mechanism was required involving capping losses and distribution of funding resulting from workload increases, as such no Community Justice Authority should have gained more than 4% and lost more than 2% in overall grant in 2016/17.
- 1.4. A similar approach has been taken to the allocation of the North Strathclyde Community Justice Authority (NSCJA) grant to constituent local authorities to minimise significant fluctuations in grant allocation. This has also been reduced on an incremental basis and in 2014/15 we moved to the grant allocation being based on workload figures. The 2016/17 grant thus reflects that 35% of the workload of NSCJA is undertaken by Renfrewshire Council.
- 1.5. The core funding increase of £28,601 relates to workload increases across the range of core services provided.
- 1.6. Non-core funding has increased by £21,349. This reflects the increased funding for work with women offenders and a slight increase in the funding for Fiscal Work Orders where individuals will be diverted from prosecution and

required to undertake unpaid work. Fiscal Work Order funding is distributed within NSCJA based on each local authority's percentage share of the core budget, thus despite there being no increase to the Fiscal Work Order budget for NSCJA in 2016/17, Renfrewshire's percentage share of the NSCJA workload has increased from 34 to 35% since 2015/16.

- 1.7. On 9 June 2016 NSCJA received notification from the Justice Division that a further £393,683 S27 funding will be awarded to the CJA, that this funding reflects budget transfer from the Scottish Prison Service and requires to be utilised for prevention and alternatives to custody. The allocation for Renfrewshire will be determined by the NSCJA Board on 9 September 2016. Work is underway to consider how this funding can be best utilised within the financial year.
- 1.8. Other criminal justice developments include the creation of a pilot bail supervision service for women, Renfrewshire's involvement in the Scottish Government Penal Policy Improvement Project to reduce the use of remand, and staff have been trained in the provision of the Up2U domestic violence programme. Renfrewshire has also implemented the MAPPA extension for other offenders who present a serious risk of harm to the public.
- 1.9. A report provided to the Social Work, Health and Wellbeing Policy Board in March 2015 detailed the new model of community justice, advising that Community Justice Authorities would be disestablished and new community justice arrangements put in place. The Community Justice Scotland Act 2016 received Royal Assent on 21 March 2016. Community Justice Authorities will be disestablished on 31 March 2017.
- 1.10. Criminal Justice Social Work will continue to be delivered by the Local Authority. This will impact on the provision of funding, with grants awarded directly to Local Authorities as of 1 April 2017.
- 1.11. Work has also taken place nationally to review the criminal justice funding formula. It is proposed that there is a move from 75% of allocation being workload related and 25% being needs related i.e. based on unemployed males 16-24; to a 50% workload based grant with the needs element replaced by measuring the Social & Economic Cost of Crime (E&SCC). It is also proposed that the majority of non core funding, except for a few protected areas, is distributed according to the formula. This was considered at the COSLA Settlement and Distribution Group on 12 May, however no decision was made with further information sought.

2. Recommendations

- 2.1. The Education and Children Policy Board is asked to note:
 - a) Note the indicative budget allocation of £3,354,876 for criminal justice social work services in Renfrewshire for 2016/17 as detailed in Appendix 1.
 - b) Note updates in relation to:

- MAPPA Extension
 - Up2U Building Health Relationships
 - NSCJA Bail Supervision Service for Female Offenders/the Penal Policy Improvement Project
 - The new model for Community Justice
-

3. Background

- 3.1. The Community Justice Services Division of the Scottish Government allocates the grant funding for criminal justice social work to the Community Justice Authorities (CJAs) across Scotland. The allocation of the grant for 2016/17 is a ring fenced funding, in accordance with section 3 of the Management of Offenders (Scotland) Act 2005. Chief Officers, as budget holders, are responsible for the effective financial management of the funds allocated to their CJA, including resource allocation across the constituent authorities. 2016/17 will be the final year that allocation will be through the CJAs, from April 2017 onwards allocation will be directly to local authorities.
- 3.2. The indicative grant allowance for Criminal Justice Social Work for Renfrewshire for 2016/17 will be £3,354,876 consisting of £2,417,061 core funding and £937,815 non-core funding. Core funding allocation has increased by £28,601 and non-core funding increased by £21,349 since 2015/16. The overall difference to the grant allocation is an increase of £49,950. A further breakdown of the allocation is detailed in Appendix 1 of this report.
- 3.3. Up until 2011 the core allocation to local authorities was aligned to workload reported in aggregate returns over the previous three year period. However it was recognised that for 2011/12 there were potential workload increases arising from the Criminal Justice and Licensing Bill and introduction of the new Community Payback Order (CPO). As such it was agreed by Community Justice Authorities (CJAs), the Convention of Scottish Local Authorities (COSLA), the then Association of Directors of Social Work (ADSW), and the Scottish Government that there would be a moratorium on the funding formula, founded on a view that no Local Authority should receive a reduction in core or non-core funding to the funding they received in 2010/11. This was agreed by Chief Social Work Officers.
- 3.4. The reintroduction of the funding formula in 2012/13 led to significant variation from earlier years to the grant awards nationally and North Strathclyde CJA (NSCJA) has experienced an adverse impact from this decision in each financial year. In view of the extent of the variation it was agreed nationally that there should be a dampening within 2012/13 and the following two financial years to manage the impact on services. This was reduced from 50% in 2013/14 to 25% in 2014/15, whilst work was undertaken at a national level to review the mechanism of the funding formula.
- 3.5. Whilst dampening is now removed the funding group and the COSLA Distribution and Resettlement Group agreed that some form of mechanism should be applied to ensure service stability by mitigating the impact of workload changes, involving capping funding losses and distribution of funding resulting from workload increases, as such no Community Justice Authority should have gained more than 4% and lost more than 2% in their overall grant in 2016/17. This continues into 2016/17, with NSCJA receiving

the maximum 2% budget reduction this year. This relates primarily to decreases in workloads within other CJA Local Authorities, as the majority of Renfrewshire workloads continue to rise.

- 3.6. The grant award letter of 21st December 2012 also changed the method of allocation from previous years to take up the recommendations of the funding review group. This meant that the CJA received a lump sum allocation and not as in previous years a line by line core and non-core budget allocation. The aim being to allow greater flexibility within the budget following criticism from Local Authorities, CJAs, Audit Scotland, the Commission on Women Offenders and the Public Accounts Committee of Scottish Parliament. Allocation continues in this way. However qualifications to this continue, these include:
- The need to fund Intensive Support Packages from non-core budgets prior to seeking any funding from the Scottish Government.
 - The needs for discussions between CJAs and government prior to any transfer of funding from a service to another.
 - The need to continue to report to the government on the previous budget lines to enable oversight of flexibility.
 - The need to provide all funding to the third party organisation where CJAs are acting only as a funding route e.g. Turnaround Service, where funding is administered by Renfrewshire Council.
- 3.7. In allocating the North Strathclyde Community Justice Authority (NSCJA) grant to local authorities it was agreed that the previous position of local dampening would cease in 2014/15, as such the 2016/17 allocation is based on workload statistics, as stated Renfrewshire is currently 35% of the NSCJA workload.
- 3.8. The grant award to Renfrewshire Council reflects the fact that some services are provided by Renfrewshire for other authorities within the CJA e.g. Pathways Partnership Project provides a service for Renfrewshire, East Renfrewshire and Inverclyde, whilst court social work services and arrest referral are provided for Renfrewshire and East Renfrewshire. Likewise East Renfrewshire provides the Forensic Community Mental Health Team (FCMHT) and thus the budget for these services sits within these councils' grant awards.
- 3.9. Non- core funding is provided for a range of support programmes that have been developed across Scotland. These vary across CJAs often as the consequence of the development of pilot programmes. The total grant for the Non-core support programme in Renfrewshire is £937,815, representing an increase of £21,349 since 2015/16.
- 3.10. This increase reflects additional funding for women offenders, provided for bail supervision and diversionary activities, and an increased share of the NSCJA Fiscal Work Orders budget in 2016/17 based on Renfrewshire's increasing share of the NSCJA workload.
- 3.11. Moving Forward Making Changes (MFMC), a national group and individual work programme for intervention with sexual offenders was rolled out

nationally within 2014/15. The Criminal Justice Services Manager in Renfrewshire represents Social Work Scotland on the Scottish Government Programme Implementation Board. MFMC replaces the Community Sexual Offender Groupwork Programme(C-SOGP) which has been provided by Renfrewshire since 2002. Work is still outstanding to calculate actual costs for delivering the programme. The grant letter has advised that the current level of funding provided to Renfrewshire will be maintained for 2016/17 whilst there is ongoing engagement with stakeholders. Renfrewshire runs MFMC for Renfrewshire, East Renfrewshire and Inverclyde, funding for C-SOGP, now MFMC has been a static non-core budget, however it is anticipated that in the future it will be primarily related to workload. Currently funding remains at the previous level and the three authorities contribute further funding from their throughcare budgets to meet the actual cost of service delivery. (These contributions are already contained within the current Renfrewshire throughcare grant).

- 3.12. **MAPPA extension:** Multi Agency Public Protection Arrangements (MAPPA) was introduced in April 2006 as a result of the Management of Offenders etc (Scotland) Act 2005. This requires the Police, Local Authorities, Health Boards and the Scottish Prison Service as the Responsible Authorities to establish multi-agency arrangements to assess and manage the risk posed by certain categories of offender.
- 3.13. Since 2006 this has related to registered sexual offenders who required to notify under sexual offences legislation, and mentally disordered restricted patients. However from 31 March 2016 Section 10(1)(e) of the above act extends the arrangements to include 'other' offenders who are:
- a) Convicted of an offence and considered by the responsible authorities to be a person who may cause serious harm to the public.
 - And** b) By virtue of that conviction required to be under supervision by any enactment, order, or licence.
 - And** c) The risk of serious harm posed is assessed as requiring active multi-agency management at MAPPA level 2 or 3.

The definition of serious harm being:

'There is a risk of harmful behaviour which is life threatening and/or traumatic and from which the victim's recovery, whether physical or psychological, can be expected to be difficult or impossible'. (RMA/FAME)

- 3.14. There is no automatic or statutory inclusion in this category, it is for the Responsible Authorities to decide, based upon the published criteria, to whom they wish it to apply. The criteria for 'other' offenders reflect that this extension will consider the critical few nationally, it is not an extension for all violent offenders. The Risk Management Authority considers that this will equate to approximately 100 cases nationally and numbers will be monitored by Scottish Government. Initial commencement nationally relates to those being released from custody from 31 March 2016, with existing cases being added incrementally. Multi-agency discussions have been undertaken locally to ensure that arrangements are in place for those where release timescales are known, and those where sudden release could be anticipated.
- 3.15. **Up2U: Creating Healthy Relationships:** At the end of 2015 a scoping exercise was undertaken to find an evidence based individual programme for

criminal justice social workers to work with those subject to criminal justice statutory orders who commit domestic abuse. Up2U: Creating Healthy Relationships was selected as the most appropriate to take forward. Up2U is an innovative programme developed by Portsmouth City Council for people who use domestically abusive behaviours in their intimate partner relationships. The programme is evidence based and has been developed with the support of a Quality Assurance Group consisting of representatives from Victim Support Services, Mental Health, Children's Services, Substance Services and Health. It is based on research and practice successfully used in offender rehabilitation, motivational interviewing and attachment theory.

Up2U recognises that people use domestic abuse for different underlying reasons ranging from childhood trauma and emotional deregulation, learned behaviour, attitudes that support gender differentials, poor conflict resolution to the use of power and control resulting in different typologies of domestic abusers. Therefore Up2U is an assessment led intervention programme responding to individual need, risk and responsivity by offering tailored packages to suit the needs of the individual. When someone is accepted onto Up2U support is offered to their partner/ex-partner to ensure ongoing safety and risk management, this support is provided from a range of Council and third sector services.

Criminal Justice Social Work and a staff member from Women and Children First have undertaken the training in February and April 2016 and a screening facility is underway to ensure all relevant cases are considered for intervention. Staff are also liaising with Dr Dominic Pearson, University of Portsmouth who is leading on the evaluation of the programme.

- 3.16. **The North Strathclyde Bail Supervision Service:** In September 2015 a letter from the Scottish Government Justice Division advised of a further £107,563 S27 grant for NSCJA. A £1.5million budget transfer had already taken place from the Scottish Prison Service as a result of the decision not to build HMP Inverclyde. Local Authorities had been offered the opportunity to bid for this funding, and Renfrewshire received £30,000 for 2015/16. The remaining funds were then divided equally across the eight CJAs. The letter advised that this grant required to be utilised to support the expansion of Supervised Bail and Early Stage Diversion initiatives for female offenders. As a result the North Strathclyde Bail Supervision Service for female offenders commenced in March 2016, providing supervised bail for females attending Paisley, Dumbarton and Greenock Sheriff Courts, this service is run by SACRO. The Renfrewshire Criminal Justice Services Manager chairs the Operational group across the four local authorities, and represents Renfrewshire Council on the Strategic Group chaired by the NSCJA Chief Officer.
- 3.17. In March 2016 NSCJA was advised that £187,500 was to be made available to NSCJA to support a reduction in the use of custody for women and to sustain any projects set up in 2015/16. The NSCJA board agreed that £43,000 of this would be used to sustain the SACRO service until 30 June 2017 and that the remainder would be split equally across the CJA local authorities on the basis of their percentage of the core grant i.e. 35% for Renfrewshire, £50,575. This will be used to fund an additional Social Worker in the Womens' Community Justice Service.

- 3.18. **The Penal Policy Improvement Project:** On 20 May 2015 the Scottish Government wrote to local authorities seeking expressions of interest to be part of a project to reduce the use of imprisonment, both remand and sentences. The project sought to use improvement methodology for testing change. Renfrewshire responded and is one of three local authorities in Scotland, the others being Dundee and South Lanarkshire Councils, which is engaging in the project. Renfrewshire is focussing on reducing the use of remand and has utilised the NSCJA Bail supervision service to test the stages of information sharing and decision making across the range of agencies involved. A multi-agency group with representation from the Scottish Government Justice Division, Police Scotland, The Scottish Court Service, the Crown Office Procurator Fiscal Service, SACRO and the local authority is led by the Renfrewshire Criminal Justice Services Manager. The Sheriff Principal, North Strathclyde Sheriffdom has also been consulted and agreed to the provision of court data.
- 3.19. On 9 June NSCJA received further information that an additional £393,683 S27 funding was being awarded to NSCJA, further budget transfer from SPS. Renfrewshire will receive an allocation for the development of prevention and alternative to custody services subject to agreement at the board on 9 September 2016. This requires to be used to meet local priorities and needs in consultation with the local community justice partners and stakeholders and the third sector.
- 3.20. Turning Point Scotland's Turnaround Project which provides services for offenders across NSCJA and South West Scotland CJA will receive further Scottish Government Justice funding in 2016/17. The service provides the residential unit in Renfrewshire and community based staff embedded within local authority criminal justice services to provide groupwork programmes to CPO clients. Renfrewshire has had 1.5 staff placed within groupwork services to maximise the provision of group and additional individual work to CPO clients across Renfrewshire and East Renfrewshire. It is anticipated that this service will be funded directly from government or from Community Justice Scotland from 1 April 2017 as opposed to their present situation where Renfrewshire administers the grant on behalf of NSCJA.
- 3.21. The national Reducing Reoffending Change Fund initially funded until March 2015 will be continued until 31 March 2017 by which time it is anticipated that the new national body, Community Justice Scotland, will have a role in national commissioning. It has two key aims: to provide offenders with substantial one-to-one support through evidence-based mentoring schemes; and to promote strong, equal partnership working between third and public sector organisations. Two national bids for mentoring services to women offenders (led by SACRO), and for prolific male offenders (led by the Wise Group) were successful in obtaining funding from 2013 – 2015. Locally Action for Children were also successful in gaining funding for the Moving On Project, which provides services for young men across Renfrewshire leaving Polmont Young Offenders Institution, and Turning Point Scotland, the lead third sector agency in relation to the HMP Low Moss PSP which supports adult male offenders returning to Renfrewshire from HMP Low Moss. Staff from both national bids are co-located within criminal justice groupwork services in Renfrewshire, to provide an integrated service to Renfrewshire clients and there are close working relationships with Moving On and Low Moss.

- 3.22. **The Criminal Justice Funding Formula:** Work has also taken place nationally to review the criminal justice funding formula. In January 2015, a funding Technical Advisory Group (TAG) was established with agreement of the main community justice funding group to undertake a review and options appraisal for developing a new funding formula. This advisory group includes representation from Social Work Scotland, CJAs, Local Authorities, COSLA, Scottish Local Government Partnerships (SLGP) and Scottish Government.
- 3.23. It is proposed that there is a move from the current method of allocation in which 75% of allocation is workload related and 25% is needs related i.e. based on unemployed males 16-24; to a 50% workload based grant with the needs element replaced by measuring the Social & Economic Cost of Crime (E&SCC). Also that non core funding is no longer protected for all areas as previously, instead that the majority of non core funding, except for a few protected areas such as Turnaround and MFMC is distributed according to the formula.
- 3.24. There is as yet no information available as to the impact that this would have on individual local authority budgets. However it is recognised that 18 Local Authorities would gain whilst 13 would reduce their funding based on this formula. It is proposed that tapering would take place over a three year period to reduce the impact of the change.
- 3.25. The new formula was considered at the COSLA Settlement and Distribution Group on 12 May, however no decision was made as further information is being sought.
- 3.26. **The New Model of Community Justice:** A report provided to the Social Work, Health and Wellbeing Policy Board in March 2015 detailed the new model of community justice, advising that Community Justice Authorities would be disestablished and new community justice arrangements put in place. This will impact on the provision of funding, from 1 April 2017 grants will be awarded directly to Local Authorities.
- 3.27. The Community Justice Scotland Act 2016 received Royal assent on 21 March 2016. Under the new model, the Community Justice Authorities will be disestablished on 31 March 2017 and new community justice arrangements will be put in place at both a national and local level, placing a duty on statutory partners to have regard to the National Strategy for Community Justice. A new national strategy for offenders and a performance and improvement framework will provide the model against which partnerships will plan and report.
- 3.28. Within Renfrewshire the Community Justice Steering Group has been created which reports to the Safer and Stronger Renfrewshire Thematic Board. Criminal Justice Social Work will continue to be delivered by the Local Authority. The statutory partners must work together to prepare a plan for their local authority area, to be submitted to Community Justice Scotland by March 2017. They will be jointly responsible for the plan's development and implementation. An initial Transitions Report was approved by the Leadership Board and submitted to Scottish Government on 31 March 2016.

1. Financial Implications

The indicative grant allocation for Renfrewshire 2016/17 is £3,354,876 and detailed in Appendix 1.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Safer and Stronger

- criminal justice staff work with offenders to address offending behaviour, undertake reparative work to repay the community against which they have offended, and support rehabilitation, with the aim of reducing recidivism and thus promoting safer communities. The creation of the Womens' Community Justice Centre and developments in unpaid work are already actions within the Safer and Stronger action plan, and the roll of unpaid work service users in contributing to wider actions within the Safer and Stronger and Greener Community Plans is also underway.

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

(a) Background Paper 1: None

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 Dorothy Hawthorn, Head of Service Childcare and Criminal Justice, 0141 618 6827.

Children's Services

DH/MG

22/7/16

Author: Dorothy Hawthorn, Head of Service Childcare and Criminal Justice, 0141 618 6827.

Appendix 1

	COMPARISON OF SCOTTISH GOVERNMENT CRIMINAL JUSTICE SERVICES GRANT			
Service	Final 2015/16 Allocation		2016/17 Allocation	Variance*
<u>Core</u>		<u>Core</u>		
Community Payback Order	£1,128,494	Community Payback Order	£1,092,546	-£35,948
Criminal Justice Social Work Reports	£373,050	Criminal Justice Social Work Reports	£369,151	-£3,899
Throughcare	£401,662	Throughcare	£424,990	£23,328
Home Detention Curfew	£10,666	Home Detention Curfew	£11,267	£601
Diversion	£44,704	Diversion	£47,555	£2,851
Bail	£146,377	Bail	£156,734	£10,357
Court Services	£126,699	Court Services	£147,476	£20,777
Drug Treatment and Testing Orders	£156,807	Drug Treatment and Testing Orders	£167,342	£10,535
	£2,388,460		£2,417,061	£28,601
<u>Non Core Services</u>		<u>Non Core Services</u>		
Community Sexual Offender Treatment Programme/MFMC	£246,797	Community Sexual Offender Treatment Programme/MFMC	£246,797	£0
Constructs Positive Steps to Stop Offending	£177,774	Constructs Positive Steps to Stop Offending	£177,774	£0
Training and Development	£60,000	Training and Development	£60,000	£0
Non –Centrally Initiated Funding	£346,155	Non –Centrally Initiated Funding	£346,155	£0
Womens' Justice Service	£30,000	Womens' Justice Service	£50,575	£20,575
Arrest Referral	£34,440	Arrest Referral	£34,440	£0
Fiscal Work Orders	£21,300	Fiscal Work Orders	£22,074	£774
	£916,466		£937,815	£21,349
	£3,304,926		£3,354,876	£49,950

NB. This appendix does not include the £1,100,000 grant award to the Turnaround Service, which is included within Renfrewshire Council's grant award but which finances Turning Point Scotland residential and community services across North Strathclyde Community Justice Authority and South West Scotland Community Justice Authority. Renfrewshire Council holds this grant for administrative purposes only.

To: **Education and Children Policy Board**

On: **18 August 2016**

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

Heading: **Scottish Attainment Challenge**

1. Summary

- 1.1. Renfrewshire Council is committed to ensuring all children get the best start in life. The recommendations of the Tackling Poverty Commission have led to significant investment by the council in seeking to close the poverty attainment gap. This strategy is already well embedded and has focused on evidence based approaches to improving learning and teaching and outcomes for our children.
- 1.2. The Scottish Attainment Challenge was announced by the Scottish Government in 2015. Its focus is to raise attainment for all children and young people and to close the attainment gap between those in the most affluent of backgrounds and those living in the most deprived. Seven local authorities were identified in the first phase of the government's £100m fund over a four year period. The selection of these local authorities was based on the percentage of primary school and children living in SIMD deciles 1 and 2. Renfrewshire was not included in this first phase of funding.
- 1.3. In October 2015 there was an extension of the attainment fund to 57 primary schools across Scotland where more than 70% of children were living in SIMD deciles 1 and 2. Five schools in Renfrewshire were included in this phase of funding. Each school has an agreed action plan and is making very good progress towards meeting their short term targets.
- 1.4. In June 2016 a further announcement was made which increased the fund to a total of £750m over the next five years and extended the scope to include secondary schools and two further local authorities: East Ayrshire and Renfrewshire. As a result of this announcement a draft action plan is being developed involving a broad range of stakeholders. This will be submitted to Scottish Government for review in the middle of September.
- 1.5. In addition, an innovation fund was established to which Renfrewshire has been successful in securing a total of £275,000 in order to further develop literacy in our schools in the coming academic session.

- 1.6. The purpose of this report is to provide an update on the early work undertaken by the five challenge schools in Renfrewshire and to note that proposals are being developed based on the following key themes which are expanded in the background section of this report:
- Ensuring the quality of learning and teaching is central to improvement and professional learning in relation to pedagogy as a key component of these proposals;
 - extending the scope and pace of our literacy development programme in partnership with the University of Strathclyde;
 - developing effective approaches to improving outcomes in numeracy;
 - further improving health and wellbeing through the extension of evidence based programmes in resilience and emotional intelligence;
 - extending approaches to recognising the importance of the family and community in learning; and
 - highlighting the key role played by school leadership in implementing cultural change in education.
- 1.7. A further report will be presented to this board following review of our proposals by the Scottish Government.
-

2. Recommendations

- 2.1. The education and children policy board is asked to note:
- the early progress made by the five challenge schools; and
 - that proposals are being developed based on the following key themes:
 - Ensuring the quality of learning and teaching is central to improvement and professional learning in relation to pedagogy as a key component of these proposals;
 - extending the scope and pace of our literacy development programme in partnership with the University of Strathclyde;
 - developing effective approaches to improving outcomes in numeracy;
 - further improving health and wellbeing through the extension of evidence based programmes in resilience and emotional intelligence;
 - extending approaches to recognising the importance of the family and community in learning; and
 - highlighting the key role played by school leadership in implementing cultural change in education;
 - that a further report will be presented to this board following review of proposals by the Scottish Government.
-

3. Background

- 3.1 Renfrewshire Council has a strong track record in ensuring all our children get the best start in life. There is a significant evidence of inclusion, equity, empowerment and social justice across all services.

- 3.2 Three particularly ground breaking approaches highlight this very clearly and provide the basis for our bid as we move forward with the attainment challenge.
- 3.3 The council's early years strategy has demonstrated a clear understanding that children attain better in school when we support the whole child in the context of the whole family. This has been confirmed through external evaluation carried out by Glasgow University. This strategy has been gathering significant interest on a national level and very positive external evaluation.
- 3.4 Secondly, the council established a Tackling Poverty Commission in 2014, where experts were brought together from a range of fields to assess the evidence around poverty in Renfrewshire, and recommend a strategic and coordinated response. The commission was the first of its kind to specifically look at child poverty at a local level in Scotland, and received and continues to receive significant national interest. Following this, the Council made a £6million investment in kick starting the recommendations and this investment forms the basis of our ambitious Tackling Poverty Programme.
- 3.5 Finally, Paisley is bidding to be the UK City of Culture 2021 as part of ambitious plans to use the town's internationally-significant collection of heritage and cultural assets to transform its future. Social regeneration through culture is a significant driver for improvement and provides a very strong commitment to improving the life chances for all our children both in Paisley and the rest of Renfrewshire.
- 3.6 It is the intention of the Scottish Government that schools and local authorities involved in the Scottish Attainment Challenge will benefit from greater access to expertise and resources – such as additional teachers, materials for classrooms or resource to develop new out of school activities. National and local partners will work together to identify the specific work that can be implemented successfully in classrooms and which will have a significant impact on the attainment of children from deprived communities. A bespoke improvement plan, appropriate to local circumstances, will be agreed for each school or cluster of schools. This will include an agreement to gather, in a proportionate way, the data that will be required to measure the impact of the interventions supported.

3.7 Challenge Schools

In August 2015, it was announced that five primary schools (with children from SIMD 1 and 2 above 70%) in Renfrewshire would receive Scottish Attainment Challenge funding. The schools identified were Glencoats, St Fergus, St Catherine's, St David's and Gallowhill.

School	% Pupils in SIMD 1&2
Glencoats Primary School	91.8%
Gallowhill Primary School	87.1%
St Fergus' Primary School	83.3%
St David's Primary School	79.7%

- 3.8 Each school is implementing a bespoke improvement plan agreed with the Scottish Government which builds on existing good practice. Within each plan additional resources are being deployed to enhance literacy and numeracy development and parental engagement aspects of the tackling poverty actions. This includes:
- appointment of additional teachers, nursery officers and classroom assistants to enhance teacher 'time on task' with the specific aim of tailored, short –term, small group teaching in literacy and numeracy across the early level;
 - appoint a community learning officer coordinator to enhance parental engagement in language development.
 - develop and extend outdoor learning programmes and nurture approaches to learning;
 - provide staff development in the use of standardised assessments and analysis of data; and
 - provide high quality training and collaborative learning opportunities for early years teachers/ nursery officers in partnership with recognised educational experts and consultants.
- 3.9 Each challenge school has submitted an end of year report to the Scottish Government. These reports highlight the very short timescale within which they have been working. They do, however, highlight the commitment made by each school to ensure their relentless focus on tackling the impact of poverty on attainment.
- 3.10 **Innovation Funding**
In June 2016 we were successful in our bid for innovation funding from the Scottish Attainment Fund. Two projects have been funded for financial year 2016/17.
- 3.11 The first of these is allowing us to continue to build on innovative approaches already making a difference in Renfrewshire as a result of our early years and tackling poverty strategies. We are establishing and extending family learning projects in schools, in partnership with external partners. This project aims to have a positive impact on approximately half of our primary and ASN schools. School projects are focusing on raising attainment in literacy, numeracy and health and wellbeing through engagement with families across a range of evidence based projects. Each of these strands is focusing on improving how we support parents to engage with their children's learning both at school and at home.
- 3.12 Our second project aims to address key areas of difficulty that young people from low socio-economic backgrounds face as they move through the early stages of secondary school. This is building on the innovative approaches to literacy development within our tackling poverty strategy. A separate action plan for each secondary school is currently being developed outlining how each school is taking the project forward.

3.13 Tackling Poverty and Challenge Authority Status

Renfrewshire Council has undertaken ground breaking development work through its Tackling Poverty Commission to develop strategies which seek to close the poverty attainment gap for children and young people in Renfrewshire. The partnership with Strathclyde University has been key to this work and the literacy development programme is already showing positive impact for our children.

3.14 Following the announcement by the Scottish Government on 9 June 2016, Renfrewshire Council will now be included in the Scottish attainment challenge and will benefit from additional resources for the next five financial years (including 2016/17). The focus of these resources will be to extend the scope of our existing good practice, raise attainment and to close the poverty attainment gap in primary schools and S1-3 of secondary schools.

3.15 The themes being developed focus on:

- Learning and teaching (literacy, numeracy and health and wellbeing);
- Families and communities and
- School leadership.

3.16 It is our intention to continue with our relentless focus on closing the attainment gap and to utilise the opportunity afforded by the attainment challenge to build on this work and to extend the scope and pace of our current priorities. We began this work in advance of most other authorities in Scotland with the ground breaking work of the implementation of our literacy programme in partnership with Strathclyde University. This was initiated by our tackling poverty commission and funded by Renfrewshire Council. We intend to ensure a universal approach across every classroom in Renfrewshire whilst targeting resources and support where they are needed the most.

3.17 Within the primary sector we intend allocating schools into one of four groups for phasing support:

- Our five challenge schools will continue with the targeted approaches already agreed whilst being supported with additional approaches being developed;
- Phase 1 schools (between 10 and 15 schools) will work alongside challenge schools in our first year of implementation (2016/17) to focus on literacy development and gaining a clearer understanding of the leadership challenges being faced by schools;
- In our second year of implementation (2017/18) the phase 2 schools (between 10 and 15 schools) will each be partnered with a school from the first year cohort to further develop approaches and ensure collaboration; and
- As part of our universal approach the remaining schools will be matched to schools already involved to create leadership trios to ensure all children living in deciles 1 and 2 improve outcomes.

3.18 We anticipate that our bid for Secondary Schools will secure additional resources for 9 of the 11 secondary schools due to the percentage and numbers of pupils living in SIMD deciles 1 and 2 with consistent universal approaches being taken to support children in the other two schools.

3.19 **Learning and teaching**

We know that the quality of learning and teaching is critical to the success of any approach to improve learning outcomes and closing the gap. The difference in the quality of learning between classes within schools is often greater than the differences between schools. We need staff to believe that they can make a difference. To do this we need to give staff direction, support and time to reflect. Over many years we have invested in supporting high quality professional learning for our workforce. Robust tracking and monitoring of pupil progress is key to ensuring staff are able to plan effectively for improvement. In order to achieve the outcomes we wish to see we will continue to focus on improving the quality of learning and teaching with a specific focus on literacy, numeracy and health and wellbeing.

3.20 *Literacy*

The literacy programme with Strathclyde University is about to move in to its second year of implementation. Our evaluation of year 1 clearly indicates positive impact on three areas: attainment; curriculum and pedagogy; staff development and management. These developments present clear challenges for us if change is to be sustained and become deeply embedded. Actions must maintain the focus, actively promote depth and breadth in implementation, and involve monitoring attainment to evidence cross-authority gains in literacy and progress towards closing the gap. To this end we propose to continue to work in partnership with Strathclyde University in order to further develop the teaching of literacy in both primary and secondary schools.

3.21 Our continued partnership with Strathclyde University will aim to extend the reach of the **primary literacy coaching programme** by providing professional learning for a greatly increased number of teachers in schools with more than 20% of their pupils living in SIMD deciles 1 and 2 in the teaching of reading. To ensure a consistent and coherent approach across those schools training of support staff will be included in this programme. Strong collaborative networks of learning that have been established will continue and develop to support full implementation of the literacy programme and increase focused support and challenge discussions with senior management to encourage schools to use teacher-to-teacher learning, to use the coaching and reader response/engagement networks, the video material, classroom visits and head teacher-teacher progress meetings for staff development on literacy. Teachers in schools who have already been involved in the primary literacy coaching programme will be now undertake professional learning in **exploring pedagogy in P1**. This programme aims to continue to support the implementation of interventions that improves reading attainment but also increases the confidence in teachers when planning a literacy rich curriculum for children in P1 and 2. Additional resources and materials will be purchased to support this programme and enhance existing library areas and classroom spaces.

- 3.22 In targeted schools where interventions are showing early indications of impact on raising attainment in reading of our children in SIMD 1 and 2, a programme will be developed to **design a writing curriculum** that makes better bridges with children's lives outside school, that makes teaching more responsive and that results in children who are writers, rather than just children who can write. The ultimate aim is to raise attainment by showing teachers how to teach writing well, whilst showing children that writing can be social, enjoyable as well as a good way to get what you want/need.
- 3.23 Books must never be seen as a teaching scheme for reading. However, we know that children will improve their confidence in reading when they are able to access a broad and culturally rich range of reading material. In addition, we know that it can be very challenging to understand the implications of the cultural and social capital children bring from home. As part of our literacy programme and our City of Culture bid we aspire to both extend the reading resources available to children and to commission local authors to develop an exciting range of accessible and age appropriate texts that will build on the experiences of our children.
- 3.24 We continue to be committed to ensuring the availability of high quality professional learning opportunities for our workforce. A number of primary and secondary teachers have successfully undertaken master level modules with partner universities linked with literacy and numeracy developments. We will continue to support the funding of these opportunities for staff in targeted schools.
- 3.25 *Numeracy*
Currently, all primary schools have been supported through the introduction of a revised numeracy framework in developing strategies to ensure that all children develop high levels of numeracy skills. These numeracy skills are developed through learning across the curriculum and built upon a shared understanding amongst staff of how children and young people progress in numeracy and of good learning and teaching in numeracy.
- 3.26 We are committed to full participation in the national numeracy champion hub initiative that included the numeracy development action plan in their school improvement plan and the nomination of a numeracy champion in each school.
- 3.27 The provision of high quality professional learning opportunities and the support materials have resulted in early signs of positive impact on teachers attitudes and confidence in the implementation of new teaching approaches in numeracy and mathematics. We will review our existing numeracy framework in light of the best research evidence and observations from those schools which are making a significant difference in this area.
- 3.28 We will build on the significant progress made through professional learning and extend this to include (Staged Early Arithmetic Learning (SEAL) training for teachers within the targeted schools.

3.29 *Health and Wellbeing*

As part of our nurturing relationships strategy and in partnership with Barnardo's and Kate Cairns Associates we have successfully developed and implemented the Five to Thrive programme in the early years. There is strong evidence that the programme has had a significant and positive impact on staff, parent and child relationships and a clear indication that parental involvement has increased in our nursery settings. This provides an opportunity to further develop positive parental engagement and ensure sustainable partnerships with parents into the primary school.

- 3.30 Emotional intelligence and resilience are key to a positive attitude to learning. We will provide an opportunity for further investment in equipping children and staff to develop an optimistic outlook on their learning. A number of schools in Renfrewshire have implemented evidence based programmes to promote emotional intelligence and increase resilience in children and young people including PATHs and Bounce Back. The Attainment Challenge offers the opportunity to extend these programmes to all targeted schools.
- 3.31 It is increasingly recognised that a nurturing approach within a school can have a positive impact on relationships and wellbeing and attainment. Links between social and emotional development, wellbeing and attainment are now evidenced (Gutman and Vorhaus 2012, Reynolds, Mackay & Kearney 2009). Renfrewshire's Nurturing Relationships strategy has been developing nurture approaches in educational establishments since 2014. Many schools have nurture classes and have developed nurturing approaches. Every pre 5 establishment has a "nurture champion" and the impact of the approach has been greatly enhanced in partnership with Barnardo's "5 to Thrive" facilitators.
- 3.32 This session, the Educational Psychology Service is leading phase three of the strategy which involves the introduction of "whole school nurture" approaches in two secondary and three primary "pathfinder" schools using an implementation science approach to ensure impact and sustainability. More school will be involved next session.
- 3.33 The Nurturing Relationships strategy is a universal approach which aims to improve outcomes for all children. We intend to extend the initiative and introduce a targeted support element for children and young people living in SIMD deciles 1 and 2. The plan is to appoint four teachers to posts of "nurturing attainment coach". These teachers will be part of the attainment challenge team and will work in primary and secondary schools who are developing whole school nurture. Their remit will be to work with staff to improve the attainment of children and young people living in SIMD deciles 1 and 2. They will be trained in attachment, nurture and evidence based implementation of social and emotional resilience methods. They will adopt a "coach-consult" model in their work with teachers and groups of staff to support effective learning and teaching with targeted pupils. They will be integral members of the schools nurture implementation core group and will work closely with the educational psychology service. Where appropriate they will be able to support the school to introduce evidence-informed approaches to social and emotional learning and resilience for children and young people living in SIMD deciles 1 and 2.

3.34 Families and Communities

Our experience with our early years strategy has provided very strong evidence of the impact of intervening early with families who are just coping. Having the right support in place for families is vital if we are to ensure positive outcomes for our children. We propose to continue to explore how the work already ongoing in this area can be continued and extended to allow us to embed sustainable models for the future.

3.35 Children who are looked after at home often face particular challenges in relation to attainment. The vast majority of these children live in poverty, often face disjointed educational experiences and very poor attainment outcomes. As a result, we propose specific intervention in relation to this group in partnership with CELCIS.

3.36 Family learning is a key area which schools need to continue to develop. Highly effective work is already being undertaken by community learning and development with programmes such as Pizza Reading. We propose to develop this further in both formal and informal learning settings.

3.37 The cost of the school day programme within tackling poverty has provided a substantial focus for schools to ensure no child is excluded from vital learning opportunities. We propose to continue developing this approach with a clear focus on attainment in our targeted schools.

3.38 School Leadership

High quality school leadership is vital if we are to see the systemic changes we need to see over the coming years. Our whole workforce needs to understand the role that they play in closing the gap. Awareness raising and large scale professional learning opportunities provide a focus for ensuring all our staff understand the role they play in achieving our priorities. This then needs to lead to direct action in all classrooms.

3.39 It has been recognised that part of the challenge for schools relates to the freeing up of time for professional learning and reflection. Our proposals will include an increase in capacity in targeted primary schools in order to allow staff the time they need to collaborate more effectively.

3.40 Our aspiring leaders programme currently provides scope for high quality professional learning for a large number of staff. We wish to extend this to ensure as many as possible are fully involved.

3.41 Following a highly successful development programme aimed at senior leaders within children's services we will develop a programme with head teachers to allow them to consider stepping back to close the gap.

3.42 Measuring Impact

The relationship between poverty and attainment is a complex one. We are developing a range of interventions which aim to extend the scope and pace of our relentless focus on closing the gap. As we do so we have to take cognisance of the fact that no single factor will result in the outcome we are seeking.

- 3.43 It is our intention to model the evidence of impact using a theory of change methodology. We will develop a collaborative model between academic research, data obtained and observation made through engagement with stakeholders. This will, therefore, include evidence which is both quantitative and qualitative in nature.
- 3.44 In order to ensure this model is developed appropriately an initial half day workshop has been facilitated by the University of Strathclyde in partnership with the Research Centre for Learning and teaching at Newcastle University. This will be developed further to ensure a fully comprehensive impact evaluation is carried out across this complex area.
- 3.45 Schools will be expected to have an effective monitoring and tracking system in place for those pupils who live in deprived communities. This will enable class teachers and school leaders to maintain a sharp focus on those children and young people who are at risk of under-achieving and to ensure that resources and strategies are deployed effectively. There will be a specific member of staff in the school who is responsible for this.

Implications of this report

1. Financial Implications

Significant additional financial resources will be made available to schools in Renfrewshire in order to improve the educational outcomes of children living in SIMD 1 and 2. Details of the financial award will be reported to a future meeting of this board.

2. HR and Organisational Development Implications

A number of new posts will be created within schools as a result of the additional financial resources being made available. Professional learning a significant and highly important aspect of the Scottish Attainment Challenge proposals being developed .

3. Community Plan/Council Plan Implications

- | | |
|---------------------------------------|---|
| Children and Young People | - All children should be able to achieve their potential and feel healthy, happy and valued, no matter how much money their parents or carers have. There should be improved educational outcomes for children and young people living in SIMD 1 and 2. |
| Community Care, Health and Well-being | - All children will have access to a nurturing approach which will support their well being needs. The levels of physical and mental health of children in low income families will improve. |
| Empowering our Communities | - Teachers, nursery officers and classroom assistants will have access to high quality professional learning. Parents and communities will be engaged in activities which will support family learning. |

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. 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

- (a) Background Paper 1:
The Scottish Attainment Challenge, ECPB 21 January 2016

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Gordon McKinlay, Head of Schools, 0141 618 7184, gordon.mckinlay@renfrewshire.gcsx.gov.uk.

Children's Services
GMCK/LG
11 August 2016

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To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Validated Self-evaluation of Educational Psychology Services

1. Summary

- 1.1. In April 2016 the educational psychology service within Children's Services undertook a validated self-evaluation in partnership with Education Scotland.
 - 1.2. Validated self-evaluation is a process where Education Scotland supports and validates an individual service's processes for self-evaluation and improvement and assesses its capacity for further improvement for the benefit of learners. Validated self-evaluation is not an inspection however Education Scotland does publish its findings following the completion of the process.
 - 1.3. Education Scotland published its report on the Renfrewshire Council Educational Psychology Services' validated self-evaluation on 8 July 2018. A copy of the published report is attached at appendix 1.
-

2. Recommendations

- 2.1 The Education and Children Policy Board is recommended to note:
 - a) the positive report by Education Scotland on the educational psychology service in Renfrewshire; and
 - b) the Principal Psychologist will address the areas for further development identified by Education Scotland as part of the Service's improvement plan.
-

3. Background

- 3.1 Renfrewshire's Educational Psychology Services provides a range of services to schools and individual students with additional needs in Renfrewshire. The Service is led by the Principal Psychologist who is a member of the Children's Services' Senior Leadership Team.

- 3.2 Education Scotland has developed in partnership a validated self-evaluation process for Education Authorities and Educational Psychology Services. Validated self-evaluation is not an inspection of the service which is participating in the process. As part of Renfrewshire's Educational Psychology Services improvement process it recently worked with Education Scotland on a validated self-evaluation.
- 3.3 Renfrewshire's Educational Psychology Services' validated self-evaluation was a process of evaluative activity which supports and challenges the work of the service. The Educational Psychology Service engaged in a week of collaborative working between Children's Services and Education Scotland on the validated self-evaluation. The focus of the validated self-evaluation considered two key questions:
- c) what is the impact of the Educational Psychology Service's consultative practice on learning and teaching?; and
 - d) how well does the 'nurturing relationships' implementation plan meet the needs of stakeholders?
- 3.4 A range of evaluative activities took place during the validated self-evaluation week where the impact of the service was challenged through a series of focus group activities, questionnaires and staff engagement exercises.
- 3.5 At the end of the week of activities, Education Scotland concluded that the service has a very well embedded quality improvement framework which has a clear focus on improvement. The leadership and organisational structure provides a clear vision for changes and that effective support and challenge is provided by elected members.
- 3.6 Education Scotland is satisfied that the service knows itself well and has a strong capacity to undertake further improvement. A number of areas for further development are noted in section 4 of the Education Scotland report attached at appendix 1.

List of background papers

(a) None.

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 validated self-evaluation process supports and challenges the EPS self-evaluation, to affirm and strengthen outcomes for children and young people.

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The content 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. An equality and human rights impact assessment is available on request.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

Personal information held will be done in accordance with all data protection legislation.

Children's Services

TMcE/LG

8 July 2016

Author: Tony McEwan, Education Manager (planning and performance). 0141 618 7198



Validated self-evaluation

**Renfrewshire Council Educational
Psychology Services**

July 2016

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1. What is validated self-evaluation in Educational Psychology Services?

Validated self-evaluation (VSE) is an evaluative activity which supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively. It involves a partnership between the education authority, EPS and HM Inspectors, Education Scotland. In EPS the VSE focuses on two key themes.

- Learning and Teaching.
- Partnership Working.

The themes reflect the Scottish Government's national priorities and relate to the contributions made by EPS to raising attainment, addressing disadvantage and supporting and implementing, *Getting it Right For Every Child* (GIRFEC). Both themes also allow EPS to evidence the impact and outcomes of early intervention and prevention across the full range of their service delivery.

In addition to the core themes, services can choose an additional one to reflect their own context. An additional area may relate to the core themes or reflect other quality indicators which impact on the service's ability to improve outcomes for its stakeholders. For example, leadership, or the delivery of the five Currie (2002)¹ functions of consultation and advice, assessment, intervention, professional development and research and development.

2. What was validated self-evaluation in Renfrewshire Council's Educational Psychology Service?

Renfrewshire Educational Psychological Service (REPS) focused their VSE on two key questions.

1. What is the impact of the EPS's consultative practice on learning and teaching?
2. How well does the 'Nurturing Relationships' implementation plan meet the needs of stakeholders?

Both themes emerged from their ongoing self-evaluation of their service to schools and educational establishments.

One of the aims of REPS is "to work collaboratively with others in an educational context in order to support the learning and emotional wellbeing of children and young people, in particular, those who have additional support needs". The service utilises a collaborative practice model in order to work towards this aim. This model is described in the REPS 'Service Standards for Professional Practice'. Within this model educational psychology (EP) consultation can take place in a number of different ways and is the first line of service delivery to educational establishments. Four main contexts for EP consultation have developed since 2006 in response to changing needs and demands. These are:

- Extended Support Team Consultation;

¹ Currie (2002), Review of Provision of Educational Psychology Services in Scotland. Scottish Executive.

- Collaborative Meetings;
- Collaborative Dyslexia Assessment; and
- Early Screening Initiative (Primary 2/3 Screening).

All of the above was investigated during the VSE using focus groups of relevant stakeholders to determine the impact of EPS engagement in each of the above areas.

REPS was tasked to take over as lead agency in the 'Nurturing Relationships Development Strategy' in recognition of the expertise and important role of REPs in nurture. As part of Stage 1 the EPS had acted as consultants to Barnardos in evaluating the 'five to thrive' programme implemented in the authority. The VSE was regarded as a good opportunity to evaluate and review the impact of REPS involvement in the strategy. Additionally, data had already been gathered by the service and it was felt that activities during the VSE would allow them to identify further strengths and areas for development which would inform Stage 2 of the implementation plan.

In the learning and teaching theme there were four activities over two days which comprised of focus groups, data analysis, and reflective discussion sessions. Similarly, in the partnership theme five activities took place over two days and almost all involved stakeholder focus groups. One was a structured interview involving a deputy headteacher and an educational psychologist who had been involved in supporting a nurturing school initiative. It was felt that the involvement of a greater number of stakeholders such as health, social work and youth services would have been helpful to enhance collaborative self-evaluation.

The themed groups were led by a senior educational psychologist, and., the activities were chaired by both senior and main grade staff. Each activity had a guidance sheet on what questions needed to be explored. Each activity was well managed by the chair. Time for reflection at the end of each activity was used well and there was a good range of reflective questions to help provide structure to the reflective sessions.

3. What did HM Inspectors learn about the quality of self-evaluation in Renfrewshire Council's Educational Psychology Service?

The service has a very well embedded quality improvement framework with a clear focus on improvement. It uses HM Inspectors' self-evaluation framework: *Quality Management in Local Authority Educational Psychology Services (2011)* well.

REPS produce informative standards and quality reports which report well on the service's progress in achieving its targets and identifies clearly the areas for further improvement. They have been reporting to stakeholders since 2002. Service standards and quality reports demonstrate an honesty and transparency, communicating clearly with stakeholders the areas of strength and those for improvement. The service's use of survey data to measure stakeholder satisfaction, allows it to see year-on-year improvements. It is therefore in a strong position to report on improvements in performance related to satisfaction measures. The service now needs to gather more impact and outcome data to ensure that its self-evaluation is based on a wider and more robust range of data sources. The service should consider making better use of existing data sources. For example, Insight data, the authority's

standardised attainment data, and the large scale epidemiological data gathered by the authority over a number of years.

During the VSE, the core groups used the focus group activities effectively to help triangulate existing survey data related to school service delivery. For example, the training impact questionnaires and headteacher surveys of school service delivery. All team members demonstrated a readiness to accept challenge and to explore key messages from stakeholders during and after their self-evaluation activities. The level of challenge and willingness to consider alternative models of service delivery and different ways to build capacity in others, improved as the VSE progressed.

The questions used in both themes were appropriate, focused and used across activities to provide structure and consistency. For example, in the partnership theme stakeholders were asked whether the training had changed practice in schools and, if so, in what ways? A further question helped to interrogate the answer further by asking; 'do you think it made a difference having an EP leading the training/intervention?' This led to the acknowledgement by stakeholders of the EPs expertise in child development and attachment as a key strength. Similarly, in the learning and teaching theme, challenging questioning of stakeholders led to the conclusion that there was confusion about the different types of meetings used to identify needs of children and young people and appropriate intervention strategies.

REPS intended to use the VSE week to consider wider issues of service delivery, specifically the balance between strategic and establishment activities. The themed groups effectively used the learning from each activity to move from the specific detail of particular interventions, towards higher order areas for development at a systems level. Similarly, the learning and teaching theme group moved from a consideration of consultative practice to a wider discussion of the possible alternative service delivery models. For example, by allocating time to clusters of schools, and using the school service level agreement to identify common areas of concern allowing the service to provide training across groups of schools, rather than repeating the same interventions. Both themes should build on their learning during the VSE to develop their strategic and systemic impact.

Chairs of the two themed groups used the evidence and reflections from the activities well to identify areas of strength and areas for further development.

4. What does the Educational Psychology Service plan to do next?

As a result of REPS self-evaluation they identified a number of key strengths and areas for further development in each of the two themes. The details can be found on their website: <http://www.renfrewshire.gov.uk/article/3546/Educational-Psychology-Service>.

Education Scotland validated REPS self-evaluation and identified the following areas for further development.

- Determine the appropriate pace of change required to ensure sustainable and transformative service development.

- Continue to review service delivery in the context of Children's Services and to impact more on building capacity to achieve systemic change, whilst retaining the best of practice in relation to vulnerable children and young people.
- Apply more rigorous and robust data sources to evidence better the service's impact and contribution, to improving outcomes for children and young people.
- Extend self-evaluation to measure effectiveness across a wider range of Currie functions and levels and with a broader range of stakeholders.
- Continue to build on the positive contribution which the Principal Educational Psychologist (PEP) makes to authority strategy through the further development of distributive leadership within the educational psychology service team.

5. What is Renfrewshire Council's Educational Psychology Service's capacity for improvement?

The new leadership and organisational structure of Renfrewshire Council Children's Services, provides a clear vision for change. Effective support and challenge is also provided by elected members. The EPS is therefore well supported and valued by the authority, providing a very good context to support continuous improvement. The PEP is valued at authority level and provides sound advice to senior managers. For example, in relation to GIRFEC and the *Additional Support for Learning (as amended) Act*. The PEP is well placed to apply these leadership skills to the development areas identified during the VSE and to lead the planned review of EPS service delivery.

The service is aware that further advice is available from Education Scotland and others, including the Area Lead Officer, to build on their strengths and take forward its areas for further development.

Dr Laura-Ann Currie
Lead Facilitator
8 July 2016

Further information about the EPS VSE reports and self-evaluation can be found on the service's website <http://www.renfrewshire.gov.uk/article/3546/Educational-Psychology-Service>

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To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Early Learning and Childcare Consultation - Winter 2015

1. Summary

- 1.1 The Children and Young People (Scotland) Act places a duty on local authorities to consult representative populations of parents and carers on how the mandatory early learning and child care, day care and out of school care and discretionary services should be made available. There is a requirement to consult every 2 years and to publish plans in response to these consultations.
 - 1.2 This report advises of the findings of the early learning and childcare consultation carried out by Renfrewshire Council during winter of 2015. The consultation report is attached as an appendix.
-

2. Recommendation

- 2.1. The education and children policy board is asked to note the findings of the early years and childcare consultation.
-

3. Background

- 3.1. Part 6 of the Children and Young People Act (2014) places a duty on local authorities to consult representative populations of parents and carers on how the mandatory early learning and child care should be made available and to publish plans for future delivery in response to the consultations. Parts 7 and 8 of the Act also requires an authority to consult representative populations of parents on how discretionary early learning and childcare (under the 1980 Act) and discretionary day care and out of school care for children not in need (under the 1995 Act) should be provided and supported. There is also a requirement to consult representative populations of parents on how mandatory day care and out of school for children in need (under the 1995 Act) should be made available.

- 3.2. There is a requirement to consult every 2 years and to publish plans in response to these consultations.
- 3.3. Renfrewshire Council carried out an initial consultation in 2013, in response to the requirements under part 6 of the Act, through undertaken a survey to establish the needs of parents of children under the age of five years. The findings from this survey was reported to the education policy board on 16 January 2014.
- 3.4. The second consultation conducted by the Council addressed the full requirements of the Act and sought the views of parents on both mandatory and discretionary services, including early learning and childcare, out of school care and breakfast club provision. This consultation which was carried out during October 2015.
- 3.5. The survey aimed to identify the demand, barriers, perceptions and future use of early learning and childcare services for parents of children aged 0-14 years to assist in future planning and delivery of services.
- 3.6. As the scope of the survey was wide and ambitious, it was imperative to ensure that responding did not prove cumbersome or overly complex for parents in order to gain maximum engagement. The consultation was designed and developed with support from the researchers within Psychological Service. It was agreed the most effective method would be via the online Survey Monkey programme with the opportunity for parents to submit paper responses if required.
- 3.7. Questions were set within two categories: needs and services for parents of children aged birth to five years and 5 -14 years. The survey included a number of closed and opened questions, therefore enabling parents the opportunity to make comments on the issues they wished to bring to Renfrewshire Council's attention and to enable effective analysis of the responses.
- 3.8. A marketing campaign commenced one week before the survey opened to raise awareness of the consultation with posters and flyers distributed across all early years' services, including pre-five nurseries and centres, childminders, out of school care services and places where parents frequent such as libraries and GP surgeries. Text messages were sent to parents of primary aged children with direct links to the online survey.
- 3.9. The consultation report attached provides the overall findings from the survey, including an executive summary and headline results.

4. Key Findings

- 4.1. A total of 677 parents took part in the survey and the demographics inform that just less than half of the respondents live in the Paisley area. 80% of respondents had children aged between 5 and 11 years old and 37% had children currently in a nursery or pre-five centres.
- 4.2. The findings indicate that family and friends continue to be the most commonly used childcare option among families with 53% of parents selecting this option.
- 4.3. Parents were asked to identify their reasons for using childcare services and responded as follows:

- early learning and childcare (0 to 5 years) – 81% indicating that it was good for their child's development, 65% stating to enable them to work, 54% because their child was entitled to a place and 5% to enable them to train or study;
 - out of school care (school age) - 73% of the respondents indicating it enabled them to work and 5% enabling them to train or study, with 11% stating it was good for their child's development ;
 - breakfast clubs (school age) – 72% indicated that the service provided a before school childcare service, 12% because their child enjoyed attending and 8% because breakfast is provided.
- 4.4. While 59% of parents agree that early learning and childcare services are too expensive, 34 % of parents specifically report that the reason they do not use early learning and childcare services is due to it being too expensive.
 - 4.5. 65% of children requiring early learning and childcare use council nurseries and centres and 43% attending a voluntary or independent provision.
 - 4.6. With regards to patterns of delivery, there was no clear preference however; an all year round option did seem to be preferential for the majority of parents. 46% of parents with pre-school aged children feel full day sessions (8hours) of childcare would be most suitable.
 - 4.7. Regarding common perceptions of early learning and childcare, 61% of parents agree that they should have more choice in the type of childcare available and an additional 59% agree that they feel it is difficult to afford the childcare they require.
 - 4.8. Reputation of provider is the factor considered most highly by parents of children under 5 years when choosing a childcare establishment, with 80% of parents selecting this. Other highly considered factors include: trust in the provider (79%) and a good quality inspection report (78%). 81% of parents state that they send their child to childcare because they feel it is good for their development and 65% report it allows them to work.
 - 4.9. Clear patterns emerged with regards to parental predictions about the future use of early learning and childcare, out of school care and breakfast clubs. An average of 49% predicted that they would use early learning and childcare, 66% out of school care and 64% breakfast clubs in the future.
 - 4.10. The full results from this survey are available in the appendix attached to this report.

5 Planning for the Future

- 5.1 The Tackling poverty in Renfrewshire report (2014) noted that a key barrier to maximising family income was expensive and inflexible childcare and that childcare provision had not kept pace with changing work patterns so parents, particularly lone parents, are unable to move into work, increase work or progress at work. One of the recommendations made by the tackling poverty commission is to ensure 'high quality, affordable childcare is widely used by low income families, and is designed to reflect the specific needs of those at highest risk of poverty such as lone parents and disabled families.

- 5.2 In response to this recommendation Renfrewshire Council procured a consultant to map out childcare provision to identify gaps and to develop alternative flexible childcare delivery models to support low income families in a sustainable way within local communities.
- 5.3 Children in Scotland were successful through the tender process and are currently undertaking further consultation, researching demand and need for childcare, exploring and identifying gaps or barriers preventing parents from accessing childcare. The findings from the early learning and childcare consultation carried out in 2015 will be considered during this process.
- 5.4 A report detailing the consultant's findings will be available in November 2016 and will be used by the Council to develop an early learning and childcare plan. This plan will be reported to the Education and Children's Policy Board in due course.
-

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 | - Ensuring the best start in life for children and young people. |
| Community Care, Health and Well-being | - Earlier intervention will lead to healthier outcomes for young children. |
| Empowering our Communities | - Children, young people and families will benefit from local services in the community. |
| Jobs and Economy | - Flexible childcare placements will support parents back into and sustain employment, training or education. |
| Safer and Stronger | - The quality of community life is enhanced by supporting parents, children and young people. |

4. Legal Implications

None

5. Property/Assets Implications

None

6. Information Technology

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 there is no decrease to the level of funding being proposed therefore no diminution of service. Services comply with the Equality Act 2010.

8. Health and Safety

None

9. Procurement Implications

None

10. Risk Implications

None

11. Privacy Impact

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

List of Background Papers

None.

*Children's Services
SH/KMcD/JT/LG
8 July 2016*

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EARLY LEARNING AND CHILDCARE CONSULTATION WINTER 2015



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Executive Summary

Introduction

The Children and Young People (Scotland) Act 2014 places a duty on local authorities to consult with parents every two years on how early learning and childcare should be made available and publish a plan for how it intends to make early learning and childcare available. Renfrewshire Council conducted its first consultation under this requirement in October 2013 with parents of children aged under 5 years. This, the second consultation which took place in October 2015, has been widened to include seeking the views of parents of school aged children (up to 14 years) who need out of school care and breakfast club activity.

Key Findings

Overall Findings

The demographics inform that just less than half of the parents who undertook the survey live in Paisley and 80% of the parents that responded have children aged between 5 and 11 years old.

Clear patterns emerged with regards to parental predictions about the future use of early learning and childcare, out of school care and breakfast clubs. An average of 63% predicted that they would use early learning and childcare, out of school care or breakfast clubs in the future and around 22% of parents reported that they did not expect to use these services in the future.

Regarding common perceptions of early learning and childcare, 61% of parents agree that they should have more choice in the type of childcare available and an additional 59% agree that they feel it is difficult to afford the childcare they require.

Findings for children 0-14 years

The most commonly reported type of childcare used by parents with school age children was a friend or family member, with 53% of parents selecting this option. 73% stated they use out of school care services because- it permits them to work. The reasons why parents use breakfast clubs was also explored and the results demonstrate that 72% of parents report using breakfast clubs because it provides before school care for their child.

Renfrewshire Children's Services were interested to know why parents do not use Early Learning and Childcare services. When asked this question, 35% of parents reported it was not required and a further 34% stated it was too expensive for them. Other explanations offered by parents included: not all schools offer breakfast clubs; a lack of places available; and, confusion around whether or not their child is entitled to early learning and childcare.

Findings for children 0-5years

Reputation of provider is the factor considered most highly by parents of children under 5 years when choosing a childcare establishment, with 80% of parents selecting this. Other highly considered factors include: trust in the provider (79%) and a good quality inspection report (78%). 81% of parents stated that they send their child to childcare because they feel it is good for their development and 65% report it allows them to work.

With regards to patterns of delivery, there was no clear preference however; an all year round option did seem to be preferential for the majority of parents. 46% of parents with pre-school aged children feel full day sessions (8 hours) of childcare would be most suitable.

Headline Results

- 53% of the parents reported that they use a family member or friend for childcare.
- 59% of all parents agreed that early learning and childcare services were too expensive.
- 34% of parents specifically reported that the reason they do not use early learning and childcare services was because they are too expensive.
- 73% of parents claimed that they use childcare in order to allow them to work.
- 65% of children requiring early learning and childcare use council nurseries and pre 5 centers.
- Just under half of the parents answering the question “providers are not flexible enough about hours of use” agreed or strongly agreed with this statement.
- 38% of parents preferred childcare pattern for under five years was a set pattern, all year round with 46% of parents rating full day childcare sessions of 8 hours to be preferential.
- The most strongly agreed with statement regarding childcare was, “I would like more choice in the childcare available to me”.
- 80% of parents reported that reputation is the most considered factor when choosing childcare.
- 72% of parents reported the reason for using breakfast clubs was that it acted as before school childcare.
- 49% report of parents reported that they predict they will use early learning and childcare in the future.
- 66% predict they will use out of school care in the future.
- 64% report that they would use breakfast clubs in the future.

Methodology

The survey was designed and developed by a small team from Early Years and researchers from Psychological Services. It was agreed that an online survey using Survey Monkey would be the most effective model to maximise participation however paper copies were also made available if required.

The steps involved in implementing the survey were as follows:

- Planning stages: research proposal, meetings, question development, questionnaire development
- Distribution
- Analysis
- Report Writing

The design of the survey was complex as the aim was to seek the views of parents using a broad range of childcare services covering a spectrum of ages. Initially the group used branching questions however on testing these this made the survey cumbersome and difficult to follow. The end result of a combined survey with 2 parts was the preferred option. Parents of pre-school age children were asked all questions, questions 1-17 and parents with children in primary and secondary school (age categories 2 and 3) were asked questions 1,2,3,10,11,12,13,14,15,16,17 only.

A marketing campaign was implemented to raise full awareness of the survey with a wide distribution of posters, emails and texts to parents. A QR code was used in all marketing materials to enable parents' instant access to the online survey.

Distribution of the marketing materials was through all standard council education services, private and voluntary childcare services, health teams, parent and toddler groups as well as general points of contact such as GP surgeries and libraries. A total of 688 respondents replied to the survey.

Findings

Section A: Overall Results

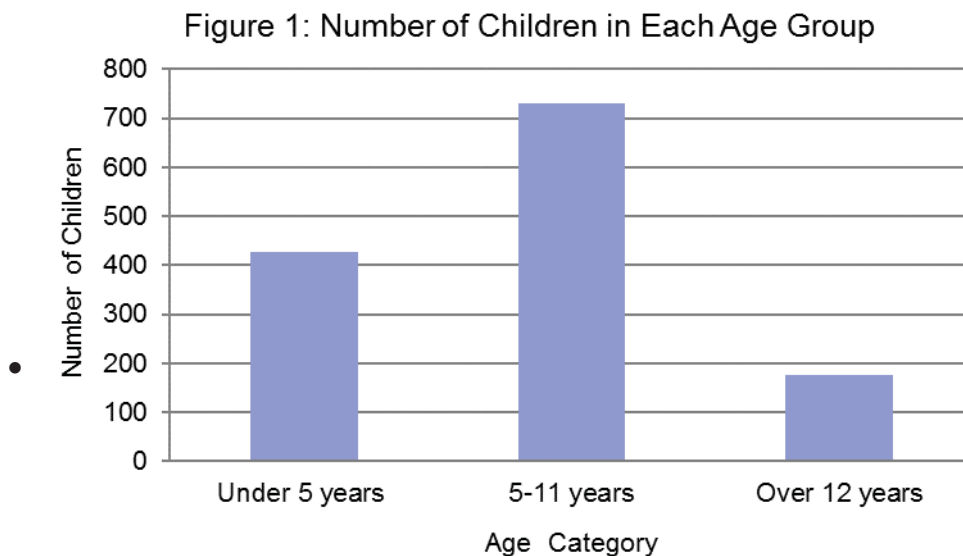
This section of the report details the results for the questions answered by parents with children from 0-14 years old.

Children's Age

Please indicate the number of children in your family who fall into the following age categories:

- 0 - 5 years
- 5 - 11 years
- Over 12 years

Figure 1 demonstrates the results of this question.



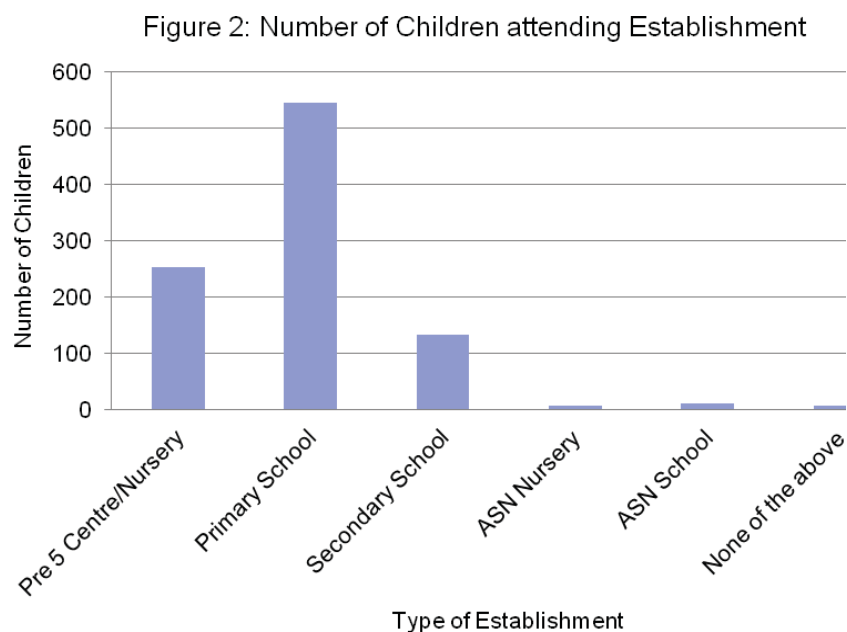
- The most populated age group was the 5-11 year category with 732 children reported to fall within this age range.
- The second most highly populated age category was the under 5 group, with 431 children between 0 and 5 years old.
- The least number of parents reported to have children aged 12 years and over, with 176 children reported to fall into this age category.

Establishment Information

Please indicate which of the following your child/children currently attends:

- *Pre 5 Centre/Nursery*
- *Primary School*
- *Secondary School*
- *ASN Nursery*
- *ASN School*
- *None of the above*

Figure 2 the number of children attending each type of establishment as reported by their parents.



- 80% of the children currently attend Primary School.
- 37% children are currently in a Nursery or Pre 5 centre.
- 19% of children were attending Secondary School.
- Only 11 children (2%) were reported to attend ASN Schools.
- 1% or 7 children, attending ASN Nurseries.
- 1% of children did not attend any of the establishments listed.

Parents were asked to state the name of the establishment their child attends and these results tables can be viewed in the appendix section of this report (appendix 1).

Demographics

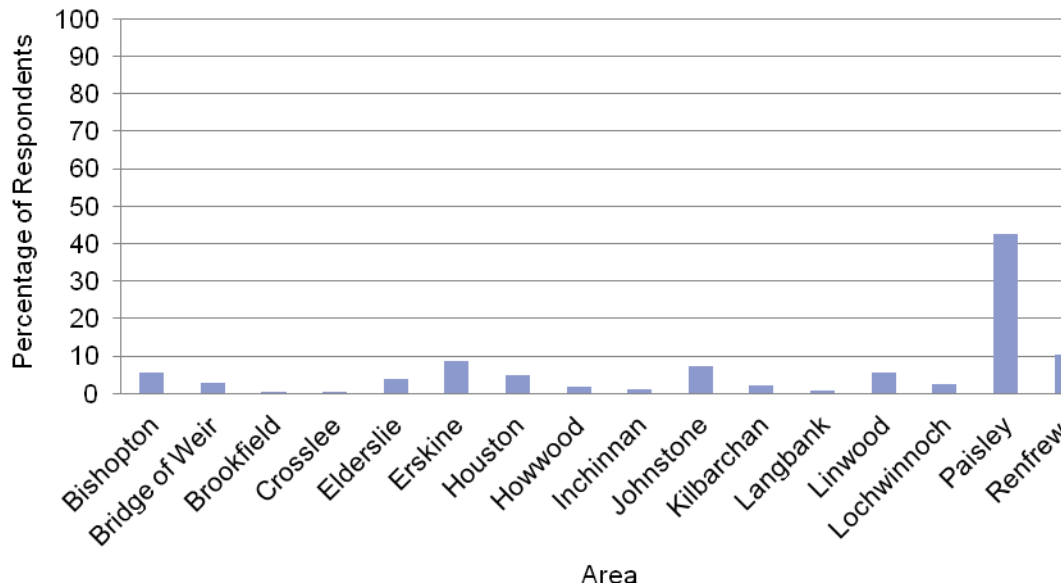
Where do you currently live?

The table below presents the different areas in which the parents who answered this question live.

Table 1

Town	Number	Percentage
Bishopton	37	5.5%
Bridge of Weir	19	2.8%
Brookfield	3	0.4%
Crosslee	3	0.4%
Elderslie	25	3.7%
Erskine	59	8.7%
Houston	32	4.7%
Howwood	12	1.8%
Inchinnan	7	1.0%
Johnstone	50	7.4%
Kilbarchan	14	2.1%
Langbank	4	0.6%
Linwood	38	5.6%
Lochwinnoch	16	2.4%
Paisley	287	42.4%
Renfrew	71	10.5%

Figure 3: Percentage of Respondents Living in each Area of Renfrewshire



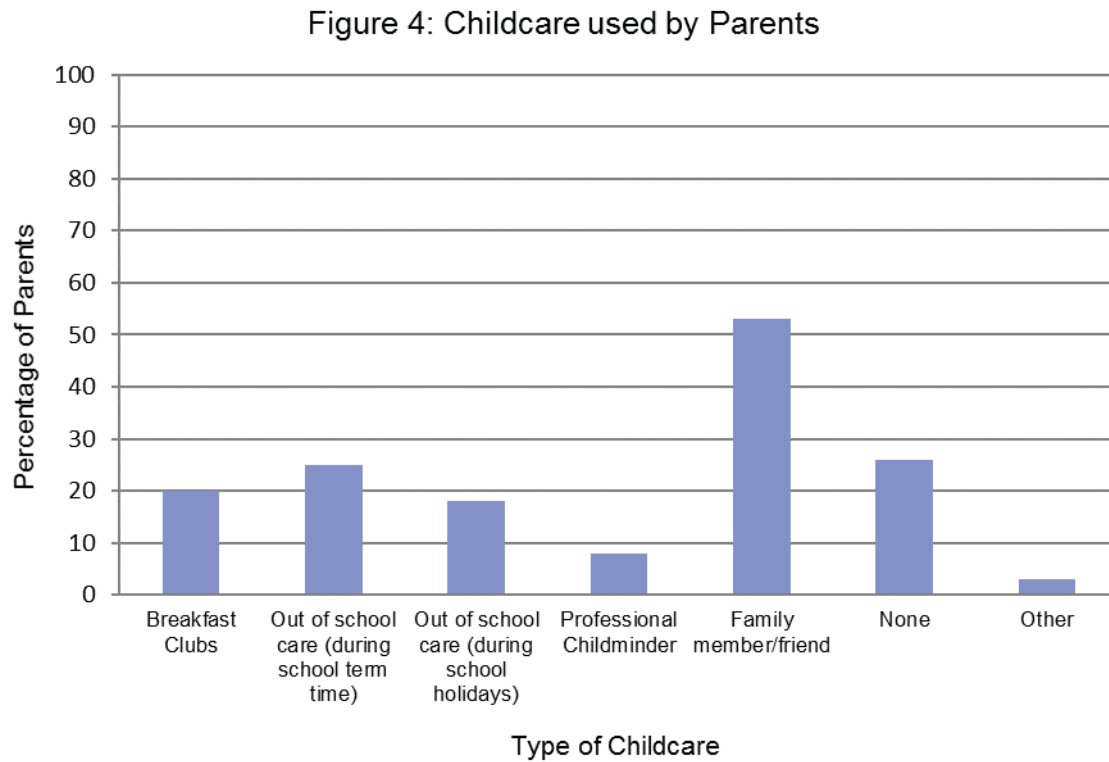
From table 1 and figure 3, it is evident that although someone from every area of Renfrewshire took part in this survey, the distribution of respondents is not evenly spread throughout the different areas of Renfrewshire. A large proportion of the respondents, around 42%, live in Paisley whilst a significantly lower number of respondents, in some cases as low as 3, live in areas such as Crosslee.

Childcare Used

Please indicate which of the following services you currently use:

- *Breakfast clubs*
- *Out of school care (during school term time)*
- *Out of school care (during school holidays)*
- *Professional childminder*
- *Family member/friend*
- *None*
- *Other*

Figure 4 below demonstrates the results.



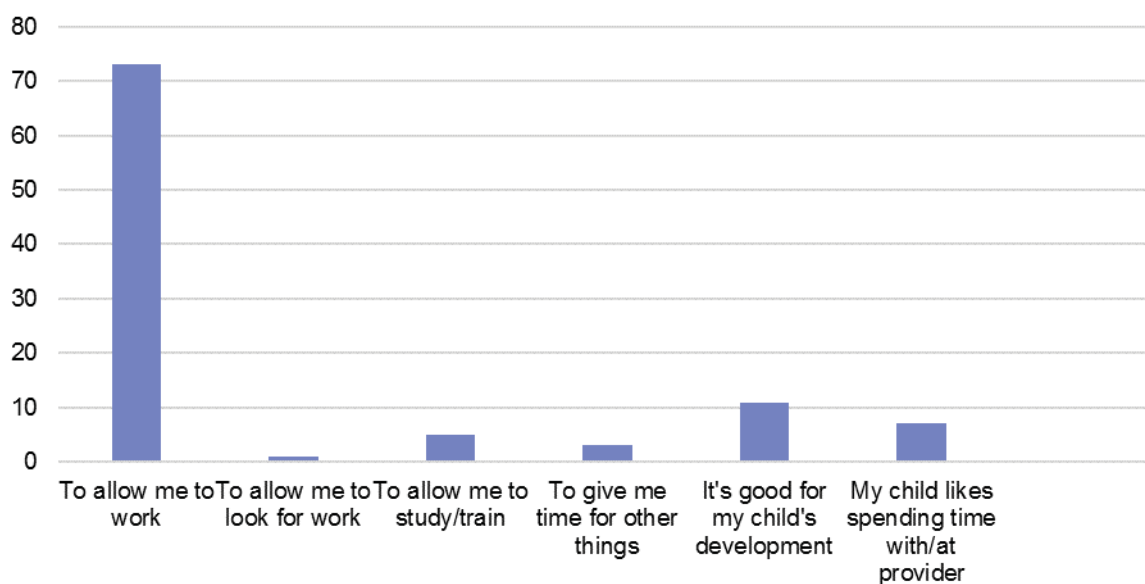
- 53% of the parents reported that they use a family member or friend for childcare.
- 26% reported that they did not use any childcare
- 25% use out of school care during term time.
- 20% use breakfast clubs.
- 18% use out of school care during school holidays.
- 8% use a professional childminder.
- 3% of parents use other methods of childcare.

Reasons for using Out of School Care Services

If you use Out of School Care Services, please indicate the reason(s) why from the list below:

- *To allow me to work*
- *To allow me to look for work*
- *To allow me to study/train*
- *To give me time for other things*
- *It's good for my child's development*
- *My child likes spending time with/at the provider*

Figure 5: Reasons for Using Out of School Care Services



The graph above demonstrates parent's responses.

- 73% of parents reported they used these services to allow them to work.
- 11% of parents felt it was good for their child's development.
- 7% use the service because their child likes spending time at the providers.
- 5% of parents stated that sending their child to out of school services allowed them to train or study.
- 3% commented that using these services allowed parents to do other things.

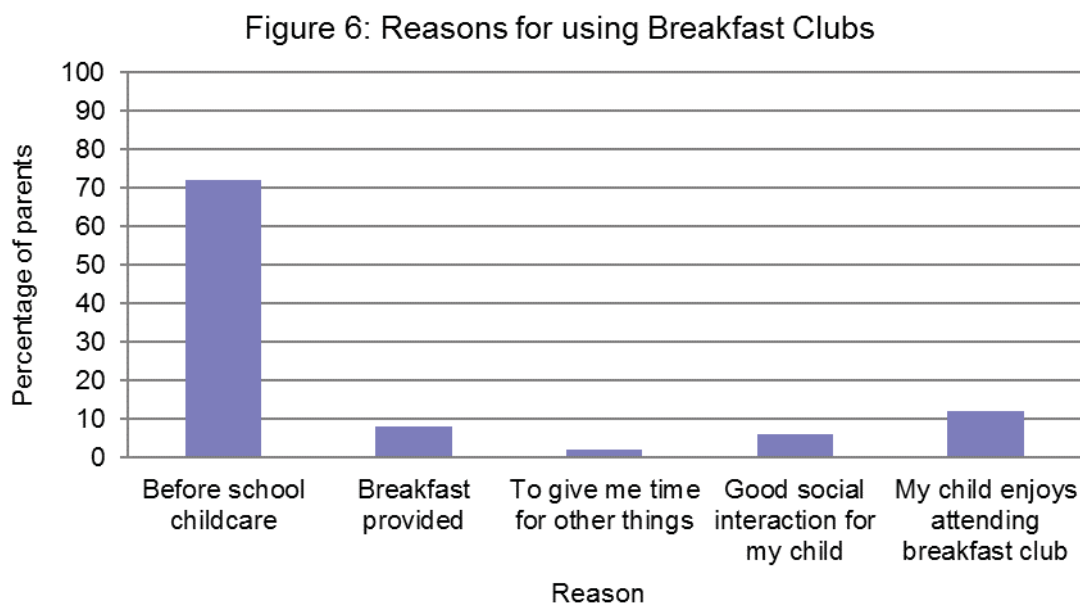
- 1% of parents said it allowed them to look for employment.
- Some parents reported this question was not applicable to their situation.

Reasons for using Breakfast Clubs

If you use breakfast clubs, please indicate the reason(s) why from the list below:

- *Before school childcare*
- *Breakfast provided*
- *To give me time for other things*
- *Good social interaction for my child*
- *My child enjoys attending breakfast club*

Figure 6 below displays the responses from parents.



- 72% of parents reported that they use breakfast clubs as a form of before school childcare.
- 12% selected the option 'my child enjoys attending breakfast club'.
- 8% use breakfast clubs because breakfast is provided.

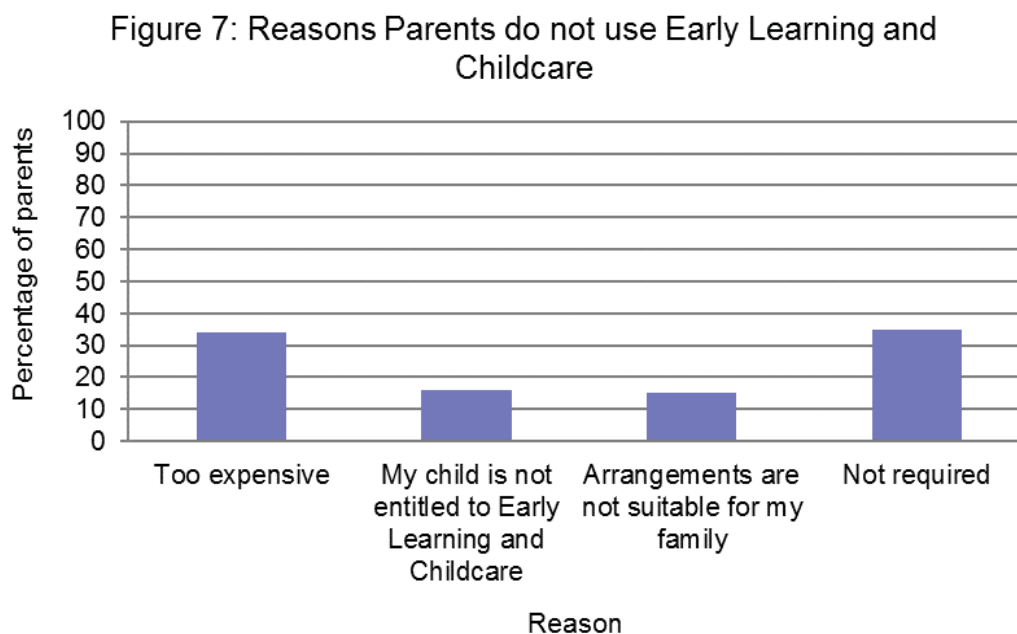
- 6% said they believed it was good social interaction for their child.
- 2% said it gave them time to do other things.

Reasons for not using Early Learning and Childcare

Please indicate the reasons why you do not currently use early learning and childcare:

- Too expensive
- My child is not entitled to early learning and childcare
- Arrangements are not suitable for my family
- Not required

Figure 7 demonstrates the parent's responses to this question



Of the parents who did report using early learning and childcare;

- 35% of parents said the service was not required.
- 34% of parents reported that the services were too expensive.
- 16% stated that the arrangements were not suitable for their family.

- 15% felt their child was not entitled to early learning and childcare.

Parents were provided with the opportunity to comment on this question and thematic analysis was conducted on the data obtained. Some parents report that their children do not attend early learning and childcare services because it is not necessary, for example, they have family childcare, are on maternity leave or have arranged their work around having children. Many of the parents also provided comment on the expense, and restricted number of places.

Expense

Affordability of childcare was an issue raised by multiple parents in the comments section. One parent stated, “I cannot afford more days at nursery and breakfast club and I wish I could” and another writes, “I do use it and it is too expensive. £4 per morning but no breakfast club at school”.

“I already pay nursery fees for my 2 year old son which cost half my monthly wage.”

- Parent

Entitlement

Some parents were unclear regarding their child’s entitlement to early learning and childcare with one parent stating “(I’ve)...not been told or informed that our child is eligible for early learning....” Another parent commented that they “do not qualify for nursery place due to both parents working, don’t qualify for childcare credit as second adult does not work enough hours. Don’t quite understand if both parents were unemployed, (why) children would be eligible for a free place.”

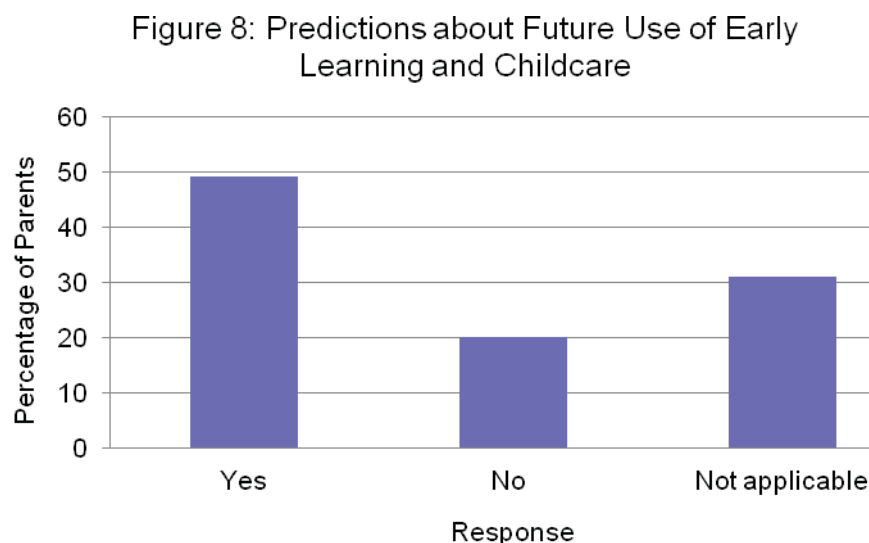
Arrangements

Several parents commented that they felt the hours of childcare were unsuitable for working parents as childcare is required 8am -6pm to suit the working day. More than one parent stated they felt breakfast clubs do not start early enough to allow parents to get to work on time and therefore they have to use and pay for a private childminder. Other parents report that they require longer periods of childcare to cover full-time working patterns.

Future Use

Do you think you would use early learning and childcare in the future?

Figure 8 presents the results of this question.



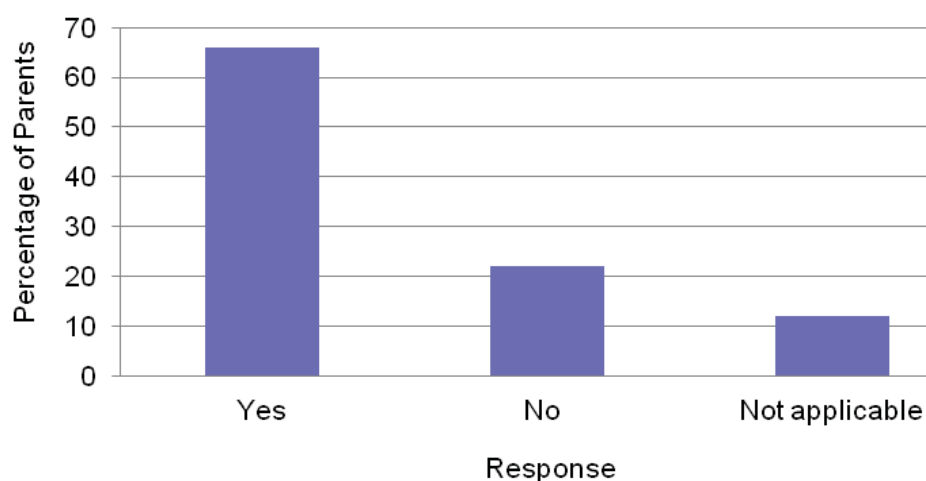
- 49% of parents said they would use early learning and childcare in the future.
- 20% reported that would not use early learning and childcare in the future.
- 31% of parents reported this was not applicable to their situation.

Do you think you would use out of school care in the future?

Results are displayed in figure 9.

- 66% of parents answered 'yes' they would use out of school care in the future.
- 22% felt that they would not use this service in the future.
- 12% stated this question was not applicable to them.

Figure 9: Predictions about Future Use of Out of School Care

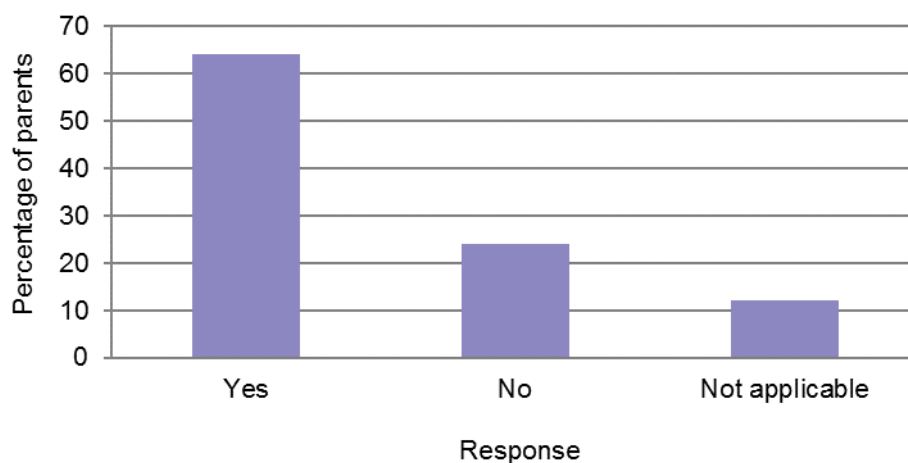


Do you think you would use breakfast clubs in the future?

As demonstraed in figure 10:

- 64% of parents said they would use breakfast clubs in the future.
- 24% of parents reported they would not use breakfast clubs in future.
- 12% of parents reported this question was not applicable to them.

Figure 10: Predictions about Future Use of Breakfast Clubs



Many parents commented that breakfast clubs were not available at their local school but that such clubs would be of great use to them. Specifically, St James's Primary was mentioned as one school that does not currently offer Breakfast Clubs and parents from the areas of Inchinnan, Howwood and Houston also reported this issue.

Numerous parents reported that they had tried and failed to secure a place for their child at a childcare provider due to the lack of places and request that more childcare spaces are made available.

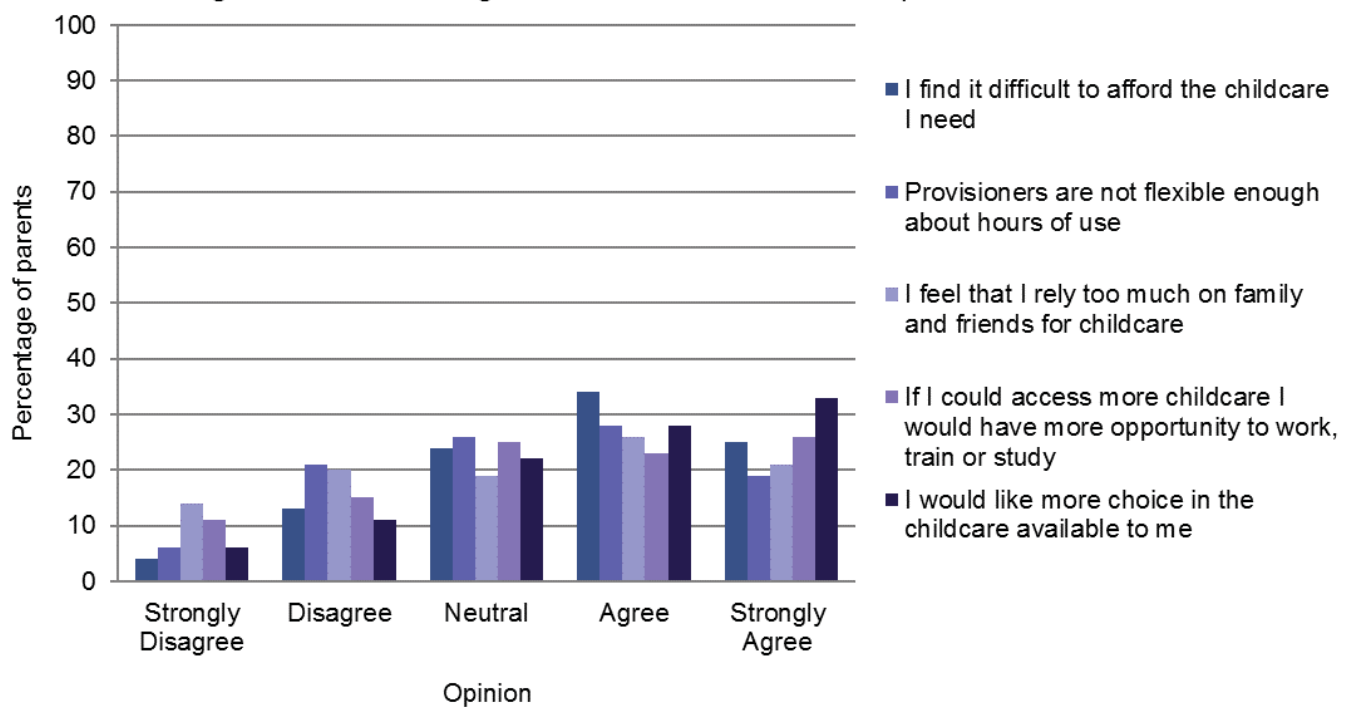
Breakfast club in school is excellent but doesn't start early enough for me to get to work so I have to use a private childminder."

- Parent

Levels of Agreement with Common Views of Childcare

Lastly, parents were presented with some common views regarding childcare and asked to rate to what degree they agreed or disagreed with the statements. Figure 11 displays the responses from parents.

Figure 11: Parental Agreement with Common Perceptions of Childcare



The first statement parents were asked to rate their agreement with was, “I find it difficult to afford the childcare I need”.

- 59% agreed to some extent.
- 34% of parents said they agreed with this statement.
- 25% of parents strongly agreed.
- 24% of parents selected the ‘neutral’ answer.
- 17% of parents disagreed with this statement regarding childcare.
- 4% chose the ‘strongly disagree’ option and 13% selecting ‘disagree’.

The second common perception to be rated by parents was, “provisioners are not flexible enough about hours of use”.

- Just under half of the parents answering this question agreed or strongly agreed with this statement.
- 28% of parents agreed with this statement.
- 19% strongly agreed that providers are not flexible enough.
- 26% selected the ‘neutral’ option.
- 21% of parents disagreed.
- 6% strongly disagreed with this statement.

With regards to the third statement, “I feel that I rely too much on family and friends for childcare”:

- 21% strongly agreed.
- 26% of parents selected the ‘agree’ option.
- 19% of parents opted for the ‘neutral’ option with regards to feeling they rely too much on family and friends for childcare.
- 34% of parents stated they disagreed with the third statement.
- 20% disagreed.
- 14% strongly disagreed.

Parents were requested to rate their agreement with the following fourth statement, 'If I could access more childcare I would have more opportunity to work, train or study'.

- 26% of parents strongly agree.
- 23% of respondents agreed with this common view.
- A quarter of parents stated that they did not agree nor disagree with this perception of childcare.
- 15% disagreed with this view.
- 11% strongly disagreed.

The most strongly agreed with statement regarding childcare was, "I would like more choice in the childcare available to me".

- Over half of the parents answering this question agreed to some extent.
- 33% strongly agreed with this common view.
- 28% agreed with this statement.
- 22% of parents neither agreed nor disagreed with having more choice in childcare available for them to use.
- The remaining 11% selected the 'disagree' option.
- 6% of parents strongly disagreed with this statement.

Section B: Results of findings for children aged 0- 5 years

This section of the report details the results of the questions specifically tailored to those with children from birth to five years old. Around 250 parents were involved in this part of this consultation.

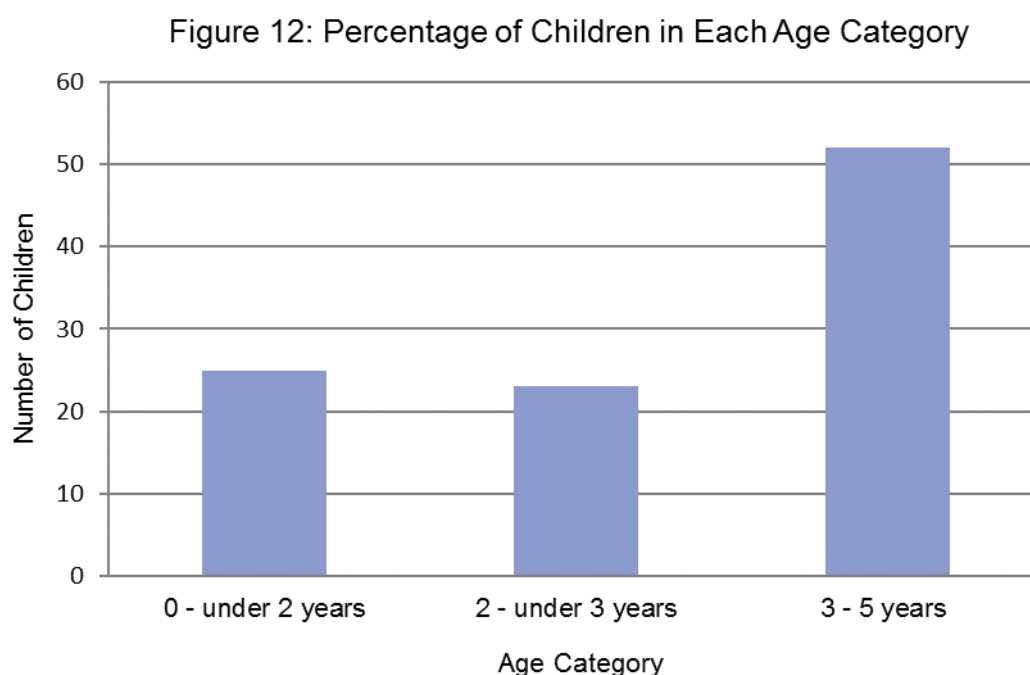
Age Range of Children

Firstly, parents with children under 5 years old were asked to specify how many of their children fell into the following age categories:

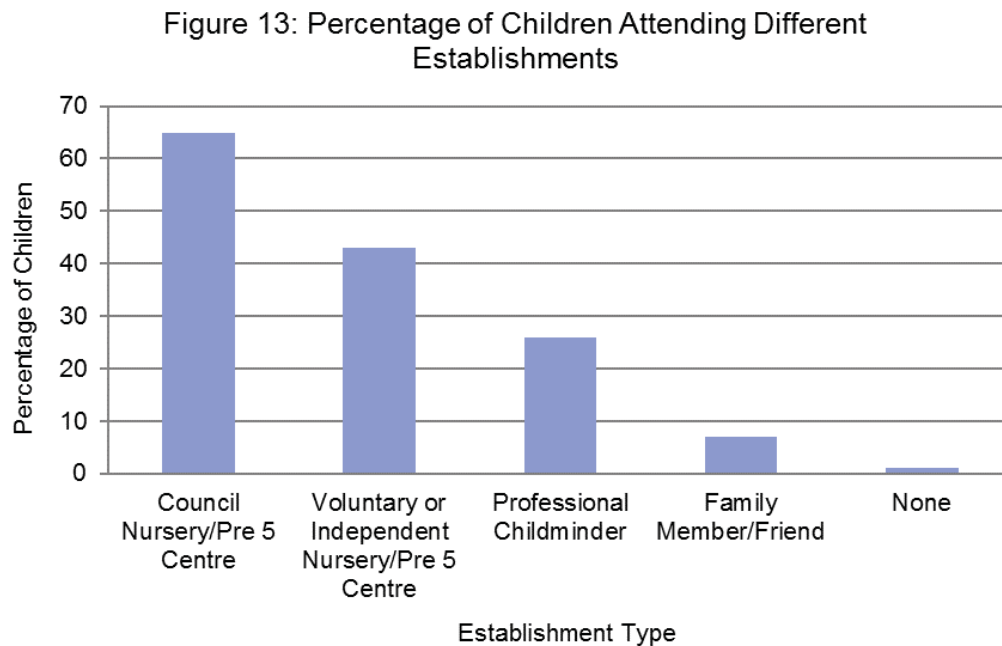
- 0 – under 2 years
- 2 – under 3 years
- 3 – 5 years

The results showed:

- 52% of children were within the 3-5 year old category
- 25% of children fell into the 0-2 year age group
- 23% of children were aged between 2 – under 3 years



Type of Establishment Attended



Parents of children from birth to five years of age were then asked to state which type of establishment their children attended. Figure 13 demonstrates the percentage of children attending each type of establishment.

- 65% of children attended Council Nurseries or Council Pre-5 Centres.
- 43% of children attended Voluntary or Independent Nurseries and Pre-5 Centres.
- 26% of pre-school children were looked after by a family member or friend.
- 7% of children had a childminder.

It was reported that 3 children under 5 did not attend any of the establishment options but due to the fact that an 'other' option was not supplied, the explanation behind this is unknown.

Considerations when Selecting Childcare

Parents were asked what they considered to be most important factors when choosing a childcare provider and were provided with the following options, from which they were permitted to select multiple answers:

- Affordability
- Convenience

- Good quality inspection report
- Qualifications of staff
- Reputation
- Social and educational opportunities for my child
- Trust in the provider

Figure 14: Parental Considerations when Choosing Childcare

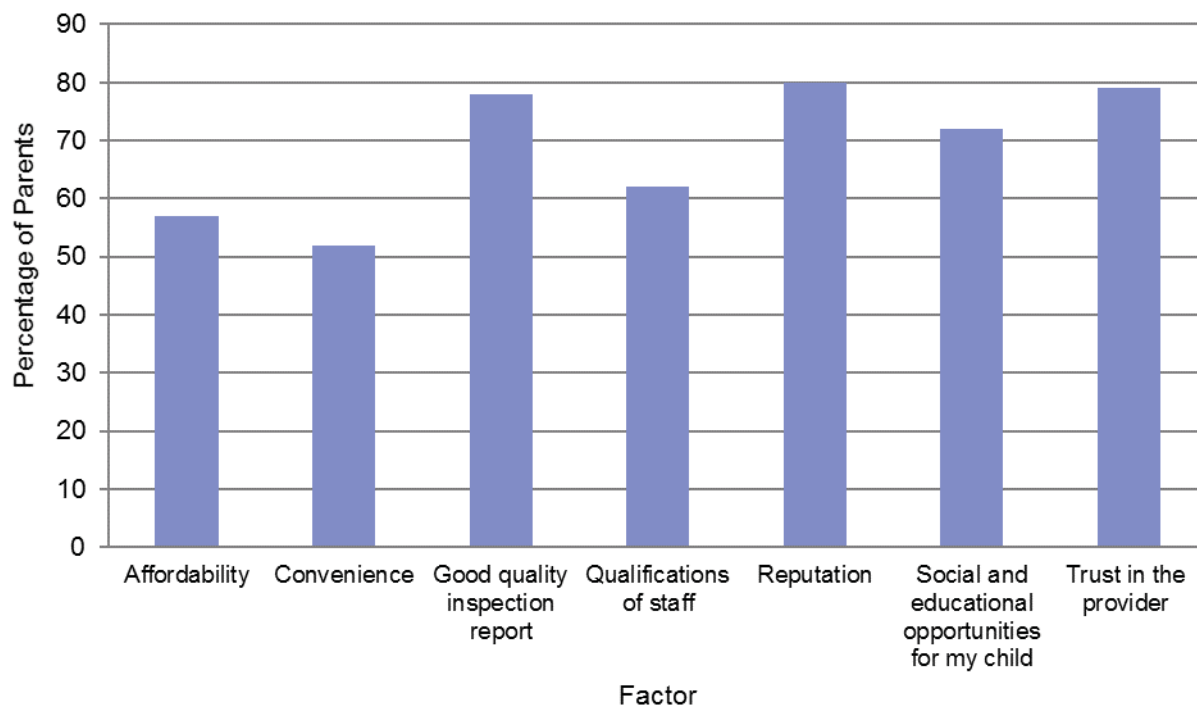


Figure 14 shows that all of the identified factors are considered by parents when choosing a Nursery or Pre-5 centre or other childcare to some degree.

- 80% of parents stated the factor most highly considered was reputation.
- 79% of parents felt ‘trust in the provider’ was highly important.
- 78% felt that a ‘good quality care inspection report’ was a significant factor to consider.
- 72% agreed that social and educational opportunities available for the children were important when choosing a nursery.
- 62% of parents stated they considered staff qualifications.

- 57% of parents considered affordability of the childcare provider.
- 51% of parents noted that convenience was something they would consider when choosing a childcare provider.

Reasons for Using Childcare

Parents were asked the reasons for using childcare service for their 0 – 5 year old children. 155 parents answered this question and had the choice of selecting multiple answers. The results of this question are displayed in Figure 15 below.

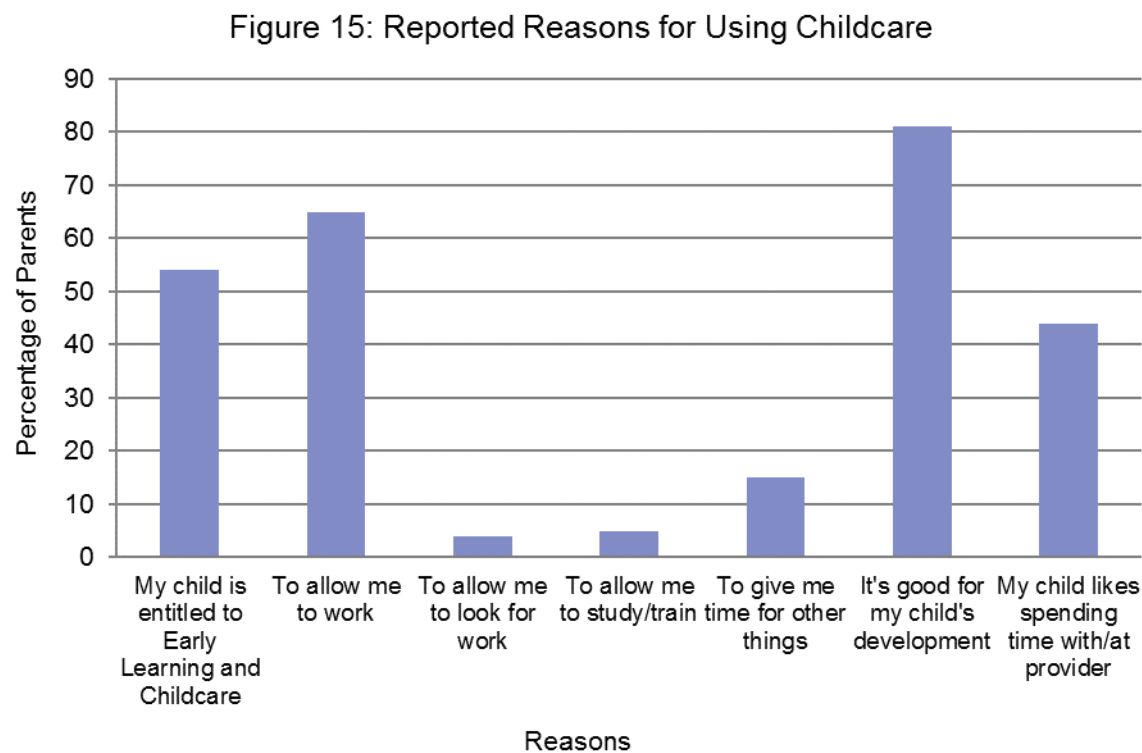


Figure 15 indicates:

- 81% of parents who send their child to childcare because they believe it is good for their child's development.
- 65% of parents claimed that they use childcare in order to allow them to work.
- 54% of parents said they used childcare because their child is entitled to it.

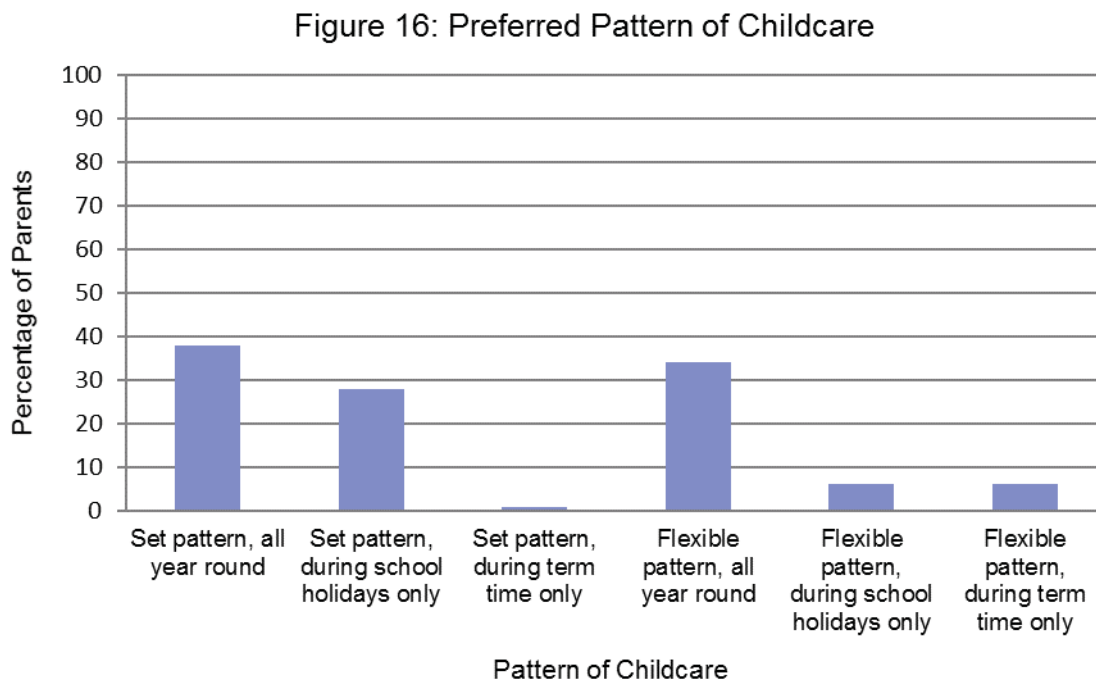
- 44 of parents noted the child’s enjoyment of childcare was the reason for choosing to use childcare.
- 14% said that they used it to give themselves time to do other things, such as socialise or attend appointments.
- 5% of parents selected the option ‘to allow me to train and/or study’.
- 4% of parents selected the ‘to allow me to look for work’ option.

Preferred Pattern of Childcare

Parents were asked to give information about what pattern of childcare they would prefer. The options given were:

- Set pattern, all year round
- Set pattern, during term time only
- Set pattern, during school holidays only
- Flexible pattern all year round
- Flexible pattern, during term time only
- Flexible pattern, during school holidays only

Figure 16 demonstrates parents’ preferences with regards to patterns of childcare.



From the graph, it can be observed that:

- 38% of parents stated a set pattern, all year round was the preferred type of childcare
- 34% of parents felt that a flexible childcare pattern for the whole year would be the most appropriate option for them

However, although these options were seen as being favourable, none of the preferred options stood out as being significantly suitable.

- 28% of parents felt that a set pattern of childcare during the school holidays would be best
- 6% of parents felt a flexible pattern during school holidays was the most appropriate option
- 1% of parents rated the idea of a set pattern of childcare during term time only being preferential

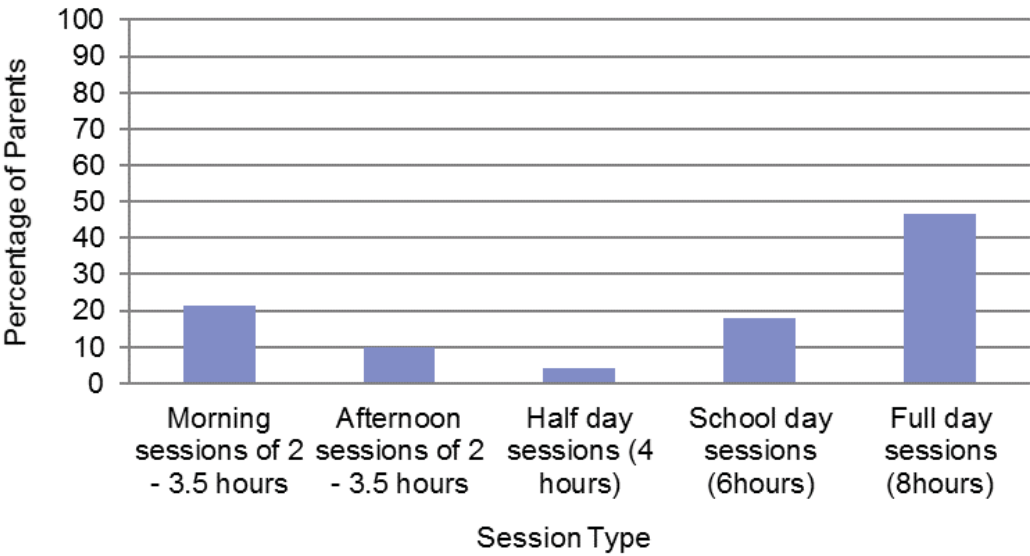
Although the results from parents with regards to patterns of childcare are mixed, they do suggest that one pattern of childcare all year round would be preferential for these parents of children from birth to five years old.

Preferred Length of Childcare Sessions

Further questioning with regards to the type of childcare preferred by parents resulted in the respondents detailing what length of childcare they would find most suitable. Figure 17 presents the responses to this question

- 46% of parents rated full day childcare sessions of 8 hours to be preferential
- 21% of respondents reported morning sessions of between 2 and 3.5 hours to be the best option
- 19% of parents reported they would be happy with school day sessions lasting 6 hours
- 10% of parents felt that afternoon sessions lasting between 2 and 3.5 hours were desirable
- 4% believed half day sessions, lasting 4 hours, was the best option

Figure 17: Preferred Childcare Session



Summary of Findings

Objective

The objective of the consultation was to consult with parents of children between the ages of 0 and 14 years about Early Learning and Childcare services in order to establish the extent to which these services are meeting the needs of parents.

Consultation with Parents

Use of Services

A total of 688 parents participated by completing the survey. It was apparent that the type of childcare most commonly used by respondents was a friend or family member, with 53% of parents selecting this answer. The most commonly reported reason for using childcare services was to allow the parents to work, with half of the respondents selecting this reason. Of the parents who did use out of school care services, 50% reported that this was the case because it allowed them to work. It was highlighted that breakfast clubs are used by parents as a form of childcare before school with 28% of parents selecting this as the reason their child attends these clubs, and although the clubs are intended to provide children with breakfast, only 3% of parents said they used the service for that reason. With regards to why parents do not use Early Learning and Childcare Services, 22% of parents said that these services were not required and a further 20% reported that they do not use these services because they are too expensive.

Future Use of Early Learning and Childcare Services

Just less than half of the participants predicted that they would use early learning and childcare services in the future. 66% of the parents who completed the survey reported they believed they would use out of school care in the future, with 64% predicting use of breakfast clubs. Parents who reported that they did not use breakfast clubs at the time of the survey often explained that this was the case due to a lack of places or lack of provision of breakfast clubs in their area.

Parents Agreement about Common Perceptions of Childcare

With regards to common perceptions of childcare, the most agreed with statement was, “I find it difficult to afford the childcare I need”, with 59% of parents agreeing with this statement to some extent. Slightly less than half of the parents also agreed that; they rely on friends and family too much for childcare; childcare providers are not flexible enough in terms of hours of use; and, that if they had more access to childcare, they would have more opportunities to work, train or study. Over half of the respondents agreed that they would like more choice in the childcare that is available for them.

Early Learning and Childcare Services Provision for Preschool Age Children

65% of parents with children under 5 years old reported that their child attends a Council Nursery or Pre-5 establishment. 81% of these parents chose to use early learning and childcare services because they believed it was good for their child's development and 65% reported that doing so also permitted them to work. A high percentage of parents, over 60%, considered qualifications of staff, reputation, good quality inspection report, social and educational opportunities for the child, and trust in the provider when selecting a childcare provider. The most highly considered factor was reputation of the provider with 80% of parents selecting this option. Convenience and affordability of the childcare provider were the least considered factors with 51% and 57% of parents selecting these options.

Pattern of Childcare

No one pattern of childcare stood out to be particularly favoured by the majority of parents and responses to the question regarding a preferential pattern of childcare was mixed. 38% of parents reported they would favour a set pattern all year round, but 34% of parents preferred the option of a flexible childcare pattern all year round. It can be concluded that the majority of parents do prefer a pattern of childcare which is consistent throughout the year (72% of parents), as opposed to during term time only (34% of parents) or school holidays only (7% of respondents). Just less than half of the parents completing this survey agreed that a full day (8 hours) of childcare is the best option for them.

Appendix 1**i. Table 1: Nursery and Pre 5 Centres**

Establishment	Number of Children
Abbey Nursery	6
Abbey Mill Childcare	4
Barsail Playgroup	1
Bridge of Weir Nursery	1
Bushes Nursery	1
Carli's Kindergarten	1
Carriagehall Nursery	2
East Fulton Nursery	4
Enchanted Forest Nursery	5
Erskine Community Nursery	2
Foxlea Pre 5 Centre	1
Gallowhill Nursery	3
Glencoats Nurture Unit	1
Glenfield Pre 5 Centre	3
Glendee Nursery	6
Happitots	2
Heriot Nursery	3
Houston Primary Nursery	6
Hugh Smiley Nursery	1
Kilbarchan Nursery	4
Leaps and Bounds Nursery	1
Linwood Community Childcare	1
Little Flowers Nursery	1
Little Learners	2
Little Panda's Nursery	3
Lochwinnoch Nursery	3
Maxwellton Park Nursery	1
Mid Gavin Nursery	8
Moorpark Pre 5 Centre	3
Moorvale Nursery	1
Nursery Times	6
West of Scotland Nursery	1

Other Private Nursery	3
Ralston Nursery	2
Rainbow Nursery	1
Spateston Pre 5 Centre	3
St Anne's Nursery	9
St Margaret's Nursery	1
Strawberry Fields Nursery	2
Three Bears Nursery	8
Todholm Nursery	10
Wee Friends	3
West Nursery	2
Williamsburgh Nursery	15
Childminder	3

ii. Table 2: Primary Schools

Establishment	Number of Children
Arkleston Primary	3
Bargarran Primary	4
Barsail Primary	3
Bishopton Primary	12
Brediland Primary	6
Bridge of Weir Primary	10
Bushes Primary	4
Cochrane Castle	4
East Fulton Primary	3
Fordbank Primary	8
Gallowhill Primary	6
Glencoats Primary	2
Heriot Primary	5
Houston Primary	19
Howwood Primary	4
Inchinann Primary	2
Kilbarchan Primary	8
Kirklandneuk Primary	12
Langbank Primary	2

Langcraigs Primary	10
Lochfield Primary	6
Lochwinnoch Primary	5
Mary Russell	2
Mossvale Primary	2
Newmains Primary	9
Our Lady of Peace	3
Ralston Primary	4
Rashielea Primary	1
St Anthony's Primary	3
St Catherine's Primary	4
St Charles Primary	8
St David's Primary	1
St Fergus Primary	1
St Fillan's Primary	5
St James's Primary	13
St John Bosco	2
St John Ogilvie Primary	6
St Margaret's Primary	3
St Mary's Primary	5
St Paul's Primary	4
St Peter's Primary	7
Thorn Primary	5
Todholm Primary	11
Wallace Primary	14
West Primary	13
Woodlands Primary	15

iii. Table 3: Secondary Schools

Establishment	Number of Children
Castlehead High	8
Glennifer High	1
Gryffe High	7
Johnstone High	5
Paisley Grammar	6
Parkmains High	1
Renfrew High	4
St Andrews Academy	7
St Benedict's High	3
Trinity High	4

Appendix 2

The table below displays quotes of comments made by parents on questions in this consultation for which additional comments were possible.

Question	Comments
9: Which of the following childcare arrangements are most suitable for you?	<p>“My children currently are in childcare from 8 am to 6 pm. I'd prefer at 7:30 start. Anything less is infeasible with a commute to Glasgow”</p> <p>“I was forced to cut down my work hours because the 3.5 hours of free childcare was not enough for my then full time work and the private nursery fees were too expensive. My kid goes to a local authority nursery in the morning and in a private nursery in the afternoon, so I can work 4 days. Not ideal for his development but the best we could do given the expensive private nursery fees”</p> <p>“We work longer than 8 hours and have to rely on family to take my son to nursery”</p> <p>“8am till 6pm to allow me to work. Childcare should be in place to allow parents to work a full "normal" day in a quality establishment”</p> <p>“morning sessions from 8-1”</p> <p>“For now we pay a private nursery so we can work. Next year our daughter will be in school and we need after school care for up to 2 hours but there is nothing available in Howwood!!!”</p> <p>“We need a nursery that is available from 8am to 6pm to allow time to drop off and pick up around working hours”</p> <p>“Afternoon sessions (4+ hours) however I would prefer if there was an element of lunch included within this as I would prefer them to eat with peers. I would be happy to pay for this”</p> <p>“My daughter attends 1 full day and 2 AM sessions at the nursery she currently attends with extra AM sessions depending on if I need them”</p> <p>“Breakfast club for nursery and after school care! Nursery provision is out of date in Erskine! We need longer hours available for working mothers!!!”</p> <p>“Currently have morning sessions, but have a child in primary so would suit best if both children start and/or finish at similar times when both establishments share buildings/are in proximity”</p>

"I use private and council nursery as I need a longer day when I am at work. Even with wraparound I still need more time than council nursery offer"

"Full school day would allow me to return to work but it was not available to me"

"Need at least 5hrs a day – no nursery provides this and have to pay full session – also flexible on a weekly pattern as I do have family members who are off and could watch but have to have set days in a nursery"

10: Please indicate which of the following services you currently use.

"Breakfast club run by teacher at school only 2 days per week"

"Sports camps run by Renfrewshire Council during school holidays"

"RL Sports Camp (holidays)"

"Can't get afterschool care but need it"

"my husband and I use our annual leave to cover some school holidays as out of school care costs are so expensive"

"private nursery"

"Nanny"

"Just about to use breakfast clubs, start work Monday 12th October"

"On maternity leave from work"

"Private Nursery"

"No breakfast club or out of school care available at all in Howwood"

"Parents"

"the provider I use is private as the school does not have one"

"There is currently NO School care facility in Kilbarchan"

13: If applicable, please indicate the reasons why you do not currently use early learning and childcare

"Local school nursery not flexible enough. I work full time so opening times do not suit-only option is private nursery. The primary school also has no provision for breakfast club and or after school"

"My job allows flexible working hours. I feel it is a long enough day for my young children who then need homework support. This is not offered by after school care so we work around this to better support our children. I don't agree that anyone aged P1-P3 should have to be in after school also"

“Not been told or informed that our child is eligible for early learning and there’s a primary school across road from where we live with a nursery and not once have they or anyone from there been in touch via phone or email or in person to say my child is eligible”

“Both my husband and I work full-time and we were unable a full-time place for our child”

“Only place suitable can’t take my son due to transport from school no after school care near the school, all a bus ride away”

“There is no wrap around care at Lochwinnoch nursery.
WHY NOT?”

“I feel the costs are too expensive, the childcare is too inflexible and I truly believe it is not necessary if on the job front more jobs would be available that allow parents to work within the school hours. The children are in school for a long time, longer than in most European countries and with that in mind maybe the problem is not or not only childcare but the inflexibility of the system as such”

“There is no breakfast club available at my children's school - St James Renfrew”

“I work term time therefore do not need childcare”

“Both my children attended a private nursery from 9 months for a minimum of 2 days a week till the started/start school”

“No spaces when I was looking for care”

“I cannot afford more days at nursery and breakfast club and I wish I could”

“I do use it and it is too expensive. £4 per morning but no breakfast club at school”

“I have recently changed career from a midwife as long shifts & lack of funded childcare were too difficult to manage”

“I work from home so do not need them”

“Wasn't any spaces left”

“Would prefer if after care was in the school so don’t use after care at the moment”

“No breakfast clubs available at the schools in this area”

"I would use a breakfast club of Inchinnan primary provided it"

"I would use breakfast club if provided in my children's schools"

"It's full there is no room"

"More spaces needed!"

"St James Renfrew does not offer breakfast club"

"Breakfast club in school is excellent but doesn't start early enough for me to get to work so I have to use a private childminder"

"I already pay nursery fees for my 2 year old son which cost half my monthly wage"

"Time of breakfast school it open at 8.20 will most people starting work at 9 this does not leave enough time to get to work also the breakfast club is also full within the school so no places available anyway"

"As previously stated no out of school are exists in Howwood"

"Children are taxi from St Fergus to Shortroods during school holidays. Taxi time does not suit me or the extra journey time taking my child to and from Shortroods. Afterschool care should be in Ferguslie all times"

"Does not run at my schools"

"My kids aren't keen to go to after school club"

"I have family childcare out with school hours"

"No breakfast club available in my area"

"Do not qualify for nursery place due to both parents working - don't qualify for childcare credit as second adult does not work enough hours. Don't quite understand if both parents were unemployed children would be eligible for free place"

"I have to rely on the good will of family & friends to collect my children as there is no availability in formal after school care for my children. I would prefer to use formal services"

"Don't know of any that would suit my work pattern, school one starts at 830.... I start work at 8. I would be delighted to use a breakfast club/after school linked to my child's school"

“The after school club that both my children attended was very poor in terms of stimulation”

“I really need 3 days but can only afford 1 half day a week”

“Used after school care until June 2004 when son left primary school. Now goes to family member after school”

“I have just been able to take full advantage of local authority nursery as my Mum has retired. Previously I have had to pay private nursery as I had nobody to take my children to nursery or pick them back up”

To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Educational Excursions

1. Summary

- 1.1. This paper provides the information on the management of risk inherent in educational excursions. While organisers of activities cannot give guarantees of safety, it is essential that all possible precautions are taken to ensure the welfare of those involved. The expectation of the Council is that excursion leaders and organisers take the same degree of care which would be expected of any competent professional or prudent parent.
 - 1.2. This paper sets out policy to clarify the procedures to be adopted to enhance the quality of excursions. It follows the Scottish framework for safe practice in off-site excursions "Going Out There", developed in partnership by the Scottish Government, the Health and Safety Executive (HSE), the Scottish Advisory Panel for Outdoor Education (SAPOE), Education Scotland and the Association of Directors of Education, with input from other partners including voluntary organisations and providers.
-

2. Recommendations

- 2.1. The education and children policy board are asked to approve withdrawal of both previous policies Standard Circular 33: Educational Outdoor Activities and Standard Circular 48: Advice for Organising Excursions and Educational Excursions.
- 2.2. The education and children policy board is asked to approve new policy Standard Circular 33, Educational Excursions, attached as an appendix to this report. This will be effective for excursions due to take place from August 2016. This will replace previous Standard Circulars 33 and 48.
- 2.3. The education and children policy board is asked to note that Scottish Government, Going Out There Guidance should be read alongside this report.

3. Background

3.1. The Standards in Scotland's Schools Act etc. 2000 Section 2(1) states that:

“where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential”.

Educational excursions are therefore an important and valuable part of our educational system and assist in fulfilling the discharge of legal duty of the authority.

The Council recognises that excursions out of school enhance the educational experience of pupils. They should have a clear educational purpose and pre-determined educational objectives which underpin the Curriculum for Excellence Framework. These should be shared with parents/carers. It is essential that excursions are properly planned. This policy is designed to provide a framework for excursion leaders to use when planning an excursion. The policy is designed to ensure that risks arising from excursions are minimised, so that the safety and wellbeing of pupils is protected.

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 Outdoor activities (Standard Circular 33) EPB 25/02/2010
- (b) Background Paper 2: Advice for Organising Excursions and Educational Excursions (Standard Circular 48) EPB 25/02/2010
- (c) Background Paper 3: Going Out There – Scottish Framework for Safe Practice 31/03/2013

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 (Alison Gallagher, Resources Manager, 0141 618 7240, alison.gallagher@renfrewshire.gov.uk)

Education and Leisure Services

AG/GMcK/LG
20 July 2016

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Children's Services

Educational Excursions

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Children's Services – Educational Excursions

1. Introduction

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

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

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

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

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

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

2. Definition of a Educational Excursion

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

This policy will apply to all excursions:-

Routine / regular excursions.

Day / evening excursions of a curricular nature.

Day / evening excursions of an extra-curricular nature.

Residential / overseas and adventure activity excursions.

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

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

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

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

Adventure Activities

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

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

3. Procedure for Arranging Educational Excursions

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

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

4. MANDATORY EDUCATIONAL EXCURSION PLANNING CHECKLIST

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

Excursion Title **Excursion Dates**

Excursion Leader

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

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

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

5 Roles and Responsibilities

5.1 Employer's Responsibilities

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

5.2 Head of Establishment / Manager with responsibility for excursions

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

They should:

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

- Ensure there is a contingency plan, with clear lines of responsibility, which will cover incidents such as adverse weather, travel delays including a late return home.
- Devise an effective system to review and assess excursions.

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

5.3 Excursion Leader's Responsibilities

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

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

The Excursion Leader will take responsibility during the excursion.

5.4 Excursion Assistant (Accompanying Adults) Responsibilities

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

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

5.5 Parents' Responsibilities

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

- Complete consent form for agreement to the excursion and medical treatment.
- Inform the establishment if they decide to opt out.
- Confirm relevant aspects of ability and fitness of their child, and any particular medical or other needs.
- Provide the Excursion Leader with all information requested to include emergency contact number(s).
- Acknowledge and agree expected behaviour of their child during the excursion, including the Code of Conduct.
- Prepare their child for the excursion, especially when the establishment has identified the need for different clothing, rules and eating arrangements.

5.6 Participant's Responsibilities:

In agreement with parents and Excursion Leader participants will:

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

6. Code of Conduct

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

They should be informed that:

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

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

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

A sample code of conduct is included as Appendix 7.

7. Ratios

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

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

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

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

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

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

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

8. Supervision

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

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

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

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

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

Remote Supervision

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

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

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

Unaccompanied Excursions

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

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

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

9. Risk Assessment

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

Preparing Risk Assessments

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

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

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

- The activity.
- Getting there.
- Time of year.

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

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

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

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

Dynamic Risk Assessment

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

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

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

Using an External Provider’s Risk Assessment

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

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

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

Preparing Participants

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

Consideration should be given to ensuring that participants understand:

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

10. Child Protection / Vetting Accompanying Adults

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

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

Vetting Accompanying Adults

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

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

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

11. Equal Opportunities

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

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

12. First Aid

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

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

For residential and overseas excursions 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.

13. Transport

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

Consideration should be given to the following:

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

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

Supervision on Transport

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

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

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

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

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

Hiring Coaches and Buses

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

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

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

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

Licences and Permits for Driving Minibuses

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

Establishment Minibus

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

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

Private Cars

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

- Ensuring that front and back passengers wear properly adjusted seat belts
- Having appropriate seating in place for children (including booster seating and seatbelt adjustment devices)
- Ensuring that the vehicle is roadworthy and has a valid MOT
- Ensuring that there is appropriate insurance cover for carrying the participants. This will require cover for business purposes. (Heads of Establishment / Manager should check this is in place)

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

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

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

14. Accommodation

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

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

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

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

On arrival the Excursion Leader should:

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

15. Medical and other Needs, including Dietary Needs

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

The majority of off-site excursions are a normal part of educational and other service provision and within this policy are referred to as 'Routine and Regular Excursions'. For this category of trip the process of gaining consent and informing parents should be kept as simple as possible and must not be restrictive. For Routine and Regular excursions, and the majority of Day Excursions, the medical information which has been obtained at the start of an academic session (or other appropriate point) is sufficient. As part of this, parents should have been asked to agree to the participant receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities.

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

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

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

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

16. Financial Information

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

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

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

17. Insurance

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

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

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

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

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

18. Emergency / Contingency Procedures

Emergency procedures are an essential part of planning an excursion.

Prior to departure on any excursion, information should be left with a pre-arranged establishment based contact. This information should include:

- Group names.
- Excursion location and itinerary.
- Expected timings.
- Transport arrangements.
- Emergency contact details for participants.
- Medical information regarding participants.

An Emergency Action Form (Appendix 8) should be completed for every excursion and carried by the Excursion Leader.

Establishment Based Contact

The establishment based contact has a key role in the emergency procedure. It is their role to ensure that:

- Information regarding an excursion is kept in a secure but accessible location.
- If an excursion is returning out-with normal hours, or involves an overnight, that excursion information is readily accessible.
- They know who to contact if an accident or incident is of a serious nature.
- They are available 24/7 throughout the duration of the excursion.

The nature, duration and type of excursion will determine the most appropriate Establishment Based Contact. For excursions of a longer duration or those involving higher risk activities it is recommended that more than one Establishment Based Contact is provided.

Immediate Action in an Emergency

In the event of an emergency the immediate priorities of the Excursion Leader or any Leader who has to deputise for them, are to:

- Assess the situation.
- Safeguard the uninjured members of the party.
- Attend to the casualties.
- Inform the emergency services.
- Inform the establishment based contact (if not available HQ Emergency Contact).
- Continue to manage the situation to the best of their ability.

Media / External Contact

If an incident or accident is likely to attract media attention, it is important wherever possible that communication with the media and other external agencies is undertaken by someone trained in this role. The following points should be considered:

- Nobody in the party should speak to the press.
- Media enquiries should be referred to Children's Services headquarters who will liaise with the communications unit.
- Opportunities for external agencies to get access to group members and leaders should be minimised.
- Group members should be discouraged from phoning home in the immediate aftermath of an incident - inaccurate or incomplete information might cause unnecessary speculation and anxiety. They should also be discouraged from taking personal photographs of accident sites.
- Casualty names should not be released externally.
- Nobody should discuss legal liability with other parties.

19. Reporting Accidents and Incidents

The Council's Accident Incident Recording Database (AIRD) should be used to record all accidents and incidents. Any lessons learned as a result of a 'near miss' should be incorporated into risk assessments and operating procedures.

20. Post Excursions

A debrief form should be completed for all excursions and appropriate actions followed up (Appendix 9).

In the event of a serious incident where the Council's emergency procedures have been utilised, it would be appropriate to conduct a review of the incident and how it happened and of how the procedures were implemented.

The purpose of the review should be to:

Establish the facts

Determine whether there are lessons to be learned

Provide information to parents

Exchange information with statutory investigation bodies as required e.g. police, HSE

Manage media enquiries.

Any lessons to be learned should be incorporated into risk assessments, operating procedures and emergency planning arrangements.

21. Additional Advice / Information

Children's Services, Resources Support Manager

Corporate Health and Safety Team

RENFO – Risk Assessment Templates

www.goingouthere.co.uk

22. Audit

For audit purposes, following excursion documentation below should be retained for a period of at least 6 months:-

Mandatory Checklist

Form EE1

Form EE2

Finalised Excursion Plan

Finalised Risk Assessment

EXCURSIONS MATRIX

Excursion Approval, Medical Information and Parental Consent				
Type of excursion	Information provided to parents	Medical information	Arrangement for consent	Authorisation of excursion
Routine and Regular excursions (Within Renfrewshire) N.B. Can be extended beyond Renfrewshire for school sporting events to other local authority venues Refer to Appendices 2,4, 8 and 9	Information provided to parents: <ul style="list-style-type: none"> • During induction meetings • Yearly parents' meetings • Newsletters • Handbook 	Annual update obtained from parents and retained in establishment	Consent given by parents using a consent form, which is completed at induction or annually	Head of Establishment / Manager
Day excursions Refer to Appendices 2, 5, 8 and 9	Specific information supplied in writing	Annual update obtained from parents and retained in establishment	Consent given by parents using annual consent form or a trip specific form (Specific trip consent is required if the excursion will involve adventure or coastal activities or will return out-with normal hours)	Head of Establishment / Manager
Residential / overseas excursions Refer to Appendices 2, 3, 6, 7, 8 and 9	Specific information supplied in writing and meeting with parents if required	Provided as an integral part of the consent form	Trip specific consent form required	Head of Establishment / Manager AND Head of Service Approval Required
Excursions which include activities with special planning considerations <ul style="list-style-type: none"> • Adventurous activities • Hazardous environments Guidance may be sought from Sports Development Team Refer to Appendices 2, 3, 6, 7, 8 and 9	Specific information supplied in writing as determined by excursion type	Provided as determined by excursion type	Consent determined by excursion type	Head of Establishment / Manager AND Head of Service Approval Required



EE1 – Request for Approval of Excursion

This form should be completed by the Excursion Leader in charge of a proposed excursion and submitted to the head of establishment / manager for approval at the earliest possible time. Day excursions may be approved by the head of establishment / manager, additional consent/permission for residential / overseas excursions is required from Head of Service (form EE2).

When approval is given, a copy should be retained by the head of establishment / manager and Excursion Leader. Any subsequent changes in planning, organising, staffing etc should be communicated to the head of establishment / manager for approval.

Not all sections will be relevant to every proposed excursion.

Name of establishment			
Excursion Leader			
1	Purpose of proposed excursion and specific educational objectives		
2	Type of Excursion (please tick one box):- Routine / Repeat <input type="checkbox"/> Routine / Repeat (Sporting Event) <input type="checkbox"/> Day / Evening <input type="checkbox"/> Residential / Overseas / Adventure Activity <input type="checkbox"/> (Please complete Form EE2 (Appendix 2) if you have ticked this box)		
3	Place(s) to be visited		
4	Dates and times: Date Leaving: _____ Time: _____ Date returning: _____ Time: _____		
5	Numbers Participating Staff _____ Pupils _____ Age Range _____		
6	Transport arrangements		

7	Name of organising company / agency (if any)
8	Estimated cost per pupil
9	<p>Proposed accommodation to be used</p> <p>Name:</p> <p>Address:</p> <p>Telephone:</p>
10	Details of the programme of activities / travel arrangements
11	Details of any hazardous activity and the associated planning, organisation and staffing and additional insurance arrangements if required.
12	Members of STAFF accompanying the party and specific responsibilities (eg first aid, depute leader).
13	Name, address and telephone number of the base / office liaison officer (ie contact person in the home area) who will hold copy information about the excursion

14	TO THE HEAD OF ESTABLISHMENT
	<p>I request your approval for the proposed excursion, full details of which are outlined above.</p> <p>I confirm that if approval is given I will provide the information required in Sections 15 (i) and 15 (ii) within the appropriate timescales.</p> <p>Signed _____ (Excursion Leader) Date _____</p>

15	THIS SECTION IS TO BE COMPLETED BY THE HEAD OF ESTABLISHMENT / MANAGER
	<p>I have studied this application and I am completely satisfied with all aspects including the planning, organisation and staffing.</p> <p>I am aware that I require to obtain Head of Service approval for this excursion (delete if not appropriate).</p> <p>Approval is given to proceed with arrangements for this excursion on the understanding that the Excursion Leader:</p> <ul style="list-style-type: none"> i. Ensures that I have the completed Mandatory Checklist, all relevant information including a final list of members and a detailed itinerary at least ten working days before the party is due to leave. ii. Completes a debrief report (Appendix 9) as soon as possible but no later than ten working days after the party returns. <p>Signed_____ Date_____</p> <p>Designation _____</p> <p>A copy of this form should be retained by the Head of Establishment / Manager; and</p> <p>A copy submitted to Children's Services, Establishment Excursions, Renfrewshire House, Cotton Street, Paisley or by email to excursions@renfrewshire_council</p> <p>(Together with form EE2 if appropriate)</p>

EE2 – Head of Service Approval for Excursion (Required only for Residential / Overseas)

Sections 1 – 6 to be completed by Excursion Leader

1	Name of establishment			
2	Location to be visited			
3	Date of departure			
4	Date of return			
5	Numbers Participating		Male	Female
		A Pupils		
		B Supervising staff		
		C Other adults		
6	Mode of travel			

To be completed by Head of Establishment / Manager

I attach copy of form EE1 for consideration ☐

I confirm that I am agreeable to approval to be given to proceed with arrangements for this excursion on the understanding that the Excursion Leader:

Ensures that I have the completed Mandatory Checklist, all relevant information including a final list of members and a detailed itinerary at least **ten working days before** the party is due to leave.

Head of Establishment / Manager Signature: _____

Designation : _____

Date: _____

Please send for approval to:-

Children's Services, Renfrewshire House, Cotton Street, Paisley, PA11LE or email to
excursions@renfrewshire_council

This form will be returned to Head of Establishment / Manager as soon as possible. Do not proceed with further arrangements until this has been received.

For HQ Use Only: Approval is granted ☐ or Approval is refused ☐

Signature: _____
Head of Service

Date: _____

TEMPLATE - Excursion Plan for “Routine / Regular Excursions”

This is a generic Excursion Plan and provides suggestions for what should be included in an Excursion Plan.

- It should give sufficient information for the Head of Establishment / Manager to approve the excursion.
- See the sample Excursion Plan for how this generic document can be used in practice

ROUTINE EXCURSION TO

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Information to parents/consent	<ul style="list-style-type: none"> • provide information in induction material • give verbal reminder to group before excursion
2	Staff visit to venue	<ul style="list-style-type: none"> • preparatory visit to site (if appropriate) • carry out assessment of hazards at venue
3	Staff/participant ratios	<ul style="list-style-type: none"> • establish any factors affecting the ratio • ratios agreed by staff team
4	Getting to the venue	<ul style="list-style-type: none"> • how travel by vehicle will be managed • how travel on foot will be managed
5	Equipment required	<ul style="list-style-type: none"> • group personal clothing • list equipment to be taken by leader
6	Managing the activity	<ul style="list-style-type: none"> • supervision arrangements
7	Medical needs	<ul style="list-style-type: none"> • gather medical details of participants • carry medicines as necessary
8	Weather	<ul style="list-style-type: none"> • obtain forecast • change plan if necessary
9	Emergency procedures	<ul style="list-style-type: none"> • leave list of participants left at establishment • arrange contact person at base to be available
10	External provider (if applicable)	<ul style="list-style-type: none"> • discuss programme to be supplied • check provider's insurance
11	Risk Assessment completed	<ul style="list-style-type: none"> • see generic and specific Risk Assessments • review Risk Assessment after excursion if necessary
	Add further items as required	<ul style="list-style-type: none"> • List details for specific activity
Routine Excursion Plan approved by Head of Establishment		<div>Signature</div> <div>Date</div> <div>Date for review</div>

EXAMPLE - Excursion Plan for a “Routine / Regular Excursion”

This is a specific Excursion Plan. It provides an example of how an actual Excursion Plan might be prepared.

- It should give sufficient information for the Head of Establishment to approve excursions to a venue.

ROUTINE EXCURSIONS TO: *Green Loch Park*

ITEMS TO BE PLANNED		• How/when this will be done
1	Information to parents/consent	<ul style="list-style-type: none"> • Parents are told at induction about excursions to Green Loch Park as part of establishment curriculum. • They are given an opportunity to withdraw their children from the activity if they wish (via website / newsletter) . • Clothing reminders are given out at each parents' evening.
2	Staff visit to venue	<ul style="list-style-type: none"> • The Head of Establishment and all staff have visited Green Loch Park to risk assess the venue and plan activities • New staff will work alongside experienced staff to start with.
3	Staff/participant ratios	<ul style="list-style-type: none"> • Nursery ratio 1:5, P1-7 1:10 • The class teacher will decide if extra help is required for specific participants or activities
4	Getting to the venue	<ul style="list-style-type: none"> • groups will walk to the park (about 10 minutes). • The only significant hazard is crossing Green Road. The group will walk to the pedestrian crossing. • Staff will wear high vis vests
5	Equipment required	<ul style="list-style-type: none"> • The group will wear their outdoor clothing • Staff will carry spare clothes during the winter months • A first aid kit will be taken • Bags and gloves will be taken for litter
6	Managing the activity	<ul style="list-style-type: none"> • The only significant risk at the park is falling into the Green Loch which is very shallow. When working in the pond area pupils will be supervised at all times
7	Medical needs	<ul style="list-style-type: none"> • The class teacher will make sure that medical details are known and that any medicines are carried
8	Weather	<ul style="list-style-type: none"> • If there are any concerns about adverse weather a forecast will be obtained • The excursion will be re-arranged if necessary or plans adapted
9	Emergency procedures	<ul style="list-style-type: none"> • The list of participants and activity details will be left in the establishment office. • The class teacher will carry a mobile and contact the establishment office if necessary. • The office has been instructed to contact the Head of Establishment if help is needed.
10	External provider (if applicable)	<ul style="list-style-type: none"> • If the Rangers or other outside providers are helping out this will be organised well in advance • The rangers are council employees passed to work with young people. No further checks are required.
11	Risk Assessment completed	<ul style="list-style-type: none"> • Staff completed the Risk Assessment. • It has been discussed by the Head of Establishment and all staff. • New staff will be made aware of the Risk Assessment
Routine Excursion approved by Head of Establishment		<div> <div>J. Newton</div> <div>Signature</div> </div> <div> <div>12.9.14</div> <div>Date</div> </div> <div> <div>12.9.15</div> <div>Date for review</div> </div>

TEMPLATE - RISK ASSESSMENT- Routine / Regular Excursions

DESCRIPTION OF TASK / ACTIVITY		Generic Risk Assessment for Routine Excursions Routine Excursions typically involve low risk activities at venues that are regularly used by an establishment. They usually take place in the local area. This is a generic risk assessment identifying typical hazards and control measures. The establishment should ensure a specific risk assessment is carried for the venues they use on a regular basis.					
LOCATION							
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members by vehicle (list specific hazards here)	Group members	Adequate staff ratio Set clear procedures for behaviour on transport Monitor driving standards Emergency procedures in place	(list specific control measures here)			
2	Walking to venue (list specific hazards here)	Group members	Adequate staff ratio Ensure staff are familiar with the route Set clear procedures for walking as a group Identify and manage crossing roads Emergency procedures in place	(list specific control measures here)			
3	At the venue (list specific hazards here)	Group members	Adequate staff ratio Ensure staff have prior knowledge of the venue Carry out staff training for new staff Carry out a dynamic risk assessment Identify suitable supervision techniques Have a Plan B available Emergency procedures in place	(list specific control measures here)			
4	Adverse weather (list specific hazards here)	Group members	Obtain weather forecast if necessary Issue clothing advice and check before excursion Carry spare clothing when necessary Have a Plan B available Emergency procedures in place	(list specific control measures here)			
Prepared by:		Date:					
		Date for review:					
Checked and Approved by:		Date:					

EXAMPLE - RISK ASSESSMENT - Routine / Regular Excursions

DESCRIPTION OF TASK / ACTIVITY		Loch View Primary School Range of activities					
LOCATION		Green Loch Park					
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Walking to venue Crossing Green Rd	Group members	Adequate staff ratio for group Staff are familiar with the route - use pedestrian crossing on Green Road Group has been briefed about how to cross in groups with nominated staff member Emergency procedures in place	Staff should wear high vis vests - these need to be bought	JJ	Aug 2013	
2	At the venue Glass on ground Falling in pond	Group members	Adequate staff ratio Staff have prior knowledge of the venue All new staff familiarised with venue Staff will check for glass at the bench area on arrival Pupils will be supervised at all times around the pond If the pond banks are muddy and slippery staff have a Plan B available Emergency procedures in place				
3	Adverse weather	Group members	Weather forecast will be obtained if necessary Clothing to be checked before leaving Staff will Carry spare clothing when necessary Staff will have a Plan B available Emergency procedures in place				
Prepared by:		Whole staff team			Date:	12.9.13	
					Date for review:	12.9.14	
Checked and Approved by:		J. Newton (Head of Establishment)			Date:	12.9.13	

EXAMPLE: Parental Information and Consent for Routine / Regular Excursions

For excursions of a routine nature establishments may decide to gain consent on an annual basis. It is important to outline:

- The type of excursion that consent is being given for
- The range of activities likely to be undertaken
- Supervision arrangements
- Insurance cover

A worked example of an annual consent letter is provided below:

Loch View Primary School	
ANNUAL CONSENT FOR ROUTINE / REGULAR OFF-SITE EXCURSIONS	
Dear parent/guardian	
Routine off-site excursions It is our policy to put classroom studies into “real” situations whenever possible. Our aim is to give our children practical experience, making learning more relevant and exciting. It also keeps us all more active and gives us the opportunity to work in small groups on a wide variety of tasks.	
Range of activities We regularly use Moss Bank and Jake’s Field which are next to the school for younger pupils, and walk to Green Loch Park and The Dark Wood which are no more than 10 minutes from the school with the older classes. We use these venues for a wide range of activities covering all areas of the curriculum.	
Supervision arrangements We always send several adults with each class in order to make sure they are looked after in line with our authority’s requirements. If you are interested in becoming one of our helpers on these occasions please let us know.	
Insurance Anyone participating in a school excursion is automatically covered by the authority’s insurance. We can give you a copy of this if you want to see it.	
<i>J. Newton</i> Headteacher <i>Please complete and return the attached slip</i>	
<ul style="list-style-type: none">• I have read the information provided regarding routine off- site excursions.• I give permission for my child to go off-site on a regular basis as part of the school curriculum and understand that this may involve them in a wide range of activities.• I understand that my child will always be adequately supervised, as per the Local Authority guidelines, and that whilst off-site they are covered by the Council’s insurance.	
Name of child:	
Date of Birth:	
Name of parent/guardian:	Relationship to pupil:
Signature:	Date:

Template - Excursion Plan for “Day Excursions”

This is a generic Excursion Plan. It provides general suggestions for what the Excursion Plan should contain.

- It should give sufficient information for the Head of Establishment to approve the excursion.

DAY EXCURSION TO **DATE**

EXCURSION LEADER

DEPARTURE TIME **RETURN**

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Aims and objectives of excursion	<ul style="list-style-type: none"> • state the aims and objectives of the excursion
2	Information to parents/consent	<ul style="list-style-type: none"> • information letter to be sent out • parental consent gained
3	Staff/participant ratios	<ul style="list-style-type: none"> • list any factors affecting the ratio • detail ratios • list of staff on excursion
4	Venue	<ul style="list-style-type: none"> • provide information about specific venue • detail any booking arrangements • details of any preparatory excursion • provide details for managing group at venue
5	Travel/transport	<ul style="list-style-type: none"> • mode of travel/transport and supervision arrangements • name and number of transport company • planned comfort stops and supervision arrangements
6	Participants	<ul style="list-style-type: none"> • how are participants being prepared? • detail training/preparatory work • outline how behaviour, risks/hazards, supervision etc will be discussed with participants
8	Equipment required	<ul style="list-style-type: none"> • list and detail arrangements for collection of any equipment required for the activity • First Aid kit if necessary
9	Managing the activity	<ul style="list-style-type: none"> • supervision methods • detail meeting times etc
10	Medical needs	<ul style="list-style-type: none"> • detail how medical information will be obtained/shared/carried • detail any specific concerns • how will any required medication be carried?
11	Weather	<ul style="list-style-type: none"> • arrangements for obtaining forecast if appropriate • discuss severe weather alternative with Head of Establishment if necessary • alternative plans if necessary
12	First Aid provision	<ul style="list-style-type: none"> • detail First Aid provision at the venue • decide if First Aid trained staff member is needed • carry First Aid kit if necessary
13	Emergency procedures	<ul style="list-style-type: none"> • detail where participant list will be left at establishment • name contact person at base • detail how staff will carry participant information (consents)
14	External provider (if applicable)	<ul style="list-style-type: none"> • outline programme to be supplied • establish role of external provider • outline handover arrangements • detail provider's insurance if appropriate
15	Risk Assessment completed	<ul style="list-style-type: none"> • see generic and specific Risk Assessments • discuss risks with staff and participants • review Risk Assessment after excursion if necessary
	Add further items as required	<ul style="list-style-type: none"> • List details for specific activity

I confirm that satisfactory planning and preparation has taken place for this excursion.

I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Day Excursion approved by Head of Establishment	Signature	Date
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Example - Excursion Plan for “Day Excursions”

This is a specific Excursion Plan. It provides an example of how an actual Excursion Plan might be prepared.

- It should give sufficient information for the Head of Establishment to approve the excursion.

DAY EXCURSION TO *the National Museum of Scotland*
ACTIVITY *S1 Studying Evolution*
EXCURSION LEADER *Mrs McIntyre*

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Aims and objectives of excursion	<ul style="list-style-type: none"> • <i>Developing the S1 Evolution topic</i>
2	Information to parents/consent	<ul style="list-style-type: none"> • <i>A letter and consent form will be sent to parents</i>
3	Staff/participant ratios	<ul style="list-style-type: none"> • <i>Ratio of 1:10</i> • <i>List of staff to be prepared by Mrs McIntyre</i> • <i>Museum staff also available</i> • <i>Mrs McIntyre will provide assistance for special needs pupils as required</i> • <i>Each staff member will have a list of their group</i>
4	Venue	<ul style="list-style-type: none"> • <i>Venue provisionally booked for March 3rd see letter in file.</i>
5	Travel/Transport	<ul style="list-style-type: none"> • <i>McBlaynes coaches provisionally booked see letter in file.</i> • <i>McBlaynes 01234-987654</i> • <i>No comfort stop issues - short journey</i> • <i>Staff will be responsible for counting their group on the bus</i> • <i>Mrs McIntyre will do a full head count before each bus leaves the museum</i>
6	Participants	<ul style="list-style-type: none"> • <i>S1 will be covering this topic in science before the excursion.</i> • <i>The excursion will cost £5 (school to assist as necessary - Mrs McIntyre to arrange)</i> • <i>School uniform to be worn</i>
8	Equipment required	<ul style="list-style-type: none"> • <i>Science notebooks for all pupils</i> • <i>First Aid kit to be taken</i>
9	Managing the activity	<ul style="list-style-type: none"> • <i>Pupils working in small groups under supervision on project work after lecture.</i> • <i>All groups will meet at 1pm by museum entrance.</i>
10	Medical needs	<ul style="list-style-type: none"> • <i>Printout list of S1 pupils from school information</i> • <i>Miss Fraser to check medicines required and share with staff</i> • <i>Group leaders will ensure they have any medication for their group members</i>
11	Weather	<ul style="list-style-type: none"> • <i>Unlikely to be an issue for journey</i> • <i>Decision to be made on day by Mrs McIntyre</i>
12	First Aid provision	<ul style="list-style-type: none"> • <i>First Aid available at the venue</i> • <i>Mr Morton is First Aid qualified</i> • <i>First Aid kit will be taken</i>
13	Emergency procedures	<ul style="list-style-type: none"> • <i>The list of participants will be left in the school office.</i> • <i>Mrs McIntyre will carry a mobile and contact the school office if necessary.</i> • <i>The office has been instructed to contact the Head of Establishment if help is needed.</i>

14	External provider (if applicable)	<ul style="list-style-type: none"> • <i>National Museum</i> • <i>School staff present at all times</i> • <i>No need to check insurance for this venue</i>
15	Risk Assessment completed	<ul style="list-style-type: none"> • <i>Risk Assessment has been completed</i> • <i>Behaviour and supervision will discussed with pupils</i> • <i>Risk Assessment will be reviewed after excursion if necessary</i>

I confirm that satisfactory planning and preparation has taken place for this excursion. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.		
Day Excursion approved by Head of Establishment	<i>S. Taggart</i> Signature	<i>15.1.13</i> Date

TEMPLATE – RISK ASSESSMENT – DAY EXCURSION

DESCRIPTION OF TASK / ACTIVITY		Generic Risk Assessment for Day Excursions This is a generic risk assessment identifying typical hazards and control measures. The establishment should ensure a specific risk assessment is carried out for each Day Excursion					
LOCATION							
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members by vehicle (list specific hazards here)	Group members	Adequate staff ratio Set clear procedures for behaviour on transport Monitor driving standards				
2	Walking to venue (list specific hazards here)	Group members	Adequate staff ratio Ensure staff are familiar with the route Set clear procedures for walking as a group Identify and manage crossing roads				
3	At the venue (list specific hazards here)	Group members	Adequate staff ratio Have prior knowledge of the venue if possible Carry out a dynamic risk assessment Identify suitable supervision techniques Have a Plan B available				
4	Adverse weather (list specific hazards here)	Group members	Obtain weather forecast if necessary Issue clothing advice and check before excursion Carry spare clothing when necessary Have a Plan B available				
5	External provider (list specific hazards here)	Group members	Qualified to carry out the activity Insured to carry out the activity Has provided detailed and suitable programme				
6	Emergencies	Group members	List of participants left at establishment List of participants carried by all staff Medical details and medicines carried Mobile phone carried				
Prepared by:					Date:		
					Date for review:		
Checked and Approved by:					Date:		

EXAMPLE - RISK ASSESSMENT – Day Excursion

DESCRIPTION OF TASK / ACTIVITY		S1 off-site excursion					
LOCATION		National Museum of Scotland					
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members by vehicle Managing large group	Group members	<i>Adequate staff ratio Clear procedures have been set for behaviour on transport Monitor driving standards Contact between coaches by mobile Head count before leaving establishment and museum</i>				
3	At the venue Stairs Balconies Long passages General public access	Group members	<i>Adequate staff ratio 1:10 Pupils briefed about behaviour/running School staff have prior knowledge of the venue Pupils have been told to stay in groups</i>				
4	Adverse weather	Group members	<i>Obtain weather forecast if necessary Mrs McIntyre to monitor on day</i>				
5	External provider Museum staff unfamiliar with group	Group members	<i>Establishment staff will take part in the session and will be responsible for behaviour etc</i>				
6	Dealing with emergencies	Group members	<i>Experienced staff team List of participants left at establishment List of participants carried by all staff Medical details and medicines carried Mobile phone carried Easy access to emergency services</i>				
Prepared by:		Mrs P McIntyre (Depute)			Date:	9.1.13	
Checked and Approved by:					Date for review:	<i>If used again</i>	
					Date:		

Sample Primary School
Sample Address

Dear Parent/Guardian

Primary 7 trip to the National Museum of Scotland

As part of our topic this term on Scottish History we have organised an excursion to the **National Museum of Scotland in Edinburgh on Friday 1st April 2013.**

Travel will be by coach leaving at 9am and returning at 3pm.

Your child will need to bring a packed lunch and wear school uniform. There will also be an opportunity to visit the museum shop so your child may wish to bring a small amount of money (£5 maximum.)

During the excursion we will initially be exploring the museum in small groups with an identified adult leader but during the afternoon pupils will get the chance to revisit an area of their choice with a partner. A member of staff will be present in all of the areas pupils will be given access to and clear instructions will be given about where to meet.

All aspects of this off-site excursion are covered by Renfrewshire Council's insurance.

You have previously given consent for your child to take part in off-site excursions as an integral part of their curriculum so we will assume consent unless you tell us otherwise. If you have any questions or concerns regarding the excursion please get in touch.

If there is specific medical or personal information that you have not already provided, that might affect your child during the trip, please let us know.

We will assume that the emergency contact details you have previously provided are the ones to use for this trip. If this is not the case please contact the school office.

Yours sincerely

Head of Establishment

TEMPLATE – Excursion Plan for Residential / Overseas Excursions

This is a generic Excursion Plan. It provides general suggestions for preparing an Excursion Plan.

- It should give sufficient information for the Head of Establishment to approve the excursion.

RESIDENTIAL EXCURSION TO
DATES
EXCURSION LEADER

.....

ITEMS TO BE PLANNED		• Typical examples of detail to be provided
1	Aims and objectives of excursion	<ul style="list-style-type: none"> • state the aims and objectives of the excursion
2	Information to parents/consent	<ul style="list-style-type: none"> • provide information letter to parents • gain parental consent in writing • obtain current contact details from parents
3	Staff/participant ratios	<ul style="list-style-type: none"> • establish any factors affecting the ratio • consider any equality issues • decide on suitable ratio • prepare list of staff on excursion
4	Travel/transport	<ul style="list-style-type: none"> • mode of travel/transport and supervision arrangements • name and number of transport company • planned comfort stops and supervision arrangements
5	Accommodation	<ul style="list-style-type: none"> • arrangement/layout of accommodation • overnight supervision and security • fire evacuation procedures • security of any money and valuables
6	Programme	<ul style="list-style-type: none"> • provide detailed programme • details of supervision arrangements
7	External provider (if applicable)	<ul style="list-style-type: none"> • ATOL and ABTA approved • discuss programme to be supplied • establish clear handover times and procedures • ensure participants' wellbeing during activity • ensure external provider has Risk Assessments • check provider's insurance
8	Insurance	<ul style="list-style-type: none"> • check excursion is covered by Employers insurance • check external providers hold adequate insurance
9	Participants	<ul style="list-style-type: none"> • hold a meeting for participants • hold a meeting for parents • carry out training/preparatory work • collect money • issue clothing advice • discuss behaviour, supervision, risks
10	Equipment required	<ul style="list-style-type: none"> • list and collect equipment for the excursion • carry First Aid kit
11	Medical needs	<ul style="list-style-type: none"> • gather up-to-date medical details of participants • take list of medical details on excursion • carry medicines as required
12	Weather	<ul style="list-style-type: none"> • travel risks • obtain forecast close to excursion date • discuss severe weather alternative with Head of Establishment if necessary • change plans if necessary
13	First Aid provision	<ul style="list-style-type: none"> • establish if First Aid is available at the venue • decide if First Aid qualification is needed • carry First Aid kit
14	Emergency procedures	<ul style="list-style-type: none"> • leave list of participants at establishment • arrange 24/7 contact person to be available at base • carry list of participants on excursion
15	Risk Assessment completed	<ul style="list-style-type: none"> • consult employer's generic Risk Assessment • prepare specific Risk Assessment for excursion (only those

		<p>elements you are responsible for)</p> <ul style="list-style-type: none"> • discuss risks with staff and participants • review Risk Assessment after excursion if necessary
	<p>Add further items as required</p> <p>Examples:-</p> <p>Foreign and Commonwealth Office (FCO) guidance for the country to be visited.</p> <p>Local codes and customs, practices and procedures.</p> <p>Dealing with special medical conditions when overseas</p> <p>Language</p> <p>Vaccinations</p> <p>Parental consent (including requirements for care orders and wards of court, separated parents etc)</p> <p>Food and drink (safety of tap water)</p> <p>EU Health Insurance Card (EHIC)</p> <p>Location of British Embassy or Consulate</p> <p>Contact numbers for emergency services overseas</p> <p>Procedures for exchange visits</p> <p>Vetting Host Families</p>	<ul style="list-style-type: none"> • List details for specific activity

I confirm that satisfactory planning and preparation has taken place for this excursion. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Residential Excursion approved by Head of Establishment	Signature	Date
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Example - Excursion Plan for Residential / Overseas Excursions

This is a specific Excursion Plan. It provides an example of how an actual Excursion Plan might be prepared.

- It should give sufficient information for the Head of Establishment to approve the excursion.
- It should give sufficient information for the Local Authority to approve the excursion.

NAME OF ESTABLISHMENT
RESIDENTIAL EXCURSION TO
DATES
EXCURSION LEADER

Sample Primary
York
1st – 3rd May 2013
Mr James

ITEMS TO BE PLANNED		<ul style="list-style-type: none"> • Typical examples of detail to be provided
1	Aims and objectives of excursion	Expand on knowledge about historical project
2	Information to parents/consent	Mr James will send letter to parents in January and ensure written consent before any money is collected. A parents meeting will be held in Feb. Separate meeting with J...’s parents (ASN) to discuss participation.
3	Staff/participant ratios	Staff numbers will be finalised depending on participation. Mr James, Mr and Mrs Black will all be going and J...’s Mum might attend. Minimum ratio of 1:10
4	Travel/transport	We will be travelling in the establishment minibus and if J... attends he will travel by car with mum. Mr James and Mr Black will drive the minibus – both have relevant licences.
5	Accommodation	Accommodation at Seaview Guest House -see attached information and correspondence.
6	Programme	See attached itinerary
7	External provider (if applicable)	Museum, York Castle, Museum – no need to check insurance or risk assessments
8	Insurance	Residential Excursion covered by Council’s insurance
9	Participants	Participants are all involved in history project. They have drawn up their own code of conduct for the trip and signed it. A kit list will be provided by Mr James in April.
10	Equipment required	Mr James will collect the residential first aid kit from the main office prior to departure. Mrs Black will take games and resources for evening activities.
11	Medical needs	Up to date medical information will be obtained on the consent form. Mr Black will be in charge of any medication J....’s mum will look after his needs if he attends
12	Weather	We will obtain forecast close to excursion date and if there are any travel risks we will discuss severe weather alternative with Mrs Fraser.
13	First Aid provision	Mr James has a valid first aid certificate.
14	Emergency procedures	Mrs Fraser will be the emergency contact A list of all participants and the excursion plan will be left with her and in the main office
15	Risk Assessment completed	See attached risk assessment

I confirm that satisfactory planning and preparation has taken place for this excursion. I have checked that all reasonable steps have been taken to ensure the safety and wellbeing of participants.

Residential Excursion approved by Head of Establishment	Signature	Date
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Template - RISK ASSESSMENT for “Residential / Over Seas Excursions”

DESCRIPTION OF TASK / ACTIVITY		Generic Risk Assessment for Residential Excursions This is a generic risk assessment identifying typical hazards and control measures. Excursion Leaders should add specific details relevant to each residential excursion.					
LOCATION							
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members <ul style="list-style-type: none"> Getting on/off transport Behaviour Rest breaks Driver behaviour if applicable 	Group members	Ensure: <ul style="list-style-type: none"> Adequate staff ratio Getting on/off transport is supervised Clear procedures for behaviour Rest breaks are supervised Regular head counts are carried out Driving standards are safe at all times 				
2	In the accommodation: <ul style="list-style-type: none"> Fire Safety overnight Unsuitable accommodation “Free time” Security of possessions 	Group members	Ensure: <ul style="list-style-type: none"> Adequate staff ratio Dynamic risk assessment is carried out Fire procedures are adequate Fire practice is carried out There is suitable gender segregation Adequate supervision arrangements exist Group will be safe and secure overnight Belongings will be secure Brief the group 				
3	Around the residential venue <ul style="list-style-type: none"> Traffic “Free time” Other hazards (identify them in Excursion Plan) 	Group members	Ensure: <ul style="list-style-type: none"> Prior knowledge of the venue if possible Adequate staff ratio Dynamic risk assessment is carried out Assess any dangers from traffic/roads Behaviour code explained to group Identify suitable supervision techniques Brief the group 				

4a	<p>Programme activities led by external provider</p> <ul style="list-style-type: none"> • Risk Assessments are the provider's responsibility. 	Group members	<p>Ensure: Suitable programme has been agreed</p> <ul style="list-style-type: none"> • Provider is aware of any medical issues • Provider will look after the welfare of group • Clear hand-over at start/finish of sessions • Provider is insured 				
4b	<p>Programme activities led by establishment staff</p> <ul style="list-style-type: none"> • Plan not clear to all staff • Supervision arrangements not clear • Risks not assessed 	Group members	<p>Ensure: Dynamic risk assessment carried out</p> <ul style="list-style-type: none"> • Clear plan for session exists • All staff are able to carry out allocated tasks • Supervision arrangements are established • Behaviour code explained to group • Meeting times/places clearly established • Group briefed for session 				
5	<p>Adverse weather</p> <ul style="list-style-type: none"> • Effect on transport • Effect on programme 	Group members	<p>Transport:</p> <ul style="list-style-type: none"> • Obtain weather forecast if necessary • Carry out dynamic risk assessment • Consider effect of weather on travel • Abandon excursion if weather too extreme <p>Programme:</p> <ul style="list-style-type: none"> • Issue clothing advice and • Check group clothing if necessary • Carry spare clothing when necessary • Have a Plan B available for programme 				
6	<p>Emergencies</p> <ul style="list-style-type: none"> • Need to obtain outside assistance • Need to contact home establishment • Need for information on group members • Need to contact parents 	Group members	<p>Senior Officer at home establishment:</p> <ul style="list-style-type: none"> • Provides 24/7 contact • Holds list of participants • Holds parent contact numbers <p>Staff on excursion:</p> <ul style="list-style-type: none"> • Hold list of participants • Hold parent contact numbers • Hold medical details • Medicines available to appropriate people • Carry mobile phones 				
Prepared by:			Date:				
Checked and Approved by:			Date for review:				
			Date:				

EXAMPLE - RISK ASSESSMENT for “Residential / Over Seas Excursions”

DESCRIPTION OF TASK / ACTIVITY		S2 Residential cultural / music trip					
LOCATION		Sample location					
Item	What are the hazards?	Who might be harmed? And how?	What are you already doing, i.e. what Control Measures are already in place?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
1	Transporting group members <ul style="list-style-type: none">Getting on/off transportBehaviourRest breaksDriver behaviour if applicable	Group members	Ensure: <ul style="list-style-type: none">Adequate staff ratioGetting on/off transport is supervisedClear procedures for behaviourRest breaks are supervisedRegular head counts are carried outDriving standards are safe at all times	Issue staff with group list to assist with head count at service station	tbc	tbc	
2	In the accommodation: <ul style="list-style-type: none">FireSafety overnightUnsuitable accommodation“Free time”Security of possessions	Group members	Ensure: <ul style="list-style-type: none">Adequate staff ratioDynamic risk assessment is carried outFire procedures are adequateFire practice is carried outThere is suitable gender segregationAdequate supervision arrangements existGroup will be safe and secure overnightBelongings will be secureBrief the group	Check with accommodation that disabled room provided can be adequately supervised by staff	tbc	tbc	
3	Around the residential venue <ul style="list-style-type: none">Traffic“Free time”Other hazards (identify them in Excursion Plan)	Group members	Ensure: <ul style="list-style-type: none">Prior knowledge of the venue if possibleAdequate staff ratioDynamic risk assessment is carried outAssess any dangers from traffic/roadsBehaviour code explained to groupIdentify suitable supervision techniquesBrief the group	Meet with pupils to establish behaviour code On arrival pupils will be shown areas they may/may not use	tbc		
4a	Programme activities led by external provider <ul style="list-style-type: none">Risk Assessments are the provider’s responsibility.	Group members	Ensure: <ul style="list-style-type: none">Suitable programme has been agreedProvider is aware of any medical issuesProvider will look after the welfare of group				

DESCRIPTION OF TASK / ACTIVITY		S2 Residential cultural / music trip				
			<ul style="list-style-type: none"> • Clear hand-over at start/finish of sessions • Provider is insured 			
4b	Programme activities led by establishment staff <ul style="list-style-type: none"> • Plan not clear to all staff • Supervision arrangements not clear • Risks not assessed 	Group members	Ensure: <ul style="list-style-type: none"> • Dynamic risk assessment carried out • Clear plan for session exists • All staff are able to carry out allocated tasks • Supervision arrangements are established • Behaviour code explained to group • Meeting times/places clearly established • Group briefed for session 	Group leaders to be issued with group list for concert and cinema. Group meeting each morning to explain plans for the day.		
5	Adverse weather <ul style="list-style-type: none"> • Effect on transport • Effect on programme 	Group members	Transport: <ul style="list-style-type: none"> • Obtain weather forecast if necessary • Carry out dynamic risk assessment • Consider effect of weather on travel • Abandon excursion if weather too extreme Programme: <ul style="list-style-type: none"> • Issue clothing advice and • Check group clothing if necessary • Carry spare clothing when necessary • Have a Plan B available for programme 	Mrs James will check forecast on the morning of departure and raise any concerns with Headteacher.	Mrs James	
6	Emergencies <ul style="list-style-type: none"> • Need to obtain outside assistance • Need to contact home establishment • Need for information on group members • Need to contact parents 	Group members	Senior Officer at home establishment: <ul style="list-style-type: none"> • Provides 24/7 contact • Holds list of participants • Holds parent contact numbers Staff on excursion: <ul style="list-style-type: none"> • Hold list of participants • Hold parent contact numbers • Hold medical details • Medicines available to appropriate people • Carry mobile phones 			
Prepared by:		Mrs James		Date:		
Checked and Approved by:				Date for review:		
				Date:		

EXAMPLE – PARENTAL/CARER AGREEMENT TO RESIDENTIAL / OVERSEAS EXCURSION

SECTION A – To be retained by Parent/Carer

1.	Destination/Description of Excursion
2.	Dates and estimated times of: a. Departure b) Return
3.	Cost of Excursion (where applicable)
4.	Member of Staff responsible for Excursion
5.	Telephone Numbers – Daytime: Evening: Other:

SECTION B – To be returned to school / establishment

Excursion To
Surname Forename Class.....
Address
Contact Telephone Numbers – Daytime: Evening / Other:
Emergency Contact (Name and Telephone Number):
Relevant Medical Details (e.g. asthma):
I agree to my son/daughter taking part in the above named excursion. Signature of Parent/Carer..... Date.....

SECTION C Please circle as applicable

- | | | | |
|----|---|-----|----|
| 1. | Does your child suffer from any allergies? | YES | NO |
| 2. | Is your child taking any medication at present? | YES | NO |
| 3. | Does your child suffer from any condition that may affect participation? | YES | NO |
| 4. | Has your child been in contact with any contagious or infectious disease or suffered from anything in the past four weeks that may become Infectious or contagious? | YES | NO |
| 5. | When did your last have a tetanus injection? Date..... | | |
| 6. | Does your child have any special dietary requirements? | YES | NO |
| 7. | Is there any activity in which your child must not participate? | YES | NO |

IF YOU HAVE ANSWERED YES TO ANY OF THE QUESTIONS ABOVE PLEASE GIVE DETAILS HERE:

.....

.....

.....

SECTION D PARENTAL/CARER AGREEMENT TO RECEIVING EMERGENCY MEDICAL TREATMENT

Pupil Date of Birth.....

Name, telephone number and address of Family Doctor

.....

Please tick **ONE** box and sign.

☐

I agree to my child receiving emergency medical treatment, including blood transfusion, and anaesthetic as considered necessary by the medical authorities present.

☐

I agree to my child receiving medical treatment/anaesthetic as considered necessary by the medical authorities present with the exception of the administration of blood or blood products. I accept full legal responsibility for this decision and release Renfrewshire Council and its staff from any liability for any consequences resulting from my decision not to consent to the transfusion of blood or blood products.

Date..... Signed by Parent/Carer

SAMPLE CODE OF CONDUCT

Pupil's Code of Conduct

Your health, safety and welfare on this excursion are of paramount importance to the school/ establishment. In line with Renfrewshire Council policy, to ensure that the above aims are met, each participant and their parent/carer must sign the following "Code of Conduct".

- normal school / establishment rules apply – a high standard of behaviour is expected
- rules at the camps must be observed at all times
- be punctual at all meeting times
- always wear a seatbelt on the coach
- if mobile phones are to be carried, must be informed. In certain circumstances use of the phones may be prohibited.
- no pupil should ever be on their own
- purchase, carrying or consumption of alcohol, tobacco or illegal substances is strictly forbidden
- only pupils assigned to particular rooms/tents are allowed in them

Code of Conduct – Parental Responsibility

If there is any significant violation of the Code, the Excursion Leaders reserve the right to send the offending pupil home at the parent/carers' expense

We have read the Code of Conduct and agree by it at all times.

Signed (pupil)

Signed (parent/carer)

Date

Return to

SAMPLE EMERGENCY ACTION FORM

Excursion Leader Ensure this form is available at all times	Warnings and advice
Establishment Base Contact Person/s:	<ul style="list-style-type: none"> • Co-operate fully with emergency services • Do not admit liability • Do not make comment to the media – refer to Renfrewshire Council (07747 485544) • Inform establishment base emergency contact who will ensure Children's Services HQ are aware of the situation • Seek and follow advice from establishment /Children's Services HQ • Do not contact parent/carers establishment / HQ contact will take charge of this.
Establishment Base Telephone Number(s)	
Out of Hours Emergency Telephone Number:	
Children's Services HQ Emergency Telephone Number:- 07747 485544	
Calls from abroad:	

SAMPLE DEBRIEF FORM

EXCURSION TITLE _____

EXCURSION DATES _____

EXCURSION LEADER _____

Action	Action to Take	Date Actioned	Signed
Points to follow up with parents			
Points to follow up with pupils			
Points to follow up with staff			
Lessons for future excursions			
Issues to report to Establishment Head / Manager			
Issues to report to Children's Services HQ			
Other issues to report (i.e. health and safety, child protection)			

Form to be submitted to Head of Establishment for review, ten working days after return of excursion.

Signed _____

Date _____

Head of Establishment

To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Renfrewshire Council's Accessibility Strategy

1. Summary

- 1.1 Renfrewshire Council is committed to greater inclusion of learners with disabilities. Renfrewshire is dedicated to ensuring that the curriculum, our estate and buildings as well as communication with learners with disability and their families are accessible to all. The updated accessibility strategy 2016-2019 is designed to ensure that improvements will continue to be made and that our strategy remains in line with current legislation and national guidance. The revised strategy is attached as an appendix to this report.
- 1.2 The accessibility strategy is in place so that the planning and implementation processes of the local authority and children's services meet the requirements of sections 1-3 of the Education (Disability Strategies and Pupils' Educational Records) Act 2002 and the Equality Act 2010.
- 1.3 A range of stakeholders were involved in reviewing and updating the strategy, including representatives from children's services, corporate landlord, Renfrewshire Access Panel, as well as staff within establishments, learners and their families.
-

2. Recommendations

- 2.1 It is recommended that the Education and Children Policy Board:
- approves Renfrewshire Council's Accessibility Strategy and action plan which are attached as appendices to this report.
-

3. Background

- 3.1 Learners with disabilities face particular barriers; however these are not just limited to those which arise as an inevitable consequence of their difficulties or medical conditions. The most significant disadvantages these learners experience often stem from attitudinal and environmental factors. These are factors which can be changed.
- 3.2 Renfrewshire's Accessibility Strategy provides information and guidance for staff, parents, as well as children and young people on how the Council intends to build on the good work that has already taken place in respect of continuing to make the school curriculum, buildings and communication more accessible and inclusive for all.
- 3.3 Local authorities are required by sections 1-3 of the Education (Disability Strategies and Pupils' Educational Records) Act 2002 to prepare and implement an accessibility strategy and update this every three years. The strategy is underpinned by three planning duties:
- Ensuring that pupils with disabilities are able to access the curriculum;
 - Making improvements to the physical environment of the school; and
 - Improving communication with learners and their parents, in particular, providing information to children and young people with disabilities and their parents in appropriate alternative formats.
- 3.4 The strategy provides information and guidance on:
- the definition of disability;
 - statutory duties around accessibility;
 - the range of the various supports which exist within Renfrewshire to promote accessibility and increased access to the curriculum;
 - planning improvements to the physical environment to increase access;
 - improving communication with children and their families; and
 - an action plan detailing future priorities; and
 - examples of good practice within Renfrewshire.

4. Policy development and consultation

- 4.1 A working group which consisted of representatives from children services as well as a cross section of pre-five, primary, secondary and ASN schools worked together to ensure the strategy was reflective of the good practice that currently takes place within Renfrewshire, but also of the work required and priorities going forward.

- 4.2 The working group consulted with a number of relevant parties in respect of the draft strategy. These included staff, pupils and parents. All groups were invited to be involved in the review of the policy and agreed to provide their comments and views on the policy. Focus groups were undertaken with pupils and a selection of staff in schools and parental feedback was obtained via an online survey with parent council chairs which had a copy of the draft strategy attached.
- 4.3 Consultation on the draft accessibility strategy was undertaken from December 2015. Positive feedback from consultation indicated that respondents found the rationale of the policy to be clear and comprehensive, and that it would build upon the good practice that currently exists within Renfrewshire.
- 4.4 The majority of respondents commented favourably that the strategy will support staff, pupils and their families to ensure a curriculum that is accessible for all. The survey allowed respondents to provide feedback and suggestions on current practice and make positive, constructive comments around the provision of additional supports which exist within Renfrewshire.
-

5. Implementation

- 5.1 When approved, the strategy will be disseminated throughout children's services at service meetings, in-service days, educational establishment and settings meetings with staff, children and young people and parents and parent councils. The policy will also be available on the council's website.
-

6. Monitoring

- 6.1 The Accessibility Strategy contains an action plan for a three year period from 2016-2019. This will be monitored on an annual basis through the service's equalities steering group.
-

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

- Implementation of the updated Accessibility Strategy will continue to promote an inclusive curriculum, accessible physical environment and improved communication with learners and their families.

Community Care, Health and Well-being	- Implementation of the policy will have a positive impact on learners with disabilities and additional needs who require support in accessing the curriculum.
Empowering our Communities	- The policy promotes a curriculum that is inclusive.
Safer and Stronger	- Implementation of the policy will support children and young people in accessing the curriculum and ensuring that our buildings are accessible.

4. Legal Implications
None.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

7. Equality and Human Rights Implications
The content 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. An equality and human rights impact assessment is available on request.

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications
None.

11. Privacy Impact
Personal information held will be done in accordance with all data protection legislation.

Children's Services
TMcE
11 July 2016

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Renfrewshire Council Accessibility Strategy 2016 – 2019



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1. Introduction

Access to education has a significant impact on employment, wellbeing, and quality of life for individuals. Greater inclusion for learners with disabilities also offers a powerful means of influencing widespread understanding of, and attitudes to, disability. Learners with disabilities face particular barriers which are not limited to those which arise as an inevitable consequence of their difficulties or medical conditions. The most significant disadvantages learners with disabilities experience often stem from attitudinal and environmental factors. These are factors which can be changed.

Renfrewshire Council children's services aims to promote an inclusive, nurturing educational experience for all our learners, and our accessibility strategy sets out how we will continue to build on the good work we already do, improve educational outcomes for all our learners, and raise awareness of the needs of learners with disabilities. We will do this by ensuring an inclusive curriculum, accessible buildings and clear communication with our learners and their families. This strategy spans a three-year period from August 2016 – August 2019. The strategy can be made available in alternative formats (e.g. electronic or printed, Braille, large print, and CD/DVD). The strategy has been developed by a core group with various specialisms relating to accessibility issues.

Local authorities are required to prepare and implement an accessibility strategy around the following three planning duties:

- Ensuring that pupils with disabilities are able to access the curriculum;
- Making improvements to the physical environment of the school; and
- Improving communication with learners and their parents, in particular, providing information to learners with disabilities and their parents in appropriate alternative formats.

This accessibility strategy accounts for these three planning duties and also:

- sets out the legislative context in which it has been written;
- sets out the priorities and demonstrates current good practice; and
- provides an action plan to ensure continuing improvements to better meet the needs of learners with disabilities.

2. Definition of disability under the Equality Act 2010

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and / or long term negative effect on their ability to do normal daily activities. 'Substantial' is when the physical or mental impairment is more than minor or trivial, for example, if it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means having this physical or mental impairment for 12 months or more, for example, a breathing condition that develops as a result of a lung infection. People with progressive conditions can also declare themselves as disabled. A progressive condition is one that gets worse over time.

In addition, a person would automatically meet the disability definition under the Equality Act 2010 from the day they are diagnosed with HIV infection, cancer or multiple sclerosis.

3. Monitoring and review

The strategy will be subject to ongoing monitoring, review and evaluation by the children's services equality steering group during the three year period 2016 and 2019.

Section 1 – The legislative framework

1. Purpose of the accessibility strategy

The accessibility strategy is in place so that the planning and implementation processes of the local authority and children's services meets the requirements of sections 1-3 of the Education (Disability Strategies and Pupils' Educational Records) Act 2002. This Act also requires that there are mechanisms in place for long-term strategic planning to improve access in schools for all learners with disabilities.

Therefore it is intended that this strategy will:

- improve access to education for present and prospective learners with disabilities;
- improve visitor access to school buildings;
- improve communication, consultation and involvement of people with disabilities in the planning process;
- streamline departmental lines of communication with respect to issues relating to accessibility, disability and inclusion;
- outline the planning, targets and expected outcomes over the next three years with regard to accessibility for learners and staff across its education establishments;
- assist with the authority's obligations to provide equality of employment to disabled staff under the Equality Act 2010 where schools' premises are used to provide services related to education;
- assist with the service's obligation in meeting its general and specific duties under the public sector duty of the Equality Act 2010; and
- assist in the continued review of Equality Outcomes.

2. Education (Disability Strategies and Pupils' Educational Records) Act 2002

Under the Education (Disability Strategies and Pupils' Educational Records) Act 2002, all authorities must have plans in place for their learners with disabilities to meet their duties under the legislation. The two key duties of this legislation are:

- not to treat pupils with disabilities less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

3. The Equality Act 2010

The Equality Act 2010 built on previous requirements of the Disability Discrimination Act by imposing on public bodies in carrying out their functions, a positive duty to eliminate discrimination and harassment, and, therefore, to promote equality of opportunity for those who have a 'protected characteristic' (see paragraph 4 below), such as disability. In other words, it requires public bodies to move away from risk-avoidance activities to establishing practices which actively promote and support the diverse needs of disabled people. It requires information-gathering on the effect of policies and practices on educational opportunities and attainment levels of pupils with disabilities. It also requires service providers to make reasonable adjustments to make our service accessible to people with disabilities.

4. General duties of the public sector equality duty

The Public Sector Equality Duty covers nine protected characteristics and these include:

- Age;
- Disability;
- Gender Re-assignment;
- Marriage and Civil Partnership;
- Pregnancy and Maternity;
- Race;
- Religion or Belief;
- Gender; and
- Sexual Orientation.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to the following three general duties:

- Eliminate unlawful discrimination, harassment; victimisation and any conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

5. Disability and the Equality Act 2010

The legislation protects people with different types of disabilities. A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. It includes the following broad groups of disabilities:

- communication difficulties;
- hearing impairments;
- specific learning difficulties;
- visual impairments;
- specific language impairment;
- physical disabilities /motor impairments;
- Autistic spectrum disorder;
- ADHD;
- Epilepsy;
- Dyslexia;
- speech and language impairments;
- hidden disabilities, for example, cancer and multiple sclerosis; and
- severe long-term disfigurement.

6. The effects of disability

When considering planning for learners who have a disability, staff should note that the impact on day-to-day activities include:

- mobility;
- manual dexterity;
- physical coordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- communication and language development;
- social development;
- perception of the risk of physical danger; and
- work.

7. Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)

The Education (Additional Support for Learning) (Scotland) Act 2004, has had, and will continue to have, wide and far-reaching consequences on the way all learners are supported by their education establishments, children's services, partner agencies and organisations and on how additional support needs are perceived.

8. Statutory duties

Schools and education authorities have had a duty to make reasonable adjustments for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and, from October 2010, under the Equality Act 2010). From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty is “to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service”. A school’s duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally and therefore, schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

The duty to make reasonable adjustments in relation to provisions, criteria and practices is not a new duty for schools. The new element of the duty for schools is the provision of auxiliary aids and services for disabled learners. This duty sits alongside the duty applied through the Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act 2002 (‘the 2002 Act’) which requires responsible bodies to prepare and implement accessibility strategies to improve, year-on-year, access to education for disabled pupils.

9. Renfrewshire Council context

Children’s services is committed to ensuring that we are aware of those learners with a disability and how they can be best supported. The tables below show the number of learners assessed or self-declared as disabled at the time of the pupil census in September 2015.

Sector	Pupils assessed disabled	Pupils declared disabled	Total
Primary	17	29	46
Secondary	39	29	68
ASN	141	5	146
Total	197	63	260

The table below shows current records of the number of learners who are currently receiving adaptations in order to access the curriculum.

Sector	Pupils who have physical adaptation	Pupils who have curriculum adaptation	Pupils who have communication adaptation	Pupils who have a 'not disclosed' adaptation
Primary	13	10	3	0
Secondary	13	27	3	4
ASN	25	139	75	0
Total	51	176	81	4

Section 2: Increased access to the curriculum

1. Adjustments to increase access to the curriculum

Staff should always adopt a positive, solution-focused attitude towards helping learners with disabilities receive their entitlements under curriculum for excellence. There are many minor adjustments which could be made which would have a significant impact in achieving this. For example, consideration should be given to:

- raising awareness of other learners and staff and encouraging positive attitudes towards disability;
- changes to teaching and learning styles for specific or all learners;
- alternative approaches for teaching and support;
- an integrated approach to delivering improved access to the curriculum in line with the ASL Act and the principles of GIRFEC;
- classroom organisation;
- timetabling;
- support from peers;
- alternative assessment arrangements; and
- sharing good practice where initiatives are working well.

Nevertheless, there will often be instances when more specialist support is required and schools should consider:

- adaptations to the curriculum which facilitate accessibility, for example, resources available in alternative formats for learners with disabilities;
- support required to access outdoor education;
- better and more flexible distribution of ASNA support across establishments based on changing patterns of need;
- using specialist support staff; and
- the provision of additional support needs equipment or adaptations;

The overall aim is the enabling of all young people to develop as successful learners, responsible citizens, confident individuals and effective contributors. This applies equally to children and young people with a disability. Establishments should always plan any adjustments in conjunction with learners and their families and expect that needs may change over time.

Some examples of good practice which have increased learners' access to the curriculum for many of Renfrewshire's disabled young people are detailed in Appendix 2 to this strategy.

Section 3: Planning improvements to the physical environment

1. Ensuring access to all

This section describes Renfrewshire Council's approach to ensuring access to all children's services' educational establishments. It provides an assessment of the suitability of educational buildings and it records the actions required to improve the physical environment across the children's services' property estate. The physical environment includes school buildings, approaches and entrances to the school, its outdoor facilities such as external learning areas and playing fields.

2. Building compliance

For the purposes of this strategy, a reasonably compliant building for learners should contain the following elements:

- The architectural planning for accessibility has assessed the requirement for ramps; handrails; lifts; accessible toilets, showers and changing areas; specialist floor coverings; and automatic doors, where appropriate;
- The Council will have considered adapted / adjustable furniture and equipment; the provision of sufficient space for manoeuvring and storing equipment; and general, and individually planned, evacuation procedures (Personal Emergency Egress Plans - PEEPS);
- Management systems will be in place to support learners who have mobility related disabilities;
- Learners who are non-weight bearing and require significantly adapted toilet facilities will be supported through the use of hoists and plinths and, where necessary, the assistance of an adult;
- Learners with visual impairments will access the physical environment in reasonably compliant schools by means of appropriate signage and route-finding systems;

- The local authority recognises that background noise can be a significant barrier to learning for learners with a hearing impairment and therefore careful consideration will be made before learners are placed in an open plan school; and
- Induction loops, adjustable lighting and sound insulation are installed to assist learners with hearing impairments and to meet acoustic standards.

In respect of Renfrewshire Council's PPP establishments there is a contractual obligation to ensure that all schools are, and remain, compliant in terms of the Equality Act 2010.

For the purpose of this strategy a reasonably compliant building for visitors is defined as follows:

- The architectural planning for accessibility has assessed the requirement for a minimum of one marked disabled parking bay within easy reach of the school entrance;
- An accessible entrance, including ramps as appropriate;
- Access to accessible toilet facilities;
- Access to a private consultation area; and
- Access to a public performance area.

3. General provision within the school estate

An audit of school buildings informed the Council's original Accessibility Strategy (2004 – 2005) and a programme of work was undertaken to ensure that all school and early years' establishments were 'reasonably compliant'. By 2008 this was considered to be the case and an evaluation showed that all of our schools and early years establishments were either good (category A) or satisfactory (category B).

In 2010, the responsibility for accessibility in all council buildings transferred from education and leisure services to the Council's corporate landlord. As part of an assessment of the condition of school buildings, commissioned in 2011, the corporate

landlord identified that a number of establishments were not fully or 'reasonably compliant' and a further programme of work has now been established to address this concern.

The table below illustrates the current levels of compliance within the school estate:

Sector	Total number of establishments	Total number of compliant establishments	Percentage of compliant establishments
Early Years	12	12	100%
Primary	49	48	98%
Secondary	11	11	100%
Special	3*	2	67%
All Sectors	75	73	97%

*2 establishments from August 2016.

4. Specific requirements for individual pupils

Through the extended support framework and transition arrangements, information is collated to identify the specific requirements of individual learners. This information is provided by specialist services as required and it is notified to corporate landlord for further assessment and action.

While every effort is made to accommodate any specific requirement, a proportionate approach is adopted by the Council in relation to adaptations to the physical environment. However, where such adaptations are cost prohibitive, the Council will support learners and their families to transfer the learner to fully or 'more' compliant facilities as alternatives to their catchment school.

5. Planning

Through regular liaison with corporate landlord and the flow of information from service users, children's services has an established benchmark position which generates its improvement targets; with such improvements taken forward within the context of need and the Council's financial and operational capacity.

This planning arrangement is in accordance with Scottish Government Guidance issued in December 2013. It adopts the recommendations made in appendix C of this guidance note by setting short, medium and long term priorities for improvements and establishing targets to be met during the period of the strategy. In addition to this, officers with experience of property matters in school buildings attend the children's services' accessibility group and contribute to the development of the strategy to ensure that programmes of work, relevant to improving the physical environment, are progressed and reported on.

While Renfrewshire Council's systems for the identification of accessibility concerns are robust, it acknowledges the dynamic environment and particular needs of individuals by undertaking periodic reviews of the suitability of the entire school estate through a compliance benchmark exercise.

Section 4: Improving communication with learners and their families

1. Improving the way information is provided to learners with a disability

Information which is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in braille;
- in large print;
- simplified / adapted language;
- symbols / objects of reference;
- on audio format; and
- BSL, Makaton or other signing/symbol systems.

This list is not exhaustive and every effort should be made to consult with individual learners and their families around the most effective way of communicating with them.

2. Good practice which has increased communication with pupils and families

Individualised planning for learners can take the form of a variety of planning documents. They range from the Child's Plan, annual and quarterly targets to a co-ordinated support plan. A key element of the planning is the involvement of a learner and their parents in the discussion and the development of the plan at reviews and parents' nights.

Timely provision of assistive equipment, such as radio aids for hearing impaired learners and CCTVs for visually impaired learners has provided learners with better access to the curriculum which fosters greater independence in their learning.

Braille and tactile resources for visually impaired learners is now provided by the service. This has vastly improved the turnaround time for having Braille resources available to meet the needs of individual children.

We can promote re-engagement with young people challenged by social, emotional and behavioural needs through involvement with the looked after children/discontinuity and home link teams. There is outreach support to all establishments through keyworkers.

Visual symbols are used effectively across all sectors to support the communication of learners with social communication disorders.

Staff within Kersland School work with the Speech and Language Therapist to take forward the use of iPads using 'Pr lo quo2go', a multilingual AAC solution for learners who have communication difficulties or impaired speech. Staff have developed individual boards specific to pupil need. Pupils very quickly picked up how to use their boards and were able to move around the school and communicate their needs, feelings and emotions. All staff and pupils in the school are now more confident using the software therefore giving the pupils more independence out in the community.

Staff within Kersland School have also been trained in Augmentative and Alternative Communication (AAC) to ensure that all learners have access to communication at all times.

All learners who attend any of the ASD/Language and Communication bases within Renfrewshire secondary schools have an additional support need which means they often struggle to understand communication. The staffing ratio in each of the three bases allows for more targeted support to ensure learners have understood any communications within and beyond the classroom. This support can take many forms such as one to one discussion after a lesson to ensure the learner has understood a communication or presenting communications in a simplified format so the learner can understand.

Section 5: Summary of priorities for the accessibility strategy 2016-2019

Renfrewshire Council has identified a number of priorities for enhancing our support provision in respect of the three planning duties. These form our Action Plan (appendix 1) for the next 3 years.

1. Links with other plans

The accessibility strategy has being developed in collaboration with other professional colleagues where partnership planning and delivery are essential. The context of this strategy is shared with other planning frameworks such as:

- Renfrewshire Council Plan
- Renfrewshire Integrated Children's Services Plan 2013-2016;
- School Improvement Plans;
- Children's Services Service Improvement Plan;
- Equality Outcomes;
- Schools Estates Management Plan;
- Renfrewshire Community Plan 2013-2023;
- GIRFEC, and
- Single Outcome Agreement.

2. Conclusion

Renfrewshire Council is actively committed to increasing the number of barrier-free schools, thus enabling a greater proportion of our learners with disabilities to benefit more from access to mainstream schools in all sectors.

This strategy provides a focus for our service to improve the inclusion of learners with disabilities in the life of their schools and communities. There are many positive examples of good practice to draw on from across the service. Children's services is committed to ensuring this strategy not only builds on the good practice which exists in many of our establishments but raises awareness of staff and a clear plan for action to support and sustain learners with a disability.

Action Plan 2016-19

Planning duty	Priorities and related actions	Timescale	Lead responsibility	Expected impact (on learners; staff; families, etc)	Is an EHRIA required?
Children and young people are supported to access all areas of the curriculum.	Continue to evaluate educational placements to ensure that children and young people with disabilities are allocated the right placement.	Ongoing	ASN Manager	Pupils with disabilities are placed according to their needs.	No
	Continue staff development programmes by multi-agency teams.	Ongoing	Training Section	An informed workforce.	No
	Evaluate the systems and processes which monitor and manage the use of technology aids and equipment for children with a disability.	Ongoing	Education Officer Team	An evidence-based approach to future planning on technological aids for pupils with disabilities.	No
	<ul style="list-style-type: none"> Evaluate current use of technology aids and equipment; and Explore software for deaf pupils; and 				No
	<p>Continue working collaboratively with our partners to ensure appropriate and timely support through effective Child's planning.</p> <ul style="list-style-type: none"> Ensure appropriate resources are available. Consolidate use of ASD links. 	Ongoing	ASN Manager	<p>Pupils with disabilities are given the appropriate support at the right time. Pupils have resources to support their learning.</p> <p>Every establishment has ASD expertise, which has a positive impact on pupils.</p>	

Planning duty	Priorities and related actions	Timescale	Lead responsibility	Expected impact (on learners; staff; families etc)	Is an EHRIA required?
Improvements to the physical environment	Revise the benchmark compliance position and provide an assessment of the school estate's level of compliance.	Ongoing	Education Manager (Resources)	Improvements in the physical environment will provide unrestricted access for all service users to all property assets.	No
	The accessibility working group will publish, monitor and review the Accessibility Strategy for the service over a 3 year cycle.	Ongoing	Accessibility Working Group	Progress is published.	No
	The Accessibility Working Group will link directly with Corporate Landlord and the ASN Manager	Ongoing	Accessibility Working Group	Accessibility issues raised are appropriately managed.	No
	Continue to evaluate pupil need and monitor roll projections, to ensure the authority is aware of building adaptations for identified schools.	Ongoing	Education Manager (Resources)	This will extend the existing complement of barrier-free schools and allow a broader range of opportunity for pupils to attend their local school.	No

Planning duty	Action	Timescale	Lead responsibility	Expected impact (on learners; staff; families etc)	Is an EHRIA required?
Improvements to the physical environment	<p>An on-going process of audit of premises and grounds will ensure that adaptations will be needs-driven and, where funding is available, adaptations will also be undertaken on an anticipatory basis.</p> <ul style="list-style-type: none"> Consider the role of partners such as Renfrewshire Access Panel in the ongoing audit Identify the degree of works required; Provide timescales for improvements; Provide estimated costs and undertake works. Maintain a record of the specific nature of works undertaken. 	<p>2016/17</p> <p>2016/17</p> <p>2016/17</p> <p>2016/17</p> <p>2016/17</p>	<p>Corporate landlord</p> <p>Corporate landlord</p> <p>Corporate landlord</p> <p>Corporate landlord</p> <p>Corporate landlord</p>	<p>Ensure that improvements to the physical environment are delivered at the right time to ensure increased access to education for pupils with disabilities.</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>

Planning duty	Action	Timescale	Lead responsibility	Expected impact (on learners; staff; families etc)	Is an EHRIA required?
Improving communication with pupils and families	Sustain and develop existing school-specific and Renfrewshire-wide communication to support the involvement and engagement of pupils with disabilities and their families.	Ongoing	ASN Manager	Improved communication and Council strategies which better reflect the needs of pupils with disabilities and their families.	No
	Promotion and development of coping skills, resilience, and mental well-being of children from an early age, including the use of nurturing principles and other innovative approaches in schools.	Ongoing	Principal Psychologist	An informed workforce and increased uptake of provision to support pupils with disabilities and their families.	No
	Specialist support staff will raise awareness of teaching staff in the use of subtitles and other forms of communication.	August 2016	ASN Manager	An informed workforce who respond more effectively to the needs of pupils with disabilities.	No

Appendix 2

Case studies and examples of good practice

Renfrewshire Council provides a number of supports to children and young people with disabilities to increase and enhance their access to the curriculum. There are three tiers of support provision– universal, targeted and specialist. Some examples of good practice within Renfrewshire are listed below:

Glow

All learners have a unique computer log-in for GLOW. Through GLOW, children in primary and secondary schools have access to world-class, personalised learning opportunities, using a range of tools together in one place to work on at school or at home. Learners can collaborate and share with others in their school, local area and other parts of Scotland. GLOW breaks down geographical and social barriers, allowing joined-up working the length and breadth of Scotland.

We ensure that staff are skilled and knowledgeable when working with learners with additional support needs to ensure that all children receive an educational experience appropriate to their needs. Professional Learning Opportunities are available to staff through the Renfrewshire CPD website and also locally.

Total Communication in Kersland School

In partnership with the speech and language therapy service, staff have been trained in Boardmaker, Makaton, PECs, and Igaze to ensure whole communication. Initially this training was offered to staff within the school however it has now been extended to include bus escorts and the local respite facility used by the pupils. This has meant that staff feel more confident when communicating with our pupils and that the young people have continuity of communication when out in their community.

Makaton in Glenfield Pre 5 Centre

In partnership with the speech and language service and the sensory teacher, staff have been trained in the use of Makaton, initially to use with children who had a hearing impairment. Staff have now embedded the use of Makaton with all children who now use it as a tool for communication with their peers. This has meant that the children with hearing impairment and communication needs have become fully included into the ethos and everyday activities within the centre and confident in their use of Makaton as a tool for communication.

Child's planning framework

Across all sectors, there is significant multi-agency working to ensure that the needs of all children and young people are met. Staff use the Child's Planning Framework to assess the needs of a child. When a targeted intervention is required to support a child the appropriate planning is in place and the members of the authority education placement group have an overview of support and planning across the Council.

Active School Coordinators

Active school coordinators across the authority support the establishment of a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning. These opportunities are open to all children, including those with disabilities, who are encouraged to participate in a wide range of sporting activities offered through the Active Schools' programme. These include football, Scottish country dancing, yoga table tennis, athletics, hockey, netball and multi-sports. All learners work with the Disability Sports team who encourage participation in boccia.

School nurse

Every establishment within the authority has a link school nurse who supports as and when required. Clippens School has a dedicated nurse.

The role of the homelink service

The Home Link service offers the facility for parents to access information from school and the school premises for occasions such as parent meetings. The Home Link service may also bring these parents into the school.

Additional Supports

Renfrewshire's Specialist Support Service

Renfrewshire's specialist support service, encompassing the sensory support team, provides support to all sectors. It aims to promote the participation and learning of learners with additional support needs through direct teaching, working in partnership with learners, school staff and parents, provision curricular development and resources, CLPL opportunities and advising school staff on appropriate methodologies and resources.

The sensory team work directly with learners to monitor the use and effectiveness of equipment; work with pupils to become independent users of technology and to self-advocate; monitor language development working with learners, preparing and reviewing the curriculum; and provide health and wellbeing support regarding hearing and visual impairment. The team works with establishments to raise awareness of visual and hearing impairment and how these impact upon learning. It also assists with strategies to aid effective learning in class and support the curriculum and members of the team attend and contribute to review meetings and planning also linking with parents.

A wide variety of augmentative and alternative communication (AAC) is provided for learners who require special consideration when participating in internal and external assessments. These include communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC is used by those with a wide range of speech and language impairments, including congenital impairments such as cerebral palsy, intellectual impairment and autism. AAC can take the form of digital exam papers, extra time, a reader and scribe, a scribe, alternative formats, for example, enlarged print or Braille.

Assistive technology

Assistive technology (such as; touch-screen computers, interactive whiteboards, text-to-speech software, CCTV, braille note refreshing keyboards, Big Mack switches) is employed to support individual children's additional support needs to promote independent learning.

Shared assessment and planning

Shared assessment and planning for transition is now part of the Child's Planning Framework. Transition planning involves children, parents, schools and partner agencies, if appropriate, in identifying the barriers to learning and the successful strategies employed to address the barriers. This ensures that following a transition a child's additional support needs are appropriately supported. Enhanced transitions take place at all stages from early years right through to secondary level. The Children's Services Support Officers work with establishment staff to ensure ASN needs are identified and met.

Children's services support team

The Children's services support team ensures that school staff in all sectors across Renfrewshire are appropriately informed, trained and supported with regard to moving and handling of learners and the administration of medication.

The English as an additional language team has developed a blog to support teachers, staff, learners and parents in bilingual education and to showcase examples of good practice.

Health promoting schools

Learners with a disability at schools which have health promoting status are actively involved in a wide range of activities which include tooth brushing, peer support and paired reading. The Primary 7 buddy system provides peer support to bilingual learners.

The use of partner agencies

Promoting learning through support from partner agencies and voluntary sector such as, Barnardo's, Disability Scotland, Community Police Officers.

Transport escorts

Specialist transport with transport escorts is provided for children with assessed physical disabilities and significant additional support needs to ensure they arrive at school safely and are ready to learn.

Education while in hospital

Hospital education is provided for children and young people who are unable to access learning due to a required stay in hospital, to reduce the impact on their education. This is done in partnership with the child's school.

Home tuition

Home tuition is available for children and young people who are unable to access learning due to a prolonged absence resulting from ill health. There is also the LAC/Discontinuity Team who provide support for learners who are either looked after and/or whose education is disrupted for some reason. Renfrewshire Council is committed to ensuring that any risk or potentially negative impact on a child's education is mitigated where possible.

Learning Support Teams

St. Andrew's Academy Learning Support Team won an award in 2015 for its outstanding work in assisting learners with additional needs with their learning. For example, a learner's health deteriorated substantially during an important academic year. The specific health issues prevented the learner from travelling to and eventually attending school. The learner's parents were deeply concerned about the impact on their child's education, and particularly their child's health quickly worsened. The team met with, and assessed the learner's needs on a regular basis, adapting the various supports in place as and when required. Despite difficult and rapidly declining circumstances, the supports put in place for the learner meant they went on to achieve excellent academic results. In addition to this, the parents felt supported in their child's journey too.

Forest schools

The community learning and development service is delivering Forest Schools in all eleven secondary establishments to help a group of up to 10 learners with social, emotional and behavioural needs. Forest Schools provides learners with the opportunity to learn, play and just 'be' outdoors. It is important for growth and development as well as physical and mental health.

Enhanced transitions

Enhanced transitions take place at all stages – early years to primary, primary to secondary, etc. The Children's services support officers work with colleagues in establishments to ensure the needs of children with disabilities are met at the transition stage.

Supporting learners with autism

The establishment of 'autistic specific' environments in the primary and secondary sectors have enabled attendance and integration, wherever possible, into a mainstream school's curriculum and social programme. There are ASD and Language and Communication bases in various primary and secondary schools – St Anthony's PS, St Paul's PS, St Benedict's HS, Castlehead HS and Park Mains HS. Learners are assigned to these bases through the educational placement group (EPG). Learners have tailored timetable which includes time in the base and also access to mainstream classes with support to ensure their needs are met.

Intensive support

The Intensive Support Facility, based at Paisley Grammar School, provides learners in S1 and S2 with a high level of support for social and emotional learning. Using nurture principles, the staff work with learners across the curriculum in line with the Child's Plan. Close links with parents and mainstream schools support learners' inclusion in their chosen secondary school. There is a focus on strengths and building the capacity to develop and apply these. Learners are trained, using the Mindfulness in Schools Project curriculum, to develop the capacity to focus attention and calm the mind. Sport, artistic activities and outdoor education creatively engage pupils, building on their existing skills, strengths and attributes.

Nurture

Renfrewshire has a Nurture Base for P1 and P2 children with SEBN. The base supports up to 6 children at a time who have a split placement with their mainstream school. The children receive a highly targeted approach which focuses on developing their social skills and emotional literacy to improve their behaviour and learning outcomes. Nurture outreach is also available to both early years local authority and partner establishments as well as P1-P2 children. This service aims to develop the capacity and confidence of teachers and Nursery staff in order to promote the participation and learning of learners with additional support needs. Renfrewshire has also established a Nurture Champion in all their early years establishments to support staff in taking forward the Nurture Strategy.

Other learning needs

There are a number of support bases which cater for a range of learning issues, for example, Kintyre Base in Linwood High School for learners who have not been attending their base mainstream school. The base is a specialist educational needs establishment, located in the campus of Linwood High School. It caters for secondary school aged learners who present with anxieties resulting in them being unable to access mainstream education within their own catchment school. Learners can be referred at any stage in their educational journey, making the provision accessible as and when required. Learners access a wide curriculum, tailored to their individual needs. Currently, they can access ten 'subjects' which are accredited by SQA with Personal, Social & Health Education delivered to all learners. The subjects on offer will vary from year to year, depending on the needs of the learners at a specific time. In addition, all learners take part in outdoor learning, some in work based placements and some in volunteering opportunities. These help to encourage and support positive behaviours and attitudes and support the preparation for a positive destination beyond the Kintyre Base. As the pupils gain in confidence, they can access the mainstream provision offered in any number of subjects. This may require the support of either the Kintyre Base ASNA or Key Worker and may not be for the full allocation of periods. It also allows for the development of social skills. A number of mainstream learners attend the Kintyre Base at break and/or lunchtimes which, in turn, assists with the development of their social skills.

ICT support

Specialist software is available to ensure the compatibility of home and school IT systems and to facilitate the transfer of homework from school to home for visually impaired children. We are exploring the use of intuitive applications on tablets for those with a visual impairment or a communication difficulty.

Closed captions or subtitles can also be used when delivering the curriculum via other media, for example, DVDs.



To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Children's Services Health and Safety Policy

1. Summary

- 1.1. The council's health and safety policy requires each service to review its health and safety policy every 3 years, or earlier if there have been significant service changes. Children's Services' was formed in April 2015 when the education service and children and justice social work services merged. This required a review of the health and safety policy ensuring that it covered the full functions of the new Children's Services.
 - 1.2. The policy, attached as Appendix 1 has been revised to reflect standard health and safety industry guidance on effective policies which set a clear direction for the service to follow.
 - 1.3. The policy contributes to business performance and shows a demonstrable commitment to continuous improvement.
-

2. Recommendations

- 2.1 It is recommended that the education and children policy board approves the Health and Safety Policy for children's Services attached at Appendix 1.
-

3. Background

- 3.1. The council health and safety policy requires each council service to maintain its own health and safety policy.

- 3.2. In line with council policy, health and safety policies are required as a minimum, to be reviewed and updated every 3 years or following significant changes in a service. Children's Services' was formed in April 2015 when the education service and children and justice social work services merged. This required a review of the health and safety policy ensuring that it covered the full functions of the new Children's Services.
- 3.3. Children's Services policy has been revised to reflect standard health and safety industry guidance on effective policies which set a clear direction for the service to follow.
- 3.4. The service health and safety policy sets out the organisation of, and responsibilities for, health and safety within the service and provides details of the arrangements made for the service to meet its legal obligations.

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
Improved health, safety and welfare of employees.
3. **Community Plan/Council Plan Implications**

Community Care, Health and Well-being	- Improved health, safety and welfare of users.
Safer and Stronger	- The implementation of the council's health and safety policy will contribute to improvement of service delivery.
4. **Legal Implications**
This report must allow and assist the department to meet its legal requirement under health and safety legislation.
5. **Property/Assets Implications**
Implementation of the council's health and safety policy will ensure sustainability in service delivery.
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

This policy reflects the commitment of the director, heads of service and managers to ensure that the main priorities for action are achieved within an environment, which is safe and is not harmful to the health of employees, clients and other users.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. COSLA Policy Position

None.

List of Background Papers

None.

Children's Services

AG

6 June 2016

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RENFREWSHIRE COUNCIL

CHILDREN'S SERVICES

Policy on Health and Safety at Work

August 2016

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1 Introduction

This health and safety policy is designed to contribute to the performance of Children's Services as part of its commitment to continuous improvement in health and safety performance. It complements the Council's Corporate Health and Safety policy.

Management are responsible for motivating and empowering employees to work in a safe and healthy manner, and encouraging a positive attitude towards health, safety and well being in the workplace.

This policy requires the commitment, support and action from everyone working within Children's Services and is central to the ongoing effective management of health and safety. It updates and replaces the previous Social Work Service and Education and Leisure Service policies on Health and Safety at Work.

The policy reflects the legal obligations placed upon Children's Services by the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999 (as amended).

In addition to this policy there are a number of other policies and guidelines which detail the service's organisation and arrangements for successful implementation of health, safety and well being in relation to its services at a local level.

2 General Statement

The Director of Children's Services has responsibilities and obligations in relation to health, safety and well being at work for all Children's Services employees and to all other persons who may be affected by the duties and functions of the service.

The Director is committed to providing and maintaining, so far as is reasonably practicable, high standards of health, safety and well being in the delivery of services, paying particular attention to the following:-

- (a) Maintaining and continuing to develop a positive health and safety culture, ensuring commitment and participation of all employees in all aspects of health, safety and well being.
- (b) Meeting responsibilities to employees, other persons and the environment in a way which recognises that legal requirements are the minimum standard to be achieved.
- (c) Implementing the Policy in a planned and systematic way to ensure, so far as is reasonably practicable:
 - i) Provision and maintenance of a working environment for employees that is safe and without risks to health and adequate facilities and arrangements for their well being at work;

- ii) Provision of information, instruction, training and supervision as is necessary to ensure the health, safety and well being of employees and other persons who may be affected by the undertaking;
 - iii) Provision and maintenance of premises, equipment and systems of work that are safe and without risk to health;
 - iv) Arrangements are in place to ensure safety and absence of risks to health in connection with use, handling, storage and transportation of articles and substances which are inherently or potentially dangerous; and
 - v) Maintenance of the workplace which provides safe access and egress without risks to health and safety.
- (d) Having a commitment to risk management by identifying and assessing significant risks associated with the activities and duties of the service with the aim of eliminating or controlling the risks, so far as is reasonably practicable.
- (e) Allocating resources, so far as is reasonably practicable, to meet the requirements of the health and safety policy.
- (f) Planning for health and safety including the setting of realistic short and long term objectives, setting priorities and establishing adequate performance standards.
- (g) Monitoring and reviewing performance on a regular basis to ensure standards are being maintained by adding to or modifying arrangements relating to the work of particular sections and or duties of employees.
- (h) Maintaining an effective system of joint consultation with recognised trade union safety representatives and other representatives of employee safety as appropriate by providing safety representatives with appropriate resources, so far as is reasonably practicable, to enable them to carry out their functions.

The effectiveness of this policy relies on all employees accepting responsibility for its implementation and adhering to the relevant policies, procedures, standards and guidelines.

Signed _____
Peter MacLeod
Director of Children's Services

3 Arrangements

This section of the policy details the arrangements which the service and its employees will follow to fulfil their responsibilities as expressed in section 4 of this document. It includes information which relates to the principal function and activities of the service. In addition, it details the principal hazards associated with these activities, methods of communication, planning and implementation as well as the systems to monitor health and safety within the service.

3.1 Principal Function

Children's Services within Renfrewshire provides education services, social work services for children and families, and criminal justice social work services. Much of what the service does is statutory, that is, there is a legal requirement for the Council to provide that service. Some of these services, such as education for everyone up to the age of 16, are universally provided whilst others, such as acting as the corporate parent for looked after children, are provided on the basis of need. In Renfrewshire, the Children's Services vision is:

"Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing."

3.2 Principal Activities

Listed below are the principal activities which are carried out by the service:

- the provision of formal education for children and young people in 3 special schools, 11 secondary schools, 49 primary schools, 22 nursery classes and 12 pre-5 centres (pre-5 provision currently offered through partnership agreements with 34 private and voluntary sector providers);
- the discharge of our statutory protection duties in relation to child protection;
- discharging our public protection duties to address offending behaviour;
- working with partners to improve life opportunities for vulnerable children across Renfrewshire;
- acting as a corporate parent for looked after children;
- improving community safety;
- support services to all service users, through quality assurance, children's support services, the Educational Psychology service, the Homelink service and services which deal with finance and resources;
- services which support young people in education through learning activities;
- the adult learning and literacy service which supports adults and vulnerable families to engage in community learning opportunities;
- continued provision of a range of learning and training opportunities for secondary aged pupils; and
- supporting our most vulnerable children and families through our early years strategy and by getting it right for every child.

3.3 Principal Hazards

It is essential that ALL employees are aware of the principal hazards associated with the activities carried out within the service:

- (a) Violence to employees whilst working with service users in establishments, offices and home-based services.
- (b) Injuries associated with manual handling to employees involved in providing care to service users.
- (c) Hazards relating to manual work which includes driving.
- (d) Slip, trips and falls.
- (e) First aid, exposure to infections, disease and bodily fluids.
- (f) Stress related illnesses which can be caused by many factors, some of which may be work related.
- (g) Lone working.
- (h) Display Screen Equipment

ALL employees must be aware of their responsibilities in terms of 4.2.8 below, in addition they should:

- become familiar with the routines and procedures related to safety, including emergency evacuation in whichever work location they are working in; and
- never misuse anything in such a way as to create a hazard.

3.4 Planning and Implementation

3.4.1 Effective Health and Safety Management

The service will continue to pursue progressive improvements which will lead to reduction of injury and ill health. This will be achieved by the continued monitoring, review and development of the service's health and safety management system, which reflects the objectives set out in the corporate and service health and safety plans. This will be evidenced through internal audit by Finance and Resources, Health and Safety officers and also regular external accreditation against the standard BS OHSAS 18001:2007.

3.4.2 Health and Safety Senior Leadership Team (SLT) and Health and Safety Policy and Plan

The Senior Leadership Team (SLT) which comprises the Director with senior representatives across the service assist in the formulation, implementation and monitoring of the service health and safety policy and plan. They identify and prioritise actions, and agree key performance indicators including achievable targets for implementing the various elements of the health and safety plan.

A health and safety plan outlining service specific health and safety objectives with timescales for their accomplishment is developed each year. An evaluation of the achievements from the plan forms part of the service's annual health and safety report.

3.4.3 Children's Services Health and Safety Planning Group

The role of the group primarily exists to take forward actions within the health and safety action plan, is a means to raise health and safety concerns which have not been or cannot be addressed at local levels and as a forum for Trade Union consultation. In addition the forum enables monitoring and review of health and safety performance and recommends action(s) to maintain high standards within all establishments of the service.

3.4.4 Annual Health and Safety Report

This report evaluates the service's health and safety performance and is presented annually to the Education and Children Policy Board. This report refers to the profile of the service and its main functions and activities; management of health and safety within the service including progress of the previous year's health and safety plan; training and the proposed health and safety plan for the coming year.

3.4.5 Risk Management

Children's Services provides a wide range of services to a variety of service users, individually and in groups, from a number of locations and as such the service, its service users and employees may potentially be exposed to hazards which have a risk to health, safety and well being. There is a legal requirement to provide a safe place and systems of work, so far as is reasonably practicable. Information is available which identifies potential hazards, evaluates risks, implements appropriate control measures and establishes targets to minimise the potential risk to the delivery of the service.

The service is committed to risk management for all employees and others who come into contact with the service and so far as is reasonably practicable all necessary steps are taken to minimise risk.

4 Organisation and Responsibilities for Health and Safety

4.1 General

The Director and the Head of Service have overall responsibility to ensure continuous improvement in health, safety and well being at work is implemented effectively throughout the service.

The Head of Service, through Finance and Resources, Health and Safety section and Resources Manager will provide advice, guidance and assistance to employees with regard to the implementation of this and other health and safety policies and guidance.

4.2 Organisational Responsibilities

The responsibilities of the staff within Children's Services is noted in this section.

4.2.1 Director

To ensure the highest standards are maintained the Director of Children's Services, so far as is reasonably practicable, will :-

- (a) Ensure the service health and safety policy reflects the corporate health and safety policy document and is kept up to date in accordance with legislative and corporate requirements. The policy will identify the service's objectives and key risks related to its activities.
- (b) Set out the organisation and delegation of duties within Children's Services through which the policy will be implemented.
- (c) Set out the arrangements, detailing the means by which the objectives listed in the policy will be met.
- (d) Ensure finance and other resources, so far as is reasonably practicable, are made available to enable the implementation of the policy.
- (e) Continue to implement measures to achieve a high standard of health and safety within the service in order to develop a positive attitude to health and safety among employees.
- (f) Maintain, review and continue to develop an effective health and safety management system, which will include assessing, planning, organising, monitoring and reviewing the measures required to eliminate, reduce or control risks.
- (g) Ensure an annual report evaluating the health and safety performance of Children's Services, including a health and safety plan which sets out future objectives and measurable targets, is prepared.
- (h) Bring to the attention of Heads of Service, Senior Service Managers, Locality/Unit Managers, Heads of Educational establishments and other appropriate officers whom have the responsibility for health, safety and well being is shared and that they will be accountable for the areas within their responsibility, for the health, safety and well being of employees or others who may be affected by the work of the service.

To ensure the implementation of the health and safety policy the following post holders have delegated responsibility for specific tasks, so far as is reasonably practicable, to ensure that health, safety and well being is maintained at the highest standard:

- Head of Service
- Finance and Resources, Health and Safety Section
- Resources Manger
- Senior Service Managers, Locality/Unit Managers
- Head Teachers / Head of Centres
- Designated Responsible Officers
- All employees.

4.2.2 Head of Service

The Head of Service will:-

- (a) Assume the delegated authority in the absence of the Director for ensuring the health, safety and well being at work of all employees within the service.
- (b) Undertake such duties in terms of Health and Safety at Work which are delegated specifically to the Head of Service by the Director.
- (c) Develop, monitor and review the health and safety plan.
- (d) Have overall responsibility for the preparation and regular updating of the service health and safety policy.
- (e) Monitor the effectiveness of the policy within Children's Services, performance indicators and ensure necessary modification of the policy takes place.
- (f) Undertake the responsibility for the implementation and operation of the service health and safety policy within headquarters as the Designated Responsible Officer
- (g) Chair the service Health & Safety Planning Group.
- (h) Prepare the annual report and the health and safety plan.

4.2.3 Finance and Resources- health and safety section

Finance and Resources health and safety section will advise Children's Services and all employees in matters of the health and safety policy, assisting the Head of Service with the delegated responsibility for health and safety.

Finance and Resources, health and safety section will undertake the following main duties:-

- (a) Assist in the implementation, monitoring, reviewing and development of the health and safety policy, plan and annual report.
- (b) Establish, maintain and disseminate information on statutory requirements, changes in legislation, codes of practice, provision and maintenance of equipment.
- (c) Investigate accidents / incidents in conjunction with appropriate senior officers, carry out analysis of accident / incident data and statistics, process safety audits and monitor subsequent action as indicated.
- (d) Liaise with Designated Responsible Officers, Safety Representatives, other services and agencies.
- (e) Notify the Health and Safety Executive of accidents, dangerous occurrences and diseases which are within the scope of RIDDOR 1995 and retain records of such incidents.

4.2.4 Designated Managers / Heads

Senior Service Managers, Locality/Unit Managers, Head Teachers / Head of Centres will, so far as is reasonably practicable, be responsible for:

- (a) Delegating the health and safety responsibility to the appropriate Service Managers / Designated Responsible Officers for each area of service within their remit.
- (b) Ensuring the responsibilities are carried out as detailed in sub-sections below.
- (c) Ensuring these responsibilities are carried out in their absence.
- (d) Reporting back to the Director and/or the Head of Service all relevant information on health and safety matters.

4.2.5 Service Managers, Head Teachers, Head of Centres, Senior Resource Officers, or other appropriate officers with delegated responsibility for a specific area of service

Managers will be responsible for ensuring the service health and safety policy is implemented within their area of service so far as is reasonably practicable by:

- (a) Ensuring that Designated Responsible Officers are nominated for all workplaces under their control and that they carry out their responsibilities in an effective manner ensuring that all statutory requirements affecting the provision of service are observed.
- (b) Monitoring the implementation of the health and safety policy.
- (c) Reporting to the appropriate Senior Service Manager, Locality/Unit Manager on the implementation of the relevant aspects of the service risk management and health & safety plans, and other relevant information / guidance within their area of service by the regular supervision of the Designated Responsible Officer.
- (d) Ensuring that Designated Responsible Officers under their control receive sufficient instruction and training to enable them to undertake their duties in a safe and competent manner.
- (e) Co-operating fully with Safety Representatives, elected by employees and/or recognised trades unions and the service Health and Safety Planning Group in accordance with the general policy of Renfrewshire Council.
- (f) Ensuring that accidents / incidents including violence, dangerous occurrences and instances of industrial disease involving employees under their control are reported and assisting in any subsequent investigation in accordance with the procedures.

4.2.6 Designated Responsible Officer

The Designated Responsible Officer can be unit managers, project leaders, senior social workers, head teachers, head of centres, depute heads, principal teachers or other appropriate officers with operational responsibility for an establishment or work group. They will report, to their appropriate line management, on all matters on health, safety and well being. They should undertake these responsibilities in accordance with this policy document and are responsible, so far as is reasonably practicable for:

- (a) Ensuring that all duties in relation to health and safety are carried out within their workplace, to the highest standard and in accordance with these policy guidelines.
- (b) Maintaining up to date relevant information on the regulations which govern service provision to ensure health, safety and well being is maintained to a high standard.
- (c) Ensuring that all employees within their area of responsibility are:
 - Made aware of the policy and procedures for ensuring its implementation.
 - Informed of relevant health and safety related communications.
- (d) Ensuring that duties are formally delegated to nominated members of employees in their absence.
- (e) Detailing the process by which the policy will be implemented in the establishment to ensure compliance with the arrangements as stated in the Children's Services health and safety policy.
- (f) Risk Assessment and Management

To ensure that systems of work operated within the establishment are safe so far as is reasonably practicable and the findings of risk assessments and control measures are implemented, reviewed and communicated to all appropriate employees/agencies.

To circulate and display information to employees and others about hazards which may be encountered in the course of their duties and the precautions which must be taken to avoid them.

To provide suitable personal protective equipment and training on how to use, store and clean it.

To implement the relevant aspects of risk management to enable identification, analysis and control of hazards and to monitor the effectiveness of this plan within the establishment.

- (g) Reporting of Accidents and Incidents

To ensure that accidents/incidents including dangerous occurrences, near misses and instances of occupational ill-health involving employees of the establishment and others are reported in accordance with the procedures and are reported on the Accident Incident Reporting Database. Violent incidents must always be reported as per service procedure.

To assist with investigation of accidents/incidents and reporting the findings as appropriate.

(h) Fire Precautions and Fire Risk Assessment

The designated responsible officer must ensure a suitable and sufficient fire risk assessment is in place, is kept up-to-date and, where required, the structural section is reviewed and completed by the Corporate Landlord.

Ensure the provision and maintenance of all fire and safety equipment and systems for prevention of and protection from fire in the workplace in accordance with procedures.

Implement fire drills at the specified intervals with appropriate personnel in accordance with procedures.

Ensure all appliances are inspected at the designated regular intervals by suitably qualified individuals in accordance with procedures.

(i) First Aid and Welfare Facilities

Ensure the provision of first aid and welfare facilities within the establishment for employees and service users.

(j) Health and Safety Inspection

Ensure that all places of work under their control are safe and without risk to health, so far as is reasonably practicable, are regularly inspected to ensure that statutory requirements are observed and safe conditions are maintained. In addition, to ensure all responsibilities within sub-section 4.2.8 are being implemented in line with agreed procedures.

Ensure that all hazards are reported and that prompt and appropriate action is taken to remedy these.

Arranging the safe use, handling, storage, conveyance and disposal of articles and substances, within the establishment.

(k) Health and Safety Training

Ensure that employees within the establishment receive sufficient instruction and training to enable them to undertake their duties in a safe and competent manner through regular supervision, nomination for specific training and the dissemination of information on relevant safety matters to all employees in the establishment.

(l) Statutory Inspection of Equipment and Machinery

Ensure the machinery and equipment provided is safe and, so far as is reasonably practicable, without risk to health; that all such machinery is properly maintained and inspected in accordance with the procedures.

Ensure that all statutory documents are displayed and circulate within the establishment.

Any formal inspections will be undertaken by the Corporate Landlord or a contractor appointed by the Council. Regular visual inspections will be the responsibility of employees. Any concerns should be reported through the correct channels.

4.2.7 Teaching and instructional staff

Will be responsible to their designated senior member of staff, and in so far as is reasonably practicable shall be responsible for:

- (a) ensuring a healthy working environment and safety of pupils in their care;
- (b) ensuring that pupils make use of safety equipment and protective clothing where provided and that instructions are given in their use;
- (c) ensuring that pupils are instructed in safety procedures;
- (d) taking reasonable steps to ensure that no pupil uses any machine or process or takes part in any activity, which is prohibited or unsafe;
- (e) report any known defect in any machine or process; and
- (f) informing their designated senior member of staff and initiating appropriate action in the event of an accident / incident.

4.2.8 Employees

All employees are reminded that health, safety and well being is everyone's responsibility and that co-operation is required to implement Council and service health and safety policies, procedures and safe systems of work by:

- (a) Acting with due care in the course of their employment for the health, safety and well being of themselves, other employees, service users and other people who may be affected by their acts or omissions at work.
- (b) It is also their responsibility to inform all service users, contractors, sub-contractors and visitors, while on Children's Services premises, to take reasonable care for the health, safety and well being of themselves and others.
- (c) Adhering to service procedures for ensuring a safe place of work and safe working practices. In particular, this can be achieved through the correct and appropriate use of protective clothing and all work equipment provided by the service in accordance with any statutory requirement or training and instruction received to enable them to use the equipment safely.
- (d) Reporting to their immediate supervisor any hazard or incident that has led or may lead to injury, any defects in or lack of equipment provided, or any defect in systems of work.
- (e) Co-operating with management in all matters relating to health and safety, accident investigation and accident prevention which will enable the service to perform its duty or to comply with any arrangement, which relates to health and safety legislation.

4.2.9 Corporate Landlord

The Corporate Landlord is responsible for managing the service's public building estate and related maintenance requirements other than in certain non Council premises. They are the first point of contact in providing advice and guidance, prior to any works being carried out for individual building users, working with and highlighting their obligations, so to ensure that statutory compliance is upheld. For further guidance contact the Corporate Landlord section within Development and Housing Services.

5 Methods of Communication

5.1 Commitment

The Director recognises that employees have an important contribution to make to the health and safety culture. Responsible managers / officers will ensure that health and safety is an integral part of service delivery and they will seek to continue to develop a positive attitude to health and safety amongst employees by:

- Visibly demonstrating a clear commitment to improving health and safety performance; by setting and monitoring measurable objectives;
- Promoting co-operation and consultation across the service by identifying common work interfaces and sharing and agreeing best practice;
- Ensuring the communication of necessary health and safety information throughout the service; and
- Securing the competence of employees by including health and safety within the recruitment process and systematically identifying and providing training needs.

5.2 Advice on Legislation and other Health and Safety Guidance

Advice on the interpretation of the Health and Safety at Work Act 1974 and other appropriate legislation or guidance is available from Finance and Resources health and safety section.

5.3 Health and Safety Training

Health and safety training is an important factor in the reduction of accidents and prevention of ill health. The service actively supports training by providing, as far as is reasonably practicable, the necessary resources and organisation to carry out such training. Where health and safety training needs are identified by the service, suitable training is arranged through Children's Services training. All health and safety training courses available are included within the Training Course Planner, which is available from Finance and Resources and on the Council's intranet site, Renfo.

The Training and Development Manager has, along with Designated Responsible Officers, responsibility for keeping up-to-date training records on all attendance at health, safety and well being training courses. These records are available for access by appropriate officers within the Council and are held on relevant information systems.

6 Service Monitoring Systems

Monitoring the effectiveness of the health and safety management systems will be the role of the Head of Service through established planning group, teams and the appropriate employees detailed in sub-section 4.2 above. Monitoring will include:

6.1 Accident and Incident Analysis

Reported accidents and incidents will be analysed by Senior Leadership Team, Finance and Resources health and safety section, and the service health and safety planning group involving employee representation, with a view to determining and, where possible eliminating the causes of these.

6.2 Accident Investigation and Reporting

Accidents and incidents (including an incident which relates to violent and aggressive behaviour or near miss) will be reported on the Accident Incident Reporting Database (AIRD) and investigated by the injured person's supervisor or line manager to the degree required to prevent recurrence. Every employee who suffers personal injury at work must give notice of any accident / incident as soon thereafter as is practicable. For information on accident and incident reporting refer to the current Council guidance (available on Renfo) and the service guidance on the reporting of violent and aggressive behaviour. Further advice can be obtained from the Finance and Resources health and safety section as required.

Incidents that fall within the reporting criteria of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995, for example fractures other than to fingers, thumbs or toes or where an employee is absent from or unable to carry out their normal work for more than 7 days may be investigated by Finance and Resources health and safety section.

6.3 The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

To ensure compliance with The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR 1995), the appropriate supervisor / line manager must liaise with the Finance and Resources health and safety section who will notify the Health and Safety Executive of accidents, dangerous occurrences and diseases which are within the scope of RIDDOR 1995.

6.4 Proactive Monitoring

Regular health and safety workplace inspections will be scheduled by Finance and Resources health and safety. Workplace Observation Inspection Reports (WOIRs) (Appendix 1) shall be undertaken within all premises by each Designated Responsible Officer. Educational establishments will invite relevant trade unions to be involved in this process.

The service will receive audits of its health and safety management systems, at establishment / team level, by Finance Resources health and safety section on a time scale agreed by the service health and safety planning group. In addition, assessments may also be conducted by external agencies.

7 Provision and Maintenance of Premises and Equipment

7.1 In General

Prior to the purchase or acquisition of plant, premises or equipment or the modification of existing plant, premises or equipment, consultation must take place with Finance and Resources health and safety section to ensure that all legal and service health, safety and well being standards are adhered to.

7.2 Construction and Maintenance Contractors

The service, through the Director of Property Services, Finance and Resources will monitor the activities of construction and maintenance contractors to ensure that any risks presented to employees, service users, members of the public or visitors are minimised.

7.3 Duties of Designated Responsible Officer

All premises and equipment should be inspected and maintained on a regular basis, in accordance with service health, safety and well being guidance to ensure against defect. This inspection and maintenance management is the responsibility of the manager / officer of the establishment or group of employees concerned. It will also be the Designated Responsible Officer's duty to report to corporate landlord and provide information to ensure that defective plant, premises and equipment are restored to a safe standard/replaced as soon as possible and are removed from use pending such restoration/replacement.

7.4 Duties of ALL Employees

It is the duty of all employees to use plant, premises and equipment in a safe and proper manner and in accordance with service health, safety and well being guidance. Moreover, it is the duty of every employee to report any defects in plant, premises and equipment to their Designated Responsible Officer and to comply with any prohibitions on the use of such defective plant, premises and equipment pending repair.

7.5 Duties of Service Users and Other Persons

It is the responsibility of both the Designated Responsible Officer and all other employees to ensure that service users and other persons (for example visitors, contractors, sub-contractors, pupils and volunteers) are made aware and where necessary, adhere to the requirements of the service health and safety policy and establishment specific health and safety arrangements.

8 Safety Representatives

Safety representatives must be appointed by a recognised trade union. Children's Services consult with safety representatives in accordance with the Council and service health and safety policy.

Safety representatives are entitled to inspect workplaces every three months, if necessary more frequently. The Designated manager / head in each establishment will encourage Safety Representatives to carry out these inspections at agreed frequencies and will accompany them. Safety representatives shall be allowed to inspect any statutory document which the service is required to maintain and will also be given on request any information necessary for the performance of their functions.

9 Raising Health and Safety Concerns

Should an employee require to raise a health and safety concern, the procedure detailed below should be followed which is in line with service procedures:

- STAGE 1 Raise concern with Designated Responsible Officer.
- If concern is not resolved:
- STAGE 2 Raise concern with appropriate service manager/ head
- If concern is not resolved:
- STAGE 3 Raise concern with Safety Representative who should raise the concern with the Designated Responsible Officer.
- If concern is not resolved at this stage:
- STAGE 4 Safety Representative can raise the concern with next level of management and/or the Finance and Resources health and safety section

If the matter remains unresolved, the action which follows will depend on the nature of the concern and the practical timescale within which a solution can be found. The problem may be referred to the service Health and Safety Planning Group; the Finance and Resources health and safety section or the Safety Representative may involve a full time trade union official.

10 Review of Health and Safety Policy

This policy and documentation produced in relation to it will be added to or modified as required and formally reviewed every three years unless an earlier revision is prompted by significant changes in legislation, procedures or best practice. Any subsequent revisions will be circulated to all Children's Services establishments in order that it can be drawn to the attention of every employee.

Procedural and Practice Guidelines - The Arrangements for Health and Safety

Detailed below is a list of the legislation, procedures and practice guidelines which govern the way that Children's Services provides its services. These arrangements ensure the highest standards of health, safety and well being are maintained for employees and others who may be affected by the work of the service. Documentation relevant to the service area will be held and maintained in each establishment, this can either be in hard copy format or electronically or via RENFO.

General

The following documentation is relevant to Children's Services.

1 Legislation

In addition to the legislation listed below there may also be available Approved Codes of Practice and/or specific Guidelines, if appropriate this has been indicated. Such information should be consulted in conjunction with the Regulations. Children's Services must comply with relevant Health and Safety Legislation including, but not limited to, the following:

1	Health and Safety at Work Act 1974
2	Health and Safety (First Aid) Regulations 1981 (<i>Approved Code of Practice</i>)
3	Electricity at Work Regulations 1989 (<i>Approved Codes of Practice and Guidelines</i>)
4	The Control of Noise at Work Regulations 2005
5	The Health and Safety Information for Employees Regulations 1989
6	Personal Protective Equipment at Work Regulations 1992 (<i>Guidelines</i>)
7	Workplace (Health, Safety & Welfare) Regulations 1992 (<i>Approved Code of Practice</i>)
8	Management of Health and Safety at Work Regulations 1999 (as amended) (<i>Approved Code of Practice</i>)
9	Control of Substances Hazardous to Health Regulations 2004 (<i>Approved Code of Practice and Guidelines</i>)
10	The Manual Handling Operations Regulations 1992 (as amended)
11	Construction (Design & Management) Regulations 2007

2 Internal Policy

1	Children's Services Health & Safety Policy
2	Children's Services Health and Safety Annual Update and Plan
3	Eye Examination for Employees
4	Health and Safety Consultation with Employees
5	Renfrewshire Council's Violence and Aggression at Work Policy
6	Social Work Service' Violence and Aggression Policy
7	Guidance on Risk Assessment
8	Revised Guidance on Inspection, Maintenance and Use of Portable Electrical Appliances

9	Guidance on Work Equipment, Lifting Equipment and Lifting Operations
10	Guidance on Mobile Phone use whilst Driving
11	Guidance on Manual Handling Operations
12	Occupational Health Guidance for Managers
13	Corporate Policy on Tobacco - Control of Smoking at Work
14	Revised Guidance on Work with Display Screen Equipment
15	Revised Guidance on Working at Height
16	Corporate Policy on Stress
17	Corporate Policy on Management and Control of Asbestos (Rev)
18	Guidance on Fire Precautions and Procedures for Renfrewshire Council Premises
19	Guidance on Blood Borne Viruses
20	Guidance on the Control of Legionella
21	Guidance on Statutory Inspections
22	Guidance on the Selection and Use of Personal Protective Equipment
23	Guidance on Occupational Road Risk Management
24	Revised Guidance on Control of Substances Hazardous to Health
25	Corporate Guidance on First Aid Arrangements Within the Workplace
26	Guidance on Health and Safety Selection and Control of Contractors

3 Administration Documentation

1	Accident Incident Reporting Database (AIRD) - This includes Reporting of an Injury or Dangerous Occurrence to the Health & Safety Executive
2	Reporting of a Case of Disease to the Health & Safety Executive (Form F2508A)
3	Violence and Aggression Policy – AIRD Recording Form
4	Risk Assessment Guidance, General Risk Assessment Database (GRAD) and Documentation
5	Workplace Observation Inspection Report (WOIR)

4 Other Relevant Policies and Procedures

1	Social Work Client Manual Handling Assessment Guidelines
2	Health & Safety Care Homes (HSE)
3	Guidance on inspection procedures from the Scottish Commission for the Regulation of Care (SCRC)
4	Health and Safety at Work: Guidance to Heads of Establishments on First Aid Provision
5	Guidance for the Control of Infection
6	Food Hygiene Handbook R.E.H.I.S.
7	Registration of Food Premises
8	Procedures for a Suspected Outbreak of Food Poisoning
9	Health & Safety in Kitchens & Food Preparation Areas
10	Renfrewshire Council's Guidelines for Planning a Safe Accessible Quiet Environment
11	Gas Safety (Installation and Use) Regulations
12	Health and Safety Flashes/Bulletins - Issued to relevant establishments based on content
13	Health and Safety on Educational Excursions (Scottish Executive)

5 Documentation for Specific Areas of the Service

In addition to the list of General Policies and Procedures and Practice Guidelines detailed in sections 1- 4 above the following are specifically relevant to the services listed below.

COMMUNITY CARE - (for all community care units which include residential and day care units for both adults and older people).

Social Work Service Operational Procedures - No 3 {Residential and Day Care - Community Care}
Operational Procedures - Assessment & Care
Commissioning, Contracting & Purchasing Procedures Manual
Health and Safety in Care Homes (HSE)
Guidance on Washing and Bathing Service users (HSE)
Guidance on the Administration of Medicines
Revised Home Care Employee Manual

CRIMINAL JUSTICE

Community Service by Offenders Scheme

LOCALITY OFFICES

Social Work Service Operational Procedures - No 2 {Fieldwork}
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EDUCATIONAL ESTABLISHMENTS

Educational Excursions

Fire Precautions

Emergency & Early Closure of Schools

First Aid Guidance for Educational Establishments

Code of Practice – Physical Education Home Economics and Technical Education.
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Head Lice Treatment – Guidance

Infection Control – in Schools and other childcare settings

Supervision of pupils by janitors

Capacity of Schools – Standard Circulars 60 and 61
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Renfrewshire Council Workplace Observation and Inspection Report

Service:	Name of Inspector:
Division:	Name of TU (if applicable):
Location:	Date

GENERAL WORKPLACE	Ok	n/a	ACTION				
1.1 Floors & Working Areas	<input type="checkbox"/>	<input type="checkbox"/>	1	5	6	7	9
1.2 Stairs & Passageways	<input type="checkbox"/>	<input type="checkbox"/>	1	6	7	9	
1.3 Exits & Egress	<input type="checkbox"/>	<input type="checkbox"/>	1	6	9		
1.4 Roadways	<input type="checkbox"/>	<input type="checkbox"/>	1				
1.5 Vehicle Parking	<input type="checkbox"/>	<input type="checkbox"/>	1	2	9		
1.6 Pathways	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5	6	9
1.7 Ladders	<input type="checkbox"/>	<input type="checkbox"/>	1	2	4	5	9
1.8 Authorised Access Arrangements	<input type="checkbox"/>	<input type="checkbox"/>	1	2	4	9	
1.9 Confined Spaces	<input type="checkbox"/>	<input type="checkbox"/>	1	3	8	9	

ENVIRONMENT & WELFARE	Ok	n/a	ACTION				
2.1 Ventilation & Fresh Air	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	7	
2.2 Lighting	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	9	
2.3 Temperature	<input type="checkbox"/>	<input type="checkbox"/>	1	2	7	9	
2.4 Clothing Storage	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6		
2.5 Kitchens	<input type="checkbox"/>	<input type="checkbox"/>	1	5	6	8	9
2.6 Eating Areas	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	8	9
2.7 Toilets & Wash Rooms	<input type="checkbox"/>	<input type="checkbox"/>	1	6	7	9	

EMERGENCY ARRANGEMENTS	Ok	n/a	ACTION				
3.1 First Aid Boxes & Facilities	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	9	
3.2 Fire Extinguishers	<input type="checkbox"/>	<input type="checkbox"/>	2	3	4	7	9
3.3 Fire Alarms	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	7	8
3.4 Fire Doors	<input type="checkbox"/>	<input type="checkbox"/>	1	9			
3.5 Assembly Points	<input type="checkbox"/>	<input type="checkbox"/>	2	3	4	8	
3.6 Emergency Instructions & Notices	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	9	
3.7 Safety & Fire Signs	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	8	9

WORKING PRACTICES	Ok	n/a	ACTION				
4.1 Use of PPE	<input type="checkbox"/>	<input type="checkbox"/>	3	4	8	9	
4.2 Use of Equipment	<input type="checkbox"/>	<input type="checkbox"/>	3	4	8	9	
4.3 Manual Handling Techniques	<input type="checkbox"/>	<input type="checkbox"/>	3	4	8	9	
4.4 Communication	<input type="checkbox"/>	<input type="checkbox"/>	2	3	4	9	
4.5 Working Methods	<input type="checkbox"/>	<input type="checkbox"/>	3	4	9		
4.6 Working Safety	<input type="checkbox"/>	<input type="checkbox"/>	3	4	9		

ACTIONS KEY	
1 Repair	6 Clean
2 Replace/Obtain /Arrange	7 Schedule Maintenance/Test
3 Arrange Training	8 Conduct Risk Assessment
4 Notify Supervisor/Manager	9 Rectify Immediately
5 Confine/Confiscate	

STORAGE AND OPERATIONS	Ok	n/a	ACTION				
5.1 Hazardous Substances - Storage	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	6	8
5.2 Hazardous Substances - Identified	<input type="checkbox"/>	<input type="checkbox"/>	1	2	9		
5.3 Flammable Substances - Storage	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	6	8
5.4 Flammable Substances - Identified	<input type="checkbox"/>	<input type="checkbox"/>	1	2	9		
5.5 Storage Cupboards & Shelves	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	9	
5.6 Stacking	<input type="checkbox"/>	<input type="checkbox"/>	3	4	9		
5.7 Workplace Tidiness	<input type="checkbox"/>	<input type="checkbox"/>	4	6	9		
5.8 Waste Disposal Containers	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	9
5.9 Mechanical Handling Devices	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	5	8
5.10 Lifting Tackle & Equipment	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5	6	7
5.11 PPE - Storage Facilities	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	6	

EQUIPMENT & PLANT	Ok	n/a	ACTION				
6.1 PAT Testing	<input type="checkbox"/>	<input type="checkbox"/>	7	9			
6.2 Hand Tools	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5	9	
6.3 Electrical Fittings	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5	6	7
6.4 Electrical Wiring & Cabling	<input type="checkbox"/>	<input type="checkbox"/>	1	5	9		
6.5 Machinery Guarding	<input type="checkbox"/>	<input type="checkbox"/>	1	2	4	7	
6.6 Machinery Safety Devices	<input type="checkbox"/>	<input type="checkbox"/>	1	2	4	7	
6.7 Apparatus Locks & Interlocks	<input type="checkbox"/>	<input type="checkbox"/>	1	2	4	7	
6.8 Mobile Plant Test & Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	3	7	8		
6.9 Traffic & Pedestrian Segregation	<input type="checkbox"/>	<input type="checkbox"/>	1	4	8	9	
6.10 FLT operation + flashing lgt	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	7
6.11 Pressure systems	<input type="checkbox"/>	<input type="checkbox"/>	1	2	8	9	
6.12 Compressed Air usage	<input type="checkbox"/>	<input type="checkbox"/>	3	4	9		
6.13 Vehicle/Equipment Daily Pre use checks	<input type="checkbox"/>	<input type="checkbox"/>	2	3	4	9	

OFFICE	Ok	n/a	ACTION				
7.1 Furniture	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	9	
7.2 Chairs	<input type="checkbox"/>	<input type="checkbox"/>	1	2	6	9	
7.3 Filing Cabinets/Storage	<input type="checkbox"/>	<input type="checkbox"/>	1	2	9		
7.4 DSE Workstations	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	8	
7.5 Portable Steps	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5		

Workplace Observation and Inspection Report

[illegible]

Responsible person:	Approved: Y/N
Date:	Review date:

To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: Children and Young People (Scotland) Act 2014: Supreme Court Judgement

1. Summary

- 1.1 The Children and Young People (Scotland) Act 2014 put into statute some key aspects of the GIRFEC approach. It set out a definition of 'wellbeing' (Part 18). It formalised the role of the Named Person (Part 4) and made provision for a statutory Child's Plan (Part 5) to coordinate support for those children who may require additional help. The Act also provided a framework for information sharing between professionals to support the functions of the Named Person (within Part 4).
- 1.2 Four charities and three individual parents challenged aspects of the legislation in relation to the Named Person Scheme. The challenge focused on two main areas: the lawfulness of the named person sharing and retaining information in relation to individual children and their families and the compulsory appointment of a named person was a breach of the rights of the parents of children under article 8 of the European Convention on Human Rights (ECHR). Article 8 relates to the right to a private and family life and the restrictions on interference in this area by public authorities.
- 1.3 The initial challenge was rejected in the Court of Session and the appellants appealed to the Supreme Court. The Supreme Court announced its judgement on 28 July 2016. The Supreme Court has held that Part 4 of the Children and Young People (Scotland) Act 2014 is incompatible with Article 8 of the ECHR. The Supreme Court is proposing that an Order be made to allow the Scottish Government an opportunity to correct this and have given them 42 days to make written submissions on what the terms of this Order should be.
- 1.4 The Scottish Government has said that they are assessing what this means for the timescale of implementation and will continue to progress its preparations for implementation of the named person service and related provisions. However, as the Supreme Court found that the aspects of the Children and Young People (Scotland) Act 2014 are outwith the legislative

competence of the Scottish Parliament, they cannot be brought into force in the meantime.

- 1.5 The named person duties in the Act were due to be effective from 31st August 2016. A local, interagency implementation plan was at a final stage to ensure the relevant policy, procedure, communications and training were in place for the planned commencement of the Act. This work has been suspended pending the outcome of the Scottish Government response to the Supreme Court.
- 1.6 A further update will be provided to Board once timescales from Scottish Government are clearer on their response to the Supreme Court judgement.

2. Recommendations

- 2.1 It is recommended that the Board note the content of this report.
-

3. Background

- 3.1 The Children and Young People (Scotland) Act 2014 makes provision for a named person service in relation to children and young people in Scotland. Part 4 of the Act provides that named persons will exercise certain functions in relation to children and young people. These include:-
 - advising, informing or supporting them or their parents
 - helping them or their parents access a service or support and
 - discussing or raising a matter about them with a service provider (e.g. health boards and Councils) or relevant authority (e.g. the NHS and Scottish Police Authority).
- 3.2 Part 4 also sets out powers and duties in relation to information sharing, including conditions where information must be shared and an additional power to share where the named person service provider considers it "necessary or expedient" for the exercise of any of the named person functions, unless this is prohibited by other legislation.
- 3.3 Four charities and three individual parents ('the appellants') collectively challenged the legality of Part 4 of the Act. They contended that the Scottish Parliament had exceeded its authority in enacting that part of the legislation for a number of reasons. The challenge focused on two main areas: the lawfulness of the named person sharing and retaining information in relation to individual children and their families and the compulsory appointment of a named person was a breach of the rights of the parents of children under article 8 of the European Convention on Human Rights (ECHR). Article 8 relates to the right to a private and family life and the restrictions on interference in this area by public authorities.
- 3.4 The Court of Session, both at first instance and at appeal, rejected the appellants' contentions. The appellants then launched a final appeal to the Supreme Court.

- 3.5 The Supreme Court considered all of the various grounds put forward. Many of these were rejected, including the contention that the subject of the information-sharing provisions in Part 4 relates to a matter reserved to Westminster. Nonetheless, it was held that the bringing into force of the information-sharing provisions of Part 4, as currently drafted, would be incompatible with the rights afforded by Article 8 of the European Convention of Human Rights (ECHR). The Scottish Parliament is specifically prohibited from making legislation that is incompatible with the terms of the ECHR. As a result, the Scottish Government must now amend the information sharing provisions in the Act to provide greater clarity about how Named Persons will share information about children, young people and families with public bodies. This needs to happen before Part 4 of the Act can commence.
- 3.5 Article 8 provides that everyone has the right to respect for private and family life, including home and correspondence. Although this is not an absolute right, for an interference to be justified, it must be in accordance with law, necessary to pursue a legitimate aim and proportionate. The Supreme Court considered Part 4 was in pursuit of a legitimate aim, it held that, as currently drafted, the information sharing sections of Part 4 and the Guidance prepared by the Scottish Government are not "in accordance with law," and that their operation could be disproportionate in particular cases for two reasons:-
- Firstly, as there is a risk that parents will be given the impression that they must accept advice in relation to the named person service and their failure to co-operate would be taken as evidence of harm; and
 - Secondly, that decisions on proportionate disclosure of confidential information would be made only with the help of the Guidance and the criteria in Part 4, which currently set too low a threshold for the overriding duty of confidentiality.
- 3.6 This essentially means that:-
- Greater emphasis is needed on the voluntary nature of advice, information, support and help offered by the named person; and
 - There is a need for clear guidance on how to assess proportionality when considering whether information should be shared. In particular, there is a need for guidance on (a) the circumstances in which consent should be obtained, (b) those in which such consent can be dispensed with and (c) whether, if consent is not to be obtained, the affected parties should be informed of the disclosure either before or after it has occurred. Also relevant is whether the recipient of the information is subject to sufficient safeguards to prevent abuse. Further, if the guidance is to operate as "law" for the purposes of article 8, (i.e. ensure that any interference is in "accordance with law") the information holder should be required to do more than merely have regard to it.
- 3.7 The Supreme Court has indicated that is proposing an Order be made to allow the Scottish Government an opportunity to correct this and have given them 42 days to make written submissions on what the terms of this Order should be.

- 3.8 The Scottish Government has indicated they are assessing what the judgement means for the timescale of implementation and will continue to progress its preparations for implementation of the named person service and related provisions. However, as the Supreme Court found that the aspects of the Children and Young People (Scotland) Act 2014 are outwith the legislative competence of the Scottish Parliament, they cannot be brought into force in the meantime.
- 3.9 The named person duties in the Act were due to be effective from 31st August 2016. A local, interagency implementation plan was at a final stage to ensure the relevant policy, procedure, communications and training were in place for the planned commencement of the Act. This work has been suspended pending the outcome of the Scottish Government response to the Supreme Court.
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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	- There is strong partnership working across the community planning partnership which supports and promotes the wellbeing of children and young people.
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- 4. Legal Implications**
Await outcome of the legal process
- 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 and reporting a court judgement.
- 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
JT
9 August 2016

Author: John Trainer, Acting Head of Early Years and Inclusion, 0141 618 6860
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To: Education and Children Policy Board

On: 18 August 2016

Report by: Director of Children's Services

Heading: The Role of the Chief Social Work Officer – Guidance Issued by Scottish Ministers

1. Summary

- 1.1. Section 3 of the Social Work Scotland (Act) 1968 requires all local authorities in Scotland to appoint a Chief Social Work Officer (CSWO). The CSWO is a "proper officer" in relation to the social work function – an officer given particular responsibility on behalf of a local authority where the law requires the function to be discharged by a specific post holder.
- 1.2. The 1968 Act allows Scottish Ministers to issue statutory guidance on the role of the CSWO. The Scottish Ministers have updated the statutory guidance (attached at appendix 1) to reflect changes to the manner in which social work services are delivered following the Public Bodies (Joint Working) (Scotland) Act 2014 receiving Royal Assent.
- 1.3. The Public Bodies (Joint Working) (Scotland) Act 2014 allowed the delegation of certain social work functions from the local authority to an integration body. In Renfrewshire the adult social work functions have been delegated to the Renfrewshire Health and Social Care Integration Joint Board and are now delivered via the Renfrewshire Health and Social Care Partnership.
- 1.4. The CSWO in Renfrewshire is the Director of Children's Services. The CSWO function covers both children's services and the adult social work functions now delivered in Renfrewshire Health and Social Care Partnership.
- 1.5. The statutory guidance has been prepared to assist local authorities and partner agencies in understanding the complexities and cross cutting nature of social work services.

2. Recommendations

- 2.1. It is recommended that the education and children policy board note the publication and content of the Role of Chief Social Work Officer attached at appendix 1.

3. Background

- 3.1. The principal role and purpose of social work is contained within the Social Work (Scotland) Act 1968. This Act gave local authorities responsibility for promoting social welfare of its residents. Social work services have a statutory duty to provide care and protection to the most vulnerable people across Renfrewshire meaning that many people who use these services do not engage on a voluntary basis.
- 3.2. The role of the Chief Social Work Officer (CSWO) is to ensure the provision of professional advice on the provision of social work functions to elected members and officers including the resourcing levels and performance of the service. The CSWO should assist authorities to understand the key role that social work plays in contributing to the achievement of national and local outcomes.
- 3.3. The CSWO is a “proper officer” in relation to the social work function – an officer given particular responsibility on behalf of a local authority where the law requires the function to be discharged by a specific post holder.
- 3.4. The qualifications of the CSWO are set down in regulations and stipulate that the person holding the CSWO role must be a qualified social worker registered with the Scottish Social Services Council. In addition the CSWO must be able to demonstrate extensive experience of operational and strategic management at a senior level within social work or social care.
- 3.5. The scope of the CSWO role covers all social work and social care services whether provided directly by, in partnership or on behalf of the local authority. Where the services are purchased or commissioned from external agencies the CSWO has responsibility for advising on the specification, quality and standards commissioned.
- 3.6. The updated statutory guidance notes the CSWO also has a role in providing professional advice and guidance to an Integration Joint Board or NHS Board to which the social work functions have been formally delegated.
- 3.7. The CSWO is responsible for the promotion of values and standards, decision making in respect of functions where the CSWO is required by legislation and leadership. The functions where the CSWO is required to act by legislation are generally related to decisions which impact on individual’s personal lives, rights and liberty.

- 3.8. The statutory guidance has been updated to take account of the changed environment in which social work services are now delivered. It is important that elected members, senior officers and other staff are aware of the contents of the statutory guidance.

Implications of this report

- 1. Financial Implications**
None.
- 2. HR and Organisational Development Implications**
The CSWO provides challenge to the authority and Renfrewshire Health and Social Care Partnership on the adequacy of resourcing and capacity of the social work and social care workforce.
- 3. Community Plan/Council Plan Implications**
None
- 4. Legal Implications**
None.
- 5. Property/Assets Implications**
None.
- 6. Information Technology Implications**
None.
- 7. Equality and Human Rights Implications**
The CSWO has a role in promoting and protecting the rights of vulnerable individuals and groups.
- 8. Health and Safety Implications**
None
- 9. Procurement Implications**
None.
- 10. Risk Implications**
None.
- 11. Privacy Impact**
None.
- 12. COSLA Policy Position**
None.

List of Background Papers

None.

Children's Services
JT
9 August 2016

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The Role of Chief Social Work Officer

Guidance Issued by Scottish Ministers pursuant to Section 5(1) of the Social Work (Scotland) Act 1968

Revision of Guidance First Issued In 2009

Revised Version – July 2016

**This guidance has been developed in partnership
with local government and supported by COSLA**

July 2016

INTRODUCTION

1. The Social Work (Scotland) Act 1968 (the 1968 Act) requires local authorities to appoint a single Chief Social Work Officer (CSWO) for the purposes of listed social work functions.

2. This document contains statutory guidance. It is issued to local authorities by Scottish Ministers under section 5 of the 1968 Act. The local authority must have regard to this guidance. It must follow both the letter and the spirit of the guidance. It must not depart from the guidance without good reason. The Guidance replaces guidance previously issued in 2009.

PURPOSE

3. The guidance is for local authorities and will also be of use to bodies and partnerships to which local authorities have delegated social work functions. Local authorities must have regard to this guidance when carrying out their functions under the 1968 Act. Recognising the democratic accountability which local authorities have in this area, clarity and consistency about the role and contribution of the CSWO are particularly important given the diversity of organisational structures and the range of organisations and partnerships with an interest and role in delivery of social work services.

4. This guidance summarises the minimum scope of the role of the CSWO. It will assist elected members in ensuring that the role is delivered effectively and that the local authority derives maximum benefit from the effective functioning of the role. Effective delivery of and support for the role will assist local authorities to be assured that there is coherence and effective interfacing across all of their social work functions.

5. The guidance is intended to:

- (a) support local authorities in effective discharge of responsibilities for which they are democratically accountable;
- (b) help local authorities maximise the role of the CSWO and the value of their professional advice – both strategically and professionally;
- (c) provide advice on how best to support the role so that the CSWO can be effective in their role both within the local authority and in regard to other entities, such as Community Planning Partnerships, whilst recognising that local authorities operate with different management and organisational structures and in different partnership landscapes;
- (d) assist Integration Joint Boards (IJBs) to understand the CSWO role in the context of integration of health and social care brought in through the Public Bodies (Joint Working) (Scotland) Act 2014 (the 2014 Act).

- (e) be read alongside the wide range of guidance relevant to social work functions of local authorities and relevant guidance issued relating to the 2014 Act.
- (f) be sufficiently generic to remain relevant in the event of future management or organisational structural change.

REQUIREMENT

6. The requirement for every local authority to appoint a Chief Social Work Officer is set out in section 3 of the 1968 Act. This requirement is for the purposes of the local authority functions under the 1968 Act and the enactments listed in section 5(1B) of the Act. The role provides a strategic and professional leadership role in the delivery of social work services. In addition there are certain functions conferred by legislation directly on the CSWO by name.

7. The Scottish Office explicitly recognised that the need for the role was driven by *“the particular responsibilities which fall on social work services in that they affect personal lives, individual rights and liberties to an extent that other local authority services do not.”* (Circular: SWSG2/1995 May 1995)

8. The Public Bodies (Joint Working) (Scotland) Act 2014 provides for the delegation of certain social work functions by a local authority to an integration authority. The CSWO’s responsibilities in relation to local authority social work functions continue to apply to functions which are being delivered by other bodies under integration arrangements. However, the responsibility for appointing a CSWO cannot be delegated and must be exercised directly by the local authority itself.

THE CHIEF SOCIAL WORK OFFICER ROLE

Overview

9. The CSWO role was established to ensure the provision of appropriate professional advice in the discharge of a local authority’s statutory functions as described in paragraph 6. The role also has a place set out in integrated arrangements brought in through the 2014 Act. As a matter of good practice it is expected that the CSWO will undertake the role across the full range of a local authority’s social work functions to provide a focus for professional leadership and governance in regard to these functions.

10. The CSWO should assist local authorities and their partners in understanding the complexities and cross-cutting nature of social work service delivery – including in relation to particular issues such as corporate parenting, child protection, adult protection and the management of high risk offenders - and also the key role social work plays in contributing to the achievement of a wide range of national and local outcomes. The CSWO also has a contribution to make in supporting overall performance improvement and management of corporate risk.

11. It is for local authorities to determine the reporting and management structures that best meet their needs. Where the CSWO is not a full member of the senior management team or equivalent, elected members must satisfy themselves that the officer has appropriate access and influence at the most senior level and is supported to deliver the complex role described in this guidance.

Competencies

12. Scottish Ministers' requirement is that the CSWO role will be held by a person who is qualified as a social worker and registered as such with the Scottish Social Services Council. Local authorities will also want to require this as they will need to ensure that the CSWO:

- can demonstrate extensive experience at a senior level of both operational and strategic management of social work and social care services and;
- has the competence and confidence required to provide effective professional advice at all levels within the organisation and with the full range of partner organisations
- receives effective induction to support them in full delivery of their role

(NB At the time of writing, SI 1996/515, which sets out minimum qualifications for a CSWO is being reviewed with a view to amendment so that the social work degree is specifically included.)

13. Further information on the skills and competencies required of a CSWO is available in the Standard for Chief Social Work Officers (issued by the Scottish Social Services Council in July 2015) which underpins the Level 11 Award for CSWOs which was launched in August 2015 as a further professional accredited qualification aimed at enhancing CSWO competence.

Scope

14. The scope of the role relates to the functions outlined in paragraph 6 whether provided directly by the local authority; through delegation to another statutory body or in partnership with other agencies. Where social work services and support are commissioned on behalf of the authority, including from the independent and voluntary sector, the CSWO has a responsibility to advise on the specification, quality and standards of the commissioned services and support. The CSWO also has a role in providing professional advice and guidance to an Integration Joint Board or NHS Board to which social work functions have been formally delegated.

Responsibility for values and standards

15. The CSWO should:

- (a) promote values and standards of professional practice, including all relevant national Standards and Guidance, and ensure adherence with the Codes of Practice issued by the Scottish Social Services Council for social service employers.

- (b) work with Human Resources (or equivalent function) and responsible senior managers to ensure that all social service workers practice in line with the SSSC's Code of Practice and that all registered social service workers meet the requirements of the regulatory body;
- (c) establish a Practice Governance Group or link with relevant Clinical and Care Governance arrangements designed to support and advise managers in maintaining and developing high standards of practice and supervision in line with relevant guidance, including, for example, - the *Practice Governance Framework: Responsibility and Accountability in Social Work Practice* (SG 2011);
- (d) ensure that the values and standards of professional practice are communicated on a regular basis and adhered to and that local guidance is reviewed and updated periodically.

16. The CSWO must be empowered and enabled to provide professional advice and contribute to decision-making in the local authority and health and social care partnership arrangements, raising issues of concern with the local authority Elected Members or Chief Executive, or the Chief Officer of the Integration Joint Board as appropriate (or the Chief Executive of a Health Board if appropriate in the context of a lead agency model), in regard to:

- (a) effective governance arrangements for the management of the complex balance of need, risk and civil liberties, in accordance with professional standards.
- (b) appropriate systems required to 1) promote continuous improvement and 2) identify and address weak and poor practice.
- (c) the development and monitoring of implementation of appropriate care governance arrangements;
- (d) approaches in place for learning from critical incidents, which could include through facilitation of local authority involvement in the work of Child Protection Committees, Adult Support and Protection Committees and Offender Management Committees where that will result in the necessary learning within local authorities taking place;
- (e) requirements that only registered social workers undertake those functions reserved in legislation or are accountable for those functions described in guidance;
- (f) workforce planning and quality assurance, including safe recruitment practice, probation/mentoring arrangements, managing poor performance and promoting continuous learning and development for staff;

- (g) continuous improvement, raising standards and evidence-informed good practice, including the development of person-centred services that are focussed on the needs of people who use services and support;
- (h) the provision and quality of practice learning experiences for social work students and effective workplace assessment arrangements, in accordance with the SSSC Code of Practice for Employers of Social Service Workers;

Decision-Making

17. There are a small number of areas of decision-making where legislation confers functions directly on the CSWO by name. These areas relate primarily to the curtailment of individual freedom and the protection of both individuals and the public. Such decisions must be made either by the CSWO or by a professionally qualified social worker, at an appropriate level of seniority, to whom the responsibility has been formally delegated and set out within local authority arrangements. Even where responsibility has been delegated, the CSWO retains overall responsibility for ensuring quality and oversight of the decisions. These areas include:

- deciding whether to implement a secure accommodation authorisation in relation to a child (with the consent of a head of the secure accommodation), reviewing such placements and removing a child from secure accommodation if appropriate;
- the transfer of a child subject to a Supervision Order in cases of urgent necessity;
- acting as guardian to an adult with incapacity where the guardianship functions relate to the personal welfare of the adult and no other suitable individual has consented to be appointed;
- decisions associated with the management of drug treatment and testing orders
- carrying out functions as the appropriate authority in relation to a breach of a supervised release order, or to appoint someone to carry out these functions.

18. In addition to these specific areas where legislation confers functions on all CSWOs, there will be a much larger number of areas of decision-making which have been assigned by individual local authorities to Chief Social Work Officers reflecting *“the particular responsibilities which fall on social work services in that they affect personal lives, individual rights and liberties to an extent that other local authority services do not”* noted in paragraph 7. These areas may include responsibilities assigned through guidance or other routes. For example:

- the 2014 guidance on Multi Agency Public Protection Arrangements (MAPPA) makes explicit reference to the role of the CSWO in responsibility for joint arrangements, in co-operation with other authorities.
- although mental health services are delegated to Integration Joint Boards, some of these functions require to be carried out by local authority officers with a social work qualification (Mental Health Officers). Local authorities will want to be reassured via the CSWO that these functions are discharged in accordance with professional standards and statutory requirements

It is for each local authority to make transparent which additional specific areas of responsibility in regard to their social work functions they have assigned to their CSWO

Leadership

19. The CSWO is responsible for providing professional leadership for social workers and staff in social work services. The CSWO should:

- (a) support and contribute to evidence-informed decision making and practice – at professional and corporate level – by providing appropriate professional advice;
- (b) seek to enhance professional leadership and accountability throughout the organisation to support the quality of service and delivery;
- (c) support the delivery of social work's contribution to achieving local and national outcomes;
- (d) promote partnership working across professions and all agencies to support the delivery of integrated services;
- (e) promote social work values across corporate agendas and partner agencies.

The CSWO role in the context of partnerships and integration

20. In the context of Health and Social Care Integration and the 2014 Act, the CSWO is required to be appointed as a non-voting member of the Integration Joint Board (IJB) (or, in lead agency models, the Integration Joint Monitoring Committee). Scottish Ministers are strongly of the view that the influence of high quality professional leaders in the integrated arrangements is central to the effectiveness of improving the quality of care locally and nationally.

21. The CSWO also has a defined role in professional and clinical and care leadership and has a key role to play in Clinical and Care Governance systems which support the work of the Integration Joint Board, as set out in the partnership Integration Schemes and [relevant guidance](#).

22. The local authority should ensure that appropriate arrangements are in place to include the CSWO in relevant strategic and operational forums that provide direct access to the Chief Executive and elected members so that the CSWO is in an optimum position to support and advise them in regard to their social work function responsibilities in their partnership contexts.

Reporting

23. The CSWO has a role in reporting to the local authority Chief Executive, elected members and IJBs – providing comment on issues which may identify risk to safety of vulnerable people or impact on the social work service and also on the findings of relevant service quality and performance reports, setting out:

- implications for the local authority, for the IJB, for services, for people who use services and support and carers, for individual teams/members of staff/partners as appropriate;
- implications for delivery of national and local outcomes;
- proposals for remedial action;
- means for sharing good practice and learning;
- monitoring and reporting arrangements for identified improvement activity.

24. The CSWO should also produce and publish a summary annual report for local authorities and IJBs on the functions of the CSWO role and delivery of the local authority's social work services functions (however these are organised or delivered). A template for this report is available from by the Office of the Chief Social Work Adviser, Scottish Government.

ACCESS, ACCOUNTABILITY AND REPORTING ARRANGEMENTS

25. To discharge their role effectively, the CSWO will need:

- (a) direct access to people and information across the local authority, including the Chief Executive, elected members, managers and frontline practitioners and also in partner services, including in Health and Social Care Partnerships. Specific arrangements will vary according to individual councils, but should be clearly articulated locally;
- (b) to be able to bring matters to the attention of the Chief Executive to ensure that professional standards and values are maintained;
- (c) to be visible and available to any social services worker and ensure the availability of robust professional advice and practice guidance;
- (d) to provide professional advice as required to senior managers across the authority and its partners in support of strategic and corporate agendas.

26. Local authorities will need to agree:

- (a) how the CSWO is enabled to inform and influence corporate issues, such as managing risk, setting budget priorities and public service reform;

- (b) the specific access arrangements for the CSWO to the Chief Executive and elected members;
- (c) the relationships, responsibilities and respective accountabilities of service managers and the CSWO;
- (d) a mechanism to include an independent, professional perspective to the appointment of the CSWO;
- (e) procedures for removal of a CSWO postholder, bearing in mind the need for continuity in the provision of the CSWO functions, the value of independent professional advice and the arrangements for the appointment and removal of the local authority's other proper officers;
- (f) clear and formal deputising arrangements (with similar skills and experience available) to cover any period of absence by the CSWO and appropriate delegation arrangements where scale of business requires this.

27. This document complements the wide set of guidance underpinning the delivery of safe, accountable and effective social work practice and high quality social services in Scotland.



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